

In-service Professional Development Programme:



Phonics Teaching Series 2

Promoting Creative Language Use through
Phonics and Language Arts

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Aims

- The 3-hour Professional Development Programme aims to enhance teachers' capacity in promoting **creative** language **use** through the learning and teaching of phonics and language arts in the primary English classroom

What do we mean by 'creative'?

How to capitalize on creativity to optimize student learning outcomes?

Topics

- **Why** promote creative language use through phonics and language arts to primary learners?

What effective strategies and **how** could they be used to integrate phonics and language arts in the KS1 & KS2 General English curriculum?

Demonstration, hands-on activities & questions

Concluding Remarks

WHY?

Which version would you choose to use to engage a young child? WHY?

Version 1

The Little Star

The little star twinkles.
I wonder how high it is!
The star is high above in the sky.
It shines like a diamond.

Tune 'Oh My Darling, Clementine' – pauses & sound variety

Gestures, facial expressions, improvisation, etc

Version 2

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

VERSION 2:

- Repetitions
- Rhyming words
- Alliterations ('wonder what')
- Tune – gives musicality & rhythm → Multi-sensory
- **Personification (Anthropomorphic element)**

Arts = Creative **use** AND **play** of language

DO → Experience → Feel

Create

- CREATIVE use
- **NOVEL** & imaginative **USE**
- Integration of the **4 SKILLS**
- **EXPRESS/ PERSONALISE** meaning
- Do with **OTHERS**
-

The Little Star

Tune 'Oh My Darling, Clementine'

ART-ify

The role of Language Arts in the English Language Curriculum

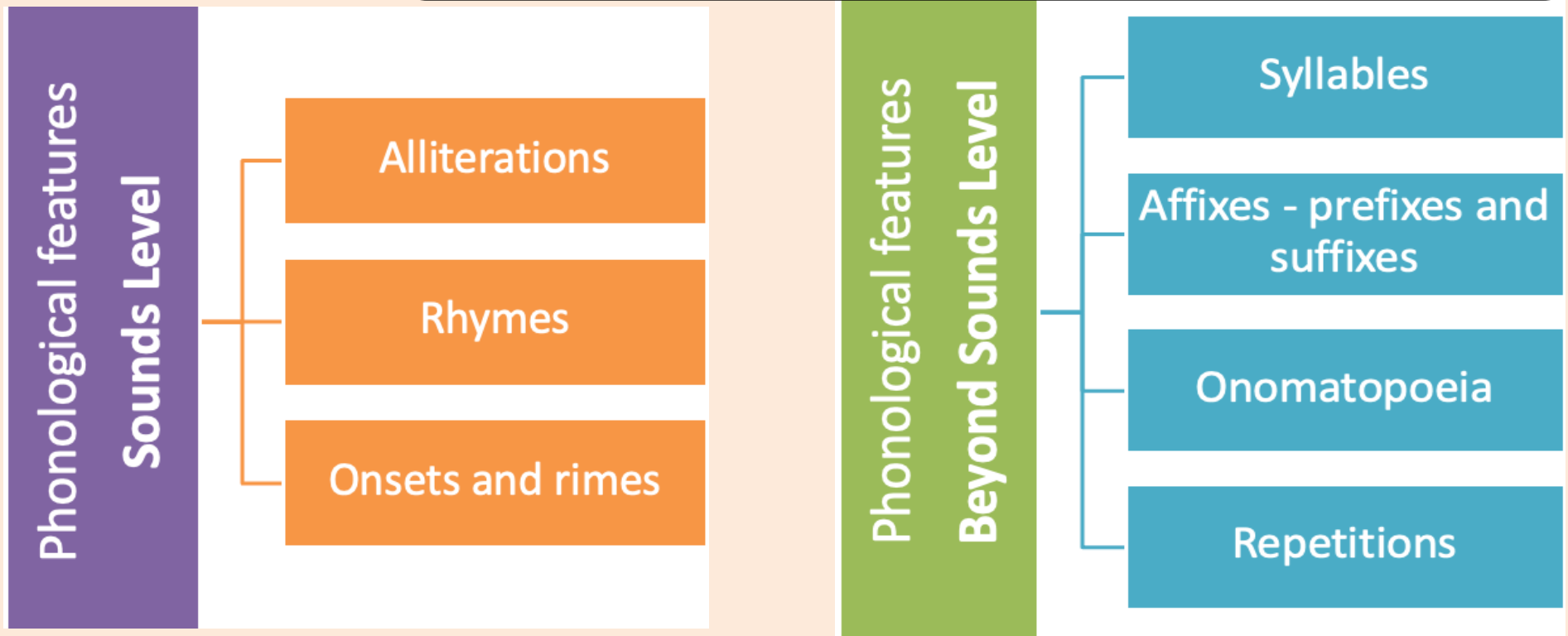


English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (CDC,2017)

