

# Research on the Integration of Phonics in English Education for Primary Schools in China

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**Abstract:** This study focuses on the integration of phonics in English education in Chinese primary schools. Against the backdrop of globalization, English education holds a pivotal position in the Chinese primary education system. Phonics, as an English reading teaching strategy, has achieved notable success in Western countries, especially in native English-speaking nations. Given the significant linguistic differences between Chinese and English, this study explores the applicability and integration strategies of phonics in the context of Chinese primary English education through systematic theoretical analysis and literature review. The study points out that despite challenges, phonics can effectively enhance the comprehensive English capabilities of Chinese primary students with appropriate adjustment of teaching strategies. Additionally, the study discusses how to combine phonics with traditional Chinese English teaching methods to better adapt to students' learning habits and cultural backgrounds.

**Keywords:** Phonics, English Education, Pedagogical Optimization.

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## I. INTRODUCTION

The prominence of English as an international lingua franca in the current context of globalization is evident due to its widespread use in various sectors such as science, business, communication technology, and academia (Saud, 2020). English education in Chinese primary schools, as a vital part of basic education, plays a crucial role in cultivating students' language application abilities and cross-cultural communication skills. This study aims to explore the integration methods of phonics in Chinese primary English teaching, in hopes of providing an effective approach to enhance students' English reading and writing abilities.

Phonics, as a systematic English reading teaching strategy, has already shown significant effectiveness in teaching practices in Western countries, especially where English is the mother tongue. Through phonics, students learn the correspondence between letters and sounds, enabling them to "read words upon sight and write words upon hearing." However, given the differences between the Chinese and English language systems -Chinese being ideographic and English phonetic - the application and effectiveness of phonics in Chinese primary English education require in-depth research and discussion.

In response to the relative lack of empirical research on phonics in Chinese primary English education, this study aims to explore suitable integration methods of phonics in this context through systematic theoretical research and practical analysis. This not only helps optimize teaching methods and create an effective language learning environment but also promotes the improvement of primary students' abilities in listening, speaking, reading, and writing, especially in terms of information processing and language output quality.

### A. Research Background and Significance

Under the push of globalization, English education has become a core content of education systems worldwide. For China, English education at the primary level is particularly important as it lays the foundation for students' English learning and significantly impacts their future academic and career development. Phonics, an effective method for improving the reading and writing skills of English-native children, is widely used in several English-speaking countries. However, due to the linguistic structural differences between Chinese and English, this method has not yet formed a comprehensive teaching system and extensive application in Chinese primary English education. In light of this, exploring the integration methods of phonics in Chinese primary English classrooms is not only significant for enhancing students' basic language skills but also crucial for deepening educational reform and improving the quality of English teaching.

### B. Research Objectives and Questions

This study aims to analyze in depth the theoretical foundations and teaching practices of phonics and explore its current application status in Chinese primary English teaching, as well as how to integrate phonics effectively according to the characteristics of Chinese primary students, with the goal of enhancing students' autonomous reading abilities and overall English literacy.

The research will revolve around the following questions:

- 1) What is the actual application of phonics in Chinese primary English education?
- 2) How can phonics teaching strategies be adjusted and optimized according to the specific conditions of Chinese students?
- 3) What role does phonics play in improving the comprehensive English skills of Chinese primary students?
- 4) How can an effective phonics teaching model be constructed to meet the needs of Chinese primary English education?

Through exploring these questions, this study aims to provide scientific and practical teaching guidance and strategies for Chinese primary English teaching.

### C. Research Methods and Thesis Structure

This study intends to use qualitative research methods to deeply explore the application of phonics in Chinese primary English education. The research will analyze the theoretical foundations of phonics and its application in English-speaking countries and China through a comprehensive literature review, referencing academic papers, educational reports, and case studies. Additionally, the study will utilize online classroom teaching materials to observe the practice of English teaching in Chinese primary schools and assess the integration and effectiveness of phonics. Furthermore, through literature surveys, the study will delve into the perspectives of English teachers, curriculum developers, and language education experts, collecting insights about the challenges and opportunities in the implementation process of phonics, aiming to provide guidance for future educational practice.

