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CARRERA DE LENGUA Y LITERATURA INGLESA

THE ANALYSIS OF DIFFERENT PHONIC ACTIVITIES BASED ON THE READING HORIZONS METHOD TO DEVELOP THE PRONUNCIATION SKILL AND ADAPTING THEM TO SECOND 'BLOQUE CURRICULAR' OF THE MINISTERIO DE EDUCACIÓN ENGLISH BOOK IN 8TH GRADERS IN VICTOR GERARDO AGUILAR HIGH SCHOOL

Trabajo de Titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa.

Autores: Silvana del Rocío Maldonado Achig

Ángel Rodrigo Matailo Chillogalli

Tutor: Magister Adriana Patricia Mora Jaramillo

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RESUMEN

En el presente trabajo investigativo, "la instrucción de la fonética" ha sido tomado en cuenta para la enseñanza de una correcta pronunciación en el Lenguaje Extranjero Inglés. Considerando que esta área no ha sido incluida en el Currículo Ecuatoriano 2014, este proyecto propone la instrucción de la fonética siguiendo el proceso de enseñanza de "Reading Horizons" la misma que ofrece cinco habilidades fonéticas y dos habilidades de decodificación. Consecuentemente, fue importante llevar a cabo una investigación sobre el método trabajado, enfoques y estudios realizados en esta área y su rol dentro de las habilidades comunicativas relevantes para potenciar el estudio. Dos técnicas investigativas fueron aplicadas con el objetivo de dar relevancia al mismo. La primera técnica investigativa fue una encuesta aplicada a los estudiantes para comprobar si los estudiantes estaban de acuerdo con la idea de recibir patrones de pronunciación, y la segunda para evidenciar el uso de estrategias en el mejoramiento de la pronunciación por parte de los docentes. Finalmente, una entrevista a un especialista fue realizada para consolidar este proyecto investigativo. Tomando en cuenta los resultados, se realizó un análisis cuantitativo y cualitativo para desarrollar un folleto de actividades fonéticas adaptado a las necesidades de los estudiantes.

Palabras clave: instrucción fonética, Reading Horizons Method, lenguaje extranjero, habilidades fonéticas, habilidades de decodificación, fonética sintética y analítica.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

ABSTRACT

In the present project, "Phonics Instruction" has been taken into account for the correct pronunciation in the teaching of English as a Foreign Language. Considering that this area has not been included in the Ecuadorian Curriculum of 2014, this project proposes phonics instruction based on the Reading Horizons Method, which offers five phonetic skills and two decoding skills. Subsequently, it was important to conduct research on the working method, approaches and case studies in the same area and their roles in communicative skills to empower its study. Two research techniques were applied in order to give relevance to it. The first technique was a survey applied among students to make sure if they agreed with the idea of receiving patterns of pronunciation, another survey was conducted with the teachers to validate the use of strategies in improving the pronunciation of their pupils. Finally, an interview with a specialist in the field of phonics was held to consolidate this research project. Taking into account the results, a quantitative and qualitative analysis was performed to develop a phonics activities booklet adapted to students' necessities.

Keywords: phonics instruction, Reading Horizons Method, foreign language, phonetic skills, decoding skills, synthetic and analytic phonics.

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Ángel Rodrigo Matailo Chillogalli

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Cuenca, 31 de octubre del 2016

Ángel Rodrigo Matailo Chillogalli

C.I: 0105263974

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

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Ángel Rodrigo Matailo Chillogalli

C.I: 0105263974

Silvana del Rocío Maldonado Achig
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Dedication

This humble effort, I dedicate to God who loves and cares for me every single day. To my sweet and loving parents, Gladis and Braulio whose affection and prays have made me what I am now, and have helped me to achieve this goal with pride and responsibility. To Jorge and Luis, not only for being my brothers, but my friends and guardians. To my lovely friend Sonia Lata who always supported me with her advice and academic help. To Timothy Moloney and Jannis Dean who taught me to believe in myself and who were a constant source of knowledge and inspiration.

Silvana Maldonado

I dedicate this research to the most important people in my life – my family especially to my mom María who has supported me all my life. To my siblings: Mary, Henry, Flaka and Vero who have been with me enjoying good times and trying to put a smile on my face in bad times. To my nieces and nephew: Diana, GEMA and Alex. You are my inspiration and my strength to never give up. Finally, to my friends who were there helping and advising me.

Ángel Matailo

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Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

INTRODUCTION

Phonics is the study of the speech sounds of a language to improve pronunciation abilities. These phonetic skills are useful in the communicative process to have an understandable conversation. Phonics instruction is developed during early school years in English native-speaking countries as this allows learners to assist their necessities in reading and pronouncing new words. There are several ways to teach phonics to students; however, for this project, a system of decoding skills used by the Reading Horizons Method will be implemented.

This project attempts to suggest that phonics instruction must be included in the Ecuadorian Curriculum of 2014 to improve students' communicative skills; this information about pronunciation rules will be used in EFL classrooms. The analysis of a previous British research applied in Ecuador revealed the weaknesses of English speaking skills present in the Ecuadorian Educational System. For these reasons, the booklet in this project aims to provide opportunities for developing spoken language by patterns of pronunciation.

This research consists of five chapters. The first chapter refers to the reason for carrying out this project. In the same way, the background and justification, aims and specific objectives are developed in this chapter. The second chapter presents the theoretical framework, which is divided into three sections: the first section talks about communicative skills and their importance. The second section covers the pronunciation field as a tool to convey a clear idea in daily interactions. Finally, the last section is about phonics itself: its definitions, opinions, and its presence in classrooms (synthetic and analytic approaches). The third chapter works on

methodology, which mainly emphasizes the process of the survey among students and teachers at the Victor Gerardo Aguilar High School. Additionally, the description of the interview to Master Wendy Rodney is described in this part. The analysis and interpretation of the results are presented in chapter four. Subsequently, the last chapter presents conclusions and recommendations.

Finally, the booklet is presented in the appendices, which are composed of two parts. The first part is the students' phonics booklet that takes into consideration students` necessities based on The Reading Horizons Method, and the second contains the teacher's guide in detail.

CHAPTER I

OVERVIEW OF THE PROJECT

The primary objective of this project is to provide Ecuadorian English teachers with a tool to develop the pronunciation skill through the use of phonics activities based on the Reading Horizons Method (RHM). The fact that the previous EFL curriculum, 2014-2015, in Ecuador did not include the teaching of phonics within the English class at public schools had, as a result, students who are unable to pronounce simple words in English correctly. Instructors who teach English as a Foreign Language (EFL) in Ecuador should be concerned about learners' correct pronunciation to help them become good readers and better communicators. Therefore, phonics instruction and activities will be adapted to the second "bloque curricular" to give ideas about how to teach and use proper pronunciation as well as to enhance the communicative process. This work will take into consideration students' levels and ages.

1.1 Description of the problem

To develop the pronunciation skill in English can be difficult because people have already acquired patterns of pronunciation in their mother tongue. Moreover, some languages do not contain certain sounds in their systems, such as the /j/ sound in Spanish, which is pronounced differently in English. It makes people try to find a similar sound in their first language, creating a poor pronunciation and great levels of misunderstandings.

Szynalski (n. d.) tells about how the lack of good and appropriate pronunciation delays the communicative process. He tells an anecdote about one of his friends who, after coming back to their country from vacation in the United States, stated "Whenever I spoke to a person in America, they kept asking me 'what?' 'What?' I would repeat my sentence again and again… I knew my words and grammar were good, but nobody would understand me, just because of my pronunciation…." (para. 10) Something similar occurs through the early academic years in elementary and high school because students learn how to write, read, listen and speak however, the majority may still not pronounce words appropriately. It is because they do not have enough knowledge about the correct pronunciation of the words. For example, students do not know that the pronunciation of the vowels undergo changes based on the letter they have next to each other, for example, the monosyllabic words *met*, *meat* and *meet* may seem and sound similar, but they all have different meanings. Therefore, it is necessary to take into account the importance of teaching the phonics of the English language to improve pronunciation and more so, communication skills.

Communicative skills do not only have to do with the knowledge of the correct use of grammatical structures, vocabulary, reading comprehension, idioms, etc. but also by the manner speakers encode and decode information.

1.2   Background and Justification

The Public Education System in Ecuador ("The Education System in Ecuador," n. d.) has four levels: "a preprimary, primary, secondary school and higher education" (para. 1). Children from ages 6 to 14 attend to primary and secondary school, and for them, education is mandatory.

The British Council carried out a survey in 2015 (fig.1) which illustrated the various reasons why Ecuadorian EFL learners lack confidence in oral productive skills in English among their peers. The following graphic presents, in detail, the weaknesses in speaking:

Speaking skills in English

The respondents in our survey reported much lower confidence in speaking than in reading or writing. We asked respondents to assess the reasons for their weak skills in this area.
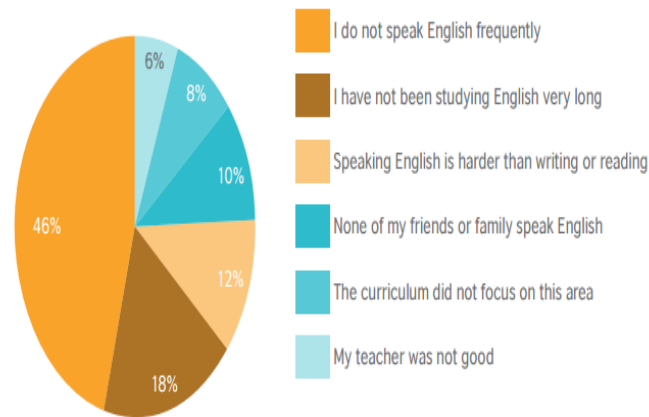
Figure 1. Reasons for low confidence in English Speaking Skills
Source: British Council, Education Intelligence, Latin America Databank 2015

46% of the respondents reported, "I do not speak English frequently" since Ecuador has as its mother tongue Spanish, the environment does not create opportunities to practice it. Now, this percentage is linked to "Speaking English is harder than writing and reading" (12%), it means that the Ecuadorian system puts more emphasis on writing and reading skills, as mentioned before. To make the previous point clear, the survey shows that eight percent (8%) of the respondents agreed that the weak skills in speaking English resulted from the fact that the curriculum did not focus on this area. This situation shows that students have some difficulties in pronunciation due to the lack

of time dedicated to developing these skills in the classroom. During the academic year, educators do not dedicate sufficient time to phonics and pronunciation, which can be skillfully integrated into the day-to-day pedagogy in learning English.

Based on the statistics, there is a need to modify the present English book and syllabus to provide students with many opportunities to develop communicative language competence. This necessity means an incorporation of instruction in phonics.

The RHM gives five phonetic skills to develop phonemic awareness. These five phonetic skills are developed using rules to follow when someone sees and pronounces new words.

a. Phonetic skill one: If a one-syllable word ends in a consonant preceded by a vowel, it will be short, like *sun*.

b. Phonetic skill two: When a one-syllable word contains a vowel, followed by two consonants the vowel must be short, like *jump*.

c. Phonetic skill three: When a vowel stands at the end of a word, it will be long, like *go*.

d. Phonetic skill four: It is known as *the silent e*. The vowel *e* at the end of a word is not pronounced; it means that the previous vowel to *e* must be long, like *hope*.

e. Phonetic skill five: When a word contains two vowels right next to each other, the second vowel is not pronounced and the first one will be long, like *meet*.

Moreover, the five skills are focused on decoding, pronouncing, and spelling new words. According to this method, a person who wants to learn the English language should set up his/her knowledge in two important bases such as phonics and phonemic awareness because they represent the pillars of communication in the English language.

In addition, it is important to know that the method works with both explicit and implicit material in order to develop a mastery in pronunciation rules. The five phonetic skills set the pattern for the basics of phonics and phonemics in the mind of students as well as how these patterns work in short words and then students can generalize in longer ones. For instance, this method highlights two decoding skills:

a. Decoding skill one: When there is a consonant or a consonant blend between two vowels in a multi-syllabic word, like *motel*, *program* that consonant or consonant blend will move on with the next vowel to form a syllable. Therefore, the multi-syllabic word will be divided into two syllables.

b. Decoding skill two: If there are two consonants (no blends) between two vowels sounds in a multisyllabic word, they will be divided into two syllables according to the skills that you already know.

In the same way, it is important to notice that the following project is going to focus on the second "bloque curricular" of the English Book of the Ministry of Education, Level 1 for 8th graders. The phonic activities have to do with the topics of "Family Members, Physical Appearance and Parts of the Body". According to the Reading Horizons Method, students have to acquire 5 phonetic skills and two decoding skills. Consequently, these skills will work with the topics of the second "bloque curricular". Moreover, the vocabulary involved in each of the different phonic activities is related to each topic, and new vocabulary will be added depending on each skill.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Research question

What phonic activities can be created based on the Reading Horizons Method, to improve pronunciation skill?

1.3 Aim and objectives

1.3.1   Aim

- To analyze phonics activities from different sources according to the Reading Horizons Method and adapt them to the second "bloque curricular" of the Ministry of Education book.

1.4.2   Specific Objectives

- To compile Literature Review about teaching phonics, pronunciation, and communicative skill.

- To analyze student's, teacher's, and a Phonics expert's perceptions towards English language learning and the teaching of phonics through surveys and an interview.

- To identify the topics of the second "bloque curricular."

- To gather and analyze phonemic activities into two sections that fit within the Reading Horizons Method. The first one will be about the five skills and the second one will be about the two decoding skills.

- To compile all the most suitable phonemic activities in a booklet and a teacher`s guide.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Communicative Skill

Setter (2008) offers readers a general overview about pronunciation, and within this work, she has focused on a current theory, which has caught the attention of many teachers. She discusses Jenkins` Lingua Franca core theory, which takes the English language as a target language between non-native speakers and native speakers to communicate with each other. Additionally, she shares Jenkin's point of view about how the intelligibility games have an important role in communication. Setter mentions some areas considered by Jenkins to understand a message; they are the full consonantal inventory of English, phonetic requirements, consonant clusters, vowel sounds, and nuclear stress production. These areas are the core of pronunciation because they make a big difference in pronunciation and intelligibility between non-native speakers and native speakers. English teachers must address all of these areas in the correct way to get a better pronunciation because they are features, which make communication in some contexts more intelligible than others.

Rhalmi (2009) talks about Communicative Language Teaching (CLT) and mentions that this approach has its origins in the theory of language as communication. Language teaching and the aim of this approach is to develop the communicative skill. Additionally, this approach emphasizes the use of the language to communicate as well as learning more languages.

Similarly, this approach organizes the teaching of a foreign language from the functional point of view more than the mechanical and structural one. It emphasizes the use of the language, the development of meaningful tasks and it takes as a reference point, the learner's need to develop the learning. Finally, this approach is holistically integrative, as it does not solely focus on grammar as many methods did before but it places attention on the production of the language in everyday situations, which is practical and authentic.

Celce-Murcia, Brinton, and Goodwin (2002) mentioned that there are some vital factors to be taken into account in order to obtain an effective teaching pronunciation in learners. Otherwise, a positive performance in pronunciation could be neglected. These factors are learner's age, their contact with the target language, the amount of time they spent on pronunciation instruction and others. In addition, these authors underline Wong's idea about the teaching of pronunciation that it, "is not exclusively a linguistic matter" (As cited in Celce-Murcia et al., p. 14) of the curriculum, but that it is an issue of importance for teachers. In short, educators need to pay attention to how their teaching strategies and the above-mentioned factors play a vital role regarding learner's pronunciation.

When we refer to the learner's age, it is easier and faster for children to acquire a correct pronunciation of a second language than adults. These advantages over adults allow kids to have more ease in acquiring the linguistic system of a second/foreign language and in developing an ear to discriminate the sounds earlier than adults.

Likewise, if learners have more exposure to the target language they can produce it with less difficulty. Finally, in an EFL classroom, the presence of the teacher is vital to provide

assistance with the pronunciation because students are not conscious of their mistakes. Teachers are able to diagnose, apply some drill exercises, vocabulary and other activities to reinforce and assess learner's pronunciation.

2.2 Pronunciation

Developing pronunciation can be a big challenge, especially in the case of Ecuadorian students who do not have the knowledge about some sounds that exist in English but do not exist in Spanish. As Kenworthy (1988) mentions, learners are in charge of their learning in pronunciation because their success depends on their effort. In fact, the teacher's role is not setting goals for them in pronunciation but being a facilitator of learning.

The teaching and learning of the English language have always been areas where educators are in constant search for methods, approaches, and techniques, and within these, pronunciation has been a topic of concern for teachers for many years. Pronunciation is a field of great difficulty for students who are acquiring a new language. Nevertheless, it is fundamental for learners to dominate this skill so they can communicate effectively with other speakers of the target language; one must learn how to pronounce a word or group of words, which can be understood by a variety of listeners.

2.3 Phonics

2.3.1 What is phonics?

When someone hears about phonics, it sounds like a very complex field. There are many definitions of phonics, in dictionaries, websites, journals and other sources, which differ slightly

however, they follow the same principle, which is a decoding system. The most relevant definitions considered for this study are the following:

The Phonics Department of Education website (2013) states that:

> Phonics is a way of teaching children to read quickly and skillfully. They are taught how to:
>
> - Recognize the sounds that each individual letter makes;
> - Identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
> - Blend these sounds together from left to right to make a word.
>
> Children can then use this knowledge to 'decode' new words that they hear or see… (para.1)

In other words, the Department of Education emphasizes that phonics builds pronunciation patterns in children's minds to recognize, identify and blend the sounds of the letters in different and combined situations. The same patterns would help children to achieve the correct pronunciation of the words.

Furthermore, Nicholson (2001) defines phonics as "…an approach to reading that begins by teaching letter sounds, then progresses to the blending of those letter sounds to form syllables and words…" (p. 3) In other words, she denotes phonics as a sequential process that begins with the instruction of letter sounds, to blend them, and finally to build words.

Thus, as the above definitions show, phonics instruction enhances phonemic awareness to pronounce the words correctly, and consciously applying patterns of coding and decoding which should be taught from the beginning of the learning process.

2.3.2 Why is learning phonics important?

According to the picture below, which is used by the Reading Horizons Method (2006), to develop true fluency in the pronunciation of the language, one must learn phonemic awareness and phonics. It implies that learners must know about some rules to help them when pronouncing words or phrases.
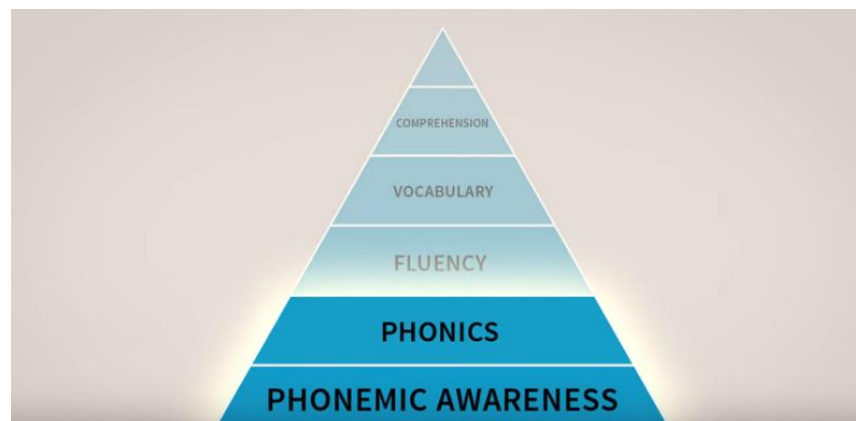

Figure 2. The foundation of The Reading Horizons Method's pyramid.
Source: Reading Horizons (2006)

According to Armbruster and Osborn (2001), phonics establish a predictable relationship between the spoken language, letters, and spelling that represent those sounds in written language. The instruction of the phonics deals with a correct pronunciation of the sounds

depending on the words and phrases where they are used, for example: record /rékərd/ (noun) and to record /rəkôrd/ (verb).

As mentioned before, learners are influenced by their mother tongue when they are learning a new language, and for that reason, they do not have a clear idea about the relationship between spelling and pronunciation in English at the beginning. Students overgeneralize the pronunciation of the letters from the first language, where all the vowels have one spelling and one pronunciation, as in the case of the Spanish language. When students realize that they are wrong, they may get confused and consequently discouraged because they think they fail at learning English.

2.3.3   Phonics and its presence in classrooms

While developing pronunciation skills in English can be difficult, it is a fact that poor pronunciation can easily lead to misunderstandings that interrupt the communication process. As it was mentioned in the previous chapter, this situation is highlighted in the Ecuadorian school system; and this problem may lead to making two assumptions:

1. EFL students in Ecuador do not have sufficient engagement in the pronunciation of the words, and,

2. There are distinct differences between the phonological systems of Spanish and English. There are indeed some differences at the phonemic level, for example (j) and (v).

