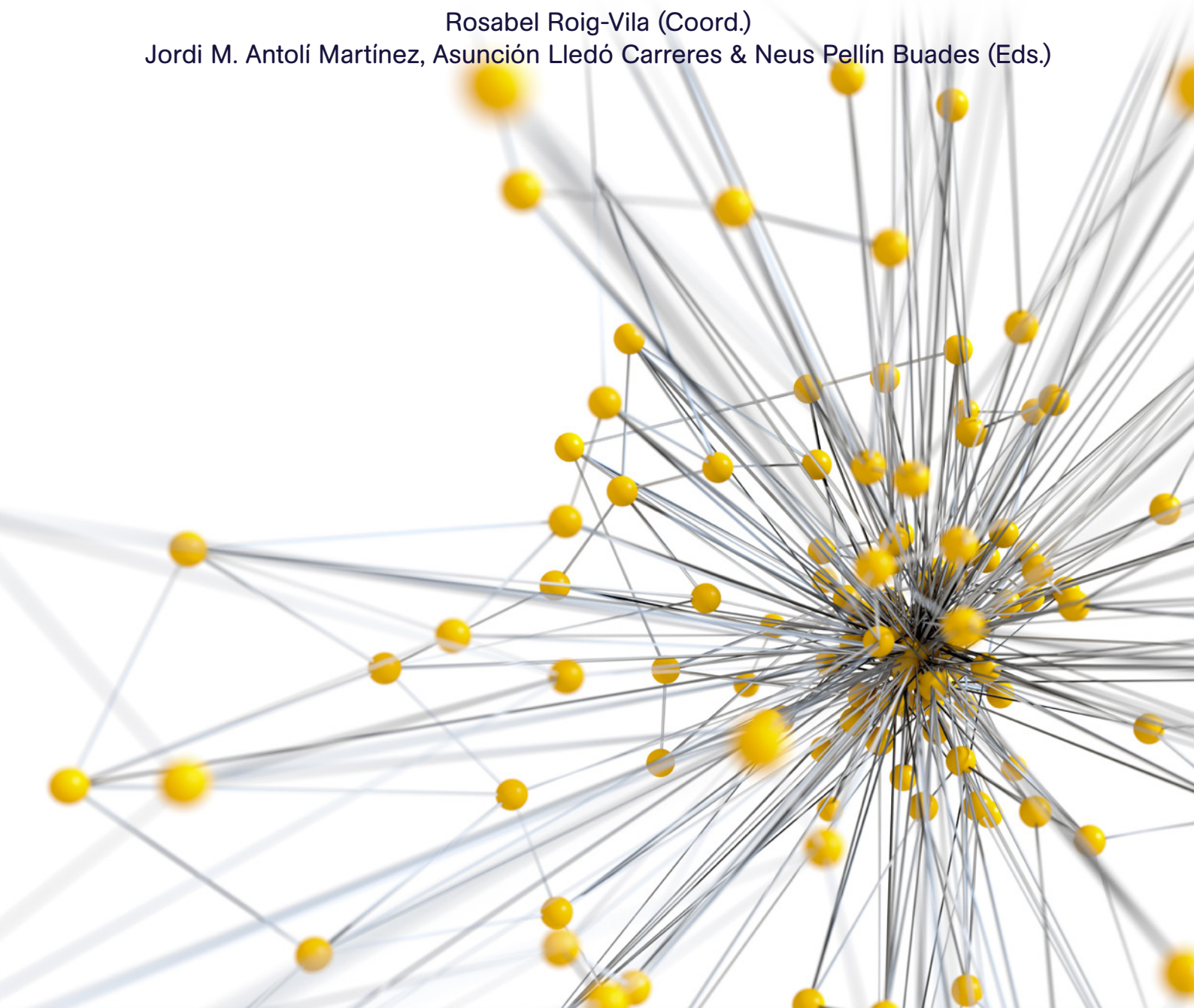


Memòries del Programa de Xarxes-I<sup>3</sup>CE de qualitat,  
innovació i investigació en docència universitària.  
Convocatòria 2016-2017

Rosabel Roig-Vila (Coord.)  
Jordi M. Antolí Martínez, Asunción Lledó Carreres & Neus Pellín Buades (Eds.)



