

**PRONUNCIATION IMPROVEMENT IN EFL YOUNG LEARNERS THROUGH
PHONICS INSTRUCTION**

**A Thesis Presented for the
BA in English Teaching
Degree**

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Bogotá

2015 - 2016

ACKNOWLEDGMENTS

I would like to express my deep gratitude to Professor Sebastian Concha and Professor Catalina Lalle, my research supervisors, for their patient guidance, enthusiastic encouragement and useful critiques of this research work.

I would also like to thank my colleague and co-author Lilian Andrade for her patience and commitment during the project, because this project was not only as prove for friendship but also a proof of teamwork.

Finally, I wish to thank my parents for their support and encouragement throughout my study.

Daniel Felipe Álvarez Rojas

I wish to express my sincere thanks to Professors Sebastian Concha and Catalina Lalle, my research project advisors, for providing me with all the necessary facilities for the research.

I take this opportunity to express gratitude to all of the Department faculty members for their help and support. I also thank my parents for the unceasing encouragement, support and attention. I am also grateful to my partner and co-author Daniel Álvarez who supported me through this venture.

Lilian Lucero Andrade Chavez

I would like to acknowledge the support provided by my research supervisor Sebastian Concha and my family during the preparation of my final year project.

Maria Andrea Beltrán Herrera

ABSTRACT

This is a research aiming at finding out how effective Phonics Instructions improve fifth graders pronunciation of two minimal pairs /θ/ voiceless, /ð/ voiced; // short and /l:/ long. Based on the observation done during the first weeks of class at Gimnasio Fray Martín de Porres with fifth graders, we found out that one of students' problems in learning English was pronunciation and one useful methods in teaching pronunciation was designing and implementing Phonics Instructions activities, due to Phonics Instruction is a process that involve Multisensory approaches and Learning styles, according to **MOUSTAFA (1999)**, Multisensory Approach or VAKT (Visual-Auditory-Kinesthetic-Tactile) implies that students learn in a smooth way the information when it is presented with different modalities. The participants of this research were 13 fifth graders from Gimnasio Fray Martín de Porres in the second semester of 2015. The method for collecting data in this research was mix research, which consists in numerical and non-numerical data. The instruments used in this research were tests (students' oral performance), lesson plans and artifacts. This research contained three moments. The first one was a pre-test, the second one was the implementation subdivided into four stages according to the amount of sounds contrasted and finally a third moment was a post-test.

From the data collection and analysis, the mean score for pre-test was 7/10 meanwhile the post-test was 29/40 it was possible through the fifth stages staged by **(Lloyd, 2007)**.

The first stage was *learning the letter sound*, in this stage students recognized what is the sound that a specific letter does and how it changed in combination with other letter sounds.

The second stage was *learning the letter formation*, in this stage is teacher centered class in which students learn using Visual-Auditory-Kinesthetic-Tactile approach (VAKT) at the moment of watching how the teacher formats the letter on the board, taking into account that they are fifth graders and they already know how to write, this step was focused more on the formation of the symbol that represents the sound, on the air and saying the sound.

The third stage was *blending*; this is the time when students learned to recognize which letters must to be combined in order to create one sound. however in this stage researchers identify to possible problems to be analyzed in further researchers; bearing in mind the problems that might be appear according to **Lloyd (2007)**, Young Learners, have to deal with these situations, First, They do not know the letter sounds well enough. Second, they do not know how to recognize the emphasis on the specific sound.

The fourth stage was *identifying the sound in words*, in this stage was necessary to start from spoken language, then, by listening and finally writing the word.

The fifth and finally stage was *tricky words*, in this stage students learned how to blend letters sounds that are difficult to be recognized by the time of being pronounced.

In this case this approach “Phonics Instruction and VAKT” aims to contribute to the reading and writing process, however as the aim of this research was focused on the improvement of the pronunciation of two specific minimal pairs /θ/ *voiceless*, /ð/ *voiced*; /ɪ/ *short* and /i:/ *long* with the EFL population, thus, students’ pronunciation was improved by 22 (30%). The attitude and participation were gradually improved. Based on the result, it can be concluded that Phonics Instructions were well accepted by students and significantly improved their pronunciation of /θ/ *voiceless*, /ð/ *voiced*; /ɪ/ *short* and /i:/ *long*.

Having said this, we suggest applying Phonics Instructions in EFL teaching-learning class with young learners emphasizing in the use of phonemes with common words, sentences and simple conversations; Phonics Instruction not also helped to improve the pronunciation of the students, in addition, it helps students fluency, reading comprehension, spelling and literacy.

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INTRODUCTION

This research was aimed to contribute to the learning process of young learners of English as foreign language at a private school in Bogotá in terms of pronunciation. The method was through the observation of how students reacted with the teaching of Phonics Instructions to improve their pronunciation of the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long, to improve pronunciation of words and phrases containing these sounds. The aim of this research was not that children achieved an advanced level of English. However, the idea was that at the end of the year children would not have as many difficulties as they usually have pronouncing and differentiating the phonetics minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long. In order to have a simple conversation in English taking into account that they were still in the process of learning their first language and they were at the same time learning their L2 (English) also highlighting that they were not properly immersed in an environment in which they could practice constantly their English knowledge.

Firstly, the research problem was that young learners from fifth grade of that school do not have the opportunity to improve and practice their pronunciation in English because there is not a moment to teach it. Due to the students have five hours of forty-five minutes each per week and also by the limitations established by the school making the teacher to use a book without pronunciation exercises trying to cover the units assigned for a two-month period.

The teacher based her class on a book titled *Smart English 5 (Efuture, 2008)* which does not contains activities to improve their pronunciation skill. The book is focused in writing, reading and listening skills, see [appendix 1](#).



Secondly, the Ministry of Education (MEN) suggests some specific standards for (TESOL) that are comprehension skills, which are divided in listening and reading sub skills and production skills that are divided in writing and communicative.

(Colombiaaprende.edu.co, 2016)

Thus, Phonics Instructions was implemented in order to contribute in the pronunciation of young learners of English as foreign language of two minimal pairs (/θ/, /ð/, /l/ and /l:/) in a private school. To carry out this research it was important to take into account three theoretical constructs:

- First *Phonics Instructions in English as a first language and as a foreign language* which is defined as “An essential part of the learning process for beginners that involves learning the alphabetic system, that is, letter-sound correspondences and spelling patterns, and learning how to apply this knowledge in their reading” **(National Reading Panel, 2000 p.89)**. Taking into account that there are more than 40 sounds in English but only 26 letters it is important to recognize that symbols exist to represent each English sound. This project pretended that students could learn to pronounce words in simple phrases and sentences in English using properly the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long. Additionally, based on the five stages mentioned by **Lloyd (2007)**, in her book “Handbook of Phonics”. She established the following stages:

 1. **Learning the letter sound**, in this stage, students recognized what is the sound that a specific letter makes and how it changed in combination with other letter sounds.
 2. **Learning the letter formation**, here students learned how to speak, listen and write the letter sound.
 3. **Blending**, this stage showed to students how they could link two or more sounds together in words, in order to create one of the minimal pairs learned during the implementation.
 4. **Identifying the sounds in a word**, with these phase students were able to recognize the letter sounds into words, even in phrases or short conversations.

- 5. Tricky words**, this is the last of the stages established by **Lloyd (2007)**, through the activities previously developed by students were possible to start teaching difficult words that were not easy to hear the letter sound or that could be difficult of being spelled at the moment.
- Second, *Pronunciation of English as a foreign Language*. It is the result of producing the sounds of speech, including articulation, stress, and intonation, that means the way in which a word or letter is said correctly. (Kelly, 2001)
 - Third *Teaching English to young learners*, According to **Nunan (2011)**, “this concept covers a large chronological age span from the age of 3 years to 15” (p. 5). The project’s population was between 10 and 11 years old. It means to say that they were in the stage of *young learners*: “They have lower levels of awareness about themselves as well as about the process of learning. Generally, they are more concerned about themselves than others are. They enjoy fantasy imagination and movement”. (Nunan, 2011, pg 140).
 - Forth, *Minimal Pairs*; according to **Barlow, J - Gierut, A. (2002)**, “a *minimal pair* is a set of words that differ by a single phoneme, whereby that difference is enough to signal a change in meaning”.

Students were going to start recognizing the minimal pairs /θ/ voiceless, /ð/ voiced; /l/ short and /l:/ long. So it could be helpful for them in order to start improving their pronunciation skill in common words such as: *Fa/ð/er, Ga/ð/er, Mon/θ/, /θ/anks, s/l:/, tr/l:/, w/l/nter, g/l/ft* used in common phrases and sentences.

To have an average of the pronunciation state of the students it was necessary to apply pre- test and finally to know how was their process after Phonics Instruction (implementation). Post- test was implemented to collect information from students to check that they had any improvement in their pronunciation skill in terms of these two minimal pairs pronounced in words phrases and sentences.

To see the pre-test and post-test applied to the student in order to know the pronunciation before and after the implementation of Phonics Instruction with an implicit use of Visual-Auditory-Kinesthetic-Tactile (VAKT) [See Appendix 2-4](#)

Another data that was collected from the students was some of the art-crafts done by them in classes in order to have a sample to analyze if they had any progress before, during and after the implementation. This sampling was randomized in order to have a clear view of their improvements. [See Appendix 3](#)

CHAPTER 1

Statement of the problem:

Young learners specifically from fifth grade at the private school Gimnasio Fray Martín de Porres in Bogota do not have enough opportunity to improve and practice their pronunciation in their English classes. Moreover, textbook does not include enough activities for this purpose. The classes were based on teaching grammar (past simple, present simple). A regular class of English for fifth graders at Gimnasio Fray Martín de Porres started in the following way:

- First, teacher checked homework in order to clarify doubts about the previous topic.
- Second, teacher did a presentation of the topic through images exemplifying the new vocabulary.
- Third, teacher taught the grammatical structures in an inductive way.
- Fourth, students practiced through worksheets and on the guidebook.
- Fifth and finally, teacher assigned homework.

However according to the Colombian Ministry of Education (**Colombiaaprende.edu.co, 2016**) referring to basic standards in English for students between fourth and fifth grade they must have an A2 and achieve specific standards such as:

- They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- They can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

However these standards have a lack in terms of pronunciation. They just refer to the achievable goals that the students should produce like monologues about the weather, the clothes, and the seasons; however, they never mention the expectances of the pronunciation from fifth graders or any general or specific goal in this area.

Therefore, it is complicated that students can achieve these standards because speaking skills are not practiced with major intensity. English' classes are based on the book "*Smart English*" in which there are not enough activities to promote this skill but it is based on grammar and vocabulary. [See Appendix 1](#)

However, pronunciation is important because it helps students feel comfortable at the moment to speak in public, have a clear and understandable conversation and the communication can be improved with an English person or a person who speaks English as a foreign language. **(Maniruzzaman, 2008)**

In addition, there are not enough researches in Colombia that support the use of Phonics Instructions, exercises or activities to improve or practice pronunciation in young learners. However, in Bogotá there are currently two studies about Phonics Instruction to improve the reading skill and pronunciation in older learners such as researchers entitled *Tucker Signing as a Phonics Instruction Tool to Develop Phonemic Awareness in Children* **(Valbuena, 2014)**. *Explicit and Differentiated Phonics Instruction as a Tool to Literacy Skills for Children Learning English as a Foreign Language* **(Martinez, 2011)**. Those studies were done in the same population and one supported the other one.

Moreover, in Japan **Ladrked (2009)**, proposed a *Development of English pronunciation with phonics*; “which showed that it is possible to teach university students to pronounce and further to read English as a foreign language using phonics approach.” It shows that with the use of Phonics Instructions, students can improve other skills apart from reading and it can be useful for different population and not only children. Besides, students can have the advantage to use Phonics Instructions to improve other skill, in this case pronunciation.

According to *Basic Standards Of Competences In Foreign Languages: English*, the basic standards for conversation for students in fifth grade are that they have to be able to answer questions about feelings, personal needs or use the body language when they do not know words in English. However, there are not standards in which children are able to speak with a proper pronunciation or where they must have a short conversation using a proper pronunciation of each word or phrase.

In those standards, it is important to take into account pronunciation as an important factor. Due to, this skill can be affected while having a simple conversation. According to *The Importance of Proper Pronunciation* (n.d) bad pronunciation can result in a breakdown to transmit the message and cause problems in the communication. For that reason in the EFL classrooms teachers should teach and focus on pronunciation, so learners can avoid making mistakes while they are speaking in English and avoid misunderstandings and embarrassing situations at the moment to pronounce common words, sentences and simple conversations.

Finally, “The critical period Hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanisms that assist first language acquisition” **(Cameron 2002, p. 14)**. For this reason, the age of the students from this research was adequate to carry the project out because at the moment to use Phonics Instructions children could understand ~~with~~ easier and acquire the information better than after puberty.

If children make a mistake when they pronounce, they will probably not feel as shy or frustrated as an adult, or teenager. Afterwards they will not have difficulty in their English learning process because they have had good basis in pronunciation in common words, sentences and simple conversations.

Research question:

How does Phonics Instruction contribute to the English pronunciation of two minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long in EFL fifth graders from Fray Martin de Porres School during the second semester 2015?

OBJECTIVES

General:

Analyze the impact of Phonics Instruction of two minimal pairs, /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long, in fifth graders from Gimnasio Fray Martin de Porres school during the second semester 2015.

Specifics:

- Identify the problems distinguishing the pronunciation of two minimal pairs, /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long, in common words, sentences and short conversations.
- Describe the implementation of phonics instruction of two minimal pairs, /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long, in common words, sentences and simple conversations during six sessions.
- Evaluate the impact of phonics instruction of two minimal pairs, /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long, during six sessions.

JUSTIFICATION

This research is done because young learners present different problems regarding English pronunciation like mispronunciations of common words, low emphasis on pronunciation and error correction. For example, when a student pronounces /'fætər/ instead of /'fɑðər / the teacher just continues their class without paying attention to those details. Another example in class if the student was learning the numbers and he confused the number three /θri:/, with the object tree /tri:/, in this case his partners should infer the right pronunciation based on the context and not on what he said.

Based on the experience, primary school is one of the most important stage during the learning process of the students because they start to develop *the comfortable intelligibility*. According to **Kenworthy (1987)**, comfortable intelligibility or intelligibility “*is to be understood by others by the listener in a given time.*” (p.145). For that reason, it has been decided to explore and improve this essential and basic step of English pronunciation as a whole.

What is more, it has been decided to improve the English pronunciation of these children through Phonics Instruction for the sake of giving them the opportunity to foster an accurate pronunciation of these two minimal pairs /θ/, /ð/, /i:/, / I / In pro of avoiding in few years misunderstandings or ambiguities, for example, sheep vs ship /ʃi:p/ vs /ʃɪp/.

Also, what is expected with this research is to contribute not only to the students' pronunciation learning process; but also, to the teaching community to make them understand that pronunciation is a vital part of the curriculum. We as teachers are having troubles with students' pronunciation in higher grades and we need to guide them timely during their process in the direction to make them self-conscious, self-critics, autonomous and self-regulated to the extent of creating spaces for them to practice.

It is expected that students become autonomous. According to **Taylor (2000)**, this is the flexibility that students have at the moment of their learning process by exercising through repetition. According to **McDowell - Mowl (1996)**, Peer assessment is an innovative strategy that improves and empowers learners taking into account the prior criteria at the moment of judging students' work. So, they will be able to correct their partners as far as they already know the accurate pronunciation. To explore and deal with the vocabulary learned day-by-day teachers have always to give clear instructions and corrections on the mistakes or errors that students commit during class.

CHAPTER 2

Literature review

This paper seeks to understand the concepts of Phonics Instruction in English as a first language and as a foreign language; pronunciation of English as a foreign language in young learners from the perspective of different authors. It will also show the importance of phonics in the English Pedagogy area as a foreign language to young learners. In addition, the reasons why phonics was the chosen strategy to address the pronunciation problem of the participants of this research is going to be explained.

1. Phonics Instruction in English as a First language and as a foreign language:

To begin with Phonics in English as a first language, according to **National Reading Panel (2000)**, Phonics Instruction has three main goals in the English learning process:

- Teaching how to use letter-sound relation to students in order to know how to apply this knowledge in their reading and writing process. For example when teaching children the letter M; they are recognizing the letter by either touching it, seeing it and at the same time, doing the sound and writing the letter in a word or in a sentence.
- To learn how to blend sounds together in order to decode words so while children are learning different sounds such as ('f-ɑ-ð-ə-r), they recognize the sounds and thus they can identify the words with those sounds.

- To break spoken words into constituent sound with the aim that students will be capable to create new words based on the constituent sound. For example, ('f-ɑ-ð-ə-r), children can learn words using the sounds depending on a context such as ('m-ʌ-ð-ə-r)" and thus they can find other words apart from the ones that the teacher taught.

Related with this project children will improve pronunciation sub-skill with the use of Phonics Instruction because they can learn how to link letter-sounds; blend the sounds; and they can learn how to pronounce properly different common words such as ice cream, father, sea, beach, mother, rain, winter, sunscreen and thanksgiving, in simple phrases and sentences.

Likewise “an essential part of the process for beginners involves learning the alphabetic system, that is, letter-sound correspondences and spelling patterns, and learning how to apply this knowledge in their reading” **(National Reading Panel, 2000)**. Phonics is used mainly with English native speakers because they learn to read and write with the teaching of phonics.

However, this project pretends that students learn how to pronounce words in English as a foreign language in a correct way, as this is going to be beneficial for them because they will have the ability to have simple conversations with simple sentences and vocabulary in an accurate mode with other people. More than that, they will improve a skill that has not been enough fostered in their school and with the teaching material approved by Gimnasio Fray Martin de Porres “*Smart English 5*” (Efuture, 2008).

The aim of this research is to improve pronunciation of the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long. For this reason **Lloyd (2007)**, states five stages to follow with the teaching of Phonics Instruction in EFL students. Lloyd said that young children learn quickly when they are actively involved on activities where Visual-Auditory-Kinesthetic-Tactile (VAKT) is the principal approach. The stages are:

- **Stage 1 learning the letter sound:** in this stage students recognize what is the sound that a specific letter makes and how it changes in combination with other letter sounds. To introduce the letter sound, it is recommended to teach one sound a day in that way at the end of the process student will be able to go forward through the letter sounds. Students catch more the letter-sound by doing activities based on VAKT, so taking into account VAKT students are able to touch and move their fingers, listen and see the representation of the letter sound. In this stage is possible to use onomatopoeia, but this is more orientated to improve reading and writing skills. In addition the first stage enable and prepare students to start learning the letter sound of the day. In this stage is not necessary from them to do graphic representations because it is a brief introduction and they just need to be actively

involved on the pronunciation, on the image and the graphic representation, also in this stage students learn the name of the letters and symbols.

- **Stage 2 learning the letter formation:** According to Lloyd, students first spoke, and then listen and finally they write the formation of the sound. To apply this stage it is necessary to follow four steps in order get better results:
 - Teachers show the formation on the board.
 - Teachers show the formation on the air checking that students do it correctly. In this step students learn by watching, imitating and saying the sound.
 - Students receive a sound sheet, which includes the formation sound.
 - Students decorate the formation and then they feel the formation by passing the finger on it.
- **Stage 3 blending:** in this stage the first sound must be louder than the others, the following letter must be softly and quickly spoken with the purpose to focus the attention of the students on the sound. To start blending sounds students have to take a look to the graphical representation of the sound (letters) and produce one sound.
- **Stage 4 identifying the sounds in a word:** with these phase students are able to recognize the letter sounds into words, even in phrases or short conversations. At the moment of listening and creating a graphical representation of the sound (letters) students are developing their phonological awareness, in order to produce words without the help of the teacher. Teacher ask students if they recognize a specific sound in common words with the purpose to identify the place of that sound; if it is at the beginning, middle or end. Dictation is a good strategy to enable the students to

start recognizing the sounds in common words, phrases and simple conversations.

Finally, they are able to produce short texts or conversations in which they include the sounds learned. This can vary on the age and level of English of students.

- **Tricky words**, this is the last of the stages established by **Lloyd (2007)**, in this stage it is time for students to start analyzing common words and identifying their spelling in order to detect which words are tricky by checking the complexity of the word and the difficulty that the word has at the moment of being spelled.

Furthermore, the idea of Phonics Instruction implementation is not that children learn to convey the rules between letters-sounds as grammar. The purpose is that children know the systematic relationships between letter-sound. Besides phonics can be a technique, so children have a faster understanding about letters and correspondence sounds /θ/ voiceless, /ð/ voiced; /l/ short and /l:/ long. Regarding to the native speakers, this instruction is important to teach because they improve their first language. In essence all skills were involved (reading, writing, listening and speaking) because it involves listening, letters-sounds and how each letter is written. How it is read and pronounced by students. But specifically they improve better their reading using this instruction (**Anderson, Hiebert, Scott, & Wilkinson, (1985) quoted by Chard, D and Osborn, J (n.d) p. 38**).

For that reason, the big challenge for teachers is to give opportunities and chances to students to have an adequate pronunciation in common words, sentences and simple conversations through Phonics Instruction.

To sum up, the use of VAKT on Phonics Instruction during the stages let students to achieve a good pronunciation, gain fluency and literacy, so, Phonics Instruction not only helps pronunciation skill, it also contributes to the reading and writing process in which students have to develop certain activities divided into five stages in which they always started from a visual style of teaching to a writing process passing through spoken and listening activities. Having said this, Phonics Instruction not only tackle one skill at the same time basing this instruction at the same time with VAKT it integrates the four skills (reading, writing, listening and speaking) in one session.

As a conclusion, Phonics Instruction along with VAKT contribute to this research giving a system or process in which the implementations must be driven with the aim of the project that is to improve and contribute to the pronunciation of the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long in EFL young learners from Gimnasio Fray Martin de Porres school.

2. Pronunciation of English as a foreign Language:

According to **Macdonald (2002)**, “pronunciation is a key element of the learning of oral skills in a second language” (p.3).

These two points of view, drive just to one point: pronunciation is an oral communication process. Communication should be assertive and learners should be critic because a word, for example, can be pronounced in many ways, but just few are correct. So, to foster a good learning process, teachers need to be aware of the correct pronunciation of common words in their classes.

Likewise, if a learner is repetitive mispronouncing a wide range of phonemes, this can make extremely difficult the process to communicate with others. Mentioned by **Kelly (2007)**, there are two questions conceiving this topic “firstly, how far should we actively encourage and indeed train students to produce these features of connected speech, and secondly, should we give the different features equal weight in our teaching?” (p.113).

Moreover, link-up is highly related with Phonics Instruction because students that are taught by Phonics Instruction learn how to link-up sounds and letters in order to pronounce better all the sounds together. According to **Mortimer (1997)**, “encourage students to link words together should be done in the same way as natives do” (p.45). So, we need to encourage our students to start linking sounds in order to be natural and smooth by the time of speaking. As an example someone who learns through phonics is able to link the sounds /ʃ/, /i:/ and / p /, in order to learn and pronounce in an accurate way the word “sheep” or /ʃ/, /i:/ and / p / to pronounce the word, so they pronounce it in a simple conversation.

Pronunciation does not only mean the way student say or pronounce phonemes; it also involves more patterns like articulation, the sounds of the vowels, consonants, stress, intonation and other features of the speech. **Kelly (2001)**, Consequently, pronunciation of English as a foreign language will be useful inasmuch as the students learn how to articulate the minimal pairs /l/, /i:/ and /θ/, /ð/ to enhance their speaking skill, and focus their instruction on phonics.

In line with **Coe (1987)**, he stated,

“Spanish has 5 pure vowels and 5 diphthongs. The length of the vowel is not significant in distinguishing between words. This contrasts with English, which has 12 pure vowel sounds and 8 diphthongs. The length of the vowel sound plays an important role. It is not surprising, therefore, that Spanish learners may have great difficulty in producing or even perceiving the various English vowel sounds.”

Having said this, teachers could emphasize on these specific minimal pairs, as they are very common in English. In contrast with Spanish speakers that commonly confuse them as they are not familiar with those phonemes, specially /l/, /θ/ and /ð/.

3. *Teaching English Language to Young learners:*

To continue, the third construct is the concept of “young learners” which covers a large chronological age span: from around 3 years to the age of 15. Some writers and researchers try to segment learners strictly according to age: 3-to-5-year-old, 6- to 8-year-old, and so on” (Nunan, 2011. p. 5). The project’s population is between 10 to 12 years old. It wants to say that they are in the stage of young learners:

- They have lower levels of awareness about themselves as well as about the process of learning.
- Generally, they are more concerned about themselves than others.
- They enjoy fantasy imagination and movement.

“It has long been hypothesized that children learn a second language better than adults, and this is often used to support the early introduction of foreign language teaching” (Cameron, 2001, p.13). Children have the ability to learn a second language better than adults because children are in a stage where they do not feel shame or they do not worry if they make a mistake. At the moment of learning a second language it can be an advantage because they are not going to feel frustrated and the learning can be less difficult for them.

Besides, there is to bear in mind that children are able to learn easily because they have a part of the brain called “Deep motor area” where children learn in an intuitive way, **Thompson, (w.d)**. In addition, they are in a stage of exploration in which they learn new knowledge through experiences. In this case, phonics can be useful in the English pronunciation for young learners because they can reduce their anxiety and they can decrease their inhibitions when speaking a foreign language using new sounds for them.

“Think about how children gain their first language through listening to parents and other children, by joining in songs during routine daily events, by repetition of enjoyable and fun rhymes and sharing stories. This is the ideal way to learn an additional language” (**Crosse, 2007, p.7**). Having said that, it is interesting that when a child learns a second language, he/she learns the language in a similar way as the first language because a child knows already this mechanics and besides using enjoyable, fun and adequate activities according to the level, children can relate the topics with their daily life and using repetition. In that case, it is important to use appropriate activities where the teacher can be sure that children understand or learn about it. Peer-assessment, feedback or questioning are important for children to motivate them with the use of activities or materials that they are interested in to learn a second language as it was stated by **McDowell - Mowl (1996)**.

“The Critical Period Hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition” (**Cameron 2002, p. 14**). Researchers chose working with young learners because they learning a second language easily and get good results. If teachers take into account the different needs of students in terms of pronunciation, they will catch their attention at the moment to teach the foreign language.

In line with **Cameron (2002)**, by the time adults learn a second language they probably sound like non-native when they produce it. In contrast, children have a cognitive advantage by increasing abstract thinking skills over time that could help them to process better the L2 input. However, for natives it does not count as an advantage in terms of pronunciation due to they are immerse in the language itself.

4. Minimal Pairs in English as a Foreign Language

According to **Barlow, J. and Gierut, A (2002)**, a minimal pair is “a set of words that differ by a single phoneme, whereby that difference is enough to signal a change in meaning”. In other words, minimal pairs are words, which have a minimum of similarity in the sound, but the meaning is totally different. A minimal pair can also be identified according to the context. For example when two students are talking about fruits the student A says I like a peach /pi:tʃ/ and student B understands beach /bi:tʃ/, but they are talking about fruits, so student B by common sense would know that student A was talking about the fruit. Other possible example about minimal pairs is: there are two words *ability* and *agility* that are identical except for one sound. Their meaning is different and this meaning difference is signaled by two phonemes /θ/ and /ð/.

Words like this, which are semantically distinct and which differ from each other by one sound only are called “*minimal pairs*” (**Välismaa R, p 61**). In this research the minimal pairs /l/, /i:/, /θ/ and /ð/ were used. The idea was comparing these minimal pairs for that ,children could identify their differences, and thus they could improve the pronunciation in common words, sentences and simple conversations.