Role of Phonics in Language Arts

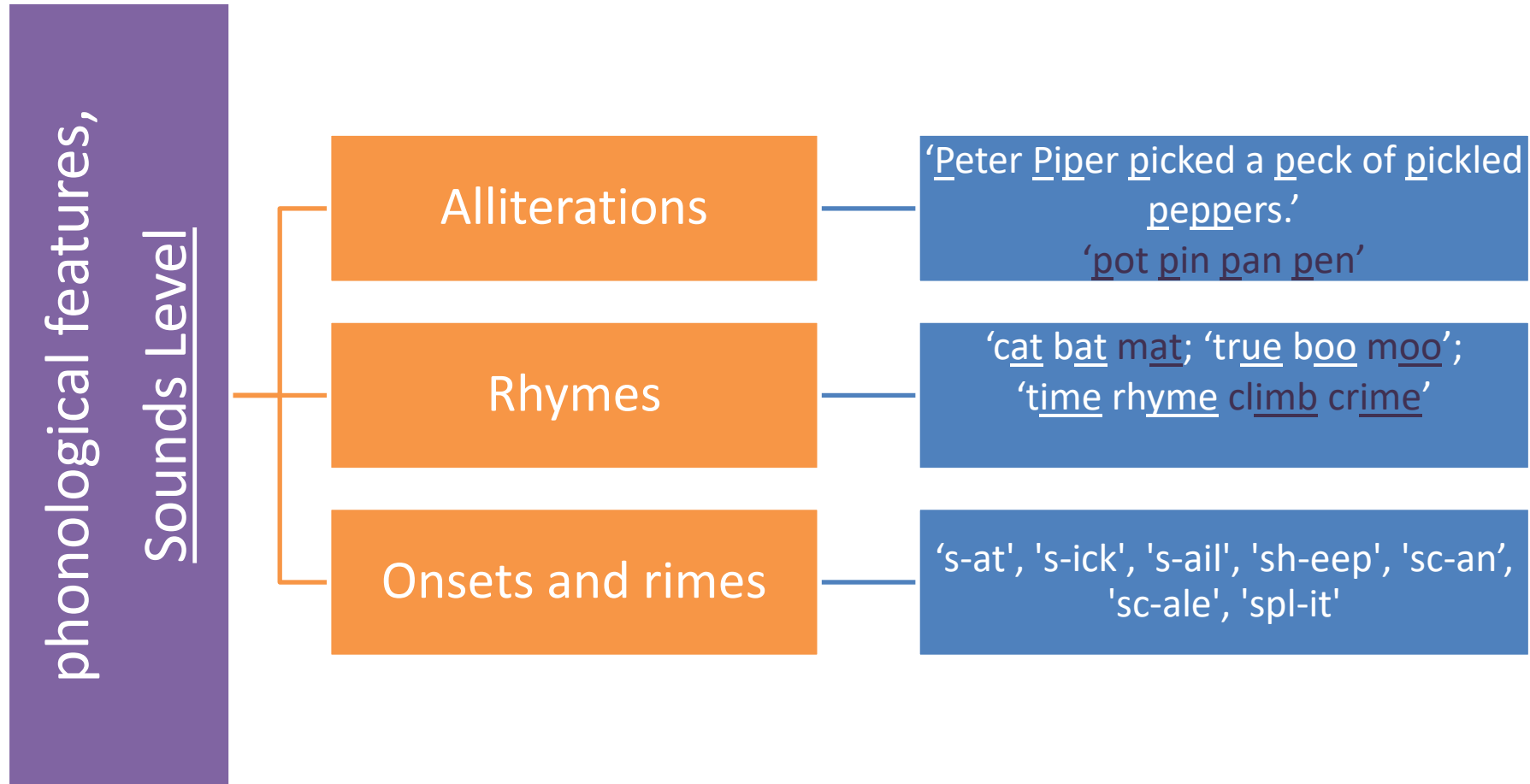
Hi, my name is _____. Nice to meet you!