Memorias del Programa de Redes-I<sup>3</sup>CE de calidad,  
innovación e investigación en docencia universitaria.  
Convocatoria 2016-17

Memorias del Programa de Redes-I<sup>3</sup>CE  
De calidad, innovación e investigación  
en docencia universitaria.  
Convocatoria 2016-17

Rosabel Roig-Vila (Coord.), Jordi M. Antolí Martínez, Asunción Lledó Carreres &  
Neus Pellín Buades (Eds.)

Memòries de les xarxes d'investigació en docència universitària pertanyent al Programa Xarxes-I3CE d'Investigació en docència universitària del curs 2016-17 / *Memorias de las redes de investigación en docencia universitaria que pertenece al Programa Redes -I3CE de investigación en docencia universitaria del curso 2016-17.*

Organització: Institut de Ciències de l'Educació (Vicerectorat de Qualitat i Innovació Educativa) de la Universitat d'Alacant / *Organización: Instituto de Ciencias de la Educación (Vicerrectorado de Calidad e Innovación Educativa) de la Universidad de Alicante*

Edició / *Edición*: Rosabel Roig-Vila (Coord.), Jordi M. Antolí Martínez, Asunción Lledó Carreres & Neus Pellín Buades (Eds.)

Comité tècnic / *Comité técnico*:  
Neus Pellín Buades

Revisió i maquetació: ICE de la Universitat d'Alacant / *Revisión y maquetación: ICE de la Universidad de Alicante*

Primera edició: / *Primera edición*:

© De l'edició/ *De la edición*: Rosabel Roig-Vila , Jordi M. Antolí Martínez, Asunción Lledó Carreres & Neus Pellín Buades.

© Del text: les autores i autors / *Del texto: las autoras y autores*

© D'aquesta edició: Institut de Ciències de l'Educació (ICE) de la Universitat d'Alacant / *De esta edición: Instituto de Ciencias de la Educación (ICE) de la Universidad de Alicante*

ice@ua.es

ISBN: 978-84-697-6536-4

Qualsevol forma de reproducció, distribució, comunicació pública o transformació d'aquesta obra només pot ser realitzada amb l'autorització dels seus titulars, llevat de les excepcions previstes per la llei. Adreceu-vos a CEDRO (Centro Español de Derechos Reprográficos, [www.cedro.org](http://www.cedro.org)) si necessiteu fotocopiar o escanejar algun fragment d'aquesta obra. / *Cualquier forma de reproducción, distribución, comunicación pública o transformación de esta obra sólo puede ser realizada con la autorización de sus titulares, salvo excepción prevista por la ley. Dirijase a CEDRO (Centro Español de Derechos Reprográficos, [www.cedro.org](http://www.cedro.org)) si necesita fotocopiar o escanear algún fragmento de esta obra.*

Producció: Institut de Ciències de l'Educació (ICE) de la Universitat d'Alacant / *Producción: Instituto de Ciencias de la Educación (ICE) de la Universidad de Alicante*

EDITORIAL: Les opinions i continguts de les memòries publicades en aquesta obra són de responsabilitat exclusiva dels autors. / *Las opiniones y contenidos de las memorias publicadas en esta obra son de responsabilidad exclusiva de los autores.*

## 3967\_Learning Phonetics and Phonics to Teach

Cristina Ferriz Sánchez; Myriam Cherro Samper; Javier Fernández Molina; Beatriz Ortín Pérez; Jose Antonio Sánchez Fajardo; Manuel Sánchez Quero

[cristina.ferriz@ua.es](mailto:cristina.ferriz@ua.es) [m.charro@ua.es](mailto:m.charro@ua.es); [jasanchez@ua.es](mailto:jasanchez@ua.es); [javierfmolina@ua.es](mailto:javierfmolina@ua.es); [beorpe@hotmail.com](mailto:beorpe@hotmail.com); [ms.quero@ua.es](mailto:ms.quero@ua.es)