Under those assumptions, it is important to point out that the teaching of phonics should be incorporated in the lesson to help to improve pronunciation and subsequently, student's

communication skills. Communicative skills are not confirmed only by the knowledge of the correct use of grammar structures and vocabulary. Even if a student uses a simple grammar structure and has a limited vocabulary, his knowledge of the sound system in English makes his utterances unintelligible to a native speaker.

Phonics is one recognized way to teach reading in English-speaking countries, but in the case of this study, phonics provide patterns, which can enhance communicative skills in Spanish speakers. Dakin and Blevins point out two types of approaches to teaching phonics in reading which are:

a. Synthetic Phonics Approach which is quoted as

> Synthetic phonics also referred to as direct or explicit phonics, builds from part to whole. This method follows a bottom-up model of learning to read (as cited in Khabiri and Rezagholizadeh, 2014, p. 2).

Synthetic Phonics is a way of teaching children to read. The word 'synthetic' reflects the practice of 'synthesizing' or blending. In other words, the learner is taught the sound of each phoneme, and when these are learned, he/she is taught to blend the sounds together. For instance, in the word *format* /f/ /o/ /r/ = for   /m/ /a/ /t/= mat.

Cunningham mentions the:

b. Analytic Phonics Approach

> Analytic phonics is a form of phonics in which sounds are not taught in isolation and individual units such as those in synthetic phonics, but are taught within the context of known and familiar words (as cited in Khabiri and Rezagholizadeh, 2014, p. 2). For example, sit, sat, set.

Both approaches help students to retain vocabulary and to teach the correct pronunciation of the words. The first approach allows introducing the words as syllables and then blending them. The second is a tool to teach students to recognize new words within a certain familiar set of words for them. This research was successful because students were able to decode unfamiliar words as well as pronounce them correctly.

Meanwhile, Krashen (2009) mentions a weakness of using phonics as a strategy in the teaching of reading. He points out that intensive decoding instruction is useful only in the preliminary stages (phonics and phonics awareness) of reading comprehension and consequently pronunciation. However, he further stated that learners could decode complex words without receiving phonics instruction as it is done in reading comprehension. It also added that decoding words does not help students to understand the reading. Many studies have held Krashen's point that phonics only helps to read and pronounce words in isolation but does not assist learners in knowing what is being said.

As Krashen explained, phonics instruction is a path to initiate the correct pronunciation and reading proficiency, but it is not the only way to teach learners. It is also necessary to apply

different methods of reading and pronunciation, which will lead learners to a better understanding of the language.

Johnston, McGeown and Watson (2011) also examined the use of phonics in reading and spelling in 10-year-old children. Their study mentions the effects of synthetic phonics and analytic phonics approaches in developing the reading ability, and pronunciation of children in England and Scotland. They pointed out that teaching phonics using the synthetic method (decoding) was more appropriate than the analytic method to improve students' pronunciation and subsequently, the first method helped them become better communicators in English. This study was reinforced by applying each method to one of two groups of students. Children in England learned to pronounce and spell by the analytic phonics method while those in Scotland learned to pronounce by the synthetic phonics method.

According to this study, learners who were taught by the analytic phonics method developed poor word reading, spelling, and pronunciation. Johnston et al. mentioned at the beginning of this method, "… they are trained to hear rhymes and phonemes in spoken words. Following this, they are taught letter sounds at the beginning of words, then at the end, and then in the middle…" (p. 1370). Following that task, children were given those same words printed to produce and rehearse them time after time. As a result, each time students saw the words they had already studied; they automatically knew the correct pronunciation. The researchers concluded that children could generalize the production of the sound of some words that started with the same letter, but they had some problems identifying unfamiliar words, which start with the same patterns. It means they could recognize words that they had seen and practiced, for instance, *pan*, *pen*, and *pencil* but they were unable to realize the same patterns in the new words e.g. panel.

Conversely, children in the Scottish sample were taught the letter sound at the beginning of the process, for instance, */s/, /a/, /t/, /p/* " then, they started to blend them through using the previous letter sounds, for instance, " *sat, pat, tap*". In addition, they blended the letter-sounds mechanically without being aware of what the words were or what they meant. Moreover, the Scottish sample learned to read and pronounce the words correctly. During this method, they were taught to guess unfamiliar words following patterns of reading and pronunciation. Subsequently, these children were able to perform the desirable pronunciation.

As the research showed, learners who were taught by the synthetic phonics method developed better pronunciation because they learned the pronunciation of the words following patterns and were able to generalize the sound with unknown words. As a result, they were able to read unfamiliar words. In contrast, those taught by the analytic phonics method were able to pronounce certain words learned in previous lessons but were not able to pronounce unknown words because they learned the words in groups that is, outside of their context.

This compilation of information has helped this research to see how the inclusion of phonics in the EFL Curriculum in Ecuador will not only aid reading comprehension but also, it will help pronunciation. The focus of phonemic instruction in classrooms will be to help both students and teachers. Because, as it was mention before, the RHM works using two decoding skills which are similar to the Synthetic Phonics Method that achieved better results in children`s pronunciation than the Analytic Phonics Method. Additionally, the teaching of pronunciation should be a linguistic concern for the National Ecuadorian Curriculum not only for English teachers, of course; they also need to pay attention to how their teaching strategies help learner's

pronunciation. As is well known, teachers need to be aware how their abilities and their motivation positively affect the acquisition of the target pronunciation.

Finally, if learners have more exposure to the target language, they may be willing to produce it without much difficulty. This last statement brings us back to the aim of this study, which is to improve student's pronunciation using phonics activities adapted to them.

CHAPTER III

METHODOLOGY

The aim of this project is to analyze some phonic activities from different resources and finally to compile them in a booklet for 8th grade students of Victor Gerardo Aguilar High School by using the RHM. It is necessary to clarify that, according to the government regularization in 2014, 8th graders were the first to receive English as a subject within their curriculum therefore, developing phonics will help teachers and students and, as a result, an accurate development in the speaking skill will optimize the learning process.

3.1 Sample

The students who completed the survey belonged to three groups of the school mentioned above; within this group, there were 54 girls and 46 boys. They were between the ages of 11 and 13 years old. Most of these students have a low level of English. Moreover, they only use the target language during English class because they do not have any other place to practice it. According to the teacher, students have struggled in assimilating the target language and most of the time they translate everything into their mother tongue to understand it.

3.2 Data Collection Approach and Instruments

The following study will have a mix-method approach, a quantitative one based on surveys applied to students and teachers from the school mentioned above and a qualitative approach represented through an interview applied to an expert in Phonics.

The objective of the surveys administered to students will provide information regarding the importance of English as a lingua franca, to show how much students agree with the learning of this language in a different way, and finally to gather data about the parts of the language they consider important to learn. Through the survey, the participants will provide information about the difficulties they may encounter in English class as well as innovative ideas that will aid the learning process and the pronunciation of the language.

The surveys administered to teachers will give answers about the methodologies they use within their classes, the parts of English (grammar, listening, reading, etc.) they consider the important to teach and also their appreciation of the difficulties students present during the learning process. As this research focuses on pronunciation, this survey also has some questions related to this issue, such as the techniques to teach and enhance it, as well as the ones explained in the Reading Horizons Method. Finally, the interview applied to the expert in phonics will give answers about the necessity of phonics instruction within EFL classrooms as a foundation of the acquisition process of L2.

It is important to mention that the two surveys were created in the same way: they have a first part that uses the Richter scale with a range from 0 to 3 (0= not important at all; 1= indifferent; 2= important; and 3= very important) and focuses on what students and teachers think about the

teaching/learning process of English. The second part of these instruments focuses on evidence where students present the highest level of difficulty and the teacher determines the areas where they have to improve when they are teaching. The choices correspond to grammar, understanding in listening, and understanding in reading, spelling and pronunciation in the production of the language. They can choose three options according to what they consider the most difficult areas. Finally, one last part will allow participants to choose the best ways to teach/learn pronunciation based on the Reading Horizons Method and others. The participants of this study can mark more than one option if they consider them important.

3.3 Description of the Interview to Master Wendy Rodney

To carry out this research, Master Ms. Wendy Rodney associate professor at Teach English Caribe 2015, at St. Vincent and the Grenadines Community College, is the expert in phonology to provide vital information to our research. Ms. Rodney is a well-recognized professor with 30 years of expertise in methodology and phonology instruction in St. Augustine, Trinidad as well in St. Vincent and the Grenadines Islands.

Moreover, she has been a Principal of a secondary school for approximately 14 years. She also has been a deputy principal and a graduate teacher at Saint Vincent and the Grenadines School. Also, she was also head of the department of English for approximately ten years at Grammar High School. She also worked with the Curriculum Unit as a teacher of Remedial Reading to students of Grade 6, and she worked with Adult Education in teaching the English Language. She has been a Research Assistant and she has taught English in the Distant Education Programme with UWI (St. Augustine, Trinidad).

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Her expertise as a teacher in the aforementioned fields will contribute with substantial information to support the research and expand the body of investigation relating to phonics and methods of teaching.

The interview took place at the St. Vincent and the Grenadines Community College in the Caribbean. Moreover, the interview with Ms. Rodney was built on specific factors that have to do with phonics instruction as well as adding the current Reading Horizons Method as a guide to teach phonics in Ecuadorian EFL classrooms.

The information provided by Ms. Rodney will help us support and guide the creation of the booklet with suitable phonics activities for students. Also, the research instruments will be presented in the appendices (A-B-C).

3.3.1 Description of the interview

One of the tools used in this research was an interview with an expert teacher in phonics (appendix 2). The applied interview has three parts. The first one contains some questions about teaching phonics itself, and then the second part has to do with the Reading Horizons Method as well as the necessity of teaching phonics and the suitable methods to apply in EFL classrooms. Also, the last part contains some objective questions to the interviewee.

3.4 Data Organization and Analysis Techniques

The following steps will be used to organize the data; first to tabulate the data gathered according to the answer from the samples, then, to represent the results through graphics and finally, an interpretation of the graphics will be made.

After the interpretation of the data, the next step will be to discriminate and contextualize the exercises from different sources of phonics according to the second "bloque curricular" in a booklet. The booklet will contain recycled exercises, which will range from simple to complex ones to develop a holistic learning. The first ones are considered with basic vocabulary that students know after which they will be able to decode longer words. The chosen exercises are going to be included in the booklet according to student's necessities. It is important to mention that the activities answer how students would like to be taught, in other words, if they like to learn with music, repetition, writing, etc.

CHAPTER IV

ANALYSIS AND RESULTS

4.1 Results – Analysis and Interpretation

Student Survey

Question 1: To learn English.

The main purpose of this question was to understand students' perceptions towards learning English--to know if students consider learning English as an essential tool in their daily life. Moreover, it is important to point out that in Ecuador, especially in the city of Cuenca; the number of native speakers is significant. Therefore, knowing English is important to interact with them.

Chart 1:
Student surveys Group A: Question number 1

Group A		
Indicators	**# of students**	**Percentage**
Very important	12	38%
Important	16	50%
Indifferent	3	9%
Not important at all	1	3%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

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Ángel Rodrigo Matailo Chillogalli
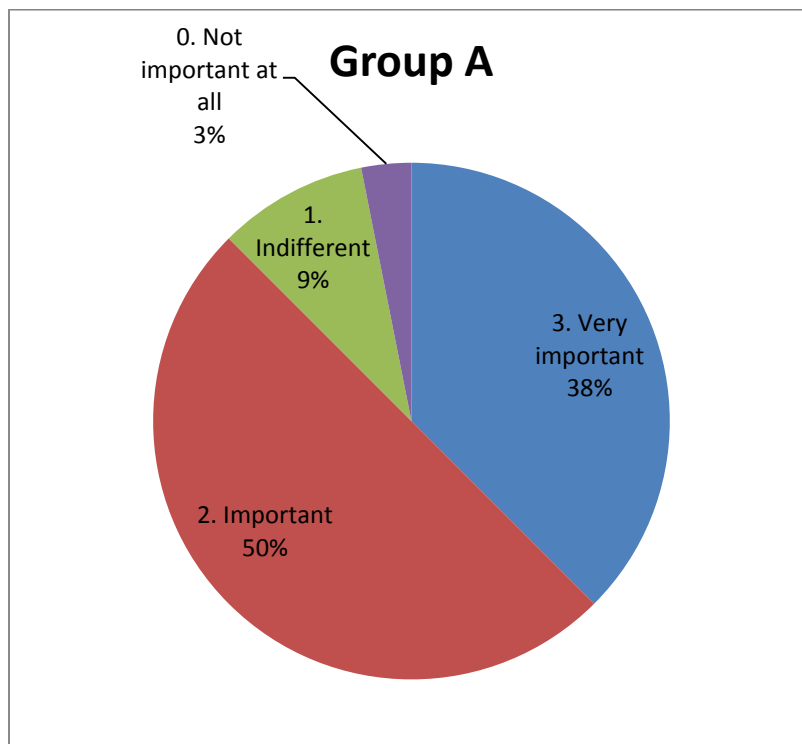
Figure 3. Student Survey

Chart 2:
Student survey Group B: Question number 1

Group B		
Indicators	**#of students**	**Percentage**
Very important	24	67%
Important	9	25%
Indifferent	3	8%
Not important at all	0	0%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

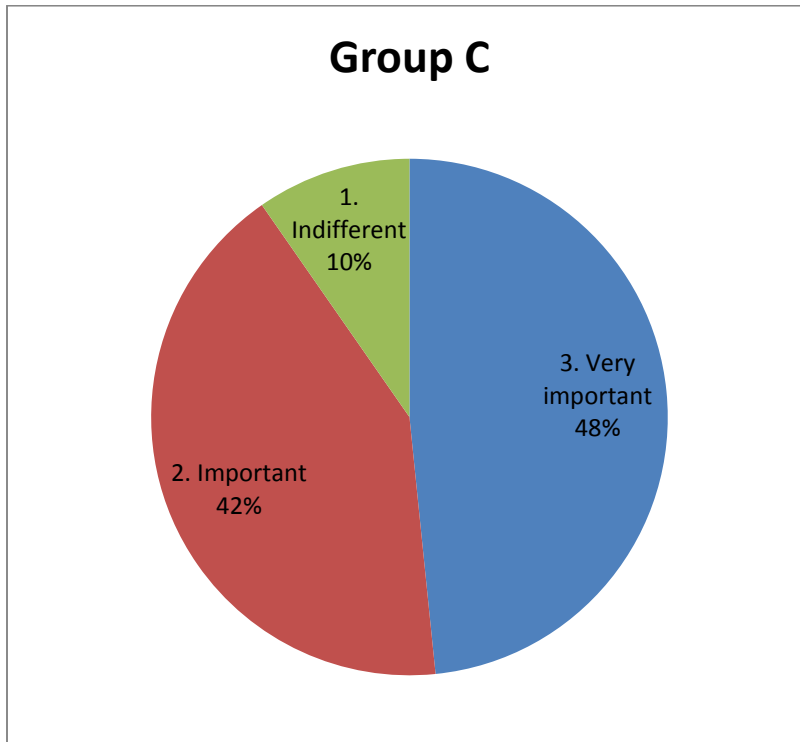**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
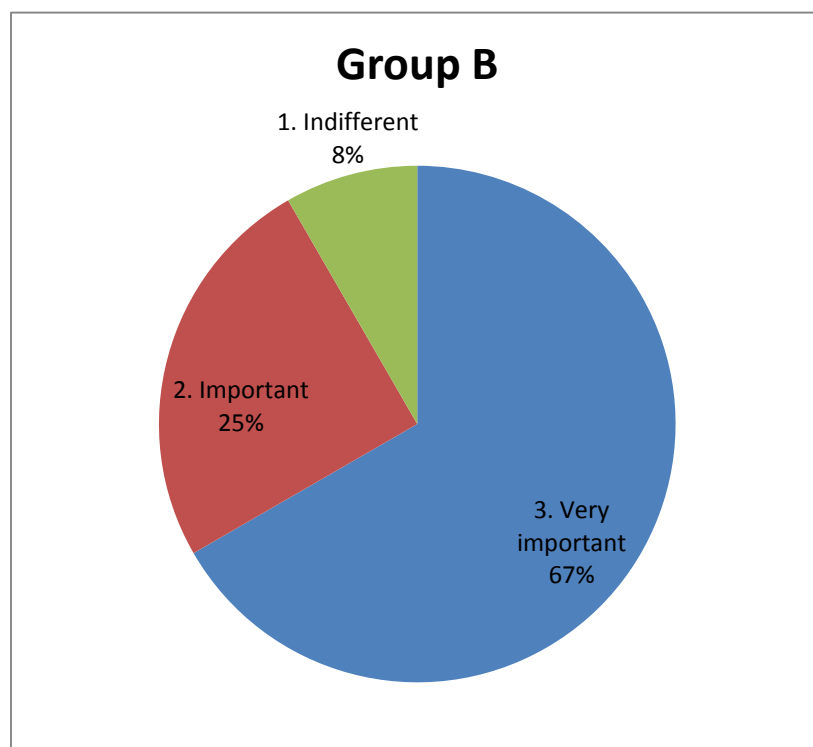
Figure 4. Student Survey

Chart 3:

Student survey Group C: Question number 1

Group C		
Indicators	**#of students**	**Percentage**
Very important	20	65%
Important	11	35%
Indifferent	0	0%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
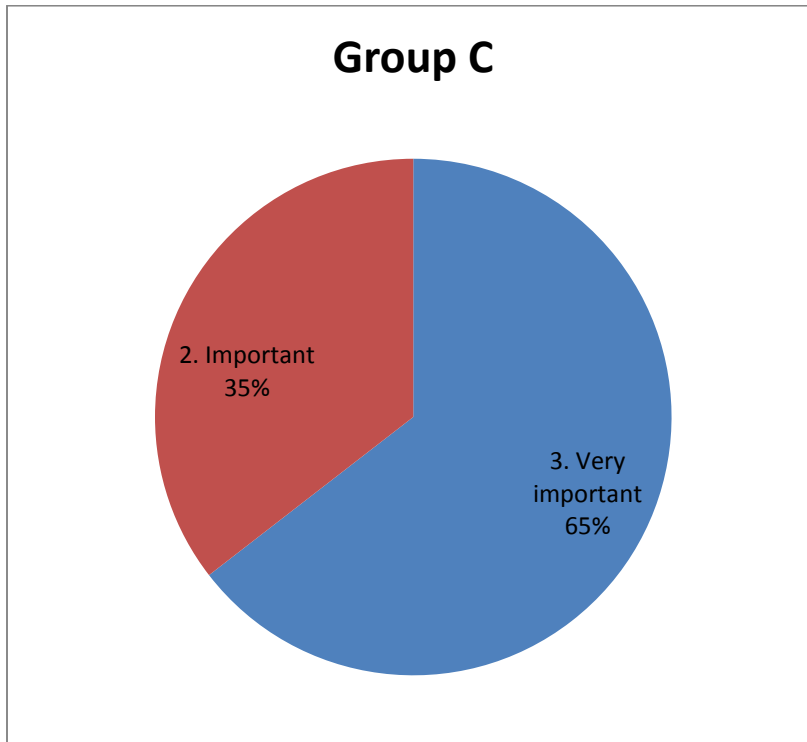
Figure 5. Student survey

ANALYSIS AND INTERPRETATION

After obtaining learners' answers and tabulating them, we can match their answers to the objective of this question, which was to observe their personal preference regarding English learning. As we can see, most students from groups "B" and "C" pointed out that learning English is "very important" and group "A" considered it only "important." It means that the majority of students are willing to learn English, except group "A" in which a low percentage showed resistance in English learning. One assumption could be that the groups B and C had the same teacher and that a different situation occurred with group A.

QUESTION 2. To contextualize the language to learn English

The objective of this question was to observe if learners would like learning English through context-embedded situations where students are required cognitive engagement to improve communicative skills.

