



# **UNIVERSIDAD HISPANOAMERICANA**

## **School of English Language Teaching**

**THESIS SUBMITTED TO OBTAIN THE LICENCIATE DEGREE IN ENGLISH  
LANGUAGE TEACHING FOR I AND II CYCLES**

**THE DEVELOPMENT OF SYNTHETIC PHONICS APPROACH AND  
ITS EFFECTIVENESS IN THE PROCESS OF ENGLISH AS  
A FOREIGN LANGUAGE, BASED ON PHONICS AND READING IN  
A GROUP, AT NEW GENERATION SCHOOL FROM SAN RAFAEL,  
HEREDIA, DURING SEPTEMBER**

**2016 TO APRIL 2017**

**Student:**

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**6-0386-0010**

**HEREDIA, COSTA RICA**

## **Dedication**

I would like to thank special people who helped me complete this final step. First, I would like to thank God, who provides me strength, knowledge, wisdom from the very beginning and during all this process. Second, my parents and my husband, who were with me many times and offered support and encouragement, also for their understanding and flexibility during the year as I worked on this project. Third, I would like to thank my friends Fiorella and Carolina who helped me and shared knowledge. And to thank my past, present, and future students for provided me knowledge and beautiful experiences in the classroom and finally thanks New Generation School for giving me the opportunity to develop this research.

## **Acknowledgements**

I want to acknowledge to my tutor Mr. Argenis Ordóñez for all his good advice, patient, for guiding me with his suggestions and helping me to obtain the best results in this research. Thanks to all my colleagues who were part of this process by supporting me with important information and wisdom. I want to acknowledge to Mrs. Ligia Aguilar, for being the first person in giving me the opportunity as a teacher, for letting me develop my abilities and get knowledge through a new journey of experiences that gave me the best, the chance as an educator in the English language.

## Preface

The purpose in this study is to propose a solution of a problem found in New Generation institution where a first grade group of twenty-two students present a lack of phonetic knowledge. Related to the first chapter that describes the problem, which evidences that first grade learners have no understanding of phonics and literacy skill at the end of the school period, they do not recognize letters of the alphabet and few children are able to read short stories. Additionally, other groups as second and third levels present difficulties with letter recognition, letter sound, spelling and reading. According to the observations carried out at the school, and some data gathered from this group. The main characteristic which provokes the problem is due to learners do not have idea about sounds of short and long vowels neither consonants. Regarding to that, this study is dealing with a prompt solution since students need to master the phonemes in English in order to read and write as a specialist remarked in the next statement “An essential part of the process for beginners involves learning the alphabetic system, that is, letter-sound correspondences and spelling patterns, and learning how to apply this knowledge in their reading” (Phonics Instruction, s.f, p. 89). Moreover, in the second chapter of this research the theoretical framework is about some pieces of information, hypothesis, affirmations and assumptions that support the research. These researchers have been carried out from other authors who approve and affirm that the Synthetic Phonics Approach is one of most successful approaches implemented in institutions to teach children to read and learn phonemes especially in early ages of school. Additionally, in this section there are also some

important concepts about this phonics instruction that are used to explaining the importance of all of them and why they are used in this researcher. Generally, the most important concepts were explained to show and demonstrate the readers the meaningful implication of this research. Finally, the last chapter refers to the instruments that were applied like observations that were carried out in the school in the first grade group and an interview to English educators from the institution, and finally this chapter mentions the field of the research and characteristics. It also demonstrates characteristics of the research like qualitative research and its scope. Lastly, at the end it refers to the samples like population and secondary sources used in the research.

# Sworn Statement

San José, 22 de abril del 2017

## DECLARACIÓN JURADA

Yo Karen Gabriela Díaz Arauz , mayor de edad, portador de la cédula de identidad número 603860010 egresada de la carrera de enseñanza del Inglés con énfasis en primero y segundo ciclos de la educación general básica de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura , juro solemnemente que mi trabajo de investigación titulado: **THE DEVELOPMENT OF THE SYNTHETIC PHONICS APPROACH AND ITS EFFECTIVENESS IN THE PROCESS OF ENGLISH AS A FOREIGN LANGUAGE, BASED ON PHONICS AND READING IN 1-A GROUP, AT NEW GENERATION SCHOOL FROM SAN RAFAEL, DURING SEPTEMBER 2016 TO APRIL 2017**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 22 días del mes de abril del año dos mil diecisiete.



Firma del estudiante  
Cédula 603860010

# Tutor's Letter

## CARTA DEL TUTOR

Heredia, 24 de de abril, 2017

**Destinatario: MA. Diego Torres M**

**Carrera: Licenciatura en Enseñanza del Inglés**

**Universidad Hispanoamericana**

Estimado señor:

La estudiante, **Karen Gabriela Díaz Araúz**, cédula de identidad número 6 0386 0010 , me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado ***The Development of Synthetic Phonics Approach and its Effectiveness in the Process of English as a Foreign Language based on phonics and Reading in 1-A group at New Generation School from San Rafael Heredia During September 2016 to April 2017***, el cual ha elaborado para optar por el grado académico de Licenciatura en la enseñanza del inglés.

He verificado que se han incluido las observaciones y he hechos las correcciones indicadas, durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

Los resultados obtenidos por el postulante implican la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	25%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	15%
	TOTAL	100%	88%

Por consiguiente, se avala el traslado de la tesis al proceso de lectura.

Atentamente

  
**Argenis Ordóñez Garmendia**  
**Cédula Identidad 1 1209 0162**  
**Carné Colegio Profesional 42759**

# Reader's Letter

Tibás, 10 de junio del 2017

Sr. M.Sc. Diego Torres  
Dirección Enseñanza del Inglés  
Universidad Hispanoamericana Sede Heredia

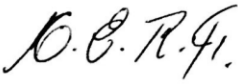
Estimado Señor:

La estudiante *Karen Gabriela Díaz Arauz*, cédula de identidad número 603860010 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado *The Development of Synthetic Phonics Approach and its Effectiveness in the Process of English as a Foreign Language based on Phonics and Reading in 1-A group at New Generation School in San Rafael Heredia, from September 2016 to April 2017*, el cual ha elaborado para optar por el grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atentamente,

Firma: 

**Marta Eugenia Rojas Fernández**

Cédula 1-330-145

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# Philologist's Letter



San José, 15 de junio de 2017

**Señores**  
**Departamento de Registro**  
**Universidad Hispanoamericana**  
**Presente**

Estimados señores:

La estudiante Karen Gabriela Díaz Aráuz, cédula de identidad número 603860010, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado *THE DEVELOPMENT OF SYNTHETIC PHONICS APPROACH AND ITS EFFECTIVENESS IN THE PROCESS OF ENGLISH AS A FOREIGN LANGUAGE, BASED ON PHONICS AND READING IN 1-A GROUP, AT NEW GENERATION SCHOOL FROM SAN RAFAEL, HEREDIA, DURING SEPTEMBER 2016 TO APRIL 2017*, el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,



**Lic. Carlos E. Muñoz C.**

**Cédula de Identidad N. 400930725**

**Carné Colegio de Licenciados y Profesores Número 00689**

## Epigraph

“A bird sitting on a tree is never afraid of the branch breaking, because her trust is not on the branch but on its own wings. Always believe in yourself” – Unknown

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**CHAPTER I**  
**INTRODUCTION**

# 1.1. Description of the Problem

## 1.1.1. Background to the Problem

Based on the identification of the problem one of the negative effects related to the learning process of English phonemes shows that second and third grade students have a little knowledge regarding to sounds of English as a foreign language. Therefore, one negative effect taken into account is that by implementing only vocabulary is a strategy that has not given the expected result in regards to phonological and phonemic awareness. Also, in sequence with the problem the study of phonemes has not been applied in a proper order, for example, do not follow the order of short vowels, long vowels and; therefore consonants. Hence, It is important to apply in the classroom an approach or instruction for teaching phonics and improve phonological and phonemic awareness in first grade students, when children are learning English they still do not know the sounds and letters because it is not their native language, so they need special instructions, to start learning letter sound, letter formation, spelling and blending throughout a meaningful and effective method as Synthetic Phonics Instruction. So, that when learners are at more advanced levels they can handle phonics and spelling without difficulties.

In addition, a second effect found in the group is that the contents of the syllabus are being taught in a disorganized manner according to the institution's annual program. Students begin to work on vocabulary according to each subject. Learners are taught to start writing simple sentences. English alphabet is not

taught in sequence in the annual program as part of phonics. Because of this problem, educators give more emphasis on learning vocabulary, learning to create sentences and writing in English, and it shows that students do not acquire enough vocabulary and learn to read with effectiveness.

### **1.1.2. Statement of the Problem**

Since scholars have a lack of phonemic knowledge, a number of problems can be listed at the first-grade levels of the school. First, English-speaking pedagogues who teach the spelling subject should engage the class learning sounds, spelling and reading providing an effective learning. However, as mentioned above only consonants are implemented in spelling's annual plan which are studied in a disorganized manner, for example, five letters of the alphabet are studied within a period of two months and other six are studied again. Why have teachers not organized phonemes such as short vowels, long vowels and the alphabet in spelling's annual plan to be studied in an organized and in-depth manner during the school year? Due to, the circumstance that scholars do not have a basic knowledge of English vocabulary. As a result of the problem at the end of the year pupils are not able to identify each phoneme that forms a word, they can recognize the whole word, but not every letter that conforms it. Why the teaching of phonics has not been emphasized as a fundamental part of the English language rather than just learning vocabulary?

Also, according to pronunciation especially in levels of second grade there is a great difference in phonetic knowledge, for example, if learners are given a

dictation in English they write the words as these are pronounced, because learners have no knowledge that English words differ in pronunciation. Another negative effect showed is reading comprehension, when learners of more advanced levels are working on reading that is one of the English skills, they are not fluent, and they present errors in pronunciation of certain words. Why do instructors have not used or implement a more efficient and productive method for learners to learn phonemes and to read?

In addition, some examples of scholars from other more advanced levels of second cycle there is a consequence that is going on over the years. For instance, in fourth-level, students find difficult to write because there is no basis of vowels and consonants that must be used to write, also scholars cannot produce paragraphs or sentences. In general; it affects the four skills of English learning as pupils do not recognize sounds or phonemes. Finally, what are the causes why learners do not recognize English sounds, vowels or consonants?

### **1.1.3. Justification**

The importance of applying the Synthetic Phonics Approach to phonemes is that it deals with the development of sounds; when scholars start school they usually have some difficulty learning to read in English, because the sounds are difficult to master; but with the help of the Synthetic Approach to phonemes learners can improve and obtain a better understanding of phonetics and reading. The goal of this method is to help children use sounds and learn to read fluently.

Systematic Synthetic Phonics Instruction, one of the most valuable approaches of teaching phonemes. It is important to take into account that for the pupils in the first years as first grade learners do not have phonetic knowledge: therefore, pupils know neither sounds nor the letters; for this reason they require better teaching with respect to phonemes. Also, when learning to read it is important to know the letters and sounds to possess a basic knowledge of how words are pronounced and their representation according to the sounds. Educators should design activities to ensure that scholars receive a foundation before the development of formal reading and writing begins. As mentioned in the article proposed below.

A Practical Guide to Synthetic Phonics it says that “our initial studies, however, revealed that even when controlling for speed of letter-sound learning, children taught by the synthetic phonics approach learnt to read words much better than those taught by the typical analytic phonics approach. (A Practical Guide to Synthetic Phonics, 2010, p.4).

Furthermore, the importance of the implementation of the Synthetic Phonic Approach is that this method deals with the development of the sounds, when learners start the school usually have some difficulties learning to read in English due to, the sounds are difficult to master, but with the help of the Synthetic Phonic Approach scholars can improve and have better understanding of phonics and reading.

In our version of synthetic phonics children use magnetic letters to build up words and to help them understand how letter sounds can be blended

together to pronounce the words. In order to read a word, the appropriate magnetic letters are set out; the children then blend the letter sounds together, smoothly co-articulating them, whilst pushing the letters together. The approach is also used for learning to spell (and to reinforce blending for reading). The children listen to a spoken word, select the letters for the sounds, and then push the letters together, sounding and blending them to pronounce the word. (Johnston and Watson, 2003, Insight 4: Accelerating reading and spelling with synthetic phonics: A five year follows up)

It has been proven that the effectiveness of the Synthetic Phonetics Approach in most studies conducted in Clackmannanshire, Scotland. Different groups of children were taken and based on this study Johnston and Watson suggested that the Synthetic Phonetics Approach was the best in the development of literacy skills, Watson and his colleague not only applied the criterion of synthetic phonics but also compared it with other methods and as a result they got that children from different backgrounds obtained the same reading level and spelling as stated in the following statement using the Synthetic Phonic Approach.

If analytic phonics in the UK often includes sounding and blending for Reading. This raises the question of what is so different about synthetic phonics. It is as its name suggests, primarily about synthesizing letters and sound in order to pronounce unfamiliar words. The critical difference is that with a synthetic phonics approach, shortly after starting school children learn just a few letter sounds and start to sound and blend right away.

Furthermore, new letter sounds are learnt very rapidly; as each new sound is learnt the children sound and blend the new words that can be taught with the new letters (Johnston and Watson, 2014, Analytic phonics)

Another study during 2005, some evidence was found on the Synthetic Phonetics Approach, the author Rose demonstrated how children were taught to read and write in England. The evidence of synthetic phonics was very positive that the United Kingdom government made the colleges to apply this approach mandatory as the author states in the following statement:

The case for systematic phonic work is therefore overwhelming and much strengthened by the principles underpinning a synthetic phonic approach, the key features of which are to teach beginner readers: grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence, to apply the highly important skill of blending (synthesizing) phonemes in order, all through a word, to read it, to apply the skills of segmenting words into their constituent phonemes to spell, that blending and segmenting are reversible processes (Rose, 2005, p. 11).

## **1.2. The Problem**

How does the development of the Synthetic Phonics Approach contribute to improve the low phonetic knowledge and to read in levels of first grade group in English as a foreign language?

## **1.3 Objectives**

### **1.3.1 General Objective**

1. To determine the contribution of the Synthetic Phonetic Approach in the process of learning English as a foreign language to learn phonemes in first-level learners.

### **1.3.2 Specific Objectives**

1. To analyze the Synthetic Phonics Approach and its function in the process of English learning of phonemes in first-level students.

2. To identify educational activities that first-level children can learn through the Synthetic Phonetic Approach.

3. To identify skills that can be used to teach reading according to the Synthetic Phonics Approach.

4. To know the teaching of oral proficiency of English as a foreign language and the functionality of phonemes according to the program proposed by the MEP.

5. To design educational strategies according to the Synthetic Phonetic Approach for a better learning of phonemes and reading in first level learners.

6. To identify teachers' knowledge about teaching phonemes and reading skills in first grade learners.

## **1.4. Scope and Limitations**

### **1.4.1. Scopes**

The possible achievements and results that take place in this research are going to be useful for the institution, first grade scholars and English educators.

Moreover, for future purposes instructors are going to take advantage of applying in the classroom the synthetic phonics instruction, teaching children how to read and learn new words and spell in English in an effective way to improve learning. Besides, children in early ages as first grades are going to be able to develop reading skills and read faster using different and authentic activities. With the proposal of this research masters should establish their English class based on Synthetic Phonics Approach in the learning process of children, which causes a powerful and positive stimulus to help learners read, acquire phonemic awareness and spelling. Furthermore, the major scope from this study is to increase the phonemic knowledge in the pupils by implementing many resources in the classroom and activities where pupils are involved on hands on strategies. It seems that would be a good idea to use this method to enrich apprentice' knowledge in regards to phonemic and phonological awareness.

#### **1.4. 2. Limitations**

Some of the possible limitations presented during this research have been the time, because in most of the English lessons that were used to gather information and make observations was limited, each lesson was about thirty minutes and the apprentices had to receive other subjects and the teacher had to take few minutes just for introducing activities with the Synthetic Phonics Instruction to gather results. On the other hand, another factor about the limitations was that children got disrupt sometimes, they did not concentrate in the lessons

implemented to gather data or to observe. Besides, taking into account the quantity of learners sometimes they do not come to class for personal situations and if the researcher needed to apply an activity to not all of them was difficult. Finally, some information was difficult to find, for example the background of the institution, the school was changing some information about their mission meanwhile the researcher had to wait for this change in order to gather this piece of information.

## **2.1. Summary and Background of the Institution**

New Generation educative center was founded in 1998 by the principal Ligia María Aguilar Solís with her husband the engineer Mr. Hernán Calvo. The institution is located in San Rafael de Heredia one kilometer north from the Catholic Church.

### **Mission**

To provide an integral education, of excellent academic and human quality, based on the strengthening of fundamental values such as love for studying, respect, discipline, responsibility, and honesty, and strengthening of strengths of children and young learners from New Generation School. (Internal Normative, 2017, p.10)Based on that, this institution is based on important values that allow children and teenagers to grow up with the best ideals and be excellent citizens with critical thinking, honesty and respect.

### **Vision**

New Generation school claims to be one of the best private educational institution with great academic potential, with faith and fear of God, additionally with the best apprentices regarding to discipline, responsibility, respect and happiness. This institution was created with the lemma of the winners of today, tomorrow and forever. The academic curriculum of the New Generation institution is integrated by all the academic levels from preschool to secondary offering an education with the best benefits in English as the main subject. Secondary offers a curriculum in different subjects, with competitive instructors that reinforce English as a second language, in the areas of listening, speaking, reading, writing, grammar (Internal Normative, 2017, p.10)

Also in elementary school, the emphasis is placed on English subjects in the areas of listening and speaking, writing, reading and grammar. For this purpose the institution has the latest technology in English labs, as well as science, computer lab, science, Spanish, mathematics, music, arts, agricultural education and some workshops. Lastly, in the area of preschool the institution specializes in stimulating the socio-affective area in order for children to achieve greater security, independence and sociability using the game as pedagogical mechanism and his philosophy of “Amor con Rigor” which consists of making children to know that bad things have consequences by giving them love and understanding. (Internal Normative, 2017, pp. 9-10)

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.2. 1.English Teaching in Costa Rica**

English language teaching is seemed as a priority of scholars' progress in the educational area and in the economical field in Costa Rica. Therefore, English has been recognized as a dominant language, especially in Costa Rica there are many transnational companies which require the population to have an academic

preparation with English emphasis. The national educational system looks for communication and interaction with other countries and exposes children to acquire a foreign language for educational, cultural and economic purposes.

English is conceived as a linguistic and cultural tool for communication, which complements education as a whole. Knowledge of English helps children become sensitive to new linguistic codes, and value Costa Rican culture and its interaction with other countries. Ongoing exposure and use of English will allow the learner to develop communicative skills (MEP syllabus, (s.f), pp. 18, 19)

### **2.2.2. The Main Objective of Learning English**

English teaching is considered as a sociolinguistic perspective that allows apprentices to achieve several functions. English as foreign language in elementary schools has the purpose to engage learners to develop communication. “The main objective of learning English is to enable the pupils to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills” (MEP syllabus, (s.f), p. 19) Taking it into account, the main objective of implementing English in public institutions is that learners can be able to produce oral communication; the “Ministerio de Educacion Publica” has designed the English syllabus in order to allow apprentices to communicate in a foreign language, the employment of English in elementary schools, Costa Rica has been positioned to create a great impact in the future with students who will communicate and develop oral skills efficiently. The application of English in Costa

Rica population wants to direct scholars who are able to communicate developing the four English skills.

### **2.2. 3. The Importance of the Development of Oral Skills**

Learners in their first year of school have to start implementing phonemic awareness and sound instruction as their first and most important procedure in the learning of English as a foreign language. Developing oral skills is one of the main objectives that primary schools want children to develop. In order to communicate learners need to progress in pronunciation, this is one of the subjects taught in first grade pupils, where they need to understand that words differ in pronunciation. Moreover, phonological awareness directs the learning of oral skills which afford children to speak fluently and possess knowledge of the 44 English sounds. As it is proclaimed “pronunciation and the development of oral skills are very important to be developing in students since kindergarten or first grade. In this period scholars are absorbing the phonology and sound structure of words” (Salazar, 2006, p. 58) Also, it is very significant to develop English lessons where pupils can have the opportunity to learn and develop oral skills which are considered very useful to communicate. On the other hand, another term about the effectiveness of oral skills says that “speaking is a key skill in primary school foreign language curricula due to the children natural ability to learn from natural experiences, develop their social-awareness, and become competent speakers of a foreign language” (Toledo & Hoit, 2016, p. 3). Based on that, it is mentioned that scholars when learning a foreign language need to acquire oral skills as much as they can with the purpose to communicate with a high level of pronunciation and fluency, but also is important

to acquire phonemic awareness as well, because it conforms a main part that apprentices need to master English sounds, so when they want to produce oral skills it is not going to be difficult for learners.

