

## EFFECTIVENESS OF TEACHING PHONICS IN IMPROVING THE READING AND WRITING SKILLS IN ENGLISH LANGUAGE OF GRADE 4 STUDENTS IN ENGLISH MEDIUM SCHOOL

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### *Abstract*

English language is gaining prior position in each and every walks of life. From simple conversation to presentations it has impact on persons personality in academic and social life. Phonics is the first step towards language acquaintance. Researcher finds it necessary to teach phonics to the primary students to enhance their reading and writing skill. This paper highlights the effectiveness of using phonics for improving reading and writing skills of English Language f grade 4 students. This paper emphases ' on the importance of phonics.

**Keywords:** Reading skill, Writing Skill



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### **Introduction**

Learning the sounds for learning any language is the first step to get acquainted with the language. Hence, it starts with phonics. Phonics is the study of sounds made by the consonants, vowels, diphthongs, consonant blends, long vowel and short vowel sounds, etc.

**Phonics** is a method for teaching reading and writing of the English language by developing learners' phonemic awareness the ability to hear, identify, and manipulate phonemes in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or, in phonics terms, *blending* the sound-spelling patterns. Since it focuses on the spoken and written units within words, phonics is a sub lexical approach and, as a result, is often contrasted with whole language, a word-level-up philosophy for teaching reading.

### **Need of the Research**

Children make many errors while reading and writing, due to which they score less scores. Spelling errors are very common while writing and while reading pronunciation makes a lot of difference. Also to write effectively one needs to be well versed with the vocabulary. Students while writing made many mistakes in spellings and pronouncing the words while

reading. Hence, researcher finds it necessary to conduct this research to check the effectiveness of phonetic sounds in improving their reading and writing skills.

### **Importance of the Research**

This research will encourage teachers to replace traditional teacher-centred instructional practices such as emphasis on textbooks, lectures, with knowledge of phonology and phonics teaching in schools irrespective of medium of instruction ie. may be Marathi or English medium schools. This research will retain interest of the students in learning English language. Provide opportunities for students of grade Four to use appropriate phonics knowledge.

Students of grade Four will be able to read more fluently and make fewer errors while writing. Present research will be beneficial for school, teachers and students as well as useful for getting knowledge about teaching learning process. Phonics knowledge enables the child to leave this self-centred isolation and to realize that there is bigger human world beyond this narrow circle and they are members of this world. This research will enlighten and act as an eye-opener for the importance of Phonics knowledge in learning and mastering the English Language to everyone.

### **Conceptual Definitions**

1. **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)

2. **English Language**: English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca.

(Thesaurus, Wikipedia)

3. **Writing skills**: Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments and to convey meaning through well-constructed text.

(<https://msu.edu/cep>)

4. **Reading skills**: “Reading is an act of communication in which information is transferred from a transmitter to a receiver.”

(Smith 1973:2)

### **Operational Definitions:**

1. **Students:** Children of 9-10 years in age of Nashik city studying in grade 4 of Fravashi International Academy.
2. **Language:** Language here is referred as English only.
3. **Writing skills:** Ability of grade 4 Students to write for answers from text creative writing.
4. **Reading skills:** Reading and vocabulary level of children studying in Grade 4 of 9-10 years, ability to read and comprehend is referred as reading skills.
5. **Phonics:** The knowledge of phonics that grade 4 students will gain when the lessons on phonology will be executed.

### **Research Questions**

1. What problems are faced by students of Grade 4 in English language?
2. What are the reasons of these problems?
3. Whether these problems can be overcome by the use of phonics teaching?
4. What level of improvement can be seen in reading and writing skills of Grade 4 students?

### **Objectives of the Research**

1. To find out the problems faced by the students in learning English Language.
2. To analyze the problems faced by the students.
3. To use phonics teaching with the help of audio-visual aids.
4. To study the effectiveness of the phonics teaching in reading and writing skills with the help of Audio-visual aids for students of Grade 4.

