

Igniting the Spark in English through a Phonics-Based Approach, Children’s Literature and Interactive Whiteboards in a Young Learners’ Primary Classroom

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INTRODUCTION & AIM

Background

Early foreign language literacy requires systematic decoding instruction and learner engagement. Phonics instruction is effective for grapheme–phoneme correspondence but is often disconnected from meaningful literacy practices. Storybooks and interactive technologies may provide meaningful contexts for language learning.

Aim

To investigate the effectiveness of combining systematic phonics instruction, authentic storybook read-alouds and interactive whiteboards to support reading and writing development in young EFL learners.



RESULTS & DISCUSSION

- Improved decoding accuracy
- Better reading comprehension
- Enhanced written production
- Increased learner engagement
- Strong gains among struggling readers when phonics followed storybook exposure

Key Interpretation

Storybooks provided meaningful context for language learning, while phonics activities strengthened grapheme-phoneme awareness. Interactive whiteboards increased motivation and participation.

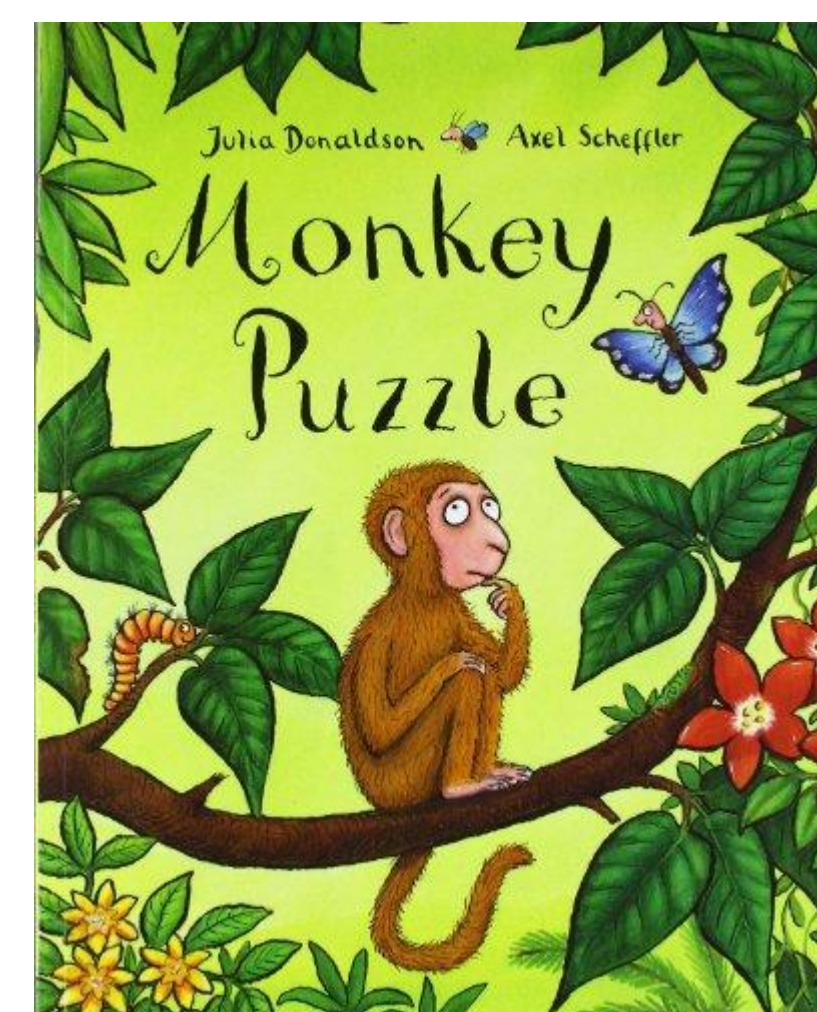


Figure 1: Storybook 'Monkey Puzzle'