*Departamento Filología Inglesa  
Universidad de Alicante*

### ABSTRACT

In the current educational framework and with the new Plurilingual Programmes, there is a tendency to introduce L2 instruction at early ages along with increased exposure to L2 by teaching non-linguistic areas in English. For this reason, the introduction of literacy in English makes more sense in this new context since it allows an approach to teaching, writing and reading English at an earlier age and it is also necessary to have a good reading comprehension and writing expression abilities in order to succeed when learning other areas of the curriculum in English. This work intends to conduct a compilation of methodologies, from the most traditional ones to the very latest to provide the practical results with (a) a theoretical framework which enables us to define the methodologies that could be more efficient in the Spanish university context; and (b) an empirical analysis of the methods and its related or corresponding implementation in the Spanish educative context. Furthermore, it tries to ascertain if our “Literacy in English Language” course gathers all the epistemological and practical knowledge our Degree in Education students’ need to know about English literacy to help them succeed in their future task as English Teachers

**Palabras clave:** English Literacy, English Phonetics, pronunciation, Teaching Literacy, Literacy Methods

### 1. INTRODUCTION

In the current educational framework and with the new Plurilingual Programmes established by the “Conselleria d’Educació”, there is a tendency to introduce L2 instruction at early ages (4 years old) along with a greater exposure to L2 achieved not only by increasing the number of hours of English lessons (“Decreto 108/2014”) but also by teaching non-linguistic areas in English (“Decreto 9/2017”). The understanding of the English phonological system is not enough ‘to echo’ their correct pronunciation patterns. A full understanding of phonics-based approaches should enable teachers to gather enough evidence to count on the right methodology that ensures overall literacy development. A prompt introduction of English literacy by means of a suitable phonics program makes more sense in this new context, since it allows an approach to teaching English writing and reading skills at an earlier age. Likewise, good reading comprehension and writing expression abilities are a prerequisite for success when learning other areas of the curriculum in English. As these are the skills our future teachers will need to achieve in order to be successful in their task as English teachers, it is also necessary for them to master teaching English literacy when teaching English or in English.

### 2. OBJETIVES

The present research aims to describe the current trends in the literacy teaching, especially in the subjects related to Phonology and Phonetics, determining which Phonetics knowledge is necessary to teach English Literacy as well as deciding how to teach English Phonetics in a meaningful, rapid and

efficient way. Finally, getting students not only be able to know how to pronounce the 44 phonemes but also how to teach them in pre and primary school.

### **3. METHODOLOGY**

The methodology used for this experimental research is a descriptive correlational study, in which the Pretest-Posttest design is applied. To carry out the present study, two global research stages have been established: (a) a description of the two major literacy teaching trends, i.e. analytic and synthetic methods; and (b) an adaptation of these Anglo-Saxon approaches to the current Primary Teaching educational curriculum. This two-step analysis is of great importance to have a better understanding of the teaching needs and to provide Primary teacher with adequate phonics tools to enhance the reading and writing skills. Besides, this methodology allows us to determine, assess and evaluate the validity of the contents of the course and the efficacy of the implementation of the Synthetic Phonics methodology in the *English Literacy* course taught in the Preschool and Primary Education Undergraduate Programs.

### **4. FINDINGS**

The use of a phonics-related questionnaire has been of great help to comprehend the importance of Phonology and Phonetics in the implementation of updated literacy approaches. This questionnaire has been distributed among Primary teaching students before and after the subject of Phonology and phonetics in their degree, showing that their awareness and knowledge on English phonetic system has increased abruptly after the one-term subject. This enables to confirm one of primary premises: the importance of this phonetic system is crucial to have an effective implementation of literacy tools in Primary Education.

