

TEACHING ENGLISH BY USING PHONICS CHARTS

TEACHER	Darshitaben Parsotambhai Mahida
SCHOOL	Indiranagar, Primary School (Anklav), Indiranagar colony, Kosindra Road, Anklav taluka, Anand district, Gujarat
PHONE NUMBER	7405-3913-87
E-MAIL	darshitamahida9@gmail.com



Ms. Darshita Mahida holds an MA and B.Ed in English, and joined the Indiranagar Primary School in September 2011 as a language teacher. According to her, there is a general belief that English is not taught well in government schools, and it is difficult to teach to students belonging to the lower socio-economic strata, who constitute the majority in government schools. Such students fear the language. If children cannot read

in English, how can they be expected to do the basic activity independently from the standard 6 English textbook?

In June 2017, Ms. Mahida decided to do an experiment with 21 students of Class-5 aimed at overcoming their fear of the language. She thought why not take advantage of the excellent reading skills that students exhibited in their mother tongue? With that in mind, she connected



Teachers looking at innovation materials

the basic alphabets of English language with their phonics to prepare a phonic model of English vowels which could be used in different situations. She also prepared a chart of the English alphabets, connecting them with the Gujarati alphabets. This was supplemented by a worksheet. She then prepared a micro-planning guide to make different kinds of literature.

She conducted a grassroots level study of basic alphabets and phonics of both English and Gujarati languages. She came to the conclusion that although the alphabets of both languages looked different, there were certain similarities in phonic usage. Hence, by using phonics to teach English, the process of reading could be greatly simplified.

Darshitaben's experiment was based on the similarities in the sounds of certain letters in English and Gujarati. Her material included a chart of phonics vowels; role plays and material for developing short stories; collections of different types of authentic materials for reading, like menu cards, tickets, advertisement, visiting cards, wrappers, etc.; charts for alphabet recognition; chart showing words having 2 to 9 alphabets from A to Z; reading activity of conjunct words with their pictorial representations; chart of irregular vowel and consonant words; worksheets for evaluation (identifying the alphabet and colour,

matching the given items, circling the correct spelling, matching a word with its related picture, reading paragraphs and charts related to various festivals etc. Ms. Mahida also used videos available on YouTube to supplement her lessons.

The steps followed were as follows:

1. The first step was the use of phonic model chart to recognize the alphabets. The children were shown related videos on YouTube.
2. On the basis of basic alphabet recognition, they were asked to read words with two of the basic alphabets and learn their meaning through pictorial representation. The children were also taught to construct sentences, read words, know their meaning and read the words on the chart prepared for this purpose. For example, (i) on: the pen is on the table; (ii) it: bit, pit, hit, fit; (iii) at: bat, vat, fat; (iv) ox: box, fox.
3. Reading words with three letters, understanding their meaning and making sentences using these words.
4. Reading 4-letter words, understanding the meaning of the words and using them in a sentence.
5. Reading five letter words, making sentences and asking the children to make a sentence. For example, "night": good *night*, dark *night*. The teacher gives a sentence such as: "Good *night* students". Now students make new sentences from the word such as: "Good *night* teacher".
6. Making the children read words with 6 to 9 letters, explaining their meaning and asking them to read on the chart.
7. Asking the children to read the words from the pictorial representation chart and giving their meanings.
8. Activity of matching simple words with their meanings.
9. Reading conjunct words as well as words with prefix and suffix. For example, (i) cr: crack, cream; (ii) br: brain, break; (iii) tr: track, train; (iv) tion: action, reaction, fraction; (v) ght: night, fight, right, light.
10. Carrying out listening and repeating activities for irregular vowels, with related videos.
11. Conducting "read and understand" activity
12. Giving instructions in English and checking whether they are followed.

અંગ્રેજી મૂળાક્ષર અને તેના ફોનીક	
A - અ	N - ન
B - બ	O - ઓ [કાનો માત્ર]
C - ક , સ	P - પ
D - ડ	Q - ક્વ
E - એ [એક માત્ર]	R - ર
F - ફ	S - સ
G - ગ	T - ત
H - હ	U - ઊ [હ્સ્વ ઊ]
I - ઇ [હ્સ્વ ઇ / આઇ]	V - વ
J - જ	W - વ [ભારથી]
K - ક	X - ક્સ / ક્ષ
L - લ	Y - ય
M - મ	Z - જ
TH - ધ	CHH - ચ / છ
BH - ભ	GHT - ટ

The English alphabet and its phonics



English word reading in the Classroom

13. Making the children read authentic materials of everyday use which are printed in English such as visiting cards, wrappers, etc. and encouraging them to ask different questions related to these materials.
14. Making children read paragraphs, stories, recipes, role play and encouraging them to ask questions. Other activities were to show them videos of recipes and stories from YouTube, and encourage them to complete their textbooks activity independently.

The evaluation was conducted through a Worksheet to identify the basic alphabets. The worksheet included questions such as search the alphabet and colour it, connect the alphabet to

how it's written, circle the correct word etc. Oral questioning was also conducted related to all the above activities.

Ms. Mahida has obtained good results from her work. Students who feared reading English can now read English confidently and even try to speak in the language. The students of Class 5 to 8 do their textbooks activity independently. This experiment is continuing even now. Today all the children who did not even know the spelling of mobile are using the mobile phone to know and use different types of social media such as WhatsApp, Facebook, Instagram and YouTube with ease.

After creating this kind of innovative material for learning the English language, she plans to encourage multilingual learning in children. She wants to create material for languages such as Sanskrit, Hindi and Gujarati so that children can learn these languages in their leisure time and encourage self-learning. He is also planning to create language related games like for e.g. Language Ludo - in which students can self-learn the language through the game. Encourage multilingual use in the classroom, create Language Ludo and conduct innovative workshops for the language.

The work has been recognized as innovative by IIM Ahmedabad and she was honored with a certificate in 2018. The school has improved its performance in the government's grading exercise from B in 2016 to A the following year, which has been maintained.



QUESTIONS FOR TEACHERS

1. What activities should be done in the classroom to overcome the fear of the English language in children?
2. What are the things to keep in mind while teaching English to children?
3. What extracurricular activities do you do for your children to develop an interest in English?

QUESTIONS FOR TRAINEES

1. How do you know where the children are weak in English?
2. Children often forget spelling, so what activity would you do in the classroom?
3. What will you do to increase the children's English language skills?