

Teaching Phonics Of English Language To The Pupils

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Abstract:

Despite the fact that phonics teaching has been researched by numerous researchers in India, most primary school teachers don't have the foggiest idea how to apply strategies in their classroom. This investigation predominantly plans to recognize successful strategies for phonics teaching in primary schools in India. This paper moreover enlighten upon the significance of phonetics in teaching pronunciation. The researcher attempts to find out the variables affecting English pronunciation of English language learners. In view of library research and writing survey, this examination clarifies and suggests three key strategies: demonstrated, guided and free teaching. The examination additionally talks about the constraints of teaching phonics in primary schools in India.

Keywords: *Phonic, English, Language, Pupils, Teaching*

Introduction

“All through India, there is a remarkable conviction, among practically all religions, casts, and classes, in both rustic and urban regions, in the transformative power of English. English is seen as a useful skill, however as a symbol of a superior life, a pathway out of poverty and persecution”^[1].

The national language policy (or strategy) for school education, the three-language formula suggested by the National Commission on Education 1964–1966, was joined into the national education strategies of 1968 and 1986. Obliging at any rate three-languages in school education has been viewed as a helpful strategy, yet concerns have additionally been communicated from different quarters about its 'inadmissible' execution.

The interest for English rises up out of numerous reasons, as perceived by the position paper on the teaching of English delivered by the National Council of Educational Research and Training (NCERT 2006) regarding the National Curriculum Framework 2005^[2]:

English in India today is a symbol of individuals' desire for quality in education and more participation in national and international life ... The degree of introduction of English has now gotten a matter of political reaction to people's aspiration, delivering practically superfluous a scholastic discussion on the benefits of an early introduction^[3]. English teachers have investigated and executed fluctuating strategies to assist pupils with developing their tuning in, talking, reading, and composing abilities. Be that as it may, it is an extraordinary test for pupils to create reading and spelling abilities, given their restricted introduction to English consistently. Most Indian primary school pupils experience difficulty on spelling English words. In any case, much of the time, primary school English teachers just spotlight on teaching pupils the particular exacting importance and the utilization of that word. Teachers consistently give too little consideration to training pupils the capacity to ace some powerful spelling decides with the goal that pupils can perceive words effectively. In other words, when pupils improve their capacity to perceive words, they will improve their reading capacity simultaneously.

Ongoing research has demonstrated that teaching phonics is a compelling method to improve more youthful EFL pupils' reading abilities. "In the early evaluations, when proficiency is being built up, phonics exercises help kids to interface symbols (to letters of the letters in order) with sound and to relate words as individuals from designed families"^[4].

Phonics is a fundamental expertise in the early phase of English reading. It can advance the

advancement of phonetic mindfulness and improve spelling capacity. Utilizing the phonics technique to do a great deal of reading can widen pupils' jargon and improve their reading familiarity. Local speakers who learn English phonics can without much of a stretch read the diverse letter mixes, inasmuch as they read words and sentences. Pupils in English-speaking nations as of now get listening capacity before they go to primary school. In primary schools, they basically figure out how to utilize phonics to improve spelling capacity^[5]. "The manner in which local speakers are instructed phonics is totally different from the manner in which it is educated to non-local speakers"^[5]. They get familiar with the letters "s" "a" "t" "p" "l" "n" first, on the grounds that these six letters are identified with loads of words. Local speakers of English know about the sound of words before they learn phonics. In India, be that as it may, English is an unknown dialect. This implies pupils don't have a decent language condition to learn English in India, as they don't hear and communicate in English consistently (Wright and Wright, 2016)^[6]. Teachers in India should show phonics efficiently. For instance, toward the starting level in primary school, pupils become familiar with the letter set before learning letter sounds. After they learn letter sounds, they start to figure out how to mix these letters into straightforward words, and afterward learn short vowels and long vowels^[6].

Phonics assumes a positive job for pupils in English learning in India. Xu (2018)^[7] led a trial to examine the utilization of English phonics teaching in primary schools. Xu chose 78 primary school pupils and isolated them into the trial gathering and controlled gathering. Pupils in the exploratory gathering got training in phonics guidance. Also, pupils in the controlled gathering were instructed by customary English teaching dependent on course books. Following 18 weeks, the outcomes indicated that pupils in the trial bunch gained extraordinary ground in reading and spelling. They figured out how to all the more likely handle the pronunciation of English words. There is no uncertainty that learning phonics can truly assist primary with schooling pupils in India to improve their reading capacity. It is, in this manner, fundamental for primary school English teachers to instruct phonics. This investigation plans to recognize and talk about viable phonics strategies that can be actualized in primary schools in India.

