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ACTIVITIES FOR DEVELOPING PHONEMIC AWARENESS, A PRE-READING SKILL, IN EFL STUDENTS OF THE THIRD GRADE AT SANTANA K-12 SCHOOL

Trabajo de graduación previo a la obtención del título de Licenciado en Lengua y Literatura Inglesa

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RESUMEN

Este estudio semi-experimental investiga los impactos generados en estudiantes de Inglés como un idioma extranjero, que cursan el tercer año de Educación General Básica, a través de la capacitación en actividades de separación de sonidos, combinación fonética y segmentación de fonemas para el desarrollo de la Conciencia Fonética.

Los 25 participantes fueron capacitados separación de sonidos, combinación fonética y segmentación de fonemas respectivamente. Las palabras usadas para el cometido fueron seleccionadas del primer bloque curricular del año escolar 2014-2015. Los resultados del estudio fueron substanciales con respecto a la relación causal entre la capacitación en actividades de separación de sonidos, combinación fonética y segmentación de fonemas y el desarrollo de la Conciencia Fonética. Los participantes alcanzaron un promedio total de 10.542 sobre 12 puntos. Es por ello que se establece que la instrucción de los niños en estas habilidades fonéticas ayuda al desarrollo de la conciencia fonética. Así mismo, a pesar de ser estudiantes de Inglés como un idioma extranjero, los niños llegan a dominar estas habilidades en la misma forma que los nativo hablantes lo realizan.

PALABRAS CLAVES:

Conciencia Fonética, Desarrollo de la Conciencia Fonética, Separación de Sonidos, Combinación Fonética y Segmentación de Fonemas



ABSTRACT

This quasi-experimental study investigates the effects of training EFL third graders in sound isolation, phonemic blending, and phoneme segmentation activities for developing Phonemic Awareness (PA). Twenty-five participants were first trained in sound isolation activities, then in phonemic blending and finally in phoneme segmentation tasks. The words employed in the study were chosen basing on the children's first school curriculum block. The results were substantial regarding the causal relation between training in sound isolation, phonemic blending, and phoneme segmentation activities and development of Phonemic Awareness (PA) since participants achieve a grade of 10.542 over 12 points. Therefore, it is stated that training children in these skills help to develop Phonemic Awareness. Also, in spite of being EFL learners, children develop mastery of these skills as native-English speakers do.

KEY WORDS:

Phonemic Awareness, Sound Isolation, Phonemic Blending, Phoneme Segmentation, Phonemic Awareness Activities, Phonemic Awareness Development



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“Living a dream is not the same as daydreaming.”

And this is my dream.

George.



Introduction

Several longitudinal studies have shown the importance of developing Phonemic Awareness as a step towards Reading Acquisition. As a result, English speakers, nowadays, are being trained in the different levels of Phonemic Awareness in schools. Phonemic Awareness, an ongoing developmental process, is considered to be a predictor of reading development as well as of possible reading problems to emerge.

Considering the current needs of learning English meaningfully for personal and professional development, the objective of the present graduation project is to help EFL third graders develop Phonemic Awareness through training in *sound isolation*, *phonemic blending*, and *phoneme segmentation* activities.

The participants were 25 children from high-income families. Since the previously mentioned PA skills develop at the ages of 6 and 7, the participants' ages range from six to eight years old. In addition, this proposal seeks to provide both a meaningful and a fun teaching-learning process of English as a Foreign Language.

This work encompasses four chapters which provide a theoretical background about Phonemic Awareness and the application and evaluation of the activities used in the treatment.

The first chapter deals with the literature review in which the importance of Phonemic Awareness is stated. This section contains three studies about PA as a reference. On the other hand, definitions as well as levels of PA are reviewed. Finally, a distinction among Phonological Awareness, Phonemic Awareness and Phonics is included.



The second chapter presents the application of the treatment. Explanations related to the application of the PA activities in class are provided. Each skill, *Sound Isolation*, *Phonemic Blending*, and *Phoneme Segmentation*, has three tasks to train children.

The third chapter is about the methodology applied to conduct this study. It provides an explanation about the type of research design, participants, treatment, operationalization and analysis of the results.

Finally, the fourth chapter presents result charts of the Pre and Post-test. Each statistical chart contains a description of its content. Also, a discussion of the results is included.

The present graduation work called “Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School” is a tool for teachers to take a new focus on the teaching of English as a Foreign Language.



CHAPTER 1
LITERATURE REVIEW
PHONEMIC AWARENESS



1.1. Literature Review

This chapter presents an appropriate definition of Phonemic Awareness (PA) and an explanation of its influence on children who are learning to read. Furthermore, it provides two conducted studies and a meta-analysis carried on by the National Reading Panel to gain more insights into the role and influence of Phonemic Awareness. As a result, a wide background is given for a better understanding about Phonemic Awareness (PA) during the process of reading acquisition.

The concept of phonemic awareness has become widely known since the 90's when several studies about early-literacy development and reading disabilities are conducted (The International Reading Asso. 3). Throughout the years, several researchers have argued for the importance of phonemic awareness in learning to read.

Phonemic Awareness can be defined as “the ability to recognize and manipulate speech sounds” (The LINKS Project 27) which is considered as a prerequisite “to use the alphabetic principle in learning to read” (45). Thus, Phonemic Awareness “training will help, or accelerate PA development and thereby accelerate the development of reading proficiency” (Krashen and Hastings 1).



1.1.1. Conducted Studies

1.1.1.1. “Differences In Reading Development Among Danish Beginning-Readers With High Versus Low Phonemic Awareness On Entering Grade One” by Jørgen Frost

Reading proficiency involves the recognition and decoding of words. Jørgen Frost, in Bornholm, Denmark, conducted a study “. . . to explore the relation between pre-school phonemic awareness and initial reading development”. The results favored the group with high phonemic awareness development regarding letter knowledge and word reading. Also, “[t]he results confirmed a significant impact of functional letter knowledge on the length of the foundation period [a step between being phonemically aware and a reader] and on later reading development”. It was proved the length of foundation period to greatly influence on reading evolvement at the end of first and second grade, and “[i]t is argued that phonemic awareness is an indispensable catalyst in the development of initial word processing ability” (615).

The study took place with 44 children entering first grade and concluded when the participants finished second grade. The children were assigned to two different groups according to the results of the KTI test for language comprehension and the results of a phonological awareness assessment on Rhyming, Word length, Syllables, Initial Sound and Phonemes. Hence, 21 children possessing High-Phonemic Awareness skills were in the first group, and 23 children with Low-Phonemic Awareness Skills were in the second group (615-21).

After forming the groups, individual assessment took place in the first and second grade. The assessment tools were: a Phonemic Awareness test that required oral



answers: a) initial phonemes analysis, b) phoneme synthesis and c) phoneme analysis. Also, the *letter-naming* and the *word production* tests were used in a sequence; thus, a child named the letter and then gave two words beginning with the previously named letter. The results from these tests were separated unlike their application. Finally, “[w]ord reading (aloud) was tested” (622-24).

Regarding group assessment, Frost used a short version of the *Silent Word Reading* test for a first moment. Then, he applied the whole scale of the *Silent Word Reading* test from the second to the fourth moment, and at the end of second grade, another *Silent Word Reading* test was applied (624). Concerning the results, “[i]t is argued that phonemic awareness is an indispensable catalyst in the development of initial word processing ability” (615).

1.1.1.2. "Phonemic Awareness Contributes To Text Reading Fluency: Evidence From Eye Movements" by Ashby, et al.

Aside from the fact that Phonemic Awareness is a well-known aid for early decoding and word recognition, PA is also a contributor for text reading fluency.

Ashby, Dix, Bontrager, Dey and Archer administered a longitudinal study to investigate the relationship between Phonemic Awareness and Text Reading Fluency. In order to examine this relationship, “eye movements during picture matching tasks and during silent sentence reading” were measured (161).

The researchers, on their paper, explain that the period of time employed by a person looking at the right objective while performing phonemic awareness and receptive spelling skills exercises estimated the effectiveness of phonological and



orthographic processes. Also, the eye movements while reading sentences allowed having a precise “. . . measure of silent reading fluency for comprehended text” (161).

The results of this longitudinal study demonstrate that when second-grade readers processed phonemic awareness targets more slowly, they turned to be slower third-grade readers. Also, it is indicated that “[p]rocessing difficulty during a receptive spelling task was related to reading fluency within Grade 2”. Thereof, it is suggested that when ineffective phonemic processing takes place, deficient silent reading fluency is fostered after second grade (157).

This research took place in Michigan, United States. The participants of this study were ten children from the central area. The children were four boys and six girls whose vision was 20/20, and whose mother tongue was English. The age range of children was 7.7 years in the first session of Grade 2 during fall. Their parents received twenty dollars each session, and children did not have any reading disability (161).

Ashby, Dix, Bontrager, Dey and Archer employed experiment-based materials for the areas of Phonemic Awareness, Receptive Spelling, Silent Reading and Oral Reading.

For the Phonemic Awareness part, there were two tasks, and each one consisted of six experimental trials. A trial contained square cliparts of 5.25cm size of three-sound words such as: *pan*, *duck*, *fan*. Regarding the tasks, the first one had to do with matching pictures whose first sound was the same, and the second task was about matching pictures with the same last sound. The child picked up the cue pictures according to what the administrator asked for (161).



Concerning the Receptive Spelling part, twelve trials were applied. Half of the trials had high-frequency words, and the other half had low-frequency words. “Grade 2 frequency counts were used.” A trial was a square clipart of 2.54cm size and contained a three-sound word. Four spelling alternatives surrounded the trial, and only one of them was the correct spelling target. In the Orthographic Awareness part, each child was asked to select the string of words that had the correct spelling of the name of the picture. Children were first exposed to practice and then to experimental trials (161).

Two eye movements determined Processing difficulty; “(a) *total time*, or the total duration of all fixations in the region of interest, and (b) *fixation count*, or the total number of fixations in a region, with higher numbers indicating more difficulty.” During the phonemic awareness and spelling tasks, the researchers estimated the eye movements on the right target (161).

Silent Reading involved eight sentences that were displayed on a screen. After each sentence was displayed, a yes/no comprehension question followed it. A sentence contained six to nine words, and the font was 16 points. Each question was read aloud to children. For instance,

Dad got a pet for Tom at the mall.

Did he buy it?

The pig did not swim in the pool.

Did the pig swim?

Total time and Fixation count for the whole sentence were estimated. Rereading was also taken into account (161).

For the Oral Reading part, passages from the easy *Curriculum Based Measure* (CBM) of oral reading fluency were displayed to children. Standard directions and administration procedures were taken and applied from CBM in each passage;



however, in order to decrease measurement error, the average amount of words read in a minute from three text sections given to each child was taken as a score for the oral reading. For measurement of the Oral Reading, each child received credit only for the average amount of correctly read words during the allotted minute. The data emerged from the two sessions lasting 35-45 minutes each child had (161).

The apparatus used to measure eye movements were EyeLink 1000 eye tracker and software. Also, a PC was required to present the items and a mouse to select them (162). The researchers applied an innovative approach known as *Eyespy* which “. . . can measure online processing difficulty during picture matching tasks” (160).

During the tasks, a forehead and a chin rests were employed to reduce head movements while the eye movement tasks took place. In the phonemic tasks, the administrator displayed and named a cue picture on a screen. Then the child clicked on the picture to make the picture options appear and chose one which contained “. . . either the same first sound or the same last sound as the cue picture.” During the receptive spelling tasks, the child was presented a cue picture named aloud. Then he or she clicked on it, and four letter strings surrounding the picture came up. The child chose the one which he or she considered was the correct spelling string for the name of the picture. For the silent reading task, children read silently, and when they looked at a dot, the reading was finished. After that, the sentence disappeared, and a yes/no question came up. “The question was read aloud to the child, who clicked on “yes” or “no” to answer”(162).

For the easy CBM passage reading measure, each child was timed reading three passages on paper for one minute each (162). The study’s major conclusion, the

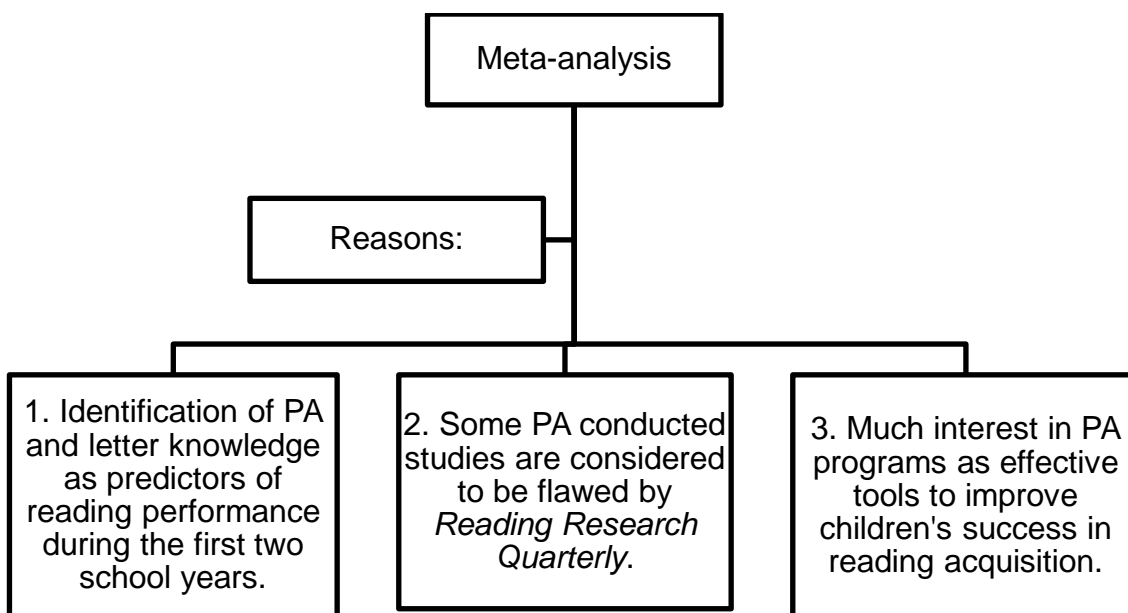


amount of time second graders employed to perform picture target tasks was the reason of the fluctuation of reading fluency after a year, ratifies the importance of PA in achieving text reading fluency.(166).

Pauline Davey Zeece agrees that children must have an understanding as to how phonemes work and change meanings in words before actual reading. Therefore, they should develop Phonemic Awareness (170). Furthermore, the National Reading Panel points out that training children in phonemic awareness will help them improve their reading and spelling (qtd. in The LINKS Project, 49).

1.1.1.3. Meta-analysis by the National Reading Panel

The National Reading Panel (NRP) took up the task of conducting a quantitative meta-analysis to evaluate the impact of Phonemic Awareness training in learning to read and spelling. This meta-analysis was conducted by the NRP due to three reasons:

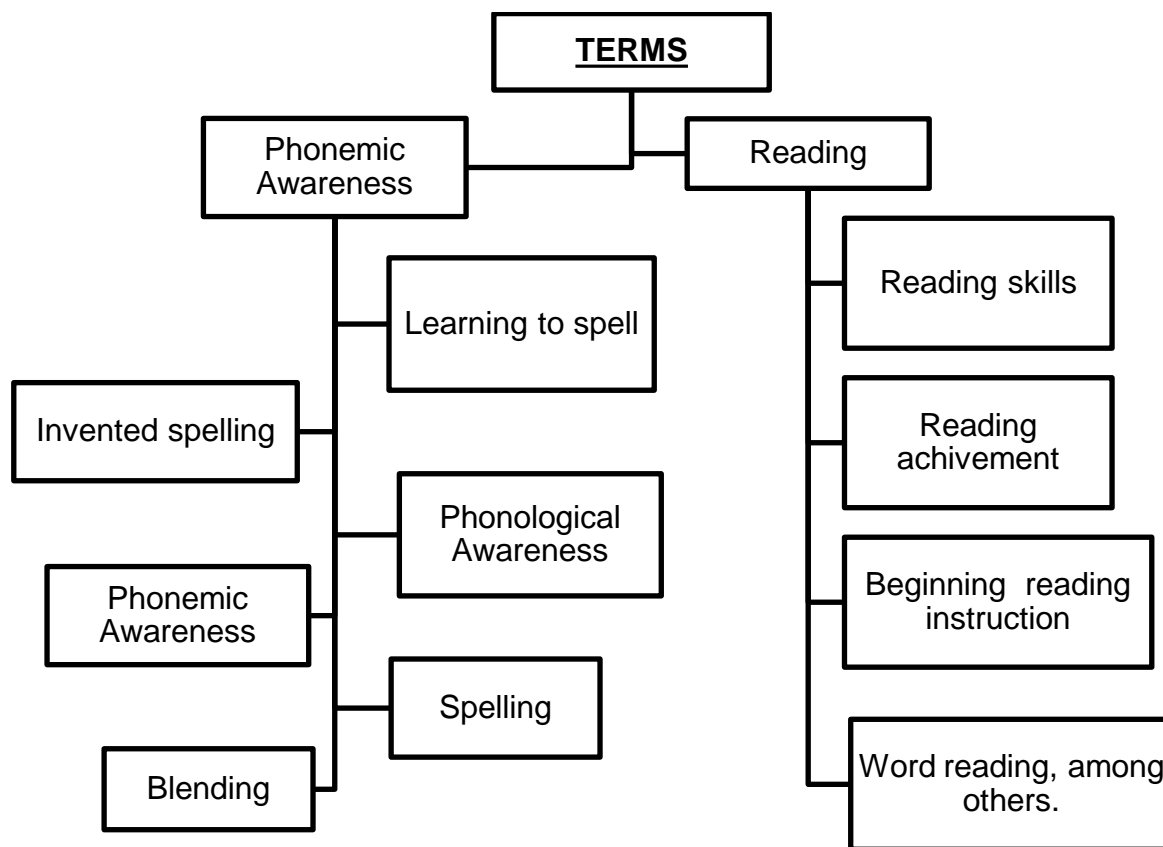


1

¹ The chart was adapted from The National Reading Panel's meta-analysis; page 253.