Chart 4:
Student survey Group A: Question number 2

Group A		
Indicators	**#of students**	**Percentage**
Very important	10	31%
Important	15	47%
Indifferent	5	16%
Not important at all	2	6%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

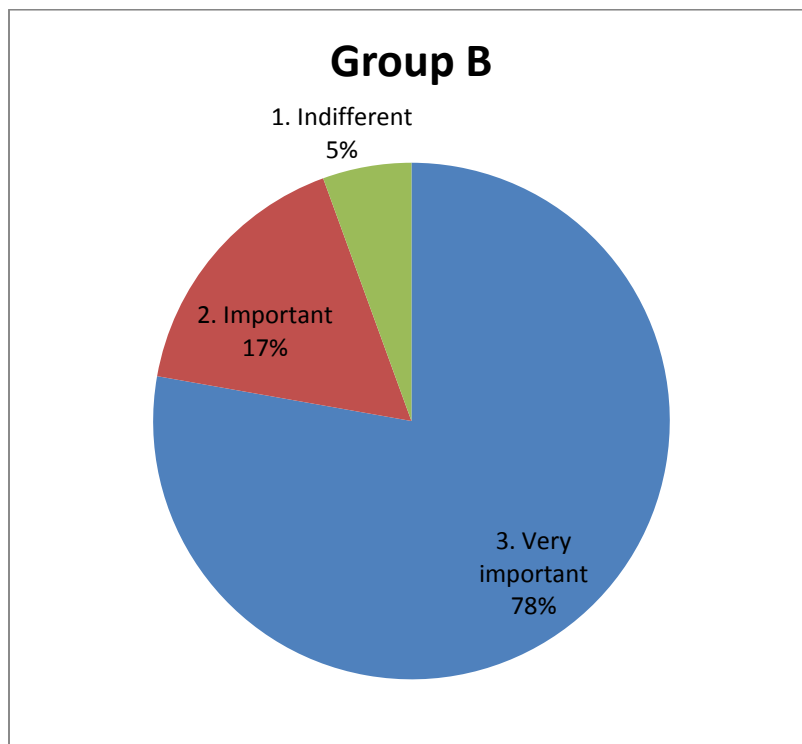**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

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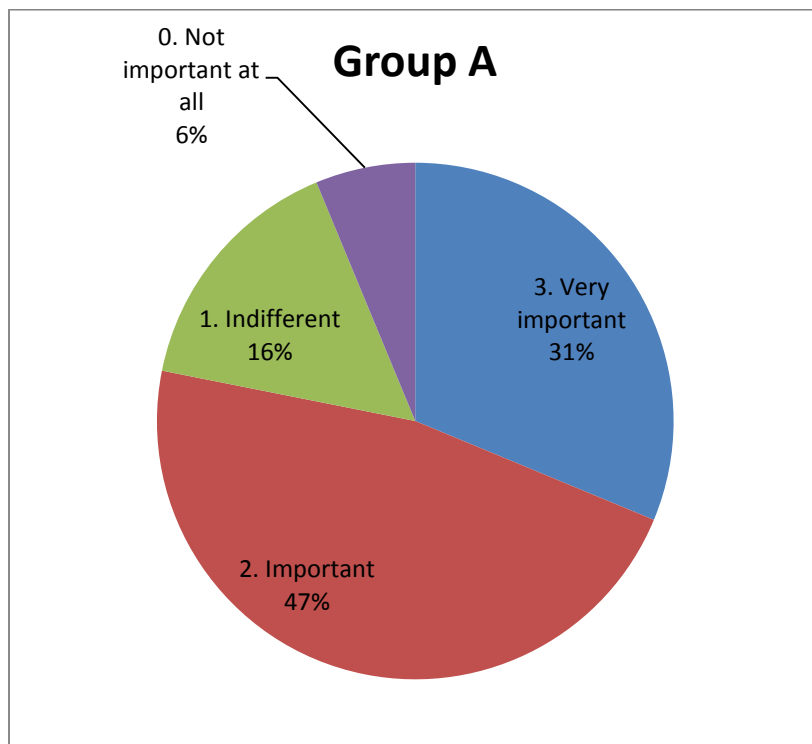
Figure 6. Student survey

Chart 5:
Student survey Group B: Question number 2

Group B		
Indicators	**#of students**	**Percentage**
Very important	11	31%
Important	18	50%
Indifferent	6	17%
Not important at all	1	3%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
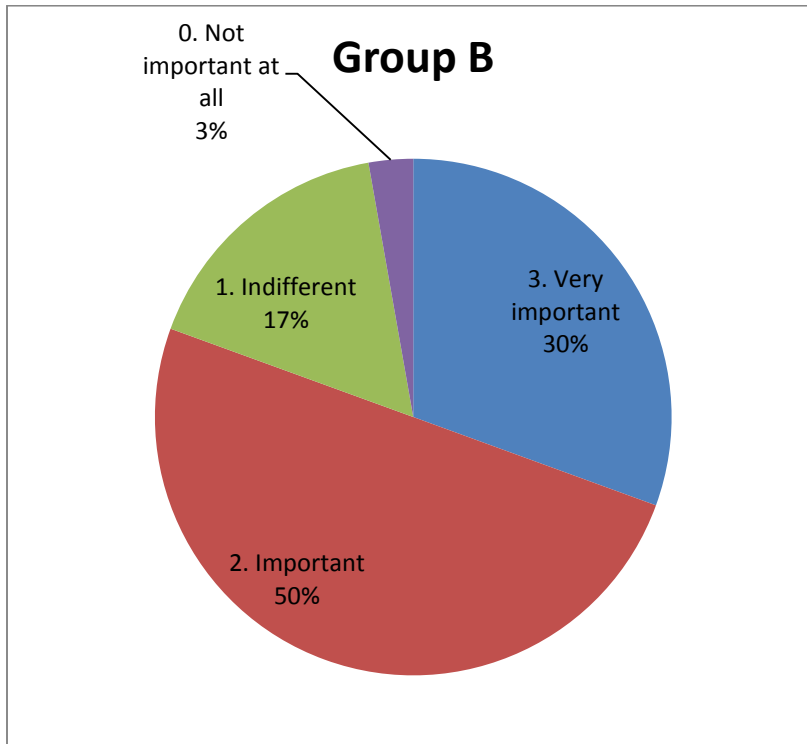
Figure 7. Student survey

Chart 6:
Student survey Group C: Question number 2

Group C		
Indicators	**#of students**	**Percentage**
Very important	15	48%
Important	13	42%
Indifferent	3	10%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Figure 8. Student survey

ANALYSIS AND INTERPRETATION

The examination of these survey responses shows that most students agreed with the idea of contextualizing English learning because they feel comfortable and gain confidence through daily situations to develop communicative skills. In contrast, a small number of students from groups "A" and "B" disagreed with the idea of innovating English learning by applying contextualized situations. That situation could be a response to the fact that teacher's strategies used in the class were not relevant for them or that they were not convincing.

QUESTION 3. To write the language correctly

By applying this question, we attempt to encourage students to develop accurate writing because good writing skills are important to convey a clear message to others. Moreover, writing is considered a useful tool to establish communication around the world when face-to-face interaction is impossible. We also wanted to observe their personal opinion about it.

Chart 7:
Student survey Group A: Question number 3

Group A		
Indicators	**#of students**	**Percentage**
Very important	15	47%
Important	15	47%
Indifferent	2	6%
Not important at all	0	0%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
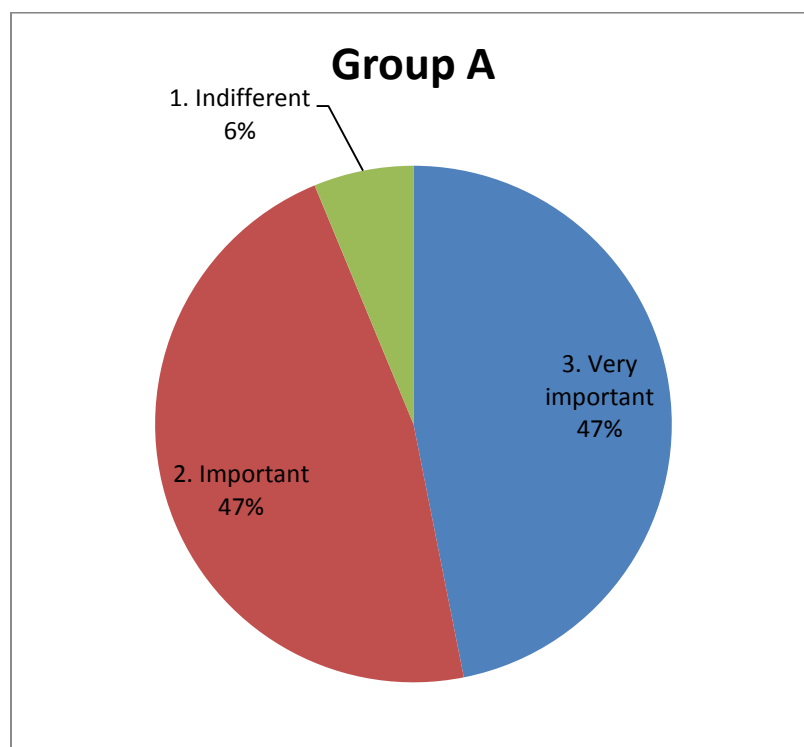
Figure 9. Student survey

Chart 8:
Student survey Group B: Question number 3

Group B		
Indicators	**#of students**	**Percentage**
Very important	28	78%
Important	6	17%
Indifferent	2	6%
Not important at all	0	0%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Group B

1. Indifferent
5%

2. Important
17%

3. Very important
78%

Figure 10. Student survey

Chart 9:
Student survey Group C: Question number 3

Group C		
Indicators	**#of students**	**Percentage**
Very important	19	61%
Important	10	32%
Indifferent	2	6%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

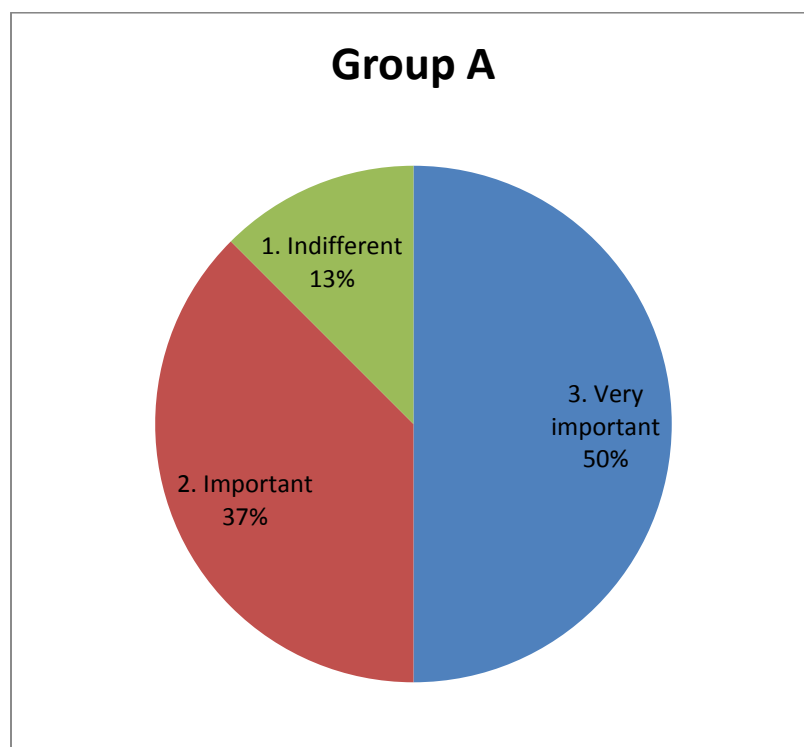**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

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Ángel Rodrigo Matailo Chillogalli
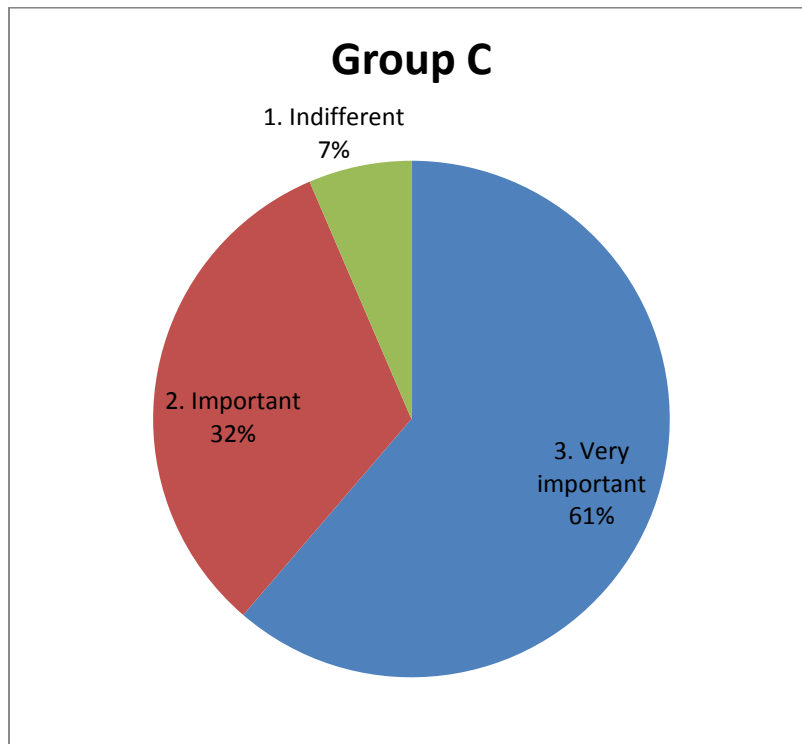
Figure 11. Student survey

ANALYSIS AND INTERPRETATION

The responses point out the fact that several students shared the idea that an accurate writing of the target language is vital to convey a complete thought. The assumption for this situation may be that throughout the academic years, writing and reading skills had been more thoroughly taught by the teachers in EFL classrooms.

QUESTION 4. To know all the grammatical rules

This survey sought to know the diversity of opinions among students regarding knowing all the grammatical rules. Thus, it sought the responses of the different groups A, B and C in the school. The question aimed to discern if students are interested in discovering the nature of the English language.

Chart 10:
Student survey Group A: Question number 4

Group A		
Indicators	**#of students**	**Percentage**
Very important	15	47%
Important	14	44%
Indifferent	1	3%
Not important at all	2	6%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

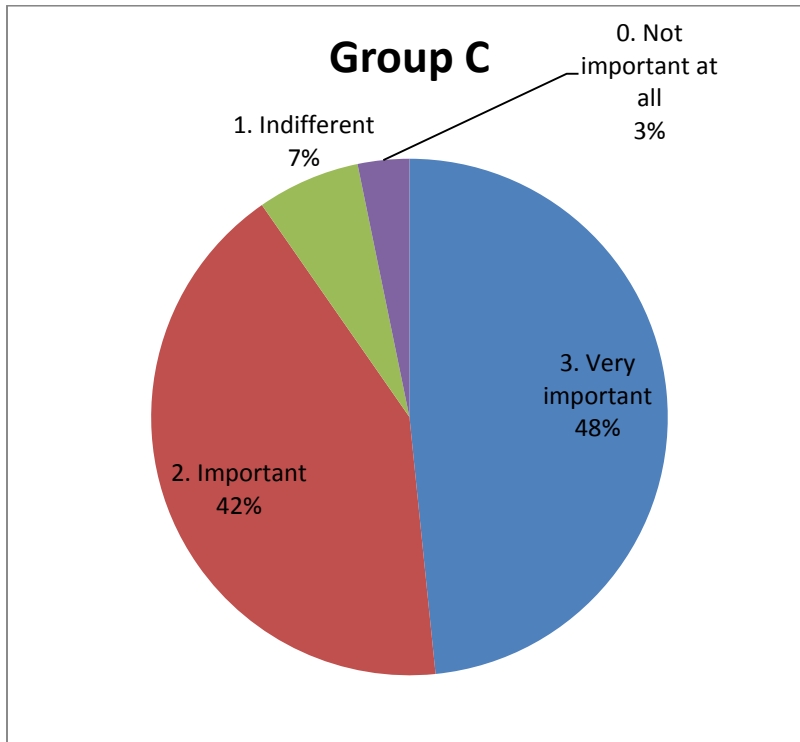**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
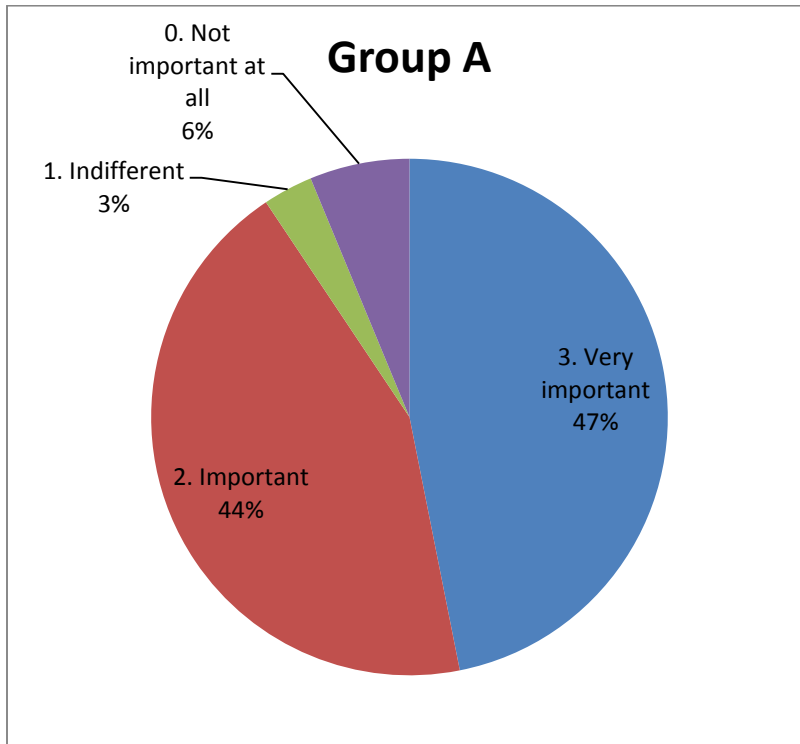
Figure 12. Student survey

Chart 11:
Student survey Group B: Question number 4

Group B		
Indicators	**#of students**	**Percentage**
Very important	5	14%
Important	18	50%
Indifferent	12	33%
Not important at all	1	3%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
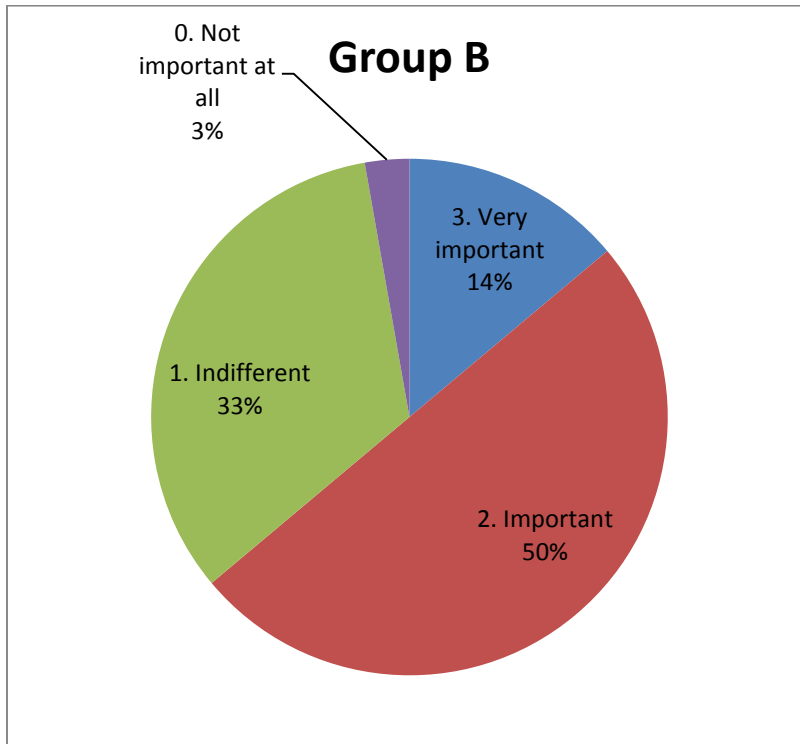
Figure 13. Student survey

Chart 12:
Student survey Group C: Question number 4

Group C		
Indicators	**#of students**	**Percentage**
Very important	13	42%
Important	8	26%
Indifferent	5	16%
Not important at all	5	16%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
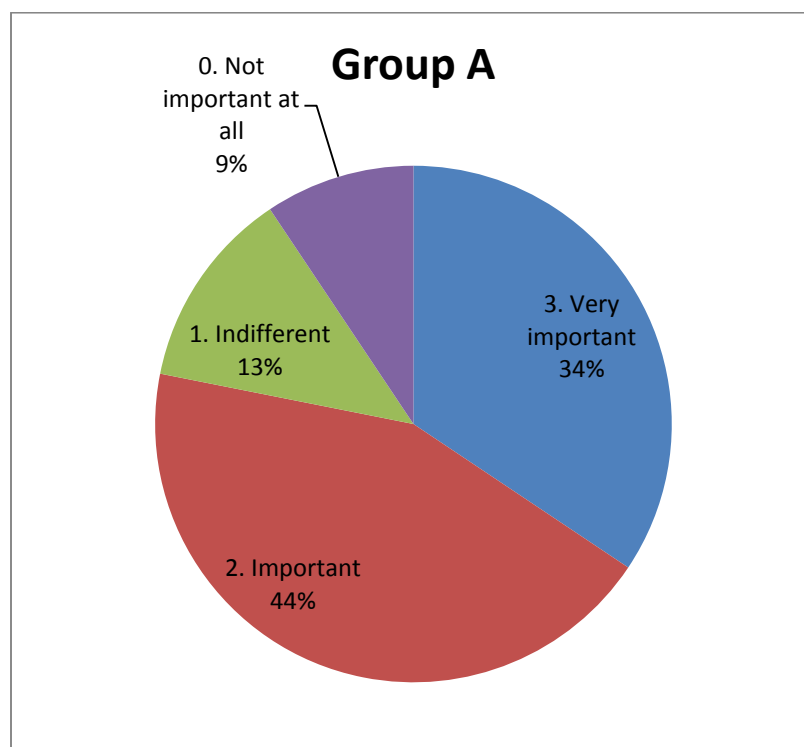
Group C
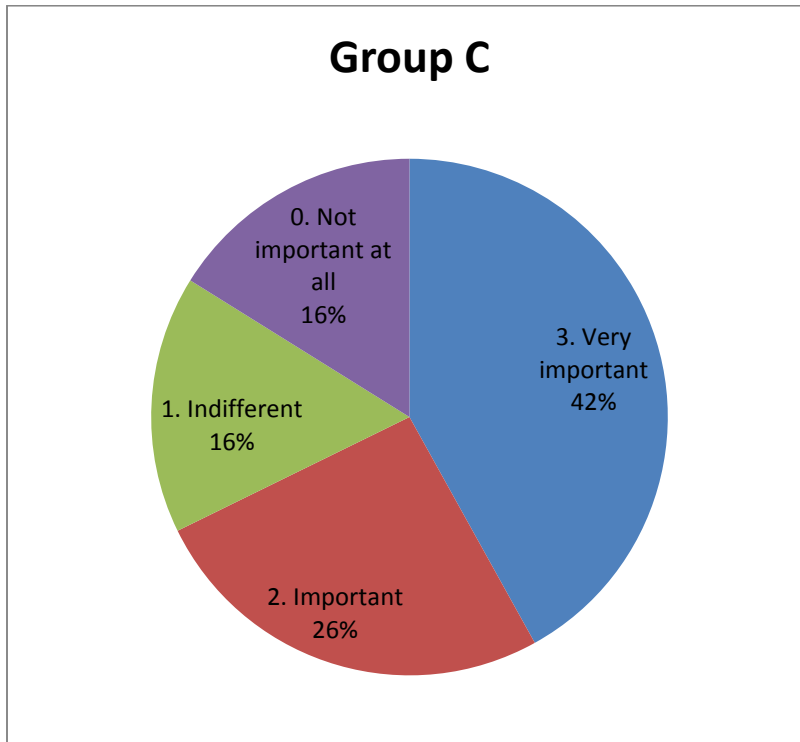
Figure 14. Student survey

ANALYSIS AND INTERPRETATION

It can be seen that knowing all grammatical rules of the foreign language is useful for the majority of students so they can apply them in different contexts depending on the tenses in a written form. Students consider grammatical learning as part of the target language learning process but it does not mean that they will be unable to communicate orally if they do not dominate all the grammatical rules.