Statement Of The Problem

English teaching in primary schools in India for the most part centers around tuning in, talking, reading and composing. Teachers of English in primary schools in India have utilized fluctuating teaching assets and techniques to show English, yet a large portion of them don't have the foggiest idea how to show phonics adequately. Along these lines, this paper will suggest strategies for phonics teaching in primary schools in India.

Purpose Of The Study

Teaching phonics is a more efficient method of English teaching in primary schools in India. Successful phonics teaching can develop pupils' reading aptitudes; yet in addition improve their spelling abilities. This examination endeavors to recognize compelling strategies for teaching phonics and to suggest the manners by which they can be actualized.

Significance Of The Study

With the English syllabus change in 2017, English teaching in primary schools in India has changed the "test situated education" into developing pupils' far reaching English learning abilities. These incorporate learning aptitudes, language abilities, basic reasoning aptitudes, and social mindfulness. Improving pupils' language aptitudes is one of them. The most fundamental capacity of language is correspondence. At the point when primary school pupils learn English, the most significant thing is to figure out how to peruse first before they have the ability of correspondence. With the advancement of different English teaching models, how to improve pupils' reading abilities has become an

interesting issue. Successful teaching techniques and strategies will assist pupils with improving their reading aptitudes. Phonics teaching is one of the teaching techniques that fill that need.

This investigation will recognize a few strategies to instruct phonics to bring down level primary school pupils in India. The strategies incorporate utilizing phonics cheat sheets, recordings, games and worksheets. The investigation will likewise give tests of worksheets and games to exhibit how to utilize the strategies viably.

Methodology

This research paper depends on library research. I will look through important articles, diaries, and papers about phonics teaching for English language students. I will similarly look through some significant literatures and information from trustworthy websites.

Review Of Literature

Ongoing researches in pronunciation teaching had indicated that the communicating in some portion of the language can be ached through compelling teaching on phonetics. Liu and Fu (2011), in their test concentrate on Indian unknown dialect students, shouted the viability of teachers' guidance and persistent observing procedure used to improve their exact pronunciation of English. Thompson (1991) ^[8] led a trial on thirty-six Russian local speakers by making them read sentences and composition messages and analyzing their reactions towards unconstrained discourse. The deduction from this analysis was that, those undertakings emphatically impacted the students' presentation in picking up pronunciation exactness. Jilka M. et al (2008) ^[9], state that gaining another sound arrangement of a new unknown dialect to a great extent relies on the 'singular fitness' of a student. Yokomoto (2016) ^[10], examined on the ongoing patterns in teaching pronunciation, particularly on 'Teachers' instructional dynamic' in Tokyo Universities and found that the method of giving compelling guidance and companion feedbacks can only help the teaching of pronunciation. Meskhi (2002) ^[11], featured on the way that in learning a subsequent language, 'phonology' must be given inclination, as it delivers a 'precise way to deal with' ESL teaching. This thought was stressed by directing a similar report on Georgian and English local speakers (grown-up) learning English and Georgian, separately and breaking down the phonetic missteps made by the students during the procedure. The paper likewise proposes a fundamental way to deal with vowel obtaining. Researches on various local language speakers and their hopeful results couldn't serve the best for Indian English speakers. The drawback of every one of these researches is been corrected in this paper. Ikhsan, M. (2017) ^[12] has watched uniquely on the fundamental elements controlling ESL students' pronunciation by probing the pupils of 'STKIP PGRI', West Sumatera. Pronunciation, being the hardest part in communicating in English, has more to do with teaching and rehearsing other than simply diagnosing the variables and misguided judgments. This paper endeavors to give hardly any vital procedures and strategies in teaching pronunciation for Indian speakers. Taufiq et. al (2019) ^[13], led a 'contextual investigation' by examining an international ESL pupil about the troubles and issues confronted while learning English in an English-speaking nation and offered a few methodologies like 'The hypothesis of social character in second language procurement'. This research is viable, yet it isn't possible for each student to go to an English-speaking nation and practice English to get right pronunciation.