Otherwise, **Levis, J and Cortes, V (2008)**, stage "The sound /θ/ has been the target of much argument in pronunciation teaching. Because it is a distinctively English sound which is shared with few other languages". In the project the sound /θ/ with its minimal pair /ð/ were implemented to do the comparison between these minimal pairs. In agreement with **Swam (1997)** "When spelling English words or writing them from the teacher's dictation, beginning Spanish students may make mistakes with the English vowels a, e, i. The consonants h, j, r, y may also cause trouble, since they have significantly different names in Spanish." For that, students will note the difference and change their pronunciation of these minimal pairs when required.

As stated by **Roberts, R (2012)**, there are four stages in which learners can differentiate two minimal pairs:

- Putting two words or images on different sides of the board.
- They will have to listen and then choose the word they heard.
- Students can write down what they heard.
- Students say if the words that they listen are the same or different.

It is interesting to know that these kinds of activities make a better understanding by differentiating between two minimal pairs. Besides students can develop their listening skill and improve their pronunciation, they also avoid misunderstanding and embarrassing situations.

In conclusion, if teachers take advantages of the abilities that students already have, through the Phonics Instructions they can obtain a better pronunciation that will help them during the English Language learning process. Pronunciation involves a whole system and it does not only help students to communicate with others orally, but also to avoid ambiguity or obscure words that hinder the progress of the learner and how he communicates with others.

THEORETICAL FRAMEWORK

Research studies about phonics, young learners, pronunciation and minimal pairs are uncommon because there are not researches that include this project's four constructs. However an international research that is about phonics to improve pronunciation in older learners, *Development of English pronunciation with phonics Ladhert (2009)* was found that phonics can be used in older learners as well and that phonics can be use in the same way that English-speaking countries do.

National researches:

Tucker Signing as a Phonics Instruction Tool to Develop Phonemic Awareness in Children, Valbuena (2014), for this research it was necessary to take into account three goals, automatic word recognition, reading comprehension and desire for reading. This research was focused on promoting phonemic awareness of English as a second language. The study was made to 25 first graders, aged 6-7, in a public school in Bogotá with the use of a program called *Tucker Signing strategies for reading*. The idea was that students improved phonemic awareness while they read words or sentences using that program. After implementing the program students did not have to translate the words to their native language and they could learn relationships between letters-sounds. The results were satisfactory because the program was not only effective for native speakers, but also for Spanish speakers because they managed to read English words and sentences correctly.

As a conclusion the researcher staged that this program could be useful for children who have difficulties in their reading skill implementing it in foreign language learners. Based on **Valbuena's research (2014)**, it was determined that it was necessary to apply a diagnosis test in order to know students' previous knowledge and analyze the final results after the implementation of Phonics Instructions. To determine students' previous knowledge, it was necessary to apply a pre-test in order to know students' current pronunciation, awareness and weakness. In this part students saw twenty images with their English names on them. Students were recorded pronouncing the words in order to have evidences and collect the data for the aim of this research. To know the answer of the research question How Phonics Instruction activities contributed to the improvement of the English pronunciation level in EFL fifth graders from Fray Martin de Porres School during the second semester 2015? It was necessary to apply a posttest. In this part students found twenty images (different from the pre-test) with its names and students were recorded to get evidence about their improvement in the pronunciation of common words, sentences and conversations in order collect the data.

Explicit and Differentiated Phonics Instruction as a Tool to Literacy Skills

for Children Learning English as a Foreign Language Martinez (2011): Her research paradigm was qualitative action research. In this study the author wanted to improve reading comprehension, spelling skill and written statements with the use of explicit Phonics Instruction to first graders. In a bilingual, catholic and private school for girls in Bogotá. In the results their pronunciation improved at the moment to read a text and at the same time to understand what they were reading. However, the major benefit was the improvement of their written statements by revising and adapting EFL phonics vocabulary. This study permitted students to write complex sentences and communicate in a better way. It has been a support to identify Phonics as a great part of the learning process on EFL students especially with her population of girls from an elementary grade at bilingual school. In order to foster pronunciation skill, researchers planned to use as well Phonics Instruction with young learners to improve pronunciation giving them accurate activities that fulfill their needs using real-life context and thus building good basis in the acquisition of the foreign language in terms of speaking and listening.

In pronunciation improvement in EFL to young learners through Phonics Instruction research, teachers need to use understandable and clear material in which learners can interact with the foreign sounds in order to pronounce common words, in sentences and simple conversations.

According to **Martinez (2011)**, the main objective of this research was the development of reading abilities in the second language, including reading comprehension and spelling. The author found out that explicit Phonics Instruction improves EFL children's reading comprehension. The objectives of this project were designing Phonics Instruction activities to improve the pronunciation of the sounds /θ/, /ð/, /i:/ and /l/ for young learners of English as a foreign language because the material designed include some activities that could help their two language learning process.

In agreement with **Martinez (2011)**, pronunciation is an integrated part of the English Learning process in young learners and this research was focused in this skill taking into account practicing pronunciation through minimal pairs. Phonics Instruction helps students to better decode and pronounce an English word, which translates into a better understanding of what is being read, and hence improving reading comprehension of EFL students. For this reason this research help this research because if teachers create their own material based on students' needs, their outcome will be positive and they will show an improvement in their reading and spelling competences.

International researches:

Phonics for Chinese EFL learners, Gwendolyn N. (2004), there are several important aspects to bear in mind at the moment to analyze this research. For example:

- How Chinese students learn English.
- Foreigner instructions is based in conversation while the local teacher focuses in grammar, reading and writing.
- How pronunciation is taught; for example when students imitate their teacher.
- How children are taught English, especially for starters, “children are programmed to answer like robots, giving a set answers to a set questions” for example. T= hello, how are you? Ss= I’m fine thank you...

These aspects must be taken into account while teaching a second language. Moreover, when students are starters their needs have to be considered at the moment to implement the material and their learning styles. For that reason, good basis have to be used by researches in order to adequate their methodologies.

Although Gwendolyn N. Research (2004) was not only based in pronunciation, he emphasized that a correct pronunciation is very important because when a person has a conversation he or she can interpret a different meaning which other person wanted to say. It is important to have a good pronunciation due to the conversation is clear and it can be satisfactorily. He concluded saying that phonics is for everybody so much as to native speakers as to EFL learners.

It can help students at the moment to teach the correct pronunciation of a sound.

For example, one strategy is writing the spelling on the board *th*, students have to repeat the sound several times, then researchers give some examples of words that have the same sound and students can relate the sounds with the words and their different spellings. The final goal is that they can pronounce this sound in common words, in single sentences and conversations.

Development of English pronunciation with phonics by **Ladkert (2009)**, the aim was to explore and improve the pronunciation with students from first semester in a university of Japan which was based in consonants; the researcher used pre and post-test and the post-test was higher in its results than the pre-test. "The result of this study, generally, showed that Phonics Instruction could improve learners' pronunciation." **(Ladkert 2009)** It is interesting to find a research, which studied pronunciation with older learners and know that it was effective at the moment to compare the two tests. It means that phonics is not only useful to teach reading; It can also useful to focus pronunciation in communication.

Having said this, in order to help on the improvement of the pronunciation of the two minimal pairs $\theta/$ voiceless, $/ð/$ voiced; $/ɪ/$ short and $/i:/$ long in Young learners from fifth grade, this project not just pretends to tackle pronunciation isolated, we have to bear in mind their needs, their characteristics as being considered “young learners” their background. However, Phonics Instruction was to drive students to achieve the goal in terms of pronunciation. Bear in mind the final objective is that they can pronounce words, which have these sounds in sentences and simple conversations.

CHAPTER 3

RESEARCH DESIGN

Research paradigm

This project is based on improving the English pronunciation of two minimal pairs using Phonics Instruction to young learners. The purpose of this project is that students have an adequate pronunciation of words containing the two minimal pairs /θ/, /ð/, /i/ and /I/ contributing to the acquisition of English in terms of pronunciation. It is a mixed research in which quantitative and qualitative techniques are mixed in a single study.

(Johnson, 2004)

Population was observed and recorded at the moment to implement the two tests pre and post and they were analyzed when the Phonics Instructions were carried out. Qualitative research consists in non-numerical data as it collects information using research instruments such as: Audio-recording, Tests (Pre and Post Tests) and Artifacts. [See Appendix 5-8](#)

This project pretended to do natural observations that consisted of observe the behavior in a normal setting with no efforts to bring any type of change in the behavior, in order to analyze the impact of Phonics Instruction in the pronunciation of words containing two minimal pairs /θ/, /ð/, /i:/ and /I/ in young learners of English as foreign language; how it contributed in their learning process and if teaching phonics to these students were effective in their pronunciation in common words, sentences and simple conversations.

Based on the natural observations carried out to the focus group, it was necessary to take into account the needs of the young learners from the school previously mentioned and to start working in the best ways to help them to improve. It was necessary to apply a Pre-test in order to have an idea of the stage of their previous knowledge; also to know the level of difficulty they could handle. Audio-recordings were a great tool in order to have evidence to be contrasted later about their improvements and their weaknesses, what is more to reveal the high achievers of the group and to bear in mind how skillful they were with pronunciation at the beginning and at the end of the process. Later on, the evidence collected from the artifacts done by the students revealed a need of reconnect their identities with the learning process; by tackling their likes and using them as advantage on the process of inclusion of the Phonics Instruction. At the end a Post-Test along with a second Audio recording was applied to consolidate on measurable and comparable proof the improvements and advances that students had during the process of the Phonics Instruction and the implementation of phonics material.

Research approach

Action research is centered in the teaching field, which according to **Burns (2010)**, states: “AR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts” (p. 2).

Using action research in this project can provide the opportunity to do a self-assessment or feedback to teaching practice, constructive criticism, in order to improve any problem presented at the moment to implement the Phonics Instructions. Besides, children performance could be observable at the moment to carry out the phonics sessions. For instance, if it is understandable for them; if the activities are adequate; and finally observing their learning progress, when learning the proper pronunciation of sounds in common words, sentences and simple conversations in a second language.

In addition, this action research expresses the need to contribute to the pronunciation skill using Phonics Instruction to young learners of English as a foreign language. Hence, the project used collaborative action research according to **Burns (1999)**; it is defined as dynamic and complementary process and consists in four steps:

- Planning; Minimal pairs pronunciation was taught using phonics because it is assumed that they have errors at the moment to pronounce common words, sentences and simple conversations. The main goal was to plan activities that were appropriate for those students. They had to be dynamic or attractive for students.

- Action: activities were implemented, observed, analyzed and proved based on its effectiveness.
- Observation: observing what happened at the moment to teach the minimal pairs with Phonics Instructions. (If they learn, if it was effective, if students improve their pronunciation of the specific phonemes target /θ/, /ð/, /i/ and /l/)
- Reflection: teaching pronunciation through Phonics Instruction in young learners was reflected to check whether Phonics Instructions were effective to teach pronunciation of the target phonemes /θ/, /ð/, /i/ and /l/ in common words, sentences and simple conversations in young learners.

“Collaborative action research processes strengthen the opportunities for the results of research on practice to be fed back into educational systems in a more substantial and critical way. They have the advantage of encouraging teachers to share common problems and work cooperatively” (Burns, 1999). Considering that, the researchers were a group of three people. It was a cooperative and collaborative work because at the moment to implement the project with the population the aim was to be teaching, recording and observing what was happening in detail during the class in order to identify weakness and strengthens in the activities proposed and thus constructive reflection could be done.

TEACHER'S ROLE

The role from the teacher towards pronunciation was similar to the Presentation, Practice and Production (P-P-P) model. In this case, the teacher was the one who was the owner of the knowledge: she was the one who was capable to teach others on how to pronounce English words correctly. Some of the circumstances that influenced and affected the role of the teacher were:

- Students adopted a passive role during their learning process. Due to this, they have fewer opportunities to personalize the language, but they have more time to practice what they learn.
- Teacher needs more time to dedicate to the pronunciation of a word, then to the practice and finally to the production in common words contained in sentences and simple conversations. This stage was when teacher noticed if the process was meaningful or not for the students. For example,
 - Teacher explained the vocabulary of seasons; here teacher presented a list of celebrations and clothes.
 - Then, the teacher presented to the students the pronunciation of this vocabulary. That means that the main teacher pronounced quite exaggerate the pronunciation of the vocabulary and made students repeat it one time, then they practiced it with a partner.

- Then, she elicited from students the correct pronunciation from the interaction stage that students previously had.
- Finally, she evaluated in a brief conversation with a model previously given how they pronounced the new vocabulary in common words, sentences and simple conversations in order to assess at the end what was mispronounced.

For the implementation taking into account the needs of project researchers decided to adopt the following roles:

- **Researcher 1:** The main teacher. This person was in charge of guiding the process of the students during the implementations, by giving them the instructions of what to do, how to do it, and was in charge of the Phonics Instruction in order to exemplify the pronunciation of the Minimal pairs, /θ/, /ð/, /i/ and /I/.
- **Researcher 2:** The record producer teacher. Was in charge of the audio recording and transcription of the sounds.
- **Researcher 3:** The natural observer teacher. Was in charge of collecting the artifacts and analyzing the data retrieved from population.

Thusly, each researcher provided its own perspective in order to consolidate in one.

SETTING

Fray Martin de Porres School is Located in the Engativa locality, in Bogotá D. C. It is a private school that has from kindergarten level to elementary school. Students have English classes three times per week. The length of each class is 90 minutes.

Students use a guidebook called "*Smart English 5*" and everyone has it. Through this book, they can practice their writing and listening skill but at the moment to pronounce they have some lacks of knowledge, because the guidebook only helps them to practice pronunciation through short listening exercises like songs. [See Appendix 1](#)

The methodology that teacher used was,

- First, she started working on a topic with some flashcards, from the book and it was helpful for the teacher to interact and exemplify the new vocabulary to the students.
- Second, she introduced a short listening with new vocabulary. On the guidebook the listening activities were songs, but they did not present all the vocabulary in context; so the students had to be attentive to the teacher's pronunciation in order to have an idea of the correct pronunciation of the vocabulary, so there was not an explicit pronunciation teaching of words.
- Third, the teacher explained the grammar through examples from the guidebook; Even if the book did not have a clear explanation of the grammar rules and its usages the teacher explained the grammar by her own.
- Fourth, students worked some pages from the guidebook and did extra activities.

In addition, the teacher showed a different attitude towards the explanation and the implementation of phonics instruction because it was not book-based class. It was a class in which pronunciation and interaction were meaningful.

The information for the teaching role and instruction was gathered from the main teacher and some other English teachers from the institution, highlighting the importance of having a balanced process between reading, writing, listening and especially on the speaking skill because it is the mean that students had to interact with their classmates and teachers. At the same time, based on the previous investigations gathered for this research, it was clearly noticed that students improved their listening and speaking skills by having a good pronunciation. In addition, phonics not only helped on the improvement of speaking skills it also influenced in different ways the other three skills (Reading, writing and listening). Pronunciations influenced listening by letting students understand in a clear way what was listened on controlled practices. It also influenced writing by developing on them an unconscious process in terms of spelling. And finally in influenced the reading by developing on them recognition of the words they were reading.

PARTICIPANTS

The participants of this study were 13 students ~~in total~~, seven boys and six girls from ten to twelve years old from fifth grade, all of them living in Engativá locality.

Cameron (2001), established that at this age young learners are in a stage where they do not feel shame or worry about mistakes. Additionally, children have the ability to learn a second language easily, which is why they have to work with proper material that promotes a balance of the four skills (reading, speaking, listening and writing).

The use of pronunciation was poor, even when they were studying in a private school in which the weekly schedule privileged English acquisition. Because, during the classes students practiced listening, writing and reading skills but they never worked on pronunciation as a part of the class. It was also because the book had activities to work on these skills. Sometimes teacher used songs to reinforce speaking. But it was not enough to practice the speaking skill. When students pronounce common words, sentences and simple conversations they had lack of knowledge, due to the fact that the guidebook that they used only helped them to practice pronunciation through songs. But not to helped them to communicate using a proper pronunciation.

The background of the students in terms of English learning was not the best, taking into account that in less than two months they had three teachers apart from the main one. Based on the natural observations done to the fifth graders from Fray Martin de Porres School, it was noticed since the beginning that students were under the level stated by *MEN (National Ministry of Education of Colombia)*. That is why the main teacher had to help the students to acquire the level stated from MEN in less than three months. Before that, the teacher and the students had to face a class merely based on the book “*Smart English 5*” in which they had a lack of activities that promoted listening and the pronunciation skills. That is why the teacher should start looking for strategies in order to improve pronunciation in common words, sentences and simple conversations in order to be adapted to the students’ needs and interests.

Data collection

This section aims to explain the tools and instruments used to collect the necessary data to carry out this project and answer the research question: How Phonics Instruction activities contributed to the improvement of the English pronunciation level in EFL fifth graders from Fray Martin de Porres School during the second semester 2015? The first tool used was pre-test and a post-test. The second was audio recording. The third was lessons plans and the last one were artifacts.

For the implementation researchers used four lessons plans, taking into account Lloyd's five stages to teach phonics instructions in EFL.

- **Stage 1 learning the letter sound:** in this stage students recognized what is the sound that a specific letter does and how it changed in combination with other letter sounds. Students caught the letter-sound by doing activities based on Visual – Auditory- Kinesthetic- Tactile (VAKT), In addition the first stage enabled students and prepared them to start learning the letter sound of the day. In this stage, it was not necessary for them to do graphic representations because it was a brief introduction and they just need to be actively involved on the pronunciation, on the image and the graphic representation in this stage, students learned the name of the letters and symbols.

Researchers used the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long in common words, sentences and simple conversations, teaching, comparing and contrasting the sounds /ɪ/ short and /i:/ long and /θ/ voiceless, /ð/ voiced in different lessons.

- **Stage 2 learning the letter formation:** According to Lloyd (2007), students first spoke, and then listen and finally they write the formation of the sound. To apply this stage, it was necessary to follow four steps in order to get better results:
 - Teacher showed the formation on the board.
 - Teacher showed the formation on the air checking that students did it correctly. In this step students learned by watching, imitating and saying the sound.
 - Students received a sound sheet, which included the formation sound.
 - Students decorated the formation and then they felt the formation by passing the finger on it.

Researchers applied the steps previously mentioned in each session of the implementation with each letter sound.

- **Stage 3 blending,** in this stage the first sound had to be louder than the others, the following letter had to be softly and quickly spoken. To start blending sounds students had to take a look to the graphical representation of the sound (letters) and produced the specific sound.

Researchers gave a sound sheet to the students with a graphical representation of the formation in which students first had to repeat the specific sound and the rest of the sounds in a softly and quickly spoken way.

- **Stage 4 identifying the sounds in a word**, with this phase students were able to recognize the letter sounds into words, even in phrases or short conversations. At the moment of listening and creating a graphical representation of the sound (letters) Teacher asked students if they recognize a specific sound in common words with the objective to identify the place of that sound if it was at the beginning, middle or end. Dictation was also a good strategy to enable the students to start recognizing the sounds in common words and phrases. Finally, they were able to produce short texts or conversations in which they included the sounds learned.

Researchers did a dictation of ten words bearing that some of the words had the sounds at the beginning, others at the middle and others at the end. Then, students received a worksheet in which they found the same ten words from the dictation with an image according to the word; in that worksheet they had to complete the spaces with their correct letter sound. [See appendix 3](#)

- **Stage 5 tricky words**, this was the last of the stages established by **Lloyd (2007)**. In this stage it was time for students to start analyzing common words and identifying their spelling in order to detect which words were tricky by checking the complexity of the word and the difficulty that the word had at the moment of being spelled.

Students analyzed at the end of the session which words were difficult or new for them and then they were asked to think in a possible strategy to handle those situations. Some strategies that students and main teacher conveyed were to have spelling contests in further sessions that will be useful at the moment of memorizing new words, also, that they could make a draw according to the word.

Tests

The first instruments were, a pre-test and a post-test.

The pre-test was used in order to know the previous pronunciation, awareness and weakness that students had in relation with these sounds in common words and sentences. This test had twenty images related with the sounds /θ/, /ð/, /l/, /l:/, Students had to pronounce each word. A researcher recorded and paid attention to the mispronunciation of the six students chosen randomly. [See Appendix 5](#)

The posttest was helpful to show how effective students developed and improved the pronunciation skill. This test had twenty images related with the sounds /θ/, /ð/, /l/, /l:/ However the words were different from the pre-test. Likewise, one researcher recorded the pronunciation of the six students chosen randomly. [See Appendix 7](#)

Although, those tests were related with stages according to **Lloyd (2007)**, they showed the spelling part of each word, which it had an image so student could identify its meaning. Besides, they had the opportunity to read the word taking into account Phonics Instruction's, for example:

- **The first stage was *learning the letter sound***, in this stage students recognized the sound that a specific letter makes and how it changed in combination with other letter sounds.
- **The second stage was *learning the letter formation***, in this stage the classes are teacher centered in which students learn using Visual - Auditory - Kinesthetic - Tactile (VAKT) at the moment of watching how the teacher formats the letter on the board, taking into account that they are fifth graders and they already know how to

write, this step was focused more on the formation of the symbol that represents the sound, on the air and saying the sound.

- **The third stage was *blending***, this is the time when students learned to recognize which letters must be combined in order to create one sound, however, in this stage researchers identify to possible problems to be analyzed in further researchers. According to **Lloyd (2007)**, Young Learners, have to deal with these situations, first, they do not know the letter sounds well enough. Second, they do not know how to recognize the emphasis on the specific sound.
- **The fourth stage was *identifying the sound in words***, in this stage; it was necessary to start from spoken language, then, by listening and finally writing the word.
- **The fifth and finally stage was *tricky words***, in this stage students learned how to blend letters sounds that were difficult to be recognized by the time of being pronounced.

The main objective with the tests and Phonics Instructions stages was to analyze if those stages were effective to teach pronunciation. The pre-test gave researchers a starting point of the initial students' pronunciation of these minimal pairs /l/ short, /l:/ long, /θ/ voiceless and /ð/ voiced; and the post-test gave researchers the final point of the students' pronunciation of those minimal pairs after the implementation of phonics instruction activities.

Audio recording

The second tool used was an audio note. According to **Burns (2010)**, audio recording can be used because the observation is focused on the behaviors of a specific group of people to obtain information about the research problem. In this case the use of Phonics Instructions in fifth grade. Audio recording helped the researchers to record students' pronunciation in the pre-test, implementation and post-test. At the end of each session, the researchers were able to play back and listen again if it was necessary or transcript the record on the notebook to choose snippets that were helpful for the research. In this way researchers could identify the improvement that students had in their pronunciation of the minimal pairs /l/ short /l:/ long /θ/ voiceless and /ð/ voiced in common words and simple sentences and check the results of this research. See transcript in [Appendix 5-8](#)

Besides, with audio-recording researchers could listen in detail the most frequent mistakes that students made at the moment to pronounce each word or sentences. It helped the researchers to plan the lessons, so they could implement the phonics instructions stages in the classroom. To analyze if the stages were totally useful at the moment of using phonics instruction, audio recordings serve as prove to demonstrate the effectiveness of the stages previously mentioned and stated by **(Lloyd 2007)**.

Artifacts

As third collection instrument artifacts were chosen taking into account the **Florida International University (w, d)** definition which states that “artifact is the evidence of student learning (paper, project, test) that demonstrates the student’s abilities and is collected for the purposes of student learning outcome assessment. Ideally, artifacts should not include any student or instructor information, comments, or previous scoring so that ratings are not affected by any teacher or student information” **(p.1)**.

Therefore, with artifacts the research was able to identify if as a matter of fact activities did contribute to the listening practice followed by activities based on the stages, stated by **Lloyd (2007)**, because with artifacts it will be notice if the students did follow the instructions giving as a result the gathering of the students’ artifacts. Hence there are eight artifacts, two per implementation. The artifacts collected showed how the second and the fourth stages was developed.

Ethics

The aim of this research in its natural setting was to observe and analyze the population as they worked or behaved. The researchers' intention was to help in English learning process of students. In terms of pronunciation, some extra material was given to students, and the changes that they had since the beginning of the implementation until its ending were analyzed. In order to protect students' identity, researchers did not reveal their names. Instead, researchers numbered participants like "Student 1...", nor their faces. The attention focused on the outcome and not who did it. In addition, if any big positive or negative change was noticed in the learning process of students, the audio recordings and artifacts were used to notice the learning process of the students in order to assure that the project could make a difference, or it was just a base for a further investigation.

This project would never be to cause any harm or trouble in their lives, in their society or even in their learning process. What was wanted was to foster Phonics Instruction in their English learning process as a part in their whole learning process. Some consent letters were sent to parents [See Appendix 16](#) and an authorization to the school was submitted in order to carry out this research at Fray Martin de Porres School during the second semester 2015.

CHAPTER 4

INSTRUCTIONAL DESIGN

CHART 1¹

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 1</p> <p>Date: October 26th, 2015</p>	<p>Learning objective:</p> <p>Students will be able to identify the pronunciation of the minimal pairs /θ/, /ð/, /l/ and /i/.</p> <p>Research objective:</p> <p>The pre-test was used in order to know the previous pronunciation,</p>	<p>Pre-test: To implement the pre-test the process followed by the researchers was the following one:</p> <ul style="list-style-type: none"> • First, the main teacher chose apart the six candidates to be recorded by the observer teacher. • Second, candidates received a paper in which they found twenty words. To 	<ul style="list-style-type: none"> • With the pre-test, researches pretended to know the previous pronunciation, awareness and weakness that students had in relation with these sounds in common words and sentences. • Researchers collected the

¹ Gamboa, A. (2013) Foreign Language Reading Comprehension Processes: Implementation of the Interactive Model of Reading (Tesis de maestría). Universidad Pedagógica Nacional, Bogotá, Colombia.

	<p>awareness and weakness that students had in relation with these sounds in common words and sentences</p>	<p>see the whole Pre-test.</p> <ul style="list-style-type: none"> • Third, the observer pointed out the image to the student in order to record their pronunciation, each candidate was called apart to make them feel free of stress. • Finally, transcription of the recordings was done in order to start analyzing the difficulties shown by the candidates and in order to start working on the best solution to tackle the pronunciation awareness. 	<p>first audio recording taken from the pre-test.</p>
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In the transcript below you will be able to see the answer gathered from the pre-test in order to identify the correct pronunciation of the five words used with each sound with the six candidates at the moment to apply it. Moreover, you can

notice that were twenty words in total and all the transcription charts have the correct pronunciation highlighted with different colors. (Blue /I/, Purple /i:/, Orange /ð/ and Green /θ/)

TRANSCRIPTION PRE-TEST 1.1²

# Ss'	Minimal Pairs /i:/ and /I/ sound									
	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
1	si	blizz	eiscri:m	hed	siscream	walnter	jall	walnt	walnti	/reɪn/
2	sia	bish	eiscri:m	hlt	sonscrɪm	/ˈwɪntər/	jell	/wɪnd/	naɪnti:n	/reɪn/
3	si	bish	ais cre	it	sonscrɪm	/ˈwɪntər/	jell	/wɪnd/	laɪfnaɪn	Rain
4	si	bi:sh	aiscri:m	het	sunscri:m	wai:nter	jell	wɪnt	laɪfnaɪn	/reɪn/
5	si	bish	aiscri:m	hat	suscrɪm	wɪter	jal	wɪn	laɪfti:n	Rain
6	sea	bish	ɪs crɪm	heat	sunscrɪm	/ˈwɪntər/	jall	wɪnt	laɪftɪn	Rain
Correct Pronunciation of the Minimal Pairs /i:/ and /I/										
Word IPA	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
	/si:/	/bi:tʃ/	/aɪs kri:m/	/hi:t/	/sən'skrɪn/	/ˈwɪntər/	/heɪl/	/wɪnd/	/ˈlaɪtnɪŋ/	/reɪn/

² The blue color represented the sound /I/ and the purple color represented the sound /i:/. In this case students pronounced correctly some words with sound /I/, But none of the students were able to recognize /i:/ sound. During the pre-test of the minimal pairs /i:/ and /I/ and at the bottom of this chart it is possible to see the correct pronunciation of the minimal pairs. It is important to bear in mind that students had five words per sound for a total of ten words.