### **2.2.3. Phonics Instruction Approaches**

As reading is not easy to teach, the best approach to instruct kids to read has been the subject of debates, there have been various techniques that have been utilized as a part of teaching reading particularly in first grade kids. According to, some of the phonics instructions used to teach reading and phonics there are some of them called synthetic phonics, analytic phonics, analogy based phonics, phonics through spelling, embedded phonics, onset rhyme phonics and the whole word method. The way toward figuring out how to read includes setting up total word representations that have both phonological and orthographic elements. To conclude, the different phonics instructions explain how the role of teaching reading occurs and what is the most effective in developing reading.

### **2.2.4. Synthetic Phonics Instruction**

Synthetic Phonics Approach is a mode of teaching reading that emphasizes on letter-sound associations and relationships. During Synthetic Phonics Approach children are trained to understand letter-sound correspondences and how to practice them to blend, decode and encode words for their reading and writing

(Aftab, (s.f), p. 11). Based on that, as it says Synthetic Phonics Approach creates oral reading constructs accuracy and fluency and enhanced reading understanding. It is likewise the most practical approach to monitor student's progress in phonics. It gives a chance to work on applying phonics knowledge and word acknowledgment in learners.

### **2.2.5. Analytic Phonics Instruction**

Analytic phonics instruction is used to teach children how to read and learn about phonics. Basically children are taught to look initially at the whole word and then scholars break it down to compare parts of the word to letter. For example, if the teacher introduces words like goat, boat, and float. When apprentices see other words with similar spelling in vowels like moat is going to be easy to pronounce. "Teaching starts at the whole word level, and then involves showing children patterns in the English spelling system. It is generally taught in parallel with, or sometime after, graded reading books, which are introduced using a look and say approach". (Insight 4: Accelerating Reading and Spelling with Synthetic Phonics: A Five Year Follow Up, 2003). Additionally, even though this phonics instruction helps kids to read, there are disadvantages for teaching with this instruction, it can be confused for children when they discover that a single letter has more than one sound as in the case of dog and food. Also, the approach works well with many children, but some of them struggle with this method.

On the other hand, there is a theory that compares analytic synthetic phonics instructions, as the study conducted by two researchers indicates that analytic phonics instruction teach children slow and do not apply sound and

blending when teaching phonemes and reading. In contrast, Synthetic phonics develops phoneme awareness skill very fast. “A synthetic phonics approach teaches letter sound very rapidly, an analytic phonics approach teaches them much more slowly” (Johnston & Watson, 2007 p. 14). Based on that, teaching phonemes with synthetic phonics is more effective than using any other direct method, learners are exposed to read fast, dominate phonics, learn to spell words, and acquire many words due to blending activities that allow them to increase vocabulary.

#### **2.2.6. Analogy Based Phonics Instruction**

Analogy based phonics instruction is otherwise called 'onset-rime' or 'rime-based' direction since it manages onsets, rimes and their orthographical representations for teaching kids to read, spell and represent sound. Besides, the procedure of teaching this instruction is when the teacher uses a word like “house”. After that, when the student knows the word that the teacher explained he or she realizes that the onset corresponding to the word house is "h" and the rime in this word is “ouse”. As an explanation of this approach the statement says that “analogy-based phonics instruction is employed when the targeted words share similar parts with words scholars already know by sight” (e.g. reading 'mouse' by analogy to 'house') (Yiakoumetti, 2010, p. 196). In other words, analogy based phonics instruction refers to an approach where learners are taught to use parts of the word scholars have already learned to read and decide words they do not

know. For example, learners use this strategy when the words share similar parts in their spelling like reading words as “screen” by analogy to “green”.

### **2.2.7. Phonics Trough Spelling Instruction**

The progression of teaching learners phonics trough spelling instruction is the manner of fragment words into phonemes and to choose letters for those phonemes. For instance, instructing children to spell words phonemically. As the next article tells there is an affirmation about this instruction that states “students segment spoken words into phonemes and write letters that represent those sounds to create the word in print. For example, rat can be sounded out and written phonetically. This approach is often used as part of a process writing program” (Reutzel &Cooter, 2010, p. 45) Moreover, it is to break words down in relation to their sounds, learners do this when match sounds in words to its letter or letter combination. An activity for this instruction could be introduced for this, the teacher can explain two words with the same pronunciation like /week/and /weak/ but how can children learn the spelling part of these two words, they need to blend them, for example: /w/ /ee/ /k/ and /w/ /ea/ /k/, children can notice that words with the same pronunciation differ in spelling.

### **2.2.8. Embedded Phonics Instruction**

This is another phonics instruction; the teaching strategy of this program is not systematic or explicit. This instruction is defined as “teaching students phonics by embedding phonics instruction in text reading, a more implicit approach that relies to some extent on incidental learning” (National Reading Panel, 2000, p. 8.

Cited by Cooter, 2010, p. 45) According to that, embedded phonics can develop reading in first grade learners as it is used together with the whole language method of learning to read. But, there is an obstacle with the application of embedded phonics, learners acquire a limited quantity of letters and there is a very little emphasis on phonics.

### **2.2.9. Whole Word Method**

This approach of teaching children to read helps them to analyze the whole piece of language, it says that language should not be broken or decoded into letters “in whole-word instruction (also called the look-say method); a sight vocabulary of 50 to 100 words is taught initially. Subsequent words are also learned as wholes, although not necessarily out of context”. (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001, pp.31-32). Analyzing this approach is functional for some scholars, but what about scholars who have dyslexia and other language disorders, they need explicit instruction like phonemic awareness, decoding and phonics letter formation in order to improve their reading skills which the whole words method does not work with effectiveness.

### **2.2.10. The Synthetic Phonics Approach**

In the learning process of reading there are crucial things that children need to learn, for example to learn sounds which are presented by written letters. Additionally, the Synthetic Phonics Approach refers to teaching letters by decoding or breaking words into separate sounds that can be blended to read and write a

word. Furthermore, synthetic phonic focus on the role of helping children to read, moreover it increases their phonic knowledge based on letters and sounds. It means that children are more exposed to acquire letters and sounds when they are teaching by decoding or breaking words.

In the early ages of seven, eight and nine years old one of the most advantageous approaches used is the synthetic phonic for teaching phonemes in schools. Basically, educators help scholars develop literacy skills. With phonics instruction the phonemes are taught by groups of six letters. Children learn five different skills to develop reading and phonemes, these skills are letter sound recognition, letter formation, and blending, decoding and tricky words. Consequently, synthetic phonics instruction clarifies the procedure of these skills used in the classroom, this approach mentions that:

“Synthetic phonics work can begin simply with oral blending, that is, the children listen to sounds and then blend them. They also learn to say sounds in order, that are represented by individual letters and pronounce these together to say a word (e.g. the sounds /c/, then /a/ and then /t/, blended together to say /cat/). Synthetic phonics also teaches children to break down (segment) a word they hear into its individual sounds, starting from the first sound and working systematically through the word. For each sound they hear, they choose the letter (or combination of letters, such as ‘ch’ or ‘ai’ or ‘th’) to represent that sound in order to spell the word“(Abrahamson, 2015, p. 229)

Synthetic phonics refers to a process of blending sounds from letters to read words. It can begin with the combination for example vowel, consonant and vowel and more difficult patterns. It is said that the Systematic Synthetic Approach has the benefit of long-term memory. This approach prepares learners for advanced reading. "Synthetic Phonics enables readers to extract and use the information represented by letters, and, with practice, to build up a store of words that are read so quickly that they seem to take almost no time to work out" (Phonics, Why and How, (s.f), p.7)

### **2.2.11. The Development of the Synthetic Phonics Instruction in the Classroom**

There are many other ways to teach phonics in classroom. Instructors can use a different program to develop such topic. Additionally, there is one approach proposed to teach phonic and literacy skills in class, with the development of it children can raise their knowledge in terms of phonemes and learn to read faster than using other methods or programs. Regarding to that, the approach referred before is synthetic phonics instruction; this is a systematic based on lessons and activities that match the teaching of letter combination and additionally an individual letter with its appropriate sound. It builds three primary concepts for readers to success in reading that are vocabulary, fluency and comprehension. Duffy and Stahl explain how synthetic phonics lessons are implemented in the classroom and what it consists on the next declaration.

Such phonics approaches begin with teaching student's individual letters or groups of letters and then showing apprentices how to blend these letters

together to form words. A synthetic phonics lesson may begin with the teacher writing a letter on the board, such as a, and then saying, “this is the letter a, and it makes the sound /a/.” The teacher might write a word containing that letter, such as rat, and pointing at the letters from left to right have the class blend the word together in unison. This might be followed by some group instruction in reading words with the short a, such as bat, ham, fan, and, and ran. Then the students might read a story containing a high percentage of words with the short a sound(Duffy & Stahl, 1998, pp. 334-335)

As well, Duffy and Stahl explain how a teacher can implement synthetic phonics instruction in class, basically the class starts with the introduction of just one letter, the instructor can teach a specific letter like the short “i” to pupils. They can write this letter and try to know the sound of it, once learners have basic understanding of the letter, the teacher tells them to read a piece of literature which encloses the same sound that the teacher already taught the apprentices, this is for practice the sound “i” they can listen to the teacher saying the word after that they will practice by themselves the short sound “i”. With this process pupils are taught to blend sound all the way, also they are able to learn a quantity of new words as fit, big, pig, because they are associating the sound “i” with these words. Moreover, this approach helps children to spell words as well.

#### **2.2.12. An Effective Systematic Synthetic Phonics Instruction**

It is assumed that systematic synthetic phonics is an effective instruction related to letter sound and decoding words. It proposes children to practice and

learn letters, after that, they have to comprehend the sound of each letter; the purpose is to help scholars to be able to associate the sound with the corresponding letter. (Armbruster, Lehr, & Osborn, 2001. Cited by Showalter, 2006, p. 11) discuss that “systematic phonics instruction should provide practice with letter-sound relationships in a predetermined sequence. Further, the researchers noted that as children learned to use these relationships they were more efficient at decoding words”. In regard to Lehr and Osborn, the effectiveness of systematic synthetic phonics reveals that with the implementation of sound word and decoding skill; children become successful in comprehending letters. Pupils also learn by letter sound that one word can be represented by two or more letters.

Besides, there are things that synthetic phonics instruction offers for the classroom in order to be effective. “Also noted that effective phonics instruction should include four different components. These components were: (a) alphabetic knowledge, (b) phonemic awareness, (c) vocabulary development, and (d) the reading of text” (Armbruster et al. Cited by Showalter 2006, p.10). Based on that, systematic synthetic phonics Instruction develops in class four components: the first one is phonemic awareness; this term is explained as “phonemes are the smallest units of sound in the English language that makes difference in a word’s meaning. Phonemic awareness is the link between spoken and written language. It is the conscious awareness of the sounds in spoken words” (Zygouris & Coe, 2001, p. 4) as it is mentioned in the statement before phonemic awareness indicates that children comprehend the nature of the verbal language, which is essential for skilled reading of the alphabetic code. Phonemic awareness is metalinguistic

because it helps learners with the ability to reflect on, and talk about, language concepts.

Also, another important component of systematic synthetic Phonics instruction is alphabetic knowledge; the article *Alphabetic Knowledge and Alphabetic Principle* refers to it as: “knowledge of the alphabet is essential in early reading instruction. It provides pedagogues and scholars with common language for discussing graphophonic relationships” (*Alphabetic Knowledge and Alphabetic Principle*, (s.f), p. 5). The statement mentioned before alphabetic knowledge can be assessed in the classroom in two situations or contexts, one with letter recognition within words or sentences and the other context is to learn letter in isolation. Basically, according to letter isolation learners have easier time learning about spelling and letter sounds and can recognize more letters. Otherwise, phonemic awareness deals with synthetic phonics and it is described by the authors as “phonemic awareness deals with the oral dimensions of language” (Chard, Templeton, & Pikulski, 2000, p. 4). Along with, instructors can help pupils to assimilate relationship between the sound and the written word by blending or combining a word, for example the word “cat” (/c/a/t/) this happened when learners can separate sounds in a word. Similarly occurs when learners understand the sound of the spoken language.

Aside from, the term vocabulary development plays a role in language acquisition, as well Biemiller argues that “vocabulary has long been recognized as a strong determinant of reading success” (Biemiller, 2003, p. 323). Regarding to, the previous affirmation talks about the strong power of vocabulary effect in

learners. It is said that vocabulary development is merely significant in children to achieve reading perfectly. In line with, synthetic phonics instruction offers vocabulary development to early readers to facilitate the comprehension of a text and vocabulary growth, for example, a practice for this can be reading aloud or giving speeches.

Further, the last component of synthetic phonics instruction is called the reading of text. In order to read learners need to practice a lot of vocabulary; this is not only for reading a text, but also to communicate by listening and speaking. In the next statement it says that “young children naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills” (Pikulski & Templeton, 2004, p. 2) Synthetic phonics instruction works in reading of text with the implementation of decoding which improve listening, speaking, reading and writing as well the implementation of a huge quantity of vocabulary.

### **2.2.13. Systematic Synthetic Phonics Instruction Role for Beginners**

Synthetic phonics instruction plays an important role for beginners, as usually first grade apprentices have low knowledge of phonics and reading because of their learning process, it is recommended to know that when they are during their first year of school need to learn everything related to sounds and phonemic awareness.

(Ehri, 200, p.1) states that Systematic Phonics Instruction teaches beginners the major grapheme-phoneme correspondences and how to use these to decode and spell words. Also it teaches phonemic awareness which is the ability to analyze and manipulate phonemes in speech, for example, how to break the spoken word teach into three phonemes, /t/- /e/-/ch/, or how to blend these phonemes to say the whole word.

In conjunction with the statement mentioned in advance, it is assured that the process of teaching phonemes and phonemic awareness is an advantageous labor for students. Additionally, classes for beginners or first grade children require to implement decode skill and spell words; this labor applied in class provides learners to learn a large amount of words. Furthermore, phonemic awareness complements this teaching instruction because subject benefits apprentices to learn how to manipulate phonemes in speech. When learners naturally produce English speeches in class they have the capability to pronounce well, talk confident and produce new words learned.

Beyond, how scholars can overcome and be successful in reading skill and get alphabetic knowledge enough as systematic synthetic phonics instruction proposes that there is a dynamic way to teach these two processes.

It is essential for students to be able to apply their alphabetic and word reading skills to the reading of stories. Systematic phonics programs typically provide special texts for this purpose. The texts are written so that most words are regularly spelled and contain the letter sound

correspondences that children have been taught up to that point (Ehri, 2001 p. 13)

Likewise, as usually, pedagogues are concerned about how to help kids to be good readers and to learn the alphabet and everything related to phonics. If instructors see and analyze what systematic synthetic phonics provides, this instruction is not apart from these terms and can be constructive for learners. The idea is to teach reading, alphabet or phonics through reading stories, this activity is very functional showing the pupils a portion of readings with beautiful pictures where they get interested on the stories. These short readings or stories are based on the sounds that teachers already explained to them, this is going to be like reinforcement for them in order to practice more.

There many other phonics instructions for teaching in class topics related to phonemes, reading, sound and phonemic awareness. There have been some debates where authors have some opinions with the different instructions. Basically, each instruction is beneficial and woks as well as synthetic phonics instruction. But, synthetic phonics goes beyond than other methods or instructions to provide children to be good readers, possess phonemic awareness, and learn about writing. As Torgerson, brooks, Hall explains in their study what synthetic phonics offers to children.

Synthetic phonics refers to an approach to the teaching of reading in which the phonemes associated with particular graphemes are pronounced in isolation and blended together (synthesized). For example, children are taught to take a single syllable word such as cat apart into its three letters,

pronounce a phoneme for each letter in turn /k, e, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, o, g/, and write a grapheme for each phoneme in turn to produce the written word, dog. (Torgerson, Brooks & Hall, 2006, p. 13)

Over and above, synthetic phonics engages learners to be good at pronunciation, reading, speaking, listening sounds, and writing words. It is noticeable, that with the application of this instruction in classroom educators are not only teaching a specific thing like just being a good reader or learning about phonics, but also scholars can develop the four skills of English language. When pupils are learning a specific letter they learn how to spell, write and pronounce that sound. This is the advantage of synthetic phonics that whole classroom is engaged to learn all about phonemic and phonological awareness.

In addition, Synthetic Phonics suggests educators or instructors to apply activities where learners can learn reading and spelling. This phonics instruction engages learners to understand the connection of sounds and letters. With the connection of sounds and letters kids understand and start learning spelling skills.

Synthetic phonics in spelling is easily integrated with reading. Children can build words using plastic or magnetic letters as they learn to read them. This avoids them having to write each word by hand in the early stages, allowing all their attention to be focused on the sounds and letters so that they have

maximum opportunity to understand and reinforce the connections(Johnston and Watson, 2005. Cited by Bald, 2012 p. 7)

According to, Bald that talks about build words with the use plastic or magnetic letters to practice with children spelling and reading. A synthetic phonics activity to develop reading and spelling can be implemented with the use of play dough; the teacher can say a word and students can draw it. The activity focus more on doing the letter with any material or to use letters of plastic because the purpose is not to write it yet, for the reason that scholars can have opportunities to emphasize more or learning spelling. When using materials as play dough learners develop the skill of letter formation.

Moreover, for a first grade class, it is merely important to get all about phonic, since this term is related about words and sounds. More than that, to know the deferent between pronunciation and a written word is an essential key for learners to read. “In addition, first grade pupils should have a working knowledge of phonics, that is, understand the relationship between speeches and print and learn the sounds letters make in words. Apprentices need phonics in order to be successful readers” (Bast, 2013, p. 9) basically, the knowledge of phonics as is mentioned before creates in scholars the relationship in sound and letter. It is recommended to create activities that can support their understanding of sound and letter.

One of the activities proposed by Bast is about rhymes, matching and blending sounds. “As an instructor lessons should incorporate oral activities that focus on rhyming, matching words with the beginning sounds and blending sounds

into the formation of words” (Bast, 2013, p. 10). When implementing such activities to first graders, they will focus on their attention in learning, for example sound and letter with matching activities which consist on identifying the sound and finding the correct letter. As well, with rhyming activities one way to teach it can be associating the beginner sound each word with the rest of the word and there is also a picture is used to represent each word. For decoding activities the teacher just gives them some letters and a group of images, they have to identify how many pictures belong to each letter and write them.

#### **2.2.14. Synthetic Phonics Instruction Process of Teaching in Classroom**

Synthetic phonics instruction offers a process to follow when teaching phonics. It suggests in each lesson interesting and dynamic activities for students to have a creative class. Also, there are seven ideas to apply in the lesson plan for example, letter and sound sequence which is precisely significant in reading and phonics. Pupils blend sounds to create new words. Learners use a different word and have the advantage to learn spelling and to read. Finally, this program has the included dynamic resources for learning in a funny way.

1. Letter–sound correspondences are taught in a clearly defined sequence.
2. Children have a short, pace lesson each day.
3. The initial program typically takes a little over a term to complete.
4. Children are taught how to blend sounds to make words, and practice this.

5. They learn to spell at the same time as they learn to read.
6. Teaching uses attractive resources, songs, games and actions.
7. Teaching provides many opportunities for language development. (Bald, 2012, p. 10)

Besides, the application of synthetic phonics instruction is not a traditional program with old paradigms of teaching; in contrast the teaching strategy enables pedagogues apply games, readings, songs. Correspondingly, spelling, letter-sound, blending and reading are taught with critical thinking where pupils have to think about and produce knowledge to learn new words or create words. On the other hand, a class can vary, for instance one day the teacher can introduces just reading with literature for first grades, it will reinforce sounds and fluency, and the readings have to be related to phonics and for apprentices' interests. Lastly, the most important thing that offers Synthetic Phonics Instruction is opportunities for language development, it happens when a professor leads the learners to participate actively, uses cooperative learning where pupils participate in groups and show and share they ideas. Also, language development environment is provided when learners feel comfortable and motivated to participate.

