

USING PHONICS TO TEACH ENGLISH READING TO ELEMENTARY SCHOOL
STUDENTS IN CHINA

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

Yixing Sun

2019

ACKNOWLEDGMENTS

I would like to thank Dr. Dong Isbister for her support during my research. My thanks go to all the professors who have taught me and helped enrich and broaden my knowledge.

I feel much indebted to many people who have supported me while I wrote this paper: Changming Xu, Siqi Gao, and Shuya Xiao. I would like to express my heartfelt gratitude for their encouragement and invaluable advice. And my sincere thanks also go to Dr. Jennifer Collins who encouraged me to complete this paper. Last but not least, I would like to express my thanks to my mother Zhilan Pan and my loving son Mino, for all their support and company without which I couldn't finish the paper.

Abstract

USING PHONICS TO TEACH ENGLISH READING TO ELEMENTARY SCHOOL STUDENTS IN CHINA

Yixing Sun

Under the Supervision of Dong Isbister, PhD

My first purpose in writing this paper is to help more parents understand phonics. When I became a teacher in an English language training institute in Beijing, I learned about phonics and realized that learning phonics is a good way for beginners to learn how to read in English. Parents are among the most important people in children's education. They can provide the same English learning environment at home if they have a better understanding of phonics

The second purpose of this paper is to give English teach. Most teachers are not familiar with how to teach phonics in their classes nor see phonics learning as a way to memorize new words. In fact, phonics teaching has been proven to be an effective teaching tool in reading classes in EFL settings. Therefore, English teachers in elementary schools in China should provide phonics activities to stimulate students' phonemic awareness and help with their reading skills.

In this paper, the author will explore and discuss existing theories and history of phonics, behavioral traits of teachers and parents, discuss the importance of phonics in early reading education, and recommend pedagogies for English teachers. The relevant theories will help teachers and parents know more about phonics so they can teach or help students more effectively.

TABLE OF CONTENTS

APPROVAL PAGE.....	Page
TITLE PAGE.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
CHAPTER I: INTRODUCTION.....	1
Statement of the Problem.....	2
Definition of Terms.....	3
Purpose of the Study.....	4
Significance of the Study.....	5
Methodology.....	5
Chapter II REVIEW OF LITERATURE.....	6
Age Suitability for Phonics Learnin.....	9
Connections between Phonics and Reading Ability.....	10
Effective Instructional Activities.....	14
Engaging Parents in After-school Reading Activities.....	15
Summary.....	17
Chapter III. CONCLUSIONS AND RECOMMENDATIONS.....	18
REFERENCES.....	22

Chapter I Introduction

Introduction

In 1992, a poll conducted by Peter D. Hart Research Associates showed that 62% of parents identified reading as one of the most important skills their children needed to develop. Two years later, the same polling firm conducted a survey for the American Federation of teacher and the Chrysler Corporation and found that more than 70% of teachers identified reading as the most important skill for children.

Phonics instruction is an essential element in reading instruction. Without a thorough knowledge of letters and an understanding that words are made up of sounds, children cannot learn to read. Phonics involves this relationship between sounds and their spellings. It helps students decode words fluently and successfully and learn to read with accuracy, comprehension, fluency and pleasure (Blevins, 2006). In addition, successful early decoding ability has a positive impact on children's reading skills. Beginning readers learn better when their teachers emphasize the relationships between decoding ability and reading level (Chall, 1996). Therefore, effective phonics instruction is very important to help students develop reading skills.

Most Chinese elementary school students begin their journey of English learning with the "ABC Song". When they start to learn to read English, their teachers usually teach them the International Phonetic Alphabet (IPA), which has been found to be a challenging approach for many young English learners in China (McDowell & Lorch, 2008). Phonics, however, connects the sound to the spelling directly. It helps young learners to decode new words faster. Recently, many elementary schools in China have begun to teach children phonics. English teachers have noticed that students have made faster progress in acquiring reading skills after learning phonics (Chall, 1967).

This study will focus on the relationship between phonics and reading and how teachers teach phonics in reading. Drawing on an analysis of selected works, the researcher will illustrate how phonics affects children's reading ability and the way to help teachers with phonics teaching.

