



TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE SCHOOL

MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

Theme:

Introduce Phonics as a Strategy of Learning Reading in an effective way to the second grader students at “La Salle” High School during the academic period 2020-2021.

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

Author:

Andrade Villacís Inés Elizabeth Lcda.

Tutor:

Andrade Morán José Ignacio. Mg.

LATACUNGA –ECUADOR

2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled **INTRODUCE PHONICS AS A STRATEGY OF LEARNING READING IN AN EFFECTIVE WAY** investigated by Lcda. Andrade Villacis Inés Elizabeth, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, June 3rd, 2021


.....
Andrade Morán José Ignacio. Mg.
ID: 0503101040

COMMITTEE APPROVAL

This research dissertation: Cooperative Learning to enhance the oral expression, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, June 3rd, 2021

.....
González Ortiz Olga Lorena Ph.D.
1002377271
Committee President

.....
Chiluisa Chiluisa Marcia Janeth Mg.C
0502214307
Committee Member 1

.....
Mena Vargas Nelly Patricia Mg.C
0501574297
Committee Member 2

DEDICATION

I dedicate this research work to my mom and brother for their endless love, support and encouragement. Thanks to their prayers, confidence and love, they have been such excellent support for achieving my goals.

Ine

ACKNOWLEDGEMENT

Most importantly, I wish to thank my Lord Jesus! That this work would not have been possible without his blessings. Nobody has been more important to me in the pursuit of this project than my family members. I want to say thanks to my loving husband and my lovely boys, whose support and patient have inspired me. ¡Said, Emy I love you!

I am grateful to the University and the staff of teachers I have had the pleasure to work with during this process.

Thank you all of you from the bottom of my heart!

Inés Elizabeth Andrade Villacís

AUTHORSHIP

I, Andrade Villacís Inés Elizabeth, declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, June 3rd, 2021



.....
Andrade Villacís Inés Elizabeth. Lcda.

ID: 0401210026

COPYRIGHT REFUSE

I, Andrade Villacís Inés Elizabeth confer the rights of this graduate dissertation and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Latacunga, June 3rd, 2021



.....
Andrade Villacís Inés Elizabeth. Lcda.

ID: 0401210026

COMMITTEE PRESIDENT'S APPROVAL

I, González Ortiz Olga Lorena Ph.D, declare that this research dissertation:
Cooperative Learning to enhance the oral expression, has the corrections and
comments suggested by the members of the committee in the scientific session.

Latacunga, June 3rd, 2021



.....
González Ortiz Olga Lorena Ph.D.

Committee President

**TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THEME: INTRODUCE PHONICS AS A STRATEGY OF LEARNING
READING IN AN EFFECTIVE WAY.**

Author: Andrade Villacís Inés Elizabeth

Tutor: Andrade Morán José Ignacio. Mg.

ABSTRACT

The progressive need for bilingual education in non-English speaking countries lets researchers look for teaching methods and strategies to help children improve language skills such as spelling, reading comprehension, speaking production and promoting acceptance to the language. This bibliographic research allows reviewing some methodologies and materials to introduce phonics in early ages of schooling through a descriptive level of the phonics method and help students focus on the phonetic development, this proposal was directed applied at second grades students from La Salle High School, by means of a Phonics Booklet. The proposal that follows this research is: “A Guide of Strategies to Introduce Phonics to Improve Reading in seven years EFL students”. This research displays strategies and printable material, a booklet, available to open the door of learning English more efficiently and effectively. On the other hand, to engage and motivated students to learn English. It starts: teaching alphabet recognition, learning about sounds and letters, phonemic awareness with the beginning, middle and ending sounds for writing and reading and short and long vowel sounds. The methodology presented a qualitative–descriptive and quantitative approach, and the modality was the socio-educational project with an experiment to validate the proposal. Additionally, this research is an opportunity to improve the personal and professional teaching of a language. Therefore, this paper expected to inspire other teachers on how to develop and enhance children’s pronunciation, vocabulary, spelling and speaking through phonics awareness as part of their curriculum.

KEY WORDS: phonics, strategies, skills, pronunciation, children, handbook.

INDEX

INTRODUCTION:.....1

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Research background.....12

1.2 Epistemological foundation.....13

1.3 Foundation of the state of the art26

1.4 Chapter I Conclusions29

CHAPTER II. PROPOSAL

2.1 Proposal topic30

2.2 Objectives30

2.3 Justification30

2.4 Proposal development31

2.4.1 Proposal components31

2.4.2 Proposal explanation33

2.4.3 Premises for its implementation.....42

2.5 Chapter II Conclusions43

CHAPTER III. APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1. Experts' evaluation44

3.2. Users' evaluation46

3.3. Impact or results evaluation47

3.4. Proposal Results48

Chapter III Conclusions55

Tutors' report 4.....55

General conclusions56

Recommendations56

References57

APPENDIX

Socialization.....	60
Experts Validation.....	62
Pre- Post Test, Check list	71
Application	74
Phonics Booklet	78
Urkun Analysis	115

Tables Appendixes.

Table 1. Activities Chart.....	7
Table 2. Stages of the research.....	8
Table 3. Word of the day.....	18
Table 4: Word of the day.....	19
Table 5. Mirroring Technique.....	20
Table 6. Difficult words	20
Table 7. Language proficiency.....	22
Table 8. Strategies to support teaching phonics	22
Table 9. Class data sheet	34
Table 10. Phonics Teaching Process	34
Table 11. Chart English Alphabet Recognition	36
Table 12. Short Vowel Sounds	39
Table 13. Long Vowel Sounds	41
Table 14. Premises for its implementation	43
Table 15. Evaluators' observations.....	45
Table 16. Pre-Test and Post-Test Comparison of Results.....	49
Illustration 1. Connection Decoding and Comprehension	17
Illustration 2. Tasks and Goals for teaching phonics.....	25

INTRODUCTION

According to the research line proposed by the University, this current research process is related to Education and Communication for Human and Social Development and, as a sub-line, Educational Proposals Related to Language. The Ministry of Education of Ecuador is the institution that regulates and controls the daily educational work, by means of the law contained in Ministerial Agreement No. 041-14 (Ley Orgánica de Education Intercultural (LOEI). The law expresses that English is compulsory from the second year of primary general education to the third year of high school.

The regulations issued specify that for second to seventh grades of basic education, students will work three hours per week of clubs. In this case, the subject was evaluated as cited by the regulations of the Organic Law of Intercultural Education (LOEI). In addition, the public educational institutions must incorporate into their teaching staff personnel a qualification of B2 in accordance with the scale of the Common European Framework of reference for languages. It will guarantee adequate learning.

The impact of globalization and economic development has made the English language an opportunity and a vital mean for individual's prospects to boost stability and employability; there is enormous demand and need for teaching-learning English efficiently in the education systems. Teaching English as a Foreign Language across the world has focused on developing the four language skills with traditional methods. The current research aims to create awareness and formal instruction of the English language, especially for young EFL (English as a Foreign Language)

While the health worldwide situation of COVID-19 is happening, teachers have been applying online English classes, bearing with the technology challenges; in most cases, grammatical structures, vocabulary are taught and soft, but distinctive sounds lessons phonics are not commonly taught in schools. Many scholars put theories to aid English teachers to understand. Language learning processes will enable them to be more sensitive and getting better results.

One of the pillars of this research proposes is "phonics", which is one of the essential tools when someone is learning a foreign language because the correct pronunciation avoids misunderstandings while speaking, reading, and writing (Ipek, 2009).

However, finding an appropriate, innovative strategy to enhance children's English skills who are non-native students (NNSs) is not an easy thing to be done. Many children come to school without knowledge of English; many of them have no idea how to sound out the letters, and many children struggle to decode words in English because they are so different from the mother language. In this case, one of the most effective strategies that could use to enhance children's skills is to rely on phonics.

This research proposes a fun and systematic program designed for children from second grades. Students will start learning the 42 sounds in English to wake up the phonemic awareness and short and long vowel sounds and then continue into consonants. Furthermore, children will learn to write by identifying the sounds in words simultaneously. This research offers some strategies and material available for teachers to incorporate a multisensory approach which is very helpful to make the lessons fun and easy for children.

How can phonics be introduced as a strategy to learning reading effectively? It is essential to tackle that globalization and economic development have spread and developed English need worldwide. It is a reality that within this context, the Ecuadorian bilingual curriculum doesn't have an established curricular practice for teaching phonics. There are different factors to consider: the minimal English teaching hours for primary and secondary education; does not exist instructional material and methodologies according to the environment in which children develop, and so on.

As a result, the Ecuadorian reality as poor as the EF *English Proficiency Index* (EF EPI) scored *Ecuador with 411 points, which means very low proficiency concerning the rest countries in Latin America (EF EPI 2020 – Ecuador, n.d.)*. Even though one of the main objectives of the Ecuadorian Ministry of

Education (2016) in terms of teaching English is: “to create a love for language learning from an early age, through interesting and positive learning experiences, to promote the motivation of students to continue learning ”(*Lengua Extranjera – Ministerio de Educación*, n.d.).

On the other hand, teaching English, as much it is crucial for life, and the country can turn into a challenge to all teachers worldwide, including myself in Ecuador. Teachers do the best effort creating activities to carry out in the classroom to facilitate learning. Still, the results are not the ones teachers expect, turning into available products like it was mentioned above about the situation of Ecuador. English wakes up controversy in different manners. Even in native countries, there was a dilemma on how to teach literacy in children.

Two theories are developed here: the whole world and the phonics method. This study starts from this point to highlight the importance of introducing phonics in the early stage because they need a strong foundation in English learning pronunciation; in other words, children need to have some phonemic awareness. When a person’s mother tongue is Spanish, particular sounds in English are often more difficult than words in Spanish (Blevins & Chambliss, 2006).

The Spanish language is syllable-timed, which means that every syllable is pronounced the way it is written; in some ways, it is effortless. The most common sounds and mistakes are vowels (e.g. the vowel “schwa” /ə/). The problem is that this sound can be spelled with any A, E, I, O, U vowel, and it should never be stressed, which is difficult for Spanish speakers since every syllable is emphasized (Perez, 2018).

Through this research, phonics is introduced to support teachers and students in learning language abilities more effectively and efficiently. One of the most effective strategies for enhancing children’s early reading and writing skills is through phonics, as we will describe the process, strategies, and evidence in this research. The main idea of this study is to support the fact that children become more fluent readers with a systematic phonics foundation for this learning process.

Phonics is very suitable for young children to introduce the English language. The findings of all studies done in the literature review show that Phonics helps young learners become better spellers and readers.

Children in touch with Phonics have better performance on reading and speaking than those who do not learn this subject. Thus, this study is carried out to assist teachers in developing and using strategies for children's English skill. Blevins, one of the phonics experts, revealed how Phonics enables making instructional decisions, classroom activities, and creative material based on each student's stage of reading development.

This proposal developed the first stage for reading development, known by Blevins as the initial reading or decoding stage, which belongs to the second grade (2006, p. 18). The material developed for this age group helped to focus children's attention on all the letters or spellings to make up words and sounds, emphasizing the complete analysis of words and understanding of the alphabetic principle to use their knowledge of sound-spelling relationships to decode words.

Unfortunately, the English programs in many countries in Latin America are not on a systematic teaching road, except in some high-level private schools, leaving these essential aspects of phonetics to the teacher's willingness. On the one hand, many teachers are not aware of the segmental and supra-segmental linguistic elements of the language. Students learn by the formulaic speech employed on a particular form of routines learned as memorized chunks or memorized entire scripts such as greetings.

Not all teachers integrate phonics in English acquisition; that's why some students struggle in decoding words. Teaching phonics avoids that students work in sounding out new words and blending letters to make words; evidently, it affects the student's confidence, turning into an emotional consequence. Ariatti et al in this paper mention that without an explicit teaching direction in connecting phonics to language instruction, many students lack the scaffolding needed to become strong readers at an early age (Ariatti et al., 2018).

Here there is the dilemma of integrating "phonics" into English learning programs. However, there are still teachers that use the whole word method as a unique approach. The "whole word method", Jeanne Chall was cited by Blevins and said: "The whole word method... may serve a student adequately up to about second grade. But failure to acquire and use efficient decoding skills will begin to take a toll on Reading comprehension by grade 3." (Blevins & Chambliss, 2006, p. 13).

Therefore, the whole word method applied to students is not as successful as reading only known and preplanned readings. In this research, we will support teachers in teaching phonics; one main reason is the pronunciation problem presented on Spanish-speaking students (SSS). The mother tongue has significant differences between the sound systems of both languages, causing common errors in sound recognition, and as a result, a considerable lack of understanding of the language.

Another point to support this study is the importance of the brain's plasticity before puberty, enabling first and second language acquisition to occur quickly. This study made a quick attempt to understand and explain the second language acquisition. Thomas Scovel (mentioned in Ipek, 2009) commented that: "after puberty, the brain loses its plasticity and lateralization is accomplished". He argues that lateralization makes it difficult for people to be able ever again to easily acquire fluent control of the second language or native-like pronunciation (Brown, 1994).

Scientists argue that the flexibility of children's speech muscles is why they can easily acquire native-like pronunciation both in the first and in the second language. Another consideration for learning a language is the: although the affective domain includes many factors such as *inhibition*, *attitudes*, anxiety, and motivation, this paper will examine only the first two. While stress and reason are mainly related to adult second language learning, child first language learners have not developed or are just developing such valuable factors.

While *inhibitions* pose no difficulty for children acquiring their first or second language, they propose to be intervening in adult second language acquisition. Inhibitions can be defined as ego boundaries the person builds to

protect his or her ego. As the child matures it develops a sense of self-identity and towards puberty, it acquires the feeling to protect this self-identity and develop inhibitions that are heightened during puberty (Ipek, 2009).

Our problem to solve is "How can phonics be introduced as a strategy of learning reading in an effective way?"

To elucidate this problem we display the following research questions:

What is the most effective way to teach phonics to support reading skill to children?

How do teachers integrate phonics into their reading program? How does the study of phonetics improve the development of reading skill in children learners?

What are the advantages to work with phonics in children?

According to experts, it is essential to start students in early phonics instruction in elementary school because students who have phonics instruction early have a higher reading ability than those students who do not have a strong foundation in their early education (Ariati et al., 2018).

The current research objective is to create awareness and formal phonics instruction, to acquire English as a second language and describe how phonetic strategies help to improve reading in an effective way by means of working on a phonics booklet. The following chart will display all the steps and resources needed to create this research thesis and to start students in early phonics instruction in elementary school.

Table 1. Activities Chart

Goals	Activities
<p>5.1. To review the known literature in teaching phonics to help children in the reading process.</p>	<p>Do an in-depth literature review about strategies in teaching phonics to enhance reading skill in children.</p>
<p>5.2. To integrate phonics strategies to enhance the reading acquisition process among children of second grades of La Salle High School, through fun and meaningful activities.</p>	<p>Study and detailed the phonological components of the English language to use in children from the second grade, mainly focused on the letters and sounds: short vowels sounds, long vowel sounds, and consonants.</p>
<p>5.3. To apply phonics strategies to teach reading through multisensory, kinesthetic activities, and the development of high-level thinking skills.</p>	<p>List new phonetic learning skills for reading to be used in virtual and in-person classes.</p> <p>a) Spell and trace letters of the alphabet one by one using manipulable material such as, play-dough, sand or flour, by listening and, repeating exercises.</p> <p>b) Identify the sounds and spelling of each letter to create activities to read words with long and short vowel sounds and read and write words with consonants.</p>

Created by: Andrade, E. (2021)

This research was applied in La Salle High School (Conocoto, Quito- Ecuador), among second graders students. This study supported the fact that children may become more fluent readers with a systematic phonics foundation. **There are three stages described in table 2.**

Stages of the research: a) preparation stage; b) development stage; and c) qualification stage.

Table 2. Stages of the research

Exploration and Preparation Stage	Development Stage	Qualification Stage
The idealization of the project with personal needs.	A deep review of the collected linguistic bibliography for the literature review to support the research.	Writing of the report based on the research findings.
Study of the problem.	Collect valuable information in terms of building the strategies to introduce phonics.	Make a report.
Study of possible solutions.	Evaluation of the Strategies for the Ecuadorian context.	Socialize the strategies with a group of teachers.
Preparation of the Research Proposal as a guideline.	Strategies: elaboration of a booklet.	Show the final research proposal.

Created by: Andrade, E. (2021)

The practical utility is given by the results of this research and reflected in the strategies suggested, in the conclusions and recommendations, which can be issued or propose a possible solution to the problem that benefited a group of second graders students from La Salle High School, the educational community and the society. Interestingly by the year 2040, this number is estimated to increase to 3 billion functional English users (Graddol, 2006). From the global perspective, English occupies a position as today's universal lingua franca-shared language is beyond dispute (Connell & Howson, 2013).

For now and for the future, teaching English to children is a crucial step in education for economic opportunities and neuroplasticity at early ages. Many researchers worldwide are increasingly interested in how we learn, what could be the best methods to acquire a new language in an education system that is supported by concrete evidence from the exciting dialogue between the fields of neuroscience and bilingual education (Howard-Jones et al., 2017).

A second language is not an effortless process; it requires teachers to explore the linguistic differences between Spanish and English. Based on this premise, we aim to focus on the instruction in phonological awareness to help these students initiate to make sense of the printed word. They get the ability to separate those words into the most minimal units of sounds. Children with a lack of phonological awareness often struggle to learn to read, and even worse, it is intimidating for them to speak (Ariati et al., 2018).