QUESTION 5. To have a correct spelling of the words

By applying this question, we have attempted to draw the learners' attention to spelling consciousness because if he/she knows how to spell and say something then they may communicate with others without any problem.

Chart 13:
Student survey Group A: Question number 5

Group A		
Indicators	**#of students**	**Percentage**
Very important	16	50%
Important	12	38%
Indifferent	4	13%
Not important at all	0	0%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

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Ángel Rodrigo Matailo Chillogalli

Group A

Figure 15. Student survey

Chart 14:
Student Survey Group B: Question number 5

Group B		
Indicators	**#of students**	**Percentage**
Very important	23	64%
Important	10	28%
Indifferent	3	8%
Not important at all	0	0%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli
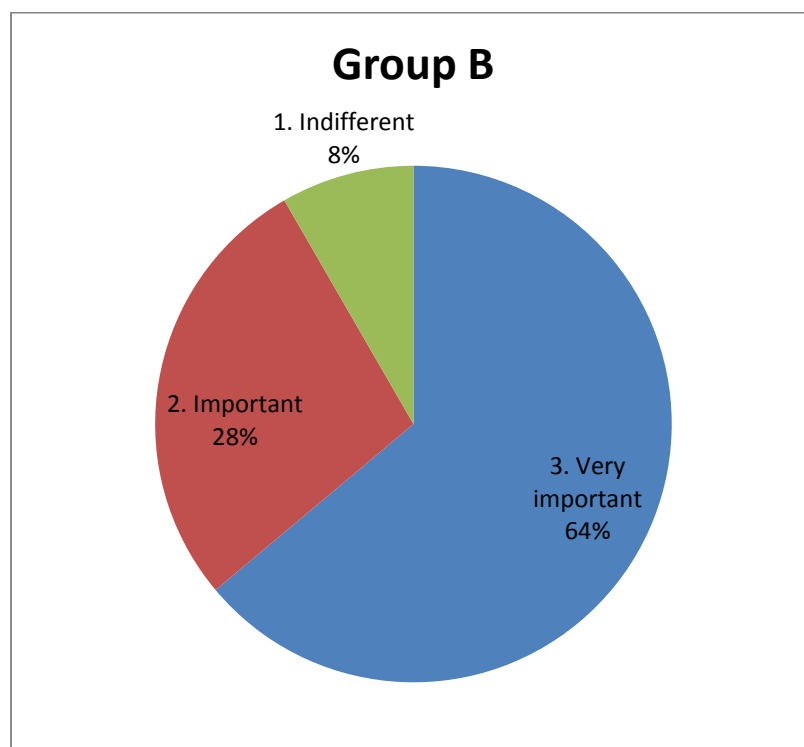
Group B

Figure 16. Student survey

Chart 15:
Student survey Group C: Question number 5

Group C		
Indicators	**#of students**	**Percentage**
Very important	15	48%
Important	13	42%
Indifferent	2	6%
Not important at all	1	3%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Figure 17. Student survey

ANALYSIS AND INTERPRETATION

Based on their percentages we can see that they are conscious that an exemplary spelling education is required to learn meaningful academic writing. That is to say, if they consider worthy how words are written, it provides relevance to our study because if a word is correctly spelled, students can apply decoding skills in order to pronounce it.

QUESTION 6. To develop an extensive vocabulary

By applying this question, we wanted to seek student's opinions about increasing their active vocabulary of the target language because we wanted to see if students are conscious about the weaknesses in writing and speaking, which come from poor language structure and vocabulary.

Chart 16:
Student survey Group A: Question number 6

Group A		
Indicators	**#of students**	**Percentage**
Very important	11	34%
Important	14	44%
Indifferent	4	13%
Not important at all	3	9%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

Figure 18. Student survey

Chart 17:
Student survey Group B: Question number 6

Group B		
Indicators	**#of students**	**Percentage**
Very important	15	42%
Important	17	47%
Indifferent	2	6%
Not important at all	2	6%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
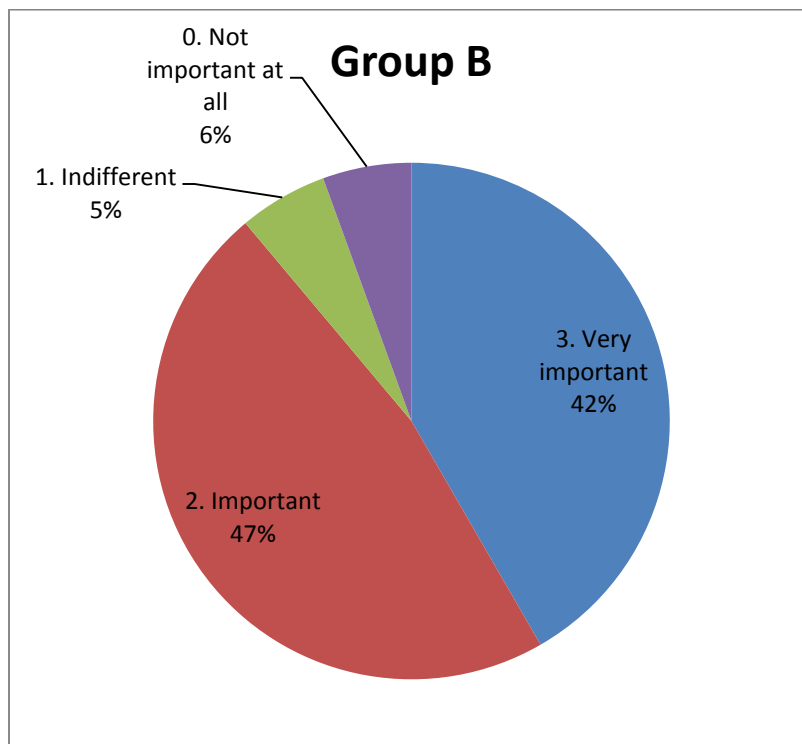
Figure 19. Student survey

Chart 18:
Student survey Group C: Question number 6

Group C		
Indicators	**#of students**	**Percentage**
Very important	14	45%
Important	13	42%
Indifferent	4	13%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli
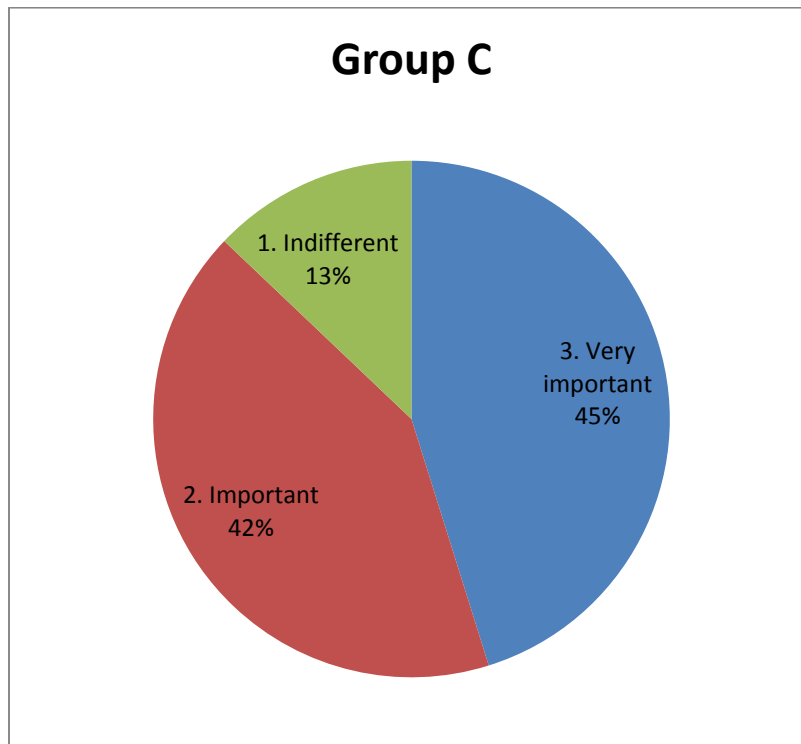
Figure 20. Student survey

ANALYSIS AND INTERPRETATION

As we can see, most learners agreed that it is "very important" to receive vocabulary instruction which can be enacted at the start of formal English teaching. It supports a part of this project, which has to do with introducing new vocabulary in order to practice English pronunciation. Meanwhile, few students disagree with this idea; it might be because it is hard for them to retain vocabulary.

QUESTION 7. To know how to pronounce the words correctly

The aim of this question was to see if groups "A", "B" and "C" considered pronunciation important for individuals to understand the message in a conversation or a dialogue, or if they consider that individuals have to infer the meaning from the context.

Chart 19:
Student survey Group A: Question number 7

Group A		
Indicators	**#of students**	**Percentage**
Very important	27	84%
Important	4	13%
Indifferent	1	3%
Not important at all	0	0%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

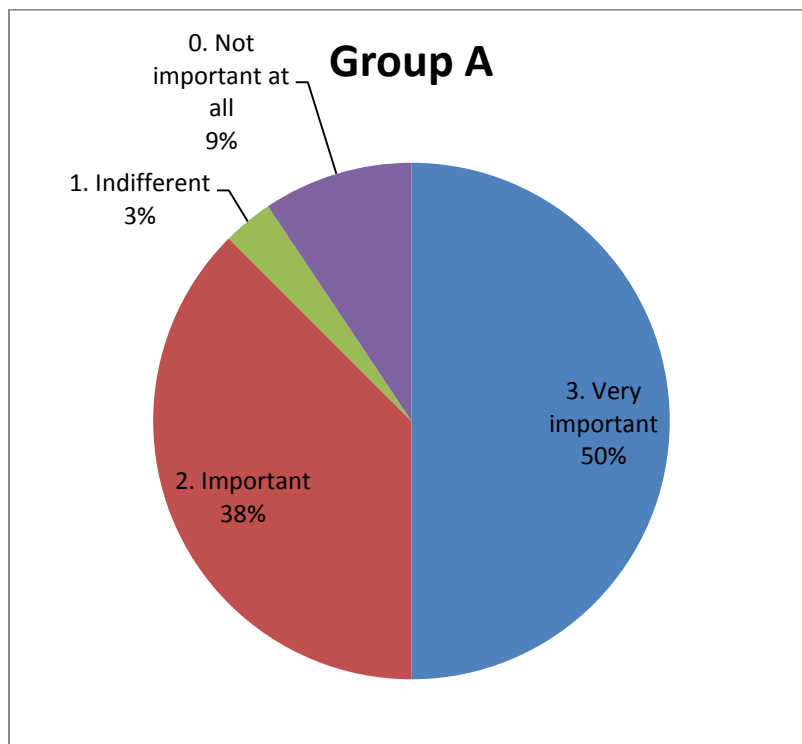**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
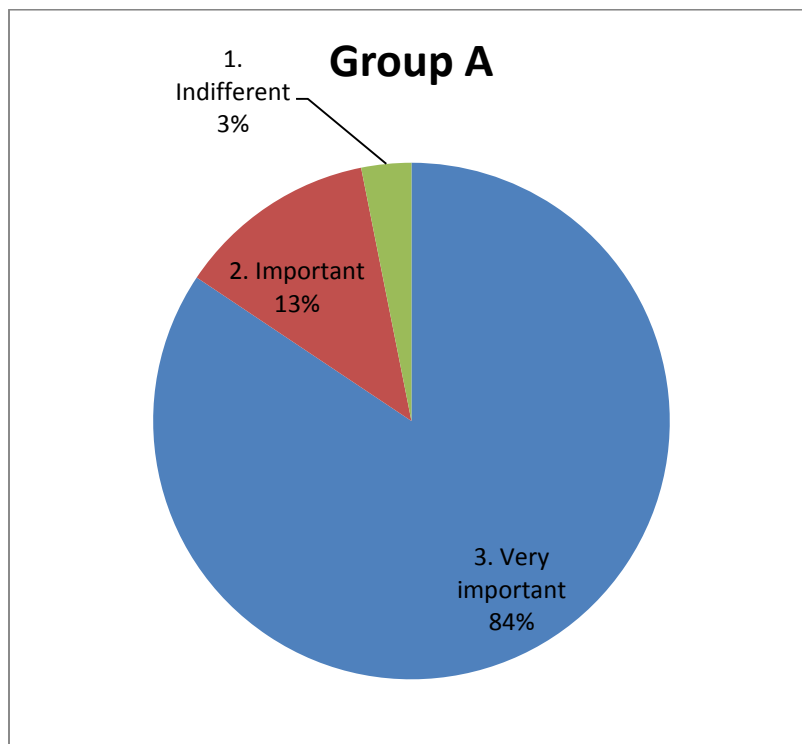
Figure 21. Student survey

Chart 20:
Student survey Group B: Question number 7

Group B		
Indicators	**#of students**	**Percentage**
Very important	30	83%
Important	6	17%
Indifferent	0	0%
Not important at all	0	0%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School.

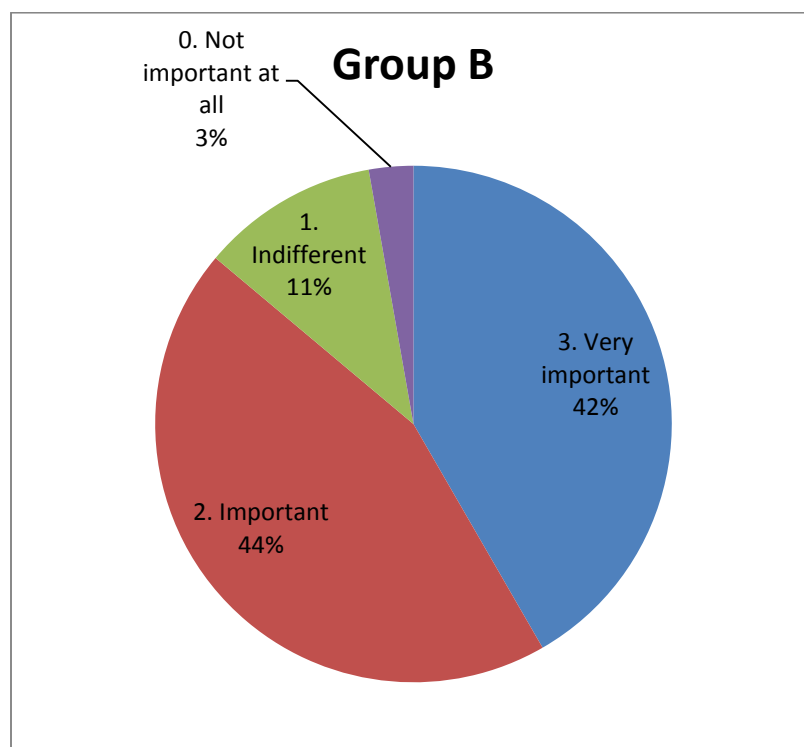**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
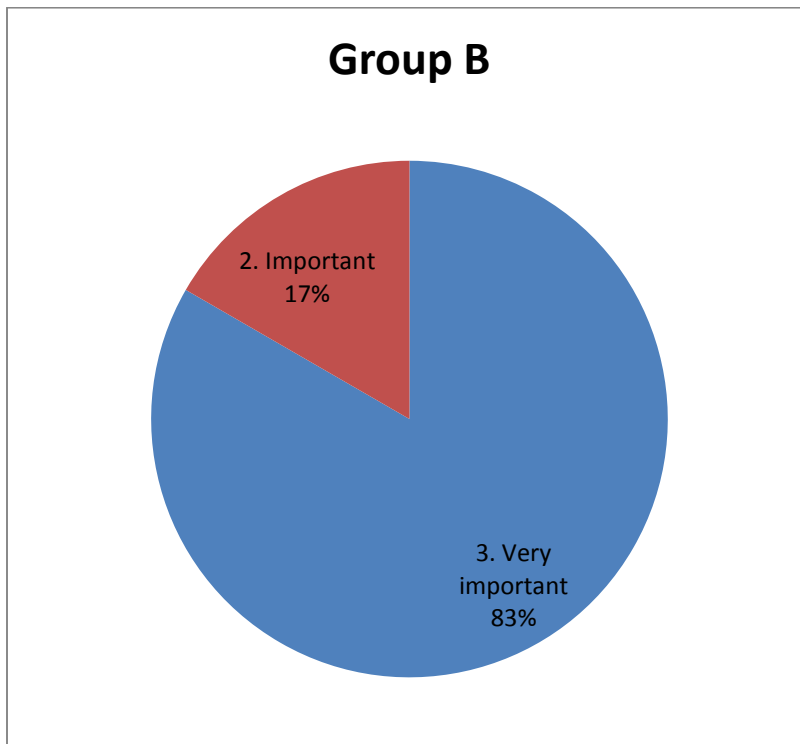
Figure 22. Student survey

Chart 21:
Student survey Group C: Question number 7

Group C		
Indicators	**#of students**	**Percentage**
Very important	21	68%
Important	9	29%
Indifferent	1	3%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli.
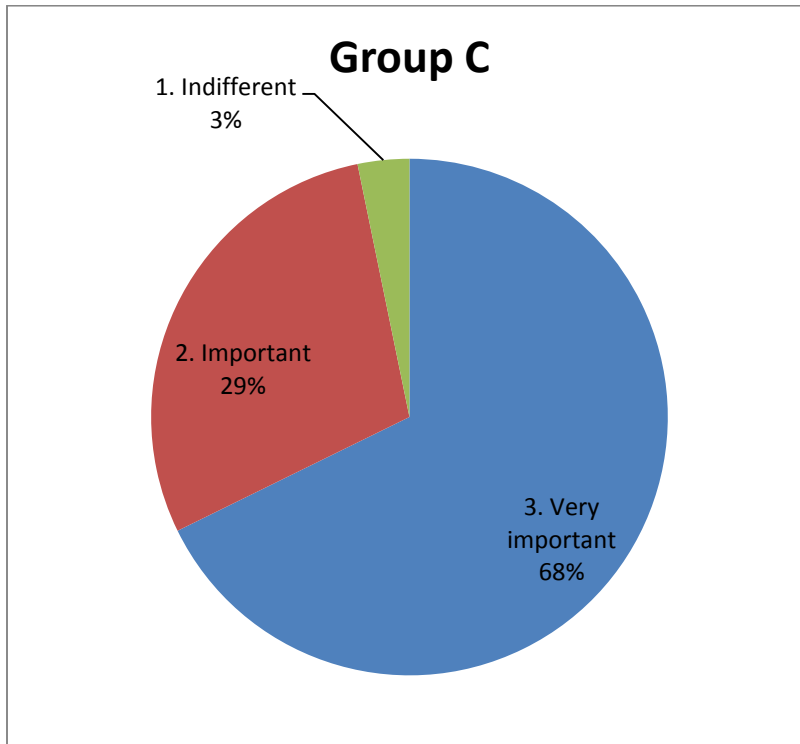
Figure 23. Student survey

ANALYSIS AND INTERPRETATION

From the examination of the responses to this question, we can see that students agreed that it is "very important" to have an accurate pronunciation of the words. Based on these results, students consider it vital to have the correct pronunciation of the words in order to handle intelligible and comprehensible daily interaction with other people. The present study is concerned about this situation and provides phonics instructions to enhance this area.