Variables Affecting English Language Pronunciation

Variables affecting English pronunciation rely on the example that is taken for the examination. Celce-Murcia and UCLA (2013) propose hardly any central point that impact ESL students' pronunciation. Age factor is conversely relative to the snappy obtaining of another sound framework. As per the "Critical Period Hypothesis" by Lenneberg (1967) ^[15], the neurological or the organic time of an individual would end at 12 years old. Because of this, the securing of second language pronunciation gets troublesome. A large portion of the students don't get a chance to chat with the

local speakers of the objective language. In India, individuals have a different style to communicate in English. General Indian English pronunciation is not quite the same as a local English speaker's articulation. Earlier learning of pronunciation of the objective language as per the Input Hypothesis, planned by Krashen and Terrel (1983) ^[16], would be simpler for a student to learn pronunciation with an information on the objective language's sound framework. Every student may have their own encounters over the language, similar to the quantity of years the student has been with the local speaker, the quantity of different languages that the student knew, and so forth. Various types of demeanor towards the learning in a solitary classroom can influence the learning of another sound framework. A few people have a natural "ability" for getting a handle on the one of a kind contrasts of the new pronunciation. The learning pace of the student additionally matters. As the student turns out to be more acquainted with the subsequent language sound framework, the adjustment in pronunciation will be gained quicker. The sound example of the student's first language is moved into the subsequent language and is probably going to cause unfamiliar accents. The mispronunciations of words by non-local speakers mirror the impact of the sounds, rules, stress, and pitch of their local language. (Avery and Ehrlich, 1992) ^[17]. While teaching pronunciation, aside from singular sounds of words, stress, Intonation, beat, and changes in tone in associated discourse are additionally basic. It is said that even unequivocally focused on discourse is on occasion cognizant and that 'prosodic blunders resembles the mistakes made in pressure, tone and mood, appear to intrude on the fathomability than the mistakes made in single sounds. (Munro and Derwing 2005) ^[18]. These components will help ESL teachers to consider and dissect the challenges and needs of the students and in like manner plan the teaching-learning materials and strategies with compelling guidance.

Strategies For Teaching Phonics Of English Language In Primary Schools In India

English phonics teaching strategy for the most part instructs pupils to know the letters' sound and words' spelling, in order to improve pupils' reading capacity and spelling capacity. Top notch phonics teaching includes the utilization of fitting exercises to show reading and spelling fundamentally.

English has 44 phonemes that are spoken to by 26 letters of the letters in order in various blends. The proposed strategies for teaching phonics - demonstrated, guided, and free teaching- - draw more on the utilization of engineered phonics. They can be more fitting for the lower level pupils in primary schools.

The Primary Strategy Is Modeled Teaching. Fletcher (2009) ^[19] Affirmed:

In demonstrated teaching, the teacher expressly and legitimately shows new phonics aptitudes and ideas dependent on an arranged, precise grouping for teaching phonics. The teacher drives, illustrates, models and discloses the phonics ability to be learned and verbally processes the learning forms included. The teacher enacts earlier phonics information, presents new phonics wording, expands on known understandings about phonics, and frameworks pupils in concrete and obvious manners.

A teacher utilizes this system to show new phonics abilities and ideas, for example, distinguishing the single letter-sound and their connections in phonics. This procedure is more on teacher-drove.

Pupils learn new phonetic information under the direction of the teacher. For instance, a teacher may train the letter move, an action that intrigue to bring down evaluation pupils. The letter move can let pupils get the 26 letters' fundamental sound rapidly. For instance, letter "A" makes the short vowel sound/æ/and letter "B" makes the sound/b/.

After pupils get the letter sound, a teacher encourages how to utilize the letter sound to peruse and spell. Pupils may work with the dividing CVC (consonant-vowel-consonant) words. In this progression, the teacher can utilize flip cards to show pupils how to spell and read. Pupils ought to have the option to state the sounds for letters and read CVC words.

In the following stage, a teacher can show letter blend through displaying. The teacher can choose a

few words that contain sounds which pupils definitely knew previously, and afterward show the letter mixes and words which pupils don't have a clue. The teacher can lead pupils to make a word structure. The teacher composes the center word in the inside circle. Pupils compose comparative letter mix words and fill in however many circles as could be expected under the circumstances. The word web can assist pupils with making various types of affiliations, for example, sack, back, pack. Simultaneously, teacher can show pupils CCVC words here.