Many types of research published about introducing phonics as a method to the teaching-learning English process, not only for the pronunciation-spelling skills but also for having children enjoy. At the same time, they gain awareness of words, syllables, rhyming, phonemes, and phoneme manipulation. The implementation of the synthetic phonic method opens the door to a new way of teaching English to students with a vision to have children interested in the language as free disposition but not a force subject to approve to succeed the school year.

Indeed, Phonics allows the teacher to be creative and bring to the classroom different material to play with. Unfortunately, many parents cannot buy imported books from the United States or other country where English books are produced. This paper expects to inspire other teachers to develop and enhance children's learning fun and effective. The novelty of this phonetic method is that it breaks the phonological awareness into simple steps to teach a child, that a sentence is made up of words, words are made up of syllables, syllables are made up of sounds (phonemes), and sounds can be manipulated to make new words (Peterson, 2014).

Children can identify, produce and combine sounds that are not typical of the Spanish language. The encoding and decoding process will be applied in seventh-year students, crucial to play with English. Therefore, this project is very significant for the Ecuadorian bilingual society because Phonics is a fundamental skill when learning a foreign language. There are no studies done on this topic within the country.

Thanks to this, reading becomes indispensable elements, and it explains in this document. The advantages acquired through phonics range from good pronunciation to grammatical structures in a natural way. Also, Phonics contributes to large bilingual areas such as in the scientific field, providing teachers knowing how to teach English through Phonics in an entertaining way, carrying out strategies, activities, exercises, and general ideas to apply in classes.

With the literature review support, the problem-solving situation starts from the content development according to the stage languages skills acquisition to open the gate to build up scope skills for seven to eight years old children. There are four areas to be developed:

1. Teaching alphabet recognition
2. Phonemic awareness with sounds for reading
3. Learning about long vowel sounds and
4. Short Vowel Sounds.

Three experts' contents support building up this research, widely described in chapter one. The methods studied was from Andrea Peterson with Funēemics, Ariati with Joy Phonics and Blevins with his publication of phonics from a to z. All of them have enough knowledge and rich experience to help to build a teacher-led program that uses nursery rhymes, songs, family words, crafts and interactive activities designed in an imaginative, playful and child-friendly format.

The process engages the child and motivation as starting point to love the language instead of rejection. After knowing the importance of teaching phonics, this research will display a literature review which will give the answers on how to introduce phonics to children and get the goals such as automatic word recognition (fluency), comprehension of text and development of a love of literature and a desire to read.

The methodology that this proposal focuses is a qualitative - descriptive — and quantitative method. Qualitative and descriptive method was disintegrated, the field of phonics through a bibliography to study fragments known

as phonemes and graphemes, the technique used was the observation to verify the oral production, this proposal made an analysis of techniques, strategies and content to end in a general conclusion and outcome to understand the cognitive process of the plan to apply in teaching phonics. To complement this method an experimental design was used to compare an independent variable (Introduce phonics as a strategy to improve reading skill) and the effect it had on the dependent variable (Reading in an effective way.) Instruments like Pre-tests and Post-tests were applied to a classroom, to obtain numbered data, so that it can be analyzed using statistical and, or analytical procedures. The final results were analyzed, explained and interpreted to accept or reject the hypothesis. Thus, this research reached the synthesis of the techniques to understand the core of the study.

All this work led to a written report and phonics booklet that could be useful to take to the classrooms, either virtual or in-person and conclude with the final result of this study by a qualified and an experienced English teacher from the second-graders from “La Salle” High School. The evaluator validated the use of the proposal. The data were collected through a pre and post-test, after a quick application of some lessons during English classes, and three expert’s validation opinions.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Research background

Learning a new foreign language like English, with traditional teaching methods, it comes to mind a class without active participation from students, and the course becomes pretty dull. So, English needs more attention in some important aspects as Phonics. The purpose of this study is to discover the strategies to introduce Phonics to second-grade students, as Phonics is not a specific teaching method; in fact, there are many ways to teach it. There are two methods to teach reading; the first one is Phonics and the second is with the whole-word method.

Phonics studies showed more engaging work in the classroom activities, which eventually could lead to more successful learning processes, particularly in main language skills (Naning Tri et al., 2016). Rhona S Johnston and Joyce Watson, 2004 state, "children's involvement in the phonics classroom require teaching dynamism from the teachers who help students use high-level thinking skills". When students share their opinions, doubts, awareness, feelings and even would be able to give feedback to each other, they feel influential and self-confident; this effect only happens if the type of education is student-centred learning (Johnston & Watson, 2005).

The research addressed by Naning et al. that student-centred learning emphasizes the students' participation in designing classroom practices. This approach puts care on students' interests first and acknowledges students' voices as central to the learning experience, stimulating students to get involved actively in classroom activities. Properly implemented Phonics can lead to enriched stimulus to learn, more significant retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught in general (Naning et al., 2016)

After reading about some experts' experience, I could see how Phonics positively influence children. After all, their studies are based on engaging activities to understand the topic better and grasp the meaning of things quicker because they use natural objects. Children can retain the sense better by seeing the object and spelling or pronunciation associated with the item displayed.

According to the students' needs, other strategies can be applied to support this method, such as visual aids, pictures, and images, since visuals are more vivid and attractive than words and even for the pandemic the use of the technology. The research made by Naning, 2016 comment that in teaching and learning process, pictures should be integral part of every teacher's professional equipment. This research will support four research questions previously mentioned above in the introduction.

This proposal mentions three authors and their field of study, their theory, goals, impact, and contribution to this study.

Ariati, et al. with the Joy Phonics method research;

Blevins with Phonics versus Whole Words method and

Andrea Peterson with Funēemics.

There will be some additional support from other papers to review the strategies and other components related to the topic, such as the impact of learning languages at the early ages and the influence of neuroplasticity. Their validity, objectivity, truth, reliability, method, theory, hypothesis, evidence, law, and so on will be displayed in the following paragraphs.

1.2 Epistemological Foundation.

The research done by Ariati et al. was applied in a bilingual school in Denpasar, Bali. This research is a descriptive qualitative method. They stated that having a solid foundation in English literacy nowadays is believed to open the door to success in academic and social lives. These authors said that integrating phonics into reading instruction leads to higher reading proficiency levels. They understood that children come to school without reading readiness and have no idea how to sound out the letters in English.

Consequently, Ariati's team points out that many children struggle to decode words; in front of this problem, they developed the Jolly Phonics, a fun-systematic program designed for beginner learners to develop their English skills (Ariati et al., 2018).

The experts focus on teaching five principal skills starting from the 42 sounds in English and then continued into blending and reading skills.

At the same time, they teach to write by identifying the sounds in words with a multisensory teaching strategy. Phonics teaches through sight, sound and kinesthetic means, which is perfect, dynamic and fun for young learners. In agreement with Naning, any method supported by using visual aids, picture and images, since visual is more vivid and attractive than words for children (Naning, et al., 2016). Phonics strategies are attractively taught and creatively developed by the teachers, so children could easily engage with them (Ariati et al., 2018, p. 2).

Their authors' goal was to apply this experimental research to help improve children's overall English literacy skill. They proposed a sequence of content related to (1) learning the letter sounds, (2) learning letter formation, (3) blending-for reading, (4) identifying sounds in words for writing and (5) tricky words through a variety of enjoyable techniques involving children's sight, sound and kinesthetic means. Their innovative strategy to develop and enhance children's English literacy is not an easy thing to be done.

Their findings show that children who learn using Jolly Phonics have better reading, spelling, and literacy than those who learn conventionally taught. The negative input was related to the lack of materials and the lack of teacher's knowledge. For that reason, this study assists teachers in developing and enhancing children's English literacy skills through the Jolly Phonics strategy. Therefore, the authors compile some techniques for teaching English literacy through the five skills in Jolly Phonics:

1) Learning the letter sound: These benefit children to acquire the knowledge of letter sounds. The English alphabet of 42 firstly teaches, and it divides into seven groups of family letters of six letters (e.g. six letters, such as s, a, t, i, p, n and so forth). The process executed in 1-3 sounds in a week.

2) Learning letter formation: After children knew the letter sound, they also see the letter formation. Firstly, the teacher must show the letter example through a song or flashcard and wrote it on the board. After that, the teacher applies different

strategies: the letter creation in the air (e.g. the letter /l/, the teacher said ‘start at the top, down and cross’) with the teacher in a mirroring position that children could imitate it correctly.

3) Blending – for reading: This process can start after the first six-letter sounds children have learned. The skill needed to be frequently practiced by looking at the letters, saying the sound and hearing the words.

4) Identifying sounds in words – for writing: To work in the writing skill, children need to develop phonological awareness, where they could listen for the spoken words, identify, and write the sound in that word. There were various techniques used by the teacher, starting from copying, modelling and so on.

5) Tricky words: English has difficult words to spell. The teacher should introduce 2-3 new tricky words per week for the children through various techniques like flashcards, and they needed to create a sentence with the tricky word stated.

To summarizing, Jolly Phonics is a student-centred learning method. In original usage, student-centred learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. In phonics classroom activities, student-centred learning requires students to be active and participative in each task the teacher asks. This makes children more responsible participants in their education and their own pace of learning with their interests, abilities, and learning styles. Teachers here are guides for the process of learning.

The second study reviewed, besides Ariati et al., is about the work done by Blevins, 2006. His career starts with the controversy between “Phonics versus Whole Words” about which method is the best to teach literature. He considered finding the proper answer for this critical question: —how do we best teach children to read? —What are the goals for early reading instruction? These two research questions are almost the same as I asked myself.

The method proposed on Phonics, the relationship between sounds and their spelling, and how it helps children comprehend this critical piece of the reading and writing “English puzzle” to become confident readers and creative-independent

writers. In these in-depth studies, he carried out common goals in phonics research, such as: fluency, comprehension of text and development of a love of literature and a desire to read.

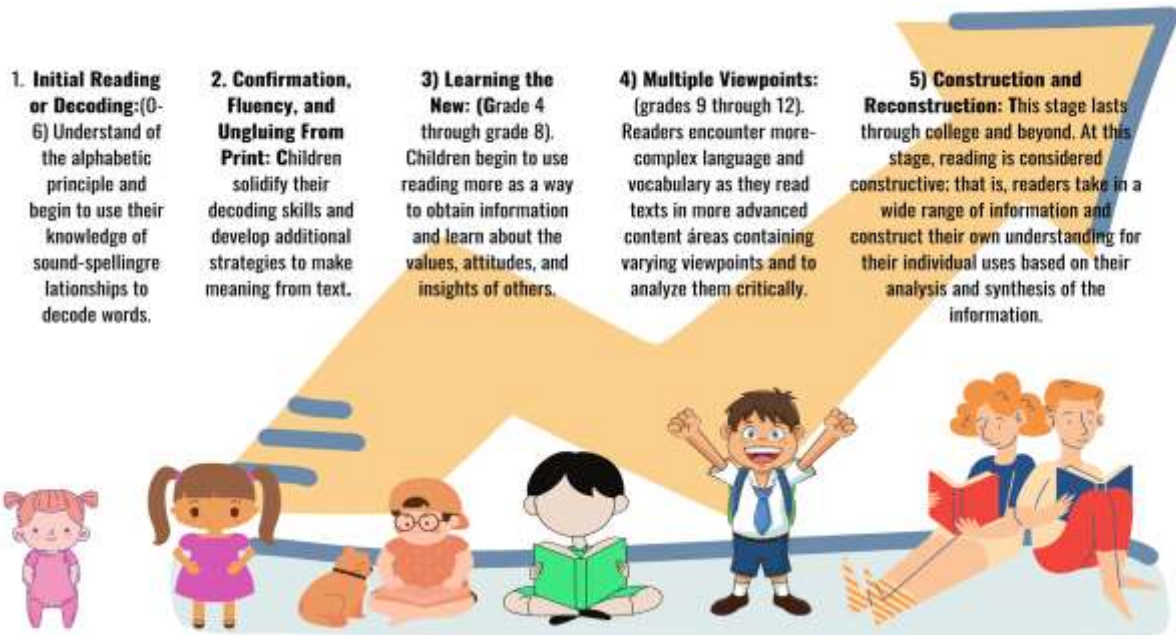
Blevins chose to study the first goal from these three goals to develop his research: automatic word recognition.

To sound out words, a reader must be able to friend a specific spelling with a particular sound; in other words, it calls Phonics because it involves the relationship between sounds and their spellings. His hypothesis states, “Teaching the most common sound-spelling relationships in English is extremely useful for readers”. As he mentions to Anderson et al. (1985): “English is an alphabetic language in which there are consistent, though not entirely predictable, relationships between letters and sounds. When children learn these relationships well, most of the words in their spoken language become accessible to them when they see them in print.” (2006, p. 8).

The flow chart illustration shows the decoding ability for reading comprehension. However, it is not the only skill a reader needs to make meaning from text. They need to introduce cueing systems such as:

- 1) *Graphophonic cues* involve a reader’s knowledge of sound-spelling relationships.
- 2) *Syntactic cues* involve a reader’s knowledge of the grammar or structure of language, and
- 3) *Semantic cues* involve a reader’s knowledge of the world to determine whether a text makes sense.

Illustration 1. Connection Decoding and Comprehension



Source: Phonics from A to Z, p. 8. Andrade, E. (2021)

During his research, he developed some guiding phonics principles for English Language Learners (ELL) based on the teachers needs to search for those special techniques and materials to help these students learn the sound-spelling system of English. He developed a sequential content for his research-based, generally described as:

Teaching Alphabet Recognition.

Learning About Sounds and Letters.

Phonemic Awareness with sounds for writing and reading.

Phonemic Awareness.

Despite the diversity in students, his teachings structure focuses on the things in common which are related that: all these students need explicit instruction in how English works, they also need a focus on vocabulary development, finally children need lots of safe and fun opportunities With this contents developed in this research, he made print document for even teachers who do not have the time to teach phonics, but they can take advantage of the hour. The following strategies can work for five minutes of practice with a critical phonics-related word each day to

focus on. As this current research looks for strategies to teach the language, Blevins details some:

Principle one: Connect phonics and vocabulary instruction.

Strategy: Word of the Day: every day of the school year, there will be a particular “word of the day.”

Table 3. Word of the day

Strategy: “word of the day.”	At Family Word	An Family Word
They can introduce the letter “b”.	cat (use visual)	can (use visual)
Introduce the word of the day: <i>ball</i> .	bat (use visual)	pan (use visual)
Display the ball picture card. Tape it to the board and write the word <i>ball</i> beside it.	fat (use visual)	man (use visual)
Point to the ball and say: ball. Ask children to repeat.	hat (use visual)	fan (use visual)
Then show a real ball. Pass it around the class. Ask children to bounce it and say: “ball.”	mat (use visual)	ran (use action)
Then toss the ball to a student. Tell the student: Say your name as I toss you the ball. Then toss it to another child.	sat (use action)	van (use visual)

Source: Phonics from A to Z, p. 220. Created by: Andrade, E. (2021)

Principle two: Use kinesthetic activities to come a sound to action.

Strategy Physical Phonics: Experiential learning makes the instruction more engaging but helps students more easily retain the new information.

Table 4: Word of the day

Strategy: Physical Phonics (Sample Lesson for /b/b)	Letter	Model Word	Motions
<p>Bounce the Ball Game</p> <p>Display a ball. Say: This is a ball. What is this? (Children chorally say “ball.”)</p> <p>Bounce the ball as children watch. As you bounce the ball, say /b/ /b/ /b/.</p> <p>=Tell children: The word <i>ball</i> begins with the /b/ sound. Say: Listen as I say the word <i>ball</i>—/b/ all, ball.</p> <p>Have a volunteer bounce the ball as he/she says /b/ /b/ /b/. Then have all the children pantomime bouncing a ball as they say /b/ /b/ /b/.</p> <p>Then, tell children to say /b/ as they write the capital and small letter <i>Bb</i> five times on paper or dry-erase boards.</p>	Aa	apple	/a/ /a/ <i>apple</i> Bite that apple.
	Bb	bounce ball	/b/ /b/ /b/ Bounce the ball (fast and slow).
	Cc	click camera	/k/ /k/ /k/ Click the camera to take a picture of classroom objects and friends.
	Dd	dance	/d/ /d/ /d/ Dance around the desk (change beat and speed).
	Ee	slowly start engine	/e/ /e/ /e/ Slowly goes the engine up the hill.
	Ff	fan	/f/ . . . /f/ . . . the fan starts, then /f/ /f/ /f/ /ffffff/ Can you feel the fan's breeze?

Source: Phonics from A to Z, p. 227. Created by: Andrade, E. (2021)

Principle three: Work on articulations: Help students focus on the unique sounds in English and the differences between English and Spanish.

Strategy: Mirroring technique: Take time to model how sounds are formed when introducing a new sound or when students experience difficulty pronouncing a specific sound.