The National Reading Panel considered fifty-two studies for its meta-analysis. First, the NRP carried a database quest; that is, they chose the ERIC and PsychInfo databases to find studies about Phonemic Awareness and Reading. To do this, the group of researchers typed in the databases six terms related to Phonemic Awareness combined with other fifteen terms associated to reading performance. “Only articles appearing in journals written in English were considered. The search yielded 637 articles through ERIC and 1,325 articles through PsychInfo” (256).



² The chart was adapted from The National Reading Panel’s meta-analysis; Method.



In order to be part of the meta-analysis, studies had to meet certain criteria. First, they had to be experimental or quasi-experimental studies including a control group. Second, they had to be published in a refereed journal. Third, studies had to determine whether Reading is boosted through Phonemic Awareness Training or not. Fourth, the studies had to instruct participants in PA only. Finally, studies had to include statistics showing effect sizes (256).

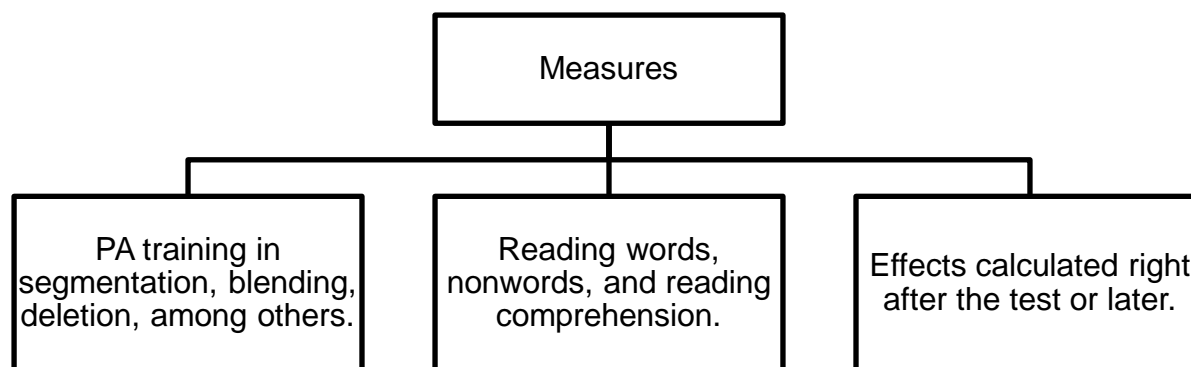
As a result, only 52 studies met the criteria. From these, the researchers obtained 96 cases that compared the results of treatment and control groups. Seven treatment and sixteen control groups appeared in the meta-analysis twice since they were compared to either two different control groups or two different treatment groups respectively. Also, one control group was included three times since it was compared to three different treatment groups (256).

The NRP was interested in the outcomes of the studies, so the NRP classified them into three categories: Phonemic Awareness; Reading; and Spelling. This classification was required since the studies did not provide results for all of the three categories at the same time. Instead, they provided results for one or another group. In order to obtain an only effect size of each of the three outcomes, the measures of each result were combined “. . . by first calculating effect sizes on each measure and then averaging effect sizes across measures to create one effect size for the outcome of interest ” (257).

The joined measure for PA was about tasks evaluating phoneme manipulation, and for the reading outcome they added word reading, pseudoword reading, reading

comprehension, oral text reading, reading speed, time to reach a criterion of learning and miscues. The spelling measure included invented spelling and correct spellings of words and pseudowords (257).

Also, NRP became interested in other measures such as:



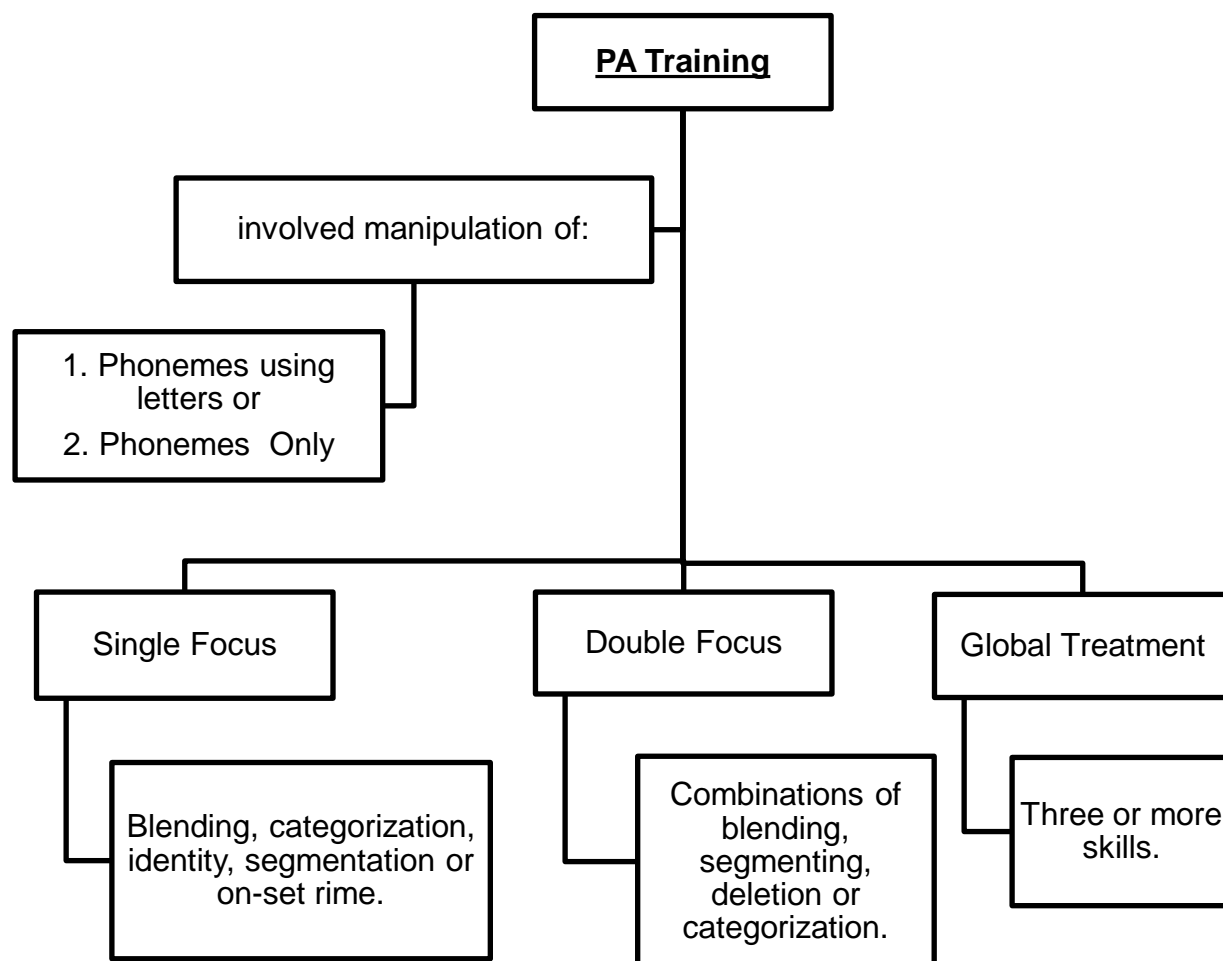
3

In addition, a comparison was made between effect sizes of researcher-devised and standardized tests of reading and spelling (257).

The participants were grouped according to reading levels; hence, there were three groups: at-risk readers, disabled readers, and normally progressing readers. They had different socioeconomic status ranging from low to high (257).

The training was delivered individually, in small groups or in whole classes. The number of participants in a small group ranged from 2 to 7, and they were children from preschool, kindergarten, first grade and second through sixth grades. The participants in the analyzed studies were grouped according to three criteria – random assignment, score-test equivalence assignment or intact groups. Regarding the instructors, they were classroom teachers, researchers or their assistants, or even computers (257).

³ The chart was adapted from The National Reading Panel's meta-analysis; page 257.



4

The NRP “. . . employed the DSTAT statistical package to determine effect sizes and to test the influence of moderator variables on effect sizes” (257). The results regarding the effects of children’s training to develop Phonemic Awareness were substantial, and there was a meaningful influence on reading and spelling as well. Also, Phonemic Awareness instruction benefited several types of children from different reading, socioeconomic and school year backgrounds, and PA training combined with letters had a better outcome rather than having only phonemes. Finally, it is argued that

⁴ The chart was adapted from The National Reading Panel’s meta-analysis; page 257.



it is better to teach one or two skills instead of multiple skills of Phonemic Awareness (251).

As new theories claim the importance of learning a second language through possible connections with a person's first language, Pollard-Durodola and Simmons mention the Psycholinguistic Grain-Size theory which states that "[t]ransfer of phonological awareness is impeded or facilitated by similarities and differences in how languages combine sounds" (144). For the authors, since there are similar aspects of phonological awareness in Spanish as well as in English (139), it is suggested to transfer the phonemic skills from Spanish to English and highlight when differences occur between the two languages (147). Hence, phonemic awareness development would be facilitated.

Since phonemic awareness has to do with the manipulation of individual speech sounds (The LINKS Project 27), possessing phonemic awareness is an aid for early decoding and word recognition in children (Ashby et al. 157). However, in spite of the fact that phonemic awareness instruction accelerates the development of itself and of reading proficiency, it does not contribute to reading comprehension (Krashen y Hastings 1).

Although Phonemic Awareness does not foster reading comprehension, it aids children during the first moments of learning to read, as in early decoding. Therefore, "Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School" has been proposed to find out whether the development of phonemic awareness is possible through the training of EFL third graders in the levels of *sound isolation*, *phonemic blending* and *phoneme segmentation*.



1.2. Phonemic Awareness

1.2.1. Definition

The concept of Phonemic Awareness, also known as PA, becomes widely known since the 90's when several studies about early-literacy development and reading disabilities are conducted (The Int. Reading Asso., 3). Throughout the years, several researchers have stated the importance of Phonemic Awareness for learning to read. Then, what is Phonemic Awareness? and what does Phonemic Awareness involve?

In order to answer the above questions, several concepts on Phonemic Awareness will be presented. Consequently, a more comprehensive concept will be formulated to skillfully explain what Phonemic Awareness is and involves.

According to The Board of Directors of the International Reading Association, “Phonemic awareness is typically described as an insight about oral language and in particular about the segmentation of sounds that are used in speech communication” (3).

In the study called “From Phonemic Awareness to Fluency: Effective Decoding Instruction in a Research-Based Reading Program”, Chard, Pikulski and Templeton agree that Phonemic Awareness means to be “. . . aware of sounds, or phonemes, of the spoken form of the language. . .” (1).

From these two definitions is affirmed that Phonemic Awareness is strongly related to sounds or phonemes of graphemes. Although these definitions give a good insight about Phonemic Awareness, it is still not enough to completely define what Phonemic Awareness is and involves.



On the one hand, Wesley A. Hoover in his article, “The Importance of Phonemic Awareness in Learning to Read”, states that “[p]honemic awareness is a cognitive skill that consists of three pieces. The first piece concerns a linguistic unit, the phoneme; the second one concerns the explicit, conscious awareness of that unit; and the third involves the ability to explicitly manipulate such units” (9).

On the other hand, a more accurate concept for the term PA is provided by Yopp. He asserts that Phonemic Awareness is “the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds” (qtd. in U. of Oregon 1).

In addition, The LINKS project defines Phonemic Awareness as “the ability to recognize and manipulate speech sounds” (27) and expands the concept by adding that PA is considered as a prerequisite “to use the alphabetic principle in learning to read” (27).

Finally, Leu and Kinzer specify that “Phonemic awareness is being able to hear each sound as an individual unit” (2).

In summary, Phonemic Awareness can be simply defined as the ability to hear, recognize and manipulate speech sounds of oral language at the level of phonemes. For instance, a child can tell that “[t]he word "sun" has three phonemes: /s/ /N/ /n/” (U. of Oregon 2).

After some concepts of Phonemic Awareness have been analyzed, and a comprehensive concept has been formulated, it is of vital importance to make a distinction between Phonemic Awareness (PA) and Phonological Awareness since this



is a common issue that emerges when referring to these two terms in reading development.

1.2.2. Phonemic Awareness, Phonological Awareness and Phonics

Although the terms Phonemic Awareness and Phonological Awareness are sometimes used interchangeably, there are slight differences between them.

On the one hand, Phonemic Awareness is the ability to recognize and manipulate speech sounds at the phoneme level. Hence, PA has to do with *Phonemes* only.

The American Heritage Dictionary of the English Language defines *phoneme* as “[t]he smallest phonetic unit in a language that is capable of conveying a distinction in meaning, as the *m* of *mat* and the *b* of *bat* in English.” In other words, a phoneme sets the difference among words when they are spoken. For instance, the phoneme /n/ in the word *not* allows listeners to understand that the word is a negative said from someone else. On the contrary, the phoneme /l/ in the word *lot* conveys the meaning of a plot of land.

On the other hand, Phonological Awareness evolves “. . .when young children become aware that language is an object that may be analyzed and manipulated by them. . .” (Leu and Kinzer 2). Children analyze and manipulate “parts such as words, syllables, and onsets and rimes” (Phonological and Phonemic Awareness).

Phonological Awareness deals with larger parts of language such as syllables instead of individual sounds (phonemes). For instance, when a teacher asks a student to separate a word into its syllables, a child is applying Phonological Awareness skills.



Thus, if a person asks a child how many syllables the word *person* has, the child will reply that the word has two syllables.

In conclusion, when someone is aware of individual words or syllables, he or she is phonologically aware, and when someone is aware of individual sounds (phonemes), he or she is phonemically aware. (Leu and Kinzer 2). In addition, Phonological Awareness is developed before Phonemic Awareness Development takes place.

The following example is an extract of a situation-activity which has been taken off a Yolanda Soryl's video of Phonological Awareness for the Rhyming level and depicts a step in Phonological Awareness Development. Yolanda is a teacher in New Zealand and is devoted to teaching reading to 5-year-old children.

The activity starts with Yolanda telling her students they are going to study rhyming *words*. Then she clarifies that rhyming words are the ones which have the same ending such as: cat, rat, fat. Next, she highlights the importance to know rhyming words and illustrates the activity for her students. Yolanda gives one clap when she pronounces one word of the rhyme string "cat, mat, rat". The teacher has the students practice the rhyme string after she models it.

After that, she asks students to close their eyes and think of words that rhyme with "cat," and when she says "go", everyone has to open their eyes and call out the words they thought of. Then she asks students to individually say the words they thought of. Finally, she explains they have to shut their eyes, and when she mentions a word that does not rhyme, they must place their hands on their heads. The rhyming string is "cat, mat, fat, rat, bat, dog," so students place their hands on their heads when they hear the word "dog."



According to Leu and Kinzer, the development of Phonological Awareness is an important step towards Phonemic Awareness, and “[h]aving phonemic awareness allows you to succeed in developing phonic knowledge (Phonics). . .” (2).

Another term that is sometimes confused with Phonemic Awareness (PA) is Phonics, so it is relevant to establish the difference between the two.

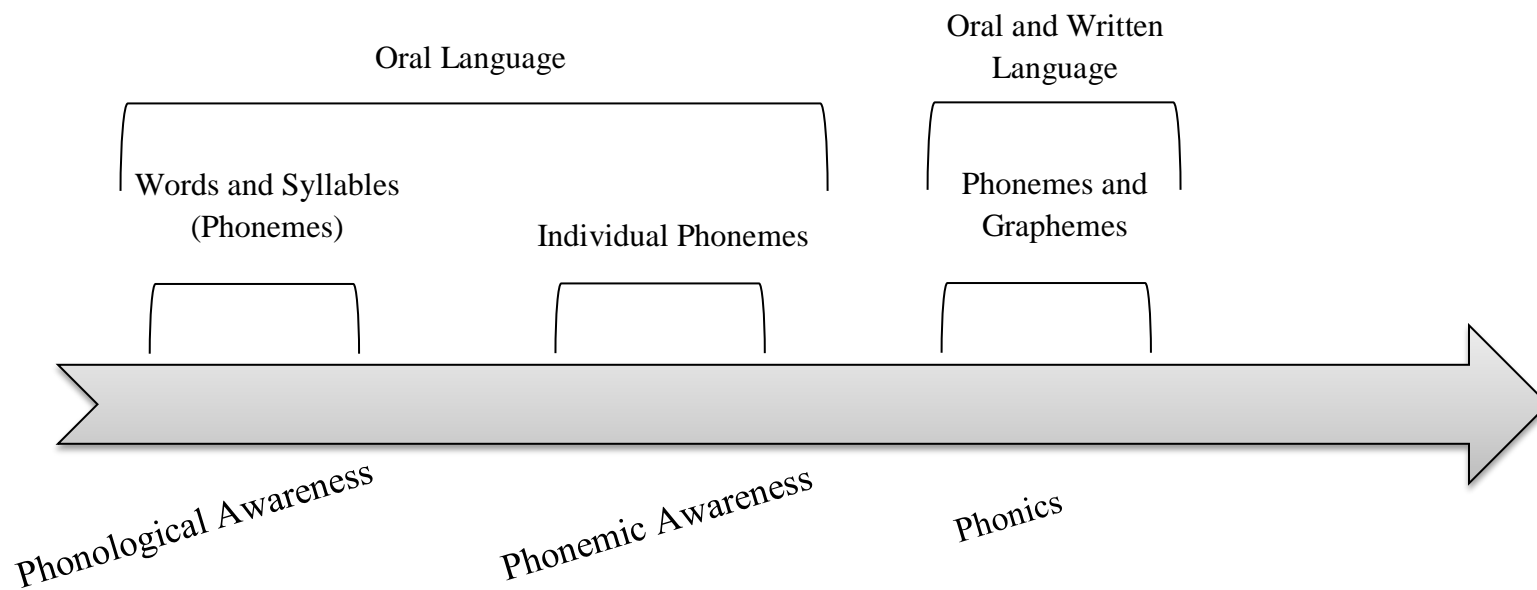
Phonics is a term that encompasses both oral and written language. As a result, Phonics has to do not only with sounds (phonemes), but it also has to do with letters (graphemes) unlike Phonemic Awareness.