TRANSCRIPTION PRE-TEST 1.2³

# Ss	Minimal Pairs /θ/ and /ð/ Sound									
	Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
1	/mʌnθ/	θiter	berdei	tursdai	Tinksgiving	weter	braint	weter	skert	/'faðər/
2	/mʌnθ/	θiter	birdei	θorsdei	Tinksgiving	weter	/brið/	geiter	/skeið/	/'faðər/
3	/mʌnθ/	tiarter	birdai	tursdai	Tansgiving	witer	briθ	water	iskei	/'faðər/
4	/mʌnθ/	θiter	biordei	tursdai	Tansgiving	weter	breit	geiter	/skeið/	/'faðər/
5	mon	teiter	birdi	tursdei	Tansgiving	witer	bearti	gater	/skeið/	/'faðər/
6	/mʌnθ/	teiter	birθdei	tursdei	Tansgiving	witer	breat	gader	escat	/'faðər/
Correct Pronunciation of the Minimal Pairs /θ/ and /ð/										
Word IPA	Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
	/mʌnθ/	/'θiətər/	/'bɜrθ,deɪ/	/'θɜrz,deɪ/	/'θæŋks'gɪvɪŋ/	/'weðər/	/brið/	/'gæðər/	/skeið/	/'faðər/

³ The orange color represented the sound /θ/ and the green color represented the sound /ð/. In this case students pronounced correctly some words with sound /θ/ and /ð/ sound. At the bottom of this chart it is possible to see the correct pronunciation of the minimal pairs. It is important to bear in mind that students had five words per sound for a total of ten words.

CHART 2

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 2 Date: October 28th, 2015</p>	<p>Learning objective: Students will be able to learn vocabulary about seasons focusing on the pronunciation of the long vowel sound /i:/. </p>	<p>Stage 1, Learning the Letter Sound: in this stage the main teacher developed the class in the following steps:</p> <ol style="list-style-type: none"> 1. She presented the letter sound (/i:/) on the board. 2. She showed the letter sound through an image. 3. She taught the correct letter sound formation. 4. Students looked at the picture that represents the letter sound. 	<p>Researchers collected artifacts in order to have evidence of the learning process through phonics instruction of the long vowel sound /i:/.</p>

		<p>5. Students did the letter sound formation on the air several times in four steps:</p> <ul style="list-style-type: none">• First, students represented in the air the first slash “/”.• Second, students represented in the air the lower case i.• Third, Students represented in the air double points “.”• Fourth, Students represented the last slash “/”. So, at the end they had created on the air the following sound formation /i:/ <p>6. Students decorated the sound formation given by the main teacher in the first sound sheet with sawdust.</p>	
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		<p>Stage 2, Learning the Letter Formation:</p> <p>Following the process of phonics instruction on the second stage the main teacher did the following steps:</p> <ol style="list-style-type: none">1. The teacher showed the letter formation on the board. (e, ea, ey, ie, i, ee)2. The teacher showed the letter formation in the air.3. The children watched and then imitated letter formation saying the sound. They did that several times. (Teacher was taking care how students did the formation on the air)4. The children received a formation sheet, which included an example of the letters with	
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		<p>the formation indicated by numbers.</p> <p>5. Students decorated the letter formation with sawdust.</p> <p>6. While the children were decorating the Formation Sheets, they repeated the letter sound of each letter formation.</p> <p>Stage 3, Blending: following the process of phonics instruction on the third stage the main teacher did the following steps:</p> <p>1. Teacher showed images that represented words where young learners could be find the blending of ea, ee, i, ie and ey.</p> <p>2. Teacher revised the sound of each word through repetition.</p>	
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		<p>3. Teacher emphasizes the letter sound on the diphthongs that they were currently learning, for example: with the compound noun Ice-cream.</p> <p>4. She said the words in an exaggerated way and students repeated them and the letter sound was louder than the other sound.</p> <p>Teacher explained that the pronunciation of this vowel sound is made by the articulation of the front of the tongue, and students did the action with the tongue.</p> <p>Stage 4, Identifying the sounds in words:</p> <p>following the process of phonics instruction on the fourth stage the main teacher did two activities:</p>	
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		<ul style="list-style-type: none">● In this activity students used the notebook.<ol style="list-style-type: none">1. Teacher dictated six words.2. Students underlined letter sound.3. Students identified if the letter sound was at the beginning, middle or at the end of the word.4. Each student read a word and said where the letter sound was.5. Teacher did a feedback, identifying the awareness and the pronunciation.● In this activity students used a worksheet<ol style="list-style-type: none">1. Teacher gave a worksheet.2. Teacher explained the activity. "You have to complete the spaces on the words with the formation letter (ea, ee, i, ie and ey)".3. Students identified on the word if the	
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		<p>formation letter was at the beginning, middle or at the end.</p> <p>4. Teacher did a feedback, explaining the location of each letter sound.</p> <p>Stage 5, Tricky words: students learn to deal with the spelling of tricky words, but in this case it was not possible because researchers found a limitation that was time. Nevertheless, teachers and students explored short activities as micro-spelling bees or with the creation of picture-glossaries, like possible futures way to help the students to deal with tricky words.</p>	
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CHART 3

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 3 Date: October 30th, 2015</p>	<p>Learning objective: Students will be able to learn vocabulary about seasons focusing on the pronunciation of the long vowel sound /i:/.</p>	<p>Stage 1, Learning the Letter Sound: in this stage the main teacher developed the class in the following steps:</p> <ol style="list-style-type: none"> 1. She presented the letter sound (/I/) on the board. 2. She showed the letter sound through an image. 3. She taught the correct letter sound formation. 4. Students looked at the picture that represent the letter sound. 5. Students did the letter sound formation on the air several times in four steps: 	<p>Researchers collected artifacts in order to have evidence of the learning process through phonics instruction of the long vowel sound /i:/.</p>

		<ul style="list-style-type: none">• First, students represented in the air the first slash “/”.• Second, students represented in the air the lower case l.• Third, Students represented the last slash “/”. <p>So, at the end they had created on the air the following sound formation /i/</p> <p>6. Students decorated the sound formation given by the main teacher in the first sound sheet with sawdust.</p> <p>Stage 2, Learning the Letter Formation:</p> <p>Following the process of phonics instruction on the second stage the main teacher did the following steps:</p>	
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		<ol style="list-style-type: none">1. The teacher showed the letter formation on the board. "l"2. The teacher showed the letter formation in the air.3. The children watched and then imitated letter formation saying the sound. They did that several times. (Teacher was taking care how students did the formation on the air)4. The children received a formation sheet which included an example of the letters with the formation indicated by numbers.5. Students decorated the letter formation with glitter.6. While the children were decorating the	
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		<p>Formation Sheets, they repeated the letter sound of each letter formation.</p> <p>Stage 3, Blending: following the process of phonics instruction on the third stage the main teacher did the following steps:</p> <ol style="list-style-type: none">1. Teacher showed images that represented words where young learners could be find this letter sound.2. Teacher revised the sound of each words through repetition.3. She said the word in an exaggerated way and students repeated it and the letter sound was louder than the other sounds. GIFT. The exaggeration was done in the /i/ sound doing a big smile. In this case students recognized that	
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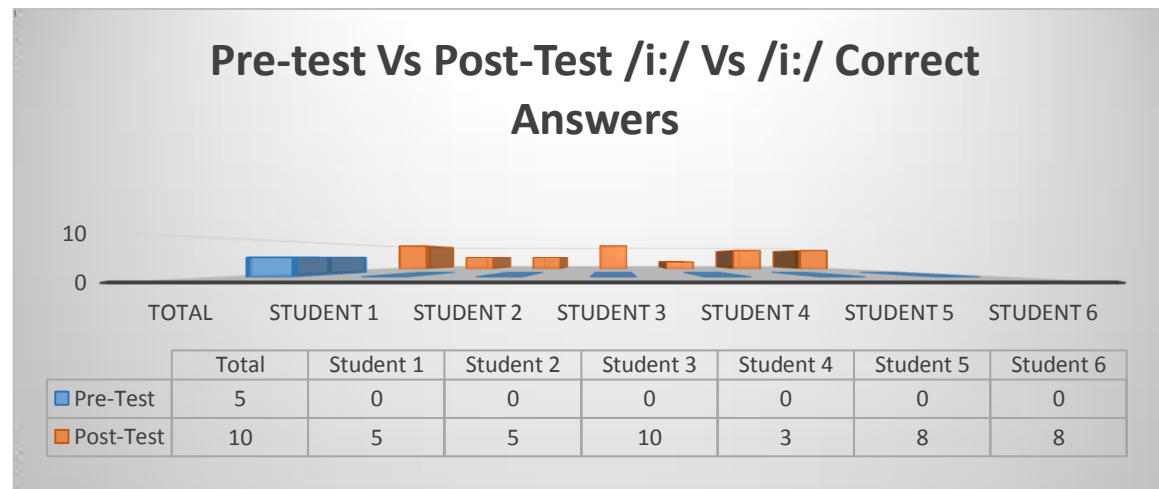
		<p>the smiling face was related with the pronunciation of the vowel sound /I/.</p> <p>4. She said the words in an exaggerated way and students repeated them and the letter sound was louder than the other sound. Teacher explained that the pronunciation of this vowel sound is made by the articulation of the front of the tongue, and students did the action with the tongue.</p> <p>Stage 4, Identifying the sounds in words:</p> <p>following the process of phonics instruction on the fourth stage the main teacher did two activities:</p> <ul style="list-style-type: none">• In this activity students used the notebook. <ol style="list-style-type: none">1. Teacher dictated six words.2. Students underlined letter sound.3. Students identified if the letter sound was at the	
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		<p>begging, middle or at the end of the word.</p> <p>4. Each student read a word and said where the letter sound was.</p> <p>5. Teacher did a feedback, identifying the awareness and the pronunciation.</p> <ul style="list-style-type: none">• In this activity students used a worksheet<ol style="list-style-type: none">1. Teacher gave a worksheet.2. Teacher explained the activity. "You have to complete the spaces on the words with the formation letter (l)".3. Students identified on the word if the formation letter was at the beginning, middle or at the end.4. Teacher did a feedback, explaining the location of each letter sound.	
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		<p>Stage 5, Tricky words: students learn to deal with the spelling of tricky words, but in this case it was not possible because researchers found a limitation that was time. Nevertheless, teachers and students explored short activities as micro-spelling bees or with the creation of picture-glossaries, like possible futures way to help the students to deal with tricky words.</p>	
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In the chart below is possible to see the improvement made by the students after the implementation of the Phonics Instruction by focusing the attention of the students in two isolated sounds and then all together in the post-test.⁴

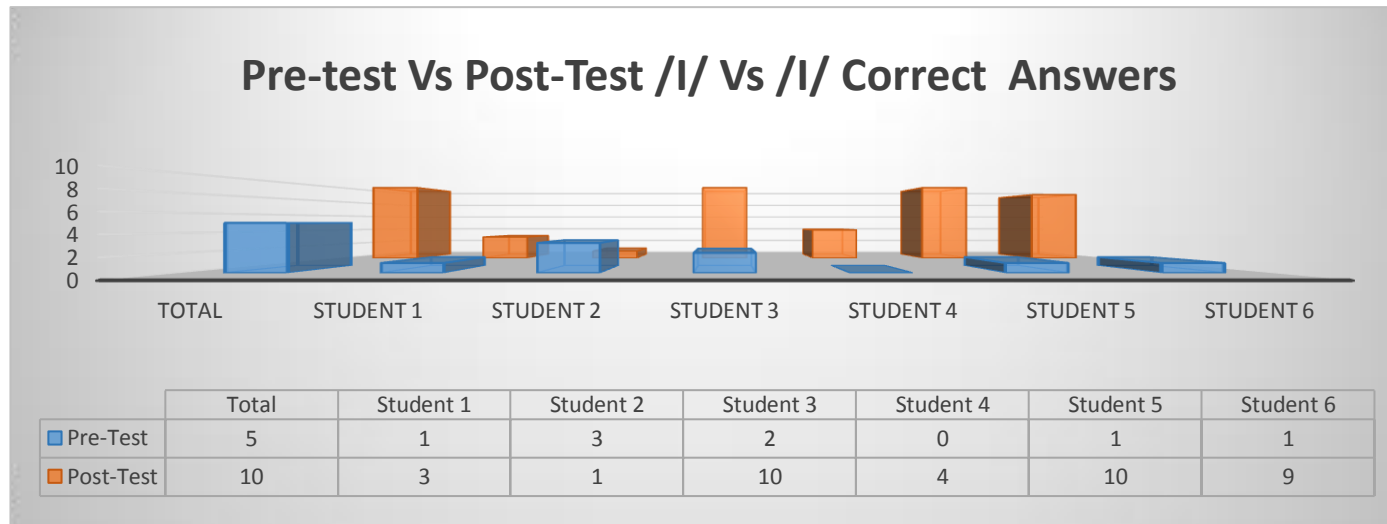
GRAPHIC 1



⁴ In the chart, the blue color indicates the total correct answers that students got in the pre-test with the long letter sound /i:/. The orange color indicates the total correct answers that students got in the post-test in the long letter sound /i:/. In the pre-test students had five words to be identified in comparison with the post test that they had 10 words to be identified taking into account that in the post test the found five words that were already in the pre - test and five new words taken from the vocabulary that they learned from session number 2 and 3. What it is possible to observe there is that the majority of the students were able to answer an average of five words correct.

In the chart below is possible to see the improvement made by the students after the implementation of the Phonics Instruction by focusing the attention of the students in two isolated sounds and then all together in the post-test.⁵

Graphic 2



⁵ In the chart, the blue color indicates the total correct answers that students got in the pre-test with the long letter sound /i/. The orange color indicates the total correct answers that students got in the post-test in the long letter sound /i/. In the pre-test students had five words to be identified in comparison with the post test that they had 10 words to be identified taking into account that in the post test the found five words that were already in the pre - test and five new words taken from the vocabulary that they learned from session number 2 and 3. What it is possible to observe there is that the majority of the students were able to pronounce more answers correct in the post- test than in the pre-test highlighting the results shown by students number 3- 5 and 6 and noticing that student number 2 in comparison with its pre-test the score was lower. To see the explanation of this case in deed go to chapter 5, and read the DATA ANALYSIS or in chapter 6, CONCLUSIONS.

CHART 4

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 4 Date: November 2nd, 2015</p>	<p>Learning objective: Students will be able to learn vocabulary about seasons focusing on the pronunciation of the long vowel sound /θ/.</p>	<p>Stage 1, Learning the Letter Sound: in this stage the main teacher developed the class in the following steps:</p> <ol style="list-style-type: none"> 1. She presented the letter on the board. sound (/θ/) 2. She showed the letter sound through an image. 3. She taught the correct letter sound formation. 4. Students looked at the picture that represent the letter sound. 5. Students did the letter sound formation on the air several times in four steps: 	<p>Researchers collected artifacts in order to have evidence of the learning process through phonics instruction of the long vowel sound /θ/.</p>

		<ul style="list-style-type: none">• First, students represented in the air the first slash “/”.• Second, students represented in the air the lower case θ.•Third, Students represented the last slash “/”. <p>So, at the end they had created on the air the following sound formation / θ /.</p> <p>6. Students decorated the sound formation given by the main teacher in the first sound sheet with foamy.</p> <p>Stage 2, Learning the Letter Formation:</p> <p>Following the process of phonics instruction on the second stage the main teacher did the following steps:</p>	
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		<ol style="list-style-type: none">1. The teacher showed the letter formation on the board. "th"2. The teacher showed the letter formation in the air.3. The children watched and then imitated letter formation saying the sound. They did that several times. (Teacher was taking care how students did the formation on the air)4. The children received a formation sheet which included an example of the letters with the formation indicated by numbers.5. Students decorated the letter formation with glitter.6. While the children were decorating the	
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		<p>Formation Sheets, they repeated the letter sound of each letter formation.</p> <p>Stage 3, Blending: following the process of phonics instruction on the third stage the main teacher did the following steps:</p> <ol style="list-style-type: none">1. Teacher showed images that represented words where young learners could be find this letter sound.2. Teacher revised the sound of each words through repetition.3. She said the word in an exaggerated way and students repeated it and the letter sound was louder than the other sounds. THURSDAY. Then, she explained to students that the voiceless sound does not produce any vibration on the	
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		<p>larynx.</p> <p>Stage 4, Identifying the sounds in words:</p> <p>following the process of phonics instruction on the fourth stage the main teacher did two activities:</p> <ul style="list-style-type: none">• In this activity students used the notebook.<ol style="list-style-type: none">1. Teacher dictated six words.2. Students underlined letter sound.3. Students identified if the letter sound was at the begging, middle or at the end of the word.4. Each student read a word and said where the letter sound was.5. Teacher did a feedback, identifying the awareness and the pronunciation.• In this activity students used a worksheet<ol style="list-style-type: none">1. Teacher gave a worksheet.	
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		<p>2. Teacher explained the activity. “You have to complete the spaces on the words with the formation letter (th)”.</p> <p>3. Students identified on the word if the formation letter was at the beginning, middle or at the end.</p> <p>4. Teacher did a feedback, explaining the location of each letter sound.</p> <p>Stage 5, Tricky words: students learn to deal with the spelling of tricky words, but in this case it was not possible because researchers found a limitation that was time. Nevertheless, teachers and students explored short activities as micro-spelling bees or with the creation of picture-glossaries, like possible futures way to help the students to deal with tricky words.</p>	
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CHART 5

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 5 Date: November 4th, 2015</p>	<p>Learning objective: Students will be able to learn vocabulary about seasons focusing on the pronunciation of the long vowel sound /ɔ̃/.</p>	<p>Stage 1, Learning the Letter Sound: in this stage the main teacher developed the class in the following steps:</p> <ol style="list-style-type: none"> 1. She presented the letter on the board. sound (/ɔ̃/). 2. She showed the letter sound through an image. 3. She taught the correct letter sound formation. 4. Students looked at the picture that represent the letter sound. 5. Students did the letter sound formation on the air several times in four steps: <ul style="list-style-type: none"> • First, students represented in the air the first slash 	<p>Researchers collected artifacts in order to have evidence of the learning process through phonics instruction of the long vowel sound /ɔ̃/.</p>

		<p>“/”.</p> <ul style="list-style-type: none">• Second, students represented in the air the lower case ð.• Third, Students represented the last slash “/”. So, at the end they had created on the air the following sound formation /ð/. <p>6. Students decorated the sound formation given by the main teacher in the first sound sheet with eggshell.</p> <p>Stage 2, Learning the Letter Formation:</p> <p>Following the process of phonics instruction on the second stage the main teacher did the following steps:</p> <ol style="list-style-type: none">1. The teacher showed the letter formation on the	
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		<p>board. "th"</p> <ol style="list-style-type: none">2. The teacher showed the letter formation in the air.3. The children watched and then imitated letter formation saying the sound. They did that several times. (Teacher was taking care how students did the formation on the air)4. The children received a formation sheet which included an example of the letters with the formation indicated by numbers.5. Students decorated the letter formation with glitter.6. While the children were decorating the Formation Sheets, they repeated the letter sound of each letter formation. <p>Stage 3, Blending: following the process of phonics</p>	
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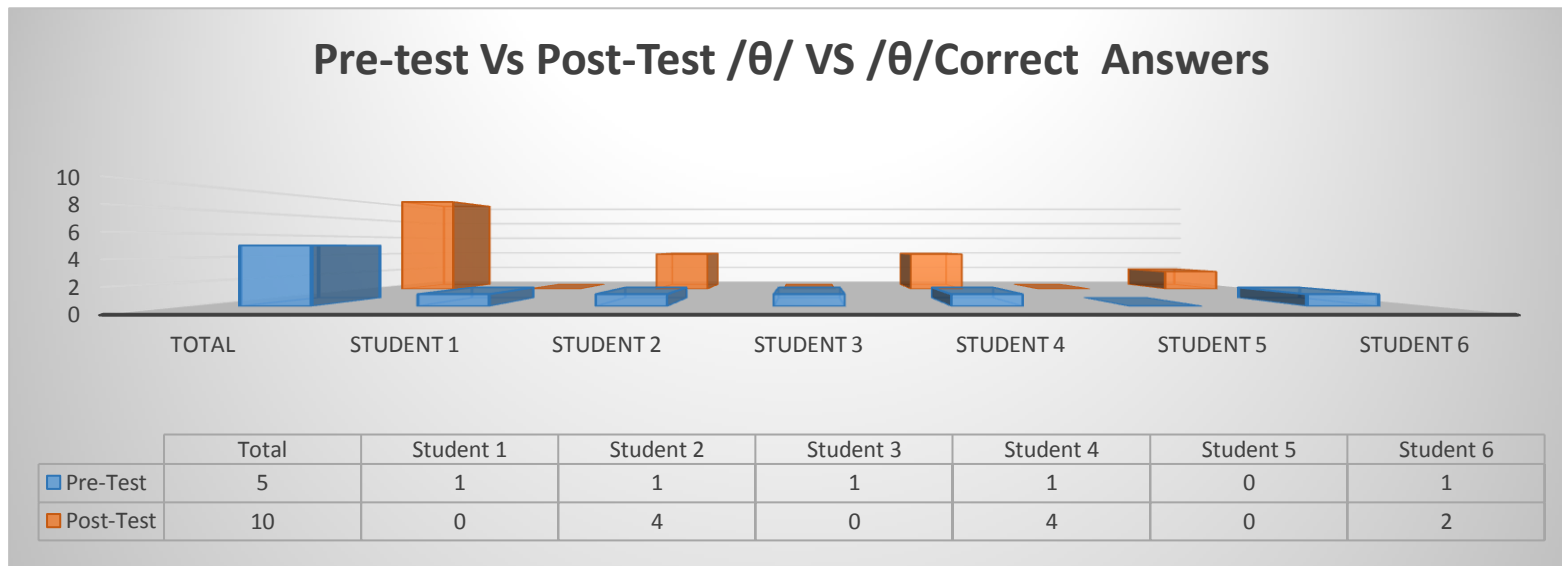
		<p>instruction on the third stage the main teacher did the following steps:</p> <ol style="list-style-type: none">1. Teacher showed images that represented words where young learners could be find this letter sound.2. Teacher revised the sound of each words through repetition.3. She said the word in an exaggerated way and students repeated it and the letter sound was louder than the other sounds. BREA<i>TH</i>. Then, she explained to students that the voiced sounds produce vibration on the larynx. <p>Stage 4, Identifying the sounds in words: following the process of phonics instruction on the fourth stage the main teacher did two activities:</p>	
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	<ul style="list-style-type: none">• In this activity students used the notebook.<ol style="list-style-type: none">1. Teacher dictated six words.2. Students underlined letter sound.3. Students identified if the letter sound was at the beginning, middle or at the end of the word.4. Each student read a word and said where the letter sound was.5. Teacher did a feedback, identifying the awareness and the pronunciation.• In this activity students used a worksheet<ol style="list-style-type: none">5. Teacher gave a worksheet.6. Teacher explained the activity. “You have to complete the spaces on the words with the formation letter (th)”.7. Students identified on the word if the formation	
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		<p>letter was at the beginning, middle or at the end.</p> <p>8. Teacher did a feedback, explaining the location of each letter sound.</p> <p>Stage 5, Tricky words: students learn to deal with the spelling of tricky words, but in this case it was not possible because researchers found a limitation that was time. Nevertheless, teachers and students explored short activities as micro-spelling bees or with the creation of picture-glossaries, like possible futures way to help the students to deal with tricky words.</p>	
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In the chart below is possible to see the improvement made by the students after the implementation of the Phonics Instruction by focusing the attention of the students in two isolated sounds and then all together in the pre-test.⁶

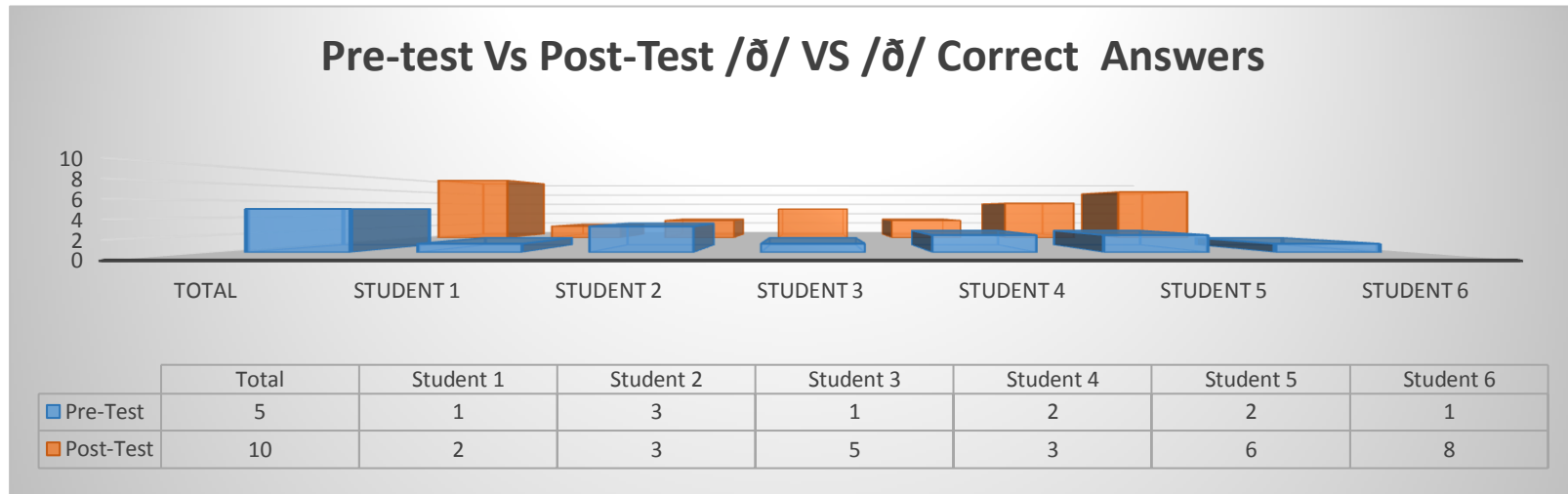
GRAPHIC 3



In the chart below is possible to see the improvement made by the students after the implementation of the Phonics Instruction by focusing the attention of the students in two isolated sounds and then all together in the pre-test.⁷

⁶ In the chart, the blue color indicates the total correct answers that students got in the pre-test with the long letter sound /θ/. The orange color indicates the total correct answers that students got in the post-test in the long letter sound /θ/. In the pre-test students had five words to be identified in comparison with the post test that they had 10 words to be identified taking into account that in the post test the found five words that were already in the pre - test and five new words taken from the vocabulary that they learned from session number 2 and 3. What it is possible to observe there is that the half of the sample had and improvement in the pronunciation of the sound /θ/. However, the rest of sample had difficulties at the moment of learning /θ/ voiceless sound. To have a better explanation of this case you can go to chapter 5 DATA ANALYSIS or chapter 6 CONCLUSION.

GRAPHIC 4



⁷ In the chart, the blue color indicates the total correct answers that students got in the pre-test with the long letter sound /ð/. The orange color indicates the total correct answers that students got in the post-test in the long letter sound /ð/. In the pre-test students had five words to be identified in comparison with the post test that they had 10 words to be identified taking into account that in the post test the found five words that were already in the pre - test and five new words taken from the vocabulary that they learned from session number 2 and 3. What it is possible to observe there is that the vast majority of the sample had and improvement in the pronunciation of the sound /ð/. However, the student number 2 had difficulties at the moment. For a deeper explanation go to chapter 5 DATA ANALYSIS or chapter 6 CONCLUSION.