### **5. CONCLUSIONS**

The most outstanding finding is precisely the importance of English Phonology and Phonetics courses in Primary Teaching degree, shown in the questionnaire-based results of Primary Teaching students. The significance of this subject relies on the understanding of how the English phonetic system works and to enhance our students' capability to determine, analyze and comprehend the most efficient literacy teaching methodologies which are thought to be useful to them to teach English literacy in the future.

The revision of the research materials has suggested that Spanish educational system has been more inclined to analytic methods, which might have repercussions on the levels of English writing and reading skills. However, synthetic method is becoming more and more accepted especially because of its success in Anglo-Saxon countries. In order to teach our students English phonetics and phonology we have focused on the Synthetic Phonics methodology, as most practical activities carried out in class were taken from this approach. Therefore, we can agree with Stuart (1999), Johnson and Watson (2005), Bowyer-Crane et al. (2007), Dixon, Tooley and Hunt (2005), Naeem, Aftab, Zaidi and Naheed (2016), Farokhbakht (2015), Ekpo (2006), Shepherd, (2013) and Motsch, (2016) about the effectiveness of this method to learn English literacy by the results obtained by our students in the Pre-Test and Post-Test.

### **6. TASKS DEVELOPED IN THE 'RED'**



RED PARTICIPANTS	TASKS DEVELOPED
Cristina Ferriz Sánchez	<ul style="list-style-type: none"> <li>• Research phase coordination and timing.</li> <li>• Final memory writing</li> </ul>
Mirian Cherro Samper	<ul style="list-style-type: none"> <li>• Test making</li> <li>• Study results analysis</li> </ul>
Javier Fernandez Molina	<ul style="list-style-type: none"> <li>• Test making</li> <li>• Test to four-year Pre-school and Primary education students</li> <li>• Study results analysis</li> </ul>
Beatriz Ortín Pérez	<ul style="list-style-type: none"> <li>• Test making</li> <li>• Revision y correction of the Final memory</li> </ul>
Jose Antonio Sánchez Fajardo	<ul style="list-style-type: none"> <li>• Test making</li> <li>• Revision and correction of the Final memory</li> </ul>
Manuel Sánchez Quero	<ul style="list-style-type: none"> <li>• Test making</li> <li>• Test to four-year Pre-school and Primary education students</li> </ul>

## 7. REFERENCIAS BIBLIOGRÁFICAS

- Alcaraz Baró, E., & Moody, B. (1984). *Fonética inglesa para españoles*. Alcoy: Marfil.
- Asonze, J., Agunloye, D. G., Nwaedozie, C., Haruna, S. & Nwosu, D. (2014). Report on the Monitoring Exercise for the Implementation of Jolly Phonics Approach in the Federal Capital Territory, Abuja – Nigeria. 1-15. Retrieved from <https://s3.amazonaws.com/jolly2/Research/Jolly+Phonics+in+FCT.pdf>
- Bowyer-Crane, C., Snowling, M.J., Duff, F.J., Fieldsend, E., Carroll, J.M., Miles J., Götz K. & Hulme C. (2007). Improving early language and literacy skills: differential effects of an oral language versus a phonology with reading intervention. *Journal of Child Psychology and Psychiatry*, 1-10. Retrieved from <http://jolly2.s3.amazonaws.com/Research/BowyerCrane%20etal2007proof.pdf>
- Dixon, P., Tooley, J. & Hunt, A. (2005). Synthetic phonics in low-income schools in Hyderabad, India. Retrieved from <http://jolly2.s3.amazonaws.com/Research/JPh%20research%20Hyderabad.pdf>
- Caserta, D. (2013). Un Approccio Alla Lingua Inglese con il Metodo Systematic Synthetic Phonics. 1-104. Retrieved from <http://jolly2.s3.amazonaws.com/Research/Tesi%20DCaserta%203409571%20Finale.pdf>
- Comunidad Valenciana, Consellería de Educación, Cultura y Deporte. (2014). Decreto 108/2014, de 4 de julio, del Consell, por el que establece el currículo y desarrolla la ordenación general de la educación primaria en la Comunitat Valenciana. *Diario Oficial de la Comunidad Valenciana*, 7311, 16325-16694. Retrieved in 14 March 2017 from [http://www.dogv.gva.es/datos/2014/07/07/pdf/2014\\_6347.pdf](http://www.dogv.gva.es/datos/2014/07/07/pdf/2014_6347.pdf)
- Comunidad Valenciana. Conselleria de Educación, Investigación, Cultura y Deporte (2017). Decreto 9/2017, de 27 de enero, del Consell, por el que se establece el modelo lingüístico educativo valenciano y se regula su aplicación en las enseñanzas no universitarias de la Comunitat Valenciana. *Diario Oficial de la Generalitat Valenciana*, 7973, 4873-4909. Retrieved in 17 March 2017 from [http://www.dogv.gva.es/datos/2017/02/06/pdf/2017\\_870.pdf](http://www.dogv.gva.es/datos/2017/02/06/pdf/2017_870.pdf) Dixon, P., Tooley, J. &