The American Heritage Dictionary of the English Language states that *grapheme* is “[a]ll of the letters and letter combinations that represent a phoneme, as f, ph, and gh for the phoneme /f/.” Thereof, phonic knowledge or Phonics requires children, first, to understand the relationship between sounds and letters and second how to blend sounds represented by letters. For instance, children understand that the sound /f/ is represented in writing by the letter “F” and vice versa. Also, children are able to combine the sounds /b/ /ă/ /t/ represented by the letters “b” “a” and “t.”

Phonic Knowledge is evolved after a child has already developed both Phonological Awareness and Phonemic Awareness.

From everything that has been stated, a *development line* graph could be crafted and presented for these first three reading skills, Phonological Awareness, Phonemic Awareness and Phonics.

Fig. 1 First Stages of Reading Development⁵
(Emergent Readers)



Phonological Awareness, Phonemic Awareness and Phonics are beginning developmental stages for learning to read.

⁵ This graphic was adapted from Phonemic Awareness Development Continuum by U. of Oregon.



As it can be seen, Phonological Awareness is developed first, Phonemic Awareness is second, and finally we have Phonic Knowledge or Phonics.

Now that the differences among Phonological Awareness, Phonemic Awareness and Phonics have been laid down, it is time to present, discuss and illustrate with examples the levels of Phonemic Awareness.

1.2.3. Levels of Phonemic Awareness

According to Los Angeles County Office of Education, development of Phonemic Awareness involves seven stages. However, since Phonemic Awareness deals with individual sounds or phonemes only, PA will only have the four last stages which are known as *Sound Isolation*, *Phonemic Blending*, *Phoneme Segmentation* and *Phoneme Manipulation*.

Nonetheless, in order to have a better understanding of the development of the first reading skills, the seven stages will be presented. It is necessary to emphasize that the first three stages belong to Phonological Awareness while the other four belong to Phonemic Awareness (PA).

1.2.3.1. Awareness of Rhyming Words

This is the first level of Phonological Awareness and evolves from three to four years old when children are able to identify words that rhyme or to complete the rhyme.

An example for identifying words that rhyme is: children are given two words such as “chick” and “pick” and then asked to raise their right hand if the words rhyme, and if not, children must raise their left hand.



An example for completing the rhyme is: children are asked to finish the rhyme. The teacher says, “Take, cake, pull ____.” The child completes with words whose ending sound is /l/ such as dull.

1.2.3.2. Awareness of Syllables

This level evolves from four to five years old when children are aware that words are formed by syllables.

For instance, the teacher asks students to clap and count the syllables in the word “purple”. Students will clap twice since “purple” has two syllables: purple: [p^hû:r•pəl] Then students will say the number of syllables, in this case, two.

1.2.3.3. Awareness of Onsets and Rimes-Sound Substitution

This *Substitution* level is the last stage of Phonological Awareness and develops at the age of six years when children are aware of onsets and rimes in words.

“Onset patterns appear at the beginning of words or syllables and consist of consonants.” (Leu and Kinzer 37).

For example, the onset in the word “fat” is letter “f” whose sound is /f/. The onset in the word “slide” is letters “sl” whose sound is /sl/.

“Rime patterns appear at the end of syllables or words and begin with a vowel” (37).

For example, the rime in the word “fat” is letters “at” whose sound is /ăt°/. The rime in the word “slide” is letters “ide” whose sound is /īd°/.



An example for this *Substitution* stage is: teacher says, “What rhymes with /ăť°/ and begins with /k/?” Students reply, “/kăť°/”.

1.2.3.4. Sound Isolation – Awareness of Beginning, Middle and Ending Sounds

The *Sound Isolation* level is the first one of Phonemic Awareness (PA), and it develops at the age of six when children are able to recognize beginning, middle and ending sounds in words.

For instance, the teacher asks the students:

- What is the first sound in the word “pet”?

The students will reply /p/.

- What is the middle sound in the word “car”?

The students will reply /ă/.

- What is the last sound in the word “sun”?

The students will reply /n/.

1.2.3.5. Phonemic Blending

Phonemic Blending develops at the age of six when children are able to blend phonemes heard auditorily into a word.

For instance, the teacher first pronounces the sounds /k/ /ă/ /r/ in a stretched way and asks what word the sounds make up. Students will call out the word “car” after blending the sounds.



1.2.3.6. Phoneme Segmentation

This level of awareness evolves from six to seven years old when children are able to count and identify sounds in a word.

For example, the teacher asks:

- How many sounds do you hear in the word “net”?

The student will reply, three.

- What sounds do you hear in the word “happy”?

The student will reply, /h/ /ă/ /p/ /ē/.

1.2.3.7. Phoneme Manipulation

The *Manipulation* level is the last one in Phonemic Awareness Development, and it evolves from the age of seven years and over when children are able to omit or substitute phonemes to create new words.

For instance, teacher asks:

What word would we have if we changed /p/ in “put” to a /k/?

What word would we have if we left out the /s/ in the beginning of “snail”?

1.3. Understanding the importance of Phonemic Awareness Development for beginning reading

Manning and Kato, in the article “Teaching Strategies: Phonemic Awareness: A Natural Step toward Reading and Writing,” comment that Phonemic Awareness was not a topic taken into account in reading courses in the past. Indeed, there is not much written about PA before the 1990s. Nowadays, however, Phonemic Awareness “is



mentioned in legislation, and has become a popular subject of professional development. Some primary teachers even have mandates for how many minutes they should focus their instruction on it” (241).

Doctor Hempenstall adds that during the last ten years there has been a growing general agreement on the crucial importance of Phonemic Awareness to beginning reading. He acknowledges that “phonemic awareness concerns the structure of words rather than their meaning”. Also, he declares there is a need for readers “to understand that the written word is composed of graphemes that correspond to phonemes (the alphabetic principle)” and understand that words are made of sounds (Phonemic Awareness). Hence, PA is significant for learning to read since it has a critical function in the development of the alphabetic principle.

In addition, Hempenstall points out the difference between Phonemic Awareness and *Auditory Discrimination*. He compares both terms and confirms that PA “. . . is more complex than auditory discrimination. . .” since Phonemic Awareness involves conscious analysis of the different sounds in a word to describe similarities and differences rather than only perceiving that two words, such as *cat* and *mat*, are different which is the case of auditory discrimination.

“There are two requirements of beginning reading for which phonemic awareness becomes immediately relevant: phonemic analysis (*segmentation*) and phonemic synthesis (*blending*).” According to Ball, *Segmentation* starts around the first school year, and Bryen & Gerber add that *Blending* develops earlier than *Segmentation*. However, Adams argues that “[t]he acquisition of phonemic awareness is not



guaranteed simply through maturation; in fact, about a third of students require varying degrees of assistance to promote its development” (qtd. in Hempenstall).

Another reason for the importance of developing Phonemic Awareness is that “[i]n order to decode the written word, the child needs to appreciate the logic of the writing system and, as a prerequisite, the logic of oral word production”; that is, if a child does not possess knowledge of letter-sound relationships (word decoding), he or she will not be able to pronounce words. Hempenstall concludes adding that “[t]his awareness (PA) appears to be a sequence of development ranging from simple to complex”.

Another reason that confirms the importance of PA comes from Lyon who states that “[t]he best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness).” In addition, Smith, Simmons and Kame'enui claim that “[t]he ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills”, and Shaywitz agrees that “[r]eading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further.” (qtd. in U. of Oregon 3).

Finally, Kame'enui, et. al. present the problems a child faces when there is the lack of Phonemic Awareness and assert that,

Children lacking phonemic awareness skills cannot:

- group words with similar and dissimilar sounds (*mat, mug, sun*)
- blend and split syllables (*f oot*)
- blend sounds into words (*m_a_n*)



- segment a word as a sequence of sounds (e.g., *fish* is made up of three phonemes, /f/ , /ɪ/, /ʃ/)
- detect and manipulate sounds within words (change *r* in *run* to *s*) (qtd. in U. of Oregon 2).

1.4. Problem

The traditional teaching methods of English in Ecuador have taught students to memorize and separate English learning from Spanish. In the case of teaching reading, besides being somewhat subordinated to the speaking and listening skills, students memorize the pronunciation of words, so while reading, students only retrieve and pronounce English words. However, memorizing and repeating are not the core of the problem. The core is when students meet unknown words and cannot read them by themselves.

Unfortunately, the tradition is to learn English by heart and not as Spanish, our first language, is naturally learnt. This happens in primary school, high school and even in the university. For instance, children are shown and asked to repeat, until memorize, the pronunciation and meaning of some words and phrases during the first years of English instruction in schools. Thus, meaningful learning does not occur, and transfer of learning from the classroom to the outside world becomes impossible. Therefore, when children try to read unknown English words by themselves at home, they have no single idea as to how to read (pronounce) them.

The reason for memory learning is that students are not instructed neither in the production nor in the differentiation of the English speech sounds which has to do with the development of phonemic awareness defined as “the ability to recognize and



manipulate speech sounds” (The LINKS Project 27) which is considered as a prerequisite “to use the alphabetic principle in learning to read” (45).

Once phonemic awareness is developed, children will be able to recognize and sound out unknown words as well as improve their spelling skills (45). Therefore, “Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School” has been proposed.

The project seeks to find out whether the development of phonemic awareness through the training of EFL third graders in activities that involved the levels of *sound isolation*, *phonemic blending* and *phoneme segmentation* is possible or not.

Aside from memory learning, there is also a complete separation when learning English from Spanish; that is, teachers do not take advantage of similarities across both languages. Therefore, the activities for this project will include, when possible, a connection between Spanish and English speech sounds, since according to Pollard-Durodola and Simmons in “The Role of Explicit Instruction and Instructional Design in Promoting Phonemic Awareness Development and Transfer from Spanish to English” (2009), phonological awareness shares similarities across Spanish and English (139), so they suggest transferring the phonemic skills from Spanish to English and highlighting when differences occur between the two languages (147).

The activities for *sound isolation*, *phonemic blending* and *phoneme segmentation* include words from the children’s which are part of one curricular block. Thus, the activities for phonemic awareness and the teacher’s lesson plans will be connected to each other to provide, as much as possible, a smooth English teaching-learning process.



1.5. Objectives

1.5.1. General Objective

To develop phonemic awareness in EFL students of the third grade at Santana K-12 School through training in the levels of *sound isolation*, *phonemic blending* and *phoneme segmentation*

1.5.2. Specific Objectives

- To analyze one curricular block to determine the topics to be dealt with.
- To compile activities for developing three stages of phonemic awareness: *sound isolation*, *phonemic blending* and *phoneme segmentation*.
- To determine the effectiveness of the activities proposed for developing phonemic awareness.



CHAPTER 2

APPLICATION OF THE TREATMENT: SOUND ISOLATION, PHONEMIC BLENDING AND PHONEME SEGMENTATION ACTIVITIES



2. Phonemic Awareness Activities: Sound Isolation, Phonemic Blending, Phoneme Segmentation Levels

This chapter deals with the activities employed for the development of Phonemic Awareness. These activities were applied in the EFL classroom at the third grade in Santana K-12 School.

The tasks were divided according to the three developmental stages under study: *Sound Isolation, Phonemic Blending and Phoneme Segmentation*. Thus, there were three sections; each providing three activities.

Each Phonemic Awareness activity was clearly explained regarding the materials required as well as the application procedure.

2.1. SOUND ISOLATION ACTIVITIES

2.1.1. Phonics Song 2

“Phonics Song 2” is a musical video taken from Youtube, performed by A.J. Jenkins, and uploaded to Kids TV123 Youtube channel. This is a fun activity that children love since they sing and start isolating beginning sounds. This activity involves not only phonemes but also graphemes. It is a *sing along* video.

The video shows a sequence of images, names of the images and the first letter of the names in capital letters. The images are shown in alphabetical order; that is, the video starts from A to Z.

Along with the image presentation, a song is played. The song provides, first, the name of the letter and shows its grapheme. Second, a word as an example is given for the mentioned letter; along with it, a picture of the word is shown. Third, the phoneme of the first letter in each word is pronounced twice, and then the whole word is repeated. For instance, an extract from the video says, “*F* is for fish, /f/ /f/ fish.”



Source: Phonics Song 2 (YouTube) This “F, fish” screenshot was taken from the video “Phonics Song 2.” It is an example of the image layout sequence in the video.



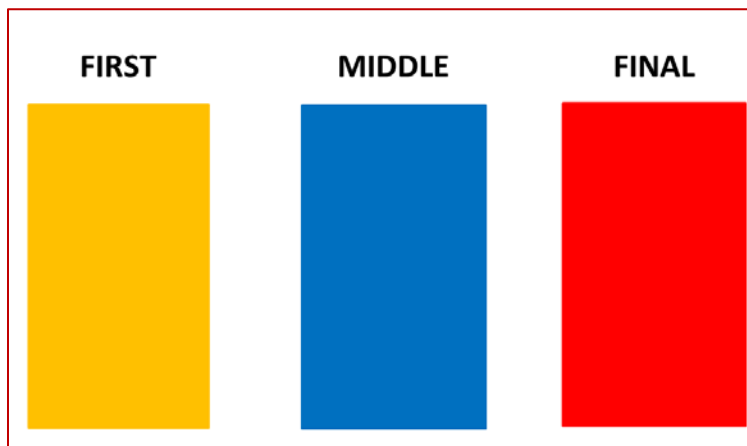
2.1.2. Color Blocks of Sounds

This activity is designed to identify initial, middle and final sounds in words through tapping on color blocks.

The materials for this activity are a list of three-sound words and a poster containing three paper rectangles of different colors.

The teacher hangs the poster on the whiteboard. Next, he writes above each rectangle the words “First,” “Middle” and “Final” which represent the location of sounds in words. In order to check students’ comprehension of positions, the teacher places different objects on the rectangles such as a pencil, a marker and a sheet of paper and asks what object is in the first, middle and final position. After that, he explains students are going to act as detectives since they are going to find the position of sounds in words. The teacher models a word; he mentions the word “pen” and asks what the first sound in “pen” is. He pronounces /p/ tapping on the first color rectangle and says the first sound is /p/. He proceeds with two more examples carried along with students. Afterwards, he models for the middle and final sounds.

This activity can be done as a whole class, or the teacher could group students in threes and give them some posters to practice with words mentioned by the teacher.



2.1.3. Picture Sound Identification

This activity is adapted from a strategy suggested by The University of Oregon. It is used for identifying beginning, middle and last sounds in words. The activity involves presenting pictures to students and asking which is the beginning, middle or last sound of the word represented in the picture.

The activity starts with teacher's modeling of the exercise for recognizing either first, middle or last sounds. For instance, the teacher displays a picture of a dog to recognize the first sound. Then, he says, "this is a dog" and performs a prolonged pronunciation of the sound /d/. After that, the teacher mentions that the first sound in the word dog is /d/ and asks students to say the first sound of dog.

After the modeling, the teacher shows a sequence of images in which students are asked to identify beginning, middle and last sounds. This is to practice *sound isolation*.



6

2.2. PHONEMIC BLENDING ACTIVITIES

2.2.1. THE IT FAMILY | Sound Blending Songs

“THE IT FAMILY | Sound Blending Songs” is a musical video taken from Youtube. It was uploaded to HeidiSongs Youtube channel and performed by Heidi Butkus. This is a fun activity that children love since they sing while they blend the sounds /i/ /t/ with other consonant sounds. This activity involves not only phonemes but also graphemes. It is a *sing along* video.

In the video, Heidi performs a dance while she is singing the blending song. At the beginning it is explained to students they are going to blend the letters “i” and “t” with others. The video asks to blend “i” and “t” with an “s,” and Heidi starts pronouncing the sounds /s/, /i/, /t/ in a stretched manner. Then, she pronounces faster until she

⁶ Isobel, a blind sled dog runs at her dog yard near Churchill, Man. Thursday, Nov. 8, 2007. Isobel, a six-year-old husky cross, has all the great qualities of a sled dog. She loves to run, has strength and endurance, and works well alongside the other dogs tethered to the sleds that take tourists out on the subarctic terrain of Churchill, Man. It takes a while for visitors to notice that she is completely blind.



blends the sound into the word “sit.” Next, a sentence is said containing the word blended.

The video uses the words “sit,” “kit,” “fit” and “bit” for practice. Also, in the video the lyric of the song is displayed as well as the sample words.

“THE IT FAMILY | Sound Blending Songs” can be used as an introduction to blending sounds or as a final practice.

2.2.2. Arm Slide

This activity is suggested by Liana Mahoney to combine separate sounds into one word by using your arm as a slide. This activity has been adapted and called *Arm Slide*.

The teacher needs to prepare a list of at least ten three-sound words in advance. Then, the class teacher starts by telling students they are going to use either the left or right arm as a slide to combine words. The teacher proceeds to stretch his left arm with the palm side up. The right hand points at the shoulder, inner elbow and wrist as the starting places of the first, middle and last sound of three-phoneme words.