CHART 6

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p>Session 6</p> <p>Date: November 6th, 2015</p>	<p>Learning objective:</p> <p>Students will be able to identify the pronunciation of the minimal pairs /θ/, /ð/, /l/ and /i/, after the implementation of the phonics instruction activities.</p> <p>Research objective:</p> <p>The post-test was used in order to know the current pronunciation, awareness that students</p>	<p>Post-test</p> <ul style="list-style-type: none"> • First, the main teacher took apart the same six candidates interviewed before by the observer teacher and the teacher in charge of collecting artifacts. • Second, candidates received a paper in which they found the above words divided into four categories, along with the image that represents each word in order to illustrate and facilitate the relationship with the word and picture. • Third, the observer pointed out the image 	<ul style="list-style-type: none"> • With the post-test, researches pretended to check the effectiveness of Phonics Instructions in order to compare the results from pre- test with the results of post-test. • Researchers collected the last audio recording taken from the post-test.

	<p>had in relation with these sounds in common words and sentences after the implementation of phonics instruction activities.</p>	<p>to the student in order to record its pronunciation, each candidate was called apart to make him or her feel free of stress.</p> <ul style="list-style-type: none"> • Finally, transcription of the recordings was done in order to start analyzing the difficulties shown by the candidates and in order to check the effectiveness of Phonics Instructions. 	
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In the transcript below you will be able, to see the answer gathered from the post-test in order to identify the correct pronunciation of the ten words used by each sound with the six candidates at the moment to apply it. Moreover, you can notice that there were forty words in total and all the transcription charts have the correct pronunciation highlighted with different colors previously assigned to them while the pre-test was being coded.

TRANSCRIPTION POST-TEST 2.1⁸

# Ss	Words with // sound									
	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
1	<i>/ˈwɪntər/</i>	ail	<i>/waɪnd/</i>	lɪntɪŋ	raɪn	<i>/fɪʃ/</i>	eal	gɪf	ɪf	<i>/ˈmɪtənz/</i>
2	wɪtər	jail	wɪnt	lɪŋtɪŋ	raɪn	<i>/fɪʃ/</i>	jail	wɪθt	ɪs	mɪtəs
3	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/waɪnd/</i>	<i>ˈlaɪt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
4	<i>/ˈwɪntər/</i>	jail	<i>/waɪnd/</i>	lɪnθɪt	raɪn	<i>/fɪʃ/</i>	<i>/hɪl/</i>	gɪf	ɪf	mit
5	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/waɪnd/</i>	<i>ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
6	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/waɪnd/</i>	<i>ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	jail	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
Correct Pronunciation of the Words with // sound										
Word IPA	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/waɪnd/</i>	<i>ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>

⁸ The blue color represented the sound /ɪ/ differing from the pre-test the amount of words increased into ten. To see the comparison between pre and post-test transcript check chapter five DATA ANALYSIS.

TRANSCRIPTION POST-TEST 2.2⁹

# Ss	Words with /i:/ sound									
	<i>See</i>	<i>Beach</i>	<i>Ice Cream</i>	<i>Heat</i>	<i>Sunscreen</i>	<i>Tree</i>	<i>Field</i>	<i>Bee</i>	<i>Leaf</i>	<i>Easter</i>
1	/si/	/bitʃ/	crem	hat	sunscreat	/tri/	filt	/bi/	/lif/	eaters
2	/si/	/bitʃ/	/aɪs/ /krɪm/	it	sunscreem	/tri/	field	/bi/	lift	easter
3	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	/sən'skrɪn/	/tri/	/fild/	/bi/	/lif/	/'ɪstər/
4	sis	bish	/aɪs/ cream	hey at	sum em	/tri/	fil	/bi/	lef	earts
5	/si/	/bitʃ/	/aɪs/ /krɪm/	het	suns'krɪn	/tri/	/fild/	/bi/	/lif/	/'ɪstər/
6	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	suns'krɪn	/tri/	fail	/bi/	/lif/	eister
Correct Pronunciation of the Words with /i:/ or /ɪ/ sound										
Word	<i>See</i>	<i>Beach</i>	<i>Ice Cream</i>	<i>Heat</i>	<i>Sunscreen</i>	<i>Tree</i>	<i>Field</i>	<i>Bee</i>	<i>Leaf</i>	<i>Easter</i>
IPA	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	/sən'skrɪn/	/tri/	/fild/	/bi/	/lif/	/'ɪstər/

⁹ The purple color represented the sound /i/ differing from the pre-test the amount of words increased into ten. To see the comparison between pre and post-test transcript check chapter five DATA ANALYSIS.

TRANSCRIPTION POST-TEST 2.3¹⁰

# Ss	Words with /ð/ sound									
	Weather	Breathe	Gather	Clothes	Father	Bathe	Mother	Leather	They	There
1	eater	breadh	greater	cloders	/ˈfɑðər/	bears	/ˈmʌðər/	lathern	tey	ter
2	wiether	brede	geidter	clodhes	/ˈfɑðər/	beiter	/ˈmʌðər/	leather	/ðeɪ/	their
3	hiter	brid	geiter	/kloʊðz/	/ˈfɑðər/	bat	/ˈmʌðər/	leiter	/ðeɪ/	/ðeər/
4	wird	brit	gaider	cloudis	/ˈfɑðər/	beidi	/ˈmʌðər/	leidir	/ðeɪ/	de:ar
5	werer	briti	/ˈgæðər/	/kloʊθez/	/ˈfɑðər/	baðl	/ˈmʌðər/	/ˈleðər/	hey	/ðeər/
6	/ˈwɛðər/	/brɛd/	grerer	/kloʊθez/	/ˈfɑðər/		/ˈmʌðər/	/ˈletər/	/ðeɪ/	/ðeər/
Correct Pronunciation of the Words with /ð/ sound										
Word IPA	Weather	Breathe	Gather	Clothes	Father	Bathe	Mother	Leather	They	There
	/ˈwɛðər/	/brɪð/	/ˈgæðər/	/kloʊðz/	/ˈfɑðər/	/beɪð/	/ˈmʌðər/	/ˈleðər/	/ðeɪ/	/ðeər/

¹⁰ The green color represented the sound /ð/ differing from the pre-test the amount of words increased into ten. To see the comparison between pre and post-test transcript check chapter five DATA ANALYSIS.

TRANSCRIPTION POST-TEST 2.4¹¹

# Ss	Words with /θ/ sound									
	Month	Theater	Birthday	Thursday	Thanksgiving	Breath	Bathtub	Booth	Thanks	Thunder
1	moth	tear ter	birthday	tuesday	tanksgi:bing	bearth	bathub	bu:ts	tenks	tunder
2	Month	tier	bider	tuersday	tanskgibing	bread	bathtub	bouts	tenks	tunder
3	/mʌnθ/	/'θiətər/	/'bɜrθ,deɪ/	/'θɜrz,deɪ/	/,θæŋks'gɪvɪŋ/	breith	bat tumb	but	tanks	tʌnder
4	monts	dear	birday	tuesday	dankstivint	breat	batshtub	but	tank	tunder
5	/mʌnθ/	tirer	birday	Tɜrz,deɪ	tanks'gɪvɪŋ	brið	batuθ	/buθ/	/θæŋks/	/'θʌndər/
6	mont	/θɜrd/	bɜr,deɪ	/'tjuz,deɪ/	/,θaŋks'gɪvɪŋ/	bred	bəθub	boθ	θanks	/'θʌndər/
Correct Pronunciation of the Words with /θ/ sound										
Word IPA	Month	Theater	Birthday	Thursday	Thanksgiving	Breath	Bathtub	Booth	Thanks	Thunder
	/mʌnθ/	/'θiətər/	/'bɜrθ,deɪ/	/'θɜrz,deɪ/	/,θæŋks'gɪvɪŋ/	/brɛθ/	/'bæθtəb/	/buθ/	/θæŋks/	/'θʌndər/

¹¹ The orange color represented the sound /θ/ differing from the pre-test the amount of words increased into ten. To see the comparison between pre and post- test transcript check chapter five DATA ANALYSIS.

CHAPTER 5

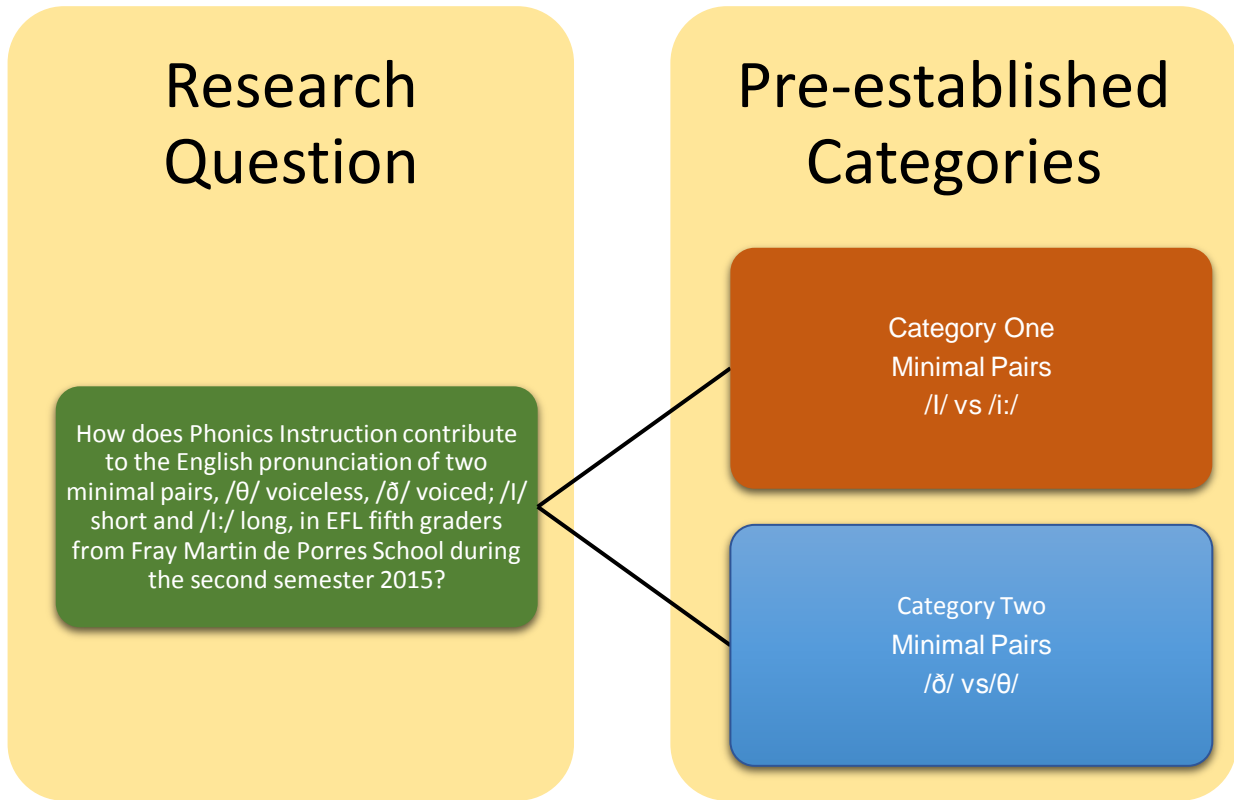
DATA ANALYSIS

CATEGORIES

This chapter describes the process of analyzing and triangulation of data collected from transcriptions driven from the application of the pre-test and post-test. It also shows a description of the categories emerged from the research question. Researchers decided to focus their attention only on the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long. Taking into account that, the categories emerged a priori. This means, that on the research question was delimited the problem and the aim of this research was to determine and analyze through the results gathered from the implementation of phonics instruction activities the improvement of the EFL young learners in their pronunciation targeted on the minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long.

To show the improvement of the pronunciation by 13 fifth graders of the two minimal pairs /θ/ voiceless, /ð/ voiced; /ɪ/ short and /i:/ long. This research used a random sample of maximum three individuals per genre in order to confirm if this model of instruction was relevant, meaningful and accurate for them, as it seems for this study. The data was based on tests (Pre-Post), audio recordings, and transcriptions, to measure students' process.

The emergent themes or categories pre-established are:



Data Gathering for the Instruments Collection Analysis

As there were three researchers, they adopted the following roles:

- **Researcher 1:** The main teacher. This person was in charge of guiding the process of the students during the implementations, by giving them the instructions of what to do, how to do it, and was in charge of the Phonics Instruction in order to exemplify the pronunciation of the Minimal pairs, /θ/, /ð/, /i/ and /I/.
- **Researcher 2:** The record producer teacher. Was in charge of the audio recording and transcription of the sounds.
- **Researcher 3:** The natural observer teacher. Was in charge of collecting the artifacts and analyzing the data retrieved from population.

To code tests (pre and post-test) Excel was chosen to create a spreadsheet where each row represented a single participant and where each word of the pre-test and post-test has a column. One column indicated if the participant answered correctly the question on the pre-test and one indicates if the participant answered correctly the word on the post-test. If the word was right, it has a numerical value of **1** and if the answer was wrong it has a numerical value of **-1**. At the end by analyzing the changes in correct responses by individual's scores, the patterns indicated if participants achieved the goal and showed the most difficult minimal pair for them for a further research.

Below it is possible to see an abstract from the coding.¹² To see the full chart see [Appendix 5-8](#)

Pre-Test 1	Pre-Test 2	Pre-Test 3	Pre-Test 4	Pre-Test 5	Pre-Test 6	Pre-Test 7	Pre-Test 8	Pre-Test 9	Pre-Test 10
/si:/	/bi:tʃ/	/aɪz kri:m/	/hi:t/	/sən'skrɪn/	/'wɪntər/	/heɪl/	/wɪnd/	/'lɑ:tɪnz/	/reɪn/
-1	-1	-1	-1	-1	-1	-1	-1	-1	1
-1	-1	-1	-1	-1	1	-1	1	-1	1
-1	-1	-1	-1	-1	1	-1	1	-1	-1
-1	-1	-1	-1	-1	-1	-1	-1	-1	1
-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
-1	-1	-1	-1	-1	1	-1	-1	-1	-1
-6	-6	-6	-6	-6	0	-6	-2	-6	0

TOTAL	C. Ans	W. Ans	Total
	1	9	-9
	3	7	-7
	2	8	-8
	1	9	-9
	0	10	-10
	1	9	-9

¹² In order to code qualitative data it was necessary to take the information and convert it to numerical data. In order to assign values to the correct or wrong answers the codes given were the following: If the answer was correct it has the code of 1 but if the response from the student was wrong the code was -1 also to make it more visual the correct codes received a red color and the wrong codes received a yellow one. Always next to the coding charts was another chart summarizing the total of wrong and correct answers or responses with the students in order to have an average of the answers from the Transcription of Pre-Post Tests.

The audio recordings were the main tool to carry out the pre-test and post-test because the answers from the tests were recorded in order to be analyzed and thus measure the impact of the implementation stage. Finally, to have a sequence during the whole process of the implementation, all steps were consolidated and reflected on the lessons plans to see the full transcriptions [See Appendix 5-6](#)

During the transcription of the audio recordings students' interactions were listened several times in order to understand the answers given by the participants and coding with a specific color for each phoneme, (**Blue /l/, Purple /i:/, Orange /ð/ and Green /θ/**), it means that similar information in the answers of the pre-test and post-test through audio recordings transcriptions were colored. After that, the categories were created in order to group them based on the stages in line with **Lloyd (2007)¹³**.

#	Minimal Pairs /ð/ and /θ/									
Ss	Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
1	mon/θ/	/θ/iter	berdei	tursdai	tinksgiving	weter	braint	weter	skert	fað/er
2	mon/θ/	/θ/iter	birdei	/θ/orsdei	tinksgiving	weter	bri/ð/	geiter	skei/ð/	fat-ter
3	mon/θ/	tiarter	birdai	tursdai	tansgiving	witer	bri/θ/	water	iskei	fað/er
4	mon/θ/	/θ/iter	biordei	tursdai	tansgiving	weter	breit	geiter	skei/ð/	fað/er
5	mon	teiter	birdi	tursdei	tansgiving	witer	bearti	qater	skei/ð/	fað/er
6	mon/θ/	teiter	bir/θ/dei	tursdei	tansgiving	witer	breat	qa/ð/er	escat	fað/er

Correct Pronunciation of the Minimal Pairs /ð/ and /θ/									
Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
/mʌnθ/	/'θiater/	/'bɜrθ deɪ/	/'θɜz deɪ/	/'θæŋks'gɪvɪŋ/	/'weðer/	/'brið/	/'gæðer/	/'skeið/	/'faðer/

As it was mentioned on page 65, the orange color represented the sound /θ/ and the green color represented the sound /ð/. In this case, students pronounced correctly some words with sound /θ/ and /ð/ sound. At the bottom of this chart, it is possible to see the correct pronunciation of the minimal pairs. It is important to bear in mind that students had five words per sound for ten words.

At the beginning, in order to have a diagnosis to start working on it were recorded the pronunciation of the twenty words listed on the Pre-test. At the end, students took a post-test to see the differences from non-Phonics Instruction to a whole phonically instruction. In this test, students proved if Phonics Instruction was accurate and meaningful for them by pronouncing words with the phonemes selected (/l/, /i:/, /ð/ and /θ/). In order to get as much data as possible to compare and show that this investigation contributed in a significant way to the improvement on the quality of education for EFL young learners of fifth graders from Gimnasio Fray Martin de Porres in the second semester 2015 in terms of English pronunciation were used Audio recordings.

During the project, randomly as sample were selected six candidates from a population of 13 students.

The researchers designed and applied the following process in order to choose the population sample:

- First, a code-number from the list was assigned to each student.
- Second, the observer researcher chose the pair numbers from the list.
- Third, the researcher in charge of collecting data and artifacts was in charge of renumber the students from 1 to 6 in order to protect their identities.

As soon as the sample was determined, the process mentioned above was followed by the researchers with the objective to determine the awareness that candidates had related with the pronunciation of the minimal pairs / θ / voiceless, /ð/ voiced; /l/ short and /l:/ long in common words and simple sentences. According to the

first specific objective that was to identify the problem of the pronunciation in fifth graders, to have a starting point were recorded participants to start working on possible tools that may help them to improve their pronunciation.


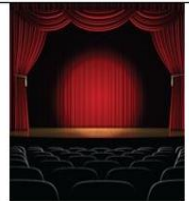








Pre-test

To implement the pre-test, the process followed by the researchers was the following one:

- **First**, the main teacher chose the six candidates to be recorded by record producer teacher.
- **Second**, candidates received a paper in which they found twenty words¹⁴. To see the whole Pre-test [See Appendix 2 and 4](#).

CORPORACION UNIVERSITARIA MINUTO DE DIOS, UNIMINUTO
 PRONUNCIATION DEVELOPMENT IN EFL YOUNG LEARNERS THROUGH PHONICS INSTRUCTION
 TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN
 PRE-TEST

This test aims to identify pronunciation problems at the moment of pronouncing the minimal pairs /θ/, /ð/, /l/ and /j/ in order to help with further activities the improvement of these minimal pairs.

				
Month	Theater	Birthday	Thursday	Thanksgiving
				
Weather	Breathe	Gather	Scathe	Father

- **Third**, the observer pointed out the image to the student in order to record its pronunciation. Each candidate was called apart to make him or her feel free of stress.

¹⁴ Pre-Test, On the next page, you can find the first part of the pre-test applied to students in order to know their pronunciation degree before phonics instruction. Where students had to pronounce the word weather if it was with Voiceless “th” sound /θ/ or with Voiced “th” sound /ð/.

- **Finally**, in order to start analyzing the difficulties shown by the candidates and to start working on the best solution to tackle the pronunciation awareness was done transcription of the recordings¹⁵.

# Ss'	Minimal Pairs /i:/ and /ɪ/ sound									
	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
1	si	blizz	eiscri:m	hed	siscream	walnter	jall	walnt	walnti	/reɪn/
2	sia	bish	eiscri:m	hlt	sonscrɪm	/'wɪntər/	jell	/wɪnd/	naɪnti:n	/reɪn/
3	si	bish	ais cre	it	sonscrɪm	/'wɪntər/	jell	/wɪnd/	laɪfnaɪn	raɪn
4	si	bi:sh	aiscri:m	het	sunscri:m	wai:nter	jell	wɪnt	laɪfnaɪn	/reɪn/
5	si	bish	aiscri:m	hat	suscrɪm	wɪter	jal	wɪn	laɪfti:n	raɪn
6	sea	bish	ɪs crɪm	heat	sunscrɪm	/'wɪntər/	jall	wɪnt	laɪftɪn	raɪn
Correct Pronunciation of the Minimal Pairs /i:/ and /ɪ/										
Word IPA	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
	/si:/	/bi:tʃ/	/aɪs kri:m/	/hi:t/	/sən'skrɪn/	/'wɪntər/	/heɪl/	/wɪnd/	/'laɪtnɪŋ/	/reɪn/

¹⁵ As it was previously mentioned on page 64. In the chart below the blue color represented the sound /ɪ/ and the purple color represented the sound /i:/. In this case students pronounced correctly some words with sound /ɪ/ but none of the students were able to recognize /i:/ sound. During the pre-test of the minimal pairs /i:/ and /ɪ/ and at the bottom of this chart it is possible to see the correct pronunciation of the minimal pairs. It is important to bear in mind that students had five words per sound for a total of ten words. In addition, it is possible to observe the transcription of the Pre-test in terms of the minimal pairs /ɪ/ vs /i:/ with the correct pronunciation in the last part of the chart. Here is possible to analyze that all the words mispronounced are the ones that are not into slashes (/ /) for example in this case in the column six it is possible to evidence that just one of the six students pronounced the word correctly in average a student could answered no more of one word correctly.

Post-test

- **First**, the main teacher took apart the same six candidates interviewed before by the observer teacher and the teacher in charge of collecting artifacts.
- **Second**, candidates received a paper in which they found the above words divided into two categories, along with the image that represents each word in order to illustrate and facilitate the relationship with the word and picture. [See Appendix 3, 7-8.](#)

Category one: /ɪ/									
Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
/ˈwɪntər/	/heɪl/	/wɪnd/	/ˈlaɪtnɪŋ/	/reɪn/	/fɪʃ/	/hɪl/	/ɡɪft/	/aɪs/	/ˈmɪtənz/

Category one: /i:/									
Sea	Beach	Ice Cream	Heat	Sunscreen	Tree	Field	Bee	Leaf	Easter
/si:/	/bi:tʃ/	/aɪs/ /kri:m/	/hi:t/	/sənˈskri:n/	/tri:/	/fi:ld/	/bi:/	/li:f/	/ˈi:stər/

Category two: /ð/									
Weather	Breathe	Gather	Clothes	Father	Bathe	Mother	Leather	They	There
/ˈweðər/	/brið/	/ˈgæðər/	/kloʊðz/	/ˈfɑðər/	/beɪð/	/ˈmʌðər/	/ˈleðər/	/ðeɪ/	/ðeər/

Category two: /θ/									
Month	Theater	Birthday	Thursday	Thanksgiving	Breath	Bathtub	Booth	Thanks	Thunder
/mʌnθ/	/ˈθiətər/	/ˈbɜrθˌdeɪ/	/ˈθɜrzˌdeɪ/	/ˌθæŋksˈɡɪvɪŋ/	/breθ/	/ˈbæθtəb/	/buθ/	/θæŋks/	/ˈθʌndər/

- **Third**, the observer pointed out the image to the student in order to record its pronunciation. Each candidate was called apart to make him or her feel free of stress.

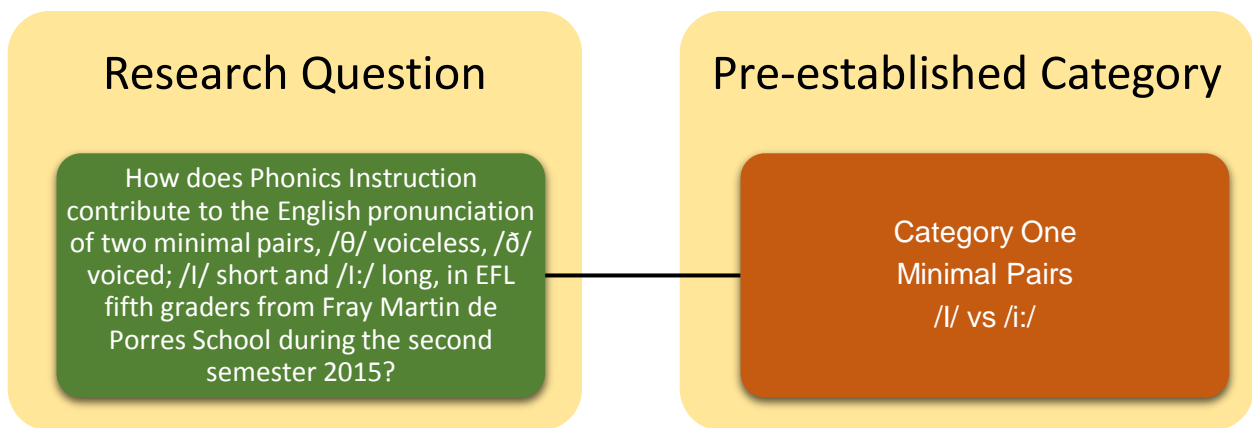
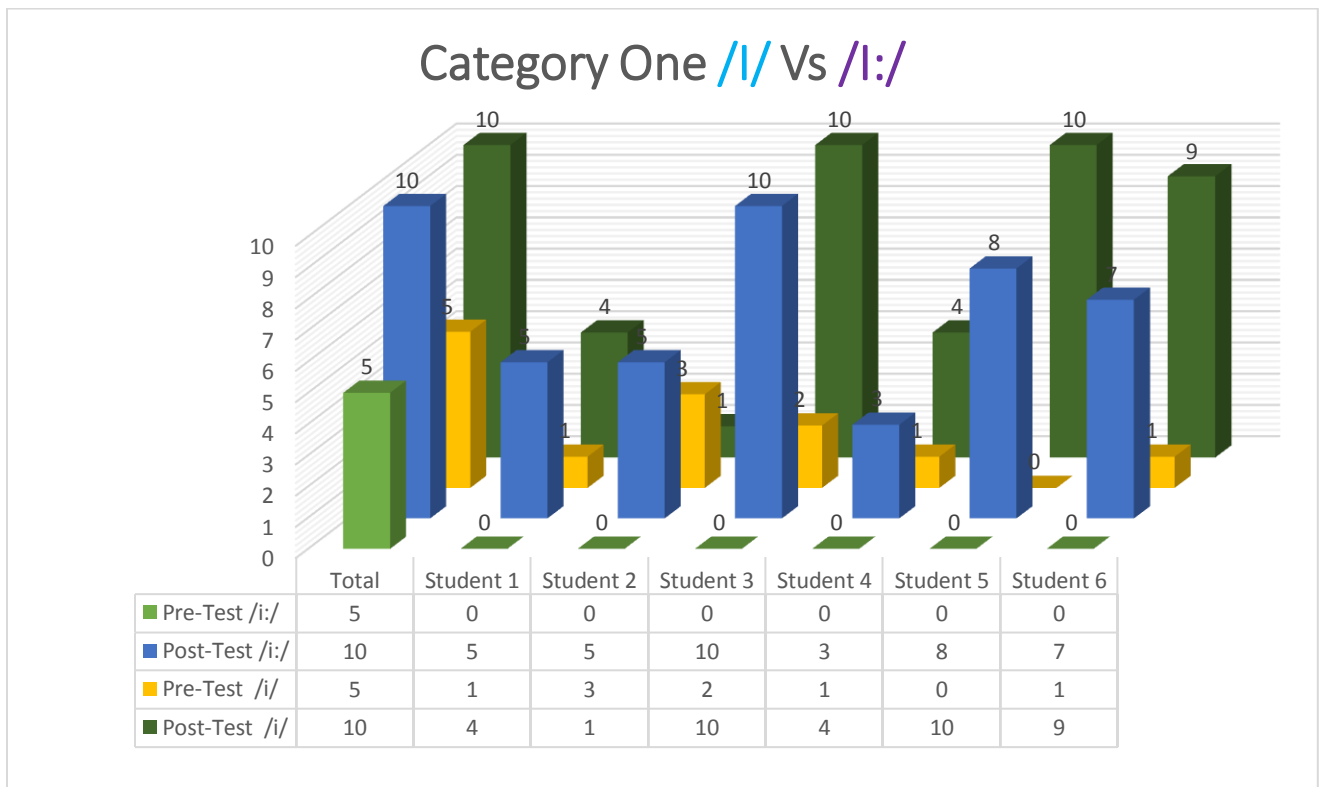
- **Finally**, in order to start analyzing the difficulties shown by the candidates the transcription of the recordings was done to check the effectiveness of Phonics Instructions¹⁶