#### **2.2.15. Synthetic Phonics Approach Five Skills for Reading and Writing**

Synthetic Phonics Approach has been founded on five different skills which stimulates reading and writing. The five different skills work together to encourage children to learn with authentic activities, the skills are very open in class to help learners to experiment, develop and enjoy learning. Synthetic Phonics Approach

proposes five skills to be implemented in class. Since synthetic phonics looks for teaching phonological and phonemic awareness in first grade kids, this instruction is integrated by educational activities which focus on being more dynamic and authentic. To add, synthetic phonic talks about learning the letter sound, learning the letter formation, blending, segmenting and tricky words, and these skills form a new horizon at all when talking about reading, phonics, spelling and phonology. Children used to acquire phonology and phonemes with traditional methods which probably teach them few vocabulary or learners do not get phonemic awareness. Moreover, these methods do not incite learners get interested or get evolved in encourage activities where learners can acquire English language in a meaningful way as Synthetic Phonics offers to kids. Furthermore, in discussing the five skill proposed by (Eshiet, 2014, p. 38) he says about learning the letter sounds and it is explained as "in developing learning the letter sounds, JP uses the story approach; each sound has a story which keeps the children engaged and helps them remember the sound. In addition to the story, each sound has an action mnemonic and a song". In addition to that, (Eshiet, 2014, p.39) therefore, in the affirmation regarding to learning letter formation it is discussed that "using different multi-sensory methods, children learn how to form and write the letters. For the second skill, letter formation, the teacher guides the pupils in writing the letters". The suggestion of this skill is to helps children learn letter formation using different activities like using material to create funny writing, write on the sand, schoolmasters help them how to hold the pencil correctly, the multisensory part is integrated adequately and sufficient . With these activities children can practice several times and get animated. For blending skill (Eshiet, 2014, p.39) argues that

"blending and decoding involve using the knowledge of the regular relationship between letters and sounds to read unknown words. Pupils are taught how to blend the individual sounds to make words". In relation to eat, a very stimulating way for teaching kids is where they can see pictures, use their thoughts to complete the task, where they can give opinions. Moreover, with these significant activities children are taught to blend sounds together, to write new words, and to learn spelling. Another important skill is defined as identifying the sounds in words or segmenting, (Eshiet, 2014, p. 40) he declares that "listening for the sounds in words gives children the best start for improving spelling. It enables pupils to write spoken words". With this skill the pupils are engaged to learn how to identify sounds in the words. For example, the teacher gives them a word printed in a card like "kick" and asks them how many sounds the word has, and they are able to count and tell there are three. As a final point, the last skill mentioned in synthetic phonics instruction is tricky words (Eshiet, 2014, p. 41) he asserts that "tricky words have irregular spellings and children learn these separately" (Wenham and Jolly Lloyd, 2013, p. 41). In regards to, tricky words this is basically to teach words that differ in sound, sometimes scholars get confused because the sound of words change and the spelling is difficult as well. The aim of this skill is to provide kids the understanding of words in spelling.

#### **2.2.16. The Importance of Alphabet Recognition**

Letter identification instruction is one of the strongest goal of teaching sounds and phonetic in early ages at the process of learning English letters and sounds. The teacher's role is to ensure that learners are able to identify and to

name letter shapes, as well as distinguishing among them before they are challenged with the task of learning the letters' sounds.

“Understanding the alphabetic principle involves comprehending that words are made up of letters from the alphabet and these letters are approximately matched to the sounds of our English language. In other words, the graphic units of the alphabet are related to the phonological structure of words” (Lieberman & Shankweiler, 1985. Cited by White, 2006. pp. 2, 3)

Besides, alphabet recognition is a primordial content for teaching learners from first, second and third level of school where they are still in the process of learning how to read and master phonology. Pupils must be taught by educators with educational activities in the classroom which involve the learning process of the alphabet. Once scholars can read a little bit or say a word without difficulty is when they are getting the phonological structure of words.

#### **2.2.17. Alphabetic Principle to First Grade Skills**

It is suggested to start applying the principles that reinforces alphabetic knowledge in first grade pupils. These principles, presented in the class achieve a successful progression in phonology, phonemic, reading and spelling when learners are presented in class. There are three alphabetic principles proposed by alphabetic principle: the first is called letter-sound and letter-combination knowledge, the second is known as decoding and the third is recognized as sight words. These three principles affirm the significant of helping pupils to produce

sounds, recognize letter combination, letter sound and memorize words automatically.

Letter-sound and letter-combination knowledge: produces the sounds of the most common letter sounds and combinations (e.g., th, sh, ch, ing).  
Decoding: sounds out and reads words with increasing automaticity, including words with consonant blends (e.g., mask, slip, play), letter combinations (e.g., fish, chin, bath), monosyllabic words, and common word parts (e.g., ing, all, ike).  
Sight words: Reads the most common sight words automatically (e.g., very, some, even, there). (Alphabetic Principle: Concepts and Research, 2009, p. 4)

To add, the development of teaching the letter sound and letter combination in English class suggests to practice the link that exist between sound and letter where the scholars can understand without difficulty sounds and improve pronunciation of the words. Additionally, the second principle mentioned is decoding, that promotes pupils practice sounds out loud, pronunciation, learn blend sound technique and letter combination to accomplish literacy skills. Third, sight words are useful to build the children's speed and fluency when reading, these words should be learned without sounding out letter, they are known as connectors and learners can use it with the aim to build vocabulary. On the other hand, the overview of Ehri he analyzes the importance of alphabetic knowledge in kids and mentions that "recent studies show that alphabetic knowledge enhances children's learning of new vocabulary words, and it influences their memory for doubled letters in "words". Four phases characterize the course of development of

sight word learning” (Ehri, 2005, p. 167).Based on that, it is affirmed that alphabetic knowledge is the principal subject for children to acquired vocabulary and literacy skill.

#### **2.2.18. Specific Strategies to Help Students to Associate Letters and Sounds**

Letter and sound relationship is a component of the synthetic phonics that has to follow some strategies to be integrated in class for teaching purposes. With the application of these activities children can be excellent at phonemic awareness. The clue of using synthetic phonics is to overcome limits and integrate pupils to learn accompanied with the most sophisticated ideas. Letter and sound plays the compromise to help children to improve reading. This process of learning to read and write words engage the perception of the sounds in pronounced words and to know which spelling patters are connected to them. There are some strategies mentioned in the next declaration for facilitating instructor to teach letter and sound as it says:

1. Modeling phonemic awareness tasks and responses orally and following student’s production of the task.
2. Making students’ cognitive manipulations of sounds overt by using concrete representations.”
3. Teaching skills explicitly and systematically.
4. Adding letter-sound correspondence instruction to phonological awareness intervention after students demonstrate early phonemic awareness.
5. Progressing from the easier phonemic awareness activities to the more difficult.

6. Focusing on segmentation or the combination of blending and segmenting.
7. Starting with larger linguistic units and proceeding to smaller linguistic units.
8. Focusing beginning instruction on the phonemic level of phonological units with short words.
9. Focusing on the initial sound, then on the final sounds, and lastly on the medial sound in words. (Bast, 2013, p. 10)

Therefore, scholars need activities which develop phonemic awareness and oral tasks, if instructors apply activities such as speaking in class or identify sounds with the corresponding letter their phonemic level will increase. By manipulating sounds this can be established in class with letters of different sizes and colors where learners can touch them and play games directed by the teacher. Such model of teaching phonics gets children interested in learning, since students focus on their attention in initial sound, and then in final sound, after that on the medial sound with games, this is better for them than writing a lot of words in a paper without a learning purpose. As well, for teaching linguistic units there are words that contain more than one syllables and vowels that rime, learners can learn with activities, for instance a group of words with initial consonant like the /k/ in "cat," the /ch/ in "chat," or the "spl" in "splat" or for example, the vowels that can follow it like the "at" in "cat" or the "eat" in "cheat". With this practice the aim is incrementing spelling and phonics knowledge.

### **2.2.19. Strategies for Teaching Reading to English Language Learners**

The process of learning to read is not an easy task, especially with English language learners when they are in first level at school. Learners need the teacher applies many strategies or sources to feel more comfortable and pleasure to read. As educators it is important to know that the reading skill is a complex work. In other words, a process of problem solving, where the teacher's role is to help the pupils make sense from ideas, memories and knowledge evoked by words or sentences.

“The process of learning sight words involves forming connections between graphemes and phonemes to bond spellings of the words to their pronunciations and meanings in memory. The process is enabled by phonemic awareness and by knowledge of the alphabetic system, which functions as a powerful mnemonic to secure spellings in memory” (Ehri, 2005, p. 167).

On the other hand, there is an affirmation that says about reading that “decoding skills quick word recognition and ready knowledge of relevant vocabulary,for example are essential to successful reading” (Schoebach& Greenleaf, Murphy, 1999, p. 39) Regarding to that, Schoebach and his colleagues tells that decoding skill provides word recognition which is beneficial for readers and provide to know a huge quantity of words. English teaching reading affords four different strategies in order to know the process of reading. The article The Role of Phonics in Reading Instruction mentions the first strategy named getting

started, and it communicates that “as soon as possible, teachers should get their pupils started on a reading program that not only emphasizes phonemic awareness and phonics skills, but also is presented to them at their interest level” based on that, getting started wants instructors to emphasize phonemic and phonic skills with activities that caught learners attention and interest. Second, the phonics reader strategy is defined as an important term for reading and states that “fortunately, there are a growing number of publishers who have chapter books that promote development of phonological skills”. In here, phonics readers involve scholars to read, actually there are many books with interesting literature for kids, and pedagogues can take advantage of phonics reader strategy if they develop a reading space in class. Third, the strategy teaching Phonograms argues that “if teachers are uncertain just where to begin instruction for older scholars who are just beginning to learn to read English, a good place to start would be with the phonograms”.It suggests that it is recommended to start applying in the classroom phonograms, with the clue of use phonograms that show pupils the logic and structure of letters from A to Z. After that, learners start with multi-letter phonogram, this process will develop strong spelling skills. Fourth, using web sites “I would be remiss, at this point, if I didn’t mention what a marvelous resource the World Wide Web is, especially in providing high interest texts for readers” basically, learning to read can be bored if educators want children learn just a large number of words, but if apprentices have the possibility to get access in literature or games from educational websites reading is going to be more successful and increase their attention in learning. (The Role of Phonics in Reading Instruction, 2006, pp. 8-9)

### **2.2.20. Share Reading and the Zone of Proximal Development**

There is a very important theory which mentions the ideal to accomplish the relationship that exists between reading and the zone of proximal development. In regards to that, the link between reading and zone of proximal development explains that masters need to be aware of children's level of learning in order to support his or her, and provides assistance that can support learning to read satisfactorily. As Evans explains about share reading, he says that when children share, they develop reading more pleasingly. "Shared reading, which is the act of reading a book together, is an activity that necessarily occurs within the ZPD. Shared book reading offers children opportunities to ask questions and "learn about books, language, characters, feelings, emotions, etc." (Evans, 1997, p. 2. Cited by Chair, Benson, Mancini, 2008, p.17), for example during a book introduction the teacher may be working a specific literacy strategy like using the little or the illustration of the cover to make a prediction about the story. Besides, the teacher can point to the first paragraph of the book and encourage someone to read it. When the teacher is helping kids it is similar to what it occurs in the stage of the zone of proximal development. For instance, when the teacher is assisting a child in developing the reading skill, he or she will develop eventually in future reading without assistance or without help as it is expected. Because, the zone of proximal development emphasizes the growth of being independent and help learners to accomplish progress, in that case about reading learning processes.

### **2.2.21. The Significance of Reading Motivation**

On the other hand, first grade scholars are accomplishing the task of reading. It does not matter what the method for teaching reading or phonology awareness is utilized in class. There is a necessary aspect to be taken into account that is motivation. While educators are using phonics instructions or methods for reading, they need to be aware that motivation enhances a successful reading. And so, if the teacher starts teaching phonics, phonology and phonemic awareness he or she should choose a method that matches perfectly for this purpose. The concept of motivation applied in literature is explained as “literacy motivation is a multifaceted and complex entity. As the experts in the field argue, motivation cannot be reduced to a single factor which people have or do not have” (Farokhbakht, 2015, p.45). Even though, motivation is not easy to be related to literature it has to be imposed to learners in order to be motivated to read a lot. Otherwise, it is vital for educators to know how to stimulate children to read through motivation, pedagogues need to prepare techniques or some strategies to improve pupils’ reading ability. In trying to improve learners’ reading motivation, educators should understand how scholars acquire the motivation to enable them to be engaged readers. (Binti, Wan Chik, Awg, & Binti, 2011, pp. 32-33) To continue, Gambrell talks about motivation as role of the teacher in class, he states that educators have to be concern about helping children become excellent readers.

Because of the powerful influence that motivation plays in literacy learning, teachers are more interested than ever before understanding the relationship that exist between motivation and achievements and in learning

how to help all the students to achieve the goal of becoming effective, lifelong readers. (Gambrell, 1996, p. 15)

There is like a bridge between motivation and achievements in learning, any activity for reading has to engage motivation. Pedagogues usually are looking for ways to motivate scholars, a reading class can start with creating reading groups where learners feel encourage to share about their readings. Interaction makes children have lessons more enjoyable, and enhances their comprehension skill.

#### **2.2.22. Emergent Literacy**

Emergent literacy involves early reading and writing development, as children grow and develop their speech and language, a child becomes developing reading skill more complex while she or he grow up. Consequently, children start learning and understating language to express their ideas, feelings and thoughts to communicate. “Emergent literacy is defined as that “which involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing” (italics in original)” (Connor, Morrison & Slominski, 2006, p.665. Cited by Chair, et al, 2008, p.18) Emergent literacy begins since a child was born, with the time he or she continue appreciating literacy in every day situation or interacting with print, with books, they acquire words that rhyme, letters of the alphabet, and vocabulary.

### **2.2.23. Teaching Phonics in English as a Foreign Language**

To teach a topic such as phonics in English as a foreign language, scholars require learning how sounds correspond to letters and how to apply them in reading and spelling skills. Teaching phonics helps learners to develop reading skills, it means that pupils focus on the sounds and not only in learning words and spelling. The idea of implementing and teaching phonics in English is to help learners to decode words by sounds. For example, when students know some vocabulary or words they can figure out unfamiliar words. On the other hand, teaching phonics by word decoding increases reading fluently. As it is mentioned in the next article “the phonics approach teaches children to decode words by sounds, rather than recognizing whole words” (Westcott, 2012. Cited by Salazar, 2012, p. 15) decoding word helps learners to be familiar with words and use it in conversation, scholars just need to recognize and decode the written word. For example, if learners know the two letters a-n that represents the word” an “ they can be familiar with unknown words like can, scan, band, dance and read them fluently.

### **2.2.24. The Definition of Phonemes**

The phonemes are represented by each letter of the alphabet, when phonemes are taught in children the development of this important process consists on taking the beginning sound of each word and starts pronouncing that sound. A phoneme is each sound, when they are written are represented by words. According to the article the 44 sounds English phones is defined as:

“A phoneme is a speech sound. It’s the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A grapheme is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination”. (The 44 Sounds (Phonemes) of English, (s.f))

As phonemes are represented by smallest unit of the speech that make one word different for another word. For example, /c/ and /b/ are different phonemes or children can find the difference between two words like pin and it is noticeable that /l/ and /æ/ are different sounds.

“In summary, a phoneme is defined as a ‘distinctive unit sound’ of a language: ‘unit’ because the whole of a phoneme must be substituted to make a different word; ‘distinctive’ because changing a single phoneme can generate a word which is recognizably different to a speaker of the language”. (Phones and Phonemes, 2006, p.1)

It is essential to teach phonemes to kids because it helps them to develop knowledge which is implemented to differentiate sounds. When talking or reading the most difficult part of phonemes is to be able to produce its sounds. Due to, it is very important for learners to pronounce well in order to transmit a clear message and dominate English language as part of their learning process.

### **2.2.25. The importance of Multi-Sensory Learning**

“Multi-sensory learning techniques have also proven to be helpful in the development of a foreign language. Drills that contain visual, auditory, and even tactile involvement by learners improve their comprehension of the foreign language” (Kalivoda, 1978. Cited by Rains, Kelly and Durham, 2008, p. 248). The advantages of multi-sensory activities focus on the development of games and ideas that students can enjoy by touching, see and listen. As synthetic phonics instruction offers a variety of games and activities which are directed to multi-sensory learning to be used by instructors, it can facilitate the phoneme learning and reading by applying these strategies with first grade kids. When apprentices do activities where they can touch or manipulate, mimic, listen or watch, their learning is more advanced and progressive, due to phonics instruction is composed by multi-sensory strategies.

### **2.2.26. The Definition of Phonics**

Phonics takes part of the reading process, which is one of the most valuable steps that learners need to start acquiring phonemes. This procedure is throughout the use of sound carried by letters. Therefore, phonics teaches pupils to combine and blend and to read faster and in a successful way. Phonics is very fundamental in the process of acquiring literacy skills, when kids start learning sound by sound as the case of the phonemes. Children are not able to develop literacy skills until they start with combining and blending sounds and then learners can decode any new words that they see in a text. “Phonics teaches children how to recognize the sounds that each individual letter makes, identify the sounds that different

combinations of letters make, and blend these sounds together to make a word” (Gibb, 2015, p.13).On the other hand, other specialists refer to this term and argument that “phonics is the way in which the sounds of our language (not the letters) map to print. It is knowing how letter names and sounds relate to each other (i.e., letter–sound correspondence)” (Vaughn & Boss, 2009, p. 245). Regarding to that, phonics is functional for reading and refers to the relationship between letter and sound. Besides, this benefits learners to know that sounds of letters are represented by print.

### **2.2.27. The Phonological Awareness**

Phonological awareness has the biggest role in phonemes that helps apprentices develop oral skills. Also, the phonological awareness is the way to understand sounds in the speech; it is also demonstrated in pronunciations and intonation on the units of sound (words).

Phonological awareness is the area of oral language that relates to the ability to think about the sounds in a word (the word’s phonological structure) rather than just the meaning of the word. It is an understanding of the structure of spoken language—that it is made up of words, and words consist of syllables, rhymes, and sounds. Fitzpatrick summarizes it best by saying that phonological awareness is “the ability to listen inside a word” (Adams, (s. f), p. 117)

The phonological awareness is also a fundamental part that a student acquires through time in primary school. If learners need to read, write and spell

fluently, for them it is also important to understand the sound of words of spoken English. Phonological awareness in the three first years of school is a proven of how well a child will progress in his or her literacy performance. During the teaching process of English the understanding of phonemes is taught when scholars enter to system school. It includes one important step named sound patterns. For example, sound pattern reliefs a student gets the ability to segment words into syllables, identify of each letter of the alphabet, and blend sounds. Moreover, phonological awareness deals learners with the ability to manipulate sound in words by adding or substituting letters.

#### **2.2.28. The Phonemic Awareness**

Phonemic awareness is not the same as phonological awareness. There are two terms they are two different terms, talking about phonemic awareness refers to the sound. The development of the phonemic awareness is taught throughout the preschool and early elementary period. This topic is very important to learn reading and spellingsuccessfully for example, if a child cannot manipulate or distinguish the sound within spoken words have difficulty recognizing and learning the print and sound. There are some benefits that phonemic awareness provides to the learning process. For example, a student is able to distinguish individual sounds, they develop the ability to identifying phonemes, and furthermore phonemic awareness improves reading because children develop the ability to categorize similar sounds.

Phonemic awareness is the awareness that the speech stream consists of a sequence of sounds—specifically phonemes, the smallest unit of sound that

makes a difference in communication. It is a phoneme that determines the difference between the words dog and hog, for instance, and between look and lick. These differences influence meaning. (Yopp & Yopp, 2000 p.130)

It is significant for children to start increasing how sounds work in words, at the first level of literacy skills they must recognize that words are made of phonemes which are the smallest units of sounds, and these words make the difference in meaning. According to Yopp, the development of the phonemic awareness directs instructors to teach children how to hear, recognize and manipulate sounds within words.