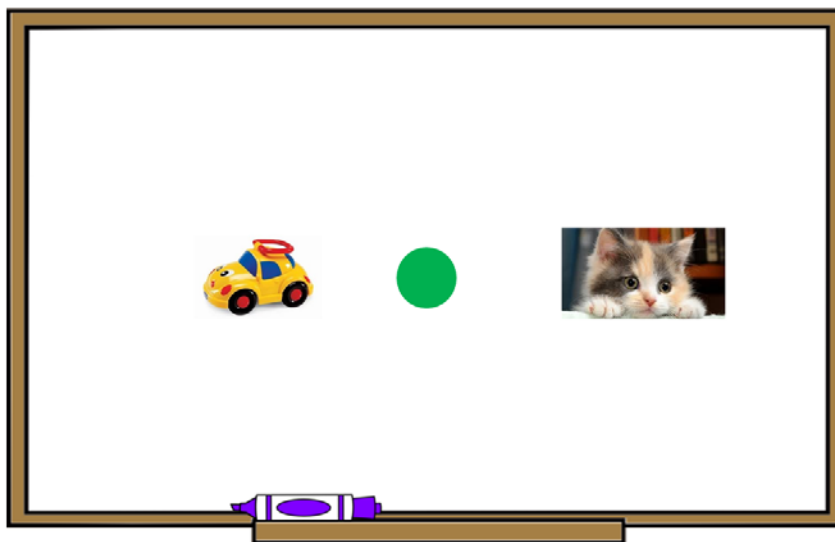
Then, the teacher performs an example with the word “cat.” He touches the shoulder and slides his hand until the inner elbow pronouncing the sound /k/. Next, he slides the hand from the inner elbow to the wrist producing the sound /ă/, and finally he utters the sound /t/ from the wrist to the tip of the fingers. He does this action slowly for a first time. The second time he does it faster until blending the sounds into the word “cat.”



2.2.3. The Ball Race of Sounds

The Ball Race of Sounds allows students to practice blending sounds through a classroom race. This activity has been adapted from the observation of a class task by an elementary school teacher named Carolina Peña. Carolina does not have her original idea registered; though, I was authorized for adapting and using it.

The Ball Race of Sounds requires the teacher to have a stack of several one-image pictures and divide the class into two groups. The teacher explains that he will paste two pictures on the whiteboard and draw a circle as well. Then, he chooses one student from each group who will be the runner. After that, the teacher explains he will call out three sounds, and both the group and the runners have to blend them by means of the *Arm Slide*. Once the runners know what the word is, they are supposed to race to the board, and the first to erase the circle on the board will point at the picture that represents the sounds called out by the teacher. The teacher illustrates the activity while explaining the procedure. The runner has to be switched after each race, so everyone has an opportunity to practice and play.



2.3. PHONEME SEGMENTATION ACTIVITIES

2.3.1. Puppet Play

This activity is taken from The LINKS Project of the Washington Office of the Superintendent of Public Instruction.

The *Puppet Play* core material is a puppet. The teacher introduces the puppet to the class mentioning its name as well as its particular way of talking. The teacher shows the puppet and says, “This is Sam, and when he says something such as “bat,” he says /b/ /ă/ /t/.” The teacher models Sam’s talking several times and mentions that students are going to talk as Sam. Then, the teacher mentions the first word and along with the students he segments the word. This can be done for a few times until students can do it independently.

It is suggested that students clap while segmenting the words. Also, the puppet must move from right to left while dividing the words into phonemes (94). The teacher should have a list of words in advance.



2.3.2. Coin Game

The *Coin Game* was designed to aid students to segment words into its component sounds. Also, students count the number of phonemes the words have. The activity arises from an idea of Micala Andreassen and Ryan Micala Andreassen who presented *Objects for Sounds* as a segmentation activity.

The teacher starts by setting up the coins on a table. He directs the attention of students to a picture. He asks what is in the picture, so students name it, “it is number ten.” Next, the teacher confirms the answer and says that they are going to play counting the number of sounds in the word “ten.” Then, the teacher proceeds to segment the word by using the coins. In this way, he models the activity for students. The teacher assigns a sound to each coin by touching them with his finger and pushing them up from the other coins. After that, the teacher remarks he would like to know the number of sounds the word has, so he counts the coins that were pushed up. Finally, he distributes coins for practice and calls out words to be worked on.

This activity can be carried in pairs or groups of three. Six coins were used for this activity since students had to segment words containing from three to five

phonemes. Moreover, pictures were included in the activity to represent the object under study. At the picture's bottom, the written form of the word was added.



2.3.3. Humans as Sounds

The purpose of this activity is to have movement in class and to practice segmentation.

The teacher makes groups of three or four students. The teacher first makes a group to model the activity. He says a word and is the first one to jump forward when he pronounces a sound. The rest of the members jump pronouncing the next sound of the word mentioned by the teacher. Then, the teacher counts the sounds and says the number.

After the modeling, the teacher lines the students up in their own groups. He calls out a word such as “car” and monitors the development of the activity. Each student has to pronounce a sound and jump forwards. After pronouncing all the sounds, the group counts how many children jumped and say the number of sounds in words.

Humans as Sounds is an activity that can be carried indoors or outdoors, and the number of children in the group will depend on the number of phonemes each word to be practiced has. It is important that the teacher prepares a list of words in advance.





CHAPTER 3

METHODOLOGY



3. Methodology

This chapter will present information regarding

- 3.1. Type of research design
- 3.2. Participants
- 3.3. Treatment and
- 3.4. Operationalization and Analysis

3.1. Type of research design

“Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School” was conducted as a Quantitative Research to ascertain whether there is a relationship between *Sound Isolation*, *Phonemic Blending*, and *Phoneme Segmentation* Activities (Independent Variables) and Phonemic Awareness Development (Dependent Variable).

A quasi-experimental design was applied since randomization was not needed but an intact class was. An intact class was required since “. . . if the effects of a particular instructional method are investigated, an existing classroom may be the most ecologically sound setting for the research” (Mackey and M. Gass, 143).

3.2. Participants

The participants in this study were 25 children attending Santana K-12 School. 10 participants were men, and 15 were women. The children were EFL third graders whose ages range from 6 to 8 years old, and all of them came from high-income families.



Each child was assigned a code according to an alphabetical list. Thus, the first student was assigned number 001, and the last student received the number 025.

3.3. Treatment

The activities for developing phonemic awareness were divided into three stages: *sound isolation*, *phonemic blending* and *phoneme segmentation* and applied to one curricular block.

The words included for class training as well as for the pre and post tests were related to the topics in the curricular block, so that the learning process became as smooth as possible. Thus, words such as *ten*, *four*, *door*, *big*, *cat*, belonging to the speech parts of nouns and adjectives were selected.

The administrator wrote down right and wrong answers during the Sound Isolation and Phonemic Blending tasks while students marked the number of sounds for the Phoneme Segmentation phase.

3.3.1. Sound Isolation

The *sound isolation* stage had activities related to identifying first, middle, and last sounds.

The task related to this stage was divided into three sections; each section containing three difficulties. Hence, in the first part students had to identify first sounds in the words *book*, *land*, and *five*. During the second phase, students recognized middle sounds in the words *door*, *bus*, and *pen*. Finally, in the words *big*, *room*, and *eat*, students identified last sounds. The *Color Blocks of Sounds* material was used as an aid for the activity.



Each difficulty was 1 point worth; total 12 points. Then, a rule of three was calculated to obtain a grade over 4 points. The class result in the Pre-test was 1.475 points while in the post-test was 3.608 points.

3.3.2. Phonemic Blending

In the *phonemic blending* stage, the activities dealt with blending phonemes into a word.

This part of testing included 6 difficulties since six words were chosen to be blended. Participants worked on blending sounds in the words *pig, four, house, feet, duck, and hen*.

During the pre and post-test, the administrator supplied students with two different images. Then, he pronounced, in a stretched manner, sounds which made up a word represented in one of the two pictures. Participants could apply any of the activities practice in class to blend the sounds, call out the word and then point out to the right picture.

After the activity, students received a grade according to their right or wrong answers over 6 marks; then, a rule of three was calculated to obtain a grade of four points. The class result in the Pre-test was 2.133 points while in the post-test was 3.706 points.

3.3.3. Phoneme Segmentation

The activities for the *phoneme segmentation* stage had to do with pronouncing phonemes separately and finding the number of them in a word.



This task had 6 difficulties; each worth one point. Students segmented the following words *run*, *cat*, *moon*, *horse*, *six*, and *jacket*. The administrator called out a word, and students segmented it through the aid of six coins lined up on a table.

Students earned a grade over 6 points; then, a rule of three was calculated to obtain a grade of four points. The class result in the Pre-test was 2.08 points while in the post-test was 3.226 points.

3.4. Operationalization and Analysis

The variables were operationalized through nominal scales. Hence, the *Sound Isolation* variable was number 1, *Phonemic Blending* was number 2, and *Phoneme Segmentation* was number 3.

The analysis of results was statistical and carried out through the Mean measure of central tendency to present an arithmetic average.

Research question:

1. Can *sound isolation*, *phonemic blending* and *phoneme segmentation* activities develop phonemic awareness, a pre-reading skill, in EFL students of the third grade at Santana K-12 School?

Variables:

Independent: *sound isolation*, *phonemic blending* and *phoneme segmentation* activities.

Dependent: measure of phonemic awareness development.



CHAPTER 4

DISCUSSION OF RESULTS



Throughout Chapter four, statistical charts will be presented to analyze and discuss the results of both the pretest and the posttest applied to third graders whose ages range from 6 to 8.

Each chart will have a description of its content, and what their results mean to the effectiveness of the present graduation project called “Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School.”

Each EFL student of the third grade at Santana k-12 School was given a code for identification purposes. Students were assigned the code according to their class list number; thus, student 1 whose last name started with letter “A” was assigned the code 001, student 2 whose last name started with letters “Av” was 002 until the last student who was assigned the code 025.



4.1. Results

The statistical charts have been grouped according to the stage under study; hence, there are three categories *Sound Isolation*, *Phonemic Blending*, and *Phoneme Segmentation*.

i. Sound Isolation

Chart 5 presents the results of the Pre-test which is 1.475 over 4 points, and Chart 16 has the results for the Post-test which is 3.608 over 4 points. Considering the results, 2.133 points are the difference between the Pre-test and Post-test. Hence, it is stated that students have developed the ability to identify first, middle, and last sounds.

ii. Phonemic Blending

Before the application of the treatment, the result for the Pre-test was 2.133 over 4 points, as shown in Chart 7. In order to measure the effectiveness of the treatment, a Post-test was applied, and the result obtained was 3.706 over 4 points. This outcome reflects students' ability to blend sounds into words.

iii. Phoneme Segmentation

After participants completed the Pre-test, the result was 2.080 over 4 points. Then, participants were trained in Phoneme Segmentation Stage. After a month, students took a post-test whose result was 3.226 over 4 points.

iv. Global Results



Chart 11 displays the result for the Pre-test which is 5.688 points over 12 points, and Chart 22 presents a result of 10.542 over 12 points for the Post-test. As it is seen, students exceed the Pre-test grade by 4.854 points. Thus, the application of the treatment has helped students to greatly develop their abilities to isolate, blend and segment phonemes.

During the treatment, students were trained in concrete tasks that aimed to develop *Sound Isolation*, *Phonemic Blending*, and *Phoneme Segmentation* which are components of Phonemic Awareness. It is important to mention that students' training involved phonemes as well as a moderate amount of graphemes since the awareness of sound-letter correspondences is required during the first stages of learning to read according to Ehri. (qtd. in Nithart, Demont and Metz-Lutz 1)

4.2. Discussion

Since the English Language makes use of the alphabetical principle, sounds or phonemes are represented by letters in the written system. Hence, learning to spell and write requires children to understand how the spoken language is represented in the written system, and Phonemic Awareness is believed to aid kids to acquire this understanding (Griffith and Olson 1).

“Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School” sought to help children develop Phonemic Awareness through training in the abilities to isolate, blend, and segment phonemes in words since the importance of developing Phonemic Awareness (PA) lies



in “. . . learning skills requiring the manipulation of phonemes - specifically word recognition and spelling” for the acquisition of reading (Griffith and Olson 3 - 4).

Before the treatment, a Pre-test was applied in order to measure if students possessed knowledge as to manipulate language at the phoneme level. During this examination, it was seen that some participants confused letters with sounds; for instance, when student 002 was asked to identify the first sound of the word *ten*, she replied, “it’s letter “T”” instead of the sound /t/. Some participants faced this issue, and others were not able to isolate, blend or segment sounds. However, four participants achieved a grade of 9 points or more over twelve marks which indicated that they had received certain instruction in Phonemic Awareness.

At the end of the Pre-test, the result was 5.688 over twelve points which meant that most students were not able to consciously manipulate the language and needed Phonemic Awareness training.

The treatment was carried in one curricular block. During the treatment, students worked on the skills of *isolating*, *blending*, and *segmenting* sounds through several individual and group tasks. Participants showed interest in the class activities which helped them develop awareness in the stages under study. The classroom tasks included vocabulary to be studied during the first curricular block of the school year.

After the one-month application, a Post-test was applied to measure the effectiveness of the treatment. The Post-test was divided into three sections; each belonging to a skill. According to Adams, Phonemic Awareness is an ongoing process



which can be divided into levels of development instead of stating Phonemic Awareness as an ability possessed or not by a person (qtd. in Griffith and Olson 4).

Although students achieved a high global grade in the Post-test, there were some participants who had not fully developed the three skills involved in this study. Participant 005 obtained a grade of 0.444 over four points in the *Isolation* section of the test, but in the *Blending* section she obtained 3.333 over four points which confirms what Adams suggested about Phonemic Awareness as an ongoing process. Another similar case is participant 003 who had problems in the *Segmentation* phase of the Post-test; though, she performed well in the *Isolation* and *Blending* sections.

The result from the Post-test was 10.542 over 12 points. From this, it can be stated that the tasks proposed in “Activities for Developing Phonemic Awareness, a Pre-Reading Skill, in EFL Students of the Third Grade at Santana K-12 School” were an effective aid to develop the abilities of *Sound Isolation*, *Phonemic Blending*, and *Phoneme Segmentation*. It is also argued that participants possess Phonemic Awareness although three children did not fully develop the three skills at the same level.

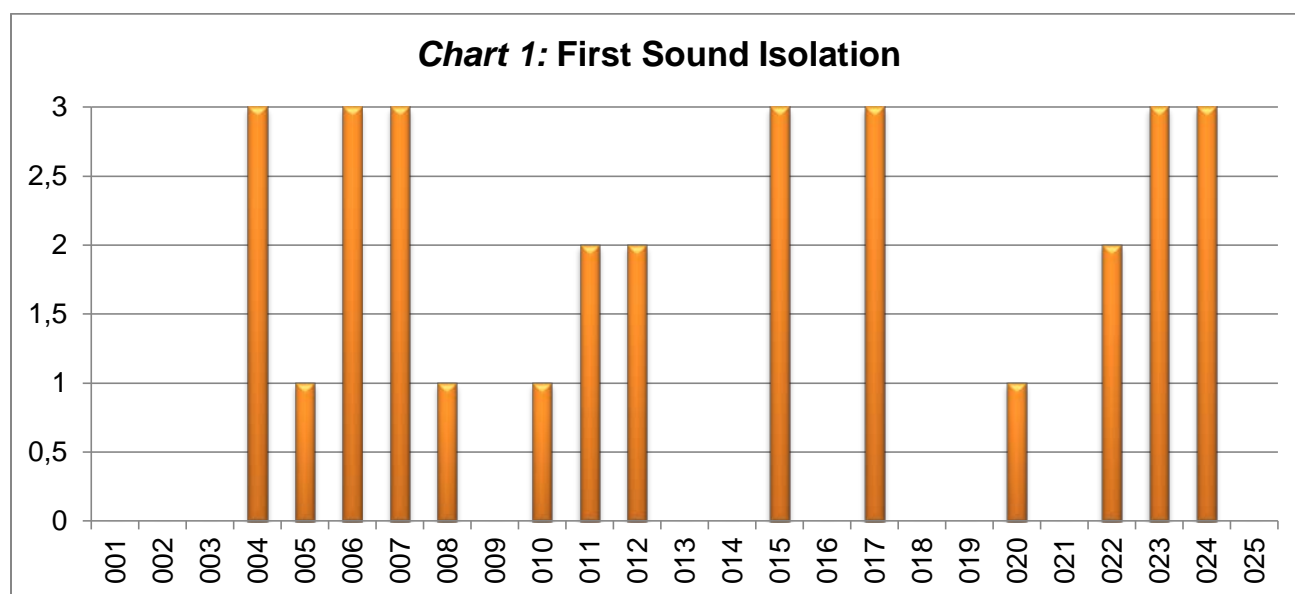
The results of the present study are promising; however, it is suggested to carry wider studies for a better comprehension of the development of PA in EFL students. It is also suggested to work on words containing more than 3 phonemes and place more emphasis on combining sounds and written forms (Phonics).