Statement of the Problem

Although more and more elementary schools in China are using phonics to support reading instruction, most English teachers are still unclear how to effectively use this method. An additional challenge is that many parents are unfamiliar with phonics and cannot support students' learning at home. To address this issue, the researcher provides the following questions:

1. At what age should children learn phonics?
2. What are the connections between phonics and reading ability?
3. What instructional activities can teachers use to teach phonics effectively?
4. What can teachers do to help parents get involved in after-school reading activities?

Definition of Terms

Pinyin: Pinyin is a system for Romanizing Chinese ideograms in which tones are indicated by diacritics and un-aspirated consonants are transcribed as voiced. Pinyin is an effective method to help Chinese students learn Chinese characters. For example, the Chinese character “猫” (cat) is paired with its pinyin *māo*. Pinyin helps with Chinese pronunciation in that, even though Chinese characters generally contain a phonetic component, this component is not a systematic guide to pronunciation. Another reason-Chinese students learn pinyin is that it assists learners in

pronouncing new characters via sub-lexical phonology without assistance from the teacher (Chung, 2003).

Phonological Awareness (PA): PA is the ability to attend to and manipulate units of sound in speech (syllables, onsets, and rhymes) independent of meaning (H.Yopp & R.Yopp, 2009).

Phonemic Awareness: phonemic awareness is one aspect of phonological awareness. It is the ability to manipulate phonemes, the smallest sounds in speech. For example, the ability to segment the word *dog* into /d/, /o/ and /g/ or to transpose the initial phonemes of two words (Wagner, 1988).

Phonics: Phonics is a method of teaching reading in which the associations between letters and sounds are emphasized (Cleland & Miller, 1965). Phonics is a proven method of teaching beginners to read and pronounce words by learning the sound of each letter. For example, letter C makes the sound /k/, letter A makes the sound /a/, letter T makes the sound /t/. The students learn the letter sound and will know how to pronounce the word *cat*.

Reading Comprehension (RC): Reading Comprehension refers to the level of understanding of a written text or non-written materials, and how that understanding causes knowledge outside of the reading materials. Comprehension is a creative, multifaceted process. It depends upon four language skills: phonology, syntax, semantics and pragmatics (K12 Publishing, LLC, 2015).

Level Reading: George Hillocks Jr. and Larry H. Ludlow developed Reading Level Inventories and published their research in *American Educational Research Journal* in 1984. A reading level inventory asks students to read a short piece of fiction and to answer seven levels of increasingly complex questions about the text. According to the text results, Hillocks separates the testers into seven levels (L1-L7). Different levels reflect students' different ability in reading.

Purpose of the Study

My first purpose in writing this paper is to help more parents understand phonics so they can provide the same English learning environment at home.

The second purpose of this paper is to give English teachers in elementary schools in China suggestions to help them teach phonics more effectively. Most teachers are not familiar with how to teach phonics in their classes nor see phonics learning as a way to recite new vocabularies. In fact, phonics teaching has been proven to be an effective teaching tool in reading classes. Therefore, English teachers in elementary schools in China should provide phonics activities to stimulate students' phonemic awareness and help with their reading skills.

In this paper, the author will explore and discuss existing theories and history of phonics, behavioral traits of teachers and parents when they teach children phonics, discuss the importance of phonics in early reading education, and recommend pedagogies for English teachers. The relevant theories will help teachers know more about phonics. Meanwhile, the parents know more about phonics, they will use phonics more effectively when they help their children.

Significance of the Study

The study will help enrich the literature on phonics instruction in China. The review which shows some strategies used in a real classroom, will be useful to English as a Foreign Language (EFL) teachers. The study will help teachers enrich their knowledge about phonics and reading. A teacher's knowledge of phonics affects his or her ability to teach phonics. The more teachers understand how to use phonics, the more students will benefit from this method.

Since phonics instruction is relatively new in China, it can also be challenging for parents to support their children's reading fluency. This study could also help support parents who are interested in phonics.

The long-term teaching goals in phonics are to help students become lifelong readers. Furthermore, the study also has implications for future research on phonics teaching in elementary schools in China.

Methodology

The study is based on library research. Books and scholarly journal articles will be selected and used to help discuss phonics for learners and teachers. For example, pertinent literature will be synthesized and reviewed. Themes will be identified and discussed in order to further explore the relationship between phonics and reading.