This thesis will detail the application of phonics in English education in Chinese primary schools. Initially, the introduction will outline the study's background, objectives, and significance, providing readers with a starting point and framework for the research. The literature review will deeply analyze the theoretical foundations and developmental history of phonics and examine the current state and achievements in this field both domestically and internationally, establishing a solid theoretical foundation. The research materials section will showcase rich data and information collected from online classroom teaching materials and public literature by language education experts. Furthermore, the article will discuss in detail the theoretical framework and specific integration methods of phonics in primary English classrooms, interpreting the study results and exploring their profound significance for the practice of English education in Chinese primary schools. Overall, this study aims to combine theory with practice, seeking to provide practical guidance and recommendations for enhancing the quality of English education in Chinese primary schools.

## II. LITERATURE REVIEW

Primary school English education has always been a focus due to its profound impact on students' language development and cultural literacy. To better cultivate students' English reading abilities, the education sector has actively explored new teaching methods. Among them, phonics in primary English education has gradually come to the fore. The core concept of phonics is linking pronunciation with spelling, teaching students the phonetic rules in English, which can help them

correctly pronounce and spell words. This method emphasizes the close connection between phonetics and text, helping students grasp English pronunciation and reading skills more quickly. In primary English education, integrating phonics provides more systematic and scientific reading guidance. It not only aids students in accurately pronouncing and spelling words but also fosters their understanding of the English language structure. Introducing phonics in primary education enables students to explore the English reading world with more confidence and establish a solid foundation in the English language.

### A. Theoretical Foundations and Development of Phonics

Phonics originated from English phonics learning methods in the early 20<sup>th</sup> century, with its core concept being the teaching of pronunciation rules for letters and letter combinations, helping learners establish a direct connection between letters and sounds. This method emphasizes utilizing the learner's visual and auditory perception abilities, gradually recognizing word constructions, thereby improving reading and spelling skills. During the development of phonics, findings from psycholinguistics and cognitive science have been widely applied in teaching practices, providing a scientific basis for effective phonics and spelling instruction.

By the mid-20<sup>th</sup> century, with the rise of structural linguistics and generative grammar, phonics began to integrate language's deep structure, focusing on its inherent rules. Entering the 21<sup>st</sup> century, the development of multimedia technology and the renewal of educational concepts further advanced the innovation and application of phonics. Interactive teaching software and online resources became powerful aids in phonics teaching, helping students understand and master phonetic rules more deeply through multisensory interactions.

In the field of international education, phonics has undergone a process from being questioned to widely accepted. Currently, many native English-speaking countries like the United Kingdom and the United States have incorporated phonics into national educational curriculum standards, using it as an important tool to enhance children's language literacy. Academic research on phonics continues to deepen, with numerous empirical studies demonstrating its significant effects on improving students' phonics abilities, reading comprehension, and vocabulary learning. However, in non-native English-speaking countries, particularly in the context of the Chinese language, application research still requires further exploration and expansion to adapt to different linguistic environments and cultural teaching needs.

### B. Current Status and Achievements of Related Research Domestically and Internationally

Phonics occupies a central position in the field of international English teaching research and practice. In native English-speaking countries, it has been proven to significantly improve children's letter knowledge, phonics skills, and vocabulary recognition. As indicated by the report of the National Reading Panel (United States, 2000), systematic phonics instruction has a significant positive impact on the reading abilities of young children and lower-grade students (National Reading Panel, 2000). Additionally, in the United Kingdom, phonics as part of the educational system, through government promotion and extensive empirical research, has also been supported in enhancing students' reading and writing levels (Johnston & Watson, 2005).

