

ALL ABOUT PHONICS | Amy Shiroma
Skill Development
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Kamiamakusa | I teach First and Second
Grade (E-Friends)

ABOUT THE PRESENTER

**TECHNICAL TERMS THAT
WILL BE USED IN THIS
PRESENTATION**

Phoneme: the smallest unit of
sound

Minimal Pair: A pair of words
that vary by only a single
sound

IPA: International Phonetic
Alphabet. It is a way of writing
the sounds of a language via
the use of brackets. ex: [b]

**PART 1: THE IMPORTANCE OF
TEACHING PHONICS**

**WHY SHOULD WE TEACH PHONICS
DURING ENGLISH CLASS?**

**WHAT ARE
PHONICS?**

“ a method of teaching beginners to
read and pronounce words by
learning the phonetic value of
letters, letter groups, and especially
syllables “

- Merriam Webster

BENEFITS OF PHONICS

1. Assists with the reading process (decoding)
2. Assists with the writing process (encoding)

In other words, separate letters with sounds and link sounds with letters. This ability is referred to as **Phonemic Awareness**

By developing better **phonemic awareness**, students will have a better understanding of English!

GOALS OF TEACHING PHONICS

-  Develop better phonemic awareness
-  Familiarizing students with the sounds and structure of English
-  Helping students overcome difficulties with English-only sound and pronunciation
-  Give students opportunities to practice reading English
-  Encourage students and help boost their confidence

COMMON STRUGGLES OF TEACHING PHONICS

For the ALT

- Accents; what is 'Correct'?
- Various learning styles? How can we address the different needs of students?
- How do we make phonics fun?

For the JTW/HRT

- Budgeting class time: How much is Enough
- Non-native English Speakers: How to participate in Team teaching phonics
- Difficult sounds: what is the best way to practice

WHAT ARE SOME DIFFICULTIES AND/OR CONCERNS OF TEACHING PHONICS?

PART 2: DEMONSTRATION CLASS

HOW DID THE DEMONSTRATION CLASS COVER THE KEY ASPECTS OF PHONICS INSTRUCTION?

WHAT PARTS DO YOU THINK WOULD HELP AN ESL LEARNER?

PART 3: LESSON STRUCTURE

TEACHING PHONICS: LEARNING ORDER

Kamiamakusa E-Friends teaching order:

BLAMO KREST PGHFIN DJUV CQW XYZ

AR OW AY TH NG EE OY ER CH IR SH OO IGH OR IE OA

UE UR EER AW WH TH (SOUNDED) Y (SOUNDED)

01

Enunciate,
Articulate,
Exaggerate

02

Use interesting and
memorable gestures

03

Don't be afraid to
be silly!

TEACHING PHONICS: TEACHING METHODS

TEACHING PHONICS: FLASHCARDS

A phonics flashcard set should include all 44 English Phonemes

How to make your very own flashcard set

1. Write the phonic at the top of the card
2. Include a relevant example image
3. (Optional) write the word for the image
4. Laminate the cards
5. Attach magnets to the back of your cards



TEACHING PHONICS: REVIEW

1. Review the phonics the students have learned so far.
2. Place learned phonics on the board. Ask students to read the alphabet letters featured on each card.
3. Practice the sound associated with each phonic card
4. If students are struggling to remember the phonics, use the associated gesture as a reminder.
5. Review should be conducted at a comfortable pace for the class

INTRODUCING NEW PHONICS

1. Show the phonic card and ask the students to read the alphabet letters. If they do not know the answer, feel free to tell them the answer
2. Introduce the picture on the phonic flashcard and ask the students for the English word. If they do not know the English word, you can introduce it to them.
3. Introduce the phonic sound, using a gesture.
4. Have the students repeat the phonic and gesture multiple times.
5. Go through all the phonics one more with students.

Caution: do NOT add additional sounds to the phonic!

- "B" as [b] versus "B" as /ʃ/

INTRODUCING PHONICS: WORD FORMATION



Word formation activities help students practice basic reading methods for English words.

