

Methods

Synthetic Method

1. Emphasizes listening for a sound, THEN building a connection between the sound and letter(s)
2. Phoneme (sound) -> Grapheme (letter)
3. Blends taught as individual sounds combined
flag is / f / l / a / g /
4. Accuracy emphasized over speed
5. Develops awareness of sounds in a language
6. Allows for EFL students to focus on sounds not represented in their native tongue

Analytic Method

1. Sounds isolated and analyzed from the whole word
2. Graphemes (letters) -> Phonemes (sounds)
3. Blended sounds taught as a single phonetic unit
flag is fl / ag
4. Emphasizes quick visual drills
5. Requires sophisticated phonological awareness
6. Presumes students are already familiar with English sounds AND aware that they are
7. Less adaptable to multiple learning types

Schools

Jolly Phonics

Synthetic phonics
Sounds taught then used to form words
Students write as new sounds are introduced
Phonemes taught in a specific, non-alphabetic order (phonology chart)
Focus on visual, aural, and kinesthetic learning types
Focus on blending
UK English Phonology
http://en.wikipedia.org/wiki/Jolly_Phonics

Smart Way

Primarily synthetic
American English Phonology
Heavy focus early on blends as a unit
Heavy emphasis on dictionary use
Introduction to grammar included in program
Complex integration {of learning styles? unclear}
Scripted, extensive use of flipcharts
http://en.wikipedia.org/wiki/Smart_Way_Reading_and_Spelling

Wilson Reading System

Analytic; systematic method
Words taught, then sounds introduced as parts of words
Designed for 1-1 tutoring, small groups
Target audience: Native English speakers
Incorporates reading and writing activities
Heavy emphasis on flashcard drills
http://en.wikipedia.org/wiki/Wilson_reading_system

What We Use

1. Phonology chart
2. Multisensory instruction
 - Incorporating songs, gestures, sound drills, visual aids
3. Regular worksheets and activities
4. Use of both direct and peer-assisted methods
5. Dictation work with flashcards
6. Utilization of specific word lists