#### **2.2.29. The Graphemes**

Graphemes are represented by each letter as phonemes; they can be individual or group of letters. This concept is defined as “graphemes are commonly defined as the written representation of phonemes. For example, the word ‘BREAD’ is composed of the four phonemes /b/, /r/, /e/ and /d/, and consequently, of the four graphemes ‘B’, ‘R’, ‘EA’, and ‘D’” (Rey, Ziegler & Jacobs, 1999, p. 1). Moreover, graphemes can as a result be considered as the link between orthography and phonology.

#### **2.2.30. The Vowels**

The vowels are produced when the breath flows freely through the mouth, they work with the vocal cords. According to Yoshida, this definition is considered as “Vowels are sounds in which the air stream moves up from the lungs and through the vocal tract very smoothly; there’s nothing blocking or constricting it”

(Yoshida, (s.f), p. 1). Vowels also can be short or long sounds. In English language there are fourteen vowels P they do not have any turbulent or blockage in the airflow at all. As it is explained, during the process of vowels it is recommended for instructors to introduce them during first grade year, therefore, educators should explain children that each vowel has a long and a short sound with activities for helping children to discriminate sounds of vowels.

### **2.2.31. The Consonants**

The consonants can vary from the position of the tongue and the force of air, and some of them are produced in the throat. Moreover, consonants are distinguished between two types known as voice and voiceless. To add, the concept of consonants is defined as “consonants are sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs, as we learned earlier” (Yoshida, (s.f), p. 1). Additionally, consonants can be taught by activities where the students can find words with the beginner sound of it. Also, the teacher can say children that a specific consonant is for a specific word, for example /j/ is for jacket.

### **2.2. 32. Phoneme Blending**

Phoneme blending is a process of putting a sound which this one is separated in a word, for example, the word “jet” it is noticeable that each sound is going to be separated as /j/ /e/ /t/, once the pupils analyzed and understood each

sound, they he or she connects the sounds to say the whole word, in the final step the kid would be able to write and spell correctly. Arbor says that the concept of phoneme Blending consists on “phoneme Awareness of individual phonemes and awareness of ways to create word pattern with phonemes” (Arbor, 2000, p. 38).

### **2.2.33. Phoneme Segmentation**

Phoneme segmentation works with systems where the words are segmented, for instance children have a list of words with three sounds, and then they divide the word like /b/ /a/ /t/, they write the three different sounds in empty boxes and start practicing each one separated. Arbor indicates that “awareness of individual phonemes and the auditory is position of phonemes an in a word” (Arbor, 2000, p.38). Apart from, as Arbor suggests phoneme segmentation denotes to the ability to break words down into individual sounds, on the other hand, this is a writing skill which makes children improve have some advantages as type words and spelling. Finally, phoneme segmentation is a process which develops phonological awareness skill in apprentices.

### **2.2. 34. Phoneme Isolation**

Phoneme isolation involves identifying each of the individual sound in a word. Also, it involves the position of the individual sound of the words. The next declaration says that “is a strategy that helps develop students’ phonemic awareness, which is part of phonological awareness. Phoneme isolation involves

having students identify specific phonemes in words (e.g., first, middle, last sound)” (Phoneme isolation, (s.f)) Based on that, if the teacher uses the word “dog” and ask a child where the /g/ sound is located the activity consist on indicating that /g/ appears at the end of the word.

## **2. 2. 35. The Results of Many Studies of the Synthetic Phonics Approach**

Besides, taking into account the results of many studies that were made by some researchers there is evidence and it has been approved that the Synthetic Phonic Approach works as the best and effective regarding to literacy skills in young learners. In this section, it is explained the differences that were found from researches by their studies, they compared in their studies the synthetic phonic approach versus analytic phonics, synthetic phonic versus a whole language approach and synthetic phonic versus regular classroom instruction.

In one study conducted by Stuart, it has been approved that the synthetic phonic approach is one of the best methods used in the classrooms. First, in this research he declares that with the comparison of the Synthetic Phonic Approach and the Whole Language Approach one of the most powerful benefit that were found was that scholars improved in an overwhelming way when learners decoded words and when they read words.

Moreover, learners got a lot progress based on phonemes, which means that they were able to distinguish one word for another one, the difference in meaning through a contrast in a phoneme like minimal pairs.

On the other hand, the study conducted by Stuart (1999) focused on the difference between synthetic phonics (jolly phonics program), and the whole language approach (through the use of big books) it was found that the learners had improved significantly in terms of phoneme awareness and decoding. As well as the ability to read individual words (Stuart cited by Purewall, 2008, p. 42)

In a second study by Forman and Denton it is demonstrated that the Synthetic Phonic Approach takes the best role in learning phonemes as the best and functional way. In this case learners were taken during a period of lessons where they achieved the ability to decode and read individual words. As they mention in the present statement “Studies by Forman, et al. (1998) and Denton, et al. (2004) also found that: “with the direct synthetic phonics intervention, learners were able to enhance their ability to decode and read individual words” (Forman & Denton. Cited by Purewall, 2008, p. 42)

Moreover, it has noticed that most educators are using the Synthetic Phonic Approach to develop reading and spelling skills. Scholars get more vocabulary blending sounds so they are taught to read and write new words. Besides, another useful way to learn phonics and reading by the synthetic method is to listen to sounds in words which allow children to improve spelling. Basically, as it is mentioned in the next statement.

Overall, we concluded that a Synthetic Phonics Program, as a part of the reading curriculum, has a major and long lasting effect on children’s reading and spelling attainment. Their continued strides ahead of expected ability

suggests that learning to read through segmenting and blending gave children a self-teaching technique that they were able to use throughout their reading education. (Derby, 2010, p.5)

Rowe and Rose in their reports mention the crucial role of systematic phonics instruction in developing effective recognition of words, when the phonemes are taught in sequences; learners can learn in an effective way. When learners start blending and segmenting sounds, this process consists on putting individual sounds into words, then regarding to segmenting sounds incorporate breaking words down into individual sounds or syllables. This process of success in reading is going to be mentioned in the statement reported by Rowe and Rose:

“Both the Rowe Report (2005) and the Rose Report (2006) identify the crucial role of systematic phonics instruction in developing effective word recognition skills for success in early reading. Phonics instruction is systematic when all the major grapheme-phoneme correspondences are taught directly and they are covered in a clearly defined sequence. Research and classroom findings suggest that the Synthetic Phonics Approach, based on the level of the phoneme and the important skills of blending and segmenting all-through-the-word, is the most effective” (Rowe and Rose cited by O’Donnell, (s. f), p. 4)

Moreover, in one of the analysis that the US national reading panel made about which approach could be most effective for teaching reading, they found that the Synthetic Approach was one of the best phonics instruction which helps pupils to read in a significant way.

The Importance of Phonics: Securing Confident Reading article conducted the panel research study. In this investigation they compare synthetic phonics with other approaches and found that a group of students especially in preschool ages were able to read and posed more fluency than the other learners who used the others approaches. Furthermore, they noticed that learners who had difficulties in overcoming the learning of phonics and reading Synthetic Approach produced a significant role in their learning. As it is going to be mentioned in the research the “Importance of Phonics: Securing Confident Reading” which states that:

The US National Reading Panel” was set up to assess the effectiveness of the different approaches used to teach children to read. For two years, until the panel reported in 2000, it held public meetings and conducted analysis of all relevant robust research into teaching reading. It was the most comprehensive and detailed survey of this topic ever produced. One key area of interest was the role of phonics instruction on reading achievement, fluency and reading comprehension. The panel concluded that systematic phonics instruction produces significant benefits for pupils in pre-school all the way until the end of primary school, and for pupils having difficulty learning to read. (The Importance of Phonics: Securing Confident Reading, (s. f), p.2)

Accordingly, in this revision about which of the approaches was the best for teaching phonemes, scholars demonstrated that they become readers in few time. Also, pupils started reading and identifying each sound as decoding words, so learners were able to process sounds, blending letters with the time they got

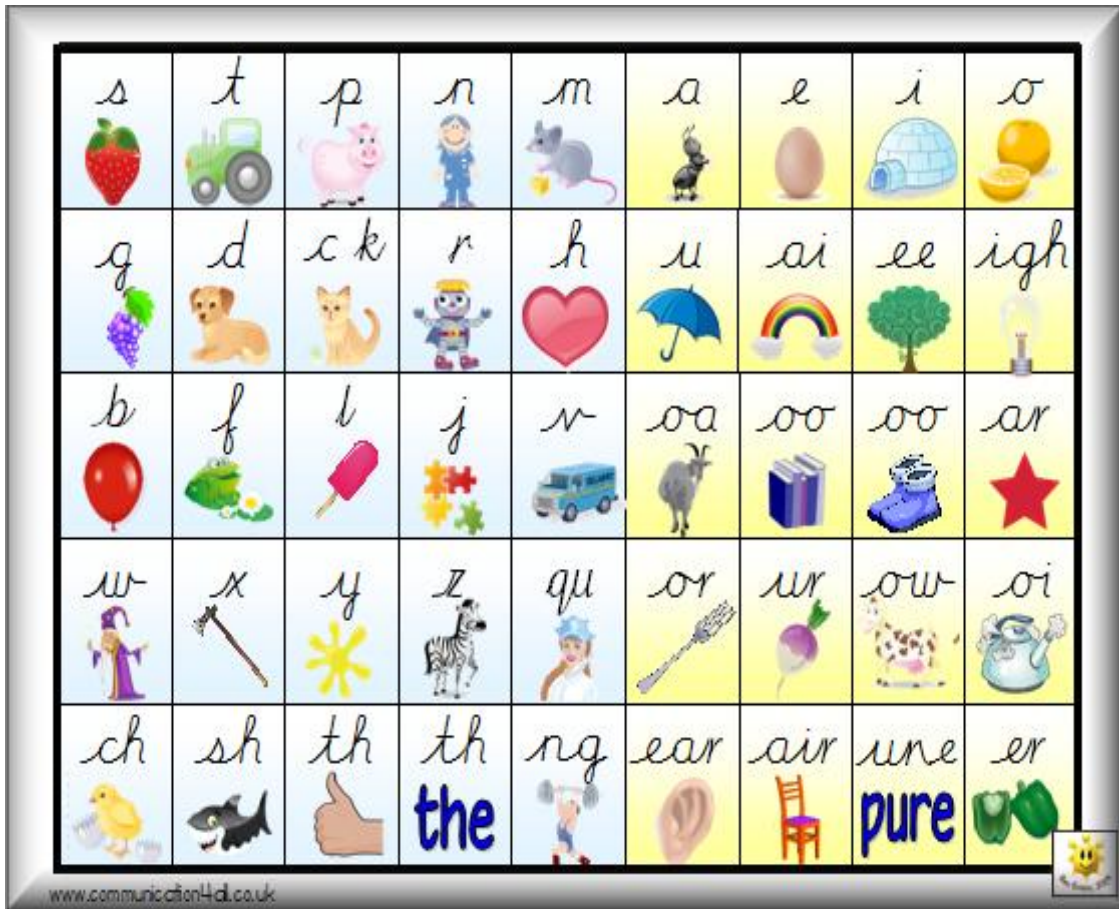
fluency and started using unknown words naturally as an efficient process they achieved. Throughout this affirmation it is said that the Phonics Approach can be beneficial for low levels during school, the idea to use this approach can provide learners to be good readers and to possess a better understanding of vowels and consonants. With the Synthetic Phonic Approach pupils can learn faster and use activities that provide advantages to learn vocabulary, pronunciation, sounds and letters.

### **2.2.36. Jolly Phonics Program Systematic Synthetic Phonics**

Jolly Phonics is a precise engineered phonics program intended to instruct kids to read and benefit children learn the 44 sounds of English language instead of learning the alphabet. They are then taken through the phases of mixing and fragmenting words to develop reading and writing aptitudes. “With Jolly Phonics the pupils are first taught the letter sounds through actions (so the sounds of the letters, not their names). They are then taught how to blend those sounds together to read words (so c-a-t makes cat)”(Naeem, Aftab, Seenum, Naheed, 2016, p. 8)

Jolly phonics is a program which develops the synthetic phonics skill; it was designed by primary pedagogues and published by Jolly learning. The program supports teaching reading in school using the blending, segmenting, decoding strategies. On the other hand, another study refers to this program as a useful tool for successful readers; he refers to this program as most efficient when teaching reading skills “according to them, the synthetic phonics has the greatest impact as

indicated by Jolly Phonics Reading Method. This synthetic phonics method involves the teaching of Letter – sounds in isolation and the blending of letter-sounds together to form words” (Ekpo, Udosen, Afangideh, Ekukinam, & Ikarak (s.f), p.4) To add, the advantage of phonics instruction is that children are taught by letter sound recognition, isolation and blending. The letter and sound recognition is used to form words. The ideas implanted with jolly phonics b not to discourage children instead of it, the ideas focus more on children get interested. In a study carried out by Ekpo and her colleagues, children from school levels got a great progress in reading. The affirmation demonstrates the effectiveness of this programme and it affirms that “this pilot study has demonstrated the effectiveness of the Jolly Phonics programme in improving reading outcomes of Primary 1 children in Lahore, Pakistan” (Seenum, Naeem, Naheed (s.f), p. 20). According to that, Jolly phonic demonstrates through its activities to be more enriched for teaching phonemes and reading. Additionally, reading pupils can progress easily when reading or producing new words. The chart below represents the 44 sounds and its corresponding picture used to teach in classroom.



(Evanus, 2009)

### 2.3. Hypothesis

The development of the Synthetic Phonic Approach and its effectiveness in the process of English as a foreign language contributed to improve the short phonetic knowledge in the phonemes and learning to read in first grade learners.

**CHAPTER III**

**METHODOLOGICAL FRAMEWORK**

## **3.1 Type of Research**

### **3.1.1. Applied Research Purpose**

According to Cazay, applied research serves to solve a problem, since its inception is necessary a problematic situation and according to the theory using the most important concepts a solution is proposed. “Applied research also aims to discover new techniques, improve existing ones to improve their effectiveness or adapt them to new purposes. Each Applied research has its scope and limitations, in all cases; we must investigate their validity and reliability” (Cazay, 2006, p.18). Applied research brings new knowledge to be applied to improving a problem, since it is aimed at solving a problem.

### **3.1.2. Temporary Scope**

#### **3.1.2.1. Transversal**

According to Muñoz, transversal research is directed in the transverse time as it is performed in a given time in which the phenomenon is observed in a group of first grade learners in an institution and studied the prevalence of the problem and the temporal behavior in time. This is also known as a cross-sectional analysis where data collected from a population at a specific point in time.

(Refers to a specific time or one-time phenomenon under investigation wanting to find out things about their evolution, a cross section of a situation is done in a given time and structure which is happening at once different things it is studied that may occur with the passage of time) (Muñoz, 2012)

This type of research is characterized because there is no continuity in the time axis. The aim of the cross-sectional study directs the revision of a phenomenon at any given time without providing how long this problem has been occurred, and how long they will keep on continuing

### **3.1.3 Framework of the Research**

#### **3.1.3.1. Research Framework Micro and Macro**

The micro research is practical; it looks for the exhaustive study of a particular case or set. According to Sautu, he states that micro research works on smaller levels, in that case during the research an observation is going to be developed with a quantity of five learners from a first grade class. In addition to this, the research deals with macro characteristics because is directed with one group of 22 students, where the researcher is going to collect data. In regards to, Sautu says that “differentiation macro and micro-social has two meanings: the first is ontological sets the locus, the nature of the processes and situations under study; the second is methodological and refers to the level of analysis that is raised investigations” (2015, p. 13).

#### **3.1.4. Condition Research is done**

##### **3.1.4. 1. Field Research**

“It is field research because the investigation is carried out in the usual environment where a phenomenon occurs, rather than in controlled laboratory settings” (Qualitative Field Research, (s.f), p. 197). This research is being developed as field research where the researcher can collect information and

evaluate any aspect related to the phenomenon in the classroom where the problem is presented. The researcher is going to take place in the research applying the Synthetic Phonics Approach and doing observations about how scholars react to the development of the synthetic phonic to gather data.

### **3.1.5. Character of the Research**

#### **3.1.5.1. Participatory**

As claimed by Schutter “participatory research takes place in which it is actively involved, it is also qualitative type which seeks reliable and useful results to improve situations”. Participatory research in its broadest sense can understand the strategies that the population involved actively in decision-making and implementation of some or all stages of a research process (Schutter,( s.f), p. 2)

#### **3.1.5.3. Descriptive**

Descriptive research in general describes a phenomenon and their relationship. In addition, it studies all processes involved in its dynamics. According to Peña “it is also known as statistical research, data and population characteristics or phenomenon under study are described. This level of Research answered questions: who, what, where, when and how” (Peña, 2012, p. 4)

#### **3.1.5.4. Analytic**

In analytic research, “on the other hand the research, the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material” (Research Methodology: An Introduction, s.f, page 2) Talking about analytic, it refers to the proposition of hypotheses that the researcher

tries to prove or disprove. That is why this study is part of analytic research where a proposal is given to a classroom in order to solve a problem of a lack of phonemic knowledge in a first grade.

### **3.1.6. Nature of the Research**

#### **3.1.6.1 Naturalist Qualitative Research**

This research is based on qualitative character to focus on a specific group or student population. Qualitative research is characterized by an investigator who observes a particular group or population and collects data for later analysis. This type of research can be performed by interviews, questionnaires, observations of specific groups in which the research is done. As it is explained in the following statement about qualitative research by Rubio and Varas.

According to some authors (Rubio J and Varas J, 1997: 237), the qualitative method operates "in two parts: 1) at first the researcher tries (through discussion groups, open interviews, life stories, etc.) 2) Reproduce the speeches of a particular social group, community or group. Subsequently, it analyzes and interprets the information collected "(Rubio & Varas, 1997: 237.Cited by Cazay, 2006, p.18)

Qualitative research tends to be used more in social sciences since their perspective is more naturalistic, that is to say , it is focused on the interpretation and understanding of human nature.

## **3.2 Subjects and Sources of Investigation**

### **3.2.1 Subjects of investigation (Population)**

The population where the researcher takes place is a first grade group integrated by twenty two students with ages around seven years old. One of the most important characteristics found in the problem is that pupils have a lack of phonetic knowledge, which is why they were chosen by the researcher. Likewise, another consequence evidenced in the group is that learners have a low knowledge of consonants and vowels (phonics), learners cannot read short stories at the end of the year, the activities performed and resources utilized by the teachers are not functional or effective for their learning. Additionally, the group possesses twenty- two scholars, they are seven years old. In relation to their behavior the majority of them are encouraged to participate actively in class, are extroverted, and very responsible. According to English language they are not too exposed in their daily life to use the language, the only place where they use it is in class with the English educators.

### **3.2.2. Sources of Investigation**

#### **3.2.2.1. Primary Sources**

These sources are the ones that have never been evaluated before in other books or articles and contain original work, they are all the sources that provide first hand data. According to Barrantes, “primary sources provide first-hand data”. (2014, p. 174)” One of the examples is the interviews or questionnaires done by scholars and instructors from New Generation School.

### **3.2.2.2. Secondary Sources**

This research contains secondary source information that is organized by other authors' .According to Barrantes, “secondary sources are compilations, abstracts and references list published in an area of knowledge”. (Barrantes, 2014, p.174) Some of the secondary sources presented in this research are: Teaching early reading: a synthetic phonics approach, Practical Guide to Synthetic Phonics and Independent review of the teaching of early reading: Interim report. Department for Education and Skills.

### **3.2.2.3. Tertiary Sources**

This information can be physical or virtual guides that contain information of secondary sources such as bibliographies. One of the tertiary sources used in the researcher is the curriculum virtual web site from New Generation School. According to the author “tertiary sources are documents which comprise the names and titles of periodicals, newsletter, etc.” ( Barrantes, 2014, p174)

### **3.2.3. Sampling**

#### **3.2.4 Non-probability Sampling**

According to Battaglia “non-probability sampling does not attempt to select a random sample from the population of interest. Rather, subjective methods are used to decide which elements are included in the sample” (2011, p 523). The researcher develops an important role in the research where it is developed, also the own person is engaged with a group of twenty- two scholars. Besides, the researcher is teaching that group in order to observe and collect data. The reason

the researcher choose to work with the first grade group of the new Generation school is because a problem has been found, that is the low phonetic knowledge in levels of first group and the necessities presented in second and third levels of school where learners do not recognize the letters and sounds, and have difficulties reading sentences that makes the researcher creates a proposal to make a future change.