Table 5. Mirroring Technique

Strategy: Mirroring Technique
<p>Have students watch how you make a specific sound; then, they can attempt making the sound by paying close attention to the position of their lips, teeth, mouth, and tongue in their mirrors.</p> <p>Long <i>e</i>: The long-<i>e</i> sound is a “smile sound.” Your mouth is in a smiling position when making the sound. The lips are close together but not closed. Ask students to say the sound with you, noticing your mouth position. Have students place their hand under the chin as they say each of the following sounds in sequence: /e_/, /i/, /a_/, /e/, /a/, /i_/, and /o/. Help them notice that their mouth opens slightly with each sound.</p>

Source: Phonics from A to Z, p. 227. Created by Elizabeth Andrade, (2021)

Principle four: Learn the confusing sounds for each language your student speak, for example, many languages do not have words with consonant blends (e.g. /th/). Some languages have few words that end in consonants. Other languages may have similar sounds, but students will consistently replace these sounds when speaking—as evidenced by Spanish speakers replacing the /b/ sound when they read words beginning with the letter *v*.

Table 6. Difficult words

Difficult words
Might replace /d/ in dog with /th/, saying “thog.”
Might replace /j/ in jar with /ch/, saying “char.”
Might replace /r/ in <i>ran</i> with a “rolled r.”
Might replace /v/ in <i>very</i> with /b/, saying “bery.”
Might replace /z/ in <i>zoo</i> with /s/, saying “soo.”
Might replace /sh/ in <i>ship</i> with /ch/, saying “chip.”
Might add an “eh” to the beginning of words with s-blends, saying “eschool” for school.
Might drop the final consonant off words that end with blends, saying “car” for <i>cart</i> , “sin” for <i>sing</i> , or “pos” for <i>post</i> .

Source: Phonics from A to Z, p. 228. Created by: Andrade, E. (2021)

Principle five: Use music, body language, realia/visuals to teach new words and concepts.

Strategy: Music, melody, moves and songs contain repetition. Although they may not know all the words, they become more aware of English sounds and begin to attend to common words and phrases. In addition, body language and realia (tangible objects) or visuals like photos, simple drawings on the board are the quickest ways to teach concrete concepts and vocabulary.

Principle six: Connect phonics to writing and real-life applications: English-language learners will accelerate their learning of English vocabulary and its sound-spelling system as they attempt to write for real-life purposes, such as creating a list of favorite foods, writing a letter to a friend, or making labels for classroom and home objects.

Principle seven: Use technology: Publishers are beginning to increase their language-learning options for young language learners. The best programs combine vocabulary learning with basic decoding instruction.

Principle eight: Provide each student with a bilingual dictionary: Having a bilingual dictionary on their hands is helpful whenever students don't know a word. A picture dictionary can benefit from this process.

Principle nine: Provide comprehensive input: This means that you need to adjust your speech during instruction and provide clear and simple explanations of learning tasks based on students' language proficiency. For example, focus on speaking a bit more slowly and carefully articulating sounds and using visuals, gestures, hands-on explanations, or body language to communicate the task entirely. And, rather than constantly repeating yourself, paraphrase for students.

Principle ten: Modify your response expectations based on each student's level of language proficiency: See the chart below to monitor student's language development.

Table 7. Language proficiency.

Beginning	Intermediate	Advanced
This is a natural phase that many language learners respond using one word answers, pointing, or saying “yes” or “no” to questions posed to them.	These students respond using simple phrases and sentences. “I like the apple.” Help the student in responding by providing the sentence starter “I like the _____.”	These students respond using complete sentences, often with more complex sentence structures with some grammar and structure mistakes, if that happens restating their answer using correct grammar to move on.

Source: Phonics from A to Z, p. 231. Created by: Andrade, E. (2021)

With all this deep work he detailed different strategies, methods and techniques that can be very helpful for anyone who wants to do this part of the linguistic study research. During his research, he found the answer of: how do we best teach children to read? What are the goals for early reading instruction? In his research Blevins details some effective intervention strategies to support teachers such as:

Table 8. Strategies to support teaching phonics

Technique 1: Prompting	Technique 2: Assisted reading	Technique 3: Supported contextual reading Stahl (1997)
Prompts help children to focus attention on reading strategies. You can also create and display strategy picture cards for children to refer to when they read independently. These cards provide written and illustrated cues to help children deal with reading stumbling blocks. For example, one card might	Have a child read with you. Gradually lessen the assistance so that eventually, the child is reading independently. Assisted reading sessions are beneficial for the text that is at a child’s frustration level.	The technique requires using material one or two years above the child’s instructional level. First, read the text aloud to the child and ask comprehension questions to make sure he or she understands the passage. This takes advantage of the child’s oral listening skills and promotes concept development.

remind children to reread a confusing sentence or passage.		
Technique 4: Repeated readings Samuels (1988).	Technique 5: Echo reading: Read a phrase or sentence in the text and have the student repeat it.	Technique 6: Cloze passages:
Give the child feedback on word recognition errors and the number of words read accurately per minute. Then have the child practice reading the text independently or with a partner. During the time the child is practicing, periodically conduct timed readings and plot progress on the graph.	Continue this throughout the text. Alternatively, you can tape-record the text, leaving pauses so that the child can echo the reading as he or she follows along in the text.	Write on a chart a passage that the child has previously read. Leave out every fifth or tenth word (using a blank line) or cover words with self-sticking notes. Then ask the child to fill in the missing words by using his or her background knowledge and understanding of English syntax.
Technique 7: Oral reading by the teacher	Technique 8: Constructing word families	Technique 9: Elkonin boxes to segment words
Being read to is critical for developing children's listening/speaking vocabularies and world knowledge —especially for children. They must read a lot.	Building words belonging to the same word family can help children's reading and spelling by focusing on common word parts. Use letter cards and pocket charts, magnetic letters, or any other type of manipulative available.	You can use it during spelling practice in which you have the children use the Elkonin boxes and counters to segment words orally. Children then replace each counter with the letter or letters that stand for each sound.
Technique 10: Language experience		

Using a prompt, such as a field trip or a displayed object, have the children create a passage. Record the passage on a chart as children state aloud each sentence.

This technique is motivational and honors children's experiences and oral language patterns. Later revisit that text for re-readings, focusing on words with target sounds or on proofreading and revising.

Source: Phonics from A to Z, p. 204-207. Andrade, E. (2021)

He found ten research findings that are very important to sustain this study on phonics instruction.

To conclude with the author's input, he expects that by second grade, students should understand that words make up of sounds and these sounds are different from the ones we have in Spanish. In addition, second-grade students should have a working knowledge of phonics, understand the relationship between speeches and print, and learn that the sounds of letters make words. Students need pronunciation to be successful readers, spellers and speakers.

To sum up, with the literature review, the last author Andrea Peterson has conducted an extensive meta-analysis of 180 intervention studies and identified several instructional components that demonstrated the effectiveness of phonics with students and even with students with some learning difficulties. The author mentions a quick note of history on how the National Reading Panel (NICHD, 2000) brought phonemic awareness into national prominence after reviewing roughly 100,000 reading studies conducted between 1966 and 2000, where the results were not appealing for the progress of the citizens nor the nation. Immediately, a program created, "No Child Left Behind", signed in 2001.

As a result of this comprehensive project, phonics was part of the curriculum. It identified five essential components to achieve in this reading instruction project: phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition, these phonics programs were integrated into reading tutoring to young readers and help prevent reading difficulties. The researcher also found that students' reading performance is better when phonics instruction began earlier than first grades.

Peterson has been teaching and studying the effect of phonics on children who struggle as they attempt to learn to read (e.g. the word Sam). They can't hear that a word like Sam is a progression of three sounds, /s/ /a/ /m/, and these children face difficulty learning to read. She proposed to have teachers understand that spoken language broken into parts with phonemic awareness, which is the most sophisticated level of phonological awareness.

Phonemic awareness leads to higher achievement in spelling, word recognition, and reading comprehension. This current research is looking for if it were to adopt in an elementary school like La Salle School. All her specific teaching strategies are effective and practical in teaching phonemic awareness to the first grades students because her work starts from the educator understanding that learning to speak does not directly correspond with learning to read or the whole word method.

Her entry point to her proposal is the importance of phonological awareness. She purposefully provides step-by-step, six outcomes of phonological awareness. All her six-lesson guides for first grades include opportunities for modelling, repetition, guided practice, and formative assessment.

Illustration 2: Tasks and Goals for teaching phonics.



Source: Funemics Teachers Manual, p. 3 Created by: Andrade, E. (2021)

Second graders should match oral words with printed words and discriminate letters, words, and sentences. She suggests some strategies: Attention to sequencing; the teacher needs to present a series of short, carefully sequenced lessons. The lesson can break down into specific tasks, and the tasks sequentially increase in difficulty as the student acquires the skills necessary to manipulate phonemes. Segmentation skills improve student by breaking the targeted skill into small units and then synthesizing the units back into the targeted skill.

Students learn to break a sentence or phrase into individual words. Then they learn to break the words into syllables. Controlling the difficulty of tasks, start from simple to more demanding ones, supports students during initial learning phases and promotes independence as students become more capable. Modelling and carefully explaining the steps required to do a task helps students correctly perform the task. It also increases the likelihood that students will complete the task independently later (Swanson et al., 1999). Practice, Repetition, and Review the process with children to become better at many things besides giving them a safety zone for learners.

1.3 Foundation of the state of the art.

It is not late research in terms of date but essential to set up more details for this proposal. The input that Naning, 2016 gives to the study is important to detail in this literature review. He focuses on teaching and learning approaches for young students that need to shift from teacher-centered to student-centered learning. Consequently, this approach turned into the effectiveness of instructional method based on phonics instructions in reading classes to improve students' participation; therefore, they can develop their maximum potential in reading mastery.

Young students expected to “hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables made up of a sequence of speech sounds” (Naning Tri et al., 2016). The whole word teaching method does not embrace phonemic awareness, which is critical to understanding how oral language maps onto printed language: the understanding that there are individual units of sound manipulated to form words.

Phonics was the door for to change as it requires, the student-centred method where children's participation is crucial and have more engaging classroom activities, which eventually could lead to more effective learning processes. The exciting part with participation is that it aligned with UNICEF campaigns about "children participation rights". This study highlights and recognizes the potential of children to enrich decision-making processes, share perspectives, and participate as citizens and actors of change (Naning Tri et al., 2016).

It is interesting to add in the list of literature review how Luisa Moats, n d. finds other strategies for teaching children to spell, incorporating visual memory and spelling memory. She refers to "orthographic" versus spelling, which means memory for letter sequences when she states visual memory. Both memories work together to enhance a child's awareness of phonemes to reach high levels at acquiring knowledge of word structure, words' significant parts, a word's relationship to other words, and so on (Moats, n.d.).

Finally, but not less important, there is a published article by Sherman et al., n d., While the world was going through the pandemic season, all teachers had to jump into the multimedia digital technologies to continue teachings. According to a research group, technological capabilities can enhance the potential in helping children learn to read. Every time products are using these technologies to have computer speech recognition. In the case of phonics multimedia computers can present any auditory or visual materials - including speech, text, music, animations, photographs, or videos - alone or in different combinations, making the class funnier and more enjoyable.

Many schools have a laboratory; it is fascinating to start with a quick evaluation that this author proposes to determine how well the institution, teachers and parents are aware of the technology in education. The key questions to consider about technology to teaching children to read is:

Is there a process established in your school for reading specialists, technology specialists, classroom teachers, and special educators to collaborate on reviewing the possibilities and recommending technology use to enhance reading instruction?

What technologies (hardware and software) are available in your school or district to support reading instruction? How are they currently being used? How are teachers prepared to use them effectively?

Which of the five components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) need to be strengthened in your school or district? Which technologies can enhance these components?

How is your school providing reading instruction to students who are reading below their grade levels? ESL students? Special needs students? How can technology support teachers in helping these students?

These are crucial questions to understand how the institution and families were ready for this change of education style. There are similar components to the researchers mentioned above; this approach also tackle the same points to examining the potential uses of technology for each one:1) Phonemic awareness instruction,

2) Phonics instruction,

3) Fluency instruction,

4) Vocabulary instruction and

5) Text comprehension instruction.

These strategies include: monitoring children's understandings, generating and answering questions about the text, summarizing essential ideas from the text with different types of representations such as pictures with sounds, oral readings with written text, videos with subtitles, or any other combinations.

The technology framework consists of four general capabilities that computers can provide to support students learning to read. Computers can:

1) Present information and activities to students;

2) Assess students' work;

3) Respond to students' work; and

4) Provide scaffolds, such as access to word pronunciation and definitions that help students read successfully.

1.4 Conclusions

- ❖ The literature answered the question of how can phonics be introduced to the classroom? All researches agree the best approach for literacy and EFL is phonics, because there is better impact in the pronunciation, and also differences and challenges that English has for Spanish speakers, than the whole Word method.
- ❖ The word method is not bad, but it is not as important as the phonics method. Even though this method is used for many teachers included Ecuador.
- ❖ The whole word method is based on repetition and word memorization, but phonics makes the difference for children as they live, interact, play, and experience the words and parts.
- ❖ Phonics method focus their efforts on the primary grades and emphasize the importance of students being able to sound out (read) words based on how they spelled. A problem with English is that it does not have a one-to-one sound symbol relationship that would make reading much easier like in Spanish.
- ❖ In this current research students learn the basics down like sounds, decoding, consonants, long vowels, short vowels, but best all there is a booklet available to use.
- ❖ Also, the advances in the technology can be a great support for the house and classroom to engage parents and anticipate the rapid development of the language skills.

CHAPTER II: PROPOSAL.

2.1 Proposal:

Introduce Phonics as a Strategy of Learning Reading in an Effective Way to the second grader students at La Salle High School during the Academic Period 2020-2021.

2.2 **Objective:** To integrate phonics strategies to enhance the reading acquisition process among children of second grades of La Salle High School, through fun and meaningful activities.

2.3. **Justification.**- Despite the English language has been poorly managed in elementary schools in our country; this proposal wants to provide helpful strategies to help children from second grades to improve their reading process acquisition. This proposal took advantage of the plasticity brain or neuroplasticity, it facilitate to understand, adapt, and assimilate a second language faster than an adult.

Young learners who study a second language earlier acquire it better than adults; in this point, there is a relevant case called The Critical Period Hypothesis (CPH). According to this period, the children's brains at age six are ready to start studying phonology. Brain plasticity helps to learn a second language as they use both hemispheres in language acquisition. In contrast, in most adults, language is lateralized to one hemisphere, usually the left.

Conversely, people who learn a second language in adulthood exhibit less emotional bias and a more rational approach when confronting problems in the second language than in their native one (El-Sseid et al., 2020). As a final point, the proposal can say that the acquisition of a particular language depends on the opportunities and the exposure that each individual has to the second language.

In regular classes, children are prepared in grammar, most likely with the sight-word method (whole word). Teachers who skip phonics in the process stop the entry point for the future of the foreign language skill of a kid. The Ecuadorian Ministry of Education wants to achieve the children's foreign language proficiency.

Thus, it is mandatory to cover all phonetic skills for pronunciation, rhythm, intonation and stress.

Then the importance of this teaching for primary education becomes evident, as English is complex in terms of pronunciation than Spanish. We find significant differences in sounds and spelling (e.g. the differences between /b/ and /v. or shua vowel /a/). It is difficult for Spanish speakers to assimilate it fluently. Above all, teachers and the Ministry of Education should keep in mind that good and expected English requires practice and consistency.

2.4 Proposal Development

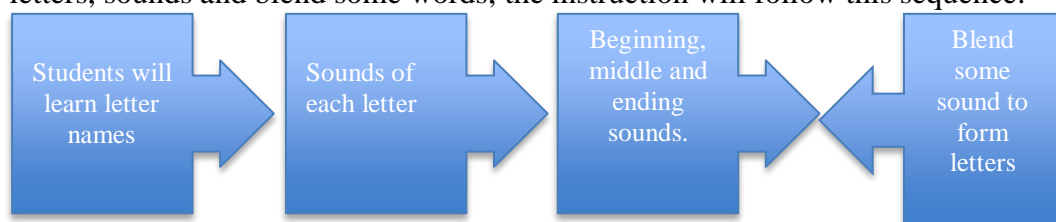
A good foundation built with the reviewed literature helps choose the right content, attractive strategies, and a useful printable booklet. Thus the current proposal is a good tool for teachers to introduce phonics material for the classrooms. While children are learning a foreign language through phonics, they acquire new language skills like: new vocabulary, grammatical structures implicitly, kids will develop expressive and creative language skills by interacting-interpreting a foreign-language text. (Komlodi & Caidi, 2016).

2.4.1 Proposal Components

There are two effective approaches to phonics instruction—synthetic and analytic.

The analytic approach has to do with the whole word approach. Children learn to recognize words via watching an image and repeating it without emphasizing the importance of the sound of each letter; it is common to use flashcards with this method.

This research will use the synthetic approach is also known as direct or explicit phonics, because this helps children begin the journey by learning to recognize letters, sounds and blend some words; the instruction will follow this sequence:



The proposal is made up of a booklet for teachers, which include a cover sheet page, introduction, justification, objectives, and a table of contents where teachers can find the main topics such as: Alphabet Recognition, Phonemic Awareness, Short Vowel Sounds, and Long Vowel Sounds. In each topic student's start with a multisensory or kinesthetic activity as warm up, children have to make their own material with the guide of the teacher, with this material children develop the speaking sub- skills like, fluency, pronunciation, and vocabulary.