Chapter II Review of Literature

Most Chinese elementary school students begin their journey of English learning with “the ABC song”. When they start to learn vocabulary, their teachers teach them International Phonetic Alphabet (IPA), which has proven to be a complicated approach for many young Chinese English learners.

Until relatively recently, the UK government recommended synthetic phonics approach for young native speakers. Phonics instruction can help all children learn to read. Countless studies have been conducted on phonics instruction and much of this research has focused on the usefulness of phonics instruction in teaching children reading. This review of literature will try to address the following questions:

- At what age should children learn phonics?
- What is the connection between phonics and reading ability?
- What instructional activities can teachers use to teach phonics effectively?
- What can teachers do to help parents get involved in after-school reading activities?

Many researchers believe that age is a major factor determining success in learning a second language (Chall & Popp, 1996). Children have a period of time when learning a language is relatively easy. Researchers call this period the critical period. The idea of a critical period was first introduced by Penfield and Roberts (1959), who claimed that language acquisition is most efficient before age 9. Later Lenneberg (1967) claimed that during the critical period, the human brain demonstrates heightened plasticity. Language acquisition is far more difficult and far less successful for children over age 12 (Stefka et al., 2000). Krashen (1973), among others,

challenged Lenneberg's characterization by showing that brain lateralization may be completed by the age of 5. In short, young children could acquire the second language more efficiently than older learners.

Phonics instruction is particularly beneficial for children who are learning English as a foreign language. Phonics will help students make faster progress in acquiring literary skills-reading and writing (Blevins, 2006). By the age of six, most children already have about 6,000 words in their listening and speaking vocabulary (Chall, 1967). With proper phonics instruction, students learn to read and write these words at a faster rate than they would without phonics.

Most of L1 learners are learning phonics at the age of 3 in the school (Chall & Popp, 1996). However, children in China have had fewer opportunities to develop their oral language skills and have limited to English literature. Most Chinese students start to learn phonics when they enter the first grade. Nila Banton Smith (1950) claimed that children should develop their phonics skills before they begin the first grade. The reasons support phonics learning before the first grades are as follows (Chall & Popp, 1996):

- Children should cultivate their interest in reading and desire to read before working with so technical an aspect of reading as phonics;
- Children should focus on the meaning in sentences, phrases, and words. They should not pay more attention to word analysis.
- Children will cultivate the ability of good eye-movement by learning phonics. The sound can help children blend new words. , Therefore, they will not focus on vocabulary when they are reading.

Based on these opinions, researchers provide many suggestions about the time children should learn phonics (Smith, 1943).

- When children have developed a desire to read.
- When children have mastered the early mechanics of reading and the habits of reading for meanings.
- When children have read a decent number of materials as a means of laying the foundation for good eye-movement.

An investigation from Sexton and Herron answered these questions (Smith, 1950). Sexton and Herron invited several hundred children and followed their phonics progress from the first grade to the second grade. The conclusion was that the effect of teaching phonics in the second five months was better than the first five months. According to Sexton and Herron's investigation, children should learn phonics after the first grade.

Another significant investigation about when children begin learning phonics was reported by Dolch and Bloomster in 1937. They believed that "children with mental ages below seven years made only aim scores: that is as far as this experiment indicates. A mental age of seven years seems to be the lowest at which a child can be expected to use phonics" (Dolch & Bloomster, 1937, p.6).

The research conducted by Dolch and Bloomster shows that the children can most successfully use phonics when they are seven years old. This period normally falls in the second grade. The teacher can teach phonics before children are seven years old, but the best age for children to master the skill of phonics is when they are seven years old (Smith, 1950).

Lesley Mandel Morrow and Diane H. Tracey report the result of the effect of phonics on children's reading in 1997. They pointed out that the percentage of phonics instruction by

teachers in preschool is higher than grades 1 and 2. The students in preschool use phonics continually. It means the teacher prefers to teach children phonics before they enter elementary school. However, another survey provided by the same author shows that teachers using more phonics instruction as grade levels increased (Morrow & Tracey, 1997). The result is presented in Table 1.