### **3.2.5. Non-probability Sampling by Judgment**

“The researcher actively selects the most productive sample to answer the research question” (Marshall, 1996 p. 523) According to this research that takes place in an institution, the inquisitor establishes evidences and criteria in order to find specific characteristics from a twenty- two students first grade group to find evidence by supporting the research. This population of apprentices has been chosen for some reasons which are the lack of phonetic knowledge, short management of reading skills, and lack of alphabet knowledge.

### **3.3 Instruments to Collect Data**

The instruments designed to gather data in this research were directed for first grade learners like participatory technique which contained activities and strategies developed to know how children improve their phonological and phonemic awareness throughout the use of synthetic phonics instruction. When implementing these practices the clue was to recognize the learning process of phonemes and reading through the whole bimester. Moreover, the teacher wanted to know how effective could the Synthetic Phonic by working in a first grade group. Besides, an interview was used and applied for English educators in order to

gather information about teaching phonics and reading. How instructors implement activities or resources to teach phonics and reading in English class. Finally, some observations were used to know about the student's behavior regarding to this approach. The teacher designed anecdotic information with the observations based on activities applied and scholars' progress.

### **3.3.1 Observations**

According to Barrantes, "it is the product of the perception to be observed; it includes goals, prejudice, and the framework, skills, besides an instrument or apparatus used to perform and record the observation" (2014, p. 202). This instrument allows the researcher to collect information about the phenomenon and events. The researcher is going to work with a first grade group where some observations are going to be done to collect information in order to know the problem, learners' performance, and specific characteristics about the learning of phonemes in class. Moreover, during the observations the researcher was looking for specific details as apprentices' behavior, knowledge and attitude with the application of the participatory workshop which contained some activities and games proposed by the synthetic phonics instruction.

### **3.3.2. Interview**

Barrantes argues in his book that the interview must come from an explicit purpose, and although it should be developed by allowing people feel confident when talking and expressing their opinions naturally to get the information that is required (2014, p. 209). An interview was conducted to four English educators from New Generation School in order to know the process of English teaching regarding to phonemes. The reason was to know how teachers use and apply strategies and activities in a first grade group to teach phonemes and reading skills. Besides, the main aim in this instrument is to identify how these activities are applied in the English classroom. With the information gathered the researcher is interested in knowing the teaching process of reading skills and compare what is found with the Synthetic Phonics Instruction. The interview applied in this research was semi structured; with sixteen questions developed to be answered by the instructors in a free and open way.

### **3.3.3. Participatory Technique**

This section was developed in the classroom. Some activities and games were implemented in the spelling lesson during the three months by the researcher as a teacher also a coworker helped the teacher with the implementation of the activities because of the lack of time. The proposal was integrated by activities directed by the Synthetic Phonics Instruction; during the implementation of them, the teacher started using the five skills such as letter formation, letter and sound corresponding, knowing sounds in words, blending sounds and tricky words. The

group of twenty- two scholars was the participant in this participatory workshop, the activities were developed in groups of five scholars; they were tested by the Synthetic Phonics Instruction in order to know their progress about phonemes learning and reading.

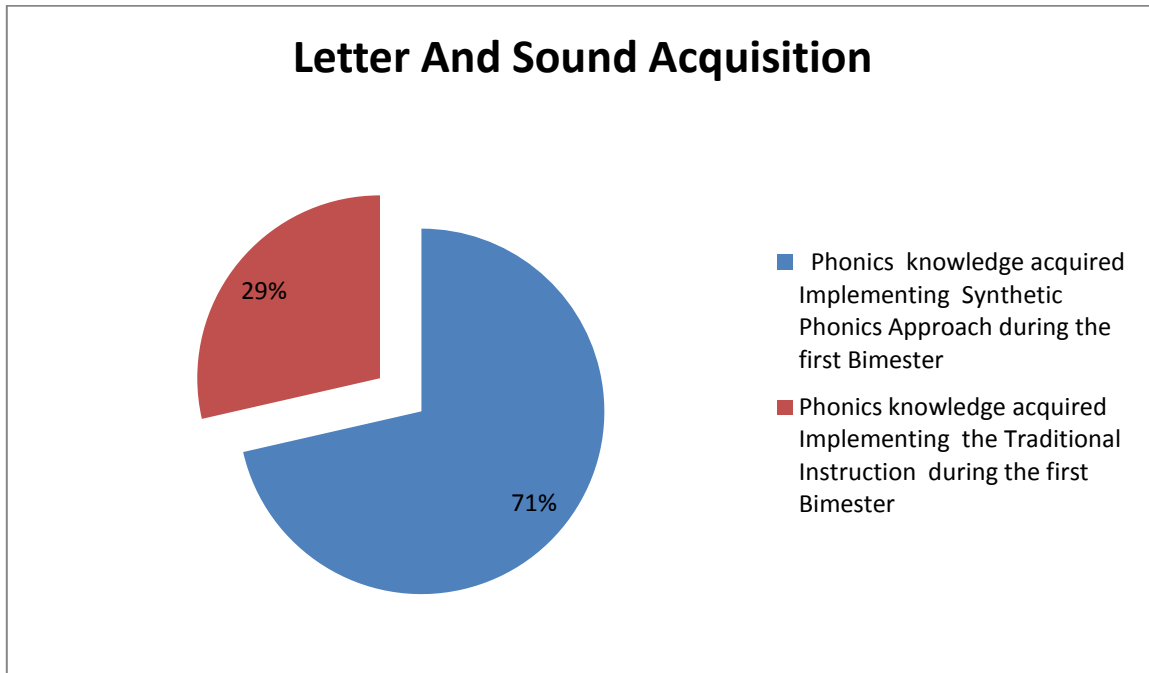
## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

## 4.1. Synthetic Phonics Instruction Activities

### a. Letter and Sound Acquisition

Graphic 1



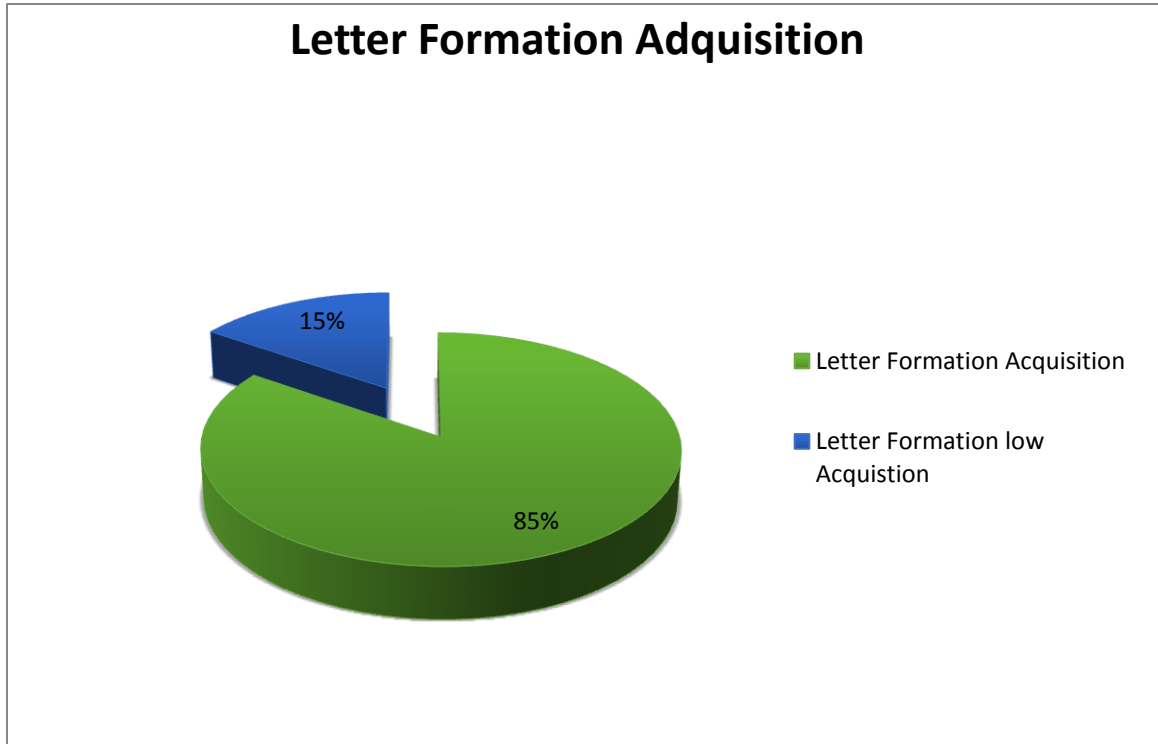
**Source:** Own elaboration according to the information gathered from the proposal applied in students from New Generation School in 2017.

During the application of the letter and sound skill is demonstrated that learners advanced in getting the sounds of the alphabet. At the end of the proposal pupils were directed by the teacher to read words and they were able to pronounce and read. Taking into account that English was not their native language and it was their first year at school, but with the implementation of letter and sound it engaged the class learning sounds. As a result it is demonstrated that only 29% percent of the students did not succeed in phonics knowledge, but 71% percent of the classroom is representing about fifteen pupils who were more interesting in learning the letter sounds skill, and showing understanding of sounds with the

application of Synthetic Phonics Instruction. Finally, with the 71% of learners letter and sound skill has contributed to help kids read faster than using any particular book or method.

## b. Letter Formation Acquisition

Graphic 2

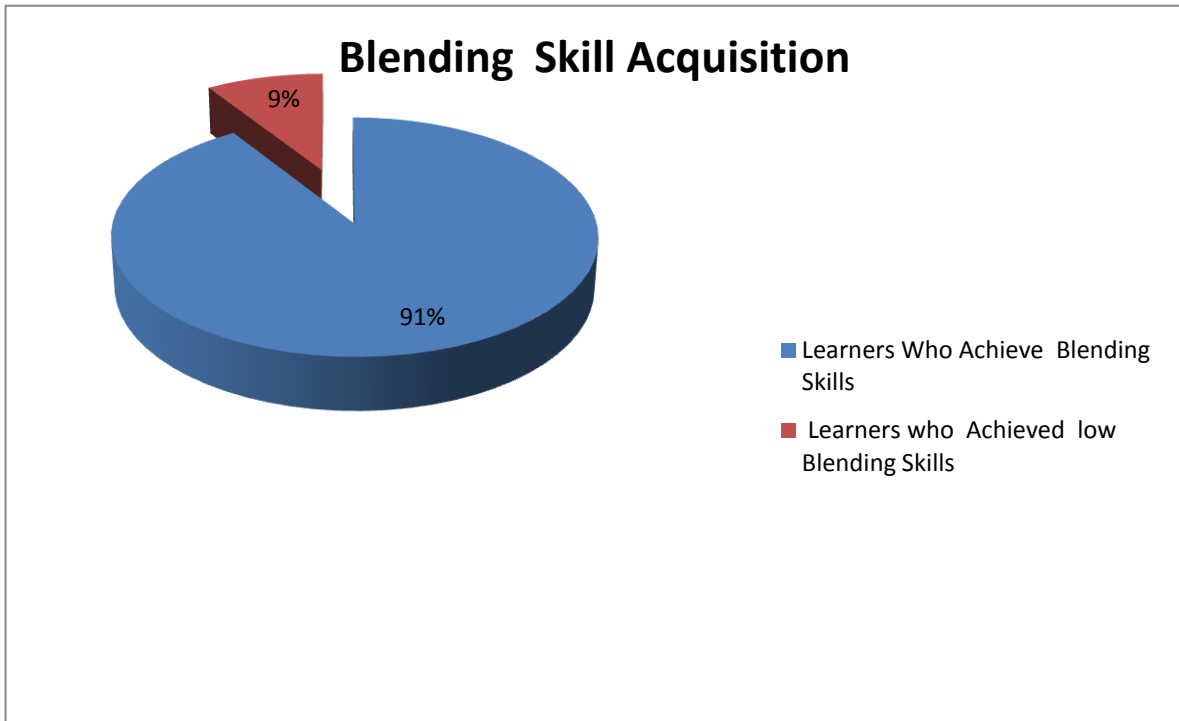


Source: Own elaboration according to the information gathered from the proposal applied in students from New Generation School in 2017

Letter formation skill used to help pupils recognize the shape or trace words correctly. With the results achieved scholars received training of how to hold the pencil and recognize the written part of each sound. The previous graphic it shows that 85% of the class which represented eighteen learners who got letter formation skills and a 15% represented four scholars who had difficulties with letter formation. Regarding to that, this technique was advantageous for the whole class; learners with learning disability as dyslexia increased their writing skill amazingly, because the letter formation teaches each individual sound and student can

practice during the process to write each letter properly. Besides, with the implementation of this skill it was found that kids learn to write letters and increase their writing skill. Additionally, learners are skillful to read short text and identify letters from the board or the notebook.

### c. Blending Skill Acquisition



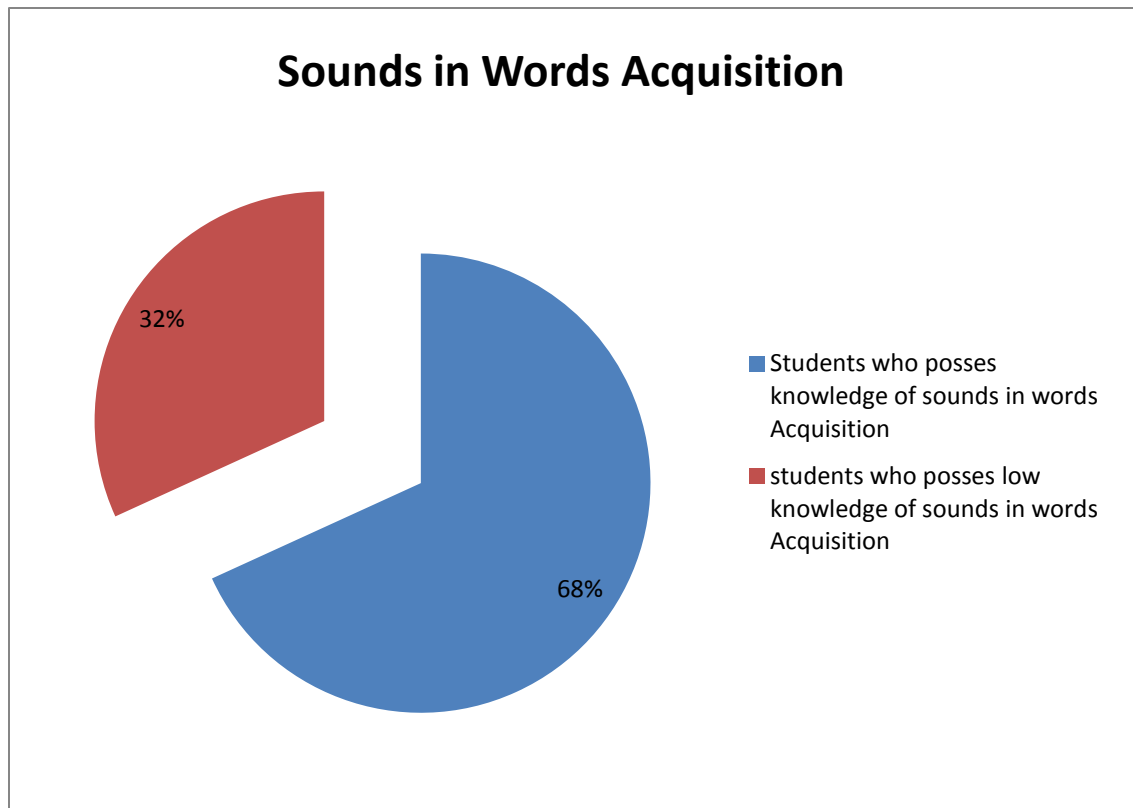
**Source:** Own elaboration according to the information gathered from the proposal applied in students from New Generation School in 2017.

The information gathered with the application of blending skill it is evidenced that twenty scholars representing 91% of the class, were able to read with fluency during the reading activity, they got new words and when the teacher was asking words individually all of them demonstrated to know a large quantity of new words. Only two pupils failed with decoding skill representing 9% of the class, because they were unmotivated and did not want to participate. Additionally, blending skill was very effective than the other activities, student who participated actively in the lesson during the second bimester were able to read words fluency, they felt more confident when reading stories. Moreover, blending skills played an effective

process; children had the capacity to recognize words on books without help, also scholars revealed better literacy skill, and strong phonological awareness.

**d. Sounds in Words Acquisition**

**Graphic 4**



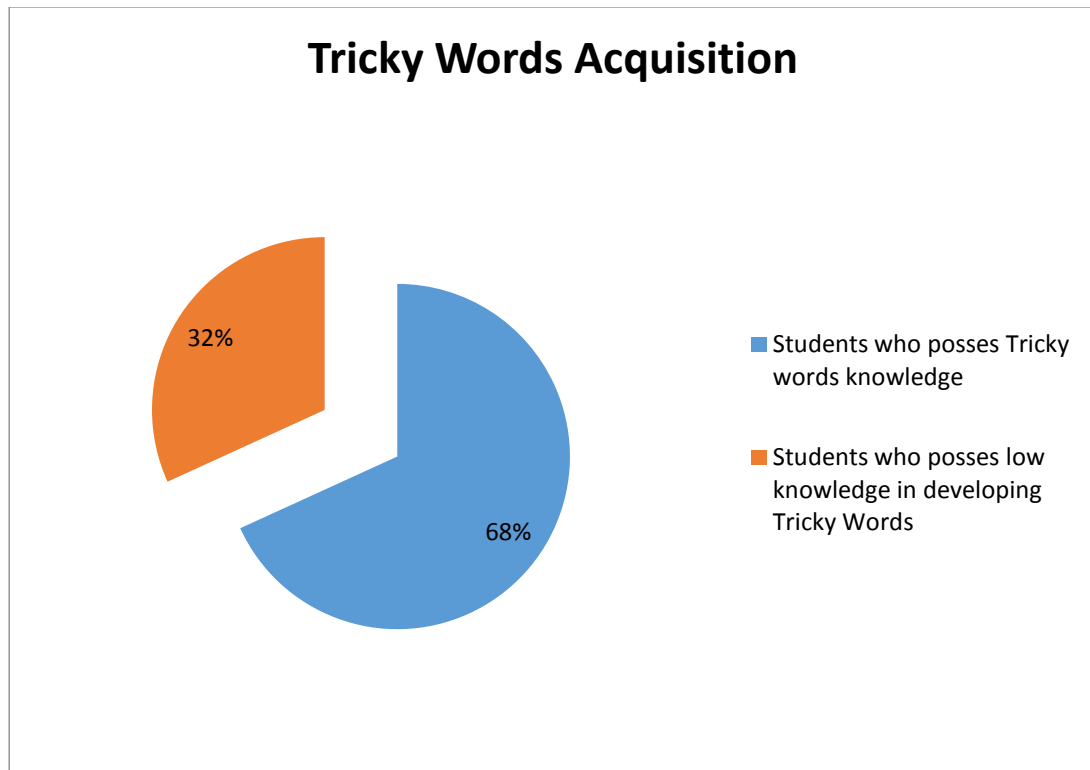
Source: Own elaboration according to the information gathered from the proposal applied in students from New Generation School in 2017.

Sounds in words acquisition skill advantages pupils to read and spell words. Regarding to the results obtained with the use of this technique pupils achieve to read words without mistakes, they acquire fluency, read the sounds in words properly. With the final product of this study Synthetic Phonics guarantee kids to be good readers and learn in more advance levels sounds and letters without

difficulties. As a result of with the implementation of this skill fifteen scholars acquired sounds in words representing a 68% of the class and seven pupils who demonstrated difficulties in learning sounds in words acquisition represented a 32% of the class. Basically, with the 68% of pupils who can read and spell words the result obtained with the use of this skill is amazing and positive for first grade kids.

### e. Tricky Words Acquisition

Graphic 5



Source: Own elaboration according to the information gathered from the proposal applied in students from New Generation School in 2017.

Tricky words skill advantages learners to write and read the most difficult words that are common in daily life. Scholars got knowledge about the written part of tricky words more used in English, with the application of activities offered by Synthetic Phonics Instruction. In conclusion with the data found, learners are more aware about sounds of tricky words and can recognize them easily in readings. In

relation with the graphic fifteen pupils that is a 68% from first grade developed and acquired more knowledge in tricky words than using just the book with discourage practices, and seven pupils which is a 32% showed difficulties in learning tricky words specially the written part. At the beginning apprentices had difficulties and struggle to recognize sounds and letters because of the low knowledge about phonics, but during the process they assimilated more than it was expected with the benefit of tricky words skill. The advantage found is that Kid used the tricky common words, learned spelling and how sounded out these words correctly when reading.