# Ss	Words with /I/ sound									
	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
1	<i>/ˈwɪntər/</i>	ail	<i>/wɪnd/</i>	lɪntɪŋ	rain	<i>/fɪʃ/</i>	eal	gɪf	ɪf	<i>/ˈmɪtənz/</i>
2	wɪtər	jail	wɪnt	lɪntɪŋ	rain	<i>/fɪʃ/</i>	jail	wɪtɪt	ɪce	mɪtɪs
3	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>ˈlɑːt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
4	<i>/ˈwɪntər/</i>	jail	<i>/wɪnd/</i>	lɪnθɪt	rain	<i>/fɪʃ/</i>	<i>/hɪl/</i>	gɪf	ɪf	mit
5	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>ˈlɑːt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
6	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>ˈlɑːt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	jail	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
Correct Pronunciation of the Words with /I/ sound										
Word	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
IPA	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>ˈlɑːt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>

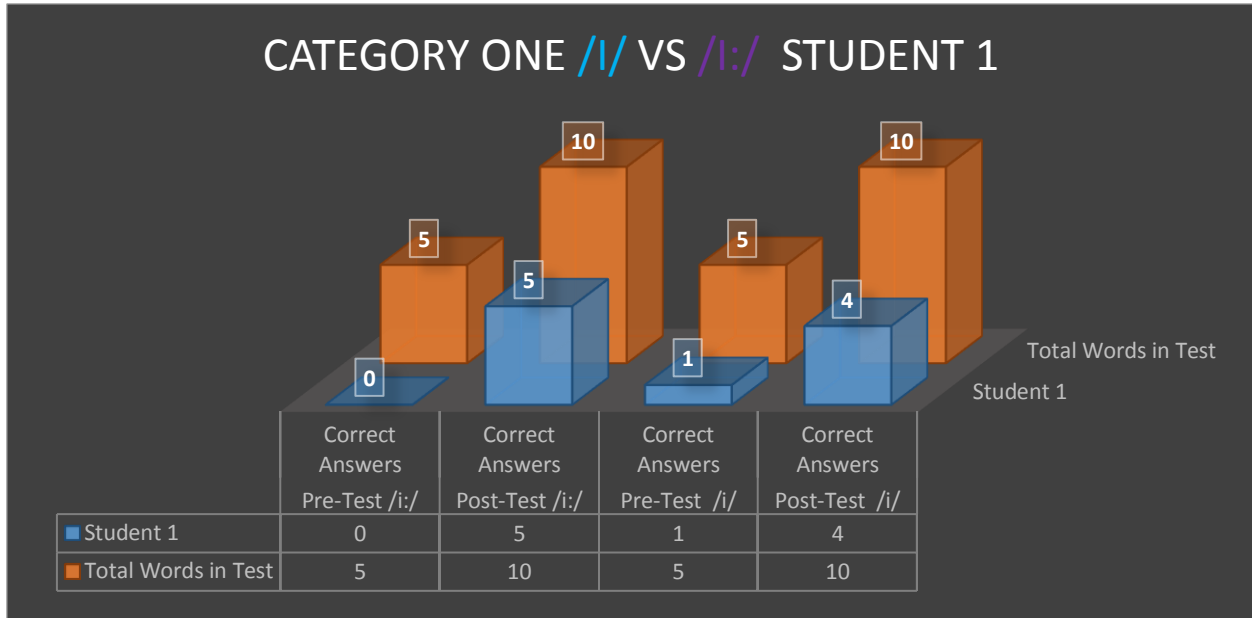
¹⁶ Above it is possible to observe the transcription of the Post-test in terms of the four category with the correct pronunciation in the last part of the chart. Here is possible to observe that all the words correctly pronounced are highlighted with orange color and into slashes (/ /) for example in this case in the column one two out of six students pronounced it correctly. In average, one student was able to pronounce correctly three out of ten words.

Analysis of the Data Gathered

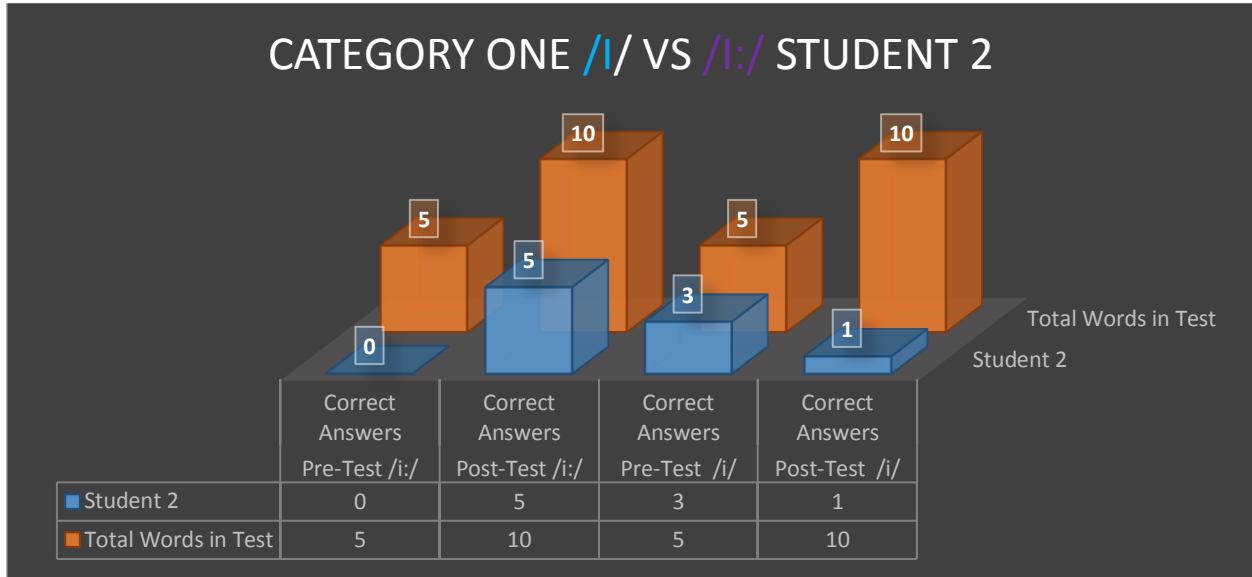
Following the process of collecting and gathering information from the pre-test and post-test, it was decided to start analyzing each student comparing pre-test and post-test results in order to have at the end a better understanding of the process followed by each one, taking into account the pre-established categories.



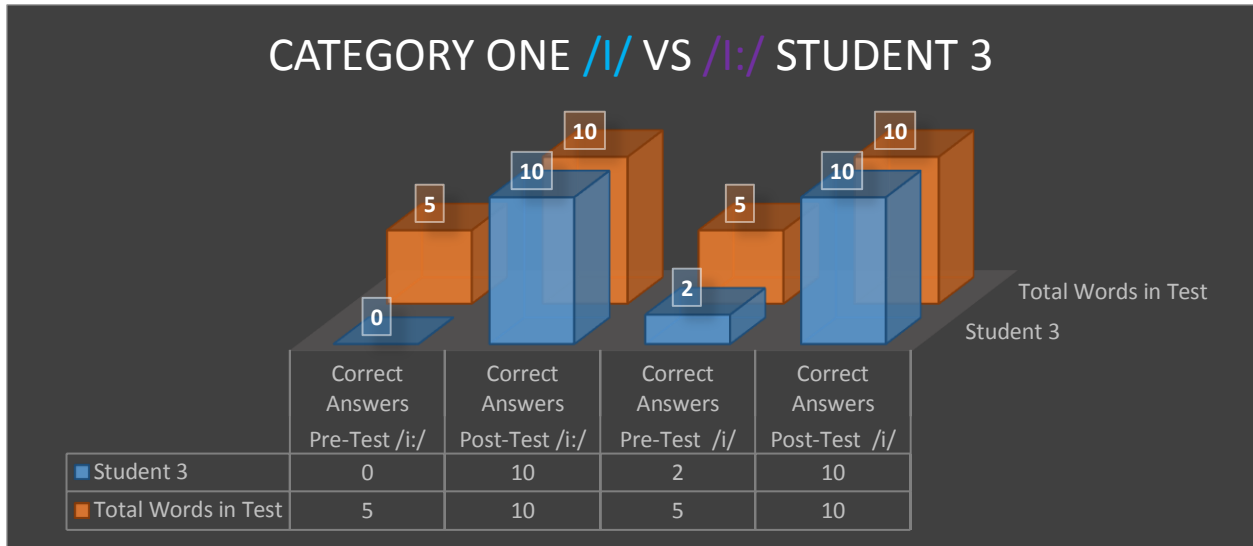
Below, it is an explanation of the results obtained by each student comparing the pre-test and the post-test, taking into account only the correct answers (pronunciation of the words) into the first pre-established category “**Category One /l/ vs /i:/.**”



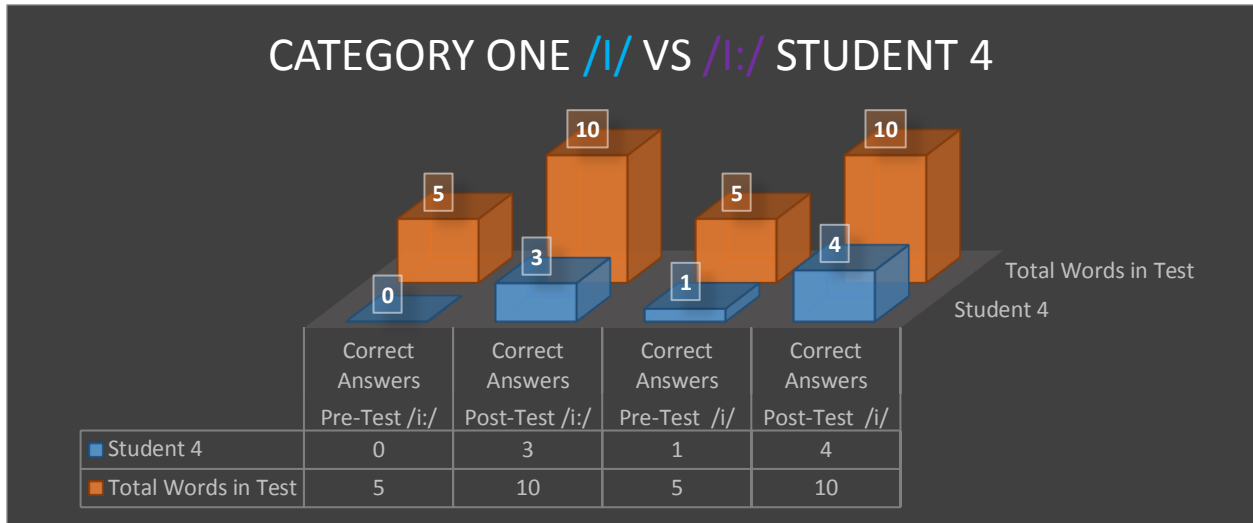
Category One /l/ vs /i:/	
Student One	
Pre-Test	Post-Test
<p>What is possible to observe on the chart is that Student One had issues pronouncing and differentiating all the words in which the sound /i:/ was involved.</p>	<p>In contrast with the pre-test the student could identify 5 out of 10 words that involved the sound /i:/. Showing an improvement of the 50% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In contrast, it was able to identify one of the words with the sound /l/.</p>	<p>In addition, he was able to identify 4 words out of 10 with the sound /l/. This meant that it improved a 40%. Taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 50% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was non-distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student One through phonics instruction activities was able to improve a 45% on the pronunciation of the two minimal pairs /i/ vs /i:/. However, is important to highlight that during the post-test the student had to pronounce 20 words classified into categories (/l/ vs /i:/).</p>



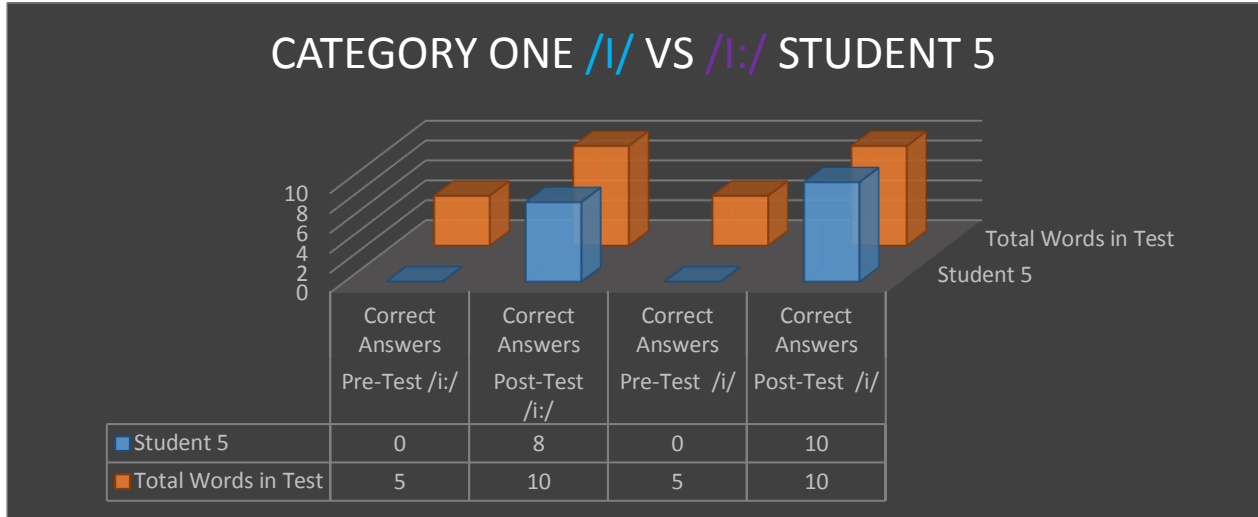
Category One /l/ vs /i:/	
Student Two	
Pre-Test	Post-Test
<p>According to the chart Student Two had difficulties pronouncing and distinguishing the sound /i:/ answering 0 words out of 5.</p>	<p>In contrast with the pre-test the student could identify 5 out of 10 words that involved the sound /i:/. Showing an improvement of the 50% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In contrast, it was able to identify 3 of the words with the sound /l/.</p>	<p>And he was able to identify 1 words out of 10 with the sound /l/. This meant, that he decreased a 20%. Taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 30% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was none distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student Two through phonics instruction activities was able to improve a 30% on the pronunciation of the two minimal pairs /i/ vs /i:/. It is important to highlight that during the post-test the student had to pronounce 20 words classified into categories (/l/ vs /i:/).</p>



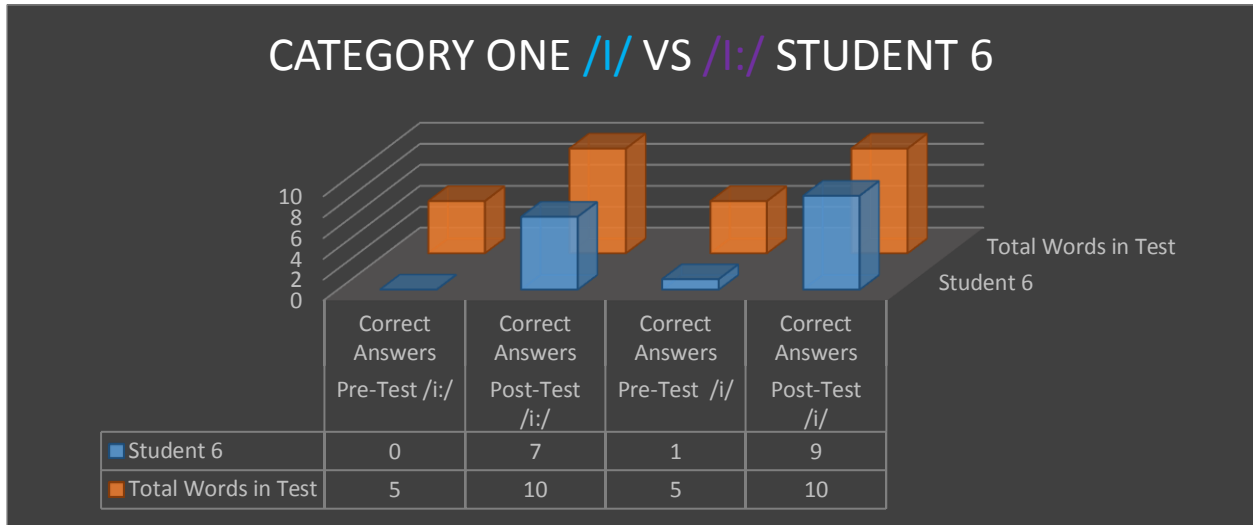
Category One /l/ vs /i:/	
Student Three	
Pre-Test	Post-Test
<p>Reviewing the chart Student Three it was not able to pronounce correct any of the words with the sound /i./</p>	<p>In contrast with the pre-test the student could identify 10 out of 10 words that involved the sound /i:/. Showing an improvement of the 50% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In contrast, it was able to identify two out of the words with the sound /l/.</p>	<p>And he was able to identify 10 words out of 10 with the sound /l/. This meant, that it improved a 100%. Taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 20% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was none distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student Three through phonics instruction activities was able to improve a 100% on the pronunciation of the two minimal pairs /i/ vs /i:/. .</p>



Category One /l/ vs /i:/	
Student Four	
Pre-Test	Post-Test
<p>According to the chart Student Four had difficulties pronouncing and distinguishing the sound /i:/ answering 0 words out of 5.</p>	<p>In contrast with the pre-test the student could identify 3 out of 10 words that involved the sound /i:/. Showing an improvement of the 30% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In contrast, it was able to identify 1 of the words with the sound /l/.</p>	<p>And he was able to identify 4 words out of 10 with the sound /l/. This meant, that he decreased a 40%. Taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 10% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was no distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student Four through phonics instruction activities was able to improve a 35% on the pronunciation of the two minimal pairs /i/ vs /l:/. It is important to highlight that during the post-test the student had to pronounce 20 words classified into categories (/l/ vs /i:/).</p>



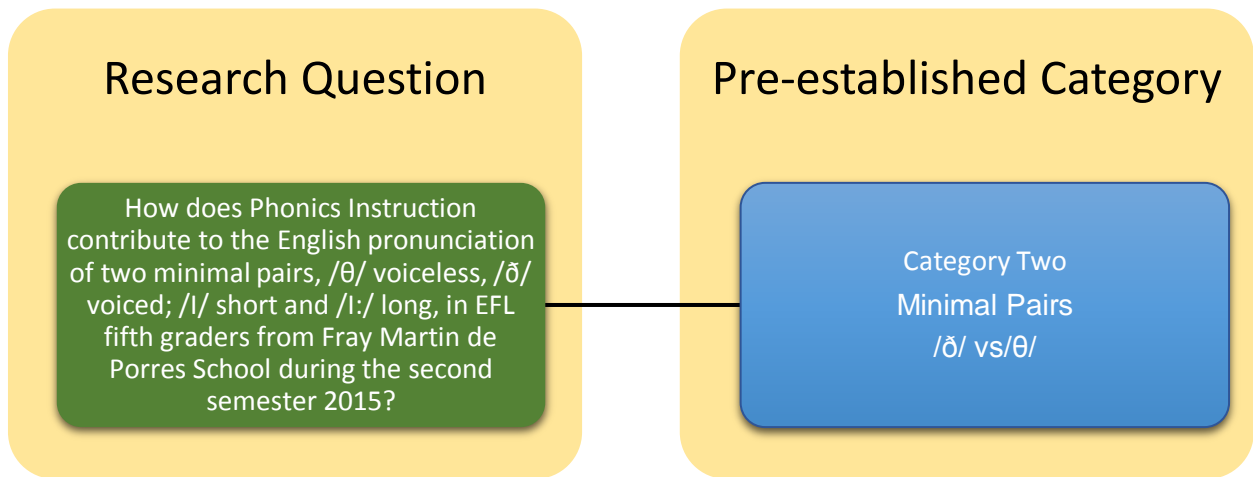
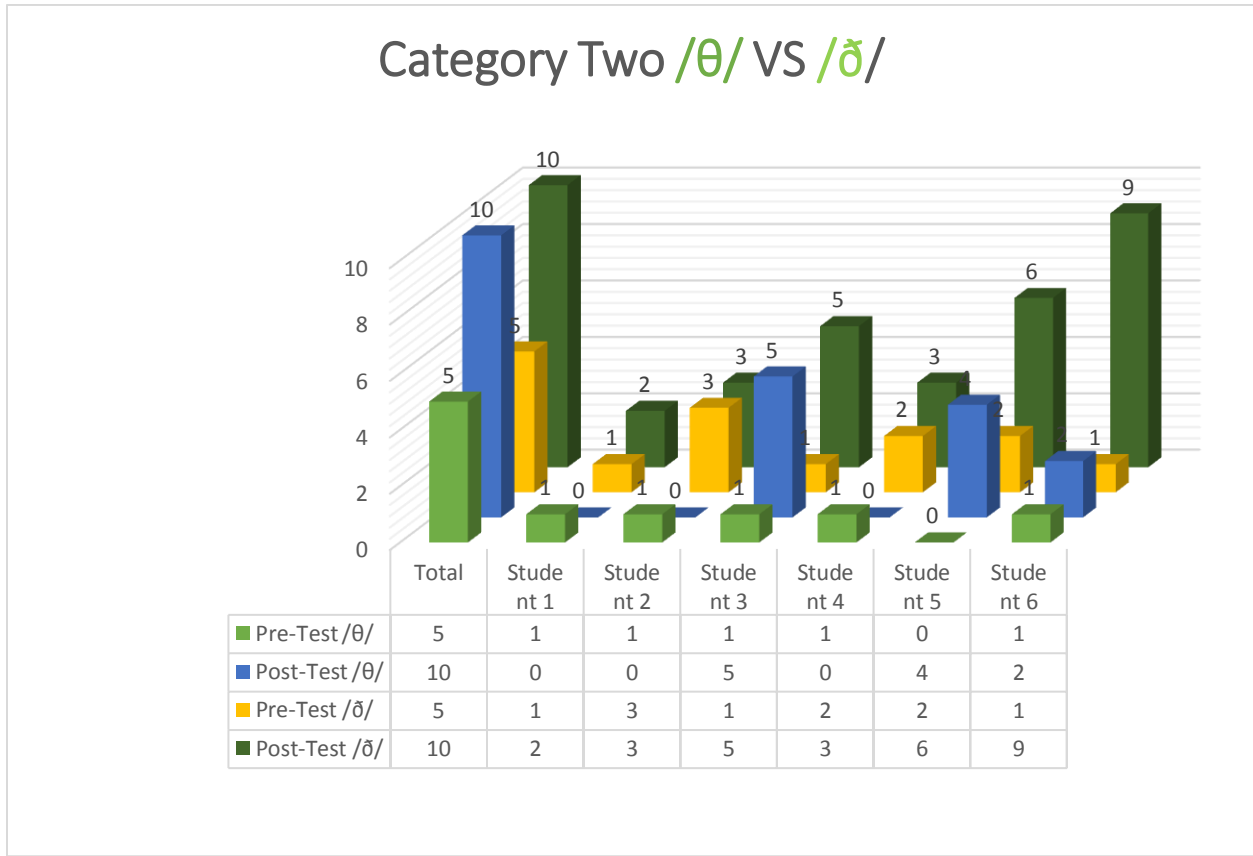
Category One /l/ vs /i:/	
Student Five	
Pre-Test	Post-Test
<p>According to the chart Student Five had difficulties pronouncing and distinguishing the sound /i:/ answering 0 words out of 5.</p>	<p>In contrast with the pre-test the student could identify 8 out of 10 words that involved the sound /i:/. Showing an improvement of the 80% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>Student Five was not able to differentiate at the moment of pronouncing any of the five words presented with sound /l/</p>	<p>And he was able to identify 10 words out of 10 with the sound /l/. This meant, that he decreased a 100%.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 00% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was no distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student Five through phonics instruction activities was able to improve a 90% on the pronunciation of the two minimal pairs /i/ vs /i:/. It is important to highlight that during the post-test the student had to pronounce 20 words classified into categories (/l/ vs /i:/).</p>



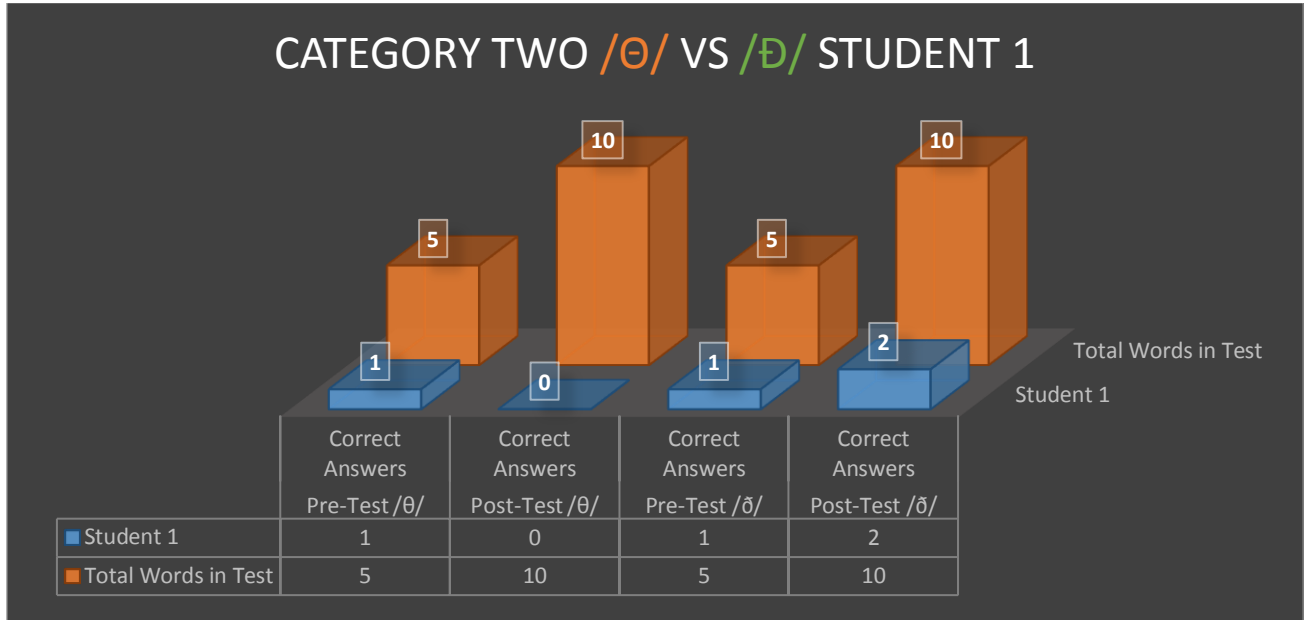
Category One /I/ vs /i:/	
Student Six	
Pre-Test	Post-Test
<p>According to the chart Student Six had difficulties pronouncing and distinguishing the sound /i:/ answering 0 words out of 5.</p>	<p>In contrast with the pre-test the student could identify 7 out 10 words that involved the sound /i:/. Showing an improvement of the 70% taking into account that a 100% of improvement meant to answer the 10 words correctly.</p>
<p>Student Six was able to pronounce correctly 1 word out of 5 with the sound /I/</p>	<p>And he was able to identify 9 words out of 10 with the sound /I/. This meant, that he decreased a 90%.</p>
<p>In the Pre-Test is possible to observe that the student was able to recognize a 10% of the words without phonics instruction activities. Bearing in mind that he was able to pronounce 5 words out of 10. In which there was none distinction between the sounds or any kind of distribution.</p>	<p>That meant that Student Six through phonics instruction activities was able to improve a 80% on the pronunciation of the two minimal pairs /i/ vs /I:/. It is important to highlight that during the post-test the student had to pronounce 20 words classified into categories (/I/ vs /i:/).</p>

What it was possible to be determined and analyzed from the records gathered from the charts above was that the implementation of phonics instruction activities along with Visual-Auditory-Kinesthetic-Tactile (VAKT Approach), was meaningful for the vast majority of the students. Some of them were able to pass from 0 correct answers to 7 to 10 correct answers.