After each multisensory or kinesthetic action, children have to work on the activity sheets, there are twelve, the booklet show answer key pages for teachers to control the right answers. Based on the results teacher can make the decision to move forward or provide a feedback. The activities are motivating, trained in such a way that learning will be enjoyable and meaningful for the children

Additionally, the booklet provides the following data sheets to develop step by step every activity and follow the Phonics Teaching Process:

Table 9. Class data sheet

Goal:	The <i>goal section</i> will display the goal of what we want to achieve in the class.		
Topic:	The <i>topic section</i> will display what we are going to study.	Content: The <i>content section</i> displays additional content for the section.	
Position	The <i>position section</i> is only for phonemes.		
Suggested Strategies:	Detail activities teachers will develop in each class.		
Level:	Elementary		
Resources:	The <i>resources section</i> displays what it is needed to use in the classroom.	Time Sessions:	40' m
Observation:	The <i>observation section</i> will take some additional points to take into consideration.		

Table 10. Phonics Teaching Process

1. Introduction	a) Start the lesson with something fun such as: rhymes or song related to the topic before you introduce the tasks. b) Go slowly, help the students learn it by repeating it small sections and together.
2. Modeling	If the B is introduced in the lesson you need to model it. Bat /b/a/t/. Initial position Asking students to pronounce.
3. Practice	Students practice by doing activities. The practice may include verbal responses, large or small motor activity, a craft, or the use of interactive widgets.
4. Repetition	Students practice doing the tasks collectively or individually until proficient. The tasks are often revisited and built upon in subsequent lessons.
5. Correction	Unless the student responds incorrectly, the teacher models again the appropriate response until the student response is correct, then repeats the directive as the entire group responds in unison.
6. Review	Each lesson ends with an assessment to evaluate students' understandings of the material covered in the lesson.
7.Extra Practice	As a follow up to the lesson, the teacher provides extra practice, maybe as a homework.

Created by: Andrade, E. (2021)

2.4.2 Proposal Explanation

This method will cover different learning styles. Children will be asked to examine words such as visual, auditory, kinesthetic (hand or body movements) and tactile (make letters, words meaning out of clay or trace them with their fingers). The author highlights that the first phonics instruction helps children to understand the alphabetic principle and become skilled readers.

Topics suggested developing in this guide.

1. **Alphabet Recognition:**

The prior-knowledge for learning the language is the alphabet recognition, phonemic awareness, which means that the kid learns the names of the letters and the sounds; additionally, children understand that a word is made up of sounds. They can manipulate those sounds in spoken words. Both abilities are crucial for acquiring skills in a foreign language.

Objective:	<ol style="list-style-type: none"> 1. Children will be able to name each letter and quickly recognize letters shapes. 2. Children will be able to listen to the teacher and repeat each sound of the letters. 3. Children will trace upper and lowercase letters. 		
Topic:	The alphabet: sound and letters recognition	Content: alphabet	
Position	The Alphabet Sounds and Letters.	- a,b,c,d,e,f,g	
Suggested Strategies:	<ul style="list-style-type: none"> - First, sing a classic alphabet song. - Then, insert colorful flashcards and say each sound of the alphabet letters. - Play a game: find the hidden picture in each letter. Say them randomly. - The teacher could ask for more information about each picture (color size) - Modeling Uppercase Letters with Playdough. (Teacher model each letter on the board and say each name). - Modeling Lowercase Letters in a Sandbox or using flour. (Use the provided cards as a model and cut out each card and say to your kids the sound of each letter) - Trace letters of the alphabet. On the template. - Work on the activity sheets: 1,2,3,4 	h,i,j,k,l,m,n,	
		o,p,q,r,s,t,u,v, w,x,y,z	
Level:	Elementary		
Resources:	<ul style="list-style-type: none"> - Alphabet Song. - Colorful Flash Cards - A cardboard to model letters shapes with Playdough - Sand or floor to model each letter. - Template to trace upper and lower cases. 	Time Sessions:	4 classes of 40 minutes
Observation:	Provide the printed didactic material to each student and ask to prepare some material to work in class.		

Created by: Andrade, E. (2021)

Table 11. Chart English Alphabet Recognition

Letter	A	B	C	D	E	F	G	H	I
Pronunciation	/ 'ei/	/ 'bi:/	/ 'si:/	/ 'di:/	/ 'i:/	/ 'ef/	/ 'dʒi:/	/ 'ertʃ/	/ 'aɪ/
Letter	J	K	L	M	N	O	P	Q	R
Pronunciation	/ 'dʒei/	/ 'keɪ/	/ 'ɛl/	/ 'em/	/ 'en/	/ 'əʊ/	/ 'pi:/	/ 'kju:/	/ 'ɑr/
Letter	S	T	U	V	W	X	Y	Z	
Pronunciation	/ 'es/	/ 'ti:/	/ 'ju:/	/ 'vi:/	/ 'dʌbəl.ju:/	/ 'ɛks/	/ 'waɪ/	/ 'zi:/	

Created by: Andrade, E. (2021)

2. Phonemic Awareness

To have children succeed in phonics, it is necessary to develop phonemic awareness skills. Children need to learn to distinguish individual sounds, or phonemes, within words. This section will have instructions with sound words in rhymes, songs to be read. Children must be able to segment, and auditory discriminate the sounds, e.g., ask a child: what sound the words sit, sand, and sock have in common?

Objective:	Children will identify beginning, middle and ending sounds in some words.	
Topic:	Phonemic Awareness;	Content: alphabet
Suggested Strategies:	<p>Encourage students to identify the first sound in their names and the last sound (vowel or consonants sound). Then, write on the board some of them.</p> <p>Ask students to say names of their favorite animals, some household items and help them to identify the beginning, middle, and ending sounds oral.</p> <p>After that, begin blending models with short CVC words (consonant, vowel, consonant) (e.g., <i>sat</i>, <i>Sun</i>, <i>map</i>) to identify the beginning, middle, and ending sounds.</p> <p>What is the first sound in fan? (/f/)</p> <p>What is the last sound in fan? (/n/)</p> <p>What is the middle sound in fan? (/a/)</p> <p>Practice them with the most common consonants such as: m, s, l, f, and r: mad, man, sat, say, log, lab. fat, fan, red, rain</p> <p>Phonemic Manipulation Model:</p>	<p>a,b,c,d,e,f,g</p> <p>h,i,j,k,l,m,n,</p> <p>o,p,q,r,s,t,u,v,</p> <p>w,x,y,z</p>

	<p>With the “Funny Roller Letter” Model, how to substitute a sound and make a new word. For example, explain to children that you will take a word and make new words using it. You might say, “I can make a new word. Can you take the /s/ off <i>sat</i> and put on a /m/ to make a new word? What is the new word?” : (<i>mat</i>),</p> <p>- Work on the activity sheets: 6,7,8</p>	
Level:	Elementary	
Resources.	<ul style="list-style-type: none"> - “Funny Roller Letter” - Activities sheets to complete the activities 	<p>Time Sessions:</p> <p>three classes of 40 minutes</p>
Observation:		

3. Short Vowels Sounds

Speakers should pronounce short vowel sounds in the way they sound. Most of the short vowel sounds follow the CVC (consonant-vowel-consonant) pattern. The term short does not refer to the length of the vowel sounds; it just a label.

Objective:	Students will be able to identify and name some words with short vowel sounds.	
Topic:	Short Vowel Sounds.	Content:
Suggested Strategies:	<p>Show a chart, or draw the five vowels on the board, then ask students to pronounce one by one. While the teacher is giving instructions on pronunciation, they could show some pictures according to each sound. Show motions with the face:</p> <p>/æ/ pretend eating an apple and pronounce apple</p> <p>/e/ for /e/ sound, smile and pronounce the sound</p> <p>/i/ point the nose saying i i iglo</p> <p>/o/ mimic a surprise moment</p> <p>/u/ form the letter with the arms, pronounce the sound</p> <p>Incredible Word Bank</p> <p>Teacher will provide the templates to do the activity.</p> <p>Then students will practice the pronunciation of each short vowel sound and reinforce the beginning, middle and final position.</p> <p>Work on the activity sheets: 9,10</p>	<p>Short Vowel Sounds:</p> <p>/æ/ as in <i>cat</i></p> <p>/e/ as in <i>hen</i></p> <p>/i/ as in <i>fish</i></p> <p>/o/ as in <i>fox</i></p> <p>/u/ as in <i>duck</i></p>
Level	Elementary	
Resource	<p>Templates of pictures and letters</p> <p>Glue, Scissors</p>	Time Sessions: Two classes of 40 minutes
Observation:		

Words that teachers could include in their classes according to de available time.

Table 12. Short vowel sounds

	<i>/æ/ as in cat</i>	<i>/e/ as in bed</i>	<i>/i/ as in fish</i>	<i>/o/ as in lock</i>	<i>/u/ as in duck</i>				
Act	blast	Bed	Chest	big	dig	blob	fox	bug	Buzz
At	branch	Bell	Deck	bill	dim	block	frog	bus	Club
Back	brand	bench	Den	bit	dish	box	got	but	Cub
Bad	Cab	Bend	Desk	blink	disk	chop	hop	cup	Cut
Bag	camp	Best	Dress	brick	drink	clock	hot	mud	Drug
Band	Can	Blend	Egg	chick	fig	cot	job	nut	Drum
Basket	Cap	Bless	Elf	chill	fill	crop	jog	puppy	Fun
Bat	catch	Cell	End	click	fish	doll	knob	rug	Gum
Bath	Chat	Cent	Fed	clip	fist	dot	knock	sun	Hug
Black	Clam	Check	Fresh	chin	fit	drop	knot	up	Run

Created by: Andrade, E. (2021)

The short **-a** /æ/ with the most common spelling: /æ/ sound is *a* (*cat*), with other spellings of the /a/ sound include: *a_e* (*have*), *ai* (*plaid*), *al* (*half*), *au* (*laugh*), *aa* (*baa*), *a'a* (*ma'am*), *ag* (*diaphragm*), *i* (*meringue*), *ua* (*guarantee*).

The short **-e** /e/ sound with the most common spellings: *e* (*bed*), *ea* (*head*), *e_e* (*ledge*). Other spellings of the /e/ sound include: *ai* (*said*), *a_e* (*care*), *a* (*any*), *ay* (*says*), *eo* (*leopard*), *ie* (*friend*), *u* (*bury*), *ue* (*guess*).

The short **-i** /i/ sound with the most common spelling: /i/ sound is *i* (*fish*). Other spellings of the /i/ sound include: *y* (*gym*), *i_e* (*give*), *a_e* (*damage*), *e* (*pretty*), *ee* (*been*), *ia* (*marriage*), *o* (*women*), *u* (*busy*), *ui* (*build*), *ai* (*mountain*), *u_e* (*minute*).

The short **-o** /o/ sound with the most common spelling: *o* (*lock*). Other spellings of the /o/ sound include: *a* (*watch*), *o_e* (*gone*), *ach* (*yacht*), *au* (*astronaut*), *ou* (*cough*), *ho* (*honor*), *oh* (*John*), *ow* (*knowledge*). The short **-u** /u/ sound with the most

common spelling: u (duck). Other spellings of the /u/ sound include: o (son), o_e (some), ou (double), oe (does), oo (blood), u_e (judge).

4. Long Vowel Sounds

Long vowels sounds are pronounced the same way as their names, but there are some spellings for each long vowel sound.

Objective:	Students will be able to identify and name some words with long vowel sounds.	
Topic:	Long Vowel Sounds.	Content:
Suggested Strategies:	<p>Start explaining that vowels have two sound:</p> <p>Short sounds, mention some words: basket, bed, fish, doll, rug, the teacher can ask students to draw them on the board.</p> <p>For long vowel sounds, clarify that they say its name and they have some different spelling, show the examples with the provided chart.</p> <p>To practice more long vowel sounds, make with kids the following craft:</p> <p>Sound Sticks</p> <p>The teacher will provide the templates to cut down some letters, classify them according to the sound, and finally attach the sticks behind each letter's sounds.</p> <p>Then the teacher will ask some sound to form a new word..</p> <p>/ɑ:/- say</p> <p>/ɜ:/ knee</p> <p>/i:/ ice</p> <p>ɔ:/ rose</p> <p>/u:/ mule</p> <p>Work on the activity sheets: 11,12</p>	<p>Long Vowel Sounds:</p> <p>/ɑ:/- cake, eight</p> <p>/ɜ:/-heard,</p> <p>/i:/-week, sheet</p> <p>ɔ:/-fork, fall</p> <p>/u:/-boot, two</p>
Level	Elementary	

Resources	Templates with some letters Glue Scissors Sticks.	Time Sessions: Two classes of 40 minutes
Observation:		

Words that teachers could include in their classes according to de available time.

Table 13. Long Vowel Sounds

<i>/a/ as in cake</i>		<i>/e/ as in feet</i>		<i>/i/ as in bike</i>		<i>/o/ as in boat</i>		<i>/u/ as in cube</i>	
Bake	Case	Me	Deep	bike	Fine	cold	Bone	cube	January
Brake	Cave	We	Deer	Bite	Fire	fold	Close	cue	humid
Brave	Date	Bee	Feed	dive	Five	go	Cone	cute	menu
Cage	Face	Beep	Feel	drive	Hide	gold	Goat	human	museum
Cake	Flame	Cheese	Feet	knife	Hike	hold	Home	mute	music
Came	Make	Feet	Free	mice	Ice	hope	Rose	mule	uniform
Fame	Name	Heat	Green	Rice	Kite	hole	Roll	nude	union
Rate	Lane	Meal	Seed	right	Life	old	Scroll	rule	unit
Pay	Take	See	Need	wife	Line	poll	Toe	tune	united
Way	Wake	Scene	Jeep	white	Size	road	Zone	use	usual

Created by: Andrade, E. (2021)

The long -a/a_/ sound with the most common spellings: a_e (cake), ai (pain), and ay (say), eigh (eight), a (r) (vary), ai (r) (fair), ey (they, obey), ag (champagne), aig (campaign), aigh (straight) ao (gaol), au (gauge), ea (steak), ee (matinee), eh (eh), ei (veil), eigh (sleigh), et (beret), hei (heir), uet (bouquet).

The long -e /e/ sound with the most common spellings: e (we), ee (feet), ea (heat), y (lazy), ie (field), ey (key), ae (Caesar), e'e (e'en), e_e (precede), ei (receive), eip (receipt), eo (people), i_e (machine), ea_ue (league), it (esprit), ui (mosquito).

The long **-i /i/** sound with the most common spellings: i_e (bike), y (my), i (child), ie (tie), igh (high), eigh (height), eye (eye), is (island), uy (buy), ia (diamond), oy (coyote), ui_e (guide).

The long **-o /o/** sound with the most common spellings: o (go), o_e (home), oa (boat), ow (show), and oe (toe). Other spellings: ou/ough (boulder/though), owe (owe).

The long **u /oo_/** sound with the most common spellings: u_e (cube), u (music), ew (few), and ue (cue). Other spellings include: eau (beauty), hu (huge), iew (view), you (you), yu

(Yule), ewe (ewe), ut (debut).

2.4.3 Premises for its implementation

To implement the premises, the following schedule was designed to be work in two or three months, two classes per week, two or three week per topic and the third week teacher can reinforce the topic and evaluate. It is up to the workload of the teacher who will implement this course.

Table 14. Premises for its implementation

Syllabus of the Program: Opening the Gate for Reading	Scope and Sequence										
Topic:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1. Teaching Alphabet Recognition: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.	a,b,c,d,e,f,g h	i,j,k,l,m,n,o,p,q	r,s,t,u,v,w,x,y,z	Evaluation							
2. Phonemic Awareness: Beginning, middle, ending sounds					beginning sounds	middle sounds	Ending sounds. Evaluation				
3. Short Vowel Sounds: /æ/ as in cat /e/ as in bed /i/ as in fish /o/ as in lock /u/ as in duck								/æ/ /e/ /i/	/o/ /u/ Evaluation		
4. Long Vowel Sounds: /a/ as in cake /e/ as in feet/ /i/ as in bike /o/ as in boat/ /u/ as in cube										/a/ /e/ /i/	/o/ /u/ Evaluation

Created by: Andrade, E. (2021)

2.5 CONCLUSIONS

- ❖ The group of strategies and the selected material to work with six-year old students are according to their age.
- ❖ The proposal is designed to introduce children to the fascinating world of reading and writing, to make the reading a pleasure but not as a stressful obligation.
- ❖ Additionally, the present activities are a sample of how teachers who work with second grader students can introduce phonics as a strategy to encourage children to read, and at the same time acquire English as a Foreign Language.

CHAPTER III.

APPLICATION AND/OR VALIDATION OF THE PROPOSAL.