- Hunt, A. (2005). Synthetic phonics in low-income schools in Hyderabad, India. Retrieved from <http://jolly2.s3.amazonaws.com/Research/JPh%20research%20Hyderabad.pdf>
- Ekpo, C. (2006). Summary of the research of the University of Uyo's Institute of Education into: Jolly Phonics Strategy and ESL pupils' reading development. 1-2. Retrieved from <http://jollylearning.co.uk/2011/03/24/research/>
- Ekpo, C.M., Udosen, A.E., Afangideh, M.E., Ekuinam, T.U. & Ikorok, M.M. (n.d.) Jolly Phonics Strategy and the ESL Pupils' Reading Development: A Preliminary Study. 1-17. Retrieved from <http://jolly2.s3.amazonaws.com/Research/Nigeria%20-%20University%20Uyo%20Research.pdf>
- Farokhbakht, L. (2015). The Effect of Using Multisensory-based Phonics in Teaching Literacy on EFL Young Female/Male Learners' Early Reading Motivation. 1-22. Retrieved from [http://jolly2.s3.amazonaws.com/Research/Leila\\_Farokbakht\\_Thesis.pdf](http://jolly2.s3.amazonaws.com/Research/Leila_Farokbakht_Thesis.pdf)
- Naeem, H., Aftab, F., Zaidi, S. & Naheed, S. (2016). Early Teaching of English through Synthetic Phonics Approach Using Jolly Phonics Program. 1-29. Retrieved from <http://jolly2.s3.amazonaws.com/Research/Afaq%20report%202015-16.pdf>
- Johnston, R. S., & Watson, J. (2005). *The effects of synthetic phonics teaching on reading and spelling attainment, a seven year longitudinal study*. Edinburgh, Scotland: Scottish Executive Education Department. Retrieved from <http://www.scotland.gov.uk/library5/education/sptrs-00.asp>.
- Shepherd, S. (2013). Does Intensive Synthetic Phonics Instruction Improve the Literacy Skills of Primary One Children in Cross River State? 1-125. Retrieved from <http://jolly2.s3.amazonaws.com/Research/Cross%20River%20Dissertation.pdf>

## **8. REFERENCIABIBLIOGRÁFICA DE LA PUBLICACIÓN CIENTÍFICA DE MIEMBROS DE LA RED PUBLICADA O EN PRENSA QUE COMPLEMENTA ESTA MEMORIA**

- Cherro Samper, M., Fernández Molina, J. (2017). What do the English Literacy course students know and would they need to know to teach English literacy in Preschool and Primary School? *Octaedro*, volumen (número), pp. xx-xx.
- Férriz Sánchez, C. and J. A. Sánchez Fajardo. (2017). Literacy Teaching Methods and the Previous Necessary Knowledges on 'Phonetics and Phonology' in Teaching Degree in Primary Education with English Mention. In *Redes colaborativas en torno a la docencia Universitaria*. ICE: Universidad de Alicante, ISBN: 978-84-617-8973-3.