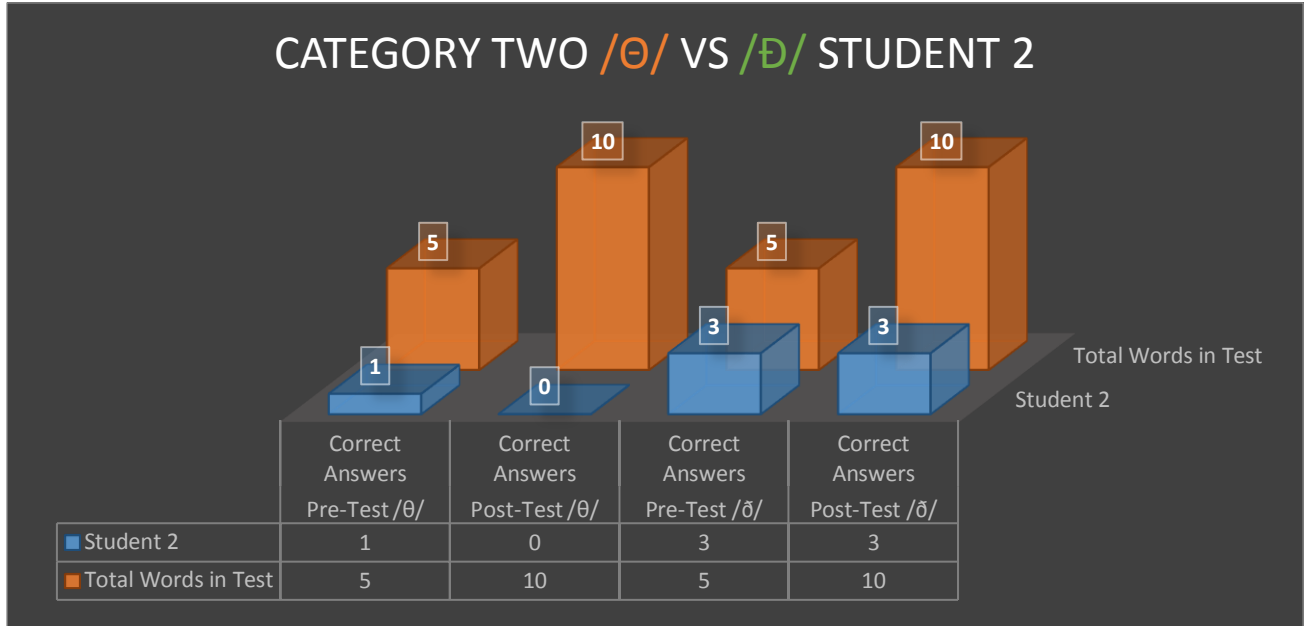
However, the results from student 2 that decreased after the implementation of phonics instruction activities with the sound /l/ raises the question if for all kind of learning styles is functional or not the application of VAKT and Phonics Instruction activities.



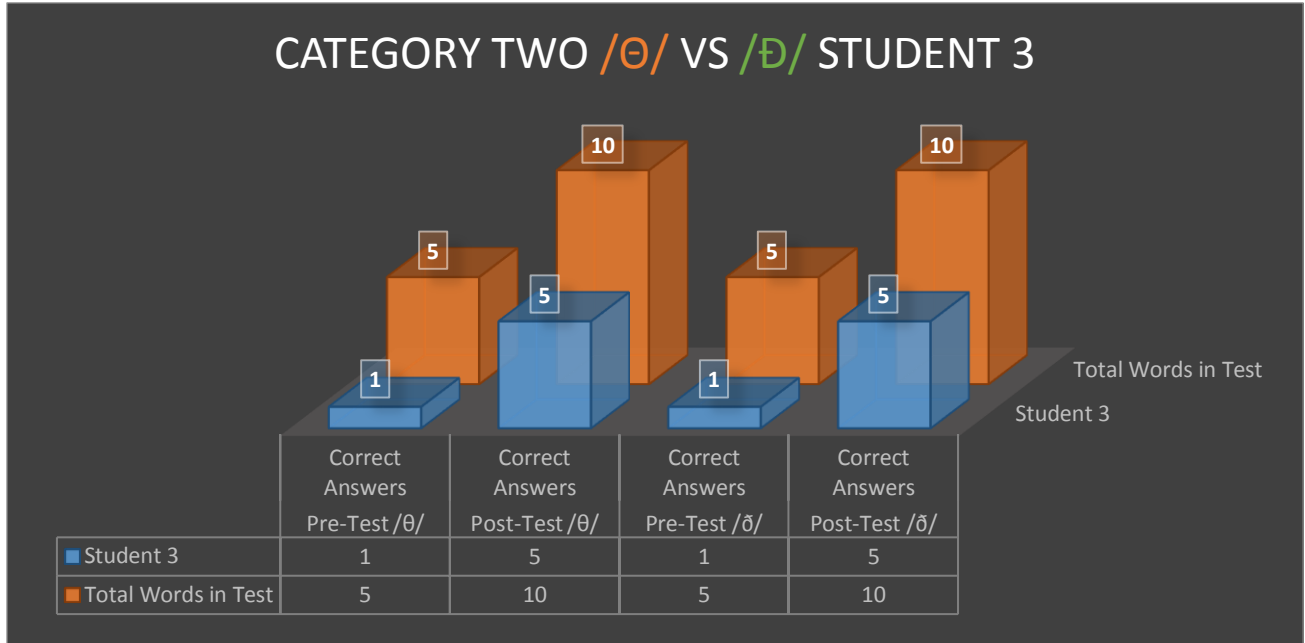
Below, it is an explanation of the results obtained by each student comparing the pre-test and the post-test, taking into account only the correct answers (pronunciation of the words) into the first pre-established category “**Category Two /θ/ vs /ð/.**”



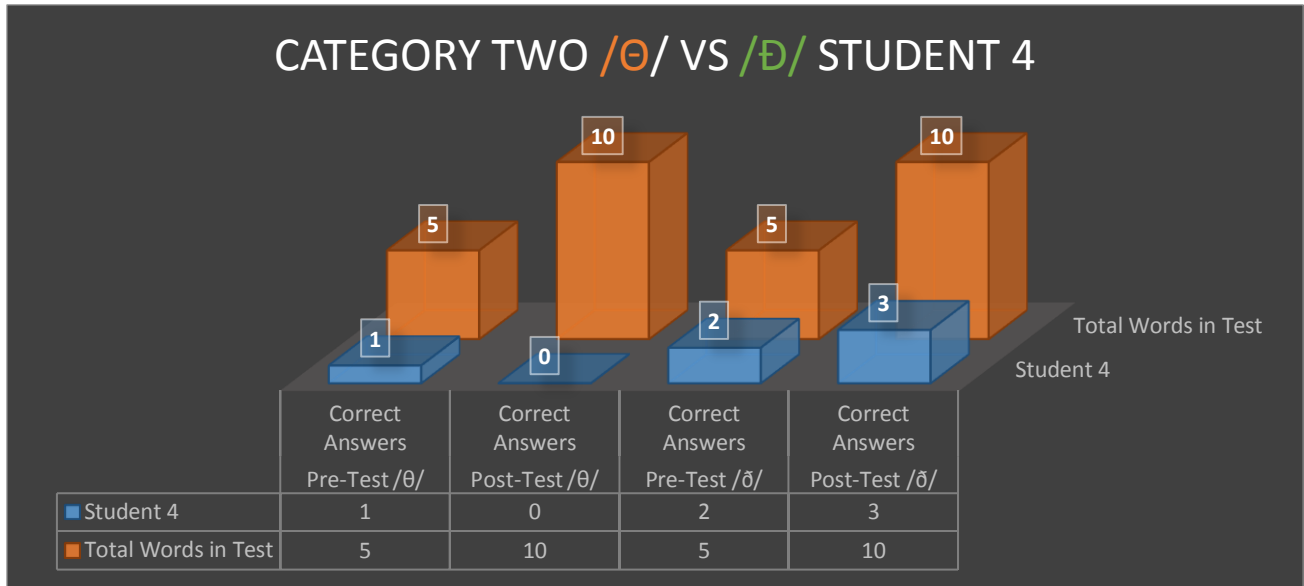
Category Two /θ/ vs /ð/	
Student One	
Pre-Test	Post-Test
<p>According to the chart above is possible to observe that Student One was able to pronounce in a correctly 1 of 5 words with the sound /θ/.</p>	<p>However, by the time he had to do the post-test, after the implementation of VAKT and Phonics Instruction activities he did not showed any improvement. In contrast, he was not able to answer any of the 10 words with the sound /θ/.</p>
<p>As well, with the second sound /ð/ student was able to pronounce correctly 1 word out of 5.</p>	<p>In contrast, during post-test student showed a different result; he was able to improve from one answer correct to two answers correct. In this case was easier for students to start differentiating the sound because they tend to associate the sound /ð/ with the /d/ sound from the Spanish.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>The results gathered from the post-test of the student one were not satisfactory at all. What it was expected was a total improvement from the student, however he showed a small progress, showing that after 4 implementations of pronunciation training, phonics instruction and VAKT is possible to get positive results.</p>



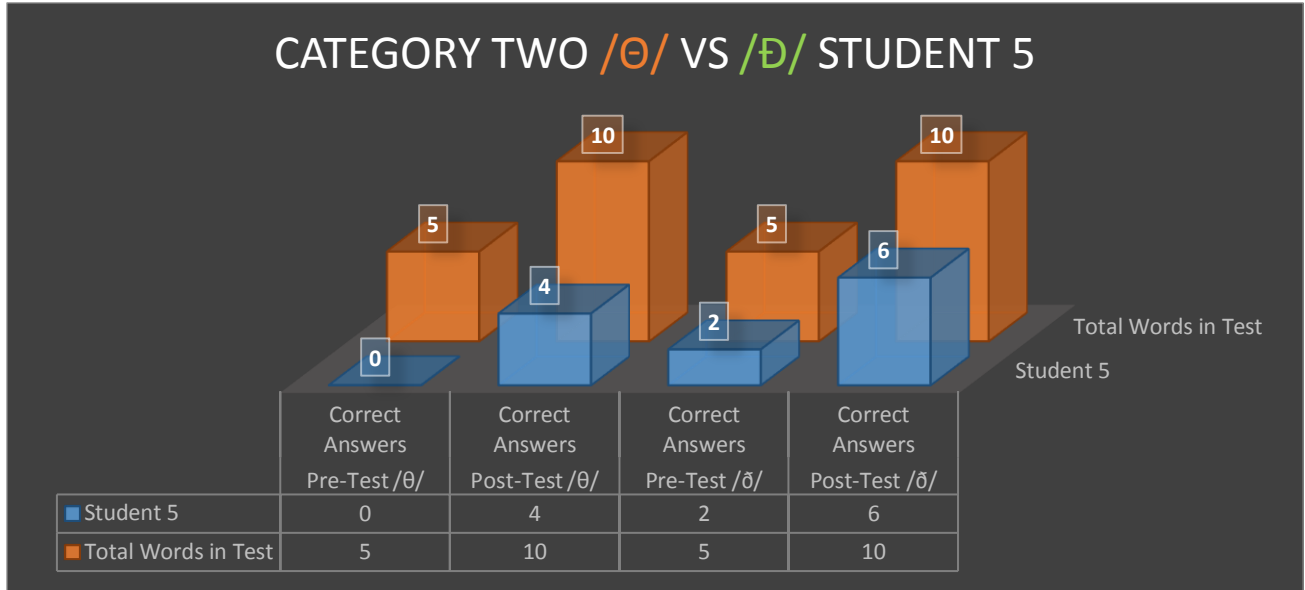
Category Two /θ/ vs /ð/	
Student Two	
Pre-Test	Post-Test
<p>What is possible to observe here is that Student Two was able to pronounce in a correctly 1 of 5 words with the sound /θ/.</p>	<p>As well as Student One this student did not show any Improvement taking into account /θ/ sound.</p>
<p>In contrast with Student One, Student Two was able answer three words correct out of five with the sound /ð/.</p>	<p>Despite the implementation of phonics instruction activities for the sound /ð/ Student Two, did not show any improvement he was able to answer three correct words correct again.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>From the perspective of the number of sessions dedicated to each sound the results with the student two are not conclusory because the student did not show any progress but he showed that the sound /θ/ need to be reinforced as well for Student One.</p>



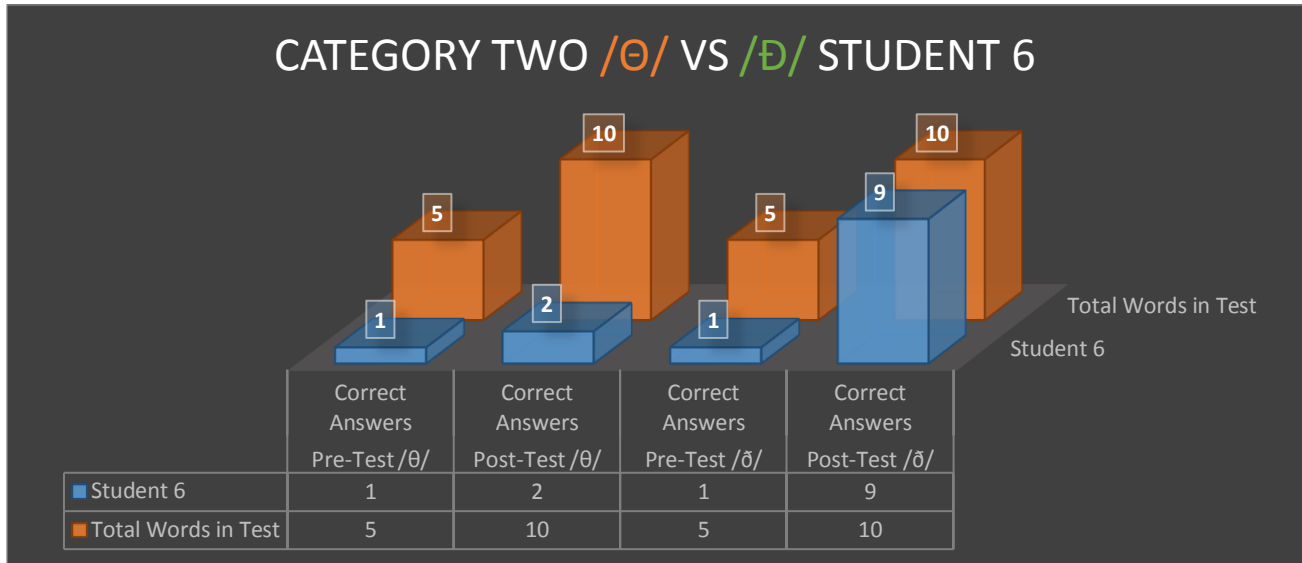
Category Two /θ/ vs /ð/	
Student Three	
Pre-Test	Post-Test
<p>By analyzing the results from Student Three, during the pre-test the student was able to pronounce correct one of five words that included the sound /θ/.</p>	<p>In comparison with the pre-test the student could pronounce 5 words from ten showing a great understanding and improvement of the θ/ sound.</p>
<p>In addition, the student was able to identify one out of five the words with the sound /ð/.</p>	<p>Regarding the sound /ð/, student as it did before was able to improve from 1 to 5 words correctly pronounced.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>Once the data collected from the post-test was coded and analyzed. Was able to determine and analyze that phonics instruction activities aimed with the improvement of the pronunciation skill was useful and let students identify better the sounds and words, not only isolated but also in brief and simple conversations.</p>



Category Two /θ/ vs /ð/	
Student Four	
Pre-Test	Post-Test
<p>According to the chart above is possible to observe that Student Four was able to pronounce in a correctly 1 of 5 words with the sound /θ/.</p>	<p>But, during the post-test with the second sound /θ/ student was not able to pronounce correctly any word out of 10.</p>
<p>In addition, the student was able to identify two out of five the words with the sound /ð/.</p>	<p>Nonetheless, by the time he had to do the post-test, he showed a improvement. In comparison, he was able to answer two out of the 5 words with the sound / ð / in the pre-test and during the post-test he was able to pronounce correctly 3 out of ten.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>The results keep showing that students have more difficulties differentiating the sound /θ/ that is totally unknown for Spanish speakers instead of / ð / that is similar to Spanish /d/.</p>



Category Two /θ/ vs /ð/	
Student Five	
Pre-Test	Post-Test
<p>What is possible to observe here is that Student Five was not able to pronounce a correctly any words with the sound /θ/ on it.</p>	<p>Nonetheless, he was able to do a big improvement in terms of pronunciation with the /θ/ sound answering 4 answers correct from a total of 10.</p>
<p>In addition, the student was able to identify two out of five the words with the sound /ð/.</p>	<p>Regarding the sound /ð/, student also did a great improvement answering 4 more words that he did before during the pre-test.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>After reviewing and analyzing the improvements that Student five had during the four sessions of implementation it has shown a certain kind of effectiveness of the phonics instruction activities and VAKT during its learning process with satisfactorily results.</p>



Category Two /θ/ vs /ð/	
Student Six	
Pre-Test	Post-Test
<p>According to the chart above is possible to observe that Student Six was able to pronounce in a correctly 1 of 5 words with the sound /θ/.</p>	<p>During the post-test in the first moment dealing with /θ/ sound student six did not show a great improvement. However, was able to pronounce one more word than it did before.</p>
<p>As well as the student did before it was able pronounce one words correct out of five with the sound /ð/.</p>	<p>Per contra, with the sound /ð/ the improvement done by the candidate apart from showing a highly comprehension of the sound was evident the influence and efficiency of the VAKT and Phonics instruction activities.</p>
<p>During the pre-test was able to explore the previous knowledge of the students referring to the pronunciation of the minimal pair /θ/ vs /ð/ however, as the student had a lack of pronunciation training was great to know that in somehow he was able to produce the correct sound in one of 5 words per sound.</p>	<p>From the perspective of the number of sessions dedicated to each sound the results from student six let researchers conclude that phonics and VAKT help in the pronunciation improvement, but still need more sessions to be implemented.</p>

After the comparison between the categories pre-established a priori based on the research question, is positive to highlight that the vast majority of the students had any kind of improvement based on the two Minimal pairs, /θ/, /ð/, /i/ and /l/. In any case, students showed that implementations were not enough in order to explore and get better results during the post-test.

In addition, the results showed that from the two Minimal pairs, /θ/, /ð/, /i/ and /l/ two sounds that are none existing in Spanish and also that are not easily able to be compared or associated to native sounds demonstrate lower rates after one session of implementation per sound.

However, this phonics instruction as the teacher were not used to it, it was not easy to monitor the process of pronunciation skill in each student. Bearing in mind that in specific parts of the lesson the teacher had to check and be attentive to the form of how students were developing the activities; she had to start changing the arrangement of the classroom in order to be able to explore and check as a group if all what students were done was correct or not. For example, in stage two learning the letter formation teacher had to monitor and paid closely attention of the figures that the students were doing with their finger on the air. Another example, can be seen at the moment of teaching through the third stage that was Blending in which this time the attention was not focused on what students were doing with their fingers, but how they were articulating at the moment of linking the letter-sounds at the moment of pronouncing.

To conclude, after a long exposure and hardworking training on the pronunciation skill. Students will be able to acquire a better pronunciation and also they will be able to start distinguishing better the sounds even if they are isolated or not. Or if the sounds are in simple phrases or conversations. Also, activities that involve VAKT (Visual-Auditory-Kinesthetic-Tactile) approach are great in order to tackle most of the learning styles in class. However, the effectiveness of phonics instruction is highly related to the steps followed at the time of the instruction, and the time dedicated to the sessions of implementation done.

CHAPTER 6

CONCLUSIONS

This chapter evidences the complete process of pronunciation improvement in EFL in Young Learners through Phonics Instructions including specific implications, the relevance of the research, and further research that could be carried out.

Relevant findings

Highlighting the importance of the correct pronunciation and the need of the students. It was necessary to have a balanced process covering the four skills (listening, speaking, reading and writing) through the implementation of phonics material. In order to improve the pronunciation of two minimal pairs and teaching students how to use these sounds in common words, sentences and simple conversations activities based on phonics instructions were used with the aim of fostering a balanced process.

The development of the activities based on Phonics Instruction made them able to understand better the instructions and they started to correct themselves during further classes. Teaching how to use letter-sound relation to students in order to teach Phonics Instructions, they were able to recognize the letter by touching it, seeing it and at the same time, doing the sound and writing the letter in a common word, in a sentence and simple conversations. Also, as it has been mentioned before in chapter 5, on the process of Phonics in its stage 1 and 2, students decorated the sound sheet and the formation sheet using different elements like sawdust or glitter, in order to create a relief

on the surface and thus, they were able to pass their fingers on it, repeating the sound formation and or the letter formation.

They had a stress free process that inhibited their barriers against English and a process that made them comfortable. Therefore, that is why through simple activities like decoration they started to learn and recognize the sounds. However, after the implementation, students continued correcting their partners, after they were asking about different pronunciation of words that were unknown for them using peer assessment and having knowledge enough to be able to correct their classmates when they were mispronouncing.

Students did not have a previous pronunciation training, it was found that it is a need to be fulfilled by the teacher, because the students recognized that it is a good process during the class and also that they wanted to pronounce as well as hear different pronunciation when they are in touch with the language through listening activities, for example when they practiced the songs that the guidebook had inside.

In addition, some comments received from the students while they were developing the activities related with Phonics Instruction were, taking into account the activities developed in class some students said

- “Las actividades desarrolladas en clase como recortar, pegar y decorar nos recuerda cuando estábamos en transición en donde solo pegábamos o recortábamos y no teníamos otras preocupaciones.”
- “Profe, estas cosas son las que nos ayudan a recordar mejor, porque sintiendo el relieve de las imágenes relacionamos mejor el sonido con lo que está ahí”

Nevertheless, the main objective of the activities used in the research implementation was helping students with their pronunciation of the two minimal pairs in simple words and sentences but at the moment that students started developing the activities proposed by the teacher, they asked to the main teacher about new words they could not understand at that moment, because some students did not recognize all of them. At the end of the implementation, it was found that the material helped students to get curious about learning English through Phonics Instructions.

In addition, it was evident based on the average of answers gathered from the Pre-test that students got 4 questions right from 20 in total. In contrast with the Post-Test students showed a relevant improvement even if they got more negative questions than positive ones, students on the post-test got 19 correct answers versus 21 incorrect and taking into account that they were exposed to few sessions of Phonics Instruction they only focused their pronunciation in two minimal pairs. That vocabulary tended to be more complex in the Post-Test. But even the results showed a great improvement with students that in pre-test just got 4 answers correct on the post-test they increased achieving one of the highest score of positive answers (28/40). That's why if students could have worked at least 5 or more sessions using Phonics Instruction they could have achieved a better score contrasting with their starting point.

Based on the findings gathered, students were able to learn and balance their process acquiring a better pronunciation and improving their listening and speaking skills by getting used of that type of instruction. In addition, they reconnected themselves with previous experiences in life.

Research question answers

After the development of the whole process, it was concluded that the use of Phonics Instructions contributed to the pronunciation skill, first by allowing students to work in a stress-free environment that they found more relaxing and engaging. For example the activities were not graded and, changed the routine was a didactic class because they painted and pasted.

Then, it is concluded that Phonics Instructions contributed to students' pronunciation by getting them to identify several differences and similarities in word pronunciation based on minimal pairs, supporting their rehearsal process in speaking in terms of reading words, sentences, gaps filling and even spelling.

Having said this, the use of Visual-Auditory-Kinesthetic-Tactile (VAKT) showed that students needed to learn from different kinds of inputs like visual, tactile, and auditory by relating the activities done. With the phoneme they were learning in a certain session. For example if they were learning the / θ / voiceless sound, they were able by drawing on the air how it was done, or if they were learning the formation of the same sound with the exercise of passing their fingers over images with relieves created by them they were able to remember how to create and what was the order of the letters to create the "Th" formation of the / θ / voiceless. Also, with several repetitions of hearing words they could remember and achieve the purpose, that was to improve the pronunciation of the minimal pairs /l/ /i:/ and /ð/ / θ/.

Based on the results giving by the charts from the transcription it is possible to conclude that Phonics Instructions is useful because the improvement shown by the students, was significant and the average of the improvement was more that 50%.

Pedagogical implications

This research project contributed in different fields. In the pedagogical field, it is observed that phonics instructions give a variety of strategies of how to approach students to a pronunciation training in which they can use VAKT as a mean of conveying in resources of how pronunciation can be tackled to reach a good pronunciation level by students that are starting the process of the acquisition of English as a foreign language.

In the students learning process, that at the moment of using the activities based on Phonics Instructions, most of them got interested in the activities because it fostered their creativity and reconnected them with previous processes used during early stages of the learning of a foreign language, English, and how to work or do activities that involve assessing their peers in different stages of the learning process.

Phonics Instruction activities did not just develop an awareness on students on how they pronounce certain words, also they were aware in their speaking skill improving their lexical repertoire and fluency at the moment of speaking.

Limitations

During the development of this research, we could find the following limitations:

First, the guidebook was not an appropriate resource for students in order to foster their pronunciation taking into account that the activities proposed on Smart English 5 was not enough to contribute in a balanced learning process of a foreign language.

Second, as the time assigned by the institution to English classes was not enough bearing in mind that students had 225 minutes of class per week. Therefore, it was not suitable for a learning process in which students are able to achieve A2 Level based on the CEFR according to Colombian Ministry of Education.

Third, the school polices were difficult to handle, because it was not easy to have two foreign people from the institution in the same classroom for more than two days in a row, the classroom provided for the institution to make the audio recordings was not the best for these reason researchers had to be done the recording several times due to the acoustic of the room.

Fourth, the absence of material like a tape recorder or the use of a Multimedia Lab, to promote listening activities was a problem because one of the ideas was not just applying material, it was also to get students closer through videos from natives, in which they could appreciate the pronunciation of the words taught to them in common words, simple sentences and in simple conversations that further they will practiced.

Fifth, the room was not suitable because students were limited. It was uncomfortable for them to get in bigger groups. They were used to work maximum in pairs.

Sixth, as they had three teachers in less than two months they could not have a proper process since the beginning of the Academic Year. Every teacher had their own methodology and with every change students felt the need to readapt their behavior depending on the new teacher making it a waste of time of the students, also hinder their process and making to have bad experiences with the foreign language.

Seventh, the absence of material to be consulted in order to support with previous investigations and the lack of theories difficult the process of gathering information in order to build the framework and literature review delating the process.

Eighth, the creation of study routines showed that students autonomously develop a certain procedure to develop the class in which they were attentive to the opening of the class and doing exactly what the teacher asked in order to do a class successful.

Further Research

After getting to know the whole process that this research took, other researches could take this one as a base to work with phonemes and Phonics Instructions with young learners EFL schools in Bogotá, Colombia.

In addition , this research project could be useful for someone who would like to differentiate minimal pairs and also for those who want to make use of learning strategy for children at a high school level with some weaknesses when learning English and especially if they are having troubles with their pronunciation.

About the findings gathered, students were able to reconnect themselves with previous experiences in life and also, learn and balance their process acquiring a better pronunciation and improving their listening and speaking skills by getting used to that type of instruction.