QUESTION 8. To learn patterns of pronunciation

The question aimed at observing if students are interested in learning patterns of

pronunciation as showing evidence, in an indirect way, whether in most English classrooms,

students are willing to receive phonics instruction.

Chart 22:
Student survey Group A: Question number 8

Group A		
Indicators	**#of students**	**Percentage**
Very important	24	75%
Important	7	22%
Indifferent	1	3%
Not important at all	0	0%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School.

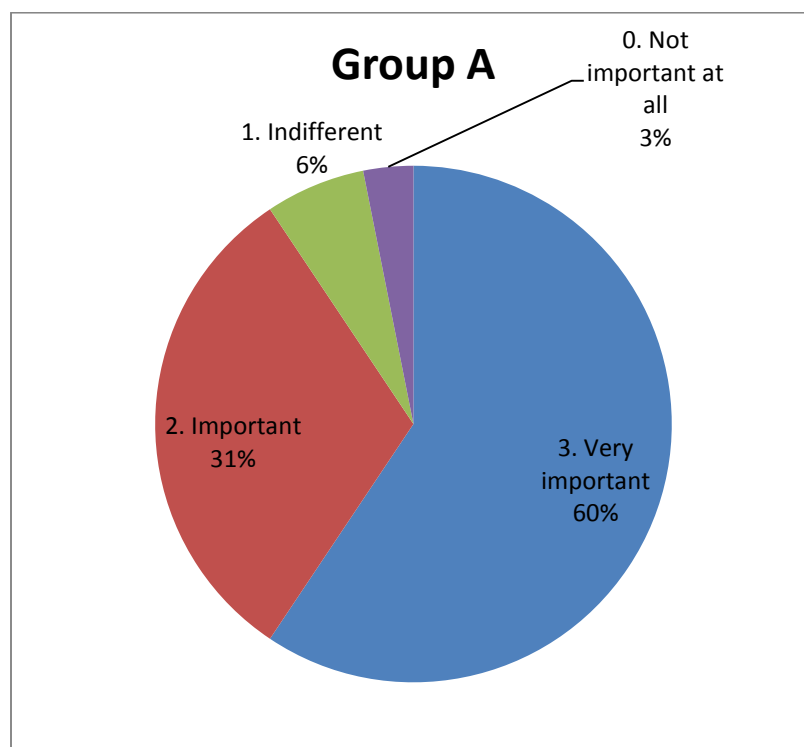**By:** Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli

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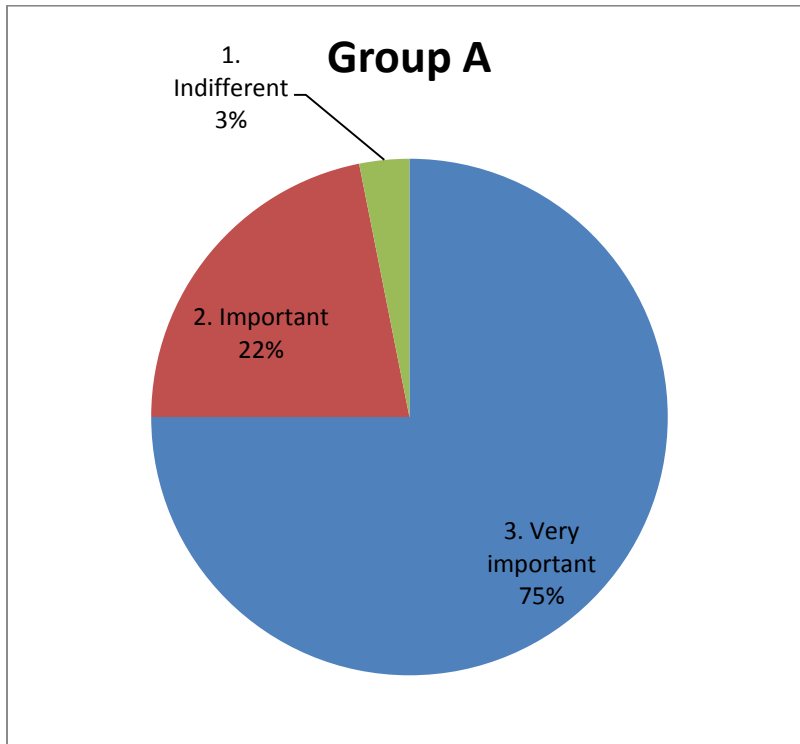
Figure 24. Student survey

Chart 23:
Student survey Group B: Question number 8

Group B		
Indicators	**#of students**	**Percentage**
Very important	21	58%
Important	12	33%
Indifferent	1	3%
Not important at all	2	6%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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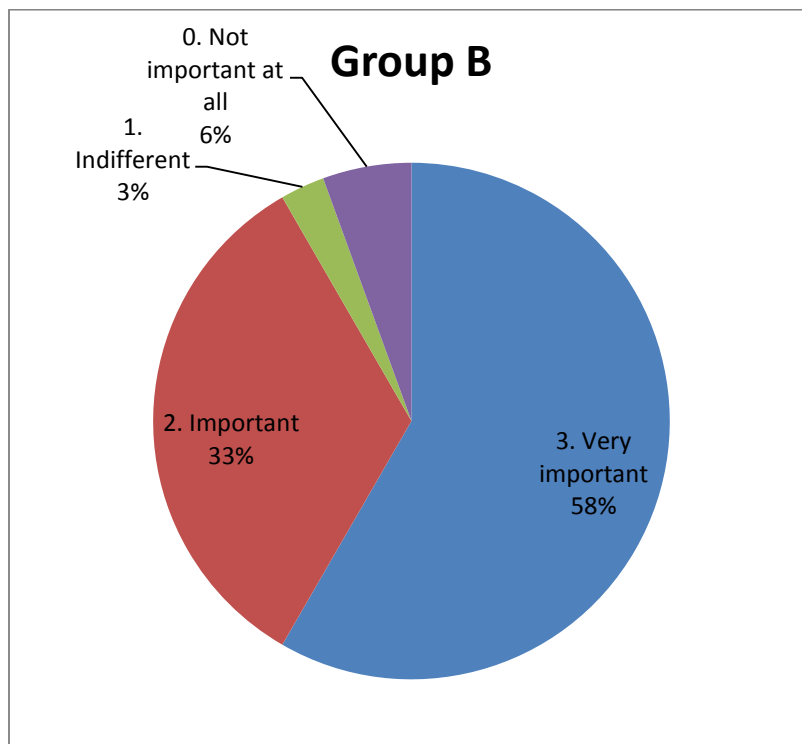
Figure 25. Student survey

Chart 24:
Student survey Group C: Question number 8

Group C		
Indicators	**#of students**	**Percentage**
Very important	27	87%
Important	4	13%
Indifferent	0	0%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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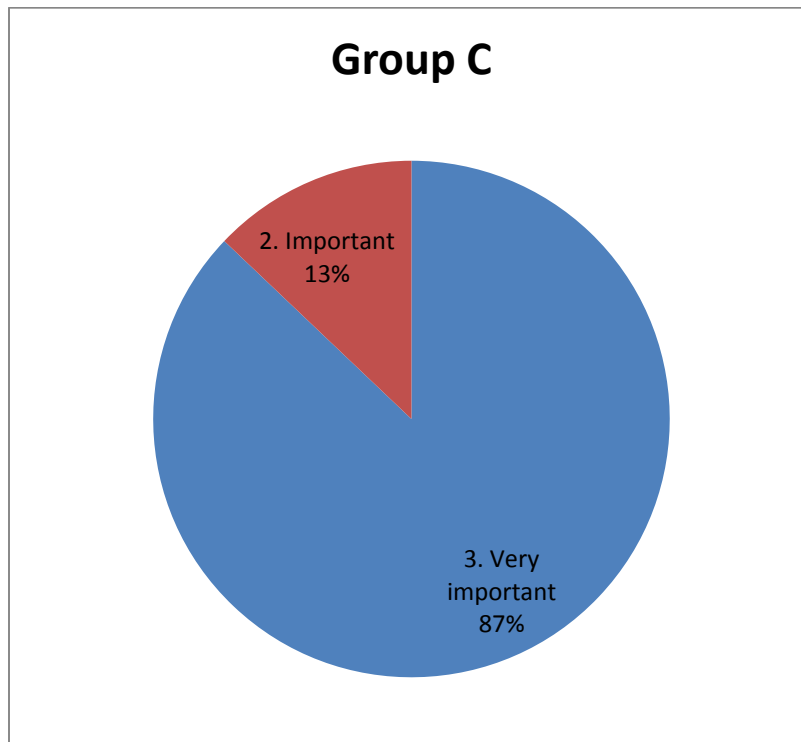
Figure 26. Student survey

ANALYSIS AND INTERPRETATION

Effectively, as the percentages show, the majority of pupils consider it essential to learn patterns of pronunciation, that is, they would like to achieve the proper pronunciation either to understand a native accent or attain a correct accent. In this way, phonics instruction will be accepted and practiced by the students.

QUESTION 9. To practice with easy exercises

By applying this question among the groups, we wanted to recollect students' personal preferences about learning English by practicing easy exercises and then face complex ones in order to develop their communicative skills.

Chart 25:
Student survey Group A: Question number 9

Group A		
Indicators	**#of students**	**Percentage**
Very important	16	50%
Important	12	38%
Indifferent	1	3%
Not important at all	3	9%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Figure 27. Student survey

Chart 26:
Student survey Group B: Question number 9

Group B		
Indicators	**#of students**	**Percentage**
Very important	15	42%
Important	16	44%
Indifferent	4	11%
Not important at all	1	3%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Figure 28. Student survey

Chart 27:

Student survey Group C: Question number 9

Group C		
Indicators	**#of students**	**Percentage**
Very important	12	39%
Important	15	48%
Indifferent	3	10%
Not important at all	1	3%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School.

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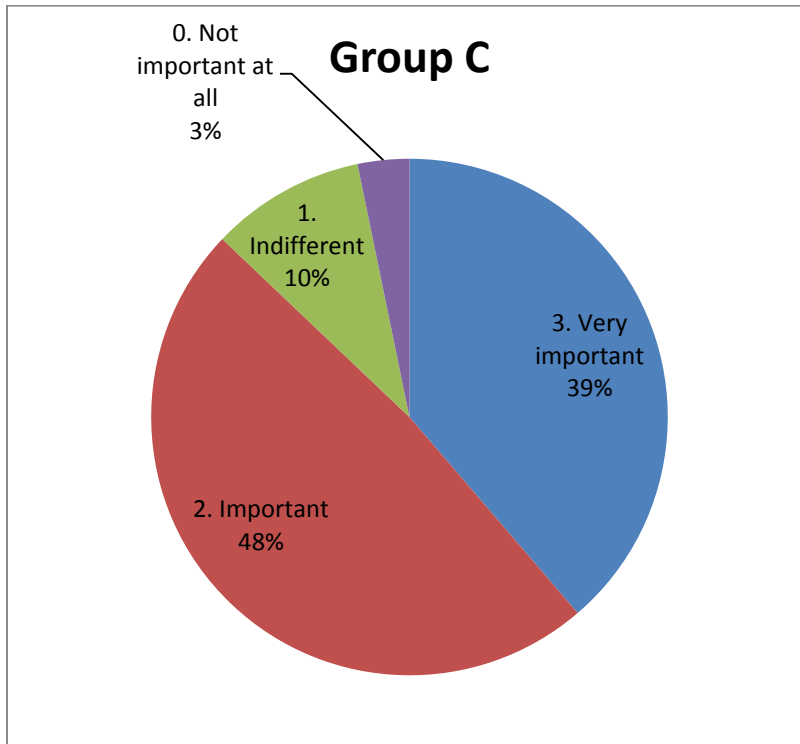
Figure 29. Student survey

ANALYSIS AND INTERPRETATION

By having applied the question, we can see that the groups agreed that practicing English by using easy exercises represents a great opportunity to learn the basics in pronunciation as well as improving their English skills from the beginning. This is similar to the Reading Horizons Method, which moves from easy to complex exercises. However, we can observe that those who disagreed with this idea represent a lower percentage, which could be due to the fact that they consider it as waste time.

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QUESTION 10. To pass to a more complicated level when you master the easy levels.

By applying this question among groups "A", "B" and "C" we wanted to observe their personal opinions about building knowledge of a foreign language by learning more complex content to improve their communicative skills.

Chart 28:
Student survey Group A: Question number 10

Group A		
Indicators	**#of students**	**Percentage**
Very important	19	60%
Important	10	31%
Indifferent	2	6%
Not important at all	1	3%
Total	**32**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Figure 30. Student survey

Chart 29:
Student survey Group B: Question number 10

Group B		
Indicators	**#of students**	**Percentage**
Very important	19	53%
Important	15	42%
Indifferent	2	5%
Not important at all	0	0%
Total	**36**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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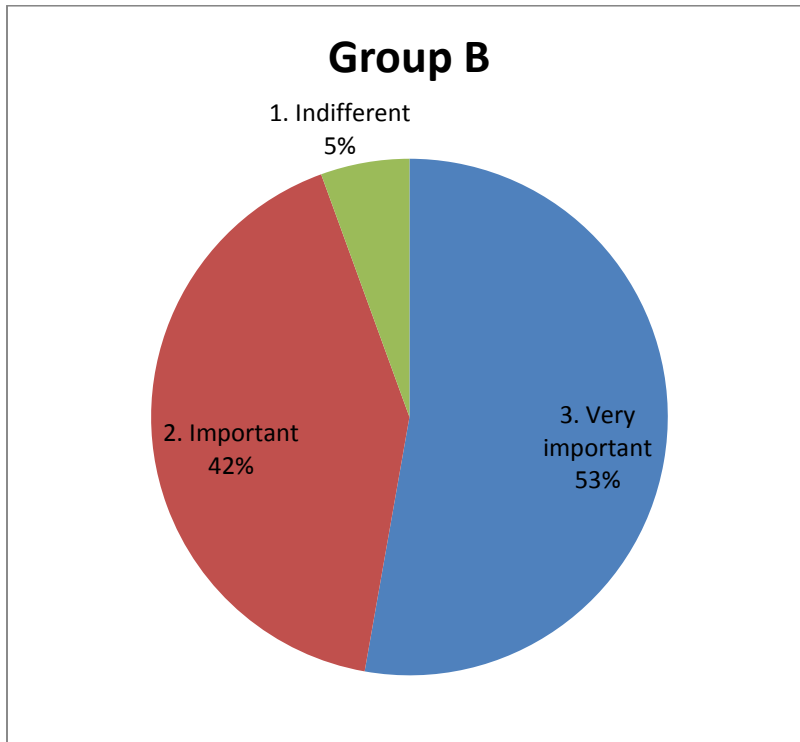
Figure 31. Student survey

Chart 30:
Student survey Group C: Question number 10

Group C		
Indicators	**#of students**	**Percentage**
Very important	20	65%
Important	9	29%
Indifferent	2	6%
Not important at all	0	0%
Total	**31**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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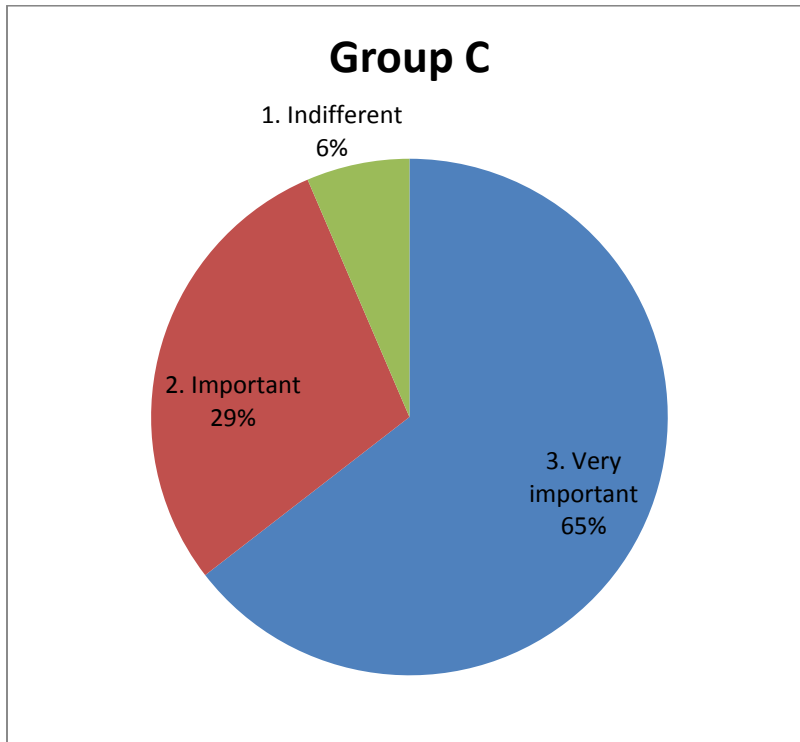
Figure 32. Student survey

ANALYSIS AND INTERPRETATION

Based on the results, learners agreed to work with complex exercises after they become able to learn the easy ones, otherwise they consider it will go beyond their own learning. Decoding skills in the Reading Horizons Method allows for practicing complex exercises based on five previous phonetic skills (easy tasks).

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The questions forward look for the students` struggles that face during English learning, to carry out the aim students had to choose three options from a list of indicators.

Question 11. What is the most difficult for you when you are using English? Choose three options.

The aim was to see which of the indicators listed represent troubles for them when they are learning English in order to put emphasis on them during EFL lessons.

Chart 31:
Student survey Group A: Question number 11

Group A		
Indicators	**#of students**	**Percentage**
To use grammar	9	9%
To understand when someone speaks English	25	26%
To understand when you are reading	23	24%
To spell words correctly when you write	12	13%
To pronounce words correctly	27	28%
Total	**96**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School.

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Figure 33. Student survey

Chart 32:
Student survey Group B: Question number 11

Group B		
Indicators	**#of students**	**Percentage**
To use grammar	11	10%
To understand when someone speaks English	25	23%
To understand when you are reading	25	23%
To spell words correctly when you write	21	20%
To pronounce words correctly	26	24%
Total	**108**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Figure 34. Student survey

Chart 33:
Student survey Group C: Question number 11

Group C		
Indicators	**#of students**	**Percentage**
To use grammar	9	10%
To understand when someone speaks English	30	33%
To understand when you are reading	17	18%
To spell words correctly when you write	16	17%
To pronounce words correctly	20	22%
Total	**92**	**100%**

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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Group C

- To use grammar
- To understand when someone speaks English
- To understand when you are reading
- To spell words correctly when you write
- To pronounce words correctly
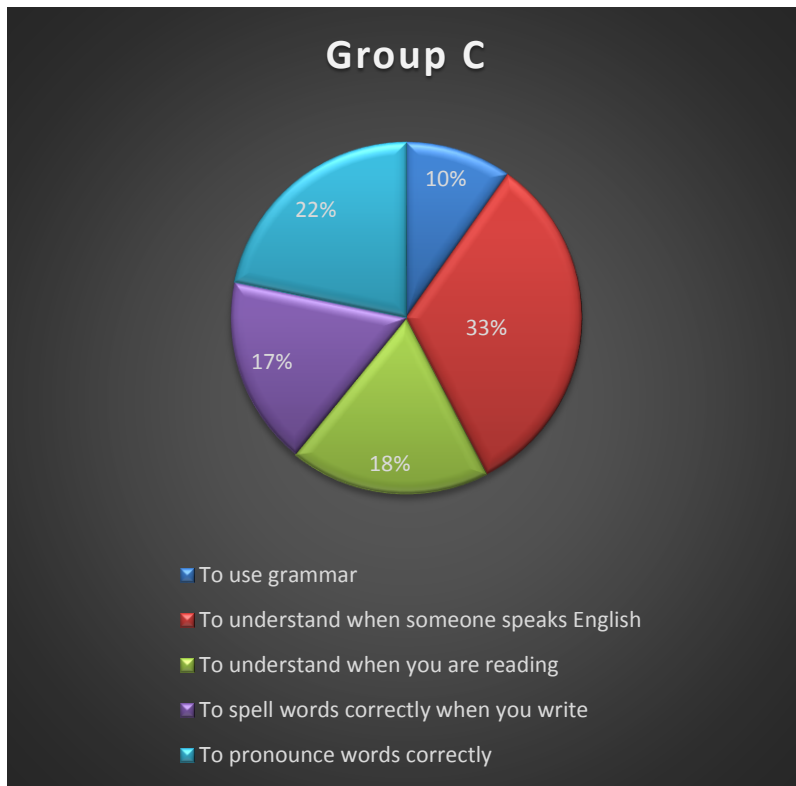
Figure 35. Student survey

ANALYSIS AND INTERPRETATION

As the results show, it is evident that students' struggles are present in listening, reading and speaking skills. It could be that they feel frustrated when someone speaks English and they are not able to understand them. This information empowers the present study because the Reading Horizons Method encourages the development of those skills.