1. Write a simple word (3-5 letters long) using only phonics that have been learned so far
2. Sound out each individual phonic slowly, having the students repeat after you
3. Repeat the sounds back and forth with the students, gradually speeding up the pronunciation of each phonic until it becomes one word
4. Repeat with similar words. Include ~2-4 words depending on the amount of phonics studied.

The objective of this is to have students use the phonics they know to read words. Students do not have to memorize these words or understand their meanings.

PART 4: ACTIVITIES AND GAMES

ACTIVITIES

- English Onomatopoeia (Animal Sounds)
- Concentration
- Flyswatter Game
- Word Tree
- Word Creation
- Phonics Identification
- Missing Phonic
- Word Identification
- Same or Different
- Simple Sentence Reading
- Phonics *karuta*
- Tongue Twisters
- Name Game



SOUND IDENTIFICATION (ANY LEVEL)

Variation 1

1. Say a word, intentionally leaving out a letter.
2. Have students guess what sound is missing.
3. Lower grade levels: may be a good idea to include a picture!

Variation 2

1. Prepare cards with letters on them.
2. Show the students a card with a picture on it.
3. Ask for the students to pick a card and pronounce the sound.

TELEPHONE (ANY LEVEL)



- Come up with a sentence or a word
- Whisper the sentence in your students ear at a volume only they can hear.
- The student will whisper what they heard into the next persons ear.
- Continue this until it reaches the end, and have the last person say aloud what they heard.
- See how different the original and final product is.

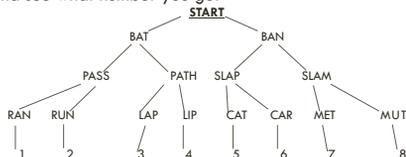
ANIMAL SOUNDS (ES 3RD-6TH)

- Prepare pictures of animals, objects or actions that have distinct onomatopoeia in English
 - Woof, meow, moo, etcetera.
- The ALT is in charge of producing the sounds. The students and JTE can repeat after the ALT to practice the sounds themselves, since they do not follow the rules of Japanese onomatopoeia.
 - I suggest practicing animal/object names prior to doing the activity.



WORD TREE (JUNIOR HIGH SCHOOL)

- Create a tree of minimal word pairs. Follow the path and see what number you get



NAME GAME (HIGH SCHOOL)

Compile a list of names in English (First and Last)

- Names should be practical and fairly common*
- Common for people of Anglo-Saxon heritage
- Include names where confusion may be made (variant spellings)
 - Stephen and Steven
 - Amy and Aimee
 - Hailey and Haylee



RHYME GAME (HIGH SCHOOL LEVEL)

- Make groups
- Ask students to say words in English that rhyme (have the same sound) with a given example.
- Whichever group compiles the biggest list of real words wins.

Examples:

Words that end with the same sound as "day"

- Say, way, hey, today...

Words that end with the same sound as "egg"

- Leg, dig, big, gig, pig ...

FOR MORE GAME & ACTIVITIES

- I recommend checking out Tofugu's massive compilation of ALT resources:
<https://www.tofugu.com/japan/jet-program-teaching-resources/>
- Has links to other prefecture wiki lesson plans and ESL teaching resources!
- Last year's SDC Phonics powerpoint (accessible on kumamotojet.com)



HOW WOULD YOU LIKE TO
INTEGRATE PHONICS INTO YOUR
OWN CLASS?

SOURCES & SPECIAL THANKS

- Special thanks to Nora
- 2018 SDC Keynote Speaker for the very informative presentation (accessible on kumamotojet!)

Resources

- <http://jetprogramme.org/wp-content/MAIN-PAGE/current/publications/altcoursehandbook/7all.pdf>
- <https://www.tefl.net/elt/ideas/pronunciation/the-name-game/>
- <https://www.tofugu.com/japan/jet-program-teaching-resources/>



FOR THOSE INTERESTED
IN PHONICS
FLASHCARDS

Please come to the
front and write your
email on the paper.
I will email you the
cards after SDC.