There a new big investigation coming out from this one could be done analyzing how the process of the students is affected by not having a proper pronunciation instruction on their learning process. This is important taking into account that if learners are just learning starting their learning process it is recommendable to work in a balance way the four skills (reading, writing speaking and listening) bearing in mind that pronunciation is a vital part during the process of the acquisition of the second language.

Based on the stages mentioned by Lloyd (2007) and, the exploration of the multi-sensorial approach or VAKT is important to understand the background of this process, a possible further investigation could be started from How far can phonics instruction

contribute on the creation of study routines and how these routines can be improved and developed in an intrinsic way that students implicitly drive their knowledge in pro of a better pronunciation?

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APPENDIX

Appendix 1 Guidebook

Here you can see some screenshots of the book Smart English 5 in which is not evidence of pronunciation exercises.



Appendix 2 Pre-Test Worksheet

Pre-Test, On the next page, you can find the first part of the pre-test applied to students in order to know their pronunciation degree before phonics instruction. Where students had to pronounce the word weather if it was with Voiceless “th” sound /θ/ or with Voiced “th” sound /ð/..









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TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN

PRE-TEST

This test aims to identify pronunciation problems at the moment of pronouncing the minimal pairs /θ/, /ð/, /l/ and /j/ in order to help with further activities the improvement of these minimal pairs.

				
Month	Theater	Birthday	Thursday	Thanksgiving
				
Weather	Breathe	Gather	Scathe	Father

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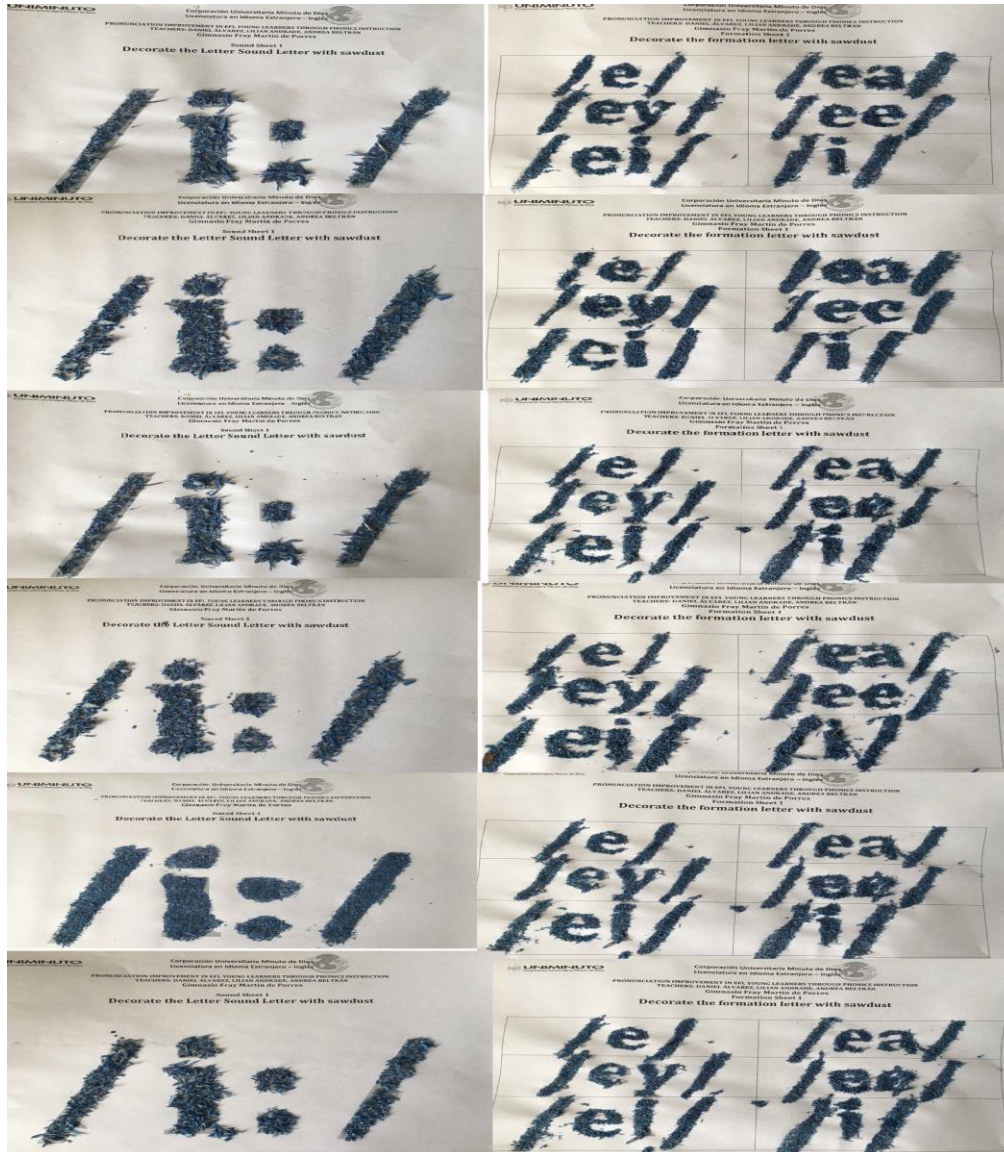
TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN

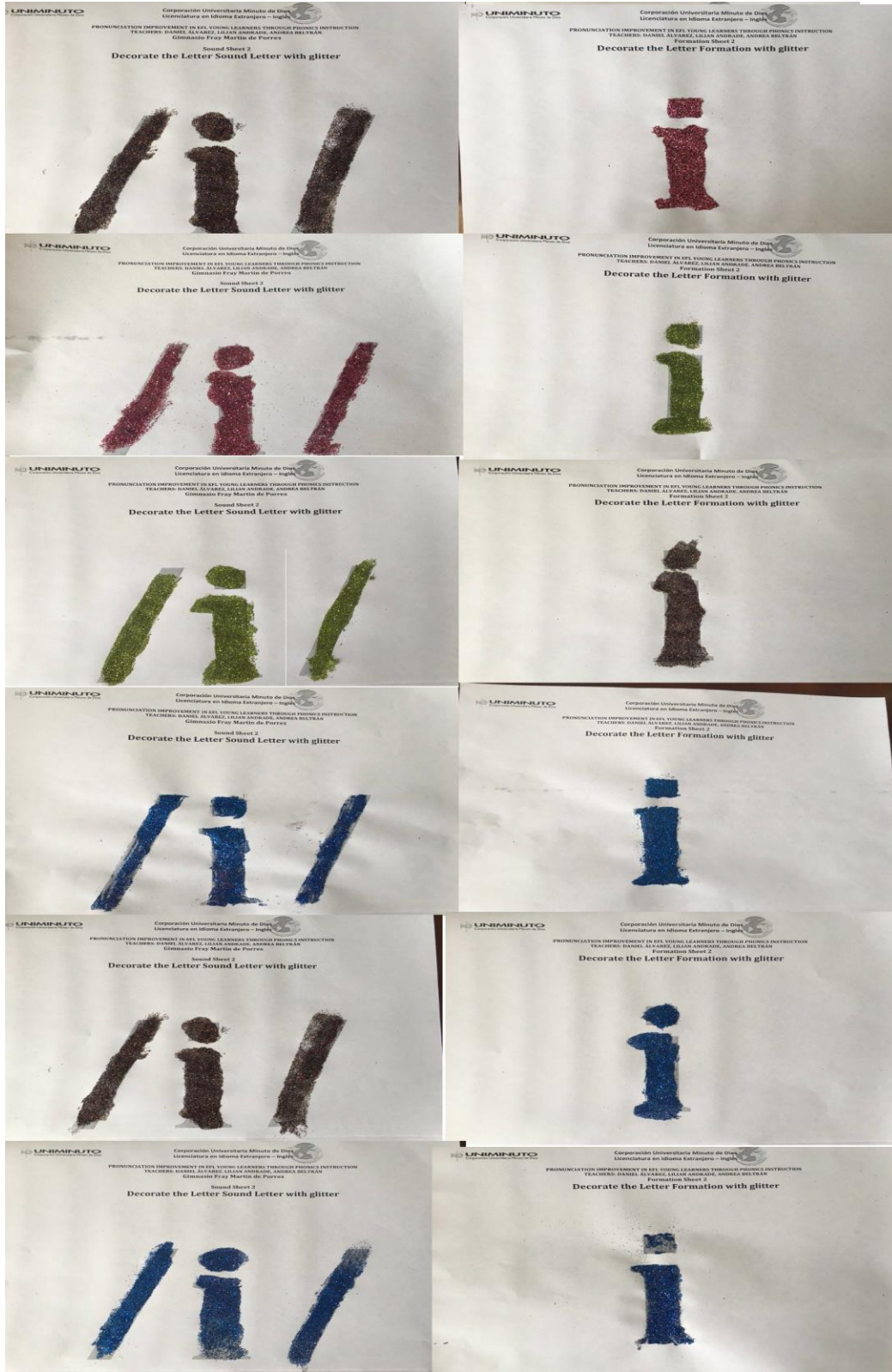
PRE-TEST

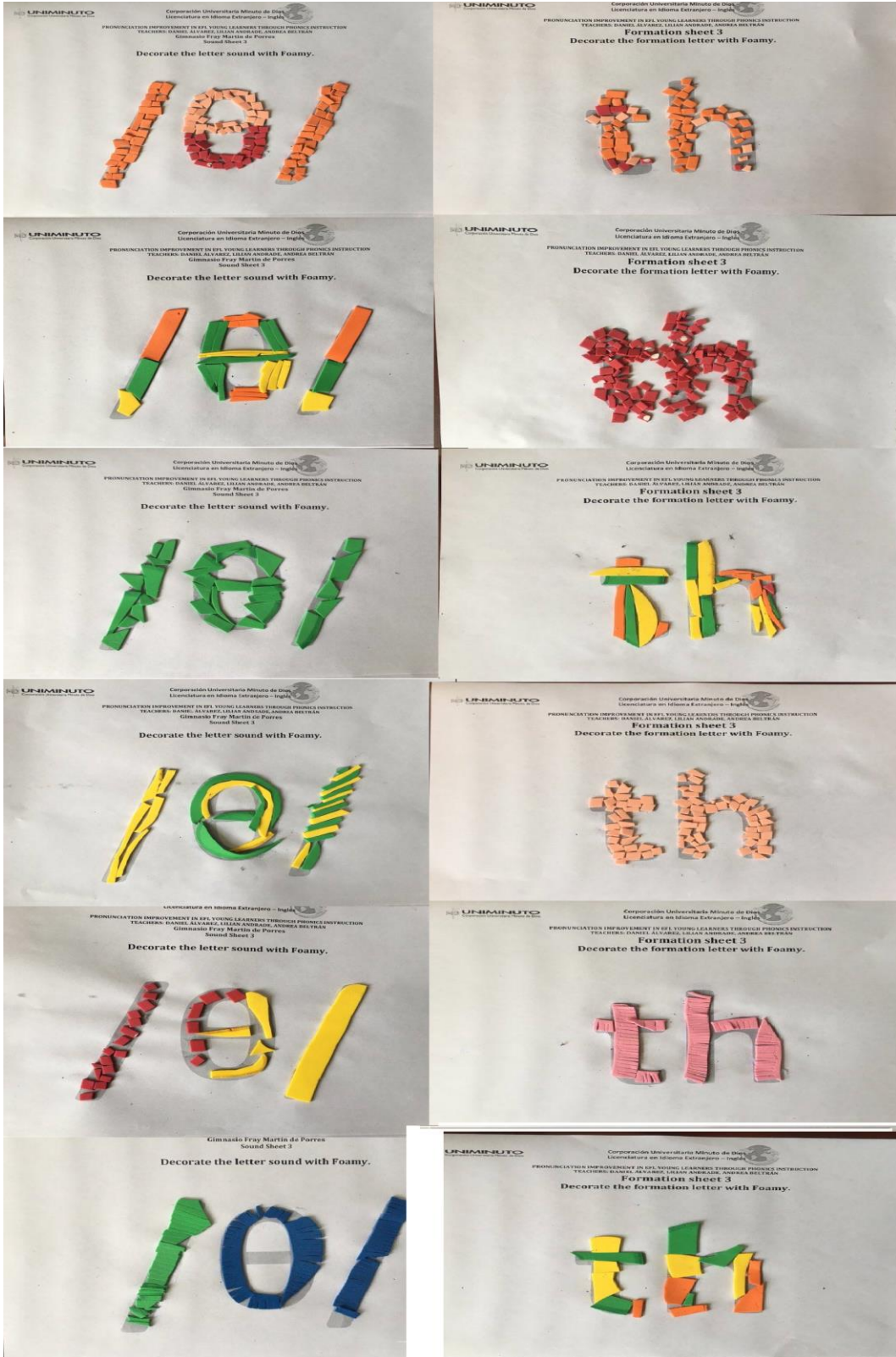
				
See	Beach	Ice Cream	Heat	Sunscreen
				
Winter	Hail	Wind	Lightning	Rain

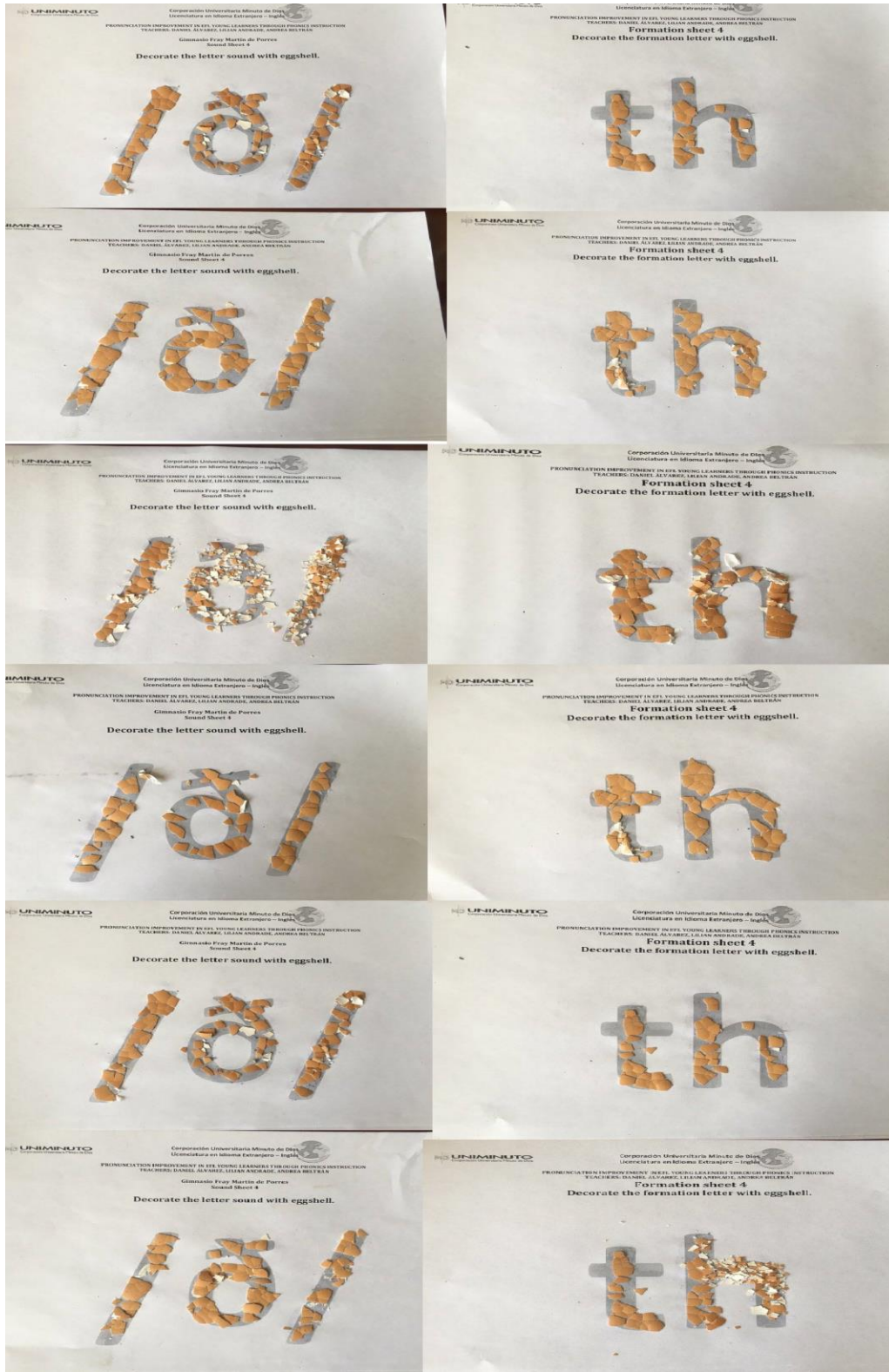
Appendix 3 Artifacts

Artifacts, here you can find art-crats done by the students during the implementation.



















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Worksheet 1

Write the correct formation letter by each picture. Identify the location.











				
S <u>ee</u>	B <u>ea</u> ch	I <u>ce</u> Cr <u>ea</u> m	H <u>o</u> t	Sunscr <u>ee</u> n
				
Tr <u>ee</u>	F <u>ie</u> ld	B <u>ee</u>	Le <u>af</u>	E <u>as</u> ter

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Worksheet 2

Write the correct formation letter by each picture. Identify the location.









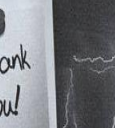

				
W <u>in</u> ter	Ha <u>il</u>	W <u>in</u> d	Lightn <u>ing</u>	Ra <u>in</u>
				
F <u>is</u> h	H <u>ill</u>	G <u>if</u> t	<u>ic</u> e	M <u>it</u> tens

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Worksheet 3

Write the correct formation letter by each picture. Identify the location.











				
Mon <u>day</u>	C <u>ate</u> er	Bir <u>th</u> day	Th <u>ur</u> sday	Th <u>an</u> ksgiving
				
Brea <u>d</u>	Ba <u>th</u> tub	Boo <u>ze</u>	Th <u>an</u> ks	Th <u>un</u> der

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Worksheet 4

Write the correct formation letter by each picture. Identify the location.











				
Wea <u>th</u> er	Brea <u>d</u> e	Ga <u>ll</u> er	Clo <u>th</u> es	Fa <u>th</u> er
				
Ba <u>ll</u> er	Mo <u>th</u> er	Lea <u>th</u> er	Th <u>ey</u>	Th <u>er</u> e

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Worksheet 1

Write the correct formation letter by each picture. Identify the location.





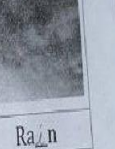





				
See	Beach	Ice Cream	Heat	Sunscreen
				
Tree	Field	Bee	Leaf	Eggs

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Worksheet 2

Write the correct formation letter by each picture. Identify the location.











				
Winter	Hail	Wind	Lightning	Rain
				
Fish	Hill	Gift	Ice	Mittens

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Worksheet 3

Write the correct formation letter by each picture. Identify the location.











				
Monday	Eater	Birthday	Thursday	Thanksgiving
				
Bread	Bath	Booze	Thanks	Under

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Worksheet 4

Write the correct formation letter by each picture. Identify the location.






				
Weather	Branch	Galler	Clothes	Father
				
Bale	Mother	Leader	They	Here






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Worksheet 1

Write the correct formation letter by each picture. Identify the location.

				
S <u>ee</u>	B <u>ea</u> ch	I <u>ce</u> Cr <u>ea</u> m	H <u>ea</u> t	Sunscr <u>ee</u> n






				
Tr <u>ee</u>	F <u>ie</u> ld	B <u>ee</u>	L <u>ea</u> f	E <u>as</u> ter






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Worksheet 2

Write the correct formation letter by each picture. Identify the location.

				
W <u>in</u> ter	Ha <u>il</u>	W <u>in</u> d	Lightn <u>in</u> g	Ra <u>in</u>






				
F <u>is</u> h	H <u>il</u> l	G <u>if</u> t	I <u>ce</u>	M <u>it</u> tens






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Worksheet 3

Write the correct formation letter by each picture. Identify the location.

				
Mon <u>th</u>	T <u>he</u> ater	Bir <u>th</u> day	Th <u>ur</u> sday	Th <u>an</u> ksgiving






				
Brea <u>th</u>	Ba <u>th</u> tub	Boo <u>th</u>	Th <u>an</u> ks	Th <u>un</u> der






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Worksheet 4

Write the correct formation letter by each picture. Identify the location.

				
Wea <u>th</u> er	Brea <u>d</u> e	Gar <u>ag</u> e	Clo <u>th</u> es	Fa <u>th</u> er











				
Ba <u>ll</u> e	Mo <u>th</u> er	Lea <u>th</u> er	Th <u>ey</u>	Wh <u>er</u> e

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Worksheet 1

Write the correct formation letter by each picture. Identify the location.











				
See	Beach	Ice Cream	Heat	Sunscreen
				
Tree	Field	Bee	Leaf	Easter

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Worksheet 2

Write the correct formation letter by each picture. Identify the location.











				
Winter	Hail	Wind	Lightning	Rain
				
Fish	Hill	Gift	Lace	Mittens

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Worksheet 3

Write the correct formation letter by each picture. Identify the location.


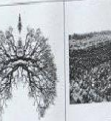








				
Monday	Eater	Birthday	Thursday	Thanksgiving
				
Bread	Bathtub	Booth	Thanks	Thunder

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Worksheet 4

Write the correct formation letter by each picture. Identify the location.











				
Weather	Breeze	Gather	Clothes	Father
				
Ballet	Mother	Leather	Key	Where

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Worksheet 1

Write the correct formation letter by each picture. Identify the location.











				
S <u>ee</u>	B <u>ee</u> ch	I <u>ce</u> C <u>rea</u> m	H <u>ea</u> t	Sunscr <u>ee</u> n
				
T <u>ree</u>	F <u>ie</u> ld	B <u>ee</u>	L <u>ea</u> f	E <u>as</u> ter

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Worksheet 2

Write the correct formation letter by each picture. Identify the location.










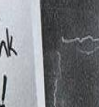
				
W <u>in</u> ter	Ha <u>ll</u>	W <u>in</u> d	Lightn <u>in</u> g	Ra <u>in</u>
				
F <u>is</u> h	H <u>ill</u>	G <u>if</u> t	I <u>ce</u>	M <u>it</u> tens

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Worksheet 3

Write the correct formation letter by each picture. Identify the location.











				
Mon <u>th</u>	Th <u>ea</u> ter	Bir <u>th</u> day	Th <u>ur</u> sday	Th <u>an</u> ksgiving
				
Brea <u>th</u>	Ba <u>th</u> tub	Boo <u>th</u>	Th <u>an</u> ks	Th <u>un</u> der

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Worksheet 4

Write the correct formation letter by each picture. Identify the location.











				
Wea <u>th</u> er	Brea <u>z</u> e	Ga <u>th</u> er	Clo <u>th</u> es	Fa <u>th</u> er
				
Ba <u>th</u>	Mo <u>th</u> er	Lea <u>th</u> er	Ke <u>y</u>	He <u>re</u>

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Worksheet 1

Write the correct formation letter by each picture. Identify the location.











				
S <u>ee</u>	B <u>ea</u> ch	I <u>ce</u> C <u>rea</u> m	H <u>ea</u> t	Sunscr <u>ee</u> n
				
T <u>re</u> e	F <u>ie</u> ld	B <u>ee</u>	L <u>ea</u> f	E <u>g</u> gs

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Worksheet 2

Write the correct formation letter by each picture. Identify the location.











				
W <u>i</u> nter	Ha <u>i</u> l	W <u>i</u> nd	Lightn <u>i</u> ng	Ra <u>i</u> n
				
F <u>i</u> sh	H <u>i</u> ll	G <u>i</u> ft	I <u>ce</u>	M <u>i</u> ttens

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Worksheet 3

Write the correct formation letter by each picture. Identify the location.











				
Mon <u>th</u>	T <u>he</u> ater	Bir <u>th</u> day	T <u>h</u> ursday	T <u>h</u> anksgiving
				
Breath <u>h</u>	Ba <u>th</u> tub	Boo <u>th</u>	T <u>h</u> anks	T <u>h</u> under

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Worksheet 4

Write the correct formation letter by each picture. Identify the location.

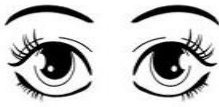









				
Wea <u>th</u> er	Breath <u>e</u>	Ga <u>th</u> er	Clo <u>th</u> es	Fa <u>th</u> er
				
Ba <u>ll</u> e	Mo <u>th</u> er	Leath <u>e</u> r	T <u>he</u> y	T <u>he</u> re

Appendix 4 Post-Test Worksheet

Post-Test, here, you can find the post-test applied to students in order to know their pronunciation degree after phonics instruction along with VAKT. Where students had to pronounce the word according to the minimal pair.

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POST-TEST

				
S___	B___ch	Ice Cr___m	H___t	Sunscr___n
				
Tr___	F___ld	B___	L___f	___ster

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 TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN

POST-TEST











				
W___nter	Ha___l	W___nd	Lightn___ng	Ra___n
				
F___sh	H___ll	G___ft	___ce	M___ttens

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TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN

POST-TEST











				
Mon__	__eater	Bir__day	__ursday	__anksgiving
				
Brea__	Ba__tub	Boo__	__anks	__under

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TEACHERS: DANIEL ÁLVAREZ, LILIAN ANDRADE, ANDREA BELTRÁN

POST-TEST

				
Wea__er	Brea__e	Ga__er	Clo__e	Fa__er
				
Ba__e	Mo__er	Lea__er	__ey	__ere

Appendix 5 Transcription of Pre- Test¹⁷

# Ss'	Minimal Pairs /i:/ and // sound									
	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
1	si	blizz	eiscri:m	hed	siscream	walnter	jall	walnt	walnti	/reɪn/
2	sia	bish	eiscri:m	hlt	sonscrIm	/'wɪntər/	jell	/wɪnd/	nalnti:n	/reɪn/
3	si	bish	ais cre	it	sonscrIm	/'wɪntər/	jell	/wɪnd/	lalfnaln	raɪn
4	si	bi:sh	aiscri:m	het	sunscri:m	wai:nter	jell	wlnt	Lalfnlɪn	/reɪn/
5	si	bish	aiscri:m	hat	suscrIm	wlter	jal	wln	Llfti:n	raɪn
6	sea	bish	Is crIm	heat	sonscrIm	/'wɪntər/	jall	wlnt	Lalftɪn	raɪn
Correct Pronunciation of the Minimal Pairs /i:/ and //										
Word	See	Beach	Ice cream	Heat	Sunscreen	Winter	Hail	Wind	Lightning	Rain
IPA	/si:/	/bi:tʃ/	/aɪs kri:m/	/hi:t/	/sən'skrɪn/	/'wɪntər/	/heɪl/	/wɪnd/	/'laɪtnɪŋ/	/reɪn/

¹⁷ In the transcript below you will be able to see the answer gathered from the pre-test in order to identify the correct pronunciation of the five words used with each sound with the six candidates at the moment to apply it. Moreover, you can notice that there were twenty words in total and all the transcription charts have the correct pronunciation highlighted with different colors. (Blue /ɪ/, Purple /i:/, Orange /ð/ and Green /θ/)

# Ss	Minimal Pairs /θ/ and /ð/ Sound									
	Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
1	/mʌnθ/	θiter	berdei	tursdai	tinksgiving	weter	braint	weter	skert	/'faðer/
2	/mʌnθ/	θiter	birdei	θorsdei	tinksgiving	weter	/brið/	geiter	/skeið/	/'faðer/
3	/mʌnθ/	tiarter	birdai	tursdai	tansgiving	witer	briθ	water	iskei	/'faðer/
4	/mʌnθ/	θiter	biordei	tursdai	tansgiving	weter	breit	geiter	/skeið/	/'faðer/
5	mon	teiter	birdi	tursdei	tansgiving	witer	bearti	gater	/skeið/	/'faðer/
6	/mʌnθ/	teiter	birθdei	tursdei	tansgiving	witer	breat	gader	escat	/'faðer/
Correct Pronunciation of the Minimal Pairs /θ/ and /ð/										
Word IPA	Month	Theater	Birthday	Thursday	Thanksgiving	Weather	Breathe	Gather	Scathe	Father
	/mʌnθ/	/'θiətər/	/'bɜrθ,deɪ/	/'θɜrz,deɪ/	/,θæŋks'gɪvɪŋ/	/'weðər/	/brið/	/'gæðər/	/skeið/	/'faðər/

Appendix 6 Coding of the Pre- Test¹⁸

Student	Pre-Test 1	Pre-Test 2	Pre-Test 3	Pre-Test 4	Pre-Test 5	Pre-Test 6	Pre-Test 7	Pre-Test 8	Pre-Test 9	Pre-Test 10
	/si:/	/bi:tʃ/	/aɪs kri:m/	/hi:t/	/sən 'skri:n/	/'wɪntər/	/hez/	/wɪnd/	/'lɑ:tnɪŋ/	/rezn/
1	-1	-1	-1	-1	-1	-1	-1	-1	-1	1
2	-1	-1	-1	-1	-1	1	-1	1	-1	1
3	-1	-1	-1	-1	-1	1	-1	1	-1	-1
4	-1	-1	-1	-1	-1	-1	-1	-1	-1	1
5	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
6	-1	-1	-1	-1	-1	1	-1	-1	-1	-1
Total	-6	-6	-6	-6	-6	0	-6	-2	-6	0

TOTAL	Ans //	Ans //	Ans /i:/	Ans /i:/
	1	4	0	0
	3	2	0	0
	2	3	0	0
	1	4	0	0
	0	5	0	0
	1	4	0	0

¹⁸ In order to code qualitative data it was necessary to take the information and convert it to numerical data. In order to assign values to the correct or wrong answers the codes given were the following: If the answer was correct it has the code of 1 but if the response from the student was wrong the code was -1 also to make it more visual the correct codes received a red color and the wrong codes received a yellow one. Always next to the coding charts was another chart summarizing the total of wrong and correct answers or responses with the students in order to have an average of the answers from the Transcription of Pre-Post Tests.