Compared to this, China started relatively late in the research and application of phonics. With the advancement of English education reform, domestic research on phonics has gradually increased, particularly focusing on areas such as phonics teaching, vocabulary instruction, and reading comprehension. Yang Qiuzhi's study, through a 10-week teaching experiment, revealed the effectiveness of phonics in improving primary students' phonemic awareness skills (Yang, 2011). Hao Chenxia analyzed the significant role of phonics in enhancing primary students' English learning from a practical teaching perspective (Hao, 2016).

In the field of vocabulary teaching, Yu Qinghua explored the application of phonics in primary English textbooks, finding that it positively affects students' vocabulary phonics and spelling abilities and potentially increases interest in vocabulary learning (Yu, 2018). Huang Yawei studied the application of phonics in reading instruction using multimedia teaching materials like picture books and animations, with results supporting the effectiveness of phonics in enhancing students' reading comprehension abilities (Huang, 2018).

While phonics has been applied in many countries, there remain significant research gaps globally, especially in China. Urgently needed research includes long-term tracking of the effectiveness of phonics teaching among students of different ages, differentiated application of phonics teaching in various regions and types of schools, and in-depth exploration of

integrating phonics with traditional Chinese English teaching methods (Torgerson et al., 2019). Future studies should also consider the characteristics of Chinese students, exploring phonics textbook compilation, teacher training, and classroom implementation strategies, aiming to enhance teaching effectiveness and better serve the improvement of students' English abilities (McArthur et al., 2018; Ren & Ma, 2017; Ren & Ma, 2018).

### C. Problems to be Solved and Research Gaps

Although research on phonics has achieved certain results, it still faces many challenges and research gaps. Firstly, in terms of theoretical research, the cognitive psychological basis of phonics requires further exploration, especially the cognitive adaptability issues in non-native English-speaking environments. Additionally, there is a lack of in-depth research on the adaptability and effectiveness of phonics among learners with different characteristics (such as age and learning background).

In terms of empirical research, there is a shortage of long-term longitudinal studies to assess the lasting impact of phonics on students' English abilities. Moreover, current studies are often concentrated in single teaching environments, lacking systematic comparisons and analyses of the effectiveness of phonics in different regions, school types, and under various teaching conditions.

In terms of teaching practice, more in-depth work is required in areas such as the specific implementation strategies of phonics in the classroom, teacher training, and textbook development. China's vast territory and uneven distribution of educational resources pose practical challenges in effectively implementing phonics teaching under limited conditions and ensuring teaching quality. Additionally, how to combine phonics with traditional Chinese English teaching methods to innovate teaching models that better suit Chinese students' learning habits and cultural background also represents a gap in current research.

In terms of innovation in teaching materials and methods, existing research pays little attention to the application of phonics in digital media and online educational resources. With the rapid development of information technology, utilizing these emerging tools to support phonics teaching, which can enhance students' learning interest and effectiveness, is also a key area for future research.

In conclusion, extensive and in-depth research spaces exist in the theoretical research, empirical studies, and teaching practices of phonics, especially in non-native English-speaking countries like China. Future research requires interdisciplinary collaboration, integrating knowledge from linguistics, cognitive psychology, educational technology, and other fields, to form a more comprehensive and in-depth understanding, promoting the effective application of phonics in Chinese primary English education.

## III. THEORETICAL FRAMEWORK OF PHONICS IN PRIMARY ENGLISH CLASSROOMS

Before discussing the theoretical framework of phonics, it is important to emphasize that this method is key in building the foundation of students' English language cognition. The teaching model of phonics, with its focus on the relationship between phonetics and letters, provides students with a method of perceiving English letters and phonemes through both visual and auditory senses. This approach not only promotes comprehensive development of language abilities, but also supported by psycholinguistics and educational psychology, is considered to promote strong phonemic recognition and language decoding abilities during critical stages of cognitive development. The implementation of this teaching concept helps students build a deep understanding of language, laying a solid foundation for future language learning and application. Through this model, teachers can guide students to discover and apply the rules of English reading, thereby enhancing their independent learning and problem-solving abilities, which are crucial for language education at the primary level.