3.1. Experts' evaluation.

The proposal was socialized among a group of teachers from La Salle High School. Where the objective, the structure and the strategies were introduced to be applied in a Phonics Class. The socialized topics were: the importance of Phonics as part of the curriculum, the appropriate method for its application, strategies and a detailed guide on applying a phonics class. The teachers were able to know the proposal very closely since a copy of chapter two and the Phonics booklet were sent to them to evaluate the components. Teachers contribute with their experience; finally, they received a validation instrument to express their comments in a personal way. (See annex 1: Socialization Pictures)

The proposal in chapter two is a work designed to be used by teachers who work with second graders. Three English teachers participated to get the evaluation and validation, which ensured this project's feasibility with their years of experience and professionalism. A validation instrument was used with specific indicators or parameters that helped to verify the feasibility and comprehensive assessment. The evaluation criteria were: **Excellent, Good, and Terrible**. Below are the professionals who validated the proposal. (See annex 2: Experts Validation)

M. Sc. Edwin Mauricio Pilca Carvajal, with the ID: 1711390037, studied at Juan Montalvo School in Quito, where he got a Primary School teacher degree teacher. After that, he started teaching English as a Foreign Language at USA academy, and Blas Pascal school, at Evergreen Summit school, Challenger School, at Benedict School of Languages -17 years- and finally at La Salle, where he has spent 24 years. By 2020 he had gotten the Competency Certificate in English from Michigan University. He was certified by Cambridge with a PET and then with the FCE, and also with TKT modules 1-2-3. Finally, he was approved by ETS as a TOELF trainer. At La Salle, he had spent different charges as an elementary school teacher, a secondary teacher, an Academic Coordinator in Spanish, an English Area coordinator and Language Department Director.

Lic. Neiva Araujo, with the ID: 1721514519, studied at the Central University of Ecuador; her degree is in Science of Education: Mention: Multilingual, she recently got de B2 level by Cambridge University Press, and she is currently pursuing Master in Pedagogy of English as a Foreign Language at the Pontificia Universidad Católica del Ecuador. She has been working as an English and Science Teacher at “La Salle” Private School in Conocoto, Quito-

Lic. María de Pilar Silva, with the ID: 1716822893, have gotten her degree as: Licenciada en Ciencias de la Educación y Profesora Superior en Docencia y Gestión de Educación Inicial. Additionally she have gotten the following international de certificates FCE and TOEIC. She has been working as English Teacher for 12 years Elementary Schools.

Table 15. Evaluators' observations

Expert Evaluators	Evaluators' observations
M. Sc. Edwin Pilca	From the teacher point of view, he felt engaged with the proposal because it started with the objective and an exact sequence that let the audience understand the series of steps that the author followed to accomplish the work. He expressed that the content is relevant, the register used is appropriate when teaching language; teachers have to take advantage of many strategies to understand the topic. Finally, he said the recommended methodology seems essential for the teacher when they have little kids to teach.
Lic. Neiva Araujo	According to her experience, the proposal is excellent because the strategies are good to engage young learners with reading skill. The strategy will also help little children work autonomously after being involved with the phoneme and grapheme (it is a written symbol

	<p>representing a sound) of each alphabet letter. Additionally, she said that the strategies proposed will improve kid's pronunciation in their speaking and reading. Finally, she said that it would be easier for teachers to make corrections, giving feedback to develop their pronunciation and reading comprehension.</p>
<p>Lic. María de Pilar Silva</p>	<p>Teacher Maria Del Pilar liked the proposal because she thinks that the presentation of the proposal showed an appropriate methodological structure talking about plasticity, critical periods, and language acquisition. She said that it is imperative to help the children read in a fun way, not just an obligation. Introducing phonics as a strategy is helpful to read effectively, and the attractive materials and resources are complementary. So this is the best way to engage students in the fascinating world of reading. She expresses that the contribution is valid because every teacher could use these ideas in classes and have better results with the reading process.</p>

3.2 User's Evaluation.

The teacher who apply the strategies is the author of this proposal, she is an English teacher with about 20 years of experience working with children in a recognized institution in Quito City. She has been currently teaching second grades around five years. The early alphabet recognition (names of the letters and the sounds they represent) pronunciation of some words (long and short vowel sounds) Vowels were difficult to learn and it took a long time, and vocabulary (look and identify some objects) is essential to keep on working with phonics.

Children had the opportunity to have fun and interactive classes due to students made their own material. The children learned to differentiate the pronunciation of a group of words, identifying short and long sounds of each of the vowels and learn new words.

The proposed strategies are an alternative to solving the reading and pronunciation problem of certain sounds of the English language. The strategies applied help to avoid errors when pronouncing new words and improve fluency a reading time. The activities carried out were playful and interactive, taking into account the age of the children. The proposal contains multisensory activities such as manipulation of plasticine, flour, flashcards, roll, and rings with the alphabet letters to form words and so on.

This material allowed children to recognize shapes and sounds of each letter, differentiate vowels from consonants, identify short and long vowel sounds, recognize initial, middle and final sounds, and increase new vocabulary, among others. The strategies proposed in this thesis was applied to a group of 23 second-year students of primary education from La Salle High School in Conocoto.

At the same time, Students practiced phonemic awareness, especially locating the beginning, middle and ending sound position in CVC words. This topic was easier for little kids because they could identify letter sounds using “The Funny Roller Letter”, which was terrific, they could ask each other to pronounce beginning, middle and ending sounds with the words they manage. (See annex 3: Application)

3.3 Impacts or Evaluation Results

Even though it was not possible to apply all the strategies proposed in chapter two due to students were attending classes by zoom meeting, it was more challenging to engage the students with the topic and use the didactic material. Despite that, the results were the expected, and children could learn the sounds and the shape of each letter of the alphabet. They could identify short and long vowel sounds. Children enjoyed: singing, dancing, and manipulating some material. Last but not least, the thing that impacted me a lot was the right and easy way to pronounce each letter sound in some difficult words

and how children could easily differentiate short from long vowel sound in a set of words and the most expected skill, children could read fluently a group of words.

The classes were active, participative, and fun that supports students' emotional side that helped them to become confident readers, the teacher and children were happy during the process teaching alphabet recognition was a fun class as kids and teacher danced with the students, they felt relaxed and enjoyed the course, and the guidance was exciting and well accepted for the kids.

To teach short and long vowel sounds was as amazing as students enjoyed making their didactic material. They felt very proud of their job. At this point, it was possible to prove how teaching phonics works as academic instructions but also helps to improve the affective part among children. Kids were very attentive to the teacher instructions, they were excited to make up many new words, and the most important thing is the tremendous learning impact in pronunciation and fluency.

3.4 Proposal Results.

The effects, changes and results obtained are manifested in this proposal report. The instruments used to validate the proposal were: a Pre-Test, which was applied before starting the introduction of the phonics classes and a Post Test, applied after using phonics strategies. For research purpose a check list was adapted for both tests, to establish the differences. The Pre-Test and post Test have the same structure, to measure the speaking sub skills. Students participated during two weeks, one hour per day four classes at week (40 minutes in each class) where the printable material were delivered and kinesthetic, multi sensorial activities were applied.

The Pre-Test was orally applied, it took about three to five minutes long per student and it has three parts, in part one students had to look and name some letters of the alphabet, in part two the learners had to classify vowels from consonants, finally in the last part children had to look and name the showed objects.

The Post Test was applied to the same group of students to achieve knowledge acquisition after being in touch with some phonics strategies. The Post -Test was applied

in reading and writing way. Both tests contain some speaking skills such as fluency, vocabulary, pronunciation and interactive communication.

To recording the results an adapted checklist based on A2 level according to the common European Framework, was adapted. The Pre and Post Tests had three parameters taken from the speaking subskills, they are, fluency, vocabulary and pronunciation, because the main focus of this study is how children improved their reading and pronunciation process while their working with phonics strategies. The check list applied in the Pre- Tests had two bands of evaluation: yes, and no, to show if each students could manage effectively the evaluated parameters. (See annex 4: Pre- Post Tests and Check list)

Additionally, the results obtained in the intervention was focused on the level of participation of the students. It observed that most of the time, students were very active in participation. Also, there was significant progress in the pronunciation, spelling, reading words, and increment of new vocabulary.

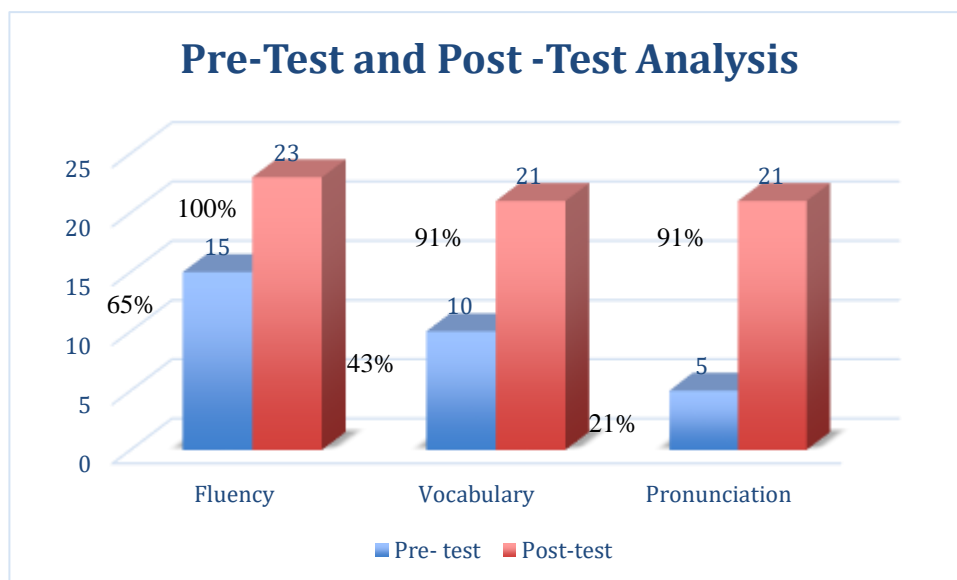
Pre- Test and Post Test Comparison of Results.

Table 15. Pre-Test and Post-Test Comparison of Results.

Parameters	Pre- test	Post-test	Score
Fluency	15	23	4
Vocabulary	10	21	4
Pronunciation	5	21	6
Total	6	13.7	14
	Arithmetic average	Arithmetic average	

Created by: Andrade, E. (2021)

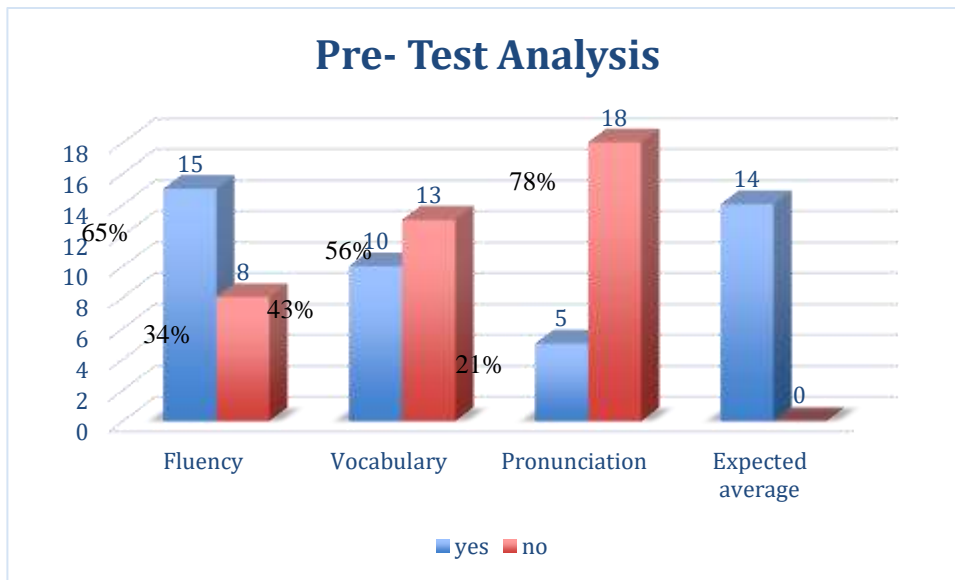
Graphic 1.



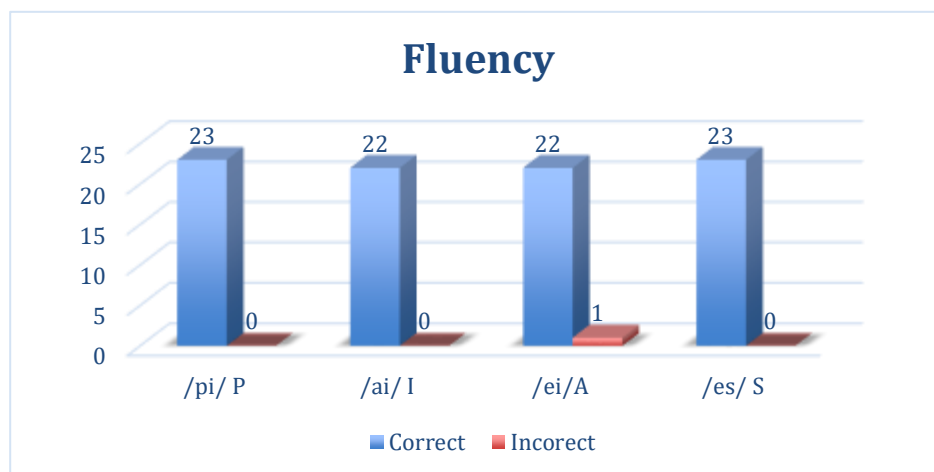
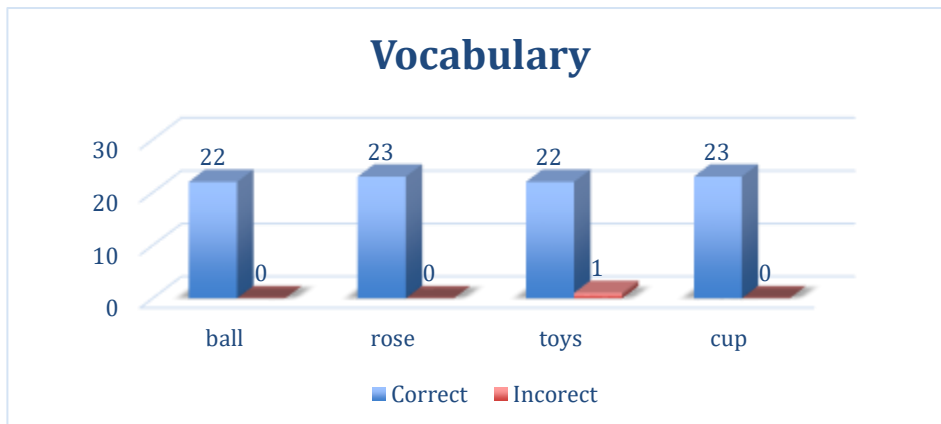
As we can see in the graphic, 65% of students get a good score in the fluency parameter in the Pre -Test and the Post-Test, the 100% of students performed well. Talking about the vocabulary in the Pre-Test, 43% of students showed that they could identify new vocabulary, and in the Post Test the 91% of students could develop this activity successfully.

The pronunciation was the most challenging part for students in the Pre-Test. We can observe only 21% of students could pronounce the words correctly and identify beginning and endings sounds. After applying the Post-Test, the results show that most students could pronounce the learner words correctly. Thus we can verify how helpful were the Phonics strategies used. After having an overview of the pre and post-test application, we will analyze in detail the results of each one.

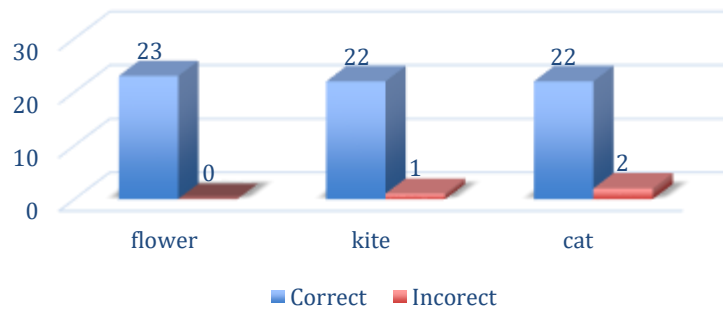
Pre-Test Analysis



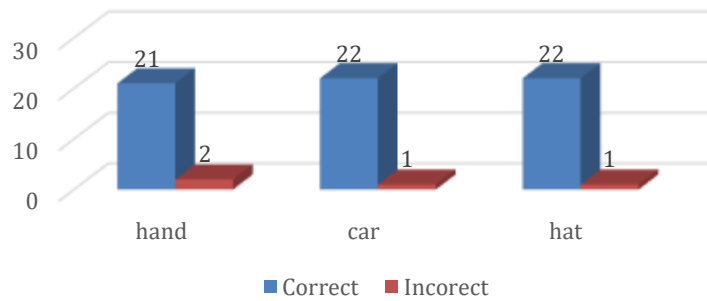
We are going to observe the results of each evaluated parameter.



Pronunciation Beginning Sounds

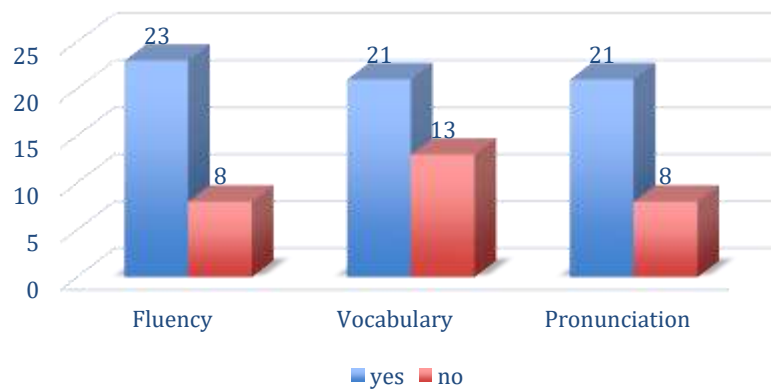


Pronunciation Ending Sounds



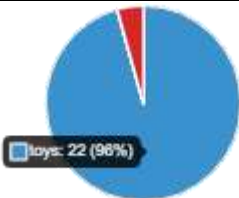



Post-Tests Analysis

Post- Test Analysis


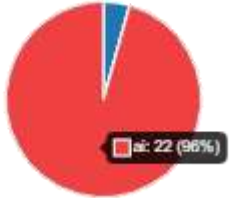




In a group of four words: toys, rose, cup, ball, 100% of users completed the questionnaire, and only one user make a mistake with the word *toys*.