METHOD

Participants

80 Portuguese learners, 2nd grade primary school, 7 years old English as a Foreign Language (EFL) learners

Research Design

Action-research study
Duration: 10 weeks
Qualitative and interpretive approach

Intervention

Storybooks:
Monkey Puzzle
Dear Zoo
The Snail and the Whale
The Very Hungry Caterpillar
The Gruffalo
The Gruffalo's Child

Followed by:

Interactive whiteboard videos
Phonics worksheets
Vocabulary flashcards
Reading and writing activities

Data Collection

Student questionnaires
Classroom artefacts
Written productions
Field notes
Interview with the Head Teacher

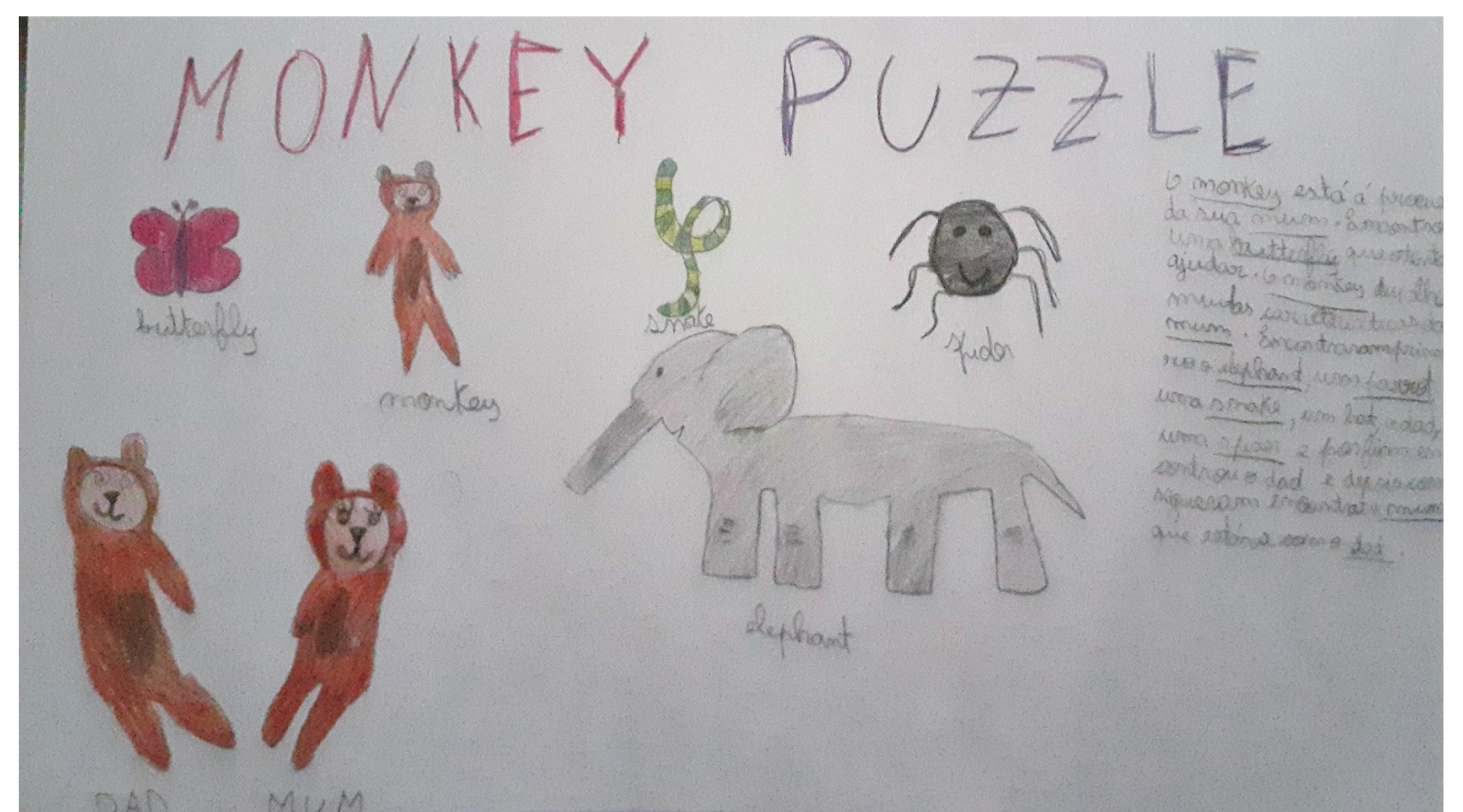