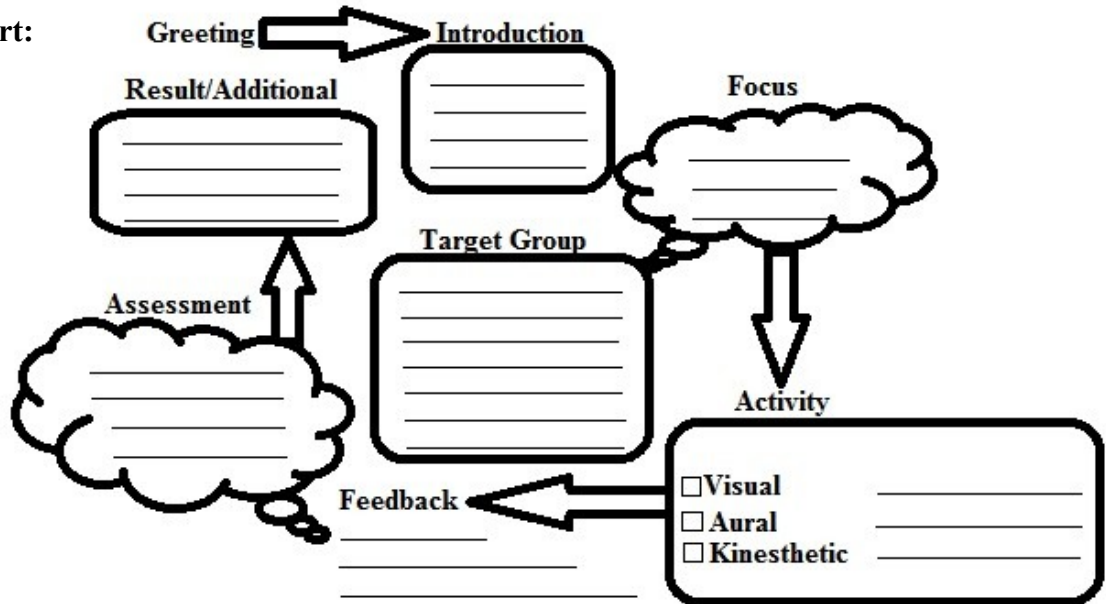
Phonology Chart

1. B/L/A/M/O
2. C(K)/R/E/S/T
3. P/I/G/F/N
4. H/U/V/W/Z
5. D/AI/OA/IE/EE
6. J/OI/NG/UE/OU
7. TH/ER/Y/SH/AR
8. CH/OO/Y/QU

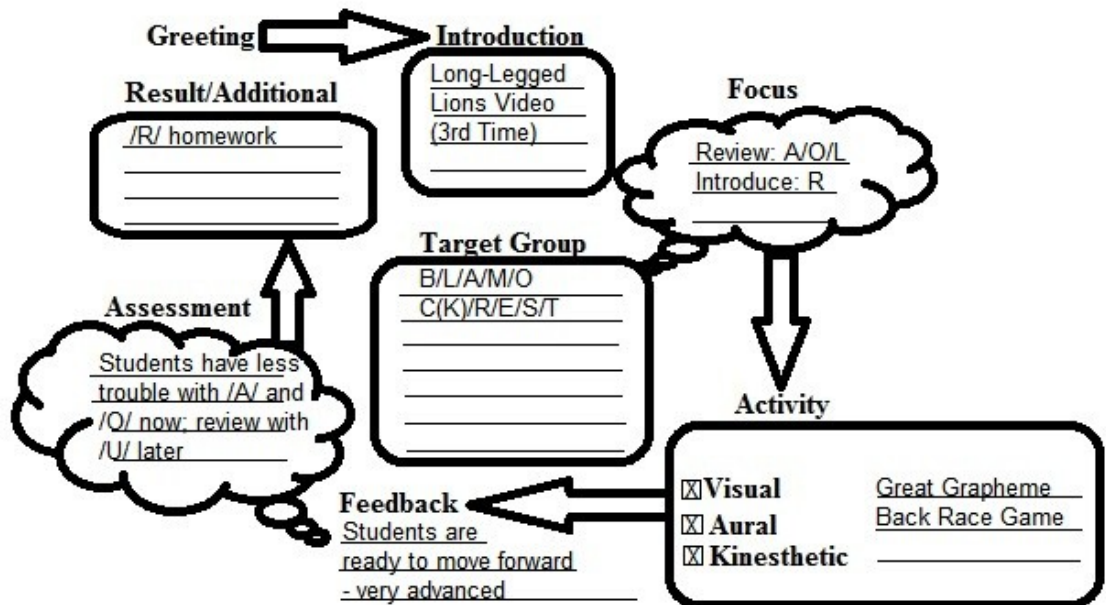
Lesson Flow

Greeting → Introduction → Focus → Activity → Feedback → Assessment → Result/Additional

Lesson Flowchart:



Example:



Course Overview

Per Day

- activities
- songs
- homework
- explanation

Per Month

- review
- reintegrate
- feedback
- research

Per Semester

- isolate problems
- review cache inventory
- evaluate students

Per Year

- review whole course
- isolate problem children
- evaluate/graduate students

General Tips

- Be consistent with visual aids
- ABP → Always Be Planning (Watch for negative/positive points/activities)
- Keep the problem children out for the next lesson (e.g., l/r/v/b)
- Don't waste time (No use in reviewing phonemes students understand well (e.g., p/d/s/m))
- Prepare (e.g., homework, word lists, visual aids, etc.)

The Pitch

- Have some materials prepared when you approach your teachers with the idea
- Emphasize that while it is addressed in junior high school, it isn't focused on enough
- Long term practice makes it easier for students to grasp the sounds/improve their English ability
- Mention that many other elementary schools in Kumamoto are participating

Worst case...

- Just do it and apologize later