<p>100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.</p>	<p>100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.</p>
 <p>A pie chart representing 100% correct responses for the word 'ball'. The chart is entirely red. A legend below the chart shows a red square followed by 'ball: 23 (100%)'.</p>	 <p>A pie chart representing 100% correct responses for the word 'rose'. The chart is entirely orange. A legend below the chart shows an orange square followed by 'rose: 23 (100%)'.</p>
<p>96% of the users who completed the questionnaire (22 out of 23) answered this question correctly.</p>	<p>100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.</p>
 <p>A pie chart representing 96% correct responses for the word 'toys'. The chart is mostly blue, with a small red slice. A legend below the chart shows a blue square followed by 'toys: 22 (96%)'.</p>	 <p>A pie chart representing 100% correct responses for the word 'cup'. The chart is entirely green. A legend below the chart shows a green square followed by 'cup: 23 (100%)'.</p>

Created by: Andrade, E. (2021)




In a group of four letters: /ei/a , /es/s, /pi/p, /ai/I, 100% of users completed the questionnaire, and only one user make a mistake with the letter i.

<p>100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.</p>	<p>96% of the users who completed the questionnaire (21 out of 23) answered this question correctly.</p>
 <p>A pie chart representing 100% correct responses for the letter 'pi'. The chart is entirely green. A legend below the chart shows a green square followed by 'pi: 23 (100%)'.</p>	 <p>A pie chart representing 96% correct responses for the letter 'ei'. The chart is mostly red, with a small blue slice. A legend below the chart shows a red square followed by 'ei: 22 (96%)'.</p>

100% of the users who completed the questionnaire (22 out of 23) answered this question correctly.	100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.
	

Created by: Andrade, E. (2021)

In a group of three words: flower, kite, cat, 100% of users completed the questionnaire, and two users make mistakes showing the beginning sounds in the word cat.

100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.	100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.
	
96% of the users who completed the questionnaire (22 out of 23) answered this question correctly.	
	

Created by: Andrade, E. (2021)

In a group of three words: hand, car, hat 100% of users completed the questionnaire, and two users make mistakes showing the ending sound of the word hand and one user make a mistake showing the endings sound in the word hat.

<p>91% of the users who completed the questionnaire (21 out of 23) answered this question correctly.</p>	<p>100% of the users who completed the questionnaire (23 out of 23) answered this question correctly.</p>
<p>A pie chart with a large green section representing 91% (21 out of 23). There are small blue and orange sections representing the remaining 9%.</p>	<p>A pie chart that is almost entirely orange, representing 100% (23 out of 23). A very small white sliver is visible at the top.</p>
<p>96% of the users who completed the questionnaire (22 out of 23) answered this question correctly.</p>	
<p>A pie chart with a large blue section representing 96% (22 out of 23). There are small green and white sections representing the remaining 4%.</p>	

Created by: Andrade, E. (2021)

Chapter III Conclusions

- ❖ After knowing the importance of working on phonics, the elaboration and use of didactic material, the validation of experts and users affirm that it is possible to apply the suggested strategies to introduce phonics and improve the reading process acquisition of second-grade students.
- ❖ Considering the criteria of experts and users, and after the socialization among authorities and teachers of the institutions, I propose the immediate application of the phonics strategies in classrooms with second-grade students to improve the reading process acquisition.

4. Tutors' report

Phonics Instruction can help all children learn to pronounce, read, speak and spell words and sentences correctly. Children can increase vocabulary and have a faster progress in acquiring literary/spellings skills. Phonics is pivotal for English language acquisition. Phonics knowledge has a powerful effect on the emotional part of children.

General Conclusions

- ❖ As a general conclusion, phonics strategies helped children to enhance their reading fluency with speed, accuracy, expression and good pronunciation.
- ❖ Phonics strategies improved the reading skills and students got a high reading level, like a native speaker and the activities proposed were very engaging for the students.
- ❖ Children understood how letters link with sounds within a systemic phonics instruction.
- ❖ After learning decoding sounds, students increase the pleasure for reading independently.
- ❖ Consequently, the hypothesis was positively proved as phonics was considered a method of teaching a student know how to read by developing their phonemic awareness, increasing vocabulary, and understanding these sounds (letters) to represent a word and represent meaning.

Recommendations:

The current research should be spread with more teachers as the strategies are great and work in the class. All teachers agree that children learn the alphabet with fun strategies. It allowed us to have fun in the teaching and learning process.

References:

- Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). Jolly phonics: Effective strategy for enhancing children english literacy. *SHS Web of Conferences*, 42, 00032. <https://doi.org/10.1051/shsconf/20184200032>
- Blevins, W., & Chambliss, M. (2006). *Phonics from A to Z: A practical guide*. Teaching Resources/Scholastic.
- Brooker, D. (2018). *English for Development: a review of research into the role of English as a driver for socio-economic development*. UCLES. <https://www.cambridgeenglish.org/Images/539681-perspectives-english-for-development.pdf>
- Buckley, D. (2020, January 30). *I HATE Learning English! | Man Writes*. <https://manwrites.com/i-hate-learning-english/>
- Chadán, G. E. P. (2018). “El idioma inglés en las zonas urbano marginales del Ecuador.” *Revista Vínculos*, 2(1), Article 1. <https://doi.org/10.24133/rvespe.v2i1.200>
- Connell, H., & Howson, P. (2013). *The English Effect is published by the British Council*. British Council 2013 / D096. <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>
- EF EPI 2020 – Ecuador*. (n.d.). Retrieved January 30, 2021, from <https://www.ef.com/wwen/epi/regions/latin-america/ecuador/>

- El-Sseid, M., Ali, H., & Ben Dalla, L. O. (2020). *Children at learning a second language, and indeed might even be better: A literature review (LR)*.
<https://doi.org/10.13140/RG.2.2.29677.82401>
- Graaff, S., Bosman, A., Hasselman, F., & Verhoeven, L. (2009). Benefits of Systematic Phonics Instruction. *Scientific Studies of Reading*, 13, 318–333.
<https://doi.org/10.1080/10888430903001308>
- INEC. (n.d.). Retrieved January 31, 2021, from
<https://www.celibro.org.ec/web/img/cms/ESTUDIO%20HABITOS%20DE%20LECTURA%20INEC.pdf>
- Johnston, R., & Watson, and. (2005). *The effects of synthetic phonics teaching on reading and spelling attainment, a seven year longitudinal study*.
- Kolesnikova, O. (2012). *Linguistic Support of a CAPT System for Teaching English Pronunciation to Mexican Spanish Speakers*. <https://doi.org/10.13053/rcs-56-1-12>
- Komlodi, A., & Caidi, N. (2016). *Learning in Second-Language Searching*.
- Lengua Extranjera – Ministerio de Educación*. (n.d.). Retrieved January 30, 2021, from
<https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Moats, L. (n.d.). *How Children Learn to Spell | Scholastic*. Retrieved February 1, 2021, from
<http://www.scholastic.com/teachers/articles/teaching-content/how-children-learn-spell/>

Naning, W., Fauziati, E., & Hikmat, M. (2016). THE EFFECTIVENESS OF USING PHONICS INSTRUCTION AND STORYBOOKS IN ENGLISH READING CLASSES TO IMPROVE STUDENT PARTICIPATION. *Jurnal Penelitian Humaniora*, 17, 49. <https://doi.org/10.23917/humaniora.v17i1.2351>

Perez, A. (2018, February 1). *Teaching English Phonics to Spanish-Speakers*. The Latino Family Literacy Project. <https://www.latinoliteracy.com/teaching-english-phonics-spanish-speakers/>

Peterson, A. (2014). *Funēemics Teacher's Manual*. Read Naturally, Inc.

primicias. (n.d.). Ecuador tiene el peor nivel de inglés de América Latina. *Primicias*. Retrieved January 22, 2021, from <https://www.primicias.ec/noticias/sociedad/idioma-ingles-estudiantes-convenio-educacion-profesores/>

Reyhner, J. (2020, January 3). Reading Wars: Phonics vs. Whole Language [https://jan.ucc.nau.edu/~jar/Reading_Wars.html]. *The Reading Wars*. https://jan.ucc.nau.edu/~jar/Reading_Wars.html


Proposal Components Synthetic / Direct or Explicit Phonics Approach

- What we want to achieve in the class.
- What we are going to study.
- It is for phonemes.
- Content
- The resources to be use in the classroom.
- The resource will be linked to download in printable pages.


Goal:		Content:
Topic:		
Position:		
Suggested Strategies:		
Level:		
Resources:		
Observation:		


There will different learning styles where children are asked to


- Examine words such as visual, auditory,
- kinesthetic (hand or body movements) and
- tactile (make letters, words meaning out of clay or trace them with fingers).





A


C


D






Appendix 2: Experts Validation.

TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. Research proposal data:

Author: Elizabeth Andrade

Topic: INTRODUCE PHONICS AS A STRATEGY OF LEARNING READING
IN AN EFFECTIVE WAY

Objective: Propose a guide of strategies to introduce phonics for English teachers from second school grades.

2. Evaluator's information

Evaluator's name:	EDWIN PILCA C.
ID number:	1711390037
Academic degree:	MASTER
Senescyt registration number	7241128376
Current job:	LANGUAGE DEPARTMENT COORDIATOR
Phone number:	0995654688
e-mail:	Lsce.coord.idiomas@lasalleconocoto.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
The proposal presentation started with the objective and a clear sequence that let us understand the series of steps that the author followed in order to accomplish this work. It also included the proposal development and the conclusions.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content is relevant, the register used is appropriate, it is easy to be understood and also easy to be followed by the audience while the author explained.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
When teaching, the language teachers have to take advantage of many strategies in order for students to understand the topic, the recommended methodology seems to be an important tool for teacher when they have little kids to teach.

5. **Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
International	

5. **General comments and recommendations for the Author.**



Evaluator's signature

I.D. 17113900

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

3. Research proposal data:

Author: Elizabeth Andrade

Topic: INTRODUCE PHONICS AS A STRATEGY OF LEARNING READING
IN AN EFFECTIVE WAY

Objective: Propose a guide of strategies to introduce phonics for English teachers from second school grades.

4. Evaluator's information

Evaluator's name:	Neiva Araujo
ID number:	1721514519
Academic degree:	Science of Education: Mention: Multilingual
Senescyt registration number	1005-10-1004154
Current job:	English Teacher
Phone number:	0991383162
e-mail:	gznei5@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Sure, because that is what students need to improve their pronunciation in their speaking. As well as they read.
CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content is good because it is a good strategy through the reading to engage students.
SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Definitely yes, even more when they are children. It is easier to make corrections, giving some feedback to develop their pronunciation as well as their reading comprehension.

Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
International	

General comments and recommendations for the Author.

Evaluator's signature



ID: 1721514519

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

Research proposal data:

Author: Elizabeth Andrade

Topic: INTRODUCE PHONICS AS A STRATEGY OF LEARNING READING IN AN EFFECTIVE WAY

Objective: Propose a guide of strategies to introduce phonics for English teachers from second school grades.

Evaluator's information

Evaluator's name:	María del Pilar Silva D.
ID number:	171682289-3
Academic degree:	Licenciada en Ciencias de la Educación y Profesora Superior en Docencia y Gestión de Educación Inicial.
Senescyt registration number	1027-10-1028565
Current job:	English Teacher in La Salle Conocoto High School.
Phone number:	0998013007
e-mail:	pili_banily@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

Yes, because in the presentation of the proposal my colleague showed an appropriate methodological structure talking about plasticity, critical periods and the process of language acquisition. It is really important to help the children to read in a fun way not as an obligation and for this reason she introduces phonics as a strategy to read in an effective manner and put in practice some attractive materials and resources to achieve this goal.

CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

Yes, because the proposal was written in a good way and we can share ideas and discuss about the topic.

SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

Yes, the contribution is valid because we can use these ideas in our classes and have better results with the reading process.

Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
International	

General comments and recommendations for the Author.

Evaluator's signature

Maria del Pilar Silva D

I.D 171682289-3

Pre - Test

1. Name of the following letters:

d	m	p	w	z
----------	----------	----------	----------	----------

f	r	c	l	b
----------	----------	----------	----------	----------

2. Name the following letters.

o	e	a	u	i
----------	----------	----------	----------	----------

2.1 Are the following letters consonants or vowels?

a	d	o	i	g
----------	----------	----------	----------	----------

t	k	e	u	w
----------	----------	----------	----------	----------

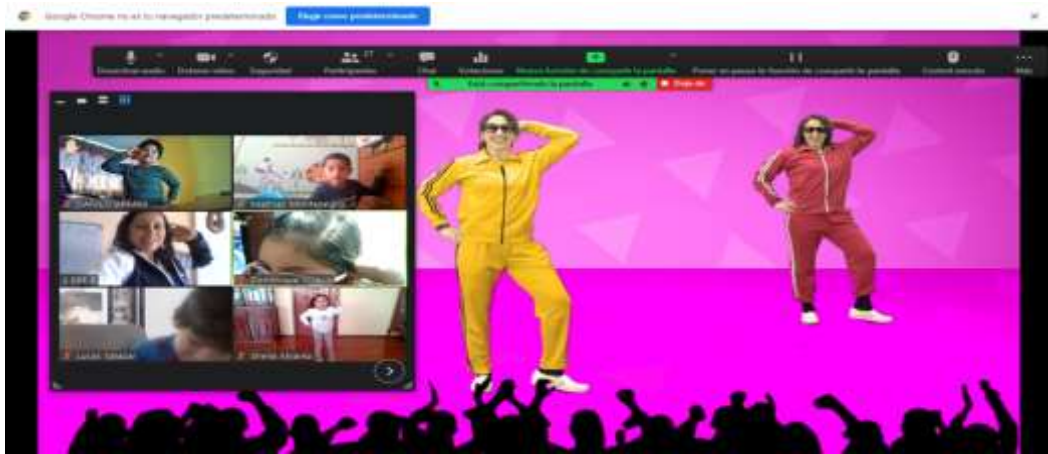
Look and say what is it?

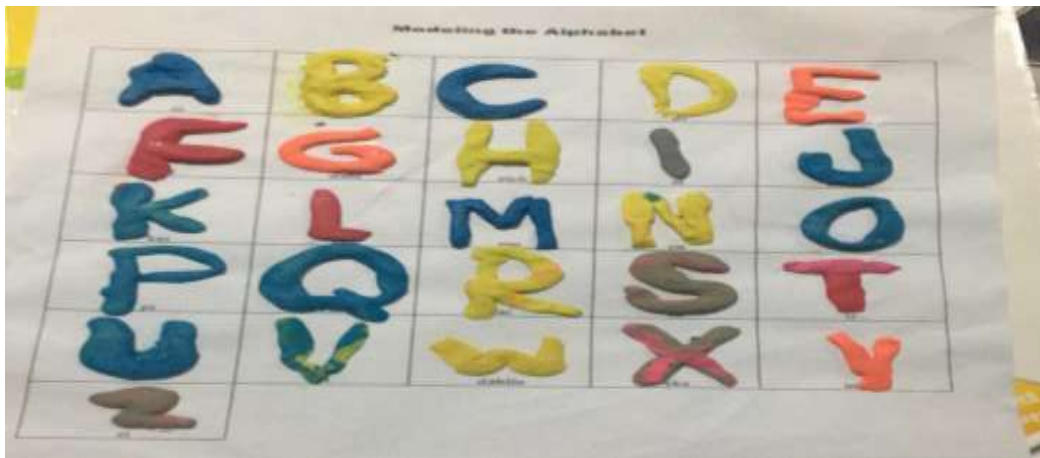


Check list.

Student's Names. 2nd "E"	Question 1 fluency Look and name some letters of the Alphabet.		Question 2 vocabulary 10 Classify vowels from consonants		Question 4 Pronunciation Look and answer what is it? (show pictures randomly)	
	yes	no	yes	no	yes	no
ALVAREZ ARELLANO SHEILA MAYTHE	x		x		x	
ARMAS BARAHONA DANILO JOAQUIN						
BARRIGA LLUMIQUINGA FRANCISCO	x					
BAUTISTA DONOSO RUBEN JHOSUE	x					
CHAMORRO URQUIZO AMELIA			x			
CHINGAY PEREZ ARIEL JOAQUIN					x	
CURIPALLO GAVILANES JAED	x		x			
FERNANDEZ CAÑADAS EMILIANO	x					
FLORES OBANDO JOEL LEONARDO						
GALARZA VILLALVA MARIA PAULA	x		x			
LANDAZURI CARDENAS ALESSA			x		x	
MALDONADO CARCHIPULLA SARA	x					
MALLITAXI MONTIEL THIAGO	x		x			
MOLINA AREVALO VICTORIA						
MONTENEGRO VASCONEZ MATHIAS	x		x			
MORILLO MARTINEZ SOFIA EMILIA	x					
MUÑOZ ALMEIDA JULIAN ALEJANDRO	x					
NARANJO FERNANDEZ EMILY ROMINA			x		x	
PERRAZO CHAVEZ EMILIO JOSE	x					
PINCHUPA GREFA BIANCA MILENA	x		x			
SALAZAR DIAZ LUCAS BENJAMIN						
SANTANA ZAMBRANO AMBER LUCIANA						
SIERRA BRITO LUCIANA SALOME	x		x		x	
Scores	15		10		5	

Appendix 4: Application.