**Give an example for ONE of the following. [Do NOT repeat]
Group guesses.**

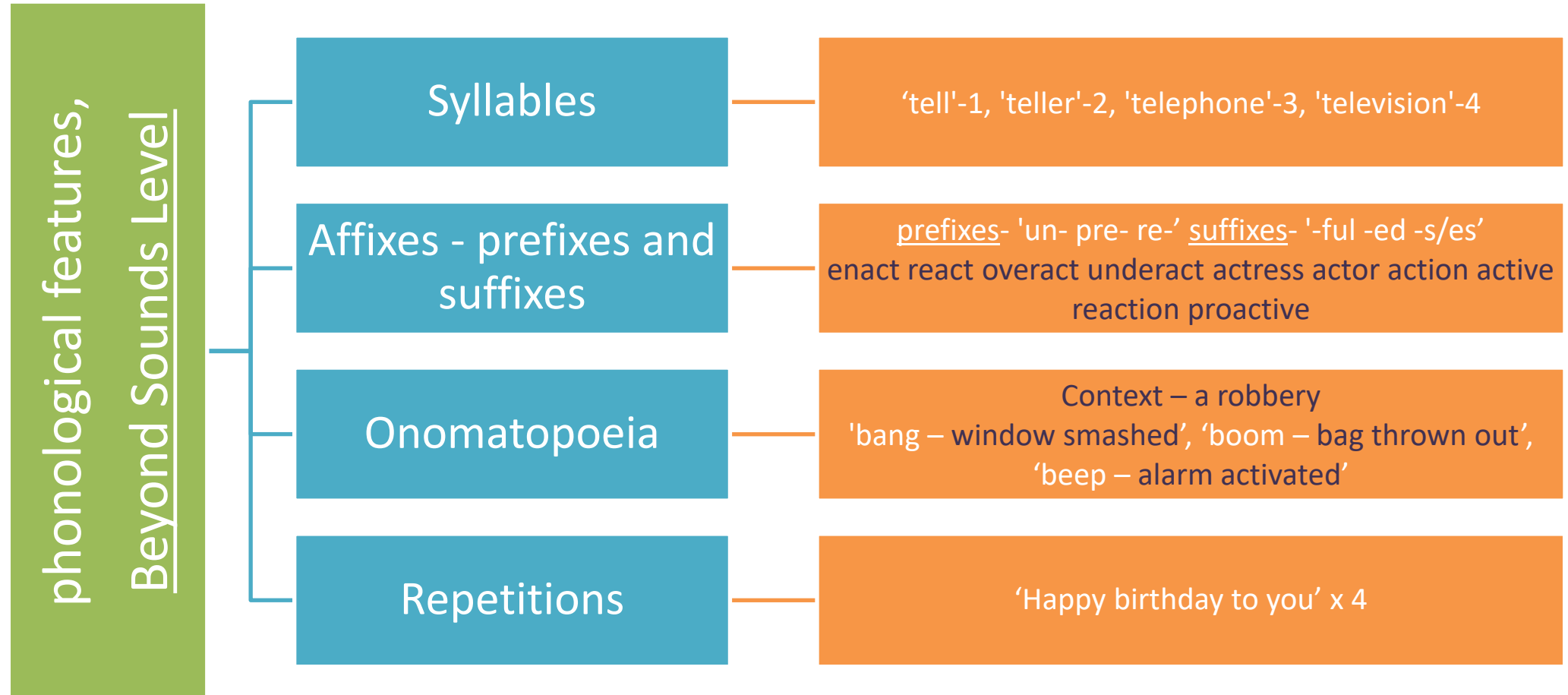


What do these terms mean?

The role of Phonics in Language Arts



The Role of Phonics in Language Arts



KS1

KS2

Phonological features
Sounds Level

Alliterations

Rhymes

Onsets and rimes

Phonological features
Beyond Sounds Level

Syllables

Affixes - prefixes and
suffixes

Onomatopoeia

Repetitions

Lexical Stress

Sentential Stress

Intonation

Linking

Pausing . . .

Segmentals

Suprasegmentals

KS2

❖ Lexical Stress

PHOto phoTOgraphy photoGRAPHic

❖ Sentential Stress

She **bought** a **new** car.

She bought a new car.

She bought a **new** car.

❖ Intonation

She **bought** a **new** car.

What?! She bought a **new** car.

Yes, **she** bought a new car.

❖ Linking

turn off → tur-noff

an egg → a-negg

thank you → than-kyu

❖ Pausing

I got her / a scarf / for her birthday.