4.3. PRE-TEST RESULT CHARTS

4.3.1. Sound Isolation

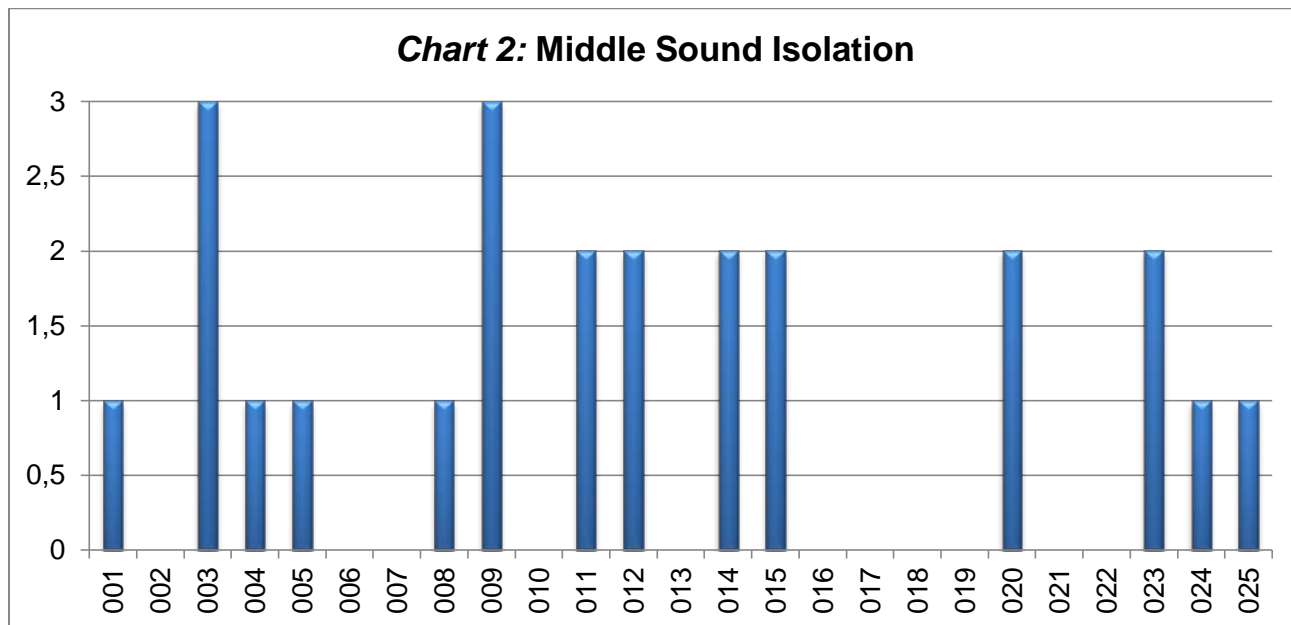
a. First Sound Isolation

The chart presents the individual results of the *first sound isolation* task in the pre-test. The task was graded over three marks since it had three difficulties or items. It is shown that eleven students were not able to isolate first sounds. Seven received full credit for the task, though. Finally, seven children performed the task partly correct.



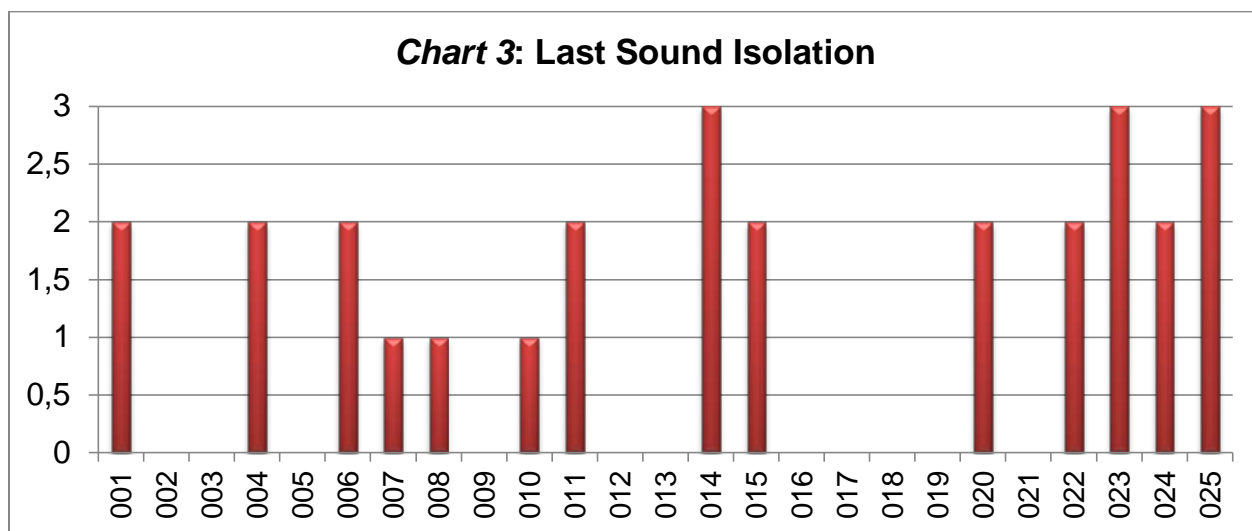
b. Middle Sound Isolation

The chart presents the individual results of the *middle sound isolation* task in the pre-test. The task was graded over three marks since it had three difficulties or items. Eleven students were not able to isolate middle sounds. Two students received full credit for the task, though. Finally, twelve performed the task partly correct.



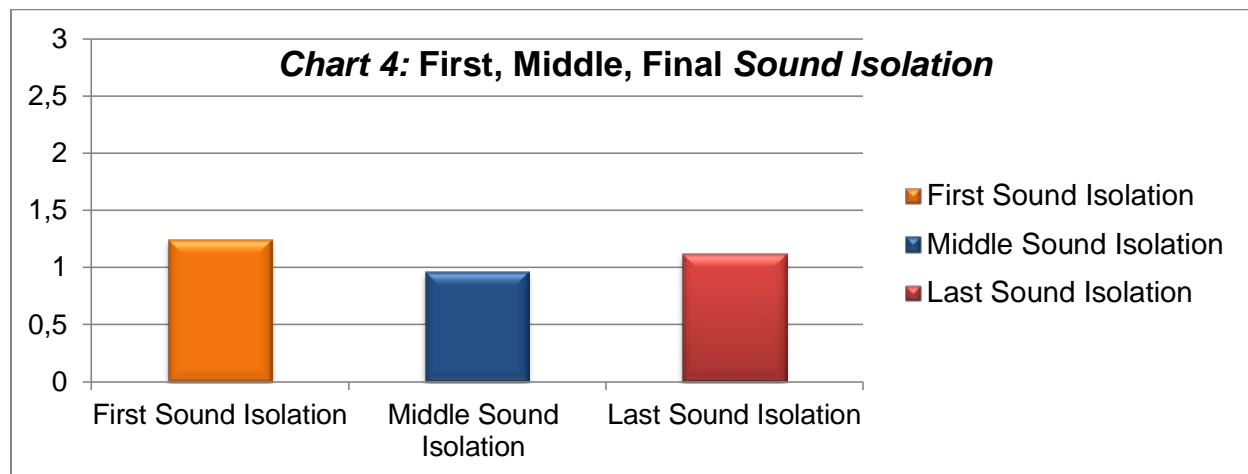
c. Final Sound Isolation

The chart presents the individual results of the *final sound isolation* task in the pre-test. The task was graded over three marks since it had three difficulties or items. Eleven students were not able to isolate final sounds. Three students received full credit for the task, though. Finally, eleven performed the task partly correct.



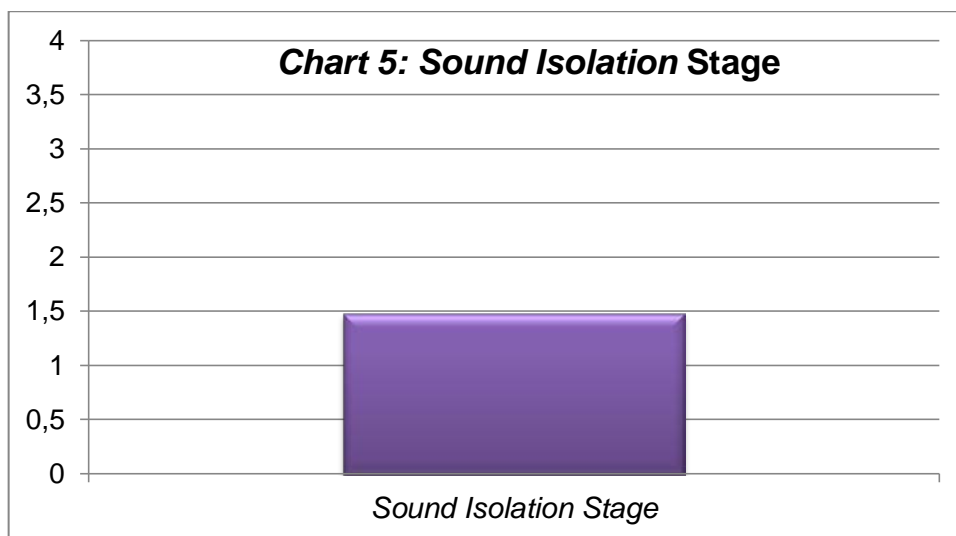
d. First, Middle and Last Sound Isolation Global Results

Chart Four presents the global results for first, middle and final sound isolation over three marks. The three global scores are under 1.5 over 3 points which shows the lack of awareness to isolate first, middle or last sounds in words.



e. Sound Isolation Global Results

Chart Five shows the global result over *four* for the *Sound Isolation* stage. The score for this stage is of 1.475 over 4 points which reflects students' inability to isolate sounds.



4.3.2. Phonemic Blending

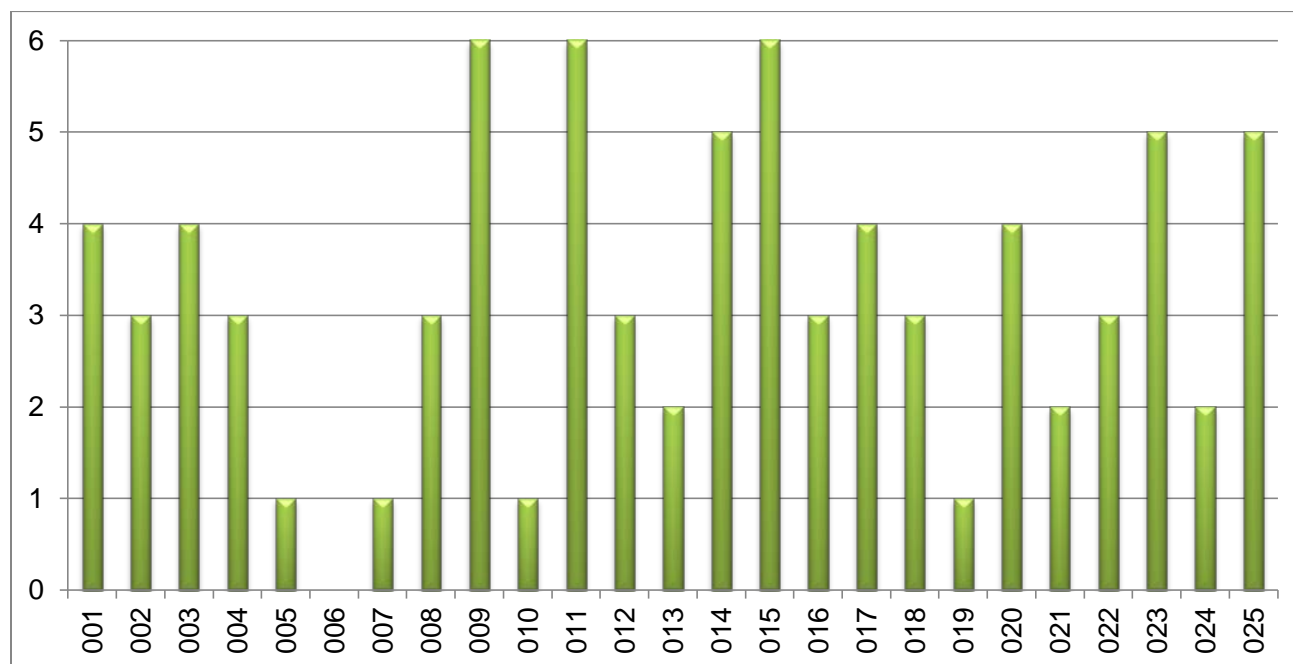
Six items or difficulties were included in this question of the pre-test to assess *Phonemic Blending* ability. Each item was assigned one point; in total six points.

A rule of three was made to obtain a global score over four points for the *Phonemic Blending* Stage. The following charts illustrate the results, both individual and global, for the *Phonemic Blending* Stage.

a. Phonemic Blending Individual Scores over 6 points

Chart 6 presents individual scores over six points. One student out of the twenty-five was not able to blend sounds. Four obtained only one difficulty correct. Three are under three marks, and seventeen earned three or higher marks. Finally, only three students obtained full marks.

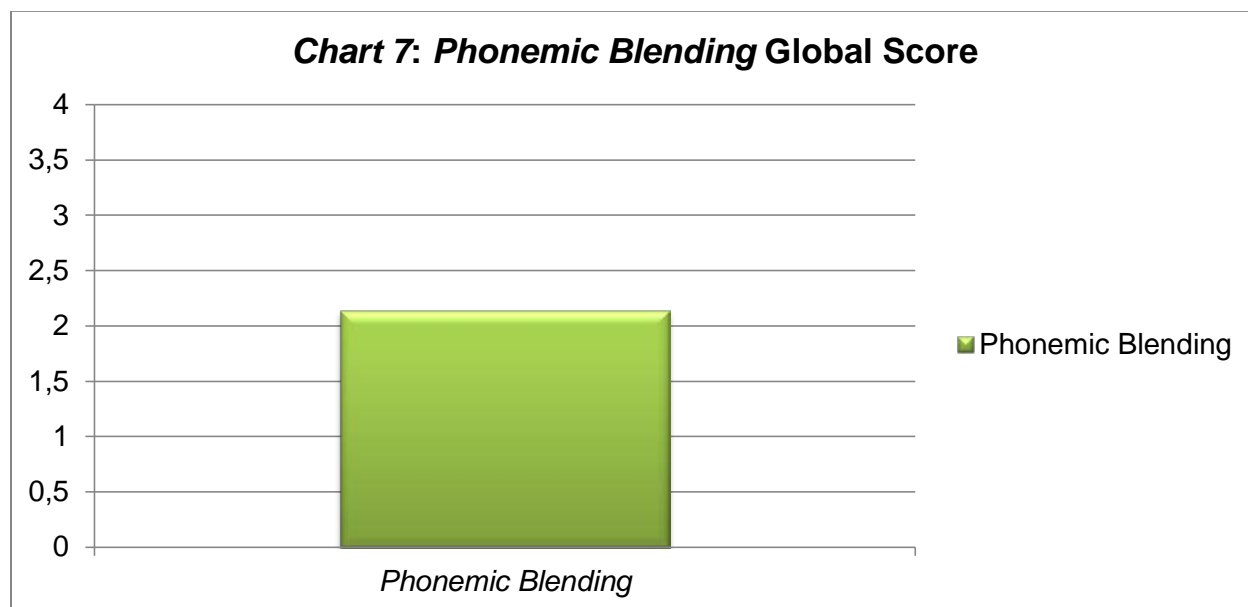
Chart 6: Phonemic Blending Stage





b. *Phonemic Blending* Global Scores over 4 points

The chart displays a score of 2.133 over 4 points. The *Phonemic Blending* Stage has been partly developed since it is only 0.133 decimals above half the total score. Analyzing the individual scores in Chart 6, 60% of students obtained either half or less points over six points allotted for the task.



4.3.3. *Phoneme Segmentation*

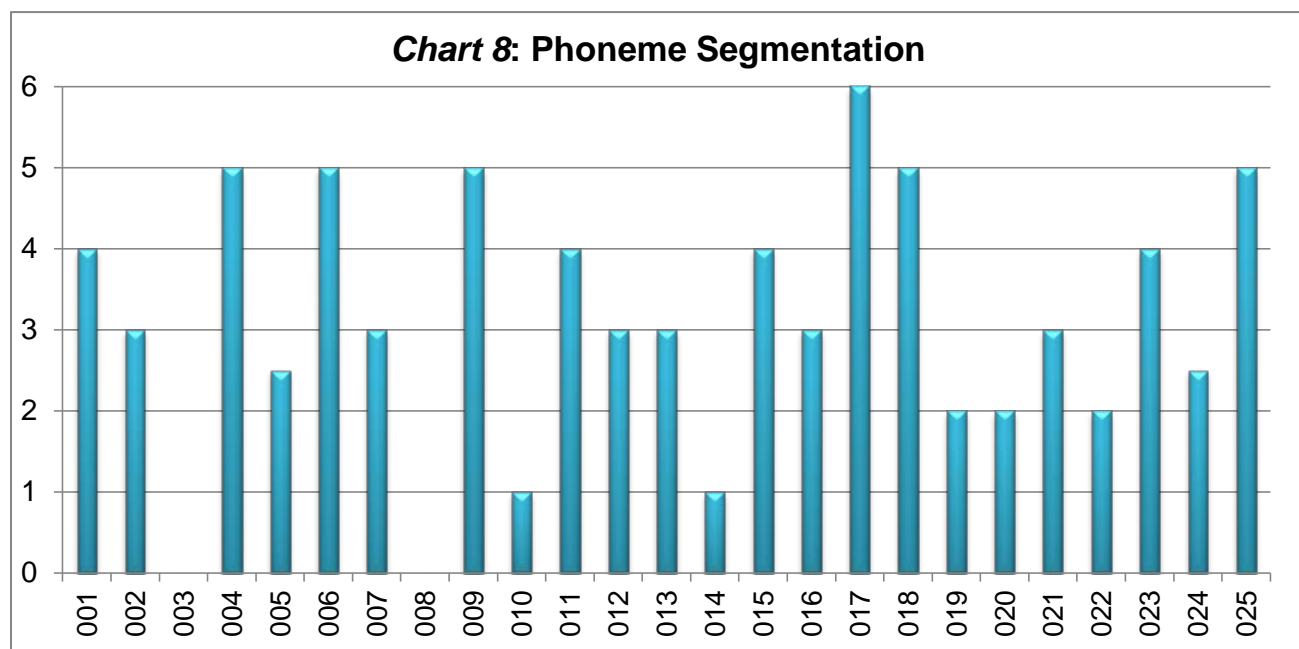
For this part of the pre-test, six items were included, and each was assigned one point; in total six points.