Table 1

Grade Levels	Percentage of teaching phonics
Preschool	45%
Grades 1 and 2	96%

So, in answer to the question of what age suits a child best for phonics learning, the research shows that teach the phonics before children enter elementary school, but give the children more phonics reading instruction and adjusting instruction continuously when children enter into grade levels.

Impact of phonics instruction on reading acquisition

The goals of early reading instruction include Automatic word recognition (fluency); comprehension of texts; and development of a love of literature and a desire to read. To become a skilled reader, children must be able to identify words quickly and accurately. To do so, they need to excel at decoding words. A reader decodes a word by sounding it out, using context clues and structural analysis, or recognizing the word by sight (Blevins, 2006). In order to sound out words, a reader must be able to associate a specific spelling with a specific sound. Phonics instruction is based on this relationship between sounds and their spellings, aiming to help readers to decode and recognize words. When children begin to be able to recognize a large

number of words quickly and accurately, reading fluency improves reading comprehension. Clearly, phonics can help children learn to read and cultivate their interest in reading.

Other research has revealed that alphabetic phonics is a sequential language curriculum designed to assure that all students can achieve literacy (Cox, 1985). This curriculum is a 1980's organization and extension of the Orton-Gillingham-Childs multisensory teaching of the structure of English. Alphabetic Phonics allows most of the auditory, visual, and kinesthetic learners to master written English (Cox, 1985). In English and many other languages, the written language is predominantly a record of the sounds of the spoken language (H. Yopp & R. Yopp, 2009). Because the English language is written out sound by sound, phonics makes use of the letters of the alphabet to teach readers the code for pronouncing and writing its linguistic symbols alphabetically. For example, to write the word *dog*, students listen to the sounds in the word /d/-/o/-/g/, and then use the symbols that stand for the sounds D-O-G. After students mastered the phonics skill, they can read all the CVC (consonant-vowel-consonant) words. Sounds are sometimes represented by letter combinations rather than a single letter, such as *th*, *sh*, *ch*, which requires to learn the different models. Whenever letter combinations change, students still can use phonics to read and write by sound.

A study also illustrated the relationship between phonics ability and reading (Tiffin & McKinnis, 1922). The researchers invited 155 students from the fifth-grade to the eighth-grade to participate in the study. Each student was given an individual phonics reading test. The phonics reading test contained 100 nonsense words. The elementary students who learned phonics scored an 'A' while those who learned Iowa Silent Reading (a non-phonics-based program) scored a 'C'. The investigators explained, "These correlational statistics show phonics ability is significantly related to reading ability among the pupils studied" (Smith, 1943).

In order to support the theory that Tiffin and McKinnis proposed, Currier and Duguid reported an experiment involving two matched groups of students during their first two years in school (Smith, 1943). One group was learning phonics, the other group was given the quick drills with perception cards (a kind of method to learning vocabularies by flash cards). After five years, the experiment showed that phonics helped improve some student's reading ability.

Phonics is an effective method to help students develop their ability in reading vocabulary. The English language is made up of a sequence of small units called phonemes. Phonics can help children manipulate those small units so they can read the new word more quickly. For example, students without phonics skill have to learn five new words before they can read a sentence, such as *A cat sits on a hat*. However, those with phonics skills will be able to read the sentence by segment and the sound of each letter. Meanwhile, they do not need to learn more new words. Phonics instruction teaches beginning readers the alphabetic code and ways of using this knowledge to read words.

Phonics instruction in EFL classrooms

Two powerful predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990). Alphabet recognition means knowing the names of letters and the sounds they represent. Phonemic awareness refers to understanding that a word is made up of sounds and the learner's ability to manipulate sounds in spoken words (Adams, 1990; Beck and Juel 1995; Chall, 1996). These two skills are the foundation of early reading. Children will not be able to read properly without the knowledge of letters, and the understanding that words are made up of sounds. Teachers all across the western country use a wide range of methods and activities to teach the alphabet, believing that children should learn letter names first. Wiley Blevins (2006) recommended the sequence for teaching the alphabet:

1. Teaching children letter names first. Most letter names are closely related to their sounds. Knowing the names of the letters helps children grasp the alphabet principle. Children generally learn the letter names by singing the “Alphabet Song”.

2. Teaching the shapes and sounds of letters. After children learn the letter names, teach their shapes and the sound of the letters;

3. Helping children to see differences and similarities among letters by showing them to observe the features of the letters and learn the shapes of letters through practice.