### A. Basic Principles and Teaching Methods of Phonics

Phonics, as a phonetic teaching strategy, is fundamentally based on sound, instructing students how to link letters or letter combinations with their corresponding sounds. This method emphasizes the regularity and systematic nature of pronunciation, enabling students to identify words and master spelling rules through the association between heard sounds and seen text. Phonics not only focuses on individual letter sounds but also places importance on the sounds of letter combinations and whole words, cultivating students' coherent reading abilities from words to sentences and even paragraphs.

In terms of teaching methods, phonics advocates for heuristic and interactive teaching. Teachers guide students to observe the construction of words, encouraging them to discover pronunciation rules through comparison and induction, thus achieving the goal of "learning to learn." The teaching process typically unfolds in several stages, starting with the teaching of letters and phonemes, allowing students to familiarize themselves with the English alphabet and basic phonemes; followed by syllable teaching, where students learn to combine phonemes into syllables; then word teaching, instructing students how to combine syllables into words; and finally, reading comprehension of sentences and paragraphs, enabling students to apply phonics skills in broader contexts.

In terms of implementation, phonics emphasizes the importance of practice and consolidation, recommending the use of graded readers, picture books, children's literature, and other diverse reading materials. This effectively promotes students' application and consolidation of phonics skills in real contexts, thereby enhancing memory and improving reading fluency. Additionally, the design of teaching activities should include various interactive elements, such as games, songs, and stories, to enhance student interest and participation, further motivating their learning drive. Overall, effective practice of phonics requires teachers not only to flexibly use various teaching resources and strategies but also to adjust content and methods according to individual student characteristics and needs, ensuring maximization of teaching effectiveness.

### **B. Linguistic Differences Between Chinese and English and Their Impact on Phonics**

The significant structural differences between the Chinese and English languages present specific challenges to the teaching and learning of phonics. Chinese, as an ideographic script, uses characters as writing units, each representing a syllable and conveying a specific meaning. In contrast, English is an alphabetic language, with letters as the basic writing units, which do not directly express meaning but represent syllables and form words through their combinations. This difference requires Chinese speakers to adapt to a new cognitive pattern when learning English, especially in understanding the relationship between letters and sounds (Aro & Wimmer, 2003).

Chinese speakers face dual challenges in cognitive and phonetic aspects when learning English. Cognitively, they need to adapt to the relationship between letters and sounds in English, differing from the fixed pronunciation process of Chinese characters. For example, the same letter combination in English can have different pronunciation rules in different words, presenting both a comprehension challenge and a memorization difficulty for Chinese learners. Phonetically, due to differences in the phonemic systems of Chinese and English, many English phonemes do not have direct equivalents in Chinese, requiring Chinese speakers to not only learn new phonemes but also produce these sounds correctly when learning English phonics (Landerl, 2000).

The application of phonics in the Chinese context needs to consider the impact of these linguistic differences on learners' cognition and phonetic acquisition. This requires more flexible and diverse teaching methods, combining the language habits and learning characteristics of Chinese speakers, and designing targeted teaching activities and practices. When teaching phonics, teachers should not only teach word phonics but also pay attention to the use of words in sentences and the impact of word morphological changes on phonics. Additionally, teaching should focus on cultivating students' phonemic awareness and phonemic analysis abilities, enabling them to independently identify and spell English words, thereby improving the overall efficiency of English learning (Johnston et al., 2011).