Phonics 1 -

GOAL of Phonics instruction → Literacy

- Raise awareness of **PATTERNS** in L2
- Raise language learners' **CONFIDENCE** (power of decoding)
- Build **FOUNDATION** for literacy (reading & writing)

Phonics 2 -

Phonological features → Literacy-learning opportunities

Alliterations

Rhymes

Onsets and rimes

Syllables

Affixes - prefixes and
suffixes

Onomatopoeia

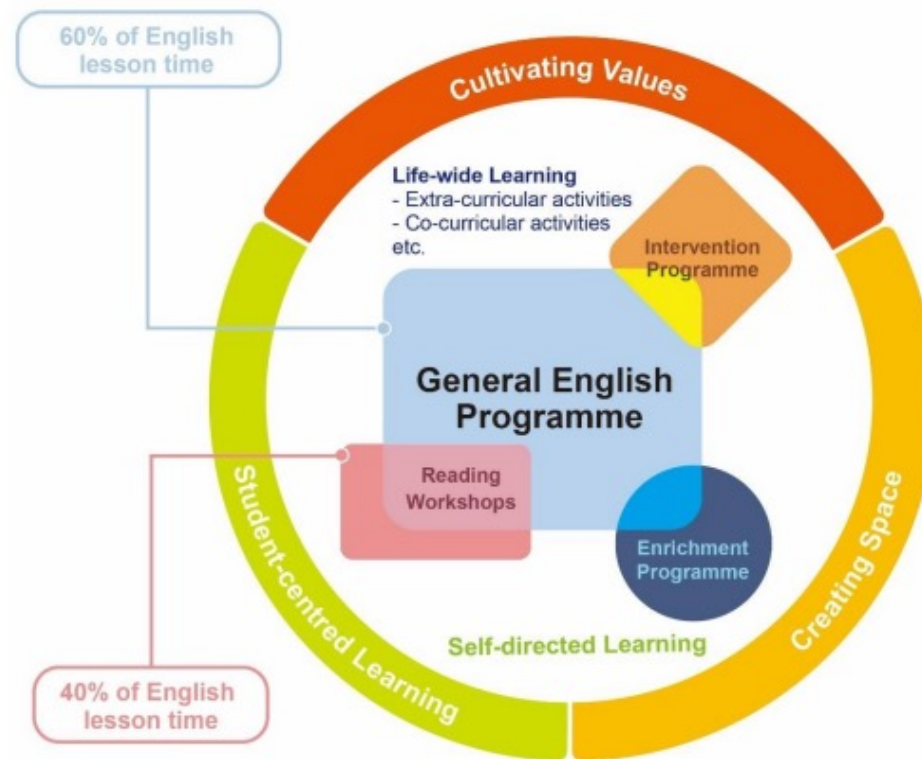
Repetitions

+
**Reading
Strategies**

Reading Workshop

(e.g. PLPRW/Space Town/DTS/
School-based reading workshop)

- Storytelling
- Read Aloud
- Shared Reading
- Supported/Guided Reading
- Independent Reading



General English

- Textbooks
- Readers
- School-based materials

Figure 1: Components of a School-based English Language Curriculum

HOW?
Teach & Integrate

HOW songs are used matters!

Sung to famous CNY song 'Gong Xi Gong Xi' 恭喜

- ❖ Use **'culture' as asset** for teaching & learning in Language Arts
- ❖ **ADAPTING** it makes it more powerful (more NOVEL)!

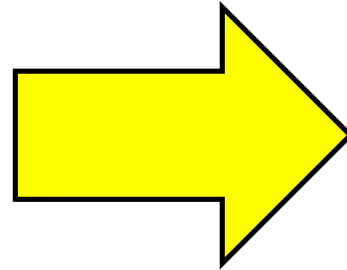
Sung to the Tune of 'The Vowel Song'

How to adapt?