According to the procedures of learning alphabet, educators need to provide some activities to help children to learn alphabet (Blevins, 2006). For example, they can provide letter-writing practice to help children learn and recall the letter shapes; Use copying and tracing worksheets. Independent writing is the most effective way of teaching children to recognize the shapes of letters; sing the alphabet song; read a lot of alphabet books; and use games and activities as warm-ups for the day’s formal reading instruction.

Another important skill is phonemic awareness. Phonics instruction teaches beginning readers the alphabetic code and how to use this knowledge to read words (Ehri, Nunes, Stahl & Willows, 2001). Although they are often confused the difference between phonics and phonemic awareness, phonics instruction is different from phonemic awareness instruction. The goal of phonemic awareness (PA) instruction is to teach children to manipulate phonemes in spoken words (Ehri et al., 2001). PA deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols (Blevins, 2006).

There are five basic types of PA abilities (Adams, 1990) that can be developed through designed tasks and activities such as rhyme and alliteration; phoneme categorization; oral blending; oral segmentation; and phoneme manipulation.

Rhyming, alliteration and oddity task activities are relatively easy for students.

Teachers could give students the following sentences and ask students to read:

- I saw a cat, sitting on a hat;(Rhyming)
- Six soldiers sell snacks;(Alliteration)

Teachers could design different activities that depend on the five basic types. Phonemic awareness activities help children to individually hear single sounds, or phonemes, within words. It is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they do not understand what letters and spellings are supposed to represent (Juel et al., 1986). Thus, children need solid phonemic awareness training for phonics instruction to be effective. Once children gain a basic level of phonemic awareness, and formal reading instruction begins, this instruction develop children's awareness of language (Blevins, 2006, p.42). "Thus, phonemic awareness is both a prerequisite for and a consequence of learning to read" (Yopp, 1992).

Focusing on teacher behaviors, context, and content, the researchers reviewed data from all eight sites. Each researcher generated a list of examples of instructional events that included phonics teaching and learning for English teachers in foreign language environment (Dahl, Scharer, Lawson & Grogan, 1999). Table 2 shows the teachers' teaching and learning events about specific phonics concepts, skills, and strategies. The research list many examples that teachers can use. EFL teachers can also adapt and use these activities in the EFL class.

Table 2	
Coding for teaching and learning events with phonics	
Phonics events and examples	Descriptions
Language exploration	<p>1. The teacher selected high-quality children’s literature to read aloud to the class to learn the language and discuss specific qualities of the author’s words. Language features discussed would include letter-sound relationships such as initial consonants found in alphabet books and rhyming words in poetic texts.</p> <p>2. Children created word collections and discussed patterns they observed as they grouped words with the same letter-sound features.</p>
Reading instruction--small group large group	<p>1. In small group guided reading lessons, instruction emphasized oral fluency and strategies for decoding unknown words in teacher-selected texts. After initial independent reading, teachers listened to individuals reading and provided skill and strategy instruction supporting each student’s efforts to decode unknown words.</p> <p>2. In shared reading lessons, the teacher read aloud from an enlarged text. Teachers often pointed to individual words while leading the group in choral reading of the text followed by phonics lessons emphasizing some skill (beginning and ending sounds, vowel patterns, word families, and/or voice-to-print matching).</p>
Reading instruction---individual	<p>Teachers listened to student read a text, providing instruction when needed to support decoding of unknown words. Teachers questioned the learner after reading about specific difficulties with the text and emphasized the needed phonics skills and strategies for reading unknown texts.</p>