The Secondary Strategy Is Guided Teaching. Fletcher (2009) [19] Depicted:

In guided teaching, the teacher despite everything works in an arranged and deliberate manner yet permits pupils more control. The proficiency collaborations are centered around the new phonics learning presented during demonstrated teaching. Educated by pupil evaluation data and information on the phonics learning grouping, the teacher knows precisely what the person anticipates that pupils should have the option to do. Varying, the teacher gives unequivocal clarification, platforms pupils with simply enough help to succeed, revises mistakes and gives feedback. The pupils are all the more effectively included and hands on with their phonics learning, looking at, illustrating, sorting out, rehearsing and applying what they know and can do.

At the point when teachers are at the second step of phonics teaching, they can utilize guided teaching to help pupils who need guided help to rehearse and apply new phonics aptitudes and ideas. If necessary, teachers can assist pupils with learning and right mistakes and give feedback. For example, when pupils work on reading new words in gatherings, they should work with one another right off the bat. In the event that pupils need assistance, a teacher should give them support. In this progression, the teacher can let pupils play word bingo game to rehearse. Word bingo game is making a few arrangements of bingo word lattices utilizing words with various mixes of the known sounds. Every pupil has a card and a teacher gets out words with various blends of the known sounds. Pupils tune in to the teacher's calling and put a counter on the word in the event that it is on their card. The main pupil to cover all words on their card is the victor. The victor turns into the guest. And afterward pupils can choose another word network for another game. At the point when pupils play this game, some of them may not realize how to play it and should be guided bit by bit.

Another fascinating game for primary school pupils is "surmise the word". A teacher composes a word on the writing slate and utilizing vowel digraph "ai" request that the pupils make new words utilizing this digraph (for example tail, mail, nail, and snail).

At the point when teachers direct pupils to peruse, they ought to urge pupils to utilize their insight into mixing when reading. Pupils need to make cross-check with different wellsprings of data as they are reading.

The third technique is independent teaching. Free teaching is a functioning development process for pupils to self-design, self-management, self- directive, self-assessment, self- evaluation and self-transformation in the parts of applying their phonics learning. Teachers simply need to give assortment exercises to pupils to self-checking. Through taking an interest in class exercises, pupils exhibit how they can apply phonics to various parts of English learning (Fletcher, 2009)^[19].

Teachers utilize this procedure when pupils need insignificant help to apply and show new phonics aptitudes. In this stage, pupils definitely realize how to utilize phonics ability and when and where they have to utilize it. This system is regularly applied in the reading class.

In primary schools, picture books are well known for teaching. At the point when pupils as of now ace phonics aptitudes, they can apply the abilities in reading text. As need, a teacher ought to give separated errands and expanded open doors for pupil self-course and self-checking.

Pupils can take more control by illustrating, working on, applying, and considering their phonics learning. Pupils show they can move their phonics learning to different circumstances and settings.

A teacher should ensure that pupils truly use phonics aptitudes to peruse or compose. For instance,

pupils can be separated into a few gatherings and required to peruse an image book. They can peruse the book without anyone else. On the off chance that they see the words that they can't peruse, they should attempt to look for the assistance of their accomplices or schoolmates. Teachers' assistance is negligible when this methodology is utilized.

Conclusion

Through the library research, the paper has talked about that phonics can improve primary school pupils' English reading and composing capacity. Numerous primary school pupils face troubles in reading and spelling words particularly the lower grade pupils. Teachers can utilize an assortment of phonics teaching strategies to manage those challenges. Displayed, guided and autonomous teaching are three key strategies. These strategies are fitting for most primary school pupils in India.

Suggestions

Numerous English words have a similar pronunciation yet are distinctive in spelling. Those words additionally have various implications. Most primary school pupils are regularly befuddled about how to compose or how to comprehend those words from tuning in. For example, the words see and ocean, meat and meet, here and hear, there and their.

Overall, phonics teaching is a decent technique for primary school pupils to improve their reading and composing abilities. English phonics teaching is a long haul and complex venture.

Furthermore, there are as yet many impacting factors in English phonics teaching. Numerous Indian primary school pupils despite everything have numerous issues with their Indian pinyin and Indian composition. Likewise, they additionally have loads of difficulties on the securing of English phonics. It's significant that teachers should concentrate on the best way to explain the current difficulties in future English teaching.

Teachers could utilize the three key strategies prescribed in this paper to show phonics all the more successfully.

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