#### **4.1.1. Observations**

From the observations done in classroom the teacher took into account scholars' attitude and behavior when learning the 44 English sounds. The proposal took two months to be implemented. It was divided in 16 lessons in which some activities were done during the lessons. Some of the lessons were used to implement the activities. They are going to be mentioned, and how these strategies help learners to accomplish the learning process of phonemes and reading. On the otherhandthe material is going to be explained, and what specific activities were practiced.

The implementation of the synthetic phonics based on sensorial and authentic activities to improve children reading and phonics knowledge. First at all, in the proposal the researcher took place on the study as a teacher where many activities were realized in the classroom. The teacher conducted the class teaching learners the 44 English sounds during several lessons in spelling class. She used materials, for example images, flashcards, letters, jolly phonics workbooks, songs and videos to practice each sound, once learners could manage each sound, some other activities started being applied.

The application of the activities started with the employment of the first set of sounds, here the teacher gave pupils some worksheets where they had to create the beginner sound with play dough and place it on the corresponding box, in this activity the majority of the students showed a good performance in distinguishing

the letters, the idea to manipulate the formation of the letter helped learners to increase their understanding according to sound and letter formation. Apprentices enjoyed this multi-sensorial activity using different color of play dough and manipulating the letters, which was very significant for them. Besides students worked in workbook 1 where some pages were completed.

During the implementation of the second activity it was observable that learners were practicing phoneme blending, the teacher provided them cards with letters, they listen to the teacher saying each sound and placed each card in the corresponding order to form the letter indicated. This activity was very enthusiastic for kids even though when learners demonstrated to have few difficulties when finding and matching the letters. They sometimes placed the letters in the incorrect position, but with the teacher's guide, it was possible to accomplish the task. The group in general was immersed in the activity and the result was very productive and effective. Additionally, scholars completed some pages of workbook two for practicing letter formation.

In the third set of sounds, scholars' progress was very great. The teacher gave them many pictures; in this section they had to place plastic letters in the corresponding space. The class in general participated in this activity; they acted very animated and felt comfortable participating. According to their learning process, this implemented strategy was a useful way to improve letters and sound skills. Additionally, learners revealed that using this kind of activities provoke a positive environment and they benefit kids in reading and spelling.

In the application of the fourth set of letters “ ai j oa ie ee or” learners participated using the jolly phonics workbook, in this segment they had to mime, for example, they put their hands behind their ears and said “ai” . Learners did a similar activity with the rest of the sounds; they look interested in knowing the same of each letter. Later, students sang with the teacher funny and short songs which contained the sound studied. Then, they took their pencils and started tracing each sound in the corresponding page of the book with all the letters “ai j oa ie ee or”. After that, they practiced reading words and drawing a picture according to what each cloud said inside, in here they were learning the sound “or” Finally, they matched words with the pictures practicing the sound “ee”. Besides, in this last part there was a task with tricky words students practiced writing some tricky words, the implementation of writing is because these words must be written to be learned. In general, during the application of the activities the teacher did the observations and based on that it was evidenced that students were developing letter formation and letter sound, and tricky words, these three skills represent a very significant part of Synthetic Phonics Instruction. Regarding to the learning of sounds that apprentices achieved, they presented to have a better understanding of the sounds throughout the implementation of the workbook. Scholars had more opportunity to study and know each sound in an active way. Similarly, learners looked very happy to use crayons of many colors to trace each letter.

In the observation done in the fifth set of letters “z w ng v oo” the teacher provided students different toys in a basket, they sat in a circle and the teacher did a review of the corresponding set of sounds, next she implemented the activity

designed for that lesson. She placed five plastic boxes in the middle of the circle; each box had a sound written outside. When the teacher said the sound, learners put a toy in the sound, if a student placed the toy in an incorrect box; he or she got a red card. This game was very significant because they did not want to get a red card, and wanted to identify the correct sound to place the toy correctly. It was observable that with this kind of strategies students achieve more knowledge by using a book and writing a lot in a paper. The group was involved in the activity, they demonstrated to possess understanding of the “z w ng v oo” sounds.

According to the observations done in the enactment of the sixth set of sounds “ y z ch sh th” the teacher placed a blanket on the floor it contained five pictures representing each sound. The idea was that scholars placed the correct name of each image using wood letters. This activity took two lessons; learners could write the correct name in each image and spell each sound. The importance of segmenting sounds directs learners to use an individual sound to create a new letter. With this skill learners are more exposed to read more words and acquire sounds in a substantial manner. Moreover, Jolly Phonics provides that these kind of activities help kids and also be successful readers and know the sounds, according to the progress of the group, they had fun and most of them were able to read a short story.

In the final two observations the teacher implemented a bingo activity which had all the 44 English sounds; in the process of it pupils listened to the teacher and tried to find the corresponding sound. The first student who completed the card was the winner. This activity kept learners active to participate and learn at the

same time. Additionally, apprentices demonstrated to feel fun and acquire knowledge in a comfortable environment provided by the teacher. On the other hand, this activity helped them to work individually and increase their autonomy.

Regarding to, the behavior shown from the group in general, in some lessons scholars were confused when learning sounds because this is a complex topic for first grade kids, so teacher's patience and dedication got a great job to increase apprentices' knowledge. With the time pupils started getting adapted and be familiar with the sounds. According to, how scholars reacted in class, in some cases all pupils wanted to participate at the same time, and the teacher had to take control of this situation and tell the learners to be organized in order to participate. Besides, apprentices showed to be encouraged to learn by activities. Every time the teacher got in the classroom they were waiting for a game. In contrast, few learners fought because they wanted to get all the toys or images or sometimes they were running around the classroom. This kind of things interrupted the class but the teacher took the control of the class. To sum up, scholars behavior was very nice, they followed teacher's rule when it was necessary, they participated actively in class, cooperated with their partners and had a funny lesson

## **CHAPTER V**

# **CONCLUSIONS AND RECOMMENDATIONS**

## 5.1. Conclusions

The main purpose of this research is to find out some possible effects of implementing a synthetic multisensory phonics approach named Jolly Phonics in teaching early literacy skills on first grade children.

- ✓ The findings of this study is also in agreement with the research studies which examined the effects of other multisensory approaches to literacy than JP on scholars with low proficiency of phonological awareness.
- ✓ The present conclusions are based on the data collected, taking in consideration learners' knowledge about 44 English sounds thought out the five skills of synthetic phonics instruction.
- ✓ Besides, finding what educators know about phonics and reading. In the results that were found in the development of the Synthetic Phonic Approach and its effectiveness in the process of English as a foreign language.
- ✓ Synthetic Phonic Approach has contributed to improve the short phonetic knowledge in the learning of phonemes and reading in first grade scholars.
- ✓ According to the outcomes found during the development of the five basic skills of the Synthetic Phonics Instruction, it was noticeable that apprentices got phonemic and phonologic awareness when learning sounds with its corresponding letter.

- ✓ Moreover, with the activities of the letters and sound recognition scholars learned how to identify sounds in words; also it was beneficial because students can be able to read words in short passages or stories.
- ✓ Additionally, letter formation played an important role in learners due to they can write the words correctly and hold their pencil as it should be indicated.
- ✓ On the other hand, with the use of the learning sound in words skill the activities used demonstrated to be very effective for the reason that learners can spell words and write them properly.
- ✓ Based on, the blending skill, it was the most important proficiency where pupil showed acquiring and learning sounds and words. With the procedure if blending activities, scholars made use of new words, they could read and spell words in the proper way.
- ✓ Student's knowledge incremented in reading and pronouncing sounds with fewer errors. Likewise, apprentices improved in listening skills because they can be able to listen to a sound and write it without difficulty.
- ✓ Consequently, the Synthetic Phonics Instruction for teaching reading and phonemes is a productive approach where apprentices had the possibility to progress in phonemic awareness, spelling, and reading.
- ✓ This final result has been corroborated with a three months period using the synthetic phonics instruction. The researcher found to be

more dynamic and authentic to implement in first grade class Synthetic Phonics.

- ✓ The progress was evidenced in twenty two scholars who achieved spelling skill and reading comprehension, they are able to understand information from texts, spell words and pronounce.
- ✓ The developing of the reading skill was very positive, pupils demonstrated to be more interested in reading than at the beginning, when they were not able to understand words in short readings.
- ✓ Additionally, when learners were familiar with new sounds and words, they felt more comfortable to speak and read aloud.
- ✓ Overall, it is evidenced that learners from a first grade group in this study have achieved well above what would be expected according to their English level and age.
- ✓ It is concluded that the synthetic phonic program as a part of the reading curriculum did the major and lasting effect on pupils' reading and spelling attainment.
- ✓ Indeed, Phonics Instruction skills were found to be increasing during the application after the end of the proposal.

## **5.2. Recommendations**

### **5.2.1. Recommendations for the Institution**

Taking into account the problem found in a first grade group, where scholars had a lack of phonemes knowledge, learners do not recognize the sounds in words. At the end of the year they are not able to read in English. Besides, they do not have a basic knowledge of the English alphabet, there is going to be proposed series of recommendations for the institution.

1. To revise if the annual chronogram possesses the 44 English sounds as it is required to teach phonological awareness.
2. To review the objectives proposed by the MEP if these are accomplished during the whole year in the classroom.
3. To promote the use phonemes because are very necessary when scholars are learning a foreign language and need to start mastering the sounds of this language.
4. To find resources like books or book packages with the contents and objectives proposed by the MEP, and also to know if the contents of this book are functional for the class.
5. To analyze with the English department if the materials are developed according to the topics that are going to be studied in class.

6. To consider if the book contains strategies to help learners to acquire phonemes and improve reading.
7. To provide other resources like the cd, games on line, songs, board games, and flashcards to create a class more dynamic and not be too bored.
8. To apply authentic material in the classroom which learners will feel an environment more dynamic and less disciplined environment as using book without a purpose and apprentices' learning process should not be complex.
9. To offer educators new learning ideas, workshops or how to teach that kind of contents.
10. To guide the educator by implementing meetings or workshops where the pedagogues will acquire new strategies or to implement new approaches in the case of Synthetic Phonics Instruction which will be effective for first grade learners.
11. To learn new things every day the instructor should be updated with new ideas to provoke a pleasant learning in pupils and the instructors should change old strategies that probably are not working as it is expected.
12. To afford masters with an amount of several materials in the classroom, like play dough, flashcards, and plastic boxes, plastic letters, magnetic letters, baskets, sand, and wood letters because these materials are necessary to provide kids to learn by doing different exercises and games.
13. To apply multisensory materials because these things are very significant in learning phonemes and children learn by doing or manipulating things faster and satisfactorily.

### **5.2.2. Recommendations for the Teachers**

1. To implement Synthetic Phonics based in five skills increases children to be conscious when reading a word; pupils can read more confident and develop reading tasks without difficulties.
2. To provide a dynamic classroom; educators will implement the synthetic phonics strategies to teach phonemes.
3. To develop letter formation that is one of the most important skills used by the synthetic phonics instruction to allow children especially first grade kids to read.
4. To create activities where kids can start manipulating the letters of different materials and completing exercises where they have to trace the letters.
5. To develop sound recognition skill, with the use of it learners can comprehend word sound and improve reading and directs the ability of children to pronounce words correctly and have intonation and fluency.
6. To use short texts or stories to practice pronunciation. When they are more exposed to reading English their knowledge increase and they start acquiring that written words differ in pronunciation.
7. To implement the skill identify sounds in words; this strategy shows how children can manage each individual sound that compound a word and be able to write and to spell words correctly.

8. To develop Blending skill, with the aim of this strategy teacher can make use of different activities, blending means to take into account each beginning sound of a word in order to create a new word.
9. To provide children understanding of how words can be blended or segmented into syllables, because blending skill supports the flexible use of sound knowledge as the major component to ensure in children reading and writing process.
10. To implement the learning of tricky words is the fifth skill of synthetic phonics instruction. These kinds of words cannot be sounded correctly, the only way to learn tricky is writing them many times and learn them throughout games.
11. To use short stories where apprentices can develop literacy skills and improve reading, with funny stories activities, scholars can achieve reading easier and share ideas with their classmates.
12. To create a space where pupils can enjoy literature, once scholars study a set of sounds and they know how to write, pronounce and identify each sound. Educators should make use of reading to help children to reinforce sounds.
13. To implement games, children love games and it is part of the learners' learning process, throughout games schoolmasters can make use of several of them to increase learners' participation and allow them to learn in a funny way.
14. To benefit pupils with one of the most important phonics instructions for teaching children to read.

## **CHAPTER VI: PROPOSAL**

### 6.1. Name of the Proposal

Synthetic Phonics Instruction skills

#### 6.1.2. General Objective

a. To benefit first grade kids to acknowledge 44 English sounds to learn to read.

#### 6.1.3. Specific Objectives

a. To provide understanding of phonemes and phonics in first grade learners.

b. To teach phonological awareness in first grade scholars to improve spelling, pronunciation and sounds recognition.

#### 6.1.4. Chronogram of Activities

Date	Activity	Description
February 15 <sup>th</sup> /30 minutes	Blending skill	Learners place the correct initial letter in the boxes, the teacher reads each word out loud and the learners create the word with play dough and put it in the corresponding box.

<b>February 17<sup>th</sup> /30 minutes</b>	<b>Segmenting skill</b>	Scholars place each phoneme inside the boxes, the teacher says each word out loud and the scholars use plastic letters and put each one in the corresponding box.
<b>February 22<sup>th</sup> /minutes</b>	<b>Phoneme segmentation</b>	Pupils place each letter in the corresponding place to form the whole word indicated by the teacher.
<b>February 24<sup>th</sup> /minutes</b>	<b>Tricky words : egg flip</b>	Say the word and the child flips over the word when they find it. Adapt for phase by sound talking a word and child find word or word with particular sound.
<b>March 1<sup>st</sup>/ 30 minutes</b>	<b>Tricky words by Jolly Phonics :Roll , read, spell, win, roll</b>	Learners have cards with different tricky words; they roll a dice, choose the color and spell the word.
<b>March 3<sup>rd</sup> /30 minutes</b>	<b>Phases 2-5 tricky words</b>	Apprentices have cards

	<b>board games by Jolly Phonics</b>	with different tricky words, the teacher says each word and they identify each one until finish.
<b>March 8<sup>th</sup> / 30 minutes</b>	<b>Letter formation</b>	Pupils practice multi sensory activities proposed by Jolly phonic, learners made use of play dough, buttons and sand to create letters indicated by the teacher.
<b>March 10<sup>th</sup> / 30 minutes</b>	<b>Letter formation Workbook 4 Page 7</b>	These pages allow learners to create the written form of each sound. Additionally, students learn to hold the pencil correctly.
<b>March 15<sup>th</sup> /30 minutes</b>	<b>Letter sound recognizing Page 10</b>	Each workbook contains activities where learners practice letter recognition with kinesthetic activities, student mime the action of each letter.

<b>March 17<sup>th</sup> / 30 minutes</b>	<b>Identifying sound in words</b> <b>Workbook</b> <b>Page 15</b>	Scholars match the sound to the corresponding picture.
<b>March 22<sup>nd</sup> / 30 minutes</b>	<b>Tricky words twister</b>	The teacher tells the learners to place a foot or a hand in a specific color. They have to spell each word touched and repeat with the teacher.
<b>March 31<sup>st</sup> / 30 minutes</b>	<b>Sounds in words</b>	The teacher says each word and the scholars try to find which sound is missing in words. Then, they fill in the blanks.

### 6.1.5. Proposal body

#### Bleeding activity

**Procedure:** scholars place the correct initial letter in the boxes, the teacher reads each word out loud and the students create the word with play dough and put it in the corresponding box.



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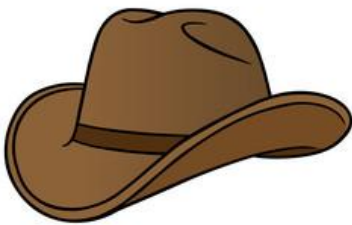
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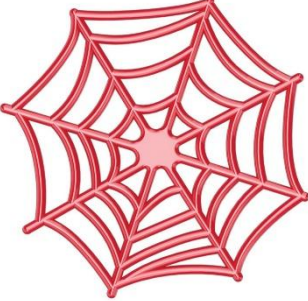
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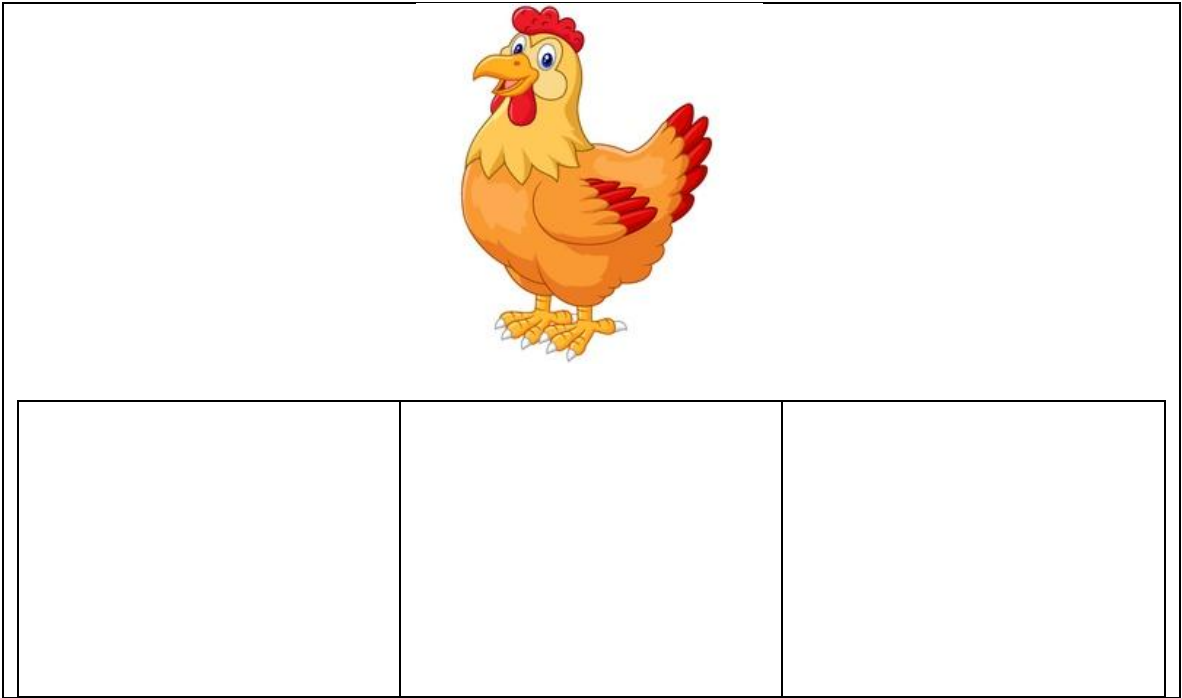
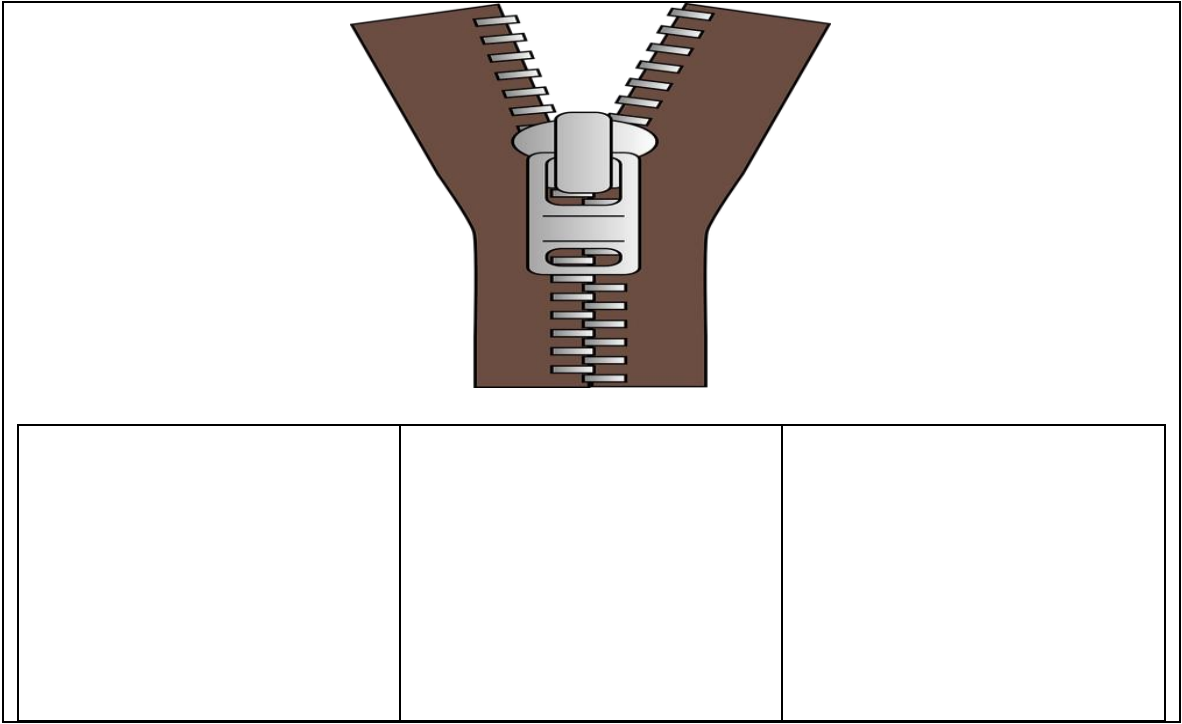