Question 12. How would you like to learn pronunciation? (You can mark more than one)

The aim of this question was to see, of the indicators provided in the list, which ones learners would like to choose to learn and improve their pronunciation.

Chart 34:
Student survey Group A: Question number 12

Group A		
Indicators	**#of students**	**Percentage**
Practicing with short exercises	23	29%
Learning general rules of pronunciation	17	22%
Listening songs	20	26%
Repeating rhymes	18	23%
Total	78	100%

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

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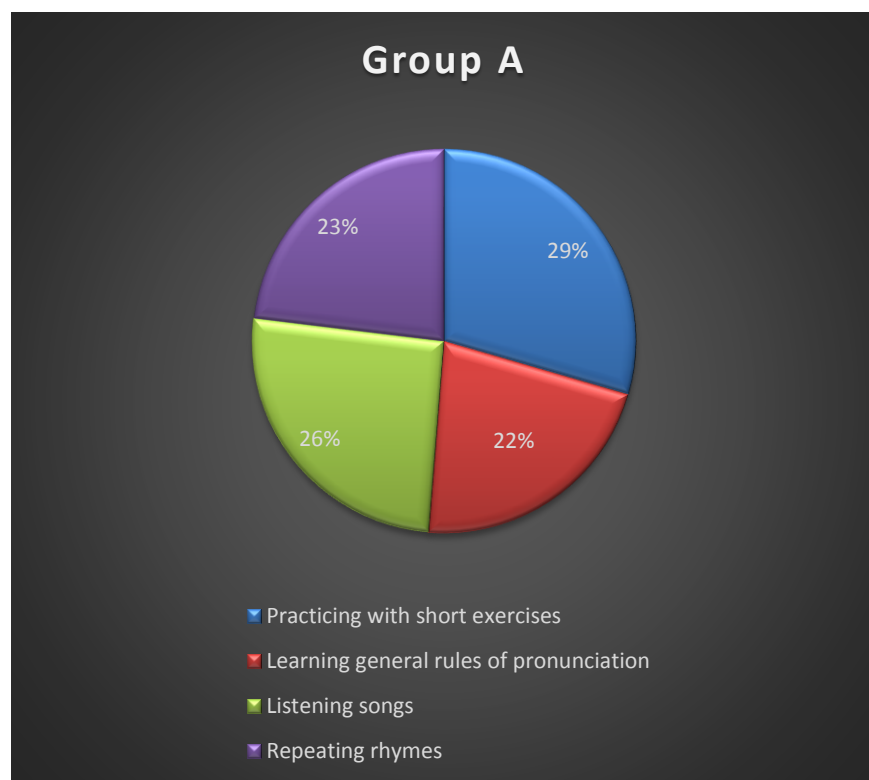
Figure 36. Student survey

Chart 35:
Student survey Group B: Question number 12

Group B		
Indicators	**#of students**	**Percentage**
Practicing with short exercises	33	28%
Learning general rules of pronunciation	30	26%
Listening songs	30	26%
Repeating rhymes	24	20%
Total	117	100%

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli
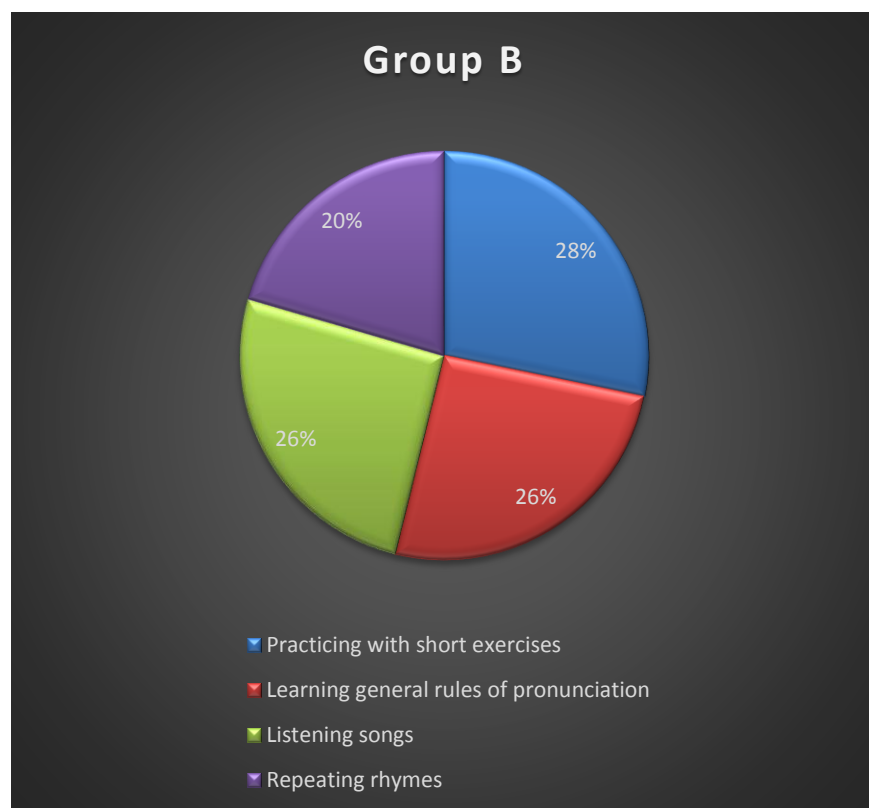
Figure 37. Student survey

Chart 36:
Student survey Group C: Question number 12

Group C		
Indicators	**#of students**	**Percentage**
Practicing with short exercises	27	28%
Learning general rules of pronunciation	25	26%
Listening songs	22	23%
Repeating rhymes	22	23%
Total	117	100%

Source: Survey applied to the students of the eighth level in Victor Gerardo Aguilar High School**.**

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli
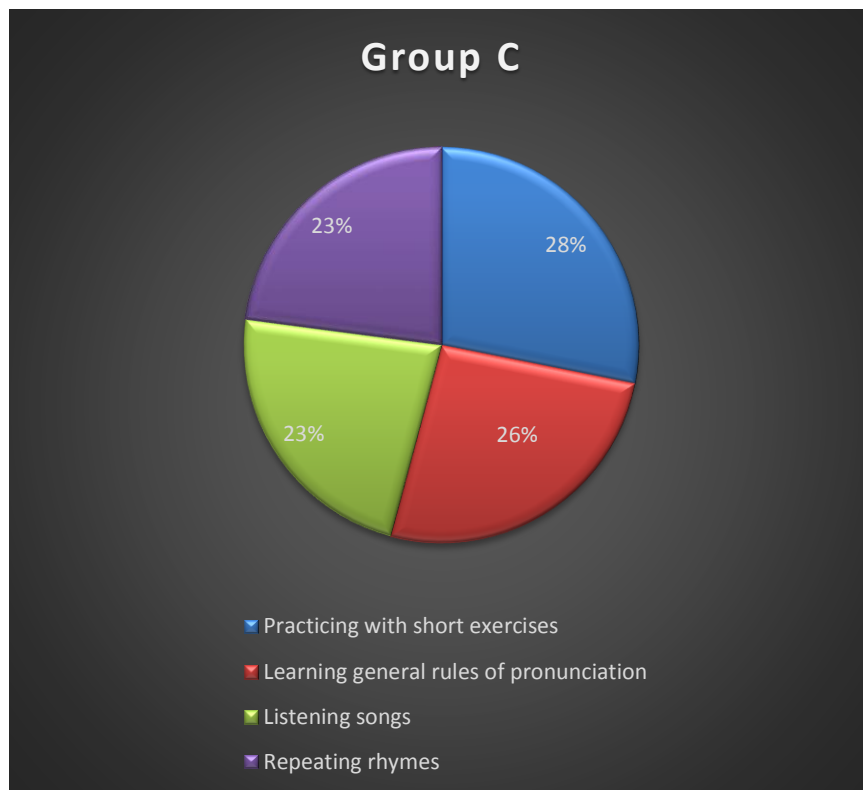
Figure 38. Student survey

ANALYSIS AND INTERPRETATION

Based on the graphics, they would like to learn pronunciation through practicing with short exercises as well as through learning rules of pronunciation. That is to say, they may be interested in developing their pronunciation skill by using the strategies that are proposed in this project.

13.   Comment about different ways you would like to learn and improve pronunciation.

ANALYSIS AND INTERPRETATION

The aim for this question was to look for different strategies that students could have or would like to use in order to develop pronunciation skills. Their answers were separated into three main groups according to their preferences: cognitive strategies, social strategies and metacognitive strategies.

The first strategy was the most prominent according to students' answers. They like to practice doing exercises, repeating and translating from one language to the other. The second strategy was that they wanted to use was the social strategy. They said that they would like to practice talking to others, listening to songs, watching videos and travelling to other countries. The last strategy was the metacognitive strategy. However, this strategy was not used among students, as their answers showed; they did not write down any technique related to this strategy.

In short, pronunciation through repetitive exercises was the technique that students supported the most to be used in class. This technique is used in the Reading Horizons Method because, in this way, they will acquire the pronunciation patterns.

4.2 TEACHER SURVEY

The purpose of this survey is to know about teachers' practices and the presence of phonics instruction in the EFL classroom. The survey consists of thirteen questions used to create an action plan for implementing phonics instruction in the EFL classrooms. Three high school teachers answered all the questions and they taught in different levels. We wanted to observe their knowledge about the use of phonics in class. Also, this survey analyzed, in an indirect way, if teachers supported the idea of using The Reading Horizons Method as a tool to teach pronunciation for students.

The first ten questions will be analyzed together due to they have a common aim, which is to know teachers' opinions about the importance of teaching pronunciation in class.

Question 1. To provide students with phonics instruction

Chart 37:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	1	2	0	0	3
Percentage	33%	67%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Question 2. To create context-embedded situations to improve students' pronunciation

Chart 38:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	1	2	0	0	3
Percentage	33%	67%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli

Question 3. To develop students' literacy skills

Chart 39:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	0	3	0	0	3
Percentage	0%	100%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Question 4. To ask students to read short paragraphs, fragments, texts, etc., to work with pronunciation

Chart 40:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	2	1	0	0	3
Percentage	67%	33%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Question 5. To have a correct spelling of the words

Chart 41:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	2	1	0	0	3
Percentage	67%	33%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli

Question 6. To increase students' active vocabulary

Chart 42:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	3	0	0	0	3
Percentage	100%	0%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli

Question 7. To help students know how to pronounce words correctly

Chart 43:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	3	0	0	0	3
Percentage	100%	0%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Question 8. To teach students different patterns of pronunciation

Chart 44:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	1	2	0	0	3
Percentage	33%	67%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Question 9. To provide easy exercises to improve the speaking skill

Chart 45:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	2	1	0	0	3
Percentage	67%	33%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

By: Silvana del Rocío Maldonado Achig and Ángel Rodrigo Matailo Chillogalli

Question 10. To establish a clear relation between Strong English instruction and Phonics instruction

Chart 46:
Teacher Survey

Parameters	3. Very important	2. Important	1. Indifferent	0. Not important at all	Total
Number of teachers	0	3	0	0	3
Percentage	0%	100%	0%	0%	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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Based on the results from the surveys, all teachers agreed about the importance of teaching pronunciation in class. We can see that the majority of the answers are between important and very important. It is relevant for the research that teachers' ideas follow the same line as the Reading Horizons Method to teach pronunciation in a foreign language. It could be seen that the application of phonics teaching is necessary in our educational system due to the importance of clear communication.

Question 11. What aspects are difficult for non-native English learners?

By applying this question, we want to point out in which indicators EFL students have troubles when they are learning English in order to emphasize them during lessons.

Chart 47:
Teacher Survey

Indicators	Frequency	Percentage
To use grammar	2	22%
To understand when someone speaks English	2	22%
To understand when they are reading	1	11%
To spell words correctly when they write	1	11%
To pronounce words correctly	3	34%
Total	9	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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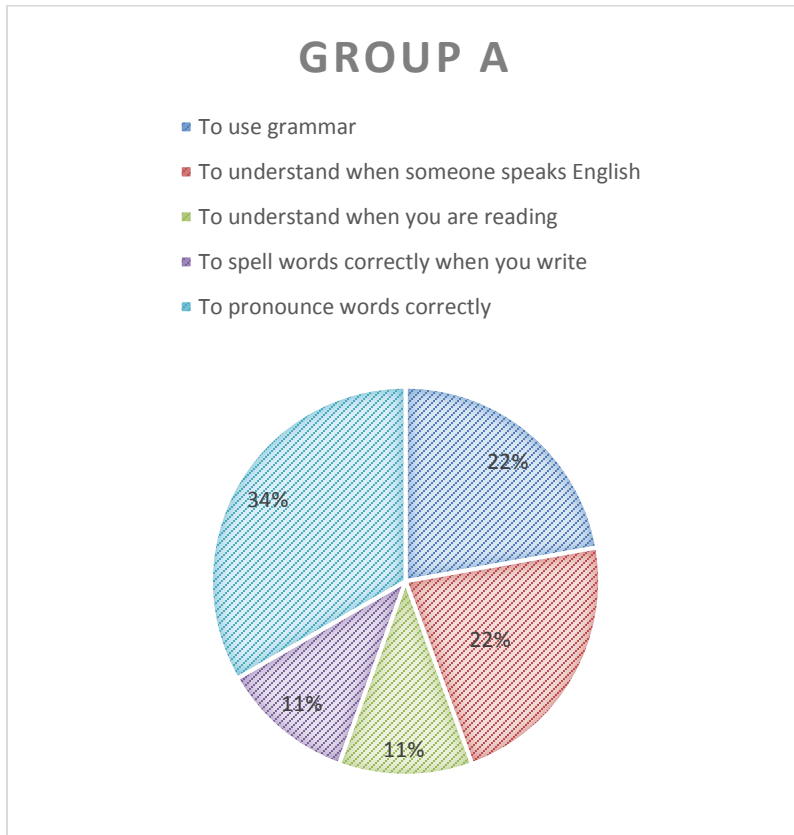
Figure 39. Teacher survey

ANALYSIS AND INTERPRETATION

According to the teachers' answers gave, the most difficult part in the development of EFL students is to pronounce the words correctly with 34% of the answers. It means that all of them agreed with the idea that teaching phonics is important in our educational system. Other skills where non-native speakers present problems in are grammar and listening with 22% each.

Question 12. How would you like to teach pronunciation?

The aim of this question was to see which of the indicators provided in the list teachers would like to choose to teach and improve their students' pronunciation. In other words, this question focuses on how teachers think that learners could learn pronunciation.

Chart 48:
Teacher Survey

Indicators	Frequency	Percentage
Practicing with short exercises	2	40%
Learning general rules of pronunciation	1	20%
Decoding instruction	0	0%
Through reading	2	40%
Through phonics instruction	0	0%
Total	5	100%

Source: Survey applied to English Teachers in Victor Gerardo Aguilar High School

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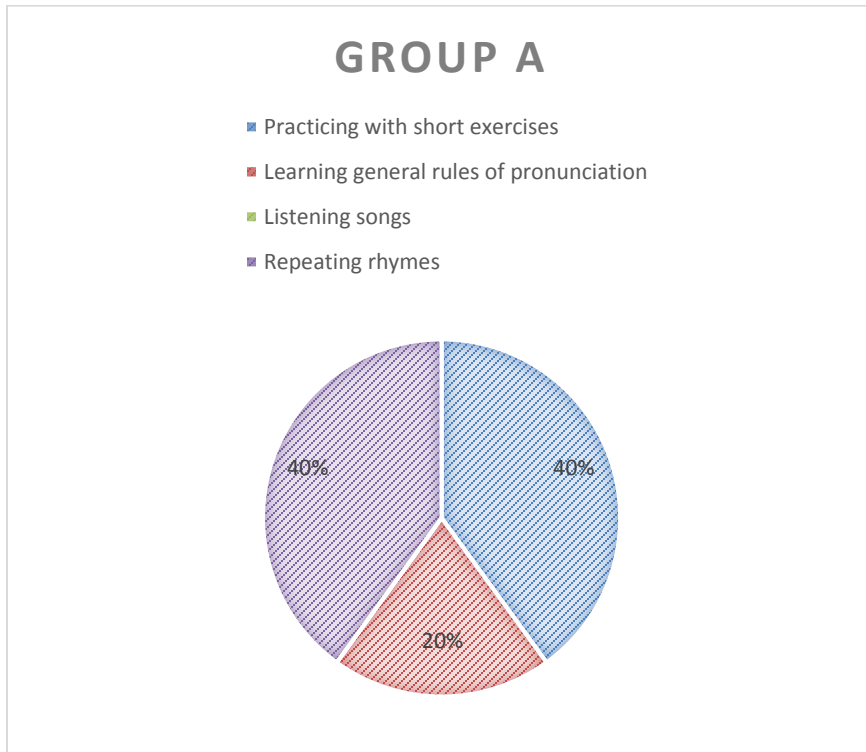
Figure 40. Teacher survey

ANALYSIS AND INTERPRETATION

It can be understood, that teachers prefer to teach pronunciation through the use of short exercises and reading exercises as both options have 40 % of acceptance. It means that teachers give pronunciation assessment while learners are reading aloud because pronunciation and reading go hand in hand. Phonics instruction and Decoding skills were not accepted among these teachers; it could be because they were not familiar with these fields.

Question 13. Write an activity or strategy that you are applying in your daily professional practice to improve pronunciation.

Based on teachers' ideas we looked for those, which generated favorable results with their students so we can include them project if necessary. In addition, we want to compare figures between teachers' strategies and those of the Reading Horizons Method.

One strategy, which is used, by one of the teachers is to put a stress on a word and then look for similar words in the dictionary with the same stress. This strategy in particular is very similar to the Reading Horizons Method in which students have to develop pronunciation patterns in EFL classes.

Another strategy used in class was to expose students to the language through songs, and later, karaoke as a motivational tool for non-native speakers.

The final strategy is to provide students with short dialogues and the correct pronunciation of the words to allow them to repeat the same dialogues over and over. This could help students to set mechanical pronunciation of the words in their minds and later repeat them, but this cannot be used with new words. It represents a barrier in the learning of pronunciation because students do not develop real phonemic awareness.

4.3 Interpretation of the interview with Master Wendy Rodney

Having applied the interview to Miss Rodney, we have gathered essential information, which will serve as a foundation of this research. From her experience, she mentions that when students are taught phonics in English classes, they gain knowledge of the sound system of the English language. Subsequently, they gain the foundation for reading. Moreover, students become familiar with target language sounds, which are necessary in identifying words. The learning of phonics will also assist them in the development of their listening skills.

On the one hand, she considers that it is important as EFL students need to know and interact with the patterns of sounds in L1/L2. Phonological competence is an aspect of communicative competence that must be taught. On the other hand, students can acquire the sounds of a language in other contexts, e.g., digital media. However, these may not be as correct as when they are taught by a teacher who is competent in modeling the sounds of words.

In addition, she supports the use of both methods of teaching phonics, that is, synthetic and analytic phonics methods to help students retain vocabulary and teach them the correct pronunciation of the words and, as a result, they will be able to decode unfamiliar words as well as pronounce them correctly. In addition, she considers the teaching of phonics a vital element to improve students' pronunciation because they need significant amounts of language input to model their pronunciation.

In short, for children it is easier to acquire the linguistic system of the target language because they have a sharper propensity to develop pronunciation and listening skills in order to discriminate more between phonemic sounds than adults do. Finally, if learners have more

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exposure to the target language, they may be more inclined to produce it without any difficulty.

That is why it is meaningful to introduce phonics at the eighth grade level of the EFL classrooms in Victor Gerardo Aguilar High School.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This project has generated the following conclusions:

- Students are aware that learning pronunciation patterns will help their communicative skills. That situation provides an advantage in introducing this project in EFL classrooms. It leads to the conclusion that learners are willing to take the risk to enhance their communicative skills and more over their pronunciation patterns.

- After collecting and analyzing the information, some advantages and limitations were identified in the method, as well as in the use of phonics to develop communicative skills. Using Phonics through RHM motivates students to use the Foreign Language by applying rules; it creates opportunities to expand student's vocabulary, to achieve better spelling, to equip students with learning tools to improve pronunciation and to innovate the learning process.

- However, as RHM is used specifically to develop reading skills, it only provides reading comprehension activities. In the same way, as phonics is worked in English native countries in early ages, finding activities and vocabulary, which correspond to 8th level in EFL students,

could be complicated. A barrier presented by decoding skills is that several words do not follow pronunciation patterns.

- Regarding the RHM used in the construction/improvement of pronunciation, it is worthy to emphasize and conclude that even though its final aim is to become better readers, the essence of this method is to link the decoding abilities in spelling with the correct pronunciation of the words through phonics and subsequently to develop phonemic awareness.