A rule of three was made to obtain a global score over four points for the *Phoneme Segmentation* Stage. The following charts illustrate the results, both individual and global, for the *Phoneme Segmentation* Stage.

a. *Phoneme Segmentation* Individual Scores over 6 points

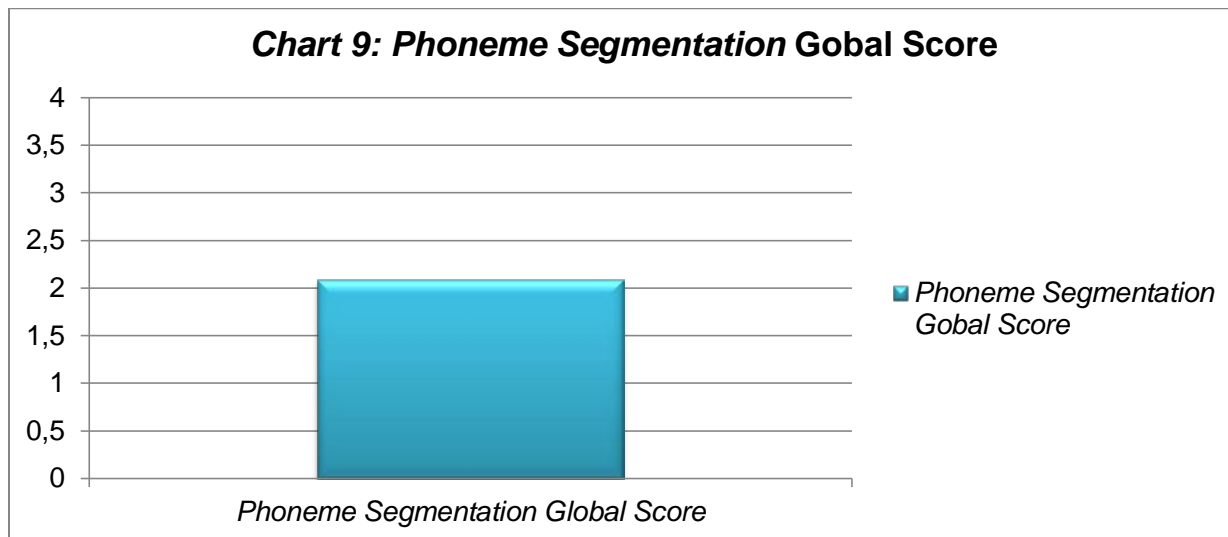
Chart 8 presents the results of *Phoneme Segmentation* task in the pre-test. The individual scores shown are over six points.

Out of twenty five participants, two were not able to segment words. Five participants obtained a score ranging from 1 to 2 points. Ten children obtained a score ranging from 2 to 4 points, and five earned a score of five. Finally, only one earned full credit in this task.



b. *Phoneme Segmentation* Global Score over 4 points

The chart displays a score of 2.08 over 4 points. The *Phoneme Segmentation* Stage has been partly developed since it is only 0.08 decimals above half the total score. Analyzing the individual scores in Chart 8, a 40% of students obtained a score of 4 or more points while the 60% obtained a score of 3 or less points.



4.3.4. PRE-TEST GLOBAL RESULTS

Chart 10 displays the global results of each Phonemic Awareness developmental stage under study.

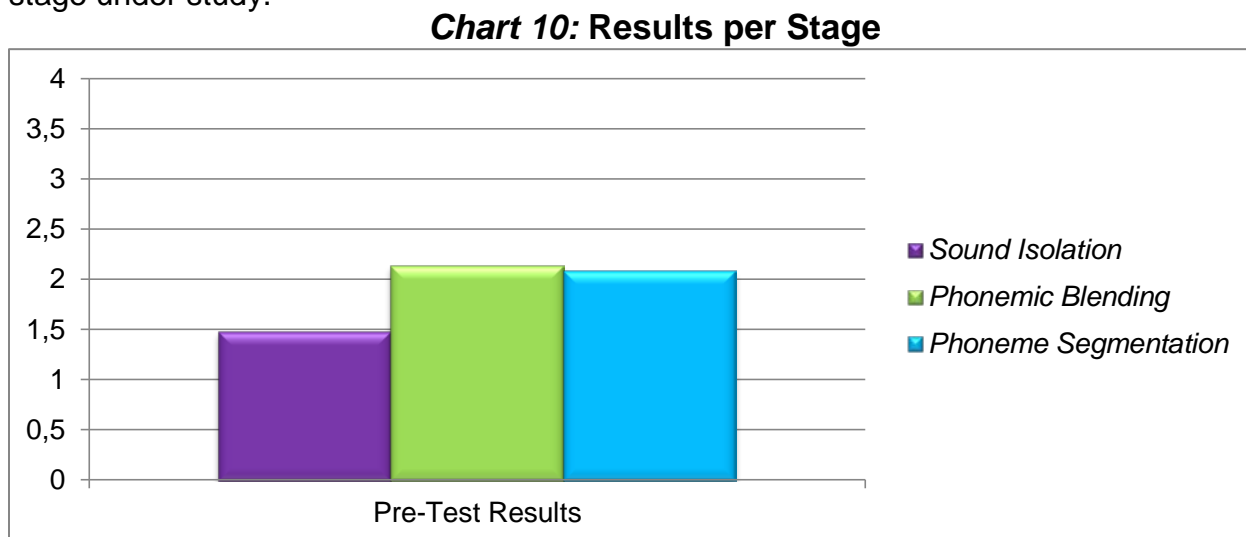
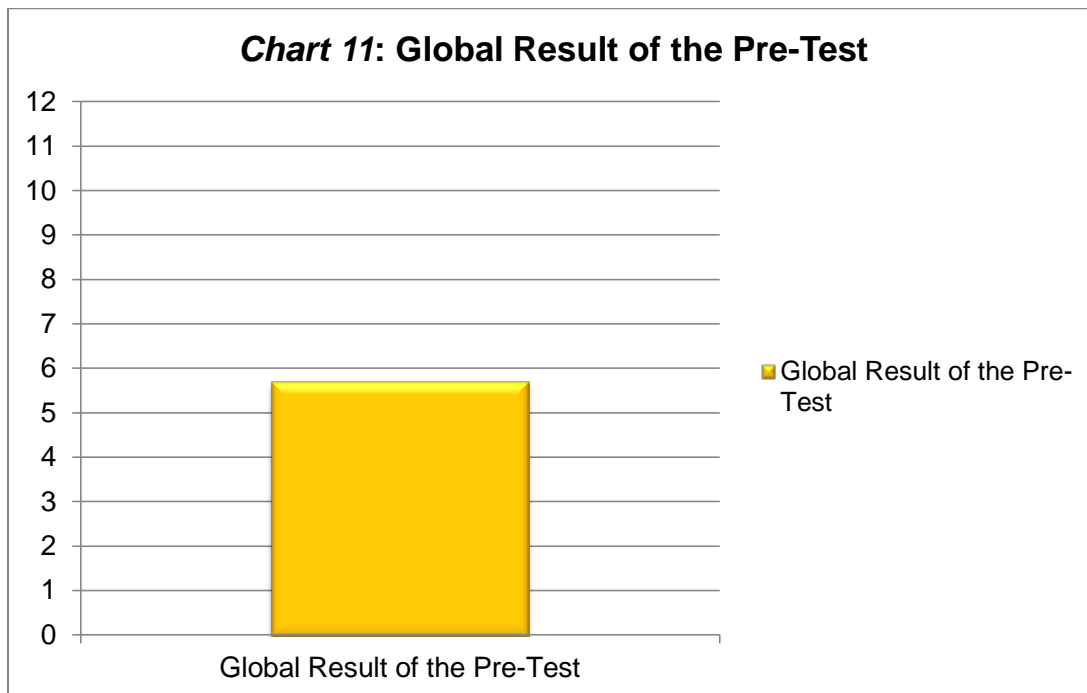


Chart 11 illustrates the global result of the pre-test over twelve points. The score obtained as a class is of 5.688 points which indicates there is a need to provide students with training in these stages to achieve complete development of the abilities to isolate, blend, and segment sounds in words.



4.4. POST-TEST RESULT CHARTS

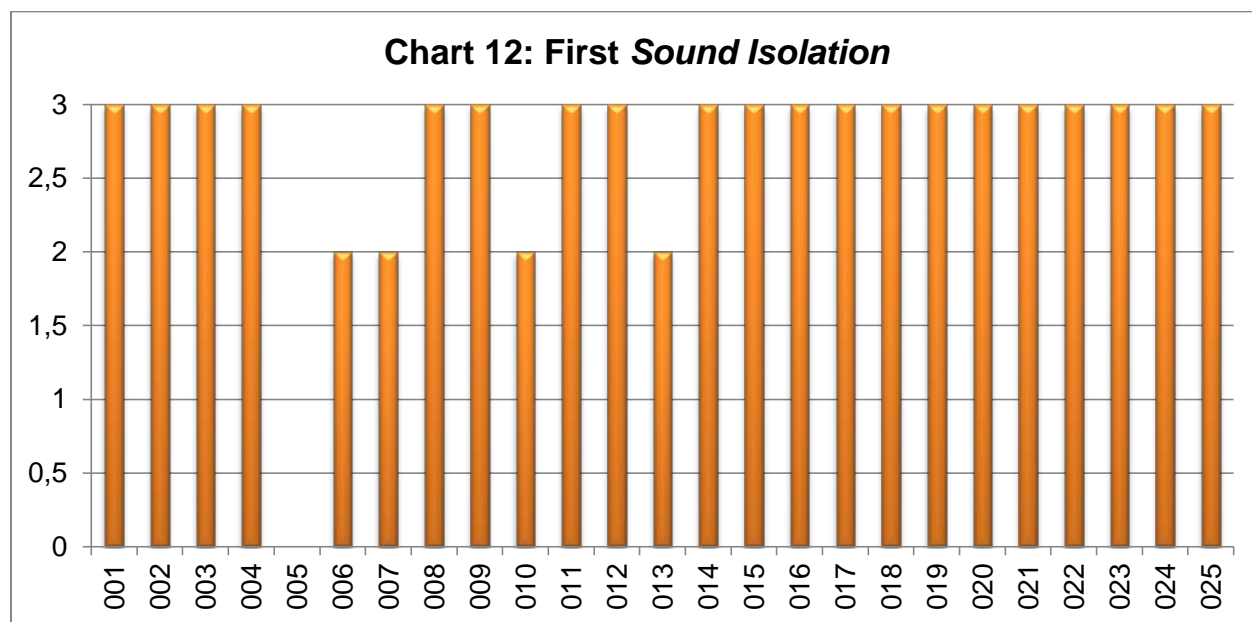
After the treatment was carried out in class with the twenty five participants, a post-test was applied to measure the effects of “Activities for Developing Phonemic Awareness, a Pre-reading Skill, in EFL Students of the Third Grade at Santana K-12 School.”

The following charts illustrate individual as well as global results of the treatment. The charts will be displayed in the same order the pre-test result charts were.

4.4.1. Sound Isolation

a. First Sound Isolation

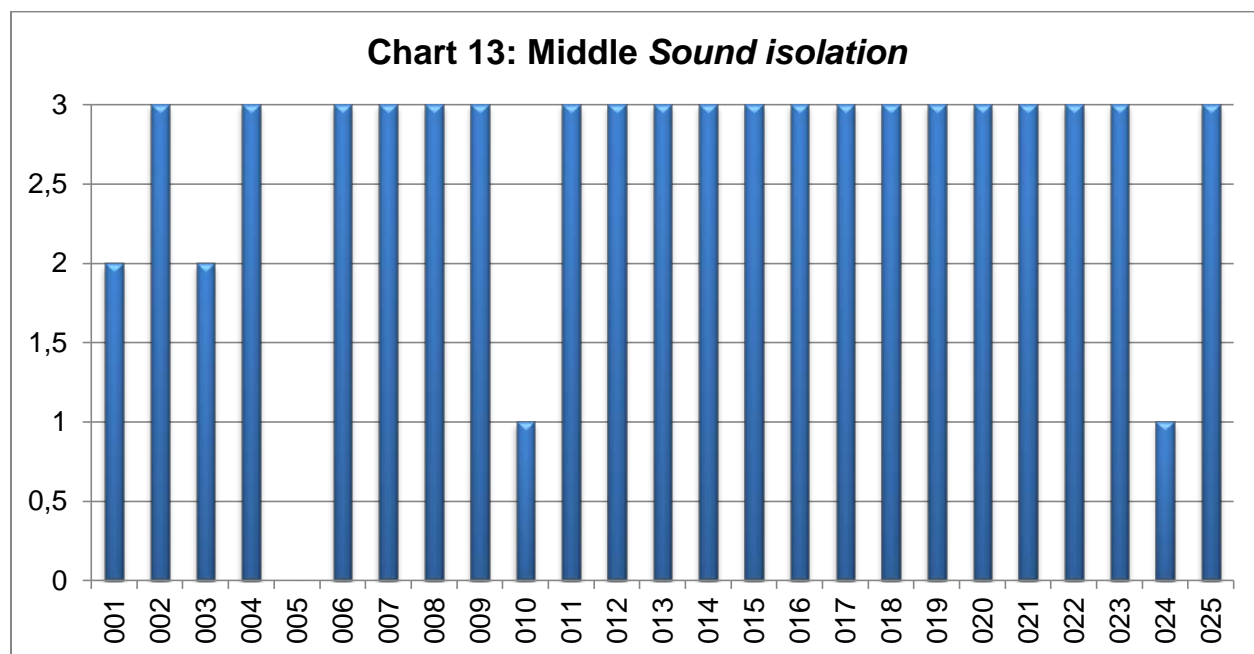
The chart presents individual results for the first three difficulties in the isolation question for the Post-test. Eighty percent (80%) of the participants earned full credit, and 16% earned two marks over three. On the other hand, student 005 received no credit since 005 was still not able to distinguish letters from sounds. As a result, when 005 was to pronounce the first sound, she called the name of the first letter of the words.



b. Middle Sound Isolation

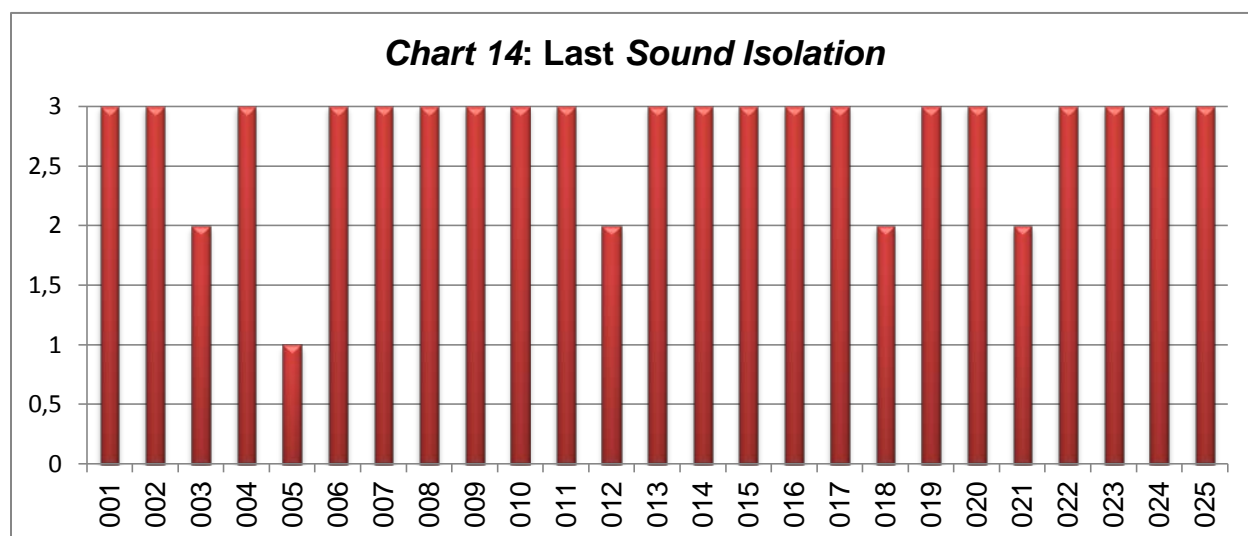
Chart 13 presents individual results for middle sound isolation part. Eighty percent (80%) of the participants earned full credit; 8% earned two marks over three, and another 8% received one mark. On the other hand, student 005 received no credit

since 005 was still not able to distinguish letters from sounds. As a result, when 005 was to pronounce the middle sound, she called the name of the letter.



c. Final Sound Isolation

Individual results for final *sound isolation* section are shown. Eighty percent of the participants earned full credit; 16% earned two marks over three, and 4%, student 005, received one mark.