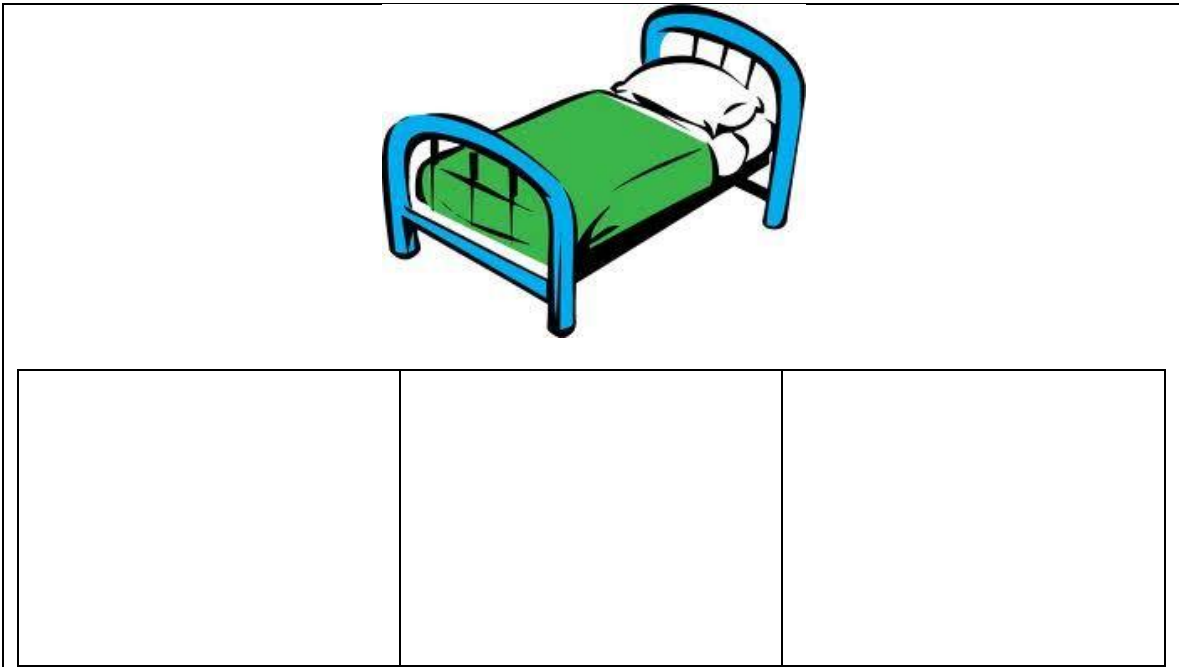
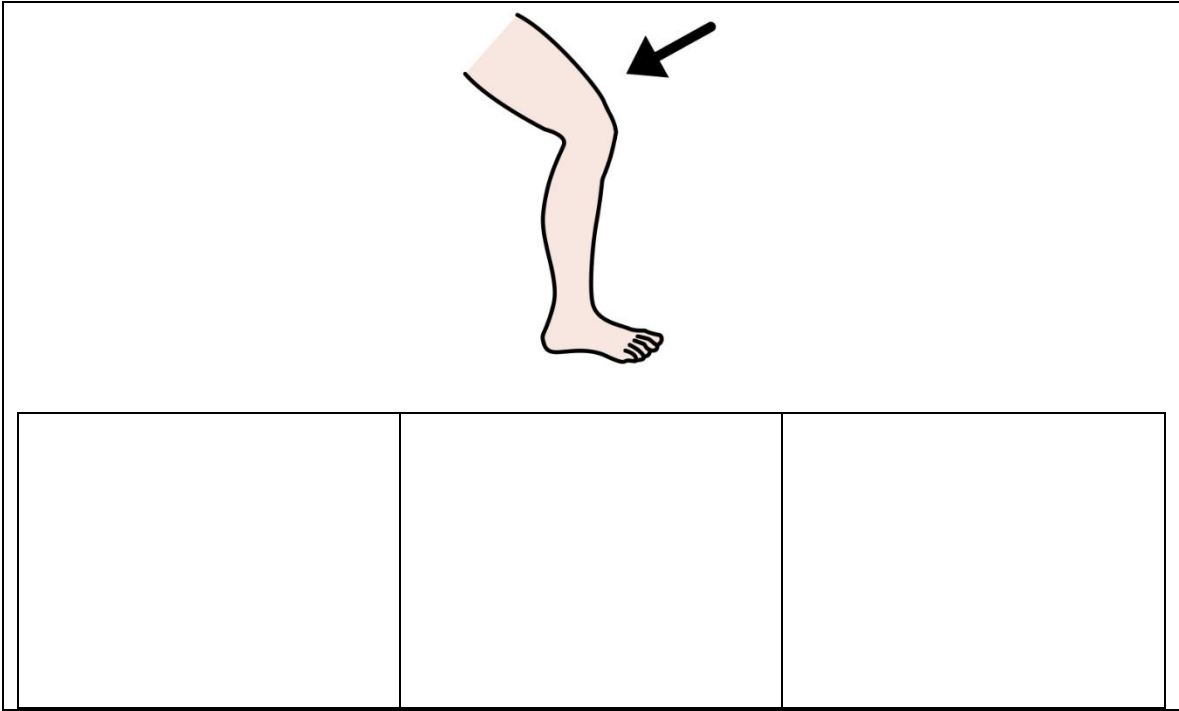
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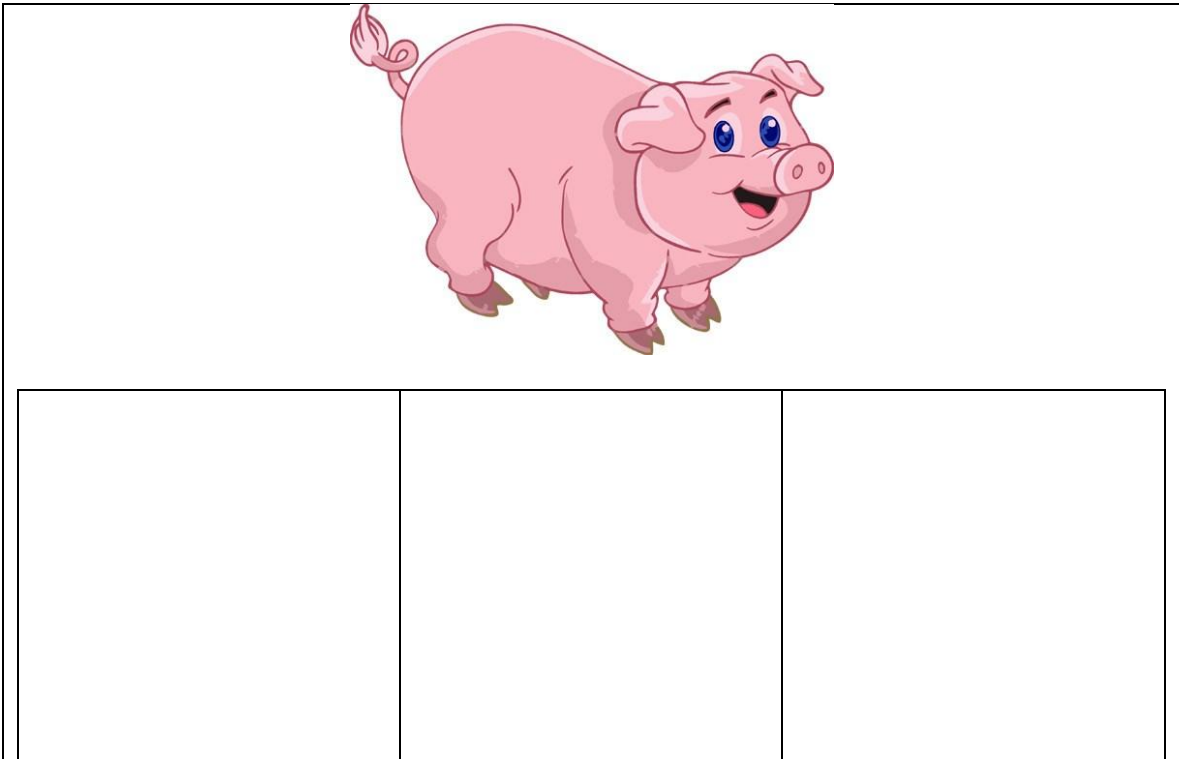
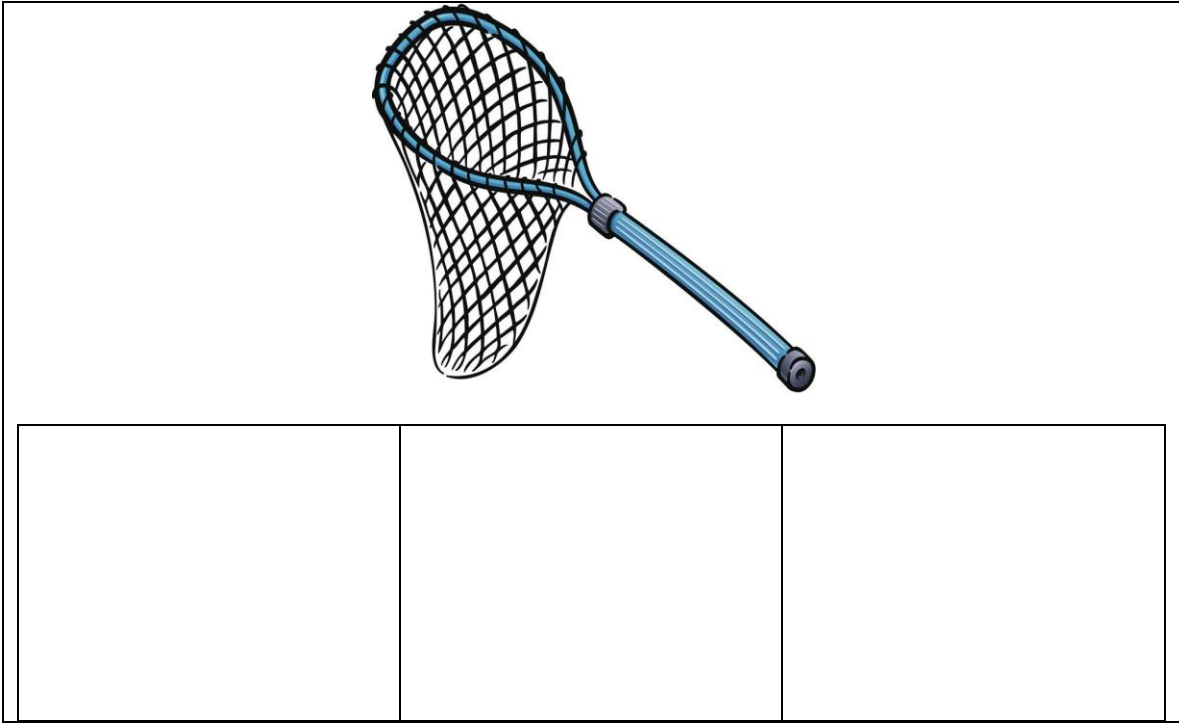
**Segmenting skill, procedure:** students place each phoneme inside the boxes, the teacher says each word out loud and the learners use plastic letters and put each one in the corresponding box.


		

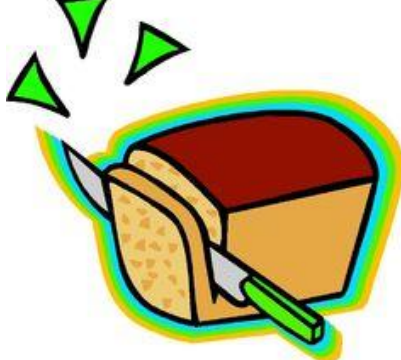
		

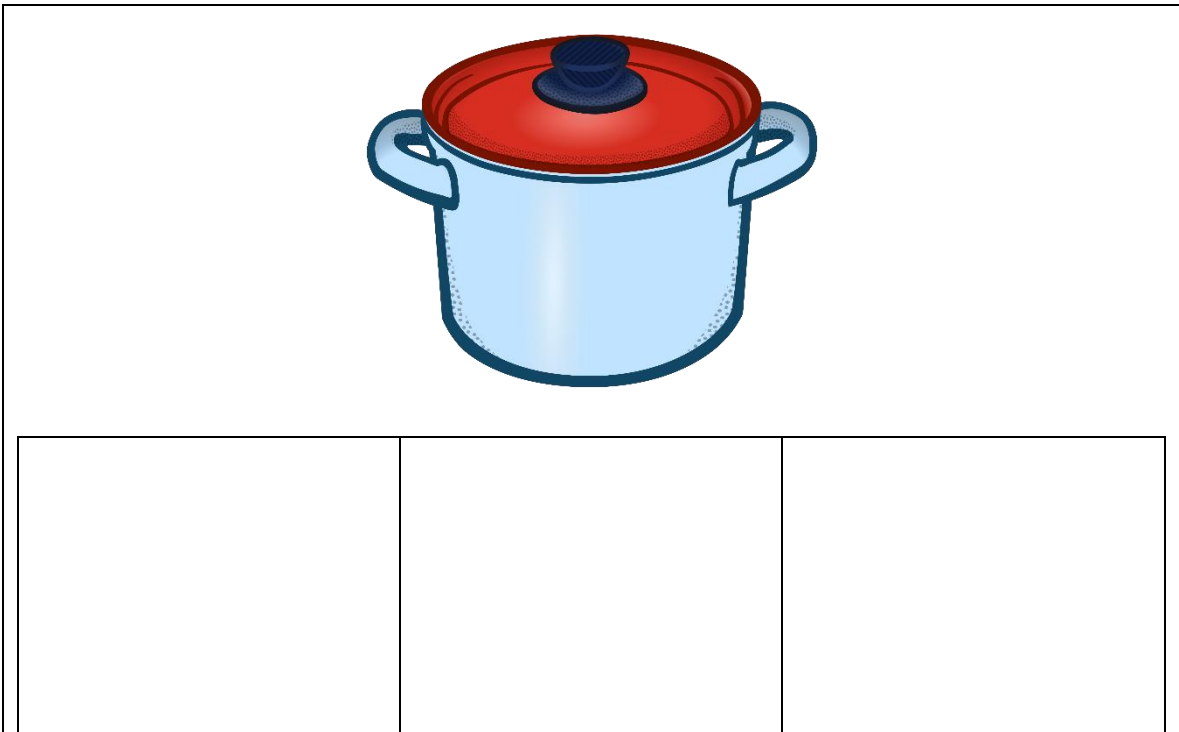
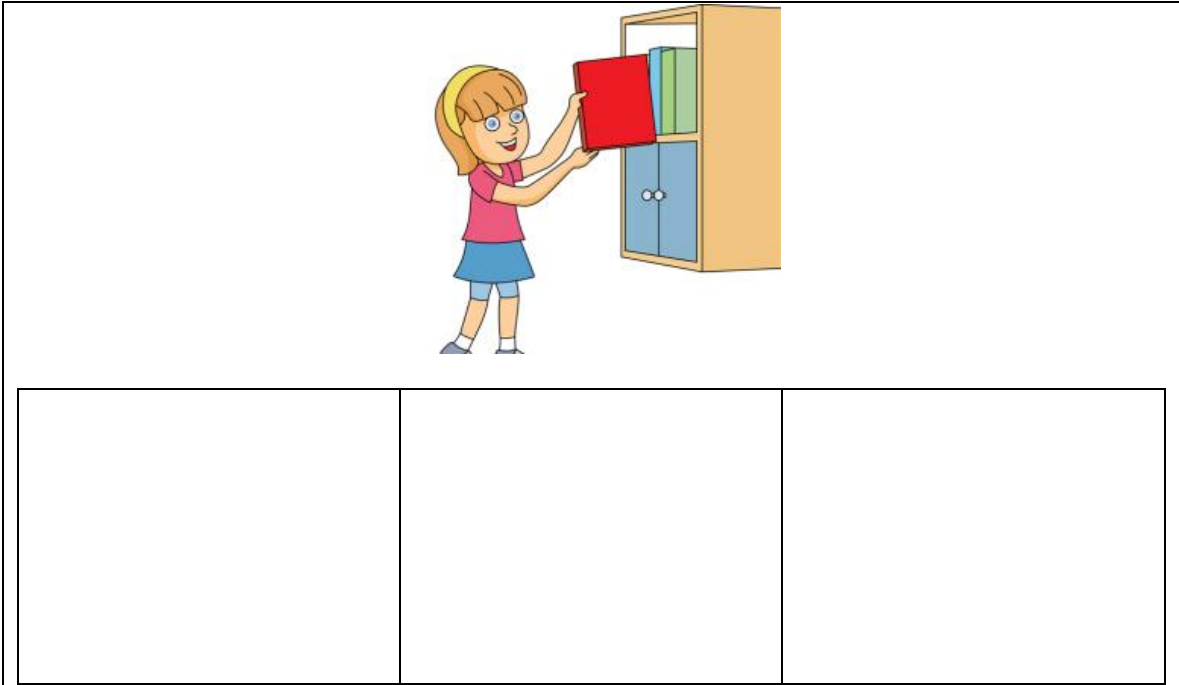






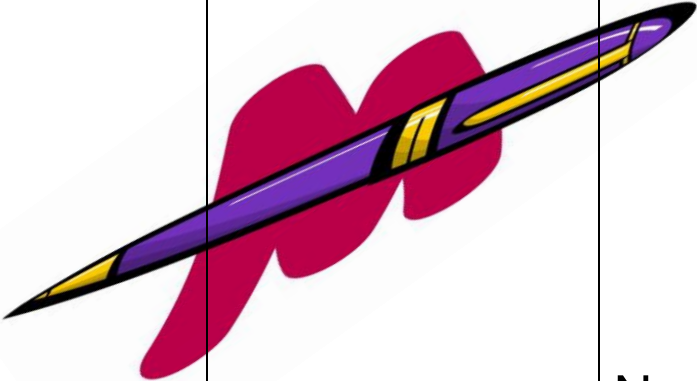
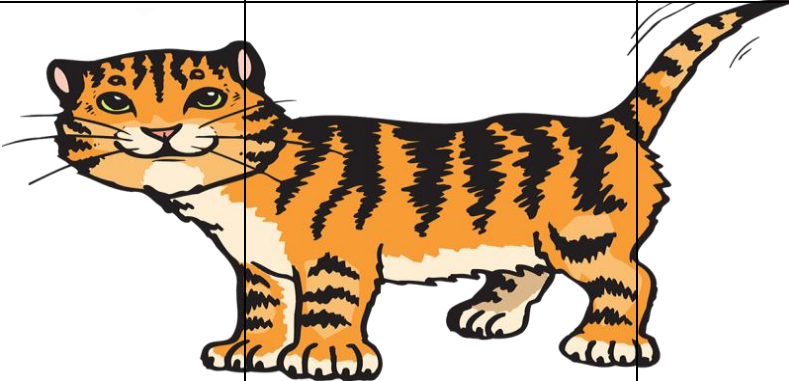

		

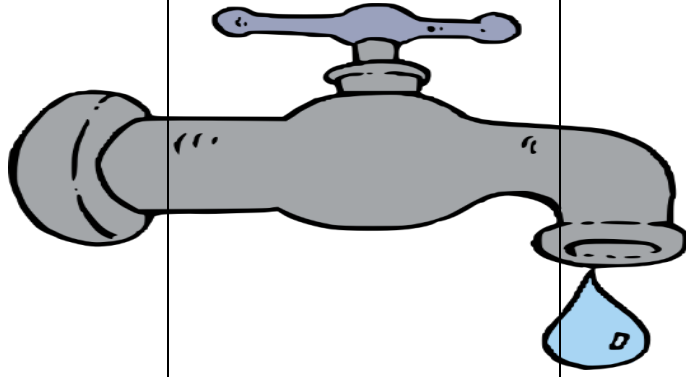
		



**Phoneme segmentation**

Pupils put each letter in the corresponding place to form the whole word.