- We can summarize that, if the booklet developed is student-friendly, it will generate a confident and peaceful classroom environment among students and teachers because the information in the activities will not demand a sophisticated knowledge about the target language, which could generate confusion for students.

5.2 Recommendations

- The results of this project have theoretically expose that the use of phonics can help students improve their pronunciation skills; but for further research it will be advisable to apply the presented activities to gather more reliable results.

- Presently, there is an implementation of phonics in the second and third level of elementary School of this academic year, according to the latest regulations in the English Curriculum in Ecuador 2016. Therefore, a comparative research could be carried out between the students in the sample group who will receive phonics instruction through RHM and the students who will receive phonics by using the government book in order to observe which treatment gets better results.

- Teachers should be equipped with knowledge related with phonics as part of their teaching strategies to model and enhance learners' pronunciation even if it is not specified in the English curriculum.

- As we mentioned before, several words do not follow pronunciation rules or patterns; based on this problem, a study could be carried out about those words. For example, some words come from different languages like tortilla, llama, avatar, etc.

- Finally, it is necessary to analyze students' level in order to construct significant learning in the pronunciation field, because it will help teachers to plan accordingly to students' necessities and skills, making the teaching learning process successful and meaningful.

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APPENDICES

Appendix 1

SURVEY APPLIED TO STUDENTS IN VICTOR GERARDO AGUILAR HIGH SCHOOL

Level: _____

Group: _____

Remember, this paper has an academic purpose, answer the following questions with complete veracity. Put an X in one number according to what you consider appropriate.

These questions are related to the following scale:

	3. Very important	2. Important	1. Indifferent	0. Not important at all
1. To learn English				
2. To contextualize the language to learn English				
3. To write the language correctly				
4. To know all the grammatical rules				
5. To have a correct spelling of the words				
6. To develop a big quantity of vocabulary				
7. To know how to pronounce the words correctly				
8. To learn patterns of pronunciation				

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9. To practice with easy exercises				
10. To pass to a more complicated level when you domain the easy levels				

11. What is the most difficult for you when you are using English? Choose three options.

　　　To use grammar　　　　　　　　　　　　　　____

　　　To understand when someone speaks English　　____

　　　To understand when you are reading　　　　　　____

　　　To spell words correctly when you write　　　　____

　　　To pronounce words correctly　　　　　　　　____

If you choose "pronounce words correctly", answer the following questions:

12. How would you like to learn pronunciation? (You can mark more than one)

　　　Practicing with short exercises　　　　　　_____

　　　Learning general rules of pronunciation　　_____

　　　Listening songs　　　　　　　　　　　　_____

　　　Repeating rhymes　　　　　　　　　　　_____

13. Comment about different ways you would like to learn and improve pronunciation.

　　_____

　　_____

　　_____

　　_____

Appendix 2

SURVEY APPLIED TO AN ENGLISH TEACHER IN VICTOR GERARDO AGUILAR HIGH SCHOOL

Level: _____

Group: _____

Remember, this paper has an academic purpose, answer the following questions with complete veracity. Put an X in one number according to what you consider appropriate.

These questions are related to the following scale:

	3. Very important	2. Important	1. Indifferent	0. Not important at all
1. To provide students with phonics instruction				
2. To create context-embedded situations to improve students' pronunciation				
3. To develop students' literacy skills				
4. To ask students to read short paragraphs, fragments, texts, etc., to work with pronunciation.				
5. To have a correct spelling of the words				
6. To increase students' active vocabulary				

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7. To help students know how to pronounce words correctly				
8. To teach students different patterns of pronunciation				
9. To provide easy exercises to improve the speaking skill				
10. To establish a clear relation between Strong English instruction and Phonics instruction				

11. What aspects are difficult for non-native English learners? Choose three options.

To use grammar	____
To understand when someone speaks English	____
To understand when they are reading	____
To spell words correctly when they write	____
To pronounce words correctly	____

If you chose "pronounce words correctly", answer the following questions:

12. How would you like to teach pronunciation? (You can mark more than one)

      Practicing with short exercises   _____

      Teaching general rules of pronunciation   _____

      Decoding instruction   _____

      Through reading   _____

      Through phonics instruction   _____

13. Write an activity or strategy that you are applying in your daily professional practice to improve pronunciation

_____

_____

_____

Appendix 3

Interview with a professional in phonology

Goal: This interview aims to gather vital information to support our research

Personal information

Name:

Name of the school:

Address:

Part 1

1. What do students gain by teaching phonics?

2. How will this relate to our students' success in EFL classrooms?

3. In what ways does teaching phonics influence the teaching practice?

Part 2

4. Have you ever heard about the Reading Horizons Method?

It is unknown to me   _____

I know about it.   _____

I hear of it from some professional colleagues.   _____

We have done a lot of research about the importance of teaching phonics at an early stage to improve students' pronunciation. Our question is,

5. Do we really need to teach phonics to learners to achieve a good pronunciation?

6. What are good ways for us to teach them?"

By using synthetic phonics method   _____

By using analytic phonics method   _____

Both   _____

Part 3

7. Do you agree, disagree/ or have no opinion that teaching phonics is?

	Agree	Not sure	Disagree
It is vital to improve pronunciation			
It is essential to become good readers			
It is a pillar of the English learning process			
It useful to increase active vocabulary			

8. Which of the following phonological skills do you apply in class?

Rhyming   _____

Deletion   _____

Segmenting   _____

Blending   _____

Substitution   _____

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9. Teaching phonics in context:

It is beneficial for students   _____

It is not a good idea   _____

It must be taught in isolation   _____

It is excellent   _____

10. Do you consider the teaching of phonics as a vital element to improve the students' pronunciation during the early stages of a second language acquisition process?

Appendix 4

STUDENTS`BOOKLET

DESIGN OF THE PHONICS BOOKLET

After obtaining the results from the surveys applied to the students at Victor Gerardo Aguilar, an appropriate booklet adapted to the sample group's necessities of this study could help students' pronunciation. Moreover, this booklet intends to help both students and teachers to develop the correct pronunciation and encourage holistic learning.

To clarify the term "booklet", used throughout this project, the "Longman Active Study Dictionary", 5th edition, defines it as "a small book that gives information" (p. 95). In other words, the information presented in a booklet is synthetized as well as the fact that its number of pages is not extremely long. It is going to be used to practice some phonics activities in class with the teacher`s help.

The Phonics booklet contains two sections. Section one will cover the five phonetic skills and the second one will cover the two decoding skills from the Reading Horizons Method in a friendly way for students.

PHONIC ACTIVITIES

Monosyllable (1 vowel before 1 consonant)

1. Form the words using the numbers.

10	21	5	1	15	19	6	2	11	4	26	7	12	9
E	N	R	K	W	I	X	Q	L	Y	T	Z	C	G

13	17	3	22	8	24	16	18	20	14	23	25
O	B	S	F	U	J	P	D	M	H	V	A

18	25	18

20	13	16

16	13	26

14	13	16
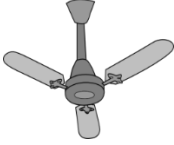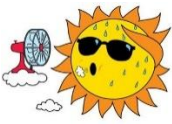
5	25	9

2. Vocabulary: Listen and repeat

Dad	Pad	Hop	Pop
Man	Fan	Mom	Mop
Bag	Rag	Pot	Hot

Activity: Missing sound

3. Complete the missing sound according to the image.

a.	b.
F___n	M___p
c.	d.
D___d	M___m
e.	f.
B__g	P__t
g.	h.
H__t	R__g

Remember!

Rule 1: When a word is monosyllabic and it has one vowel before one consonant, the vowel of this word is briefly pronounced.

Keep an eye on!

er

ar   or   er   ir   ur

They have a different pronunciation in a word and do not follow the rule.
Ex. Car, bar, for, sir, etc.

One vowel words (1 vowel before 2 consonants)

1. Complete the crossword.

Cross	Down
4. Antonym of short.	1. One person without hair.
5. The end part of a person's arm.	2. A small animal that lives in colonies in the ground.
	3. A place with tents, or other structures, used by soldiers or travelers.

2. Vocabulary: listen and repeat.

	camp		bald
	long		blond
	hand		ant
	Lamp		belt

3. Look carefully at the words given. Listen and repeat. Then circle the words with one vowel and two consonants at the end.

a

| wind |
| Sun | House |
| Car | blond |

b

| ant | Fat |
| belt |
| Father | Tent |

c

| Love | Coin |
| Dog |
| Live | Play |

d

| Cat |
| Paint | Rag |
| Best | Lamp |

4. Write the words that you circle in exercise 3.

_____
_____
_____
_____

Remember!

Rule 2: When a monosyllabic word has a vowel before two consonants at the end, the vowel of this word is briefly pronounced.

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One vowel words (1 vowel at the end)

1. Find the following words:

| BE | CRY | FRY | HE | SHE | TRY | WE |

```
P  K  R  U  T  A  C  J  X  B
X  Q  E  R  Z  I  N  T  T  Ñ
L  O  Y  N  R  J  H  I  T  P
J  X  G  Ñ  B  C  A  R  Y  Q
P  B  L  Q  Z  W  N  Q  Y  B
Ñ  P  C  Y  Ñ  Z  C  T  Ñ  B
D  R  C  T  C  U  Ñ  Q  K  Q
G  F  R  Y  H  C  R  D  Y  R
T  F  N  T  F  D  R  S  R  I
C  S  N  K  Z  V  Q  Y  I  Y
S  R  N  G  H  A  X  R  O  I
J  L  P  X  H  S  E  Q  H  O
Y  S  E  N  B  H  W  W  Ñ  A
J  G  S  H  E  Z  E  W  A  H
S  M  H  B  S  R  D  M  Ñ  P
```

2. Vocabulary: Listen and repeat

She	My
Fry	Me
He	Cry
Try	We
Be	By
Pro	Hi
Fly	Go

Activity: BINGO

3. **Choose some words and fill up the spaces. Then, listen to the teacher and cross out if you have the words.**

Dry	She	My	Me	Fry	He	Cry	We	Try	Be
		Hi	By	Pro	Fly				

> **Listen carefully to the pronunciation of each word and check if you can do the same.**

Remember!

Rule 3: When a monosyllabic word has one vowel at the end, you pronounce the vowel as in the alphabet in English.

> **Keep an eye on!**
>
> Sometimes the letter "y" is pronounce like the vowel "i". Ex: Dry

Two vowel words (e is the last vowel)

1. Read the story. Then, underline the words where the "e" is the final vowel.

Hi, I am Kate. In winter, my class takes a big test. Then, we go on vacation!

We play outside in the snow. Several kids use their skates. My friend and I smile. We make hot tea and stir it with a spoon.

In summer, we play outside in the sun! We swim in the lake and go on the swings. I like the winter and the summer. What season do you like?

_____.

2. Vocabulary: Listen and repeat the minimal pairs.

Name	Game	Cake	Lake
Gate	Skate	Five	Dive
Lime	Time	Mute	Cute

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Activity: Listening Minimal pairs

3. Listen and complete

a. __ake	__ake
b. __ive	__ive
c. __ute	__ute
d. __ime	__ime
e. __ame	__ame
f. __ine	__ine
g. __ate	__ate

4. Write your own minimal pairs with skill 4.

_____	_____
_____	_____

Remember!

Rule 4: When a monosyllabic word has two separated vowels and "e" is the last vowel, we do not pronounce the "e." It means the first vowel is pronounced as in the Alphabet in English.

Two vowel words (2 vowels together)

1. Write the correct part of the body according to the drawing.
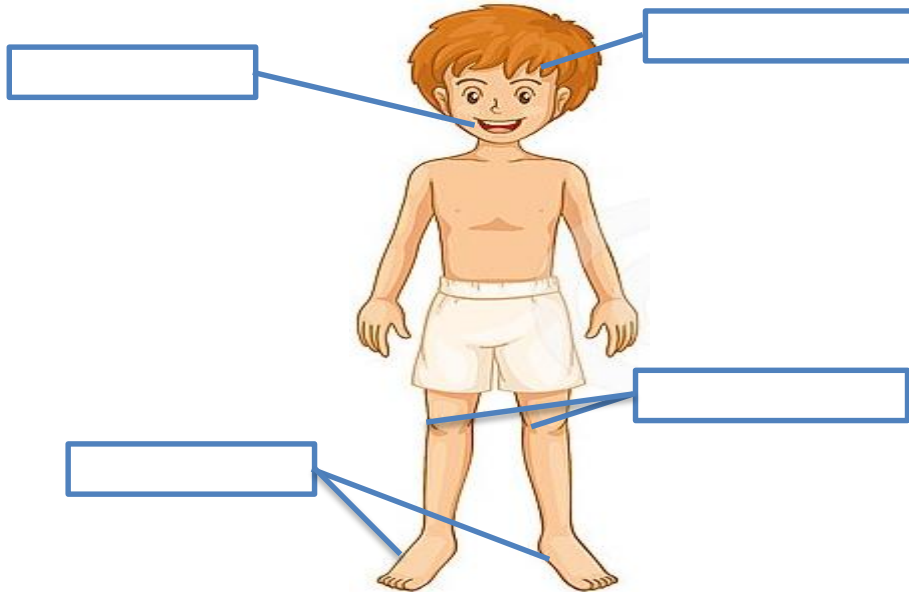
2. Vocabulary: Listen and Repeat.

	Tr**a**in		Kn**ee**s
	T**ee**th		**E**ar
	F**ee**t		H**a**ir
	R**e**ad		**E**at

Activity: Matching and completing

3. Activity: Identify the vowels missing by drawing a line on it.

a

ei	ea	ee

Kn**ee**s

b

ea	ee	ea

F__t

c

ai	ae	ea

M__t

d

ai	ia	ei

Tr___n

e

ea	ea	ai

J___ns

f

ea	ei	ea

Cr___m

Remember!

Rule 5: When a monosyllabic word has two vowels together, the second vowel is not pronounced and the first one is pronounced as in the Alphabet in English.

Keep an eye on!

Special vowels: **ou, au, oi, ow, aw, oy** and **oo.** They have their own pronunciation, for example "boy".

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FREE PHONICS GAME

Play the game: Throw a dice, mark the place and pronounce.

START					GO BACK
5			**END**		

SECTION 2

Disyllabic words (a consonant between two vowels)

1. Read this story and look carefully at the words in blue.
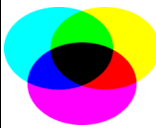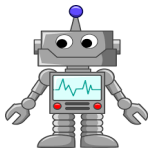
Every **Friday**, **Peter** takes a trip to different **places**. This time he stays in a strange **hotel**. There is a white **color tiger** on the gate. This hotel has a **robot** as **waiter**. Peter likes this place a lot, so he invites some friends. At night, they enjoy dancing to their favorite **music**. At the end of this party, Peter has a big **problem**; he doesn't have enough money to pay the bill.

Discuss in pairs

What do the blue words have in common?

2. Vocabulary: Listen and Repeat.

	Friday		**Colors**
	Tiger		**Robot**
	Music		**Hotel**
	Waiter		**Problem**

Activity: Unscramble
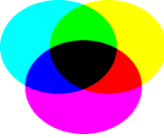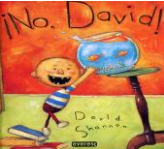
3. Order the letter to discover the word.

a

e r i g t

tiger

b

d y a l

_____

c

u c m i s

_____

d

a b b y

_____

e

o l o c s r

_____

f

d d i o

_____

Remember!

Decoding 1: When a disyllabic word has a consonant or blended consonant between two vowels, the consonant that follows the first vowel will form a syllable, and the other previous part forms the other syllable. Finally, one must apply the rules learnt for each syllable.

Keep an eye on!							
L-Blends	**bl**	**cl**	**fl**	**gl**	**pl**	**sl**	
R-Blends	**br**	**cr**	**dr**	**fr**	**gr**	**pr**	**tr**
S-Blends	**Sc**	**sk**	**sl**	**sm**	**sn**	**sp**	**st**	**sw**

Disyllabic words (two consonants between two vowels)

1. Listen and repeat the song

Am I **better** off dead? Am I **better** off a quitter? They say I'm **better** off now Then I ever was with her As they take me to my local down the street I'm smiling but I'm dying trying not to drag my feet.	They say a few drinks will help me to **forget** her But **after** one too many I know that I'm never **Only** they can see where this is **gonna** end But they all think I'm crazy but to me it's **perfect** sense. (by The Script)

Discuss in pairs

What do the purple words have in common?

2. Vocabulary: Listen and Repeat.

	Perfect		**Picture**
	Monkey		**Forget**
	Magnet		**Tractor**

Activity: Connecting

3. Pronounce, connect, and write

a

Mon   o   ney

M   key   nkey

Monkey

b

Sham   ampo   o

Sh   po   poo

_____

c

Sin   er   g

ger   s   inger

_____

d

ture   *re*   *ure*

P   *ic*   *pic*
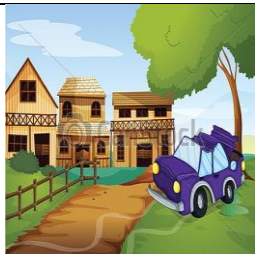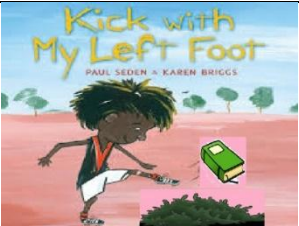
_____

4. Create your own matching

___ ___ ___

___ ___ ___

Remember!

Decoding 2: When a disyllabic word has two consonants (no blends) between two vowels sounds, they will be divided into two syllables and then apply the rules.

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Enjoy!

Listen and chant.

a. There's a car at the farm and a star in the park.
b. The girl takes the purple bird to the nurse.
c. The boy can see a toy and a coin in the soil.
d. I pull a book from a bush with my foot.
The tall boy can walk with a ball in the water.

TEACHER'S GUIDE

PHONICS BOOKLET

Teacher`s guide

The following information presented in this pamphlet will help you to work the phonics activities with your students. In addition, a brief explanation of how each activity works will be provided you.

During the first bloque curricular, the professor will teach the alphabet, consonant blends, and diagraphs sounds.

Diagraph examples:

Th	this	Th	that
Ch	chair	Sh	shoes
Wh	who	Ph	phone
Gn	gnome	Kn	knife
Ck	Duck	Wr	write

Organization

This booklet has been carefully structured to provide students with the abilities and confidence they need to improve pronunciation through the five phonetic skills and two decoding skills of RHM.

Section 1(Phonetic skills)

Rule 1: When a word is monosyllabic and it has one vowel before one consonant, the vowel of this word is briefly pronounced.

Rule 2: When a monosyllabic word has a vowel before two consonants at the end, the vowel of this word is briefly pronounced.

Rule 3: When a monosyllabic word has one vowel at the end, you pronounce the vowel as in the alphabet in English.

Rule 4: When a monosyllabic word has two separated vowels and "e" is the last vowel, we do not pronounce the "e." It means the first vowel is pronounced as in the alphabet in English.

Rule 5: When a monosyllabic word has two vowels together, the second vowel is not pronounced and the first one is pronounced as in the alphabet in English.

Section 2 (Decoding skills)

Decoding 1: When a disyllabic word has a consonant or blended consonant between two vowels, the consonant that follows the first vowel will form a syllable, and the other previous part forms the other syllable. Finally, apply the rules learnt for each syllable.

Decoding 2: When a disyllabic word has two consonants (no blends) between two vowels sounds, they will be divided into two syllables and then apply the rules.

TEACHING ACTIVITIES

Association of numbers and letters

These kind of activities challenge students to discover a word relating a number with a letter of the alphabet. Moreover, it sharpens vocabulary and spelling skills while they are doing the activity.

Missing sound

This phonics activity allows students become familiar with the meanings of the words and their images by completing the missing sounds that they are practicing. Here, the most important thing is to help students to recognize the vowels or consonants in a word in order to spell the whole word correctly.

Listening Minimal Pairs

Students will develop a strong skill in to recognizing words with one single difference in sound. Students will focus on recognizing consonants, which change the meaning of the words. This could be a hard challenge at the beginning of the activity because of students not being familiar with English sounds, but when they become able to differentiate the sounds, they are going to correctly associate words and meanings.

Circling

This phonics activity enhances students ability to recognize and match the appropriate words with the teacher`s pronunciation. In addition, this kind of activity could be adaptable to work with learners in phonics instruction and it could represent a little challenge for them as well.

Break down

It builds listening and speaking skills. Students have to decode the words into syllables by applying all the skills they already know. Moreover, it is a useful activity to discover the meaning of a word because by breaking down a word into its smallest units of sounds, one could get its meaning.

Recognizing words in context

This activity enables learners to activate their phonics skills acquired during phonics instruction. While learners are reading, their mind is automatically activated to produce a word correctly. Moreover, learners could underline certain words in the context.

Matching

This activity enables learners to complete a whole word by linking two suitable parts. Also, it can be used to practice pronunciation by trying to discriminate the correct spelling in a set of different sounds. .