- Integrate/Adapt with GE & textbook content

Good tunes for making up your own songs:

- Oh my darling, Clementine
- Mary Had a Red Dress (rhyme)
- London Bridge
- Where is Thumbkin?
- Row Your Boat
- What Time Is It? (This is the Day tune)
- Mulberry Bush ("This is the way we....")
- BINGO

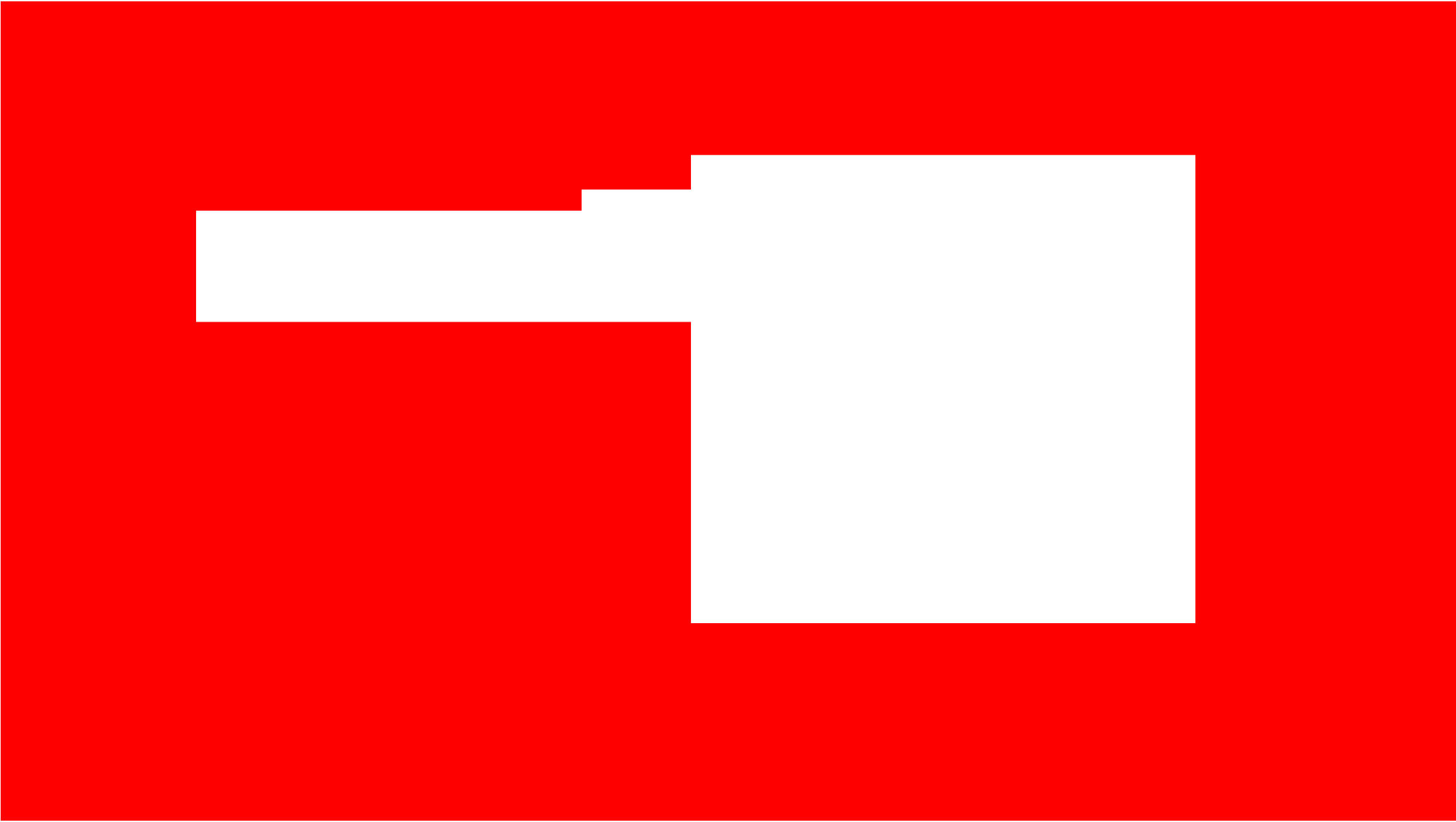


• Who Took the Cookies from the Cookie Jar?