Amazing Phonics Strategies

TEACHER'S
BOOKLET



By: Elizabeth Andrade.



Introduction

Working with phonics not only helps to improve the correct pronunciation but also increases the pleasure of reading independently. When students realize that they can do an activity without any help, they feel sure and motivated to carry out their tasks by themselves, and finally, it will lead to fun learning in most cases.

Students should recognize that words are made up of sounds, and these sounds are different from the ones we have in Spanish. Children must understand the relationship between speech and printed letters, words, sentences and learn that the sounds letters make words.

Justification

The English language has been poorly managed in elementary schools in our country; this proposal wants to provide many helpful strategies for teachers who work with students around six years old or starts formal school instruction. It will take advantage of the plasticity brain or neuroplasticity, facilitating understanding, adaptation and assimilating a second language faster than the adult.

Young learners who are exposed to a second language earlier acquire it better and easier than adults. There is a relevant case that is called: The Critical Period Hypothesis (CPH), which states the children' brains at the age of six and they are well prepared to start studying phonology. Brain plasticity helps to learn a second language as they use both hemispheres in language acquisition.

The importance of learning phonics in primary education becomes evident, as English is complex in terms of pronunciation than Spanish. We find significant differences in sounds and spelling (e.g. the differences between /b/ and /v. or shua vowel /a/). It is difficult for Spanish speakers to assimilate it fluently.

Objectives

- ✓ To introduce Phonics Strategies to improve reading in second graders students.
- ✓ To apply fun activities to get better results in the reading process acquisition.
- ✓ To improve fluency, pronunciation and vocabulary.
- ✓ To make manipulative material to develop fine and gross motor skills.
- ✓ To encourage students in their learning English acquisition process as a second language, by means of applying interactive strategies in each class.

Table of Contents

Topic	Phonics Strategies
<p>1. Alphabet Recognition <i>Pages: 6- 13</i></p>	<p>Use multisensory activities:</p> <ul style="list-style-type: none"> - Modeling Uppercase Letters with Play dough - Modeling Lowercase Letters in a Sand Box or using flour - Trace Uppercase Letters. - Trace Uppercase Letters.
<p>2. Phonemic Awareness <i>Page: 14- 21</i></p>	<p>Beginning, Middle, Ending Sounds Position.</p> <ul style="list-style-type: none"> - Beginning Sounds - Middle Sounds - Ending Sounds
<p>3. Short Vowels Sounds <i>Pages: 22- 31</i></p>	<p>Cat, apple, bag, cup hen, egg fish, big, fig fox, box, clock duck, bus, rug</p>
<p>4. Long Vowel Sounds <i>Pages: 32 - 38</i></p>	<p>Grapes, say, cake Feet knee, eight Kite ice, week, sheet Boat, rose, fork Glue, mule boot, two</p>

Alphabet Recognition

There will be different learning styles. Children will examine words in different ways: visual, auditory, kinesthetic (hand or body movements) and tactile (make letters out of clay or trace them with their fingers) and finally, trace upper and lower cases letters.

Objective:	<ol style="list-style-type: none"> 1. Children will be able to name each letter and quickly recognize letters shapes. 2. Children will be able to listen to the teacher and repeat each sound of the letters. 3. Children will trace upper and lowercase letters. 		
Topic:	The alphabet: sound and letters recognition	Content: alphabet	
Position	The Alphabet Sounds and Letters.	- a,b,c,d,e,f,g h, i,j,k,l,m,n,o ,p,q,r,s,t,u,v,w, x,y,z	
Suggested Strategies:	<ul style="list-style-type: none"> - First, sing a classic alphabet song. - Then, insert colorful flashcards and say each sound of the alphabet letters. - Play a game: find the hidden picture in each letter. Say them randomly. - The teacher could ask for more information about each picture (color size) - Modeling Uppercase Letters with Playdough. (Teacher model each letter on the board and say each name). - Modeling Lowercase Letters in a Sandbox or using flour. (Use the provided cards as a model and cut out each card and say to your kids the sound of each letter) - Trace letters of the alphabet. On the template. - Work on the activity sheets: 1,2,3,4 		
Level:	Elementary		
Resources:	<ul style="list-style-type: none"> - Alphabet Song. - Colorful Flash Cards - A cardboard to model letters shapes with Playdough - Sand or floor to model each letter. - Template to trace upper and lower cases. 	Time Sessions:	4 classes of 40 minutes
Observation:	Provide the printed didactic material to each student and ask to prepare some material to work in class.		

Activity 1

Name: _____

Date: _____

Play a game: Look and find a hidden picture in each letter and say it to your teacher.

Example:



I spy with my eye an ant in letter **a**

I spy with my eye balloons in letter **b**



Activity 1

Answer key.



I spy with my eye an ant in letter a

I spy with my eye balloons in letter b

ant	balloon	cat	dice	earth	flower	grapes
horse	ice cream	jellyfish	kite	log	mask	net
owl	penguin	quartz	rocket	snake	tree	umbrella
violin	water	x-rays	yo-yo	zebra		

Activity 3

Modeling Lowercase Letters in a Sand Box or on flour.

Name: _____

Date: _____

Look at the picture and follow the teacher's instructions.

Cut out each card letter, use them as model to draw on the sand box or on the flour with your finger.

Listen and repeat each sound of the letter while drawing them.



a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Activity 3

Answer Key

Ask students to prepare the following material:

- Flour or sand
- A tray
- Cut out sheet
- Scissors

First, deliver the activity sheet, then cut each card letter, use them as model to draw on the sandbox or the flour with your finger.

Listen and repeat each sound of the letter while drawing them.

Activity 4

Trace the missing letter of the alphabet

Name: _____

Date: _____

A a	_____	C c	_____	E e
_____	G g	_____	I i	_____
K k		M m		O o
_____	Q q	_____	S s	_____
U u	_____	W w	_____	Y y

Activity 4

Answer key

Listen to your teacher and trace the missing letters.

A a	B c	C c	D e	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	Q q	S s	T t
U u	V v	W w	X x	Y y
Z z				

2. Phonemic Awareness

To have children succeed in phonics, they must have pre-requirements to develop phonemic awareness skills. Children need to learn to distinguish individual sounds, or phonemes, within words.

Objective:	Children will identify beginning, middle and ending sounds in some words.	
Topic:	Phonemic Awareness;	Content: alphabet
Suggested Strategies:	<p>Encourage students to identify the first sound in their names and the last sound (vowel or consonants sound). Then, write on the board some of them.</p> <p>Ask students to say names of their favorite animals, some household items and help them to identify the beginning, middle, and ending sounds oral.</p> <p>After that, begin blending models with short CVC words (consonant, vowel, consonant) (e.g., <i>sat</i>, <i>Sum</i>, <i>map</i>) to identify the beginning, middle, and ending sounds.</p> <p>What is the first sound in fan? (/f/)</p> <p>What is the last sound in fan? (/n/)</p> <p>What is the middle sound in fan? (/a/)</p> <p>Practice them with the most common consonants such as: m, s, l, f, and r: mad, man, sat, say, log, lab. fat, fan, red, rain</p> <p>Phonemic Manipulation Model:</p> <p>With the “Funny Roller Letter” Model, how to substitute a sound and make a new word. For example, explain to children that you will take a word and make new words using it. You might say, “I can make a new word. Can you take the /s/ off <i>sat</i> and put on a /m/ to make a new word? What is the new word?” : (<i>mat</i>),</p> <p>Work on the activity sheets: 6,7,8</p>	<p>a,b,c,d,e,f,g</p> <p>h,i,j,k,l,m,n,</p> <p>o,p,q,r,s,t,u,v,</p> <p>w,x,y,z</p>
Level:	Elementary	
Resources.	<ul style="list-style-type: none"> - “Funny Roller Letter” - Activities sheets to complete the activities 	<p>Time Sessions:</p> <p>three classes of 40 minutes</p>
Observation:		

Activity 5

“Funny Roller Letter”

Materials

- 1 empty kitchen towel roll.
- Watercolours
- A paintbrush
- Markers, scissors and glue
- A sheet of paper to write the letters
- Glue

How to make Funny Roller Letter:

- First, color the kitchen roll with the watercolors.
- Cut out strips of 5 cm.
- Draw the letters with the markers
- Make rings with the letters.
- Listen to the teacher and identify beginning, middle and final position sounds
- Listen and form new words.



Activity 6

Name: _____

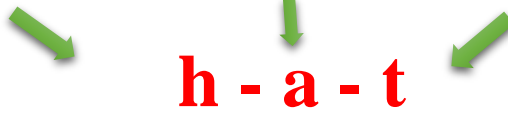
Date: _____

You can form many words by putting the beginning, middle and ending sounds together.

Beginning Sound





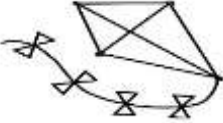



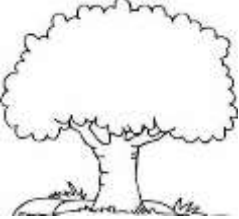

Middle Sound

Ending sound






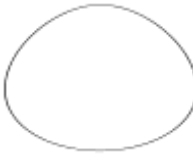




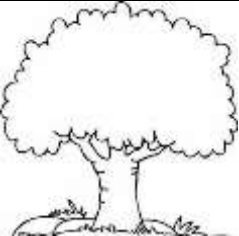
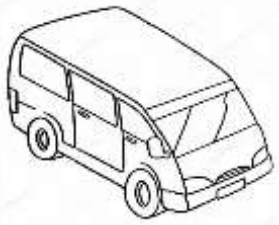
h - a - t

Listen, circle and trace the beginning sound.

	b o y _____		cat _____
	d o g _____		e g g _____
	kid _____		man _____
	rock _____		start _____
	tree _____		van _____

Activity 6

Answer key


	b o y b		c a t c
	d o g d		e g g e
	k i d k		m a n m
	r o c k r		s t a r s
	t r e e t		v a n v

Activity 7

Middle sounds

Name: _____

Date: _____

Listen and cross out  the middle sound. Match the words with the picture.

1. **b a t**



2. **b e d**



3. **p i g**



4. **p o t**




5. **t u b**



Activity 7

Answer key.

Listen and cross out  the middle sound. Match the words with the picture.

1. **b****t**

2. **b****d**

3. **p****g**

4. **p****t**

5. **t****b**



Activity 8

Ending sounds.

Name: _____

Date: _____

Look at the pictures and write the ending sounds.

1.



zi__

2.



ho__

3.



su_

4.



truc_

5.



han_

k

n

p

t

d

Activity 8

Answer key

1.



zip

2.



hot

3.



sun

4.



truck

5.



hand

k

n

p

t

d

3. Short Vowels Sounds.

Speakers should pronounce short vowel sounds in the way they sound. Most of the short vowel sounds follow the CVC (consonant-vowel-consonant) pattern. The term short does not refer to the length of the vowel sounds; it just a label.

Objective:	Students will be able to identify and name some words with short vowel sounds.	
Topic:	Short Vowel Sounds.	Content:
Suggested Strategies:	<p>Show a chart, or draw the five vowels on the board, then ask students to pronounce one by one. While the teacher is giving instructions on pronunciation, they could show some pictures according to each sound. Show motions with the face:</p> <p>/æ/ pretend eating an apple and pronounce apple</p> <p>/e/ for /e/ sound, smile and pronounce the sound</p> <p>/i/ point the nose saying i i iglo</p> <p>/o/ mimic a surprise moment</p> <p>/u/ form the letter with the arms, pronounce the sound</p> <p>Incredible Word Bank</p> <p>Teacher will provide the templates to do the activity.</p> <p>Then students will practice the pronunciation of each short vowel sound and reinforce the beginning, middle and final position.</p> <p>Work on the activity sheets: 9,10</p>	<p>Short Vowel Sounds:</p> <p>/æ/ as in <i>cat</i></p> <p>/e/ as in <i>hen</i></p> <p>/i/ as in <i>fish</i></p> <p>/o/ as in <i>fox</i></p> <p>/u/ as in <i>duck</i></p>
Level	Elementary	
Resources	<p>Templates of pictures and letters</p> <p>Glue</p> <p>Scissors</p>	Time Sessions: Two classes of 40 minutes
Observation:		

Activity 9

Activity 8

Listen to the Teacher's instructions to make an "Incredible Word" using short vowel sounds.

consonant

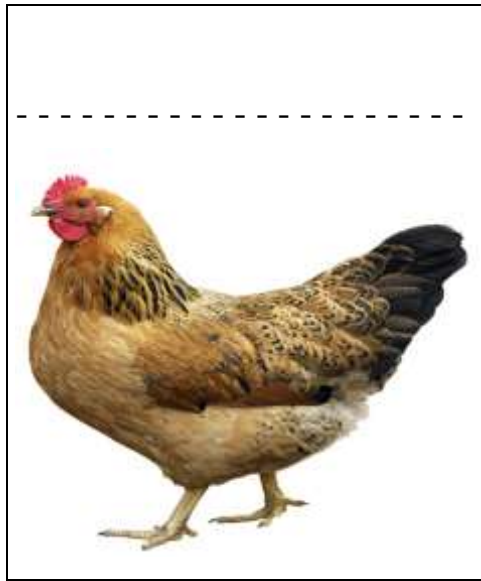
consonant

18

Activity 9

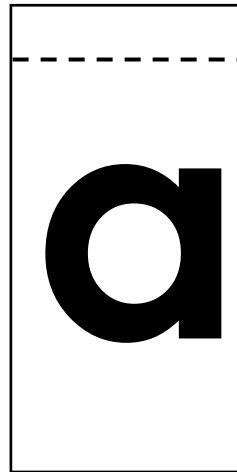
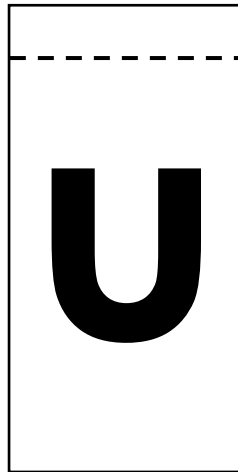
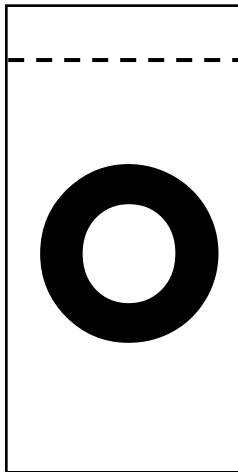
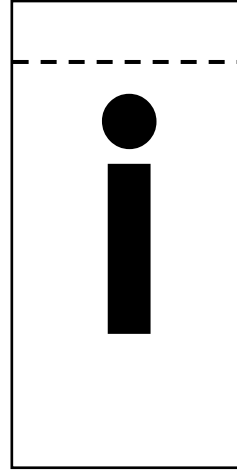
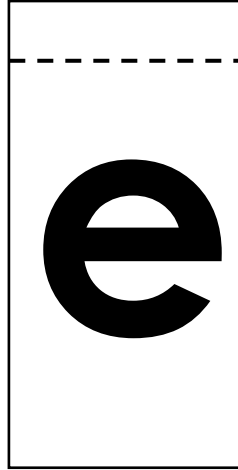
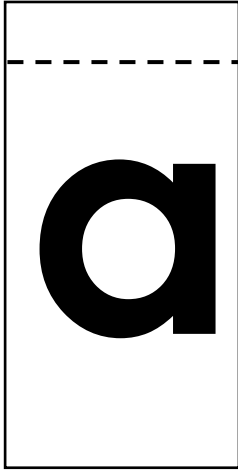
Listen to the Teacher's instructions to make an **"Incredible Word Bank"** then practice the short vowel sounds.

	consonant	vowel	consonant
Attach the pictures	Beginning sounds	vowels	Ending sounds



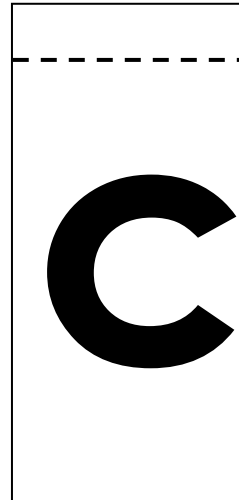
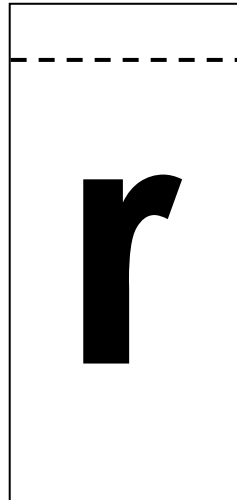
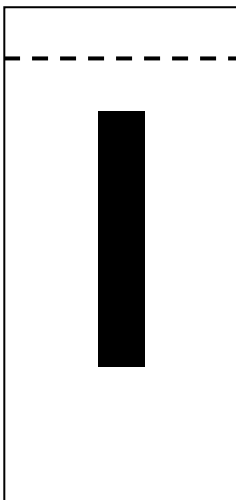
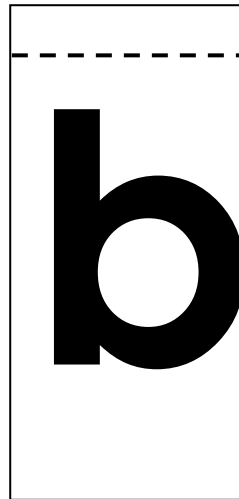
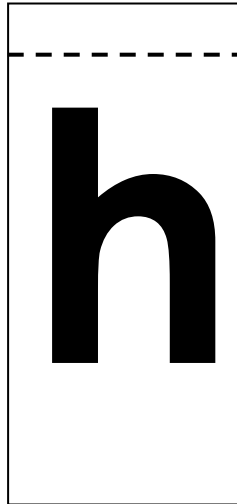
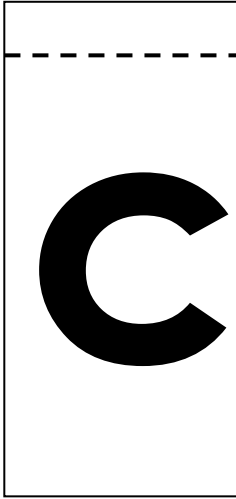