### **C. Analysis of the Compatibility Between Phonics and Primary English Curriculum Objectives**

In the realm of primary English education, the core objectives focus on fostering students' abilities in listening, speaking, reading, and writing. Phonics, as an innovative English teaching strategy, exhibits significant synergy with the objectives of the primary English curriculum (Davydenko, 2022). First, phonics emphasizes the cultivation of basic phonetic skills, aligning with the focus on phonetic foundations in primary English teaching. By training students to learn and master the pronunciation rules of English letters and phonemes, phonics not only lays the cornerstone for mastering English listening, speaking, reading, and writing, but also, during this phonetically sensitive period in primary school, significantly enhances students' phonemic recognition and pronunciation accuracy, laying a solid foundation for their future language learning.

Phonics, through phoneme-grapheme matching, enhances students' vocabulary memory, aligning with the requirements in the primary English curriculum for vocabulary accumulation. Phonics not only teaches the spelling rules of words but also helps students build internal connections between words, facilitating deep learning that aids in long-term memory and effective use of vocabulary.

Additionally, phonics effectively promotes the development of students' reading abilities, aligning with the goals of reading comprehension and cultural literacy cultivation in primary English education. Through the application of phonics, students can independently decode unfamiliar words, not only enhancing their reading speed and efficiency but also strengthening their understanding of text content and the cultivation of thinking skills.

The practical activities of phonics are diverse, including games, songs, stories, etc., effectively raising students' interest in English learning. This enjoyable learning approach helps create a relaxing and pleasant learning atmosphere, thereby enhancing students' motivation to learn and better achieving the comprehensive language ability cultivation goals of the primary English curriculum.

There is a high degree of compatibility between phonics and the objectives of the primary English curriculum. In actual teaching, teachers should integrate phonics into the curriculum according to the cognitive characteristics and learning needs of primary students, making it an effective tool for improving the effectiveness of English language teaching. Teachers should also continually monitor students' learning progress and flexibly adjust teaching strategies to maximize the educational value of phonics in the primary English curriculum.

#### **IV. INTEGRATION METHODS OF PHONICS IN PRIMARY ENGLISH CLASSROOMS**

Before delving into the specific application of phonics in teaching activities, it is crucial to provide a comprehensive framework for teachers and educators, ensuring they can effectively integrate phonics into daily teaching practices. This preparation involves not only the careful selection of teaching content and the integration of appropriate teaching resources but also the adjustment of the teaching environment to create a supportive and conducive learning atmosphere for students. Additionally, teachers need a deep understanding of the principles and techniques of phonics teaching, enhancing their teaching skills through regular professional development activities. Only by doing so can teachers design teaching activities that cater to students' individual differences and learning needs, transforming phonics from just a part of the curriculum into a natural and essential component of the learning process. Such preparation is essential for achieving classroom teaching objectives and the basis for evaluating the effectiveness of phonics teaching.

##### **A. Basic Principles and Teaching Methods of Phonics**

In the field of primary English phonics teaching, phonics is considered a key teaching strategy for enhancing students' phonetic cognition and pronunciation accuracy. Through a systematic teaching process, students learn the rules of correspondence between letters and their sounds, thereby enhancing their understanding of the syllabic structure of English words and significantly improving their phonetic fluency and accuracy (Ehri, 2020). In implementing phonics teaching activities, teachers need to adopt a series of strategies.

Phonemic awareness training is essential in primary English teaching, where phonics is a significant component. This training aims to use various teaching strategies, such as games and activities, to enhance students' recognition of English phonemes. For instance, teachers can design phonics games where students spell words based on heard phonemes or pronounce the corresponding sounds upon seeing specific letters or letter combinations. This interactive game not only makes learning enjoyable but also effectively improves their ability to distinguish different phonemes. Sound chain activities are another effective method to enhance phonemic awareness. In this activity, a student says a word, and the next student must start a new word with the ending phoneme of the previous word. This method requires students to accurately identify and continue the phoneme of the previous word, exercising their auditory discrimination and quick response abilities. Through these activities, teachers can help students recognize individual English phonemes and their variations in different words. Such training is crucial for understanding the relationship between phonemes and letters in phonics, a key step in establishing a solid foundation for good English pronunciation.