INTEGRATE (~~≠~~ ADD extra)

REcreate classic fairytales & children's stories

Be creative – 1) Find ways to let students practice vocabulary in CONTEXT!
2) Integrate ('systematize') interesting LA activities in unit work practice booklets



Engagement Tactics

- ❖ Phonological elements:
Repetition (**w/ variation**),
Interjections (sound effects)
- ❖ **Gestures**
- ❖ Interjections + Gestures →
Intonation
- ❖ Implementation → More
Interactivity

Benefits of Language Arts materials

Phonological Features

musical

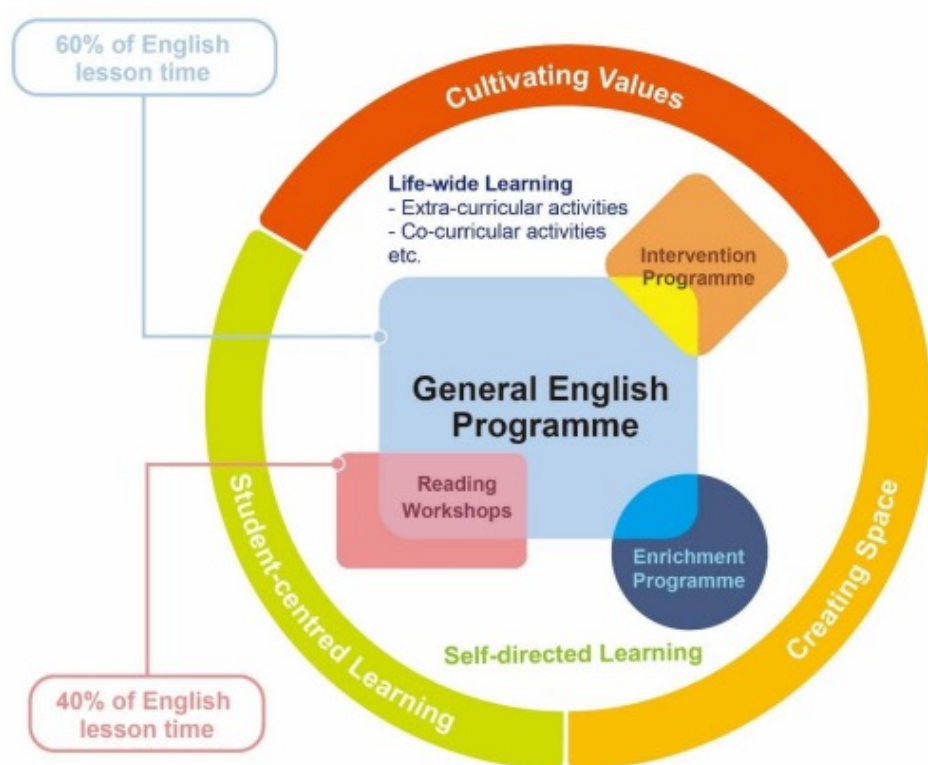
imaginative
and creative

enjoyable

appeal to our
senses

Positive Impact on SS

- ❖ sources of pleasure and entertainment
- ❖ help SS develop critical thinking, cultural awareness, and creativity
- ❖ guide SS to express themselves and communicate emotions and feelings



KEY

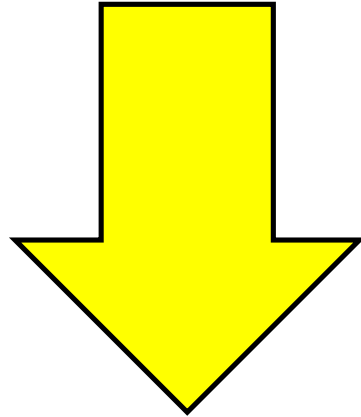
- Teacher's **Creativity & 'Integrate-ability'!**
- **Feasability**
- **Consistency / Sustainability**

Figure 1: Components of a School-based English Language Curriculum

HOW?

Reading & Writing Instruction

The role of Phonics in Language Arts



Literacy – READING
and WRITING

Sources of Language Arts materials

‘Readers’ - Simple Books Designed for Children or English Learners

General Readers

- not levelled
- categorised according to genres, e.g., literary fiction – drama, poetry, fairy tale; fiction – classic, sci-fi, mystery, romance; non-fiction – procedural text, biography, etc.
- focus - enjoyment, knowledge

Graded Readers

- different levels
- focus – vocabulary, text types

Phonics Readers

- different levels
- matched to the Phonics learned
- teaching notes
- focus – Phonics, vocabulary, text types

How to Select Language Arts Teaching Materials

- Repetition
- Rhythm
- Rhymes
- Alliterations
- Onomatopoeia
- Imaginary / Fun / Humour / High relatability

Online Resource Package on Promoting Critical Thinking, Creativity and Cultural Awareness through Language Arts in Primary Schools



The Handbook

Bromley (1998, p.3) defines language arts as "effective and creative execution of a **symbolic** system of communication. Language arts includes all the various ways that learners make and share meaning".