Mingling

This phonic activity gives students a chance to recognize and discriminate a specific sound while they are listening to different sounds at the same time around the class. To make it clear, each student has a phonic card and he/she has to go around the class repeating the word in order to join with others who have the same sound to form a group. After that, the members of the group have to check if they have the same sound and then practice the pronunciation of each word. The winners are those who have the correct sound inside their group. Finally, each member of the group has to leave the group and find the other half of his/her minimal pair.

TEACHING GAMES

Crossword

In this activity, learners have to look for a word that fits in the blank spaces according to the definition provided.

FREE PHONICS GAME

This phonics game brings learners the opportunity to challenge themselves to achieve a correct pronunciation of the words. Moreover, it could be performed in groups of three. The players have a die to play. Each player has the opportunity to throw it, and place it in the correct box in order to pronounce the word correctly. If the player does not pronounce the word correctly, he/she has to go back to his/her previous position.

Soup Letters

Students have to look for some words in the soup according to the list of words provided in the booklet. In this game, students develop their capacity to observe and identify vocabulary, which is studied or will be studied.

Phonics Bingo

In the booklet, students will have a grid where they can write down some words, which students are using in the book. Then the teacher will randomly choose some of them and read them. Students have to cross out the words that they have listened to. It is important to choose the kind of system to win. It could be horizontal, vertical, diagonal or the full table.
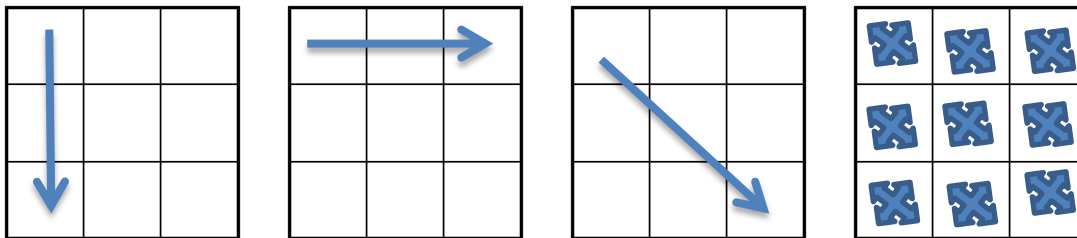
Repeating Chants

The teacher will play or read loudly the chants made on the booklet. Here, chants are conformed by words, which were practiced in the previous exercises. The most important thing is to use the correct pronunciation and intonation. Then, students have to practice by themselves. It is a good idea to practice using the chants like tongue twister.

Section 1

Lesson 1 Objectives:

- Learn rule 1 using short a and short o
- Learn some extra vocabulary.

Key words: Dad, pad, bag, rag, man, fan, mom, mop, hop, pop, pot, hot

Materials:

Teacher's kit

White Board

Warm up

Students will write down on a piece of paper four monosyllabic words. Then, they have to read them in order to see if they are correct.

Use the pages

1. **Form the words using the numbers.**

Students will work individually to discover the words by linking a number with a letter. Then they will check answers with the teacher.

Answers:

Dad, Mom, Pot, Hop, Rag.

PHONIC ACTIVITIES

Monosyllable (1 vowel before 1 consonant)

1. Form the words using the numbers.

10	21	5	15	19	6	2	11	4	26	7	12	9
E	N	K	K	W	I	X	Q	L	Y	T	Z	G

13	17	3	22	8	24	16	18	20	14	23	25
O	B	S	F	U	J	P	D	M	H	V	A

13	25	18

20	13	16

16	13	26

14	13	16

5	25	9

2. Vocabulary: Listen and repeat

2. **Vocabulary: Listen and repeat**

Teacher will read the vocabulary our loud in order for students to get familiar with the correct pronunciation of the words and catch the meanings according to the picture.

Remember: a short vowel has brief sound.

Teacher will explain the use of rule 1 using some words like:

Cat

Man

Ox

Top

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Ángel Rodrigo Matailo Chillogalli

Activity: Missing sound

3. Complete the missing sound according to the image.

a. F__n	b. M__p
c. D_d	d. M__m
e. B_g	f. P_t
g. H_t	h. R_g

Remember!

Rule 1: When a word is monosyllabic and it has one vowel before one consonant, the vowel of this word is briefly pronounced.

Keep an eye on!

ar or er ir ur

They have a different pronunciation in a word and do not follow the rule.
Ex. Car, bar, for, sir, etc.

3. Complete the missing sound according to the image.

Model the first one for the class in order that they be able do it by themselves later.

Point to the letters as you say the sound and the word: fan.

Have students point as they repeat the sounds:

Then have students completing the words.

a. Fan
b. Mop
c. Dad
d. Mom
e. Bag
f. Pot
g. Hot
h. Rag

Remember!

Students must be aware about the use of rule 1.

Rule 1: When a word is monosyllabic and it has one vowel before one consonant, the vowel of this word is briefly pronounced.

Keep an eye on!

After teaching students, the first skill it is important to teach them also the murmur diagraphs, which have their own phonetic sound depending on the word where they could be used.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Section 1

Lesson 2 Objectives:

- Learn the rule 2
- Learn vocabulary related to physical appearance and others.

Key words

Physical appearance:

long, blond, and bald.

Others: Camp, hand, ant, lamp and belt.

Materials:

Teacher`s kit

White board.

Warm up

Broken phone: The teacher whispers a word into a student's ear then that student must pass around the class to the others classmates.

Use the pages

1. Crossword

Students complete the crossword using the clues.

Answer:

Down

1) Bold 2) Ant 3) Camp

Cross

4) Long 5) Hand

2. Vocabulary: Listen and repeat

Teacher must model each word loudly to students in order to familiarize them with the new vocabulary. Then students have to repeat the same words by practicing the correct pronunciation based on the skill.

Teacher will explain the use of the rule 2 using some words like:

Test

Stamp

Fast

One vowel words (1 vowel before 2 consonants)

1. Complete the crossword.

Cross	Down
4. Antonym of short.	1. One person without hair.
5. The end part of a person's arm.	2. A small animal that lives in colonies in the ground.
	3. A place with tents, or other structures, used by soldiers or travelers.

2. Vocabulary: listen and repeat.

camp	bald
long	blond
hand	ant
Lamp	belt

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Ángel Rodrigo Matailo Chillogalli

3. Look carefully at the words given. Listen and repeat. Then circle the words with one vowel and two consonants at the end.

a)

wind

Sun	House

Car	(blond)

b)

ant	Fat

belt

Father	Tent

c)

Love	Coin

Dog

Live	Play

d)

Cat

Paint	Rag

Best	Lamp

4. Write the words that you circle in exercise 3.

_____
_____
_____
_____

Remember!

Rule 2: When a monosyllabic word has a vowel before two consonants at the end, the vowel of this word is briefly pronounced.

Remember!

Rule 2: When a monosyllabic word has a vowel before two consonants at the end, the vowel of this word is briefly pronounced.

3. Look carefully at the words given. Listen, read and circle

Have students work individually and then in pairs to check their answers. Students have to circles monosyllabic words according to rule 2.

Answers:

a) Wind, blond

b) Ant, belt, tent

c) 0

d) Best, lamb

Now, the students will have the chance to practice their pronunciation of each word as well as check their answers.

4. Write the words that you circle in exercise 3.

Students have to write the words that they found in exercise three and recognize which of them follow rule 2.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Section 1

Lesson 3 Objectives:

- Learn the rule 3
- Learn some extra vocabulary

Key words: go, dry, she, my, me, fry, he, cry, we, try, be, hi, by, pro, fly

Materials:

Teacher's kit

White Board

Warm up

Students will choose some personal pronouns that they remember. Then, they have to compare if someone else has the same pronoun. The first student who finds at least three classmates with the same words wins.

Use the pages

One vowel words (1 vowel at the end)

1. Find the following words:

| BE | CRY | FRY | HE | SHE | TRY | WE |

2. Vocabulary: Listen and repeat

She	My
Fry	Me
He	Cry
Try	We
Be	By
Pro	Hi
Fly	Go

1. Find the following words

Students have to look for the set of words provided in the box individually. Then, they will have the chance to check their answers with the whole class.

2. Vocabulary: Listen and repeat

Teacher will loudly read the vocabulary in order that students get familiar with the correct pronunciation of the words.

Explain, sometimes "Y" is considered as a vowel and it is pronounced as long i.

Teacher will explain the use of the third rule using some words like:

Go

Fry

Pro

He

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Ángel Rodrigo Matailo Chillogalli

Activity: BINGO

3. Choose some words and fill up the spaces. Then, listen to the teacher and cross out if you have the words.

Dry	She	My	Me	Fry	He	Cry	We	Try	Be
		Hi	By	Pro	Fly				

Listen carefully to the pronunciation of each word and check if you can do the same.

Remember!

Rule 3: When a monosyllabic word has one vowel at the end, you pronounce the vowel as in the alphabet in English.

Keep an eye on!

Sometimes the letter "y" is pronounce like the vowel "i". Ex: Dry

3. Choose some words and fill up the spaces.

Show how on the first square students can choose the words.

When all of them have filled up all the squares, explain the rules about how you are going to play.

They can win if they have three words in the same line in horizontal, vertical or diagonal.

Pronounce the words clearly, so they do not get confused.

Look!

After teaching students rule three it is important to teach students about some special vowels like "o" which sometimes is pronounced like long u for example in the word do or to.

Remember!

Rule 3: When a monosyllabic word has one vowel at the end, you pronounce the vowel as in the alphabet in English.

Keep an eye on!

Sometimes the letter "y" is pronounce like the vowel "i". Ex: Dry

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Section 1

Lesson four Objectives:

- Learn rule 4
- Learn some extra vocabulary

Key words: Name, game, cake, lake, gate, skate, five, dive, lime, time, mute, cute

Materials:

Teacher's kit

White Board

Warm up

Choose five students and provide them with a word each. Divide into groups of three and then the groups will try to guess the words that the five students have by miming.

Two vowel words (e is the last vowel)

1. Read the story. Then, underline the words where the "e" is the final vowel.

死 I am Kate. In winter, my class takes a big test. Then, we you on vacation!

We play outside in the snow. Several kids use their skates. My friend and I smile. We make hot tea and stir it with a spoon.

In summer, we play outside in the sun! We swim in the lake and go on the swings. I like the winter and the summer. What season do you like?

_____.

2. Vocabulary: Listen and repeat the minimal pairs.

Name	Game	Cake	Lake
Gate	Skate	Five	Dive
Lime	Time	Mute	Cute

Use the pages

1. **Read the story: Then, underline the words where the "e" is the final vowel.**

First, students have to read and discuss the story in pairs. Then, students have to notice which words contain the "e" as the final word. Finally, the teacher and students will share and check the correct words.

Answers: Kate, we, use, smile, make, lake, and like.

2. **Vocabulary: Listen and repeat**

Teacher will read the vocabulary aloud in order that students get familiar with the correct pronunciation of the words and catch the

meaning according to the picture.

Teacher will explain the use of the rule four using some words like:

Like

Life

Face

Safe

Save

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Activity: Listening Minimal pairs

3. Listen and complete

a. __ake	__ake
b. __ive	__ive
c. __ute	__ute
d. __ime	__ime
e. __ame	__ame
f. __ine	__ine
g. __ate	__ate

4. Write your own minimal pairs with skill 4.

_____	_____
_____	_____

Remember!

Rule 4: When a monosyllabic word has two separated vowels and "e" is the last vowel, we do not pronounce the "e." It means the first vowel is pronounced as in the Alphabet in English.

4. Write your own minimal pairs with the rule 4.

Student have to provide 2 minimal pairs with a silent e. You can provide them with a short list with mix words pairs.

3. Listen and complete

Show on the first minimal pair how they must complete the word with the correct consonant in order to have the correct meaning.

You must read the minimal pairs in the following order.

a. **L**ake   **C**ake

b. **D**ive   **F**ive

c. **M**ute   **C**ute

d. **T**ime   **L**ime

e. **G**ame   **N**ame

f. **F**ine   **L**ine

g. **Sk**ate   **G**ate

Remember!

Rule 4: When a monosyllabic word has two separated vowels and "e" is the last vowel, we do not pronounce the "e." It means the first vowel is pronounced as in the alphabet in English.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Section 1

Lesson five Objectives:

- Learn rule 5
- Learn vocabulary related to the parts of the body and extra vocabulary.

Key words

Pats of the body: feet, knees, heart, head, feet, ear, teeth, and hair.

Others: train

Materials:

Teacher`s kit

White board.

Warm up

Hot potato: the students will pass around a ball made of papers. Each paper will contain some words related to the topic.

Use the pages

1. **Write the correct part of the body according to the drawing.**

Two vowel words (2 vowels together)

1. Write the correct part of the body according to the drawing.
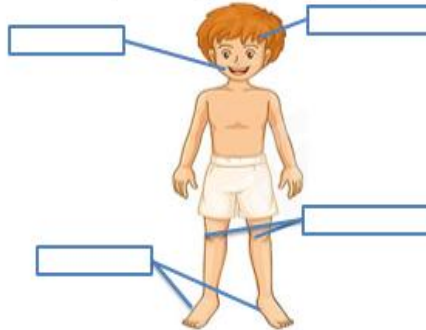
2. Vocabulary: Listen and Repeat.

	Train		Knees
	Teeth		Ear
	Feet		Hair
	Read		Eat

The students have to complete the missing parts of the body. Then, they will check their answers with their classmates.

2. **Vocabulary: Listen and repeat**

Teacher will pronounce the words aloud so students get familiar with the new vocabulary. In addition, he/she must explain the meaning of each word.

3. Listen, match and write

The teacher will pronounce the words aloud while students complete and match the missing sound. After that, have the students in pairs check the answers as well as practice the pronunciation of each word.

Answers: ee, **ea**, **ai**, **ea**, and **ea**

Remember!

Rule 5: When a monosyllabic word has two vowels together, the second vowel is not pronounced and the first one is pronounced as in the alphabet in English.

Keep an eye on!

The special vowels: ou, au, oi, ow, aw, oy and oo

The students must notice that when they see any of the above special vowels they will have to pronounce them differently. This set of vowels does not follow skill 5. Therefore, they need to be careful to avoid

Free phonics game

Divide the students in groups of three to play. Give the students a die to play. Each player has the opportunity to throw it, and place it in the correct box in order to pronounce the word correctly. If the player does not pronounce the word correctly, he/she has to go back to his/her previous position.

The teacher must monitor the activity around the class and make sure all students are practicing the correct pronunciation of the words.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli

Section 2

Lesson one Objectives:

- Learn the decoding 1.
- Learn new vocabulary.

Key words

Friday, colors, tiger, robot, music, hotel, waiter and problem,

Materials:

Teacher`s kit

White board

Warm up

Review the skills from section 1. Write some words on the board. Divide the class into small groups. Say each word and students will try to remember to which rule the word belongs.

Disyllabic words (a consonant between two vowels)

1. **Read this story and look carefully at the words in blue.**

Every **Friday**, **Peter** takes a trip to different **places**. This time he stays in a strange **hotel**. There is a white **color tiger** on the gate. This hotel has a **robot** as **waiter**. Peter likes a lot this place, so he invites some friends. At night, they enjoy dancing their favorite **music**. At the end of this party, Peter gets a big **problem**; he doesn't have enough money to pay the bill.

Discuss in pairs

What do the blue words have in common?

2. **Vocabulary: Listen and Repeat.**

FRIDAY	Friday	Colors	Colors
	Tiger	Robot	Robot
	Music	Hotel	Hotel
	Waiter	Problem	Problem

Use the pages

1. **Read this story and look carefully at the words in blue**

The students and teacher read the story together. Then, the whole class discusses it. Finally, they have to discuss the words in blue.

2. **Vocabulary: listen and repeat**

The teacher will pronounce each word to students in order to familiarize them with the new vocabulary. Then, each student has to point out each word and pronounce it.

Then, Explain to the learners what decoding 1 is about. The teacher must explain what a consonant blend is and its role within the rule. Put the students in a circle to practice all blends.

Remember:

The consonant blends cannot be divided into two consonants. Each of them represents only one sound when someone pronounces them.

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Ángel Rodrigo Matailo Chillogalli

Activity: Unscramble

3. Order the letter to discover the word.

a.
e r i g t
tiger

b.
d y a l
_____

c.
u c m i s
_____

d.
a b b y
_____

e.
o l o c s r
_____

f.
d d i o
_____

Remember!

Decoding 1: When a disyllabic word has a consonant or blended consonant between two vowels, the consonant that follows the first vowel will form a syllable, and the other previous part forms the other syllable. Finally, apply the rules learnt for each syllable.

Keep an eye on!							
L-Blends	bl	cl	fl	gl	pl	sl	
R-Blends	br	cr	dr	fr	gr	pr	tr
S-Blends	Sc	sk	sl	sm	sn	sp	st	sw

3. Put the letter in order to discover the word.

Individually, learners have to put the letters in order to form the new word. Then, they share their answers with the whole class.

Answers: Lady, music, baby, colors, dido.

Remember!
Decoding 1: When a disyllabic word has a consonant or blended consonant between two vowels, the consonant that follows the first vowel will form a syllable and the other previous part forms the other syllable. Finally, apply the rules learnt for each syllable.

Keep an eye on!							
L-Blends	**bl**	**cl**	**fl**	**gl**	**pl**	**sl**	
R-Blends	**br**	**cr**	**dr**	**fr**	**gr**	**pr**	**tr**
S-Blends	**Sc**	**sk**	**sl**	**sm**	**sn**	**sp**	**st**	**sw**

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Ángel Rodrigo Matailo Chillogalli

Section 2

Lesson two Objectives:

- Learn decoding 2.
- Learn new vocabulary.

Key words

Tractor, picture, monkey, pencil, magnet, window, shampoo, singer.

Materials:

Teacher`s kit

White board

Warm up

Review decoding 1 and the above rules from section 1. Practice some examples of the other rules by writing down some words on a piece of paper.

Disyllabic words (two consonants between two vowels)

1. Listen and repeat the song

Am I **better** off dead? Am I **better** off a quitter? They say I'm **better** off now Then I ever was with her As they take me to my local down the street I'm smiling but I'm dying trying not to drag my feet.	They say a few drinks will help me to **forget** her But **after** one too many I know that I'm never **Only** they can see where this is **gonna** end But they all think I'm crazy but to me it's **perfect** sense. (by The Script)

Discuss in pairs

What do the purple words have in common?

2. Vocabulary: Listen and Repeat.

	Perfect		Picture
	Monkey		Forget
	Magnet		Tractor

Use the pages

1. Listen and repeat the song

Have the students pay attention to the lyrics of the song in order to notice the pronunciation of the words. Then, they have to discuss the words in purple.

2. Vocabulary: listen and repeat

Teacher will read aloud the vocabulary in order that the students get familiar with the correct pronunciation of the words as well as their meaning.

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Ángel Rodrigo Matailo Chillogalli

Activity: Connecting

3. Pronounce, connect, and write

Mon o ney

M key nkey

Monkey

Sham ampo o

Sh po poo

_____

Sin er g

ger s inger

_____

dured rd ured

P ic pic

_____

4. Create your own matching

— — —

— — —

Remember!

Decoding 2: When a disyllabic word has two consonants (no blends) between two vowels sounds, they will be divided into two syllables and then apply the rules.

3. Pronounce, connect, and write

The teacher has to explain the activity. The students will listen to his/her voice. Then, they have to match the correct syllables in which the word is divided based on decoding 2 and rewrite it in the provided space. After that, the teacher will explain the example (monkey) and clarify the student's doubts.

Now, pair the students to check their answers and practice the pronunciation of each word.

Answers: sham-poo, sin-ger, pic-ture.

4. Create your own matching

Finally, the students will have the chance to create and share their own word as well as decoding it. During the development of this activity, the teacher must monitor the whole class and give assessment to the students.

Remember!

Decoding 2: When is a disyllabic word has two consonants (no blends) between two vowels sounds, they will be divided into two syllables and then apply the rules.

Silvana del Rocío Maldonado Achig
Ángel Rodrigo Matailo Chillogalli
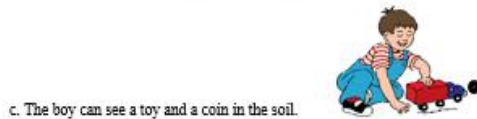
Enjoy!

Listen and chant.
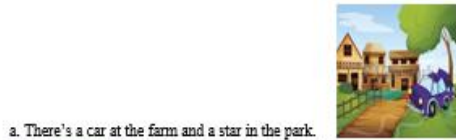
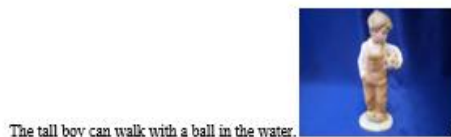a. There's a car at the farm and a star in the park.

b. The girl takes the purple bird to the nurse.

c. The boy can see a toy and a coin in the soil.

d. I pull a book from a bush with my foot.

The tall boy can walk with a ball in the water.

This game is just for practicing pronunciation through chants.

Make your students repeat them and check their pronunciation in order to assess them.