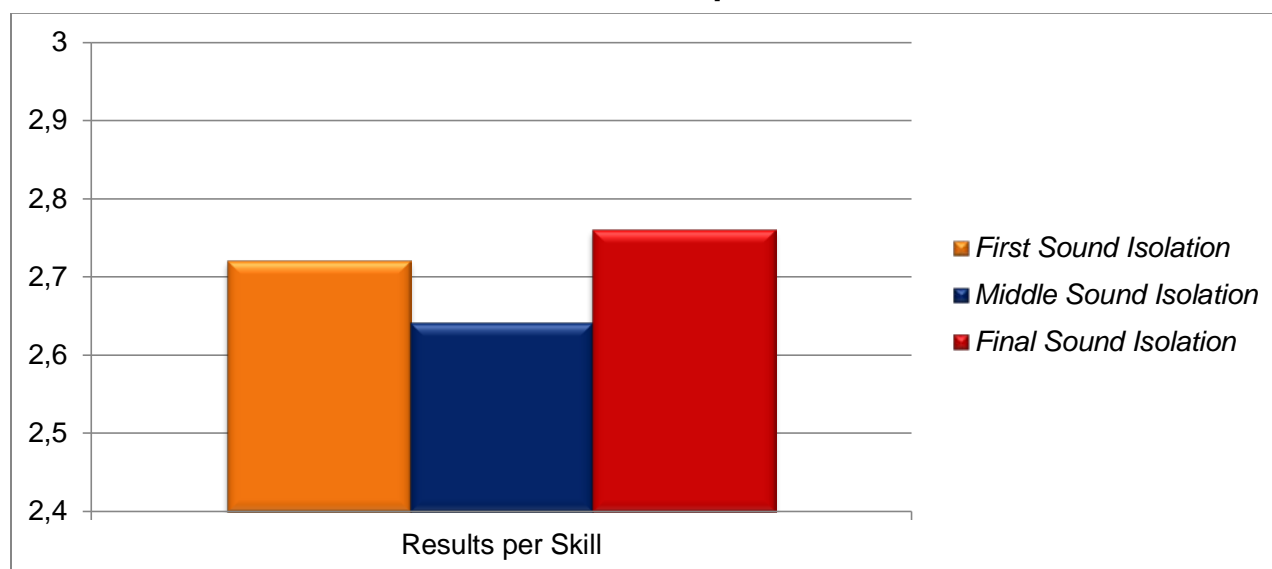




d. First, Middle and Last *Sound Isolation* Global Results

Chart 15 presents results over 3 points. The results for First, Middle, and Final *Sound Isolation* are over 2.6 points in the post-test unlike Chart 4 which illustrates the results under 1.5 points in the pre-test.

Chart 15: Results per skill



e. *Sound Isolation* Global Results

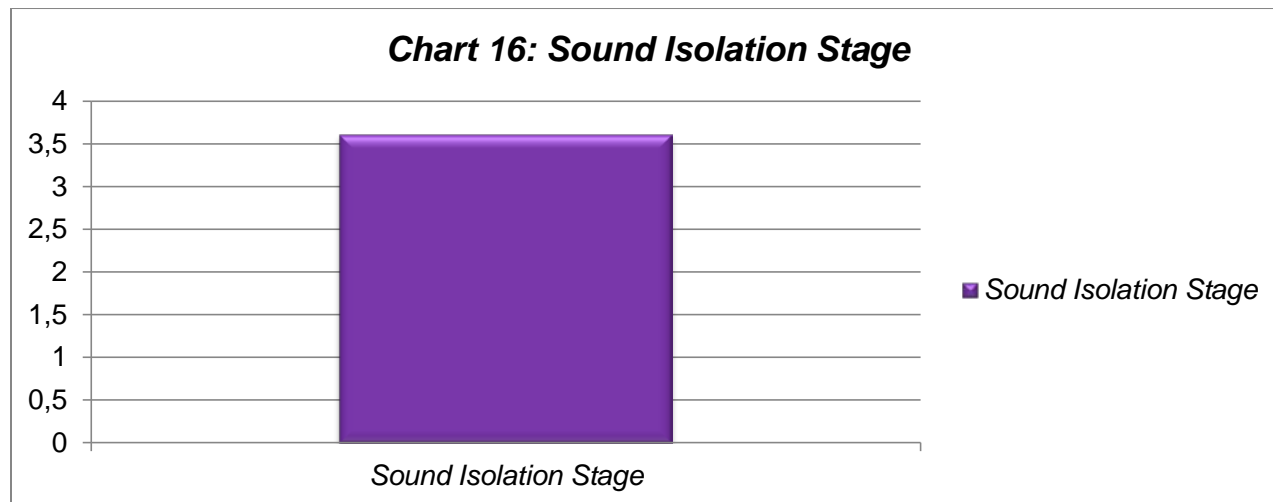
Chart 16 provides the global result for the *Sound Isolation* Stage after the treatment. The global result is 3.608 over 4 points in the post-test.

Comparing this result with the one in Chart 5 which was 1.475 over 4 points, a difference of 2.133 points is stated. As a result, the treatment has helped children develop the *Sound Isolation* Stage through the proposed class activities.

According to the theory in Chapter 1, the *Sound Isolation* skill is developed at the age of 6 in native English speakers. Thereof, it can be stated that although the



participants were non-native English speakers, they accomplished development of the mentioned skill at an appropriate age. Participants are able to isolate beginning, middle, and final sounds in words.

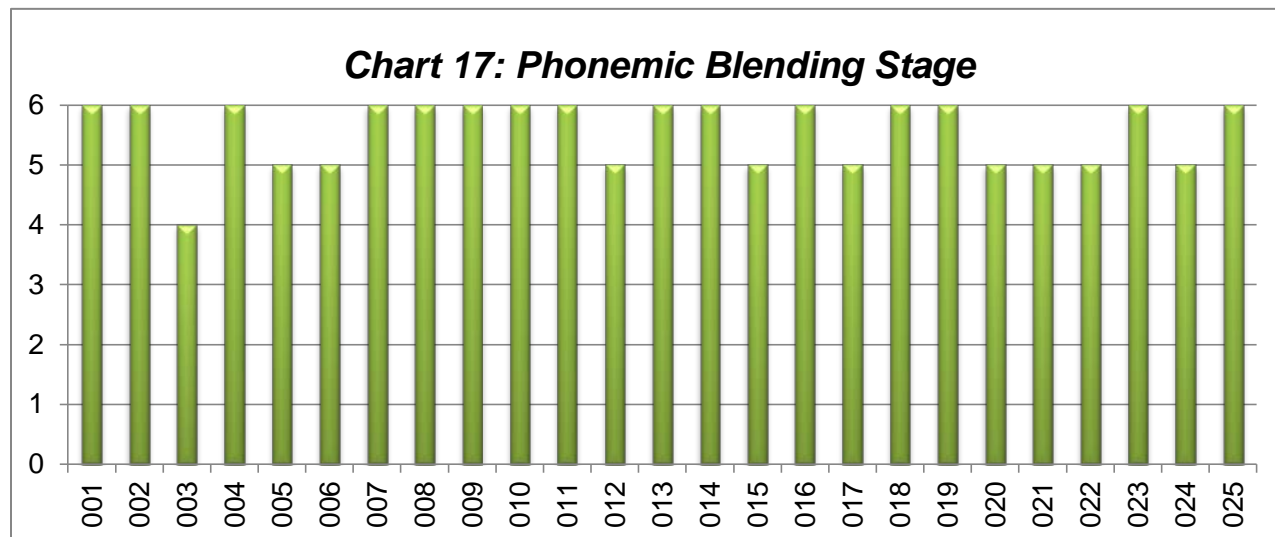


4.4.2. Phonemic Blending

a. Phonemic Blending Individual Scores over 6 points

Chart 17 presents individual scores over six points. 36 % of the participants achieved a score of 5 over 6 marks, and 4% achieved 4 points. Finally, 60% obtained

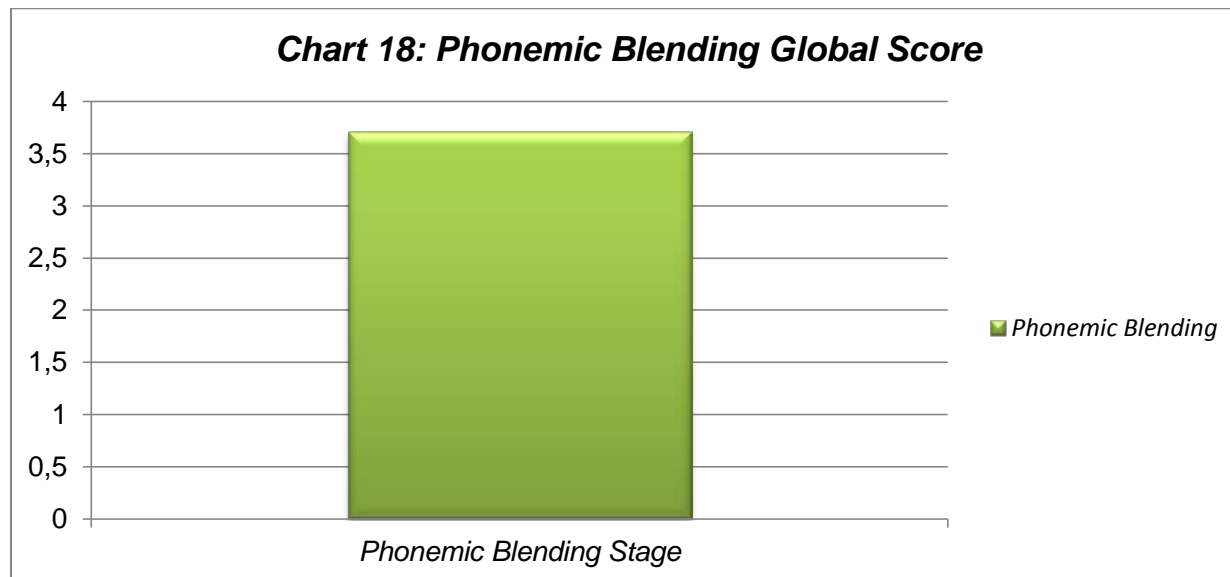
full marks in this task which included six difficulties.



b. Phonemic Blending Global Score over 4 points

Before the treatment, students obtained a global score of 2.133 points in the pre-test for the *Phonemic Blending Stage*. After the treatment, the global score is 3.706 over 4 points. Hence, 1.573 is the difference marked by the treatment along with the proposed activities. There is a 92.65% of mastery in the *Phonemic Blending Stage*.

According to the theory in Chapter 1, the *Phonemic Blending* skill is developed at the age of 6 years in native English speakers. Thereof, it can be stated that although the participants were non-native English speakers, they accomplished development of the mentioned skill at an appropriate age.

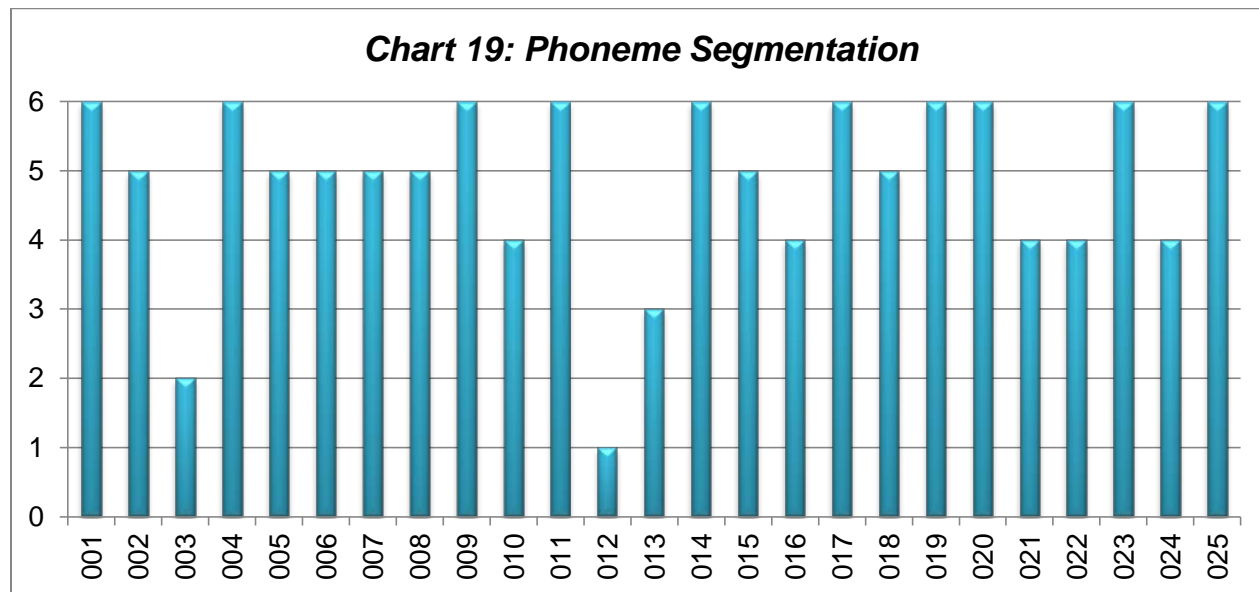


4.4.3. Phoneme Segmentation

a. Phoneme Segmentation Individual Scores over 6 points

Chart 19 illustrates individual results for the *Phoneme Segmentation* stage. The individual scores are over six points.

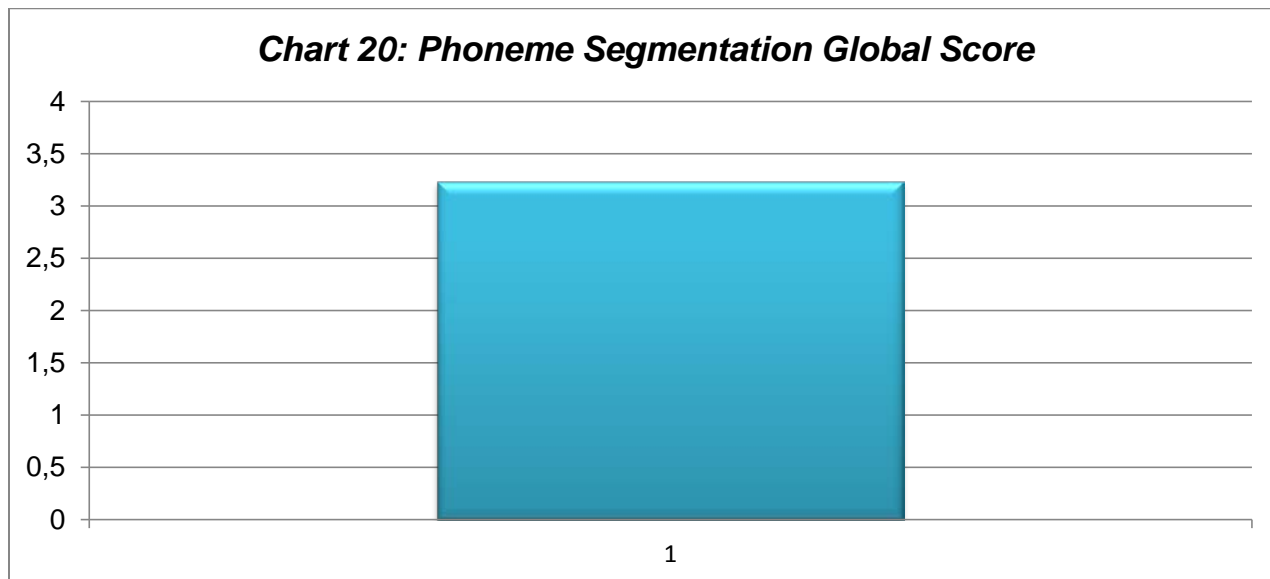
Out of twenty five participants, two children obtained less than three points. One child obtained 3 points, and five kids achieved a 4 point score. Seventeen students earned a score ranging from 5 to 6 points.



b. Phoneme Segmentation Global Score over 4 points

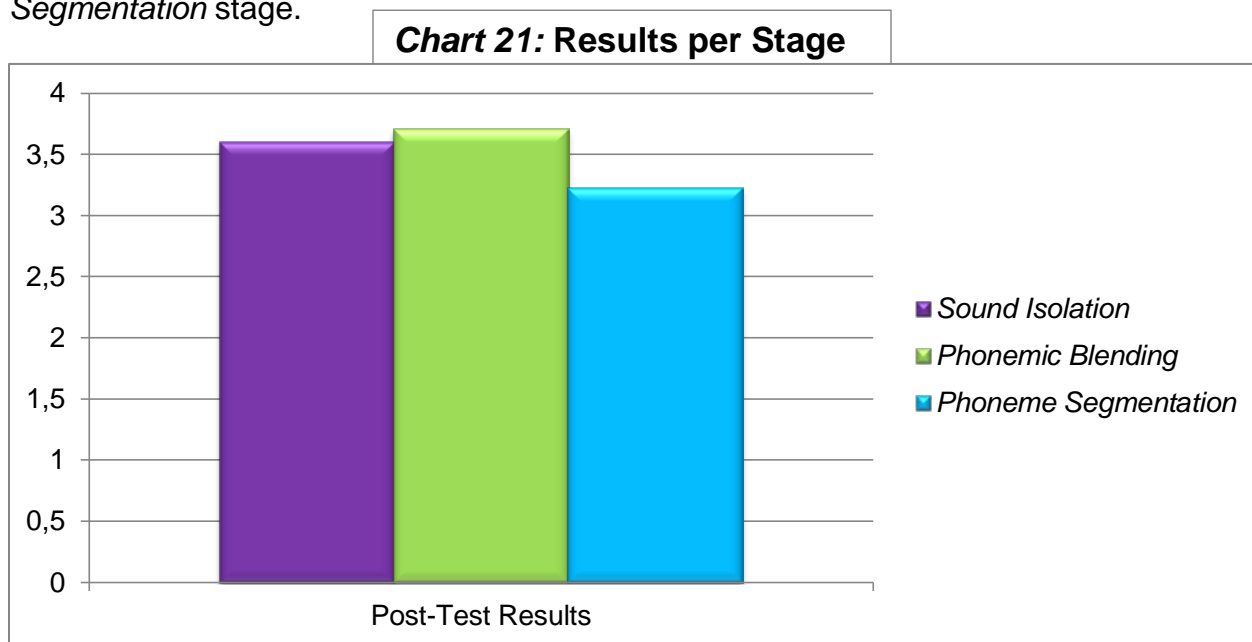
The global score for the *Phoneme Segmentation* Stage is 3.226 over 4 points. Comparing the pre-test's score with the post-test's, there is 1.146 points of difference. Hence, students have developed the ability to segment sounds in words.