### **Assumptions**

1. Children made many errors while reading.  
(Mitra Saumitri, (2002)
2. Children made many spelling errors while writing.  
(Baste, V.S. (2009-10)
3. Children scored low marks due to poor writing skills.  
(Jadhav, V.J., (1994)

### **Hypothesis**

**Null Hypothesis:** There is no significant difference in the writing and reading skills of grade 4 students after acquiring the knowledge of phonics. ( $M1 - M2 = 0$ )

**Directional Hypothesis:** After acquiring the knowledge of phonic sounds, students' performance is improved in their writing and reading skills in English language of grade 4 students. ( $M1 - M2 \neq 0$ )

### **Variables**

**Independent Variables:** Teaching of Phonic sounds.

**Dependent Variables:** Improvement in reading and writing skills of language acted as dependent variables.

### **Scope**

Scope of the study answers the what, where, when, who and why of the study.

1. This study analyzed the reading and writing skills in English language.
2. This study is conducted in English Medium schools.
3. This research is conducted on Grade 4 students of Fravashi International Academy.

### **Limitations**

1. This research is limited to grade 4 students of Section 'A'.
2. This research is limited to English Language of Grade 4 students.
3. The suggestions are limited to the schools where research will be conducted.
4. The research is limited to the academic year 2017-2018.
5. The research is limited to the English Medium students of IGCSE board in Nashik city.

### **Delimitations**

1. Schools which are chosen are of ICSE and IGCSE board to compare the results better.
2. Schools in which medium of instruction is English are chosen to maintain the same level of English language knowledge students are acquainted with.

### **Research method**

For present research experimental research method is used. Research design used for present research is 'Single group experimental design.'

### **Population and Sampling**

Population for this research was all sections of Grade 4 in Fravashi International Academy. Sampling was done by non-probability purposive sampling from all the students of 4<sup>th</sup> -C was selected as sample for this research.

### **Research Tool**

Questionnaire was prepared for pre-test and post-test. Questionnaire was teacher/researcher made test which includes a passage for reading and a story to gauge reading and writing skills of students.

### **Statistical Analysis**

Pre-test was conducted and scores which were obtained were recorded. Post-test was conducted after delivering lessons on phonics; those scores were also recorded and compared with pre-test scores.

The mean (10.875) of pre-test scores was less than the mean (18.75) of post-test scores and the standard deviation (0.37) was low in post-test than the pre-test (0.95). T-value of data (48.91) was also calculated which was more than 0.05 and 0.01 significance level.

### **Object wise Conclusions**

#### **Conclusions based on objective 1, 2&3.**

1. Students face problems due to lack of phonics knowledge.
2. Students do not much interest in reading and writing when taught with traditional type.
3. Students find the language knowledge insufficient to bring improvement in reading and writing skills.
4. Students cannot comprehend the text due to poor reading skills.
5. Students cannot write well and make many spelling errors while writing when dictating or copying from the board.
6. Learning and teaching became interesting when phonics was introduced and lessons were executed providing phonics knowledge.
7. Phonics teaching helped them in building their reading and writing skills.
8. Knowledge of phonics empowered students to read fluently.

#### **Conclusions based on objective 4**

Pre-test and post-test data shows significant difference in mean as 7.875. The value of t-test is 48.9, this value is greater than the value of t at 0.05 and 0.01 significant levels. Therefore, the null hypothesis 'There is no significant difference in the writing and reading skills of grade 4 students after acquiring the knowledge of phonics' is rejected and directional hypothesis 'After acquiring the knowledge of phonic sounds, students improved their performance in writing and reading skills in English language of grade 4 students' is accepted. That means, if

the students are gain phonics knowledge, then learning of English language becomes easy and interesting.

1. Phonics knowledge is very effective at primary level to enhance students' language skills.

### **Main conclusion**

It can be concluded that if students are taught with phonics then learning all skills of language become easy and interesting than without the phonics knowledge.

1. Teachers should bring variation in their teaching according to the students' needs and interests.
2. Students should be encouraged to help other students who face the difficulty in reading and writing.
3. Teacher must keep herself updated and upgraded with the knowledge of content with the help of internet or multimedia.

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