<p>Shared writing</p>	<p>The teacher and students collaboratively generated sentences, and the teacher served as scribe to write the text on large sheets of paper. Individual sentences were then read chorally and changes made as decided by the group. Phonics instruction occurred as the teacher and students discussed how individual words should be written.</p>
<p>Writing demonstration</p>	<p>The teacher's demonstration was an enactment of what writers do when they write. It is a staged event, jointly managed by the teacher and her children that included explicit actions and decisions to guide students' development, as well as implicit communication of the writing process (Grogan, 1998).</p>
<p>Interactive writing</p>	<p>Interactive writing involved the students and teacher in jointly creating text to be written on large chart paper. Student participation increased as the teacher shared the pen with students by inviting them to write some of the letters and words during composition. The final text is a combination of words written by the teacher and individual students. Phonics instructions address students' efforts to encode unfamiliar words.</p>
<p>Individual writing instruction</p>	<p>while other students are writing independently, teachers would hold meetings with individual children. Students read their writing to the teacher. Instruction would focus on questions that students posed, and the teacher provides focused instruction on writing skills including the letter-sound patterns in words written by the student.</p>
<p>Word analysis & pattern instruction</p>	<p>Inductive lessons focused on selected word features such as initial or final sounds, vowel patterns, or rhyming words. 1. During "I Spy" game,</p>

students looked for specific words in previously generated texts (Our Daily News) or other enlarged texts. 2. During other word analysis lessons, students wrote on chalk slates and discussed patterns in dictated words. 3. They sorted word cards to determine letter-sound patterns.

(Dahl et al., 1999, p.11)

Parent involvement in reading development

Parents could provide an English learning environment if possible. Since students spend more time at home, teachers should encourage families to get more involved in phonics learning activities. For example, they can share books, stories, songs, and games with parents who can help students play the phonics games at home.

Researchers have given many suggestions about how to encourage parents to be involved (H.Yopp & R.Yopp, 2009):

- Invite family members to visit and observe phonemic awareness activities at school. It will help family members use similar activities at home;
- Teachers can demonstrate games or books at family meetings;
- Send home suggestions to parents.

Many researchers have indicated that phonemic awareness is very important to children's reading. Phonics provides an efficient set of skills to help students learn reading and writing. Teachers should use different activities to motivate the interest of students in phonics reading. Meanwhile, teachers need to study more about phonics. Similarly, parents should give more attention to their children's phonemic awareness and spare more time to stay with their kids in their learning process.

Summary

Teaching students to read is a complex task. Children enter school with substantial competence speaking their native language, but typically they have little knowledge of reading and writing. The purpose of literacy instruction in schools is to help children overcome many challenges of written language. These include acquiring knowledge of the alphabetic system, learning to decode new words, building a vocabulary of words that can be read from memory by sight, and becoming facile at constructing, integrating, and remembering meanings represented in texts. In order for children to be able to link their knowledge of spoken language to their knowledge of written language, they must master the alphabetic code, that is, the system of grapheme-phoneme correspondences that links the spellings of words to their pronunciations (Ehri et al., 2001). Phonics instruction teaches beginning readers the alphabetic code and ways of using this knowledge to read words.

This literature review has identified common questions about phonics learning, explained the importance between phonics and reading skills, and discussed some pedagogical suggestions in phonics learning and teaching, recommended instructional activities in phonics teaching in elementary schools in China. The review has also shown specific resources teachers can share with parents to enhance students' language learning experience.

Chapter III Conclusions and Recommendations

This research paper has demonstrated that phonics is very important to EFL students' reading practice. Ample evidence has shown the effect of phonics on level reading in China. The research has identified many effective approaches in phonics teaching for teachers and parents.

However, phonics is not the only way to teach reading. "No single method will insure good teaching. Effective phonics teaching involves adapting methods to align with curriculum requirements, course objectives, content, student status, and students' basic knowledge of English. Unlike Chinese, the English language is an alphabetic language that has so many irregularities and exceptions that an adequate phonic system is quite complicated and difficult to learn. For example, approximately 16% of irregular English words (aka sight words) appear with the greatest frequency in text, which inevitably poses challenges in phonics teaching in China. Therefore, phonics is not the only way to learn reading. Teachers cannot teach students reading only through by phonics.

In another aspect, teachers in China have many limitations when they teach English reading classes, such as text book limitation, teacher preparation, the lack of English environment, and government curriculum policies. In addition, parents in China know little about phonics and cannot help their children to learn phonics at home.