Letter-phoneme correspondence teaching is a core component of phonics instruction, focusing on building students' phonetic foundations. This process emphasizes the combined use of visual and auditory materials to ensure students fully understand and master the pronunciation rules of each letter and letter combination (Ehri et al., 2001). Teachers can use letter cards to enhance visual memory, displaying the shape of each letter clearly, supplemented by images or word

examples, to help students establish the connection between the letter form and its sound (Ehri et al., 2001). Additionally, using audio resources, such as pronunciation recordings, can strengthen students' auditory recognition, allowing them to observe the corresponding letter or letter combination while hearing the accurate pronunciation, forming strong audio-visual associations (Sayeski, 2016). Furthermore, teachers can guide students in imitation practice, where they try to mimic the pronunciation of the phoneme after hearing the standard sound. This type of practice is crucial for correcting students' pronunciation. In this process, teachers not only teach the pronunciation of individual letters but also focus on letter combinations, such as "sh", "ch", "th" etc., which have specific pronunciations in English and often lack direct equivalents in Chinese, thereby requiring more guidance and practice opportunities from teachers (Goswami, 1999). Through this multisensory teaching approach, students can more accurately pronounce various English phonemes, a vital step for subsequent word phonics and overall phonetic proficiency. This method not only enhances learning efficiency but also adds fun to the classroom, fostering students' interest and motivation to learn (Ehri et al., 2001).

Syllable blending exercises are a key component of phonics teaching, aimed at enabling students to organically combine learned phonemes into syllables, and then further into complete words. This process not only reinforces the memory of the phonemes but also deepens their understanding of the internal structure of English words. When implementing syllable blending exercises, teachers should first ensure that students are familiar with the pronunciation of individual phonemes. Then, through demonstration and guidance, teachers help students understand how to combine different phonemes to form syllables. During this process, teachers should explain the rules of syllable formation, including the differences between open and closed syllables, and how to read syllables correctly. Once students have mastered the method of syllable reading, teachers guide them to further combine syllables into words, utilizing teaching aids such as phonics cards, pictures, or real objects to enhance the learning experience. Through repeated reading practice, students gradually improve their understanding of word structure, enabling accurate recognition and use of words in reading and writing. Additionally, syllable blending exercises are crucial for developing students' spelling abilities and phonemic recognition skills. Teachers should design a range of exercises from simple to complex, allowing students to master the rules of syllable combination through practice. This instructional arrangement helps students build a deep understanding of the structure of English words, laying a solid foundation for their future language learning.

In primary English language teaching, cultivating accuracy in pronunciation is a crucial aspect. Through purposeful reading exercises and role-playing activities, students can improve the accuracy of their pronunciation by imitation, while teachers' immediate feedback can correct their pronunciation errors, a key process for enhancing the naturalness and standardization of students' speech. Additionally, integrating teaching content with English nursery rhymes and rhyming poems not only makes the class more engaging but also effectively strengthens students' phonemic awareness and sense of rhythm, subtly enhancing their phonetic skills. Further, teachers can design oral communication activities simulating real-life scenarios, such as shopping simulations or restaurant ordering in the classroom, encouraging students to use their phonetic knowledge in actual spoken expression. This practice not only deepens students' understanding of phonetic knowledge but also significantly improves their ability to use English for real-life communication, laying a solid foundation for their future language application.

The application of phonics in phonetic teaching helps form a solid foundation in English pronunciation for students, laying a strong groundwork for their future English learning. Teachers also need to adjust teaching content and methods based on students' specific learning situations and progress to achieve the best teaching results.