Vowels



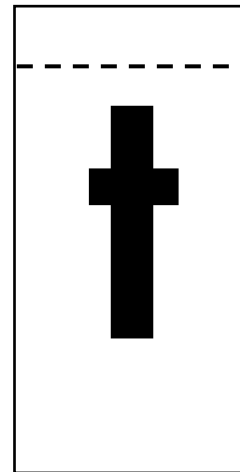
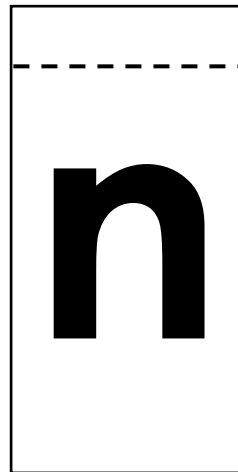
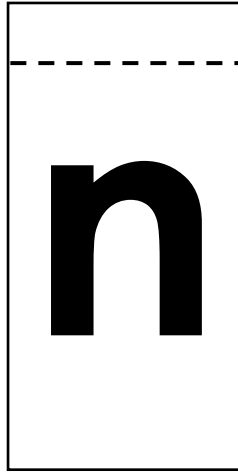
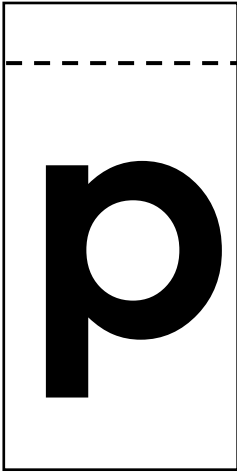
Consonants

Beginning Sounds



Consonants

Ending Sounds



Activity 10

Use the letters clues to write spelling words:

bag

cap

hen

egg

big

fig

box

clock

bus

rug

1. b _ _ g



2. c _ _ p



3. h _ _ n



4. e _ _ gg



5. b _ _ g



6. f _ _ g



7. b _ _ x



8. cl _ _ ck



9. b _ _ s



10. r _ _ g



Activity 10

Answer key

bag	cap	hen	egg	big
fig	box	clock	bus	rug

1. **b a g**



2. **c a p**



3. **h e n**



4. **e g g**



5. **b i g**



6. **f i g**



7. **b o x**



8. **c l o c k**



9. **b u s**



10. **r u g**

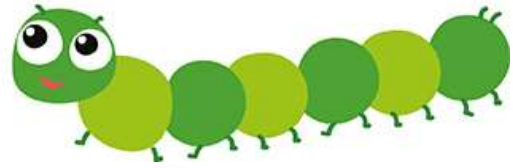


5. Long Vowels Sounds.

Long vowels sounds are pronounced the same way as their names, but there are some spellings for each long vowel sound.

Objective:	Students will be able to identify and name some words with long vowel sounds.	
Topic:	Long Vowel Sounds.	Content:
Suggested Strategies:	<p>Start explaining that vowels have two sound:</p> <p>Short sounds, mention some words: basket, bed, fish, doll, rug, the teacher can ask students to draw them on the board.</p> <p>For long vowel sounds, clarify that they say its name and they have some different spelling, show the examples with the provided chart.</p> <p>To practice more long vowel sounds, make with kids the following craft:</p> <p>Sound Sticks</p> <p>The teacher will provide the templates to cut down some letters, classify them according to the sound, and finally attach the sticks behind each letter's sounds.</p> <p>Then the teacher will ask some sound to form a new word..</p> <p>/ɑ:/- say</p> <p>/ɜ:/ knee</p> <p>/i:/ ice</p> <p>ɔ:/ rose</p> <p>/u:/ mule</p> <p>Work on the activity sheets: 11,12</p>	<p>Long Vowel Sounds:</p> <p>/ɑ:/- cake, eight</p> <p>/ɜ:/-heard,</p> <p>/i:/-week, sheet</p> <p>ɔ:/-fork, fall</p> <p>/u:/-boot, two</p>
Level	Elementary	
Resources	<p>Templates with some letters</p> <p>Glue</p> <p>Scissors</p> <p>sticks.</p>	Time Sessions: Two classes of 40 minutes
Observation:		

short **Vs.** Long Vowel Sounds



a



e



i



o



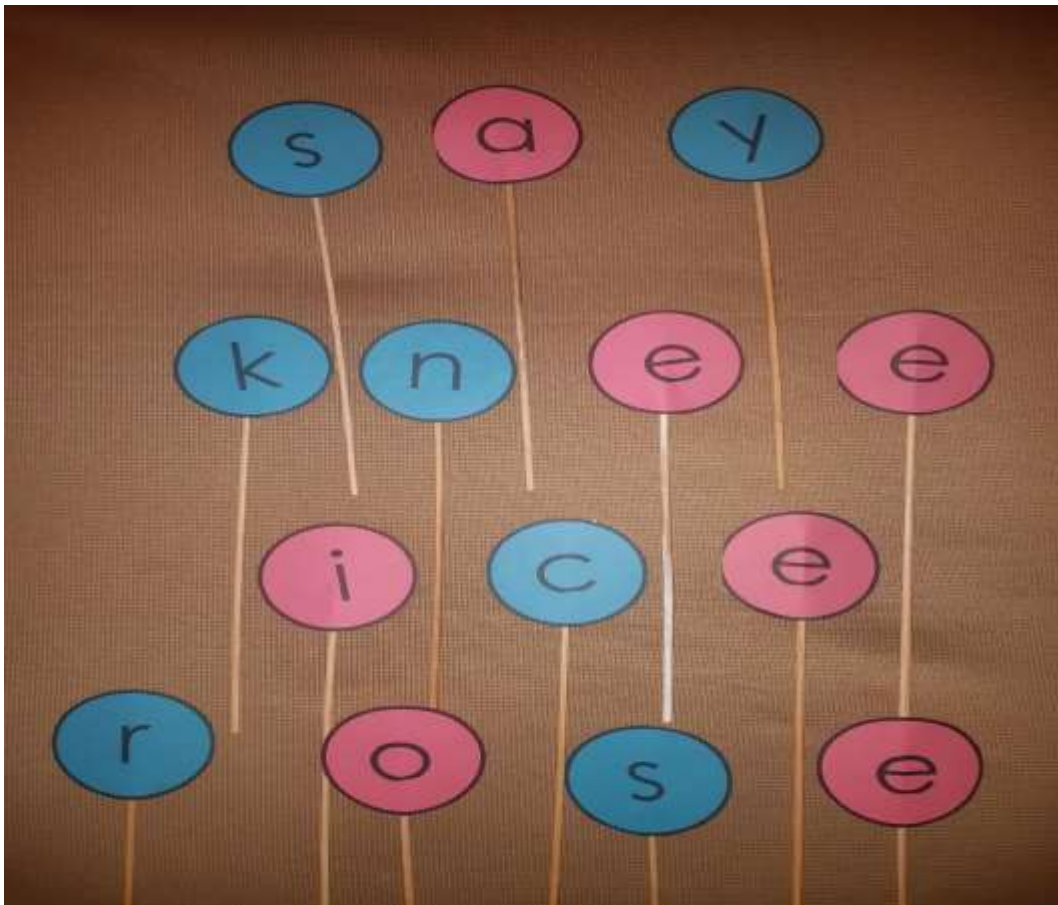
u

Activity 11

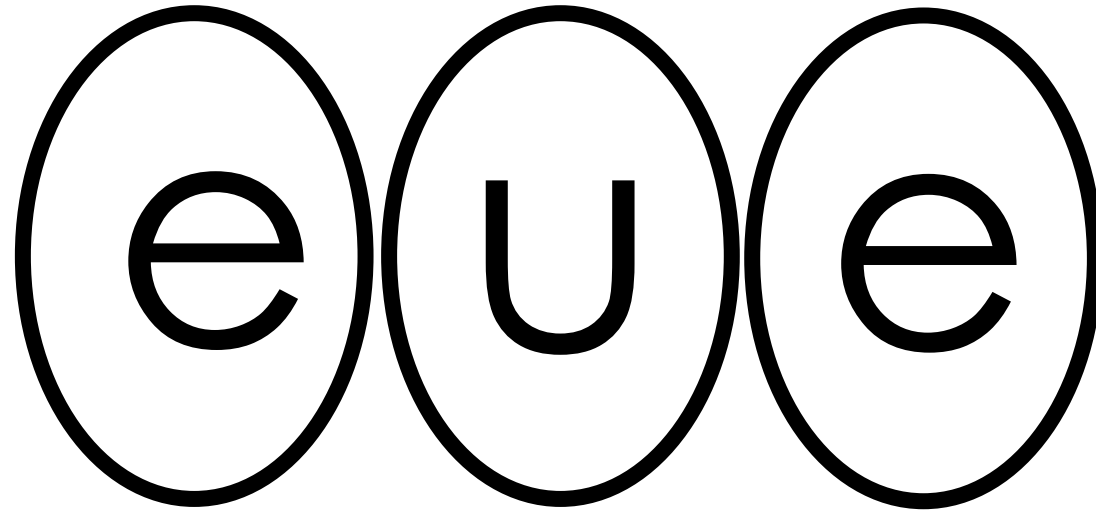
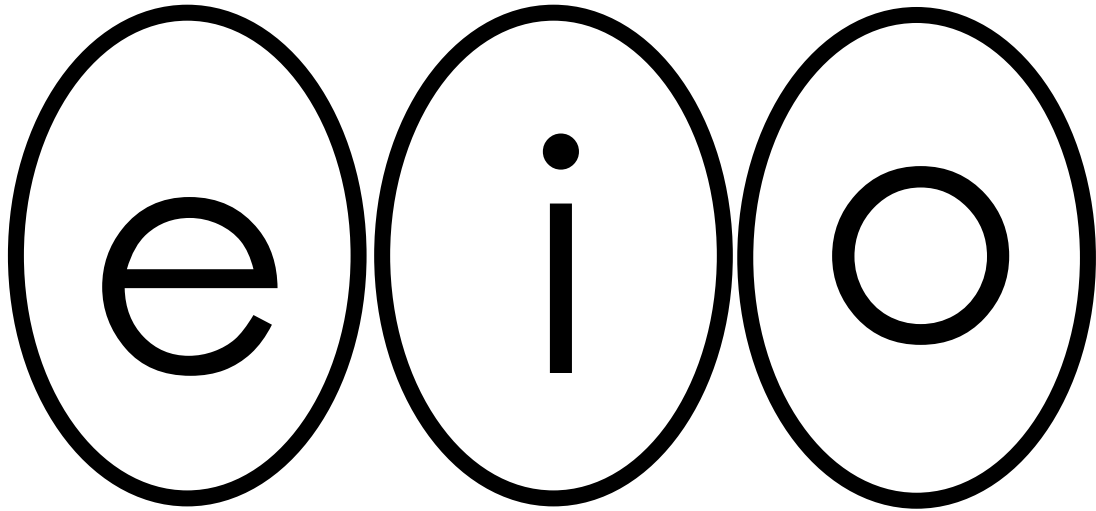
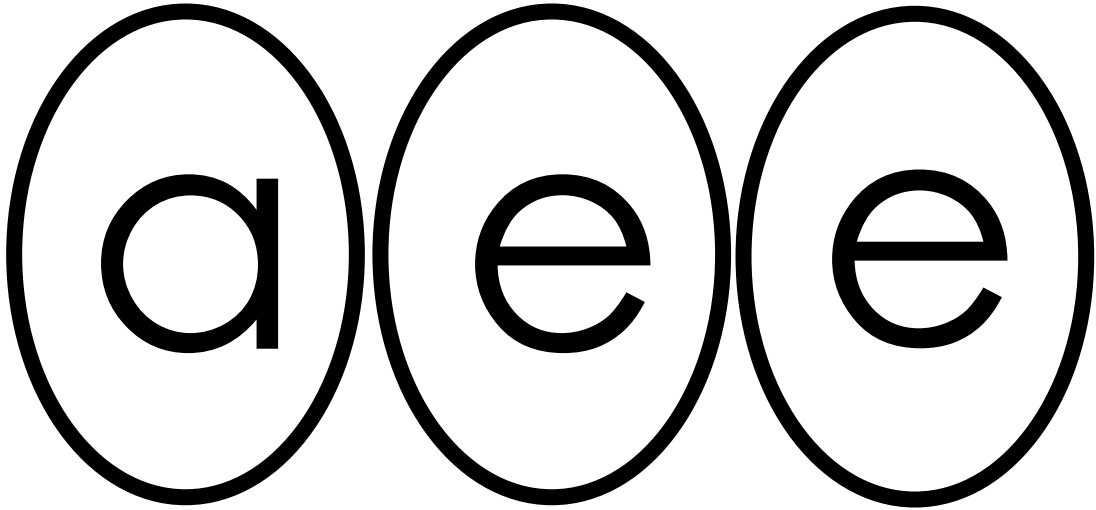
Listen to your teacher's instructions to make the

“Sound Stick Game”

- Cut out one by one each letter.
- Then attach a stick behind the circle letter.
- Show the sound that teacher mention to form words and practice long vowel sounds.



Vowels



Consonants

s

y

k

n

c

r

s

m

l

Activity 12

Look and follow instructions.

1. Match the words with the vowel sounds.

a) tube

long a

b) cone

long e

c) tea

long i

d) cape

long o

e) ice

long u

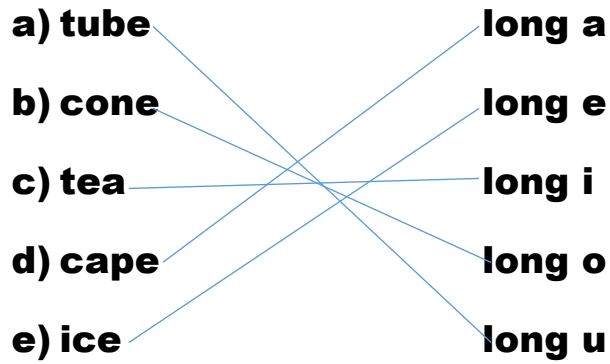
2. Color the Words with the same vowel sound.

Long a	camp	bat	kate
Long e	desk	feet	dress
Long i	bike	clip	kid
Long o	fox	boat	hot
Long u	sun	cut	cube

Activity 12

Answer key

1. Match the words with the vowel sounds.












2. Color the Words with the same vowel sound.

Long a	camp	bat	kate
Long e	desk	feet	dress
Long i	bike	clip	kid
Long o	fox	boat	hot
Long u	sun	cut	cube

Document Information

Analyzed document	Introduction-Chapter I-II-III.docx (D107392020)
Submitted	6/1/2021 4:31:00 PM
Submitted by	
Submitter email	nachosmas1990@hotmail.es
Similarity	2%
Analysis address	ines.andrade0026@utc.edu.ecanalysis.urkund.com

Sources included in the report

SA	Developing Literacy Assignment 2352933h.docx Document Developing Literacy Assignment 2352933h.docx (D40510713)		3
W	URL: https://docplayer.net/15984933-A-systematic-approach-to-teach-phonics-skills-by-incorporating-the-interactive-whiteboard-11-29-2012-anush-boyadzhyan.html Fetched: 12/9/2019 5:04:19 PM		2
W	URL: http://digital_collect.lib.buu.ac.th/dcms/files/56920075.pdf Fetched: 3/12/2021 8:54:16 PM		8
W	URL: https://textarchive.ru/c-1203906-pall.html Fetched: 10/18/2020 6:50:42 PM		2
W	URL: https://quizlet.com/158093322/reading-and-language-arts-flash-cards/ Fetched: 2/10/2021 11:00:30 AM		1
W	URL: http://jan.ucc.nau.edu/~jar/Reading_Wars.html Fetched: 6/1/2021 5:48:00 PM		1
SA	bd thesis 210616 - FINAL.doc Document bd thesis 210616 - FINAL.doc (D20931290)		4
SA	GRACIELA CELLERI GARCIA - CHAPTERS REVISION URKUND.docx Document GRACIELA CELLERI GARCIA - CHAPTERS REVISION URKUND.docx (D30320394)		1
SA	33160913_Reddan_Sunny_EDN565_Assignment1_draft1.docx Document 33160913_Reddan_Sunny_EDN565_Assignment1_draft1.docx (D30043988)		2