<p>p</p>		<p>N</p>
<p>c</p>		<p>T</p>
<p>w</p>		<p>T</p>



t

a

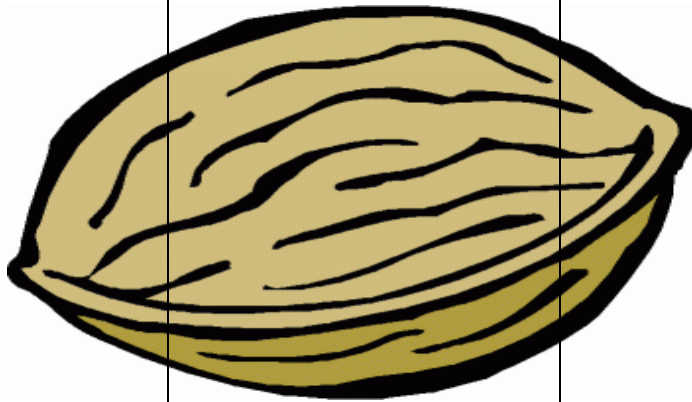
P



f

i

X



n

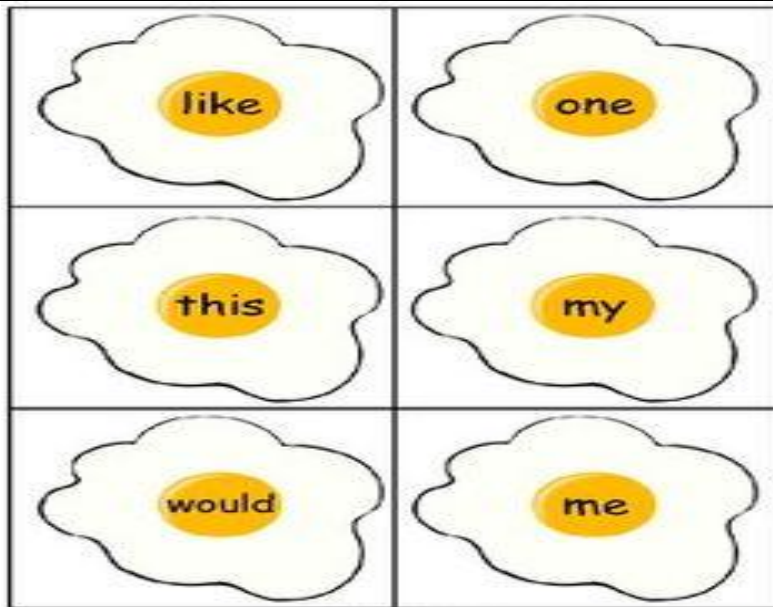
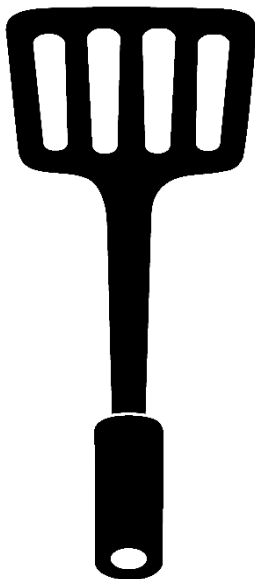
u

T

### Tricky words : egg flip

**Procedure:** Say the word and the child flips over the word when they find it.

Adapt for phase by sound talking a word and child find word or word with particular sound.





Tricky words by Jolly Phonics  
Procedure:

**R**oll, **r**ead, **s**pell, **w**in, **r**oll

**12**

**3**

**4 5**

<b>i</b>	<b>the</b>	<b>he</b>	<b>she</b>	<b>you</b>
<b>we</b>	<b>said</b>	<b>was</b>	<b>to</b>	<b>Do</b>
<b>are</b>	<b>all</b>	<b>me</b>	<b>come</b>	<b>be</b>
<b>your</b>	<b>some</b>	<b>here</b>	<b>they</b>	<b>there</b>
<b>no</b>	<b>go</b>	<b>some</b>	<b>my</b>	<b>one</b>

## Phases 2-5 tricky words board games by Jolly Phonics

**Procedure:** learners adapt for phase by sound saying word, and the child can find a word or words with a particular sound.

### Phase 2 Tricky Words

no	go	into
I		no
to	I	
the	the	
START	into	

Roll a die to move along the board.  
Say the word you land on. If you don't know the word, move back.

### Phase 3 Tricky Words

me	be	was	my	they	we
we		you	you		me
she	they		be		are
he	all	was			
START	are	my	her		

Roll a die to move along the board.  
Say the word you land on. If you don't know the word, move back.

**FINISH!**

### Phase 4 Tricky Words

so	do	some
like		come
have	were	
said	there	
START	little	one

Roll a die to move along the board.  
Say the word you land on. If you don't know the word, move back.

### Phase 5 Tricky Words

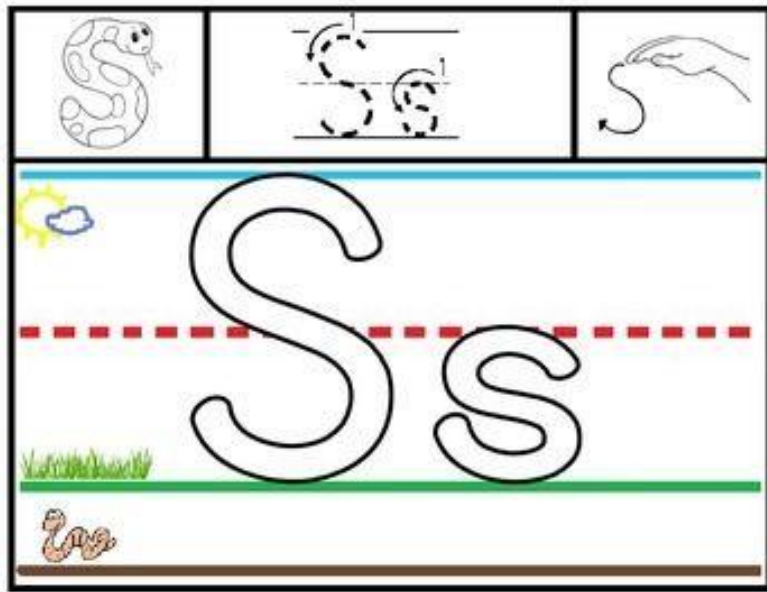
Mr	Mrs	looked	could	Mr	called
people		called	Mrs	people	
their	asked		people		their
oh	could	looked			
START	their	oh	asked		

Roll a die to move along the board.  
Say the word you land on. If you don't know the word, move back.

**FINISH!**

## Letter Formation

**Procedure:** there are other multisensory activities proposed by Jolly phonic, students can make use of play dough, buttons, and sand to create letters.



## Jolly Phonics Program

**Procedure:** Based on synthetic phonics instruction each book contain a set of sounds, these sounds are designed with the 44 English sounds. Each book focuses on phonemic awareness, correspondingly they contains five different skills studied during the process, these skills are : tricky words, learning the letter sound, letter formation, identifying sound in word, blending, and segmenting. The books are divided by sections where learners practice a different skill.



## Letter Formation

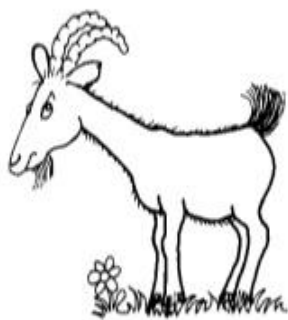
**Procedure:** These pages allow learners to create the written form of each sound.

Additionally, students learn to hold the pencil correctly.

In joined up writing, take the joining tail to where the next letter begins.



oa the goat



goat

oak



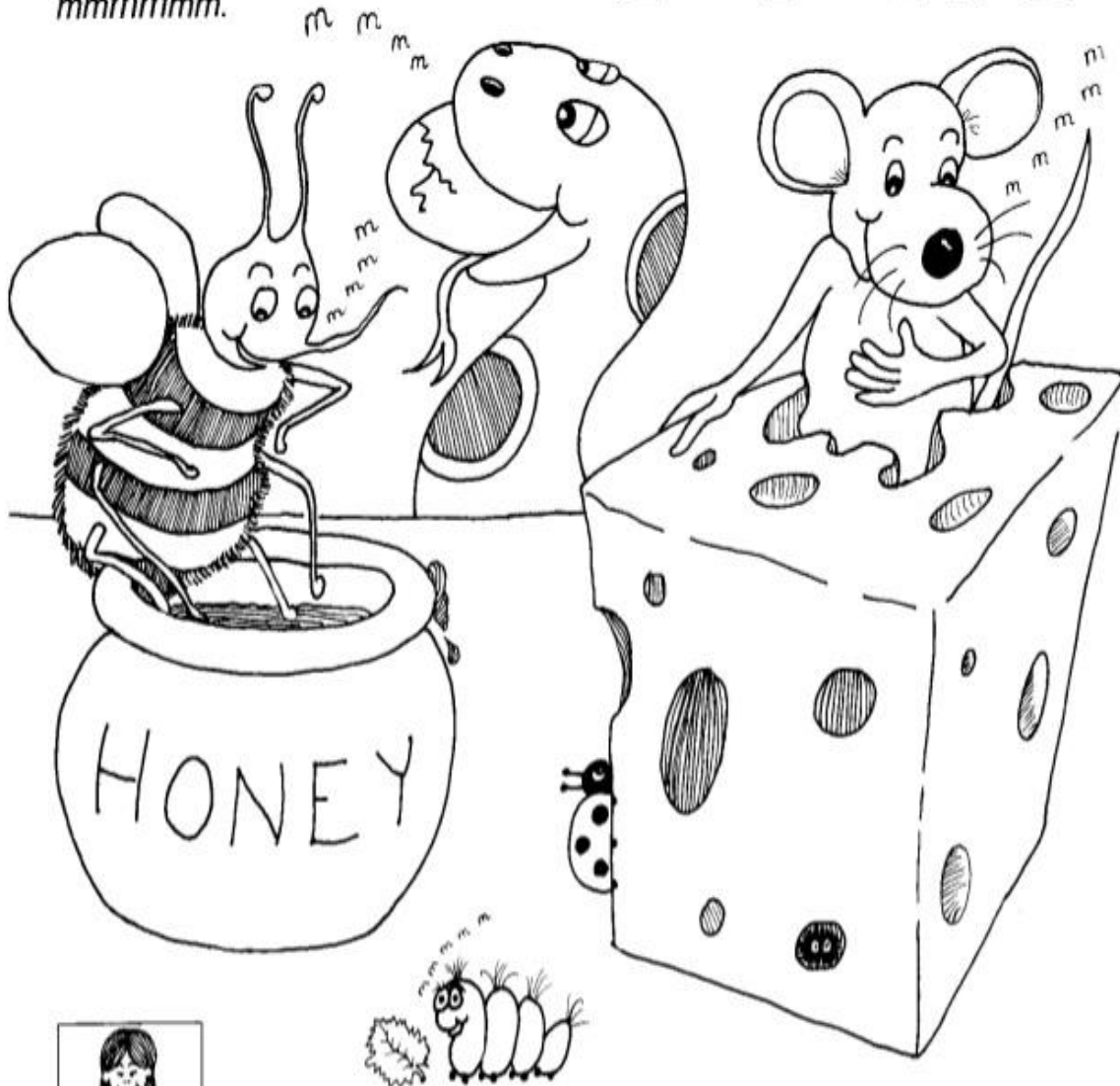
boat

**Letter Sound Recognizing**

**Procedure:** each workbook contains activities where scholars practice letter recognition with kinesthetic activities, students mime the action of each letter.

Snake likes to eat eggs best of all. Inky prefers cheese and Bee likes honey. When they see their food they rub their tummy and say *mmmmmm*.

**M m**



**Action:** Rub tummy as if seeing tasty food and say *mmmmmm*.

## Identifying Sounds in Words

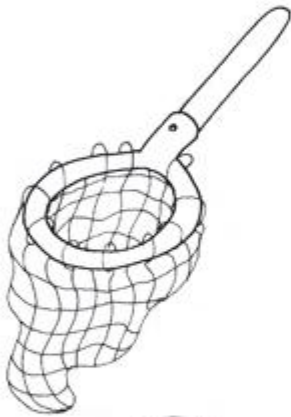
**Procedure:** learners match the sound to the corresponding picture.

Join each picture to its beginning sound.

a

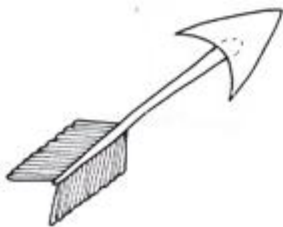
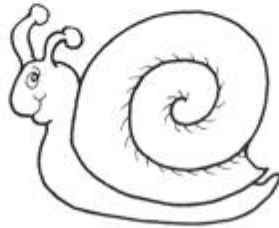


i



p

s



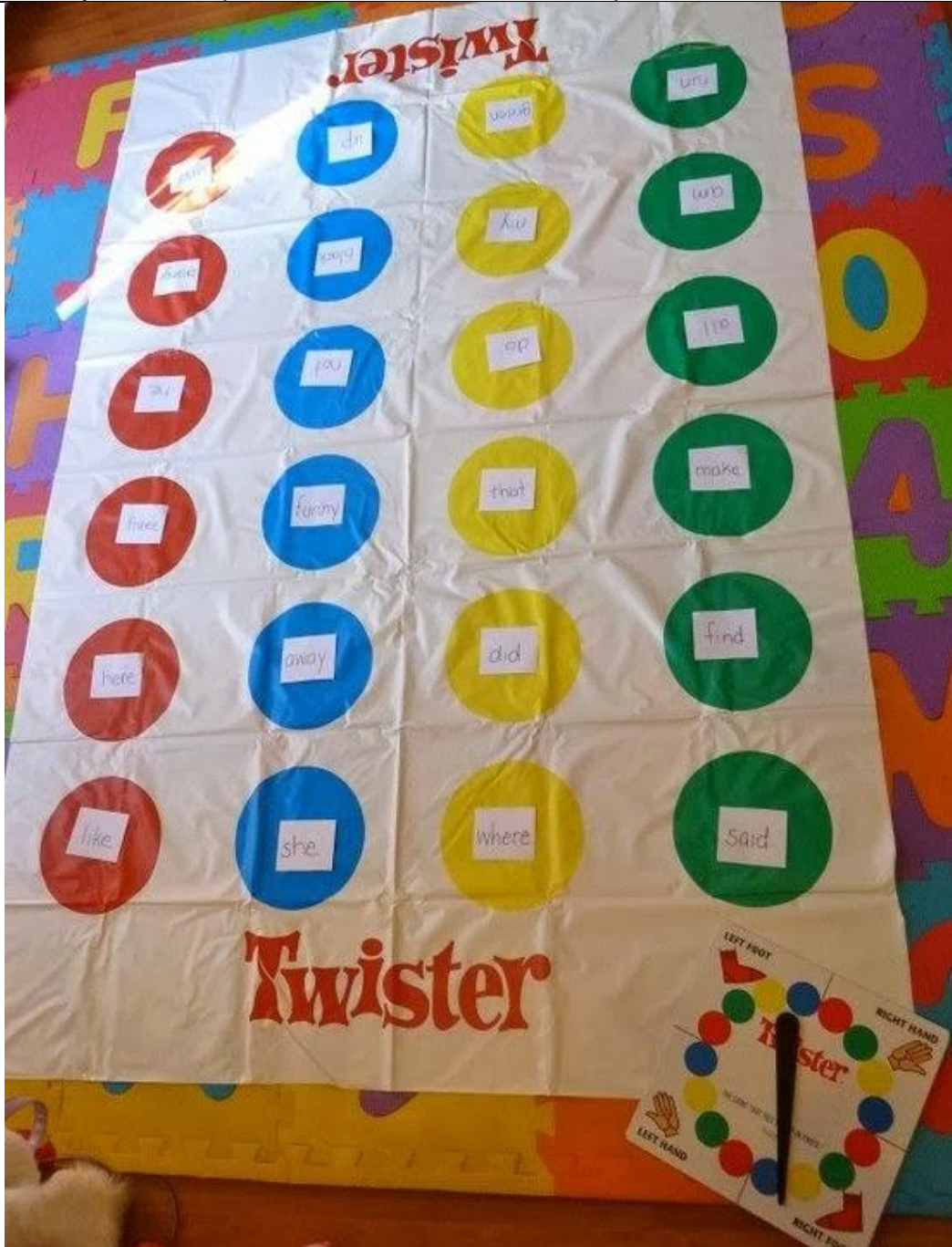
n

t

15

### Tricky Words Twister

**Procedure:** The teacher tells the learners to place a foot or a hand in a specific color. They have to spell each word touched and repeat with the teacher.



**Sounds in Words**

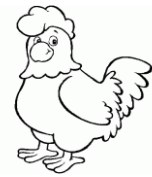
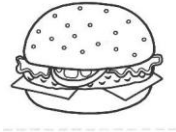
**Procedure:** the teacher says each word and the students try to find which sounds are missing in words

u th ee oo sh e ea o i e u

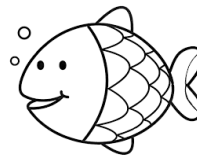
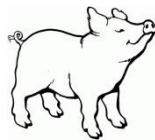
S\_n  
F\_\_t  
\_ink



\_umb  
F\_\_d



H\_n  
C\_p

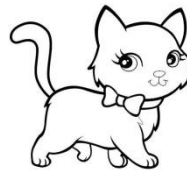


Fi\_\_  
P\_g  
P\_t

\_t  
T\_\_



M\_p  
D\_g



\_d

P\_

P\_t

C\_t

B\_\_k

S\_ck



R\_



**CHAPTER VII**  
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## **ANNEXES**



## School of English Language Teaching

This interview is going to be conducted to four English teachers, the reason of it is to know how educators use and apply strategies and activities in a first grade group to teach phonemes and reading skills. Besides, the main aim in this instrument is to identify how these actives are applied in the English classroom. With the information gathered, the researcher is interested in knowing the teaching process of reading skills in order to be used in data analysis section and to compare what is found with the synthetic phonics instruction. This interview contains fifteen questions developed to be answered by the teacher in a free and open way.

Name: \_\_\_\_\_

How long have you been teaching here? What subjects do you teach?

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1. In terms of kids, according to your experience is it difficult to students learn to read and write, or pronounce sound correctly? Yes no and why?

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2. What do you understand by phonics?

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3. What do you understand by phonemes?

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4. What can be necessary for an effective reading process in first grade students?

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5. What type of ideas would be effective for teaching phonemes?

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6. Mention what type of activities, strategies or games you have done in a reading class or you have not done so far?

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7. If you have to teach vocabulary in class, how do you start implementing it, what type of activities you do with children?

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8. If you are teaching phonics mention how do you develop a class with this topic?

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9. In your class, how can you help children to be successful in reading?

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10. When teaching the relationship between letters and sounds, how do you teach such task?

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11. Do you consider that you need something else (strategy, activity) to teach letter formation?

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12. When teaching tricky words, for example “the, he, she, you, was, here” how do you help children to learn, write and pronounce those words?

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13. How can you teach spelling in a first grade group? What strategies and methods do you use in order to teach this topic?

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14. What thing first grade kids should learn after they can start reading?

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15. Mention an approach, method or phonics instruction that you have been using for teaching reading and explain briefly in what it consist of?

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