References

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: Massachusetts Institute of Technology.
- Barbe, W. (1958). Measuring reading comprehension. *The Clearing House*, 32(6), 343-345.
Retrieved from <http://www.jstor.org/stable/30181773>
- Bintz, W. (2011). Teaching vocabulary across the curriculum. *Middle School Journal*, 42(4), 44-53. Retrieved from <http://www.jstor.org/stable/23047715>
- Blevins, W. (2006). *Phonics from A to Z*. NY: Scholastic Inc.
- Chambers, J., & Smith, H. (1962). Phonics—The only way of teaching reading? *Elementary English*, 39(3), 253-255. Retrieved from <http://www.jstor.org/stable/41385270>
- Chall, J.S. (1996). *Stages of reading development*. Orlando, FL: Harcourt.
- Chall, J.S. and H. Popp. (1996). *Teaching and assessing phonics: Why, what, why, how*. Cambridge, MA: Educators Publishing Service.
- Chung, K. (2003). Effects of pinyin and first language words in learning of Chinese characters as a second language. *Journal of Behavioral Education*, 12(3), 207-223. Retrieved from <http://www.jstor.org/stable/41824307>
- Davidson, M., & Jenkins, J. (1994). Effects of phonemic processes on word reading and spelling. *The Journal of Educational Research*, 87(3), 148-157. Retrieved from <http://www.jstor.org/stable/27541912>
- Downing, J. (1969). Initial teaching alphabet: Results after six years. *The Elementary School Journal*, 69(5), 242-249. Retrieved from <http://www.jstor.org/stable/1000921>

- Ehri, L., Nunes, S., Stahl, S., & Willows, D. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research*, 71(3), 393-447. Retrieved from <http://www.jstor.org/stable/3516004>
- Fitzpatrick, D. (2008). Constructing complexity: Using reading levels to differentiate reading comprehension activities. *The English Journal*, 98(2), 57-63. Retrieved from <http://www.jstor.org/stable/40503384>
- Kesler, T. (2010). Shared reading to build vocabulary and comprehension. *The Reading Teacher*, 64(4), 272-277. Retrieved from <http://www.jstor.org/stable/40962077>
- Leung, C., Silverman, R., Nandakumar, R., Qian, X., & Hines, S. (2011). A comparison of difficulty levels of vocabulary in first grade basal readers for preschool dual language learners and monolingual English learners. *American Educational Research Journal*, 48(2), 421-461. Retrieved from <http://www.jstor.org/stable/27975295>
- Morrow, L., & Tracey, D. (1997). Strategies used for phonics instruction in early childhood classrooms. *The Reading Teacher*, 50(8), 644-651. Retrieved from <http://www.jstor.org/stable/20201842>
- Marinova-Todd, S., Marshall, D., & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9-34. doi:10.2307/3588095
- McDowell, H., & Lorch, M. (2008). Phonemic awareness in Chinese L1 readers of English: Not simply an effect of orthography. *TESOL Quarterly*, 42(3), 495-513. Retrieved from <http://www.jstor.org/stable/40264480>

- Manyak, P., & Bauer, E. (2009). English learners: English vocabulary instruction for English learners. *The Reading Teacher*, 63(2), 174-176. Retrieved from <http://www.jstor.org/stable/40347670>
- Otto, W., & Chester, R. (1972). Sight words for beginning readers. *The Journal of Educational Research*, 65(10), 435-443. Retrieved from <http://www.jstor.org/stable/27536333>
- Smith, N. (1943). Shall we teach phonics? *The Elementary English Review*, 20(2), 60-67. Retrieved from <http://www.jstor.org/stable/41382669>
- Smith, N. (1950). When shall we teach phonics? *I.C.I.R.I. Bulletin*, 2(4), 13-15. Retrieved from <http://www.jstor.org/stable/20189476>
- Smith, N. (1957). What research says about phonics instruction. *The Journal of Educational Research*, 51(1), 1-9. Retrieved from <http://www.jstor.org/stable/27530006>
- Wen, H. C. (2013). Chomsky's language development theories: Rescuing parents out of dilemma. *International Journal of Learning & Development*. doi:10.5296/ijld.v3i3.3922
- Wessels, S. (2011). Promotion vocabulary learning for English learners. *The Reading Teacher*, 65(1), 46-50. Retrieved from <http://www.jstor.org/stable/41331572>
- Yopp, H., & Yopp, R. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-143. Retrieved from <http://www.jstor.org/stable/20204888>
- Yopp, H., & Yopp, R. (2009). Phonological awareness is child's play! *YC Young Children*, 64(1), 12-21. Retrieved from <http://www.jstor.org/stable/42731019>