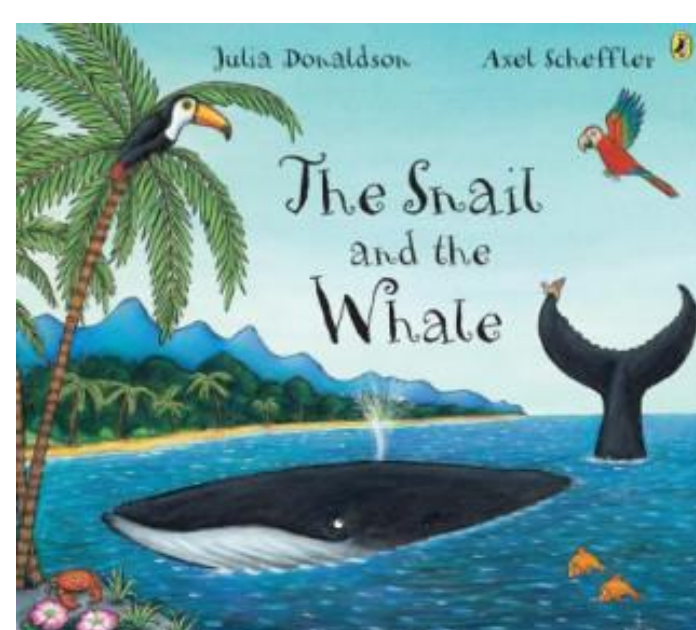
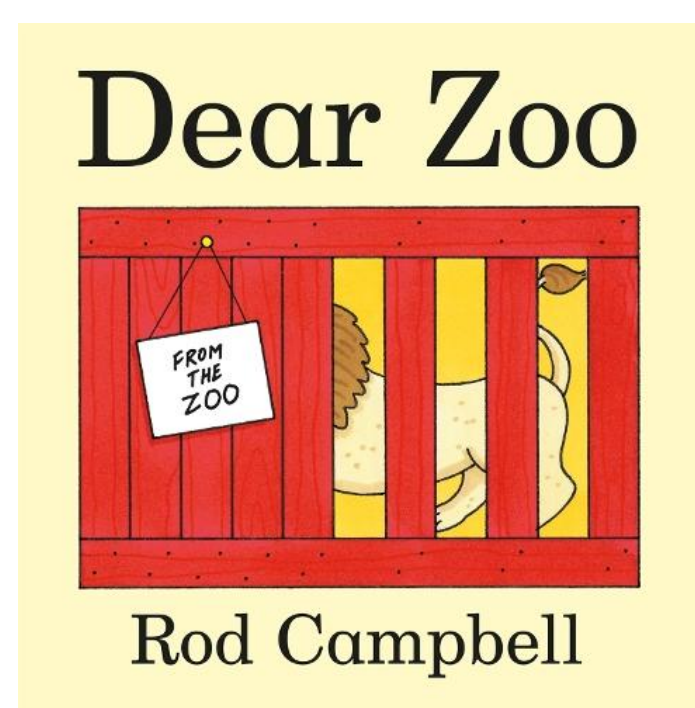


Figure 2. Evidence of literacy development: sample of a Learner’s work

CONCLUSION

The combination of: storybooks, interactive technologies, structured phonics instruction constitutes an effective pedagogical approach for developing English literacy in young learners while maintaining motivation and engagement.

FUTURE WORK / REFERENCES

- Extend the intervention to other primary school grades.
- Explore longitudinal effects on reading development.
- Provide further teacher training in phonics and literacy instruction

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