Language arts materials include **imaginative texts** such as songs, poems, nursery rhymes, tongue twisters, short stories, dramas, etc to provide useful resources for connecting the four language skills for children, foster language enrichment, develop cultural awareness and enable children/learners to use the language for emotional expression.

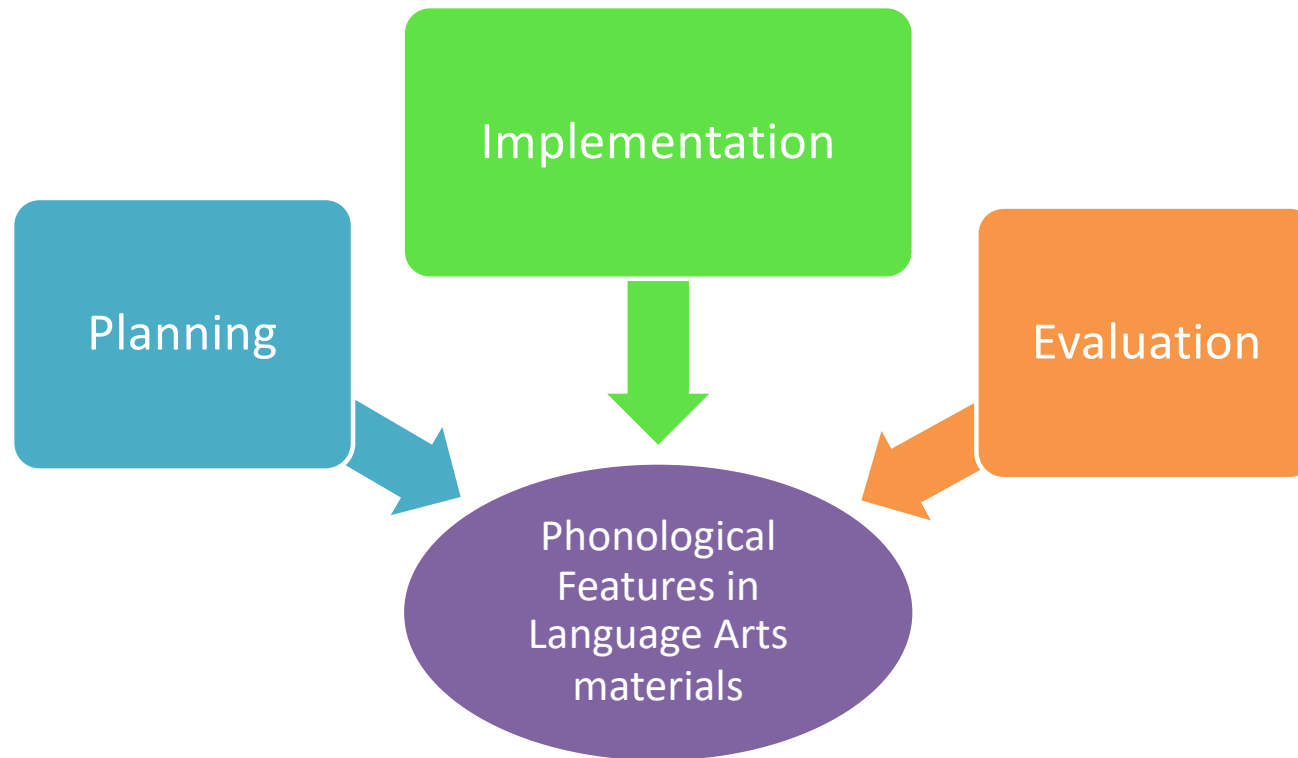
**Multi-MODALITY
& Multi-SENSORY**
(Visual / Audio /
Kinesthetic . . .)

Arts = 'Educational' PLAY & FUN
DO → Experience → Feel

Promoting Critical Thinking, Creativity and Cultural Awareness through Language Arts in Primary Schools

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Let's practice!



Planning

1. Go over the text to analyse the **phonological features** – both sounds level and beyond.
2. Set **learning objectives** to match Ss' level and needs.
3. Decide how to **support** the target phonological features with examples from the chosen Language Arts material(s) to **guide** Ss.
4. Select from a repertoire of Phonics and language activities to use in the **Pre- While- and Post-Stages** of a reading lesson to get Ss to learn, practise and consolidate their phonics knowledge, and to further develop and enhance their language skills.