### **B. Application of Phonics in Vocabulary Teaching**

In the vocabulary teaching segment of primary English education, the use of phonics greatly enriches teaching methods, providing students with a systematic approach to vocabulary learning. This method emphasizes students' independent decoding ability for new vocabulary, enabling them to understand the composition and pronunciation rules of words through the analysis of internal phonemes or syllables. This strategy not only facilitates students' mastery of word pronunciation and spelling but also aids in their vocabulary expansion and application in actual language contexts. For example, teachers can break down a new word into basic phonemic or syllabic units and then guide students to recombine them using their phonics knowledge, deepening their understanding of word structure. In teaching word roots and affixes, teachers can illustrate how word meanings change with the addition of affixes, enabling students to grasp word formation rules and enhance their recognition and understanding of derivatives and compound words.

Furthermore, teachers can create a vocabulary network, linking newly learned words with those already familiar to students, using semantic associations to strengthen memory. Also, using new vocabulary in real or simulated contexts, such as through situational dialogues or storytelling, allows students to practice and apply new words in actual language settings. Vocabulary teaching can also incorporate interactive games, such as matching exercises with vocabulary cards or spelling competitions, which not only make learning more enjoyable but also enhance learning efficiency. In reading instruction, encouraging students to actively identify new words in texts and attempt to infer meanings from the context not only promotes vocabulary learning but also enhances reading comprehension skills, achieving a mutually reinforcing effect between vocabulary learning and reading skills. Through these comprehensive teaching strategies, the application of phonics in primary English vocabulary teaching effectively enhances students' language knowledge and language application abilities.

The application of phonics in vocabulary teaching helps students develop the ability to independently explore and learn new vocabulary, enhancing their deep understanding of English word structures and usages. Teachers should focus on flexible strategy use and individualized guidance in the teaching process to meet different students' learning needs, fostering comprehensive development of their vocabulary skills.

### **C. Application of Phonics in Reading Instruction**

In primary English reading instruction, phonics plays a crucial role, particularly in enhancing students' independent decoding and text comprehension abilities. The application of phonics enables students to effectively identify new words during reading and understand their pronunciation and meaning through the analysis of their syllabic structure. This skill development directly improves students' reading fluency and comprehension. To reinforce students' phonics abilities, teachers can use graded reading materials, designed according to students' reading levels, allowing them to practice phonics skills without feeling overly challenged, thus effectively enhancing their reading proficiency. Additionally, through pre-reading vocabulary instruction, teachers can guide students to preview keywords in the text before reading, helping them master the pronunciation and meaning of these words and laying the foundation for deeper comprehension of the article content.

Reading instruction also includes phonics exercises within the articles, where teachers guide students to actively identify and phonetically decode new words in the text, providing phonics cues when necessary to facilitate deeper word understanding. Phoneme-grapheme matching activities, which combine text with corresponding images or objects, help students understand word pronunciation while reinforcing memory of word meanings. This multisensory learning approach is beneficial for enhancing memory retention. Post-reading discussions and related activities provide students with opportunities to use the vocabulary they have learned to express their understanding and opinions of the text, further enhancing their language application skills. Additionally, assigning homework and encouraging extended reading at home allows students to continue practicing phonics outside the classroom, not only expanding their vocabulary and reading volume but also consolidating knowledge acquired in class, laying a solid foundation for their future language learning.

The application of phonics in reading instruction not only improves students' phonics skills and vocabulary but also stimulates their reading interest, fostering them to become autonomous, lifelong learners. Teachers should pay attention to individual differences among students, providing personalized reading materials and support to ensure every student achieves success and progress in reading learning.

### **D. Application of Phonics in Writing Instruction**

In primary English writing instruction, the application of phonics is crucial for enhancing students' spelling skills and writing techniques. This method can promote students' autonomous spelling during writing, and reduce spelling errors, through teaching phoneme-grapheme relationships. Consequently, students improve their writing accuracy while also boosting their confidence. To achieve this goal, teachers can employ spelling check activities, enabling students to identify and correct spelling errors independently using their phonics skills before and after writing, enhancing their self-correction abilities. Through this method, students gradually develop the capability to self-correct in the absence of external assistance, significantly contributing to their long-term writing development.