According to the theory in Chapter 1, the *Phoneme Segmentation* skill develops at the age of 6 or 7 when native-English-speaking kids are able to identify and count phonemes in words. Thereof, it can be stated that although the participants were non-native English speakers, they accomplished development of the skill at an appropriate age.



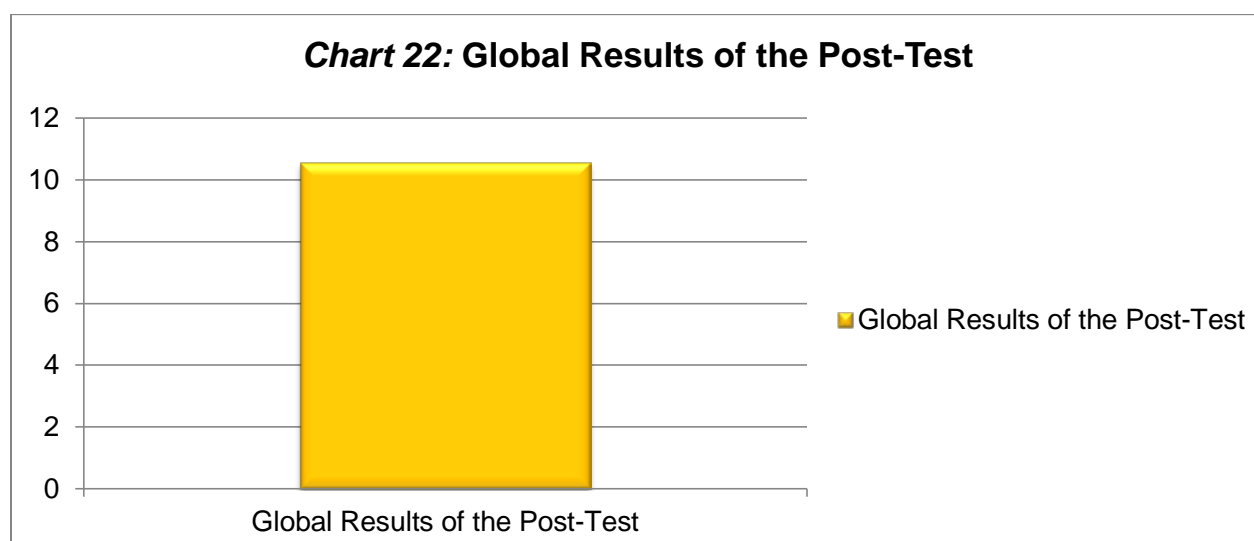
4.4.4. POST-TEST GLOBAL RESULTS

Chart 21 presents the global results for each Phonemic Awareness stage under study. The global scores exceed the three points over four. In the *Sound Isolation* Stage, participants obtained 3.608 over 4 points. 3.706 points were achieved in the *Phonemic Blending* Stage. Finally, students obtained 3.226 marks for the *Phoneme Segmentation* stage.



4.4.5. Global Result

The Global Result Chart displays a score of 10.542 over 12 points for the Post-Test. Comparing this chart with Chart 11 for the Global Result of the Pre-test, 4.784 points are the difference due to the application of the treatment. Thus, students have widely developed their mastery in the three different stages of Phonemic Awareness under study.



The activities proposed in this quasi-experimental study substantially helped to develop Phonemic Awareness in the level of *Sound Isolation*, *Phonemic Blending* and *Phoneme Segmentation*. According to the quantitative meta-analysis carried on by The National Reading Panel, the results regarding the effects of children's training through activities to develop Phonemic Awareness were substantial, and PA instruction benefited children from different reading, socioeconomic and school year backgrounds (251).



CONCLUSIONS AND RECOMMENDATIONS



The following conclusions can be drawn from the present study:

- First, the activities proposed help students to develop Phonemic Awareness.
- Second, including words that are already studied in class generates motivation and confidence in students. Also, students have a review of vocabulary dealt in class.
- Third, *sound isolation, phonemic blending, and phoneme segmentation* activities aid students to be aware of individual sounds.
- Finally, this quasi-experimental study shows that although students are EFL learners, they are able to acquire Phonemic Awareness skills at the same ages as native-English speakers do.

Some recommendations for including PA training in class are:

- Since teachers' main goal is to teach English as natural as possible, it is important to include in the teaching-learning process activities that are usually employed for students whose L1 is English.
- Since English-speaking countries are adapting PA training into their school curriculum, it is advisable to follow and add their guidelines into our curriculum making the necessary adaptations to our context.
- It is a good idea to begin the development of the different levels of Phonemic Awareness according to the ages they emerge in native-English speakers.



- Finally, a wider research on developing Phonemic Awareness in EFL learners is needed.



NOTES

¹ The chart was adapted from The National Reading Panel's meta-analysis; page 253.

² The chart was adapted from The National Reading Panel's meta-analysis; Method.

³ The chart was adapted from The National Reading Panel's meta-analysis; page 257.

⁴ The chart was adapted from The National Reading Panel's meta-analysis; page 257.

⁵ This graphic was adapted from Phonemic Awareness Development Continuum by U. of Oregon.

⁶ Isobel, a blind sled dog runs at her dog yard near Churchill, Man. Thursday, Nov. 8, 2007. Isobel, a six-year-old husky cross, has all the great qualities of a sled dog. She loves to run, has strength and endurance, and works well alongside the other dogs tethered to the sleds that take tourists out on the subarctic terrain of Churchill, Man. It takes a while for visitors to notice that she is completely blind.



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"Isobel, a blind sled dog runs at her dog yard near Churchill, Man. Thursday, Nov. 8, 2007. Isobel, a six-year-old husky cross, has all the great qualities of a sled dog. She loves to run, has strength and endurance, and works well alongside the



other dogs tethered to the sleds that take tourists out on the subarctic terrain of Churchill, Man. It takes a while for visitors to notice that she is completely blind. THE CANADIAN PRESS/Jonathan Hayward." (n.d.): *Image Collection*. Web. 15 Feb. 2015

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APPENDIX



PRE-TEST

NAME: _____

AGE: _____

DATE: _____

SCORE: ____/12 points

1. Isolate the sounds of the following words. (/9 marks = /4 marks)

a. What is the first sound of?

Book _____

Land _____

Five _____

b. What is the middle sound of?

Door _____

Bus _____

Pen _____

c. What is the final sound of?

Big _____

Room _____

Eat _____

2. What word is formed with the sounds? (/6 marks = /4 marks)

/p/ /ɪ/ /g/ _____

/f/ /ô/ /r/ _____

/h/ /au/ /s/ _____

/f/ /i:/ /t/ _____

/d/ /ʌ/ /k/ _____

/h/ /e/ /n/ _____



3. Segment the following words. (/6 marks = /4 marks)

a. How many sounds are there in the word? Which are they?

	Number	Sounds
Run	_____	_____
Cat	_____	_____
Moon	_____	_____
Horse	_____	_____
Six	_____	_____
Jacket	_____	_____



POST-TEST

NAME: _____

AGE: _____

DATE: _____

GRADE: ____/12 points

1. Isolate the sounds of the following words. (/9 marks = /4 marks)

a. What is the first sound of?

Book _____

Land _____

Five _____

b. What is the middle sound of?

Door _____

Bus _____

Pen _____

c. What is the final sound of?

Big _____

Room _____

Eat _____

2. What word is formed with the sounds? (/6 marks = /4 marks)

/p/ /ɪ/ /g/ _____

/f/ /ô/ /r/ _____

/h/ /au/ /s/ _____

/f/ /i:/ /t/ _____

/d/ /ʌ/ /k/ _____

/h/ /e/ /n/ _____



3. Segment the following words. (/6 marks = /4 marks)

a. How many sounds are there in the word? Which are they?

	Number	Sounds
Run	_____	_____
Cat	_____	_____
Moon	_____	_____
Horse	_____	_____
Six	_____	_____
Jacket	_____	_____



BLOQUE CURRICULAR 1:



**UNIDAD EDUCATIVA SANTANA
EDUCACIÓN GENERAL BÁSICA
2014 – 2015
Bloque temático # 1**



DATOS INFORMATIVOS:

ÁREA: Inglés

PROFESOR /A: Carolina Peña

GRADO: Tercero “A” “B” EGB.
periodos.

ASIGNATURA: Inglés

E – MAIL: caronoe21@gmail.com

PERIODOS SEMANALES: 8

HILO CONDUCTOR: Students will understand:

- How do we get our students to use the acquired English skills correctly and fluently in everyday situations as well as in other areas of study?
- In what way do we motivate our students to use and apply strategies learned to help them develop the skills of listening, speaking, reading and writing?
- How do we motivate students to use their English language ability and foster its importance in a globalized world?
- How do we develop an environment of responsibility and respect in every instance of teaching and learning inside and outside the classroom?



- How do we awake our students' interest of the English language as something they enjoy and are capable of applying it in real live situations?

METAS DE COMPRENSIÓN: students will understand:

- Circle time routines
- The importance of greeting
- The rules of the class
- School vocabulary
- Review colors
- Review shapes
- Review numbers from zero to twenty
- Learn numbers from 10 to 100
- Review the alphabet
- Tell the time
- Daily routines
- Several stories and games



DURACIÓN: SEMANAS:

DESDE: Sep. 10th

HASTA: Oct 24th

DESTREZAS CON CRITERIO DE DESEMPEÑO	DESEMPEÑOS DE COMPRENSIÓN	RECURSOS	EVALUACIÓN	ESTRATEGIAS METODOLÓGICAS
<ul style="list-style-type: none"> • Talk about things in the classroom, understand classroom instructions, use “there is” and “there are”, count to 100. • To talk about daily routines, use simple present in the 3rd person, pronounce and recognize the long e sound, and tell time. 	<ul style="list-style-type: none"> -Review colors, numbers, greetings, shapes, alphabet and learnt vocabulary. - Learn to use there is/ there are - Identify things in the classroom. - Invite Ss to talk only in English, answer simple questions. - Learn to tell the time. -Answer questions about daily routines. - Talk about your classmates daily routines using simple present in 3rd person. 	<ul style="list-style-type: none"> • Flash cards • CD audio • Realia • Pictures • Drawings • Worksheets. • Small white boards for each child. • Board markers. 	Feedback Classroom monitoring Observation Diagnostic test. Quiz.	<ul style="list-style-type: none"> - Warm ups. TPR actions (total physical responds) -Exploration -Guided research -Application. - Modeling. - Repetition - Act out. - Chants -Songs - Realia - Ask and answer questions with gestures, mimes.



UNIDAD EDUCATIVA SANTANA
ELEMENTARY SECTION
EGB
PLAN # 1
2014 - 2015



1. GENERAL INFORMATION:

Area: English

Teacher: Carolina Peña

Grade: 3rd "A"- "B"

Beginning Date: September 10th

Subject: English

E – mail: -----

Ending Date:

2. TOPIC

A day at school!



“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

3. IMPORTANT INSTRUCTIONS FOR WORK:

- Listen carefully to your teacher explanations.
- Read and develop each activity with your teachers help.
- Ask your teacher if you have any question about each session.

4. COMPREHENSION ACTIVITIES:

Session 1: *Back to school (The classroom).*

- At the end of these sessions student´s will be able to identify each school supply, say the time and daily routines
- Ss will be able to isolate, blend, segment sounds in words studied throughout these sessions.



Exploration:

Review There is, there are. Present Super Minds friends. Ask children to guess what power each super hero has, make teams according to the super hero they have chosen. Clinic observation of the book. Who can find game.

Guided research:

Notebook: Practice there is/there are with contractions. Ask children to look for page N^a 4. Listen and look. Say the words. CD 1 (2). Contest: Ask two children of different teams to touch the school supplies that the teacher says. Who does it first wins.

Application:

Student´s book: Pg 5 listen, look and number the sentences.
Workbook. Look and draw lines. Pg. 4.
Notebook: Copy Vocabulary # 1

- *Ss take the Pre-test individually*

Session 2: *There is/ there are*

Exploration:

Show students several school supplies (realia) and elicit there´s / there are, makes groups, each group has to show and tell what school supplies they have. Review numbers from one to twenty, display flascards, introduce numbers from 10 to 100 ten by ten.
Ask students to say each number with different gestures.

Guided research.

Touch the number contest. (rock, paper scissors game).

- *Ss are modeled the Phonics Song (First Sound Isolation)*

Application:

Notebook: Numbers vocabulary.
Perform each number with play dough.

- *Ss practice the Phonics Song Activity (First Sound Isolation)*

Session 3: *Don't!*

Exploration:

TPR action with several commands. Simon says game. 2. "Mime actions and guess" game!



Student 's book Pg. 7 . Listen and number the pictures. Then read and draw lines. CD1(9)

Guided research:

Grammar focus: Listen and say. CD 1 (10).

Folder: Draw the actions and copy the sentences.

- *Ss are modeled the Color Block Activity (First, Middle and Last Sounds Isolation)*

Application:

Play the listening game, one student is going to pretend to be the teacher and say the commads learnt.

Workbook: Look at activity 1. Number the pictures. Pg. 7.

- *Ss perform the Color Block Activity (First, Middle and Last Sounds Isolation)*

Session 4: Story time!

Exploration:

Mime a burglar and ask children to guess what am I. Elicit new vocabulary related to the story.

Guided research:

Ask children to point at Pg number 8. Think what is the story about

Silence Reading

Listen to the audio and read.

Choral Reading.

- *Ss are modeled the Picture Sound Identification Activity (First, Middle and Last Sounds Isolation)*

Application:

Student book: Read and tick the boxes. Page 9.

4. Pantomime the story.

- *Ss perform the Picture Sound Identification Activity (First, Middle and Last Sounds Isolation)*

Session 5: My day.

Exploration:



Teacher mimes daily routines to mime the vocabulary and ask the students to mime and repeat chorally.

Guided research:

Student's book page 10. Look at pictures and identify each room at the house. Listen and point each routine. CD 1(13).
Learn a chant related to the new vocabulary.

- Ss are modeled the IT Family Activity (Blending Sounds)

Application:

Guessing game.

Notebook. Copy Vocabulary #2. Daily routine vocabulary.

Homework: make a clock with several materials.

- Ss sing along the IT Family Activity (Blending Sounds)

Session 6-7-8: Review daily routines

Exploration:

Flash each flashcard quickly in front of the students, ask Students try to remember the correct order.

T draws a clock on the board showing ten o'clock and ask the Ss to show the time on their clocks.

Guided research:

Elicit What's the time?, each Student is going to say the time using their clocks. Listen and colour. Page 11.

Read and number the pictures. Page 13.

- Ss are modeled the Arm Slide Activity (Blending Sounds)
- Ss are modeled the Ball Race of Sounds Activity (Blending Sounds)

Application:

Listen and draw the times on the clocks. Page 11

Grammar focus, Work in pairs:

Listen and say: What's the time? It's nine o'clock

When do you have breakfast? At seven o'clock.

Notebook: Draw 10 clocks and write the time.

Homework: Study vocabulary number 1 and 2 for a quiz.

- Ss perform the Arm Slide Activity (Blending Sounds)
- Ss perform the Ball Race of Sounds Activity (Blending Sounds)

Session 9:

Quiz time.



Brain gym activities to make students relax before the quiz.
Take the quiz
Feedback the quiz.

Session 10: *I can say the time!*

Exploration:

Review the how to say the time, and daily routines!
Elicit third person, ask students what they notice about the verb. Write the simple infinitives of the verbs on the board, invite children to say the third person of each one and spell it.

Guided research:

Listen and say page 13.
Ask each student to draw their daily routines then make them pass in front of the class in pair to say what their classmates do each day, using the third person.

- *Ss are modeled the Puppet Play Activity (Segmenting Sounds)*

Application: Think!

Look and say what children do. Page 13.

- *Ss perform the Puppet Play Activity (Segmenting Sounds)*

Session 11: *Story time! What a day!*

Exploration:

Ask children to look at the pictures and try to imagine what is it about
Silence reading.

Guided research:

Listen and read the story, pages 14-15.

- *Ss are modeled the Coin Game Activity (Segmenting Sounds)*

Application:

Imagine the ending of the story, what happens next?. Draw, show and tell.

What does thunder do at these times?. Page 15

- *Ss perform the Coin Game Activity (Segmenting Sounds)*

Session 12: *Skills*



Exploration:

Review numbers, daily routines, use of third person, and time with TPR actions and games.

Guided research:

Listen and draw lines. Page 17

- *Ss are modeled the Humans as Sounds Activity (Segmenting Sounds)*

Application:

Talk about your day, ask students to write about their daily activities then work in pairs.

Homework: Study unit #1 for a test.

- *Ss perform the Humans as Sounds Activity (Segmenting Sounds)*

Session 13 -14 Test unit #1 and feedback.

- *Ss take the Post-Test*

5. LEARNING PROJECT:

Make a poster: My time to do things
Page 21.

6. RESOURCES

- Notebook
- Student´s book
- Worksheets (workbook)
- Flashcards
- Folders
- Sheets of paper
- Play dough
- Pencil, color pencils, markers, eraser, sharpener.
- Realia

7. PROGRESS EVALUATION:

FORMATIVE:

- a. Individual and group participation = 10 puntos
 - b. Homework = 10 puntos
 - c. Academic independant assignmenT= 10 puntos
- } = 8 + 2 Final Exam = 10



d. Lesson and Oral reports = 10 puntos

SUMATIVE:

Test = 10 puntos

8. EVALUATION CRITERIA

- Inglés: Expresión Oral-Lenguaje y Expresión Escrita-Mensaje y Organización.

9. REFERENCES:

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- www.ehow.com
- www.teachingenglishgames.com
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- www.english-zone.com

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