Implementation

- Demonstrate the Pre- While- Post-Stages of a reading lesson using appropriate activities to incorporate the phonological features in the context of the chosen Language Arts material(s) and provide meaningful tasks for SS to practise and apply the Phonics knowledge, and to further develop and enhance language skills.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics knowledge and language skills.

KS2 - Poem

Phonological features → Literacy-learning opportunities

Alliterations

Syllables

Onomatopoeia

Rhymes

Affixes - prefixes and
suffixes

Repetitions

Onsets and rimes

- ❖ What **phonological features** do you want students to NOTICE?
- ❖ What **reading strategies** could you teach with this text?
- ❖ What might you do in the **PRE-/WHILE-/POST-reading** stages?

PRE-reading stage

- Prediction

The poem is about spaghetti. What words might you expect to hear to describe the dish (ie. taste, appearance, ingredients)? Write at least 2 words in each category.

- Pre-teach vocabulary
Phonological challenge

sprinkled slishy – sloshy – slurpy
wiggle – wriggle – squiggle – giggle

- Rhyming words - Matching

mound	lot
plate	cheese
hot	around
stuff	enough
please	great

EXTENSION

Write more words that rhyme with . . .

- Features of poem (stanza, rhyming words, personification, word play, etc)

LISTEN to this.

- What are you reading?
- Does the author (poet) like spaghetti? Why or why not?

PRE-reading stage

1

Main idea

LISTEN to the poem
(*Spaghetti! Spaghetti!*
by Jack Prelutsky).

Does the author (poet)
like spaghetti?
Why or why not?

Making inferences:

- ✓ Pictorial clues
- ✓ Textual clues

2

Notice the Rhyming words



Round 1 –

Ss make **PREDICTIONS** about the missing words in the poem before hearing the poem → Raise Ss' language awareness – adj, nouns...

Round 2 –

T reads out or audio-play the poem and Ss write the missing words to verify their predictions

Scaffold –

Complete the poem (fill in the blanks) with the following words:

- a. cheese
- b. enough
- c. plate
- d. stuff
- e. mound
- f. please

WHILE-reading stage

“Good” vs. “Bad” Reading to raise Ss’ awareness of reading a poem with (1) facial expression

(2) voice expression – pace, pitch, volume
(rhythm)

(3) gestures, sound effects

Divide & conquer – Practice more challenging parts of poem

Ways of reading

- Choral reading
- T vs. Class
- ½ class vs. ½ class
- Pair (A & B) reading

POST-reading stage

Integration of the 4 skills

SORT into likes/dislikes:

- I can't get enough.
- I can't stand it.
- I don't quite like it.
- I love it.
- Give me some please.
- This is my favourite.
- I'll pass, thanks.
- ...

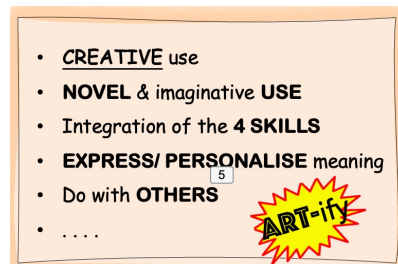
- ❖ More language-focused tasks
- ❖ REwrite poem/paragraph with student's favourite food
- ❖ Modify poem – Word play
you diggle, you triggle, you shiggle around
you're slurpy, you're slooshy
- ❖ Upload your reading of the poem on Padlet
Voice expression – pace, pitch, volume (rhythm)

EXPLORING Phonics/Literacy-learning Opportunities

Get students to **THINK, WONDER, NOTICE . . .**

- Phonological features in text (eg. rhyming words, alliteration, affixes, interjections, etc)
- Application of phonics to comprehend (eg. onset, rime, vowel sounds, spelling, etc)

- Ways to ‘**ART-ify**’



PRE-/WHILE-/POST-reading stages

- Drama/Role-play/Reading aloud practice opportunities
- Reading strategies (eg. Skim & scan, pictorial/textual clues – phonics/grammar)
- Integration of ALL 4 skills (listening, speaking, reading & writing)

Word Attack Skills

SOUND IT OUT

- ❖ What is the beginning sound?
- ❖ Can you put these two sounds together?
- ❖ What other sounds can these letters (eg. ch, ea, ow, ou, . . .) make?

DIVIDE & CONQUER

- ❖ Do you know any part (eg. chunk, grapheme, small word) of the word?
- ❖ Let's cut the word into syllables.

MAKE ASSOCIATION

- ❖ Does this word look like / sound like (rhyme) any word you know?
- ❖ What word would make sense here (in this sentence/context)?