Additionally, integrating phonics with writing exercises is an effective way to enhance students' writing skills. For instance, in writing exercises, teachers can guide students to create a phonics alphabet, reinforcing memory of letters and

phonemes during actual spelling. Encouraging students to practice writing through diaries and short essays allows them to apply learned words and grammatical structures in real contexts, fostering overall writing skill development. Copying and rewriting exercises are also effective strategies, where students imitate the spelling and sentence structures of exemplary texts or reading materials, and stimulate their creativity, helping them form personalized expressions through rewriting activities. Vocabulary expansion games and story creation activities provide students with a broad platform for language practice, increasing the frequency of vocabulary use and enhancing writing abilities in an enjoyable learning process. Through these diversified teaching strategies, the application of phonics in writing instruction not only strengthens students' basic language skills but also promotes the development of their creative thinking, laying a solid foundation for their future language use.

The application of phonics in writing instruction not only enhances students' language expression capabilities but also stimulates their creativity and imagination. Teachers should focus on individualized instruction during the guidance process, adapting to students' writing levels and interests to foster the comprehensive development of their writing abilities.

### **E. Classroom Teaching Design and Implementation Strategies**

In primary English education, the teaching design of phonics should center on students, aiming to create a diversified learning environment while ensuring that the teaching content matches students' actual levels. This student-centered teaching philosophy emphasizes the personalization and differentiation of education, prompting teachers to consider students' cognitive development and language ability levels in their instructional design (Ehri et al., 2001). Accordingly, teachers should design teaching content from simple to complex, ensuring that students can steadily enhance their phonics skills at their own learning pace. Moreover, teachers need to design various teaching activities, such as interactive games, role-plays, team competitions, etc., to increase student engagement and interest in learning. Through these activities, students not only learn and consolidate phonics knowledge in practice but also develop social skills and team spirit in interaction and cooperation.

In the implementation of phonics teaching, the use of information technology plays a vital role, making teaching content more vivid and interesting through multimedia tools and online resources. For instance, using online phonics software and instructional videos can effectively help students grasp phonics rules in an audio-visual integrated environment. During the teaching process, teachers should provide timely feedback and evaluation, positively encouraging students and pointing out errors in their phonics or writing, which helps students to correct mistakes promptly and consolidate learned knowledge. The integration of cross-disciplinary teaching, e.g., combining music and art with phonics instruction, is also an effective strategy to enhance students' English phonics and vocabulary learning. Furthermore, the model of home-school cooperation encourages parental involvement in their children's learning process, making the family a supportive system for student learning, which can strengthen the link between school education and home education. Finally, the professional development of teachers is equally important, and regular teacher training can enhance teachers' understanding and application skills of phonics, enabling them to adjust teaching strategies more flexibly to suit classroom realities, thereby improving teaching effectiveness.

Phonic-based classroom teaching can more effectively promote the development of students' phonics, vocabulary, reading, and writing abilities, while also enhancing their confidence and motivation for learning. In the implementation process, teachers need to carefully observe students' learning conditions, adjust teaching strategies, and ensure the effectiveness and practicality of teaching designs.

## **V. CONCLUSIONS**

The application of phonics in primary schools in China has not been satisfactory, owing to the vast differences between the Chinese and English languages. Chinese students demonstrate a lack of syllable awareness. Implementing various phonics teaching strategies, such as integrating games, role plays, and syllable exercises into regular classes, can enhance students' learning efficiency in the classroom. Phonics plays a pivotal role in enhancing Chinese students' comprehensive English skills. The application of phonics to vocabulary instruction, reading, and writing significantly benefits the English learning of primary school students. The integration of phonics with diverse language skill training constitutes an effective phonics teaching model that adequately meets the needs of English education for primary schools in China.

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