Student	Pre-Test 11	Pre-Test 12	Pre-Test 13	Pre-Test 14	Pre-Test 15	Pre-Test 16	Pre-Test 17	Pre-Test 18	Pre-Test 19	Pre-Test 20
	/mʌnθ/	/θiətər/	/bɜrθ deɪz/	/θɜrɜ deɪz/	/θæŋks ɡɪvɪŋ/	/wɛðər/	/brɪð/	/gæðər/	/skeɪð/	/fɑðər/
1	1	-1	-1	-1	-1	-1	-1	-1	-1	1
2	1	-1	-1	-1	-1	-1	1	-1	1	1
3	1	-1	-1	-1	-1	-1	-1	-1	-1	1
4	1	-1	-1	-1	-1	-1	-1	-1	1	1
5	-1	-1	-1	-1	-1	-1	-1	-1	1	1
6	1	-1	-1	-1	-1	-1	-1	-1	-1	1
Total	4	-6	-6	-6	-6	-6	-4	-6	0	6

TOTAL	Ans /θ/	Ans /θ/	Ans /ð/	Ans /ð/
	1	4	1	4
	1	4	3	2
	1	4	1	4
	1	4	2	3
	0	5	2	3
	1	4	1	4

Appendix 7 Transcription of Post-Test¹⁹

# Ss	Words with // sound									
	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
1	<i>/ˈwɪntər/</i>	ail	<i>/wɪnd/</i>	lɪntɪŋ	rain	<i>/fɪʃ/</i>	eal	gif	if	<i>/ˈmɪtənz/</i>
2	wɪtər	jail	wɪnt	lɪŋtɪŋ	rain	<i>/fɪʃ/</i>	jail	wɪtɪt	ice	mittes
3	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>/ˈlaɪt nɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
4	<i>/ˈwɪntər/</i>	jail	<i>/wɪnd/</i>	lɪnθɪt	rain	<i>/fɪʃ/</i>	<i>/hɪl/</i>	gif	if	mit
5	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>/ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
6	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>/ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	jail	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>
Correct Pronunciation of the Words with // sound										
Word IPA	Winter	Hail	Wind	Lightning	Rain	Fish	Hill	Gift	ice	Mittens
	<i>/ˈwɪntər/</i>	<i>/heɪl/</i>	<i>/wɪnd/</i>	<i>/ˈlaɪtnɪŋ/</i>	<i>/reɪn/</i>	<i>/fɪʃ/</i>	<i>/hɪl/</i>	<i>/ɡɪft/</i>	<i>/aɪs/</i>	<i>/ˈmɪtənz/</i>

¹⁹ In the transcript below you will be able to see the answer gathered from the pre-test in order to identify the correct pronunciation of the five words used with each sound with the six candidates at the moment to apply it. Moreover, you can notice that there were twenty words in total and all the transcription charts have the correct pronunciation highlighted with different colors. (Blue /I/, Purple /i:/, Orange /ɪ/ and Green /θ/)

# Ss	Words with /i:/ sound									
	<i>See</i>	<i>Beach</i>	<i>Ice Cream</i>	<i>Heat</i>	<i>Sunscreen</i>	<i>Tree</i>	<i>Field</i>	<i>Bee</i>	<i>Leaf</i>	<i>Easter</i>
1	/si/	/bitʃ/	crem	hat	sunscreat	/tri/	filt	/bi/	/lif/	eaters
2	/si/	/bitʃ/	/aɪs/ /krɪm/	it	sunscreem	/tri/	field	/bi/	lift	easter
3	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	/sən'skrɪn/	/tri/	/fild/	/bi/	/lif/	'istər/
4	sis	bish	/aɪs/ cream	hey at	sum em	/tri/	fil	/bi/	lef	earts
5	/si/	/bitʃ/	/aɪs/ /krɪm/	het	suns'krɪn	/tri/	/fild/	/bi/	/lif/	'istər/
6	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	suns'krɪn	/tri/	fail	/bi/	/lif/	eister
Correct Pronunciation of the Words with /i:/ or /i/ sound										
Word IPA	<i>See</i>	<i>Beach</i>	<i>Ice Cream</i>	<i>Heat</i>	<i>Sunscreen</i>	<i>Tree</i>	<i>Field</i>	<i>Bee</i>	<i>Leaf</i>	<i>Easter</i>
	/si/	/bitʃ/	/aɪs/ /krɪm/	/hit/	/sən'skrɪn/	/tri/	/fild/	/bi/	/lif/	'istər/

# Ss	Words with /ð/ sound									
	Weather	Breathe	Gather	Clothes	Father	Bathe	Mother	Leather	They	There
1	eater	breath	greater	clodders	<i>/ˈfɑðər/</i>	bears	<i>/ˈmʌðər/</i>	lathern	tey	ter
2	wiether	brede	geidter	clodhes	<i>/ˈfɑðər/</i>	beiter	<i>/ˈmʌðər/</i>	leather	<i>/ðeɪ/</i>	their
3	hiter	brid	geiter	<i>/kloʊðz/</i>	<i>/ˈfɑðər/</i>	bat	<i>/ˈmʌðər/</i>	leiter	<i>/ðeɪ/</i>	<i>/ðeər/</i>
4	wird	brit	gaidter	cloudis	<i>/ˈfɑðər/</i>	beidi	<i>/ˈmʌðər/</i>	leidir	<i>/ðeɪ/</i>	de:ar
5	werer	briti	<i>/ˈgæðər/</i>	<i>/kloʊθez/</i>	<i>/ˈfɑðər/</i>	baðl	<i>/ˈmʌðər/</i>	<i>/ˈleðər/</i>	hey	<i>/ðeər/</i>
6	<i>/ˈwɛðər/</i>	<i>/brɛd/</i>	grerer	<i>/kloʊθez/</i>	<i>/ˈfɑðər/</i>		<i>/ˈmʌðər/</i>	<i>/ˈleɪtər/</i>	<i>/ðeɪ/</i>	<i>/ðeər/</i>
Correct Pronunciation of the Words with /ð/ sound										
Word IPA	Weather	Breathe	Gather	Clothes	Father	Bathe	Mother	Leather	They	There
	<i>/ˈwɛðər/</i>	<i>/brɪð/</i>	<i>/ˈgæðər/</i>	<i>/kloʊðz/</i>	<i>/ˈfɑðər/</i>	<i>/beɪð/</i>	<i>/ˈmʌðər/</i>	<i>/ˈleðər/</i>	<i>/ðeɪ/</i>	<i>/ðeər/</i>

# Ss	Words with /θ/ sound									
	Month	Theater	Birthday	Thursday	Thanksgiving	Breath	Bathtub	Booth	Thanks	Thunder
1	moth	tear ter	birtday	tursday	tanksgi:bing	bearth	bathub	bu:ts	tenks	tunder
2	Month	tier	bider	tuersday	tanskgibing	bread	bathtub	bouts	tenks	tunder
3	/mʌnθ/	/'θiətər/	/'bɜrθ ,deɪ/	/'θɜrz ,deɪ/	/,θæŋks'gɪvɪŋ/	breith	bat tumb	but	tanks	tʌnder
4	monts	dear	birday	tursday	dankstɪvɪnt	breat	batshtub	but	tank	tunder
5	/mʌnθ/	tirer	birday	Tɜrz ,deɪ	tanks'gɪvɪŋ	brið	batuθ	/buθ/	/θæŋks/	/'θʌndər/
6	mont	/θɜrd/	bɜr ,deɪ	/'tʃuz ,deɪ/	/,θæŋks'gɪvɪŋ/	bred	baθub	boθ	θanks	/'θʌndər/
Correct Pronunciation of the Words with /θ/ sound										
Word IPA	Month	Theater	Birthday	Thursday	Thanksgiving	Breath	Bathtub	Booth	Thanks	Thunder
	/mʌnθ/	/'θiətər/	/'bɜrθ ,deɪ/	/'θɜrz ,deɪ/	/,θæŋks'gɪvɪŋ/	/brɛθ/	/'bæθtʊb/	/buθ/	/θæŋks/	/'θʌndər/

Appendix 8 Coding of the Post-Test²⁰

Student	Post-Test 1	Post-Test 2	Post-Test 3	Post-Test 4	Post-Test 5	Post-Test 6	Post-Test 7	Post-Test 8	Post-Test 9	Post-Test 10
	/ˈwɪntər/	/heɪl/	/wɪnd/	/'laɪtnɪŋ/	/reɪn/	/fɪʃ/	/hɪl/	/ɡɪft/	/aɪs/	/'mɪtənz/
1	1	-1	1	-1	-1	1	-1	-1	-1	1
2	-1	-1	-1	-1	-1	1	-1	-1	-1	-1
3	1	1	1	1	1	1	1	1	1	1
4	1	-1	1	-1	-1	1	1	-1	-1	-1
5	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	-1	1	1	1
Total	4	0	4	0	0	6	0	0	0	2

TOTAL	Ans /l/	Ans /l/
	4	6
	1	9
	10	0
	4	6
	10	0
	9	1

Student	Post-Test 11	Post-Test 12	Post-Test 13	Post-Test 14	Post-Test 15	Post-Test 16	Post-Test 17	Post-Test 18	Post-Test 19	Post-Test 20
	/sɪ:/	/bi:tʃ/	/aɪs/ /kri:m/	/hɪ:t/	/sən'skri:n/	/tri:/	/fi:ld/	/bi:/	/li:f/	/'i:stər/
1	1	1	-1	-1	-1	1	-1	1	1	-1
2	1	1	1	-1	-1	1	-1	1	-1	-1
3	1	1	1	1	1	1	1	1	1	1
4	-1	-1	1	-1	-1	1	-1	1	-1	-1
5	1	1	1	-1	-1	1	1	1	1	1
6	1	1	1	1	-1	1	-1	1	1	-1
Total	4	4	4	-2	-4	6	-2	6	2	-2

TOTAL	Ans /i:/	Ans /i:/
	5	5
	5	5
	10	0
	3	7
	8	2
	7	3

²⁰ In order to code qualitative data it was necessary to take the information and convert it to numerical data. In order to assign values to the correct or wrong answers the codes given were the following: If the answer was correct it has the code of 1 but if the response from the student was wrong the code was -1 also to make it more visual the correct codes received a red color and the wrong codes received a yellow one. Always next to the coding charts was another chart summarizing the total of wrong and correct answers or responses with the students in order to have an average of the answers from the Transcription of Pre-Post Tests.

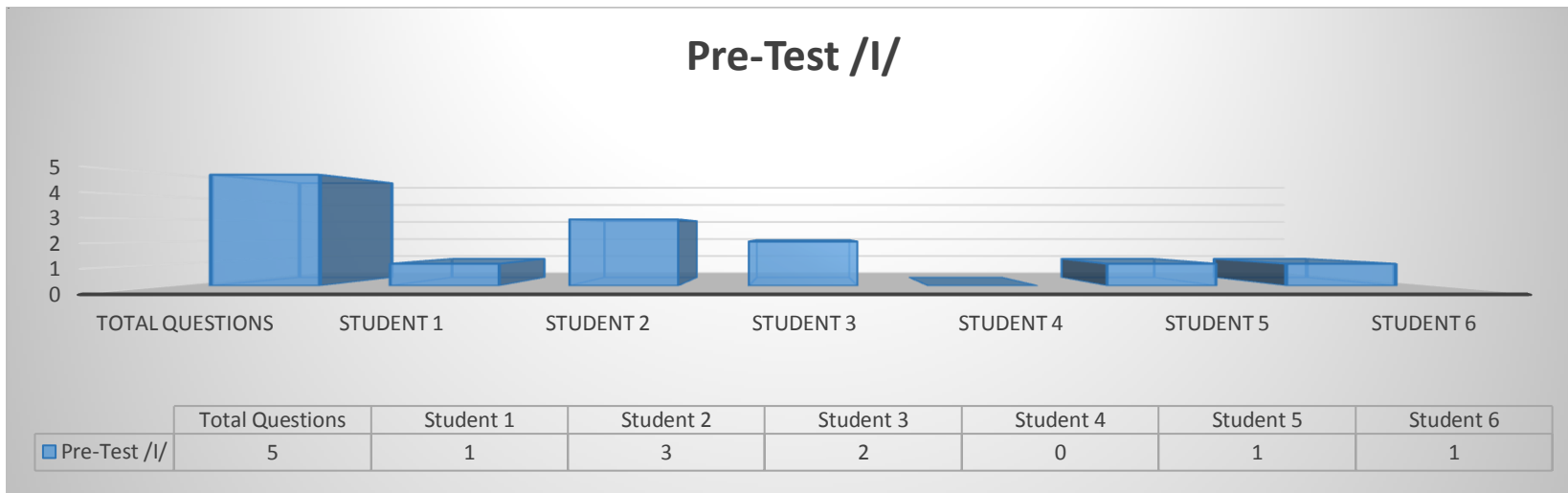
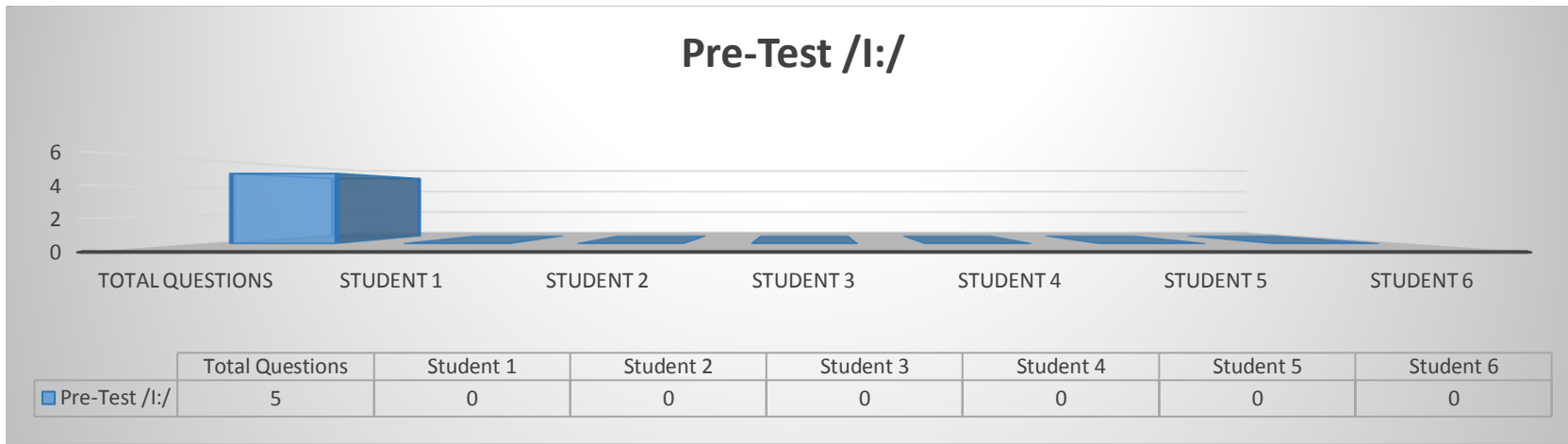
Student	Post-Test 21	Post-Test 22	Post-Test 23	Post-Test 24	Post-Test 25	Post-Test 26	Post-Test 27	Post-Test 28	Post-Test 29	Post-Test 30
	/ˈweðər/	/brɪð/	/ˈgæðər/	/klaʊðz/	/ˈfɑðər/	/beɪð/	/ˈmʌðər/	/ˈɛðər/	/ðeɪ/	/ðeər/
1	-1	-1	-1	-1	1	-1	1	-1	-1	-1
2	-1	-1	-1	-1	1	-1	1	-1	1	-1
3	-1	-1	-1	1	1	-1	1	-1	1	1
4	-1	-1	-1	-1	1	-1	1	-1	1	-1
5	-1	-1	1	1	1	-1	1	1	-1	1
6	1	1	-1	1	1	1	1	1	1	1
Total	-4	-4	-4	0	6	-4	6	-2	2	0

TOTAL	Ans /ð/	Ans /ð/
	2	8
	3	7
	5	5
	3	7
	6	4
	9	1

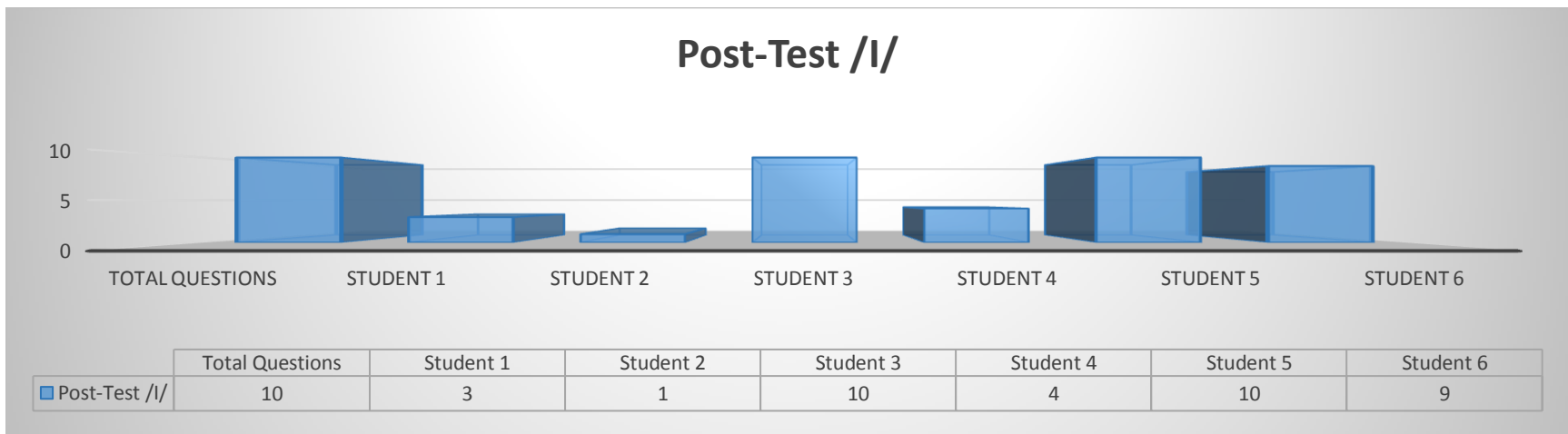
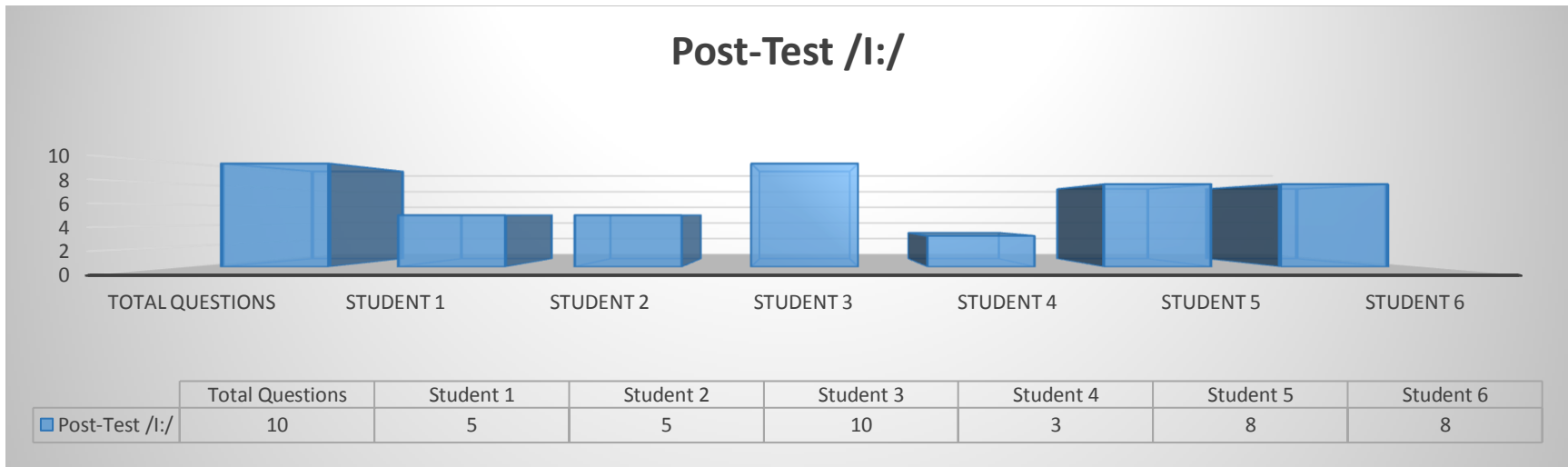
Student	Post-Test 31	Post-Test 32	Post-Test 33	Post-Test 34	Post-Test 35	Post-Test 36	Post-Test 37	Post-Test 38	Post-Test 39	Post-Test 40
	/mʌnθ/	/ˈθiətər/	/ˈbɜrθ deɪ/	/ˈθɜrz deɪ/	θæŋksˈɡɪvɪŋ	/brɛθ/	/ˈbæθtəb/	/buθ/	/θæŋks/	/ˈθʌndər/
1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
2	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
3	1	1	1	1	1	-1	-1	-1	-1	-1
4	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
5	1	-1	-1	-1	-1	-1	-1	1	1	1
6	-1	-1	-1	-1	1	-1	-1	-1	-1	1
Total	-2	-4	-4	-4	-2	-6	-6	-4	-4	-2

TOTAL	Ans /θ/	Ans /θ/
	0	10
	0	10
	5	5
	0	10
	4	6
	2	8

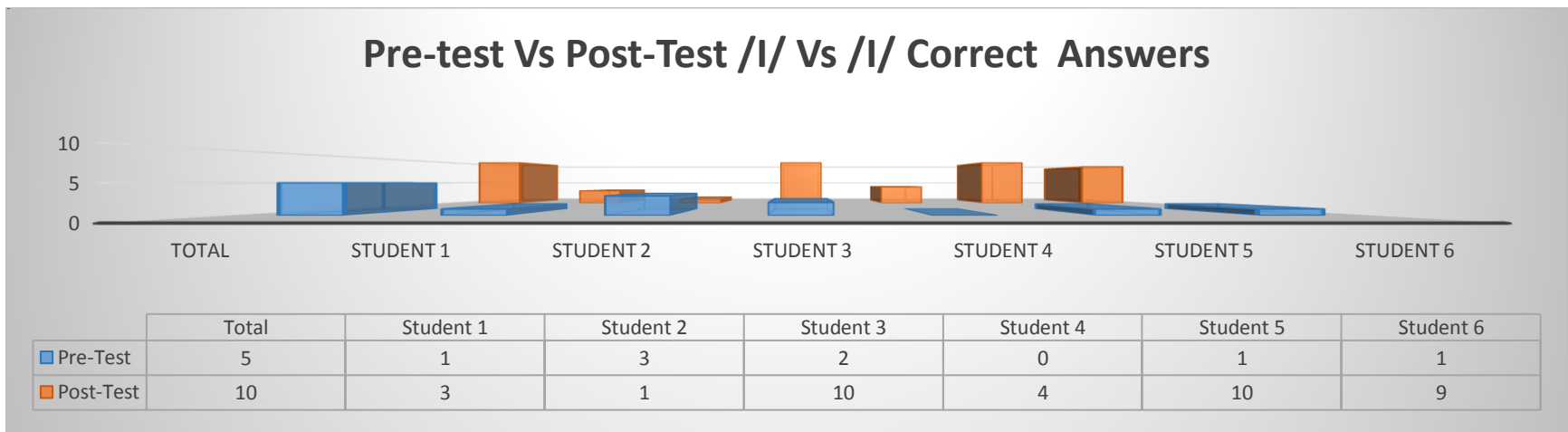
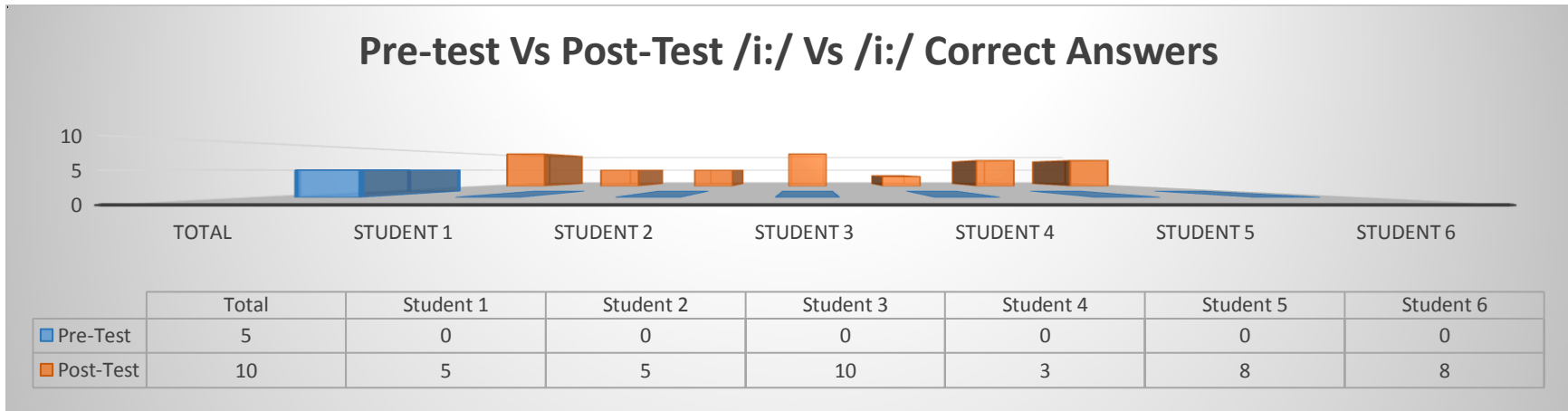
Appendix 9 Pre-Test Category One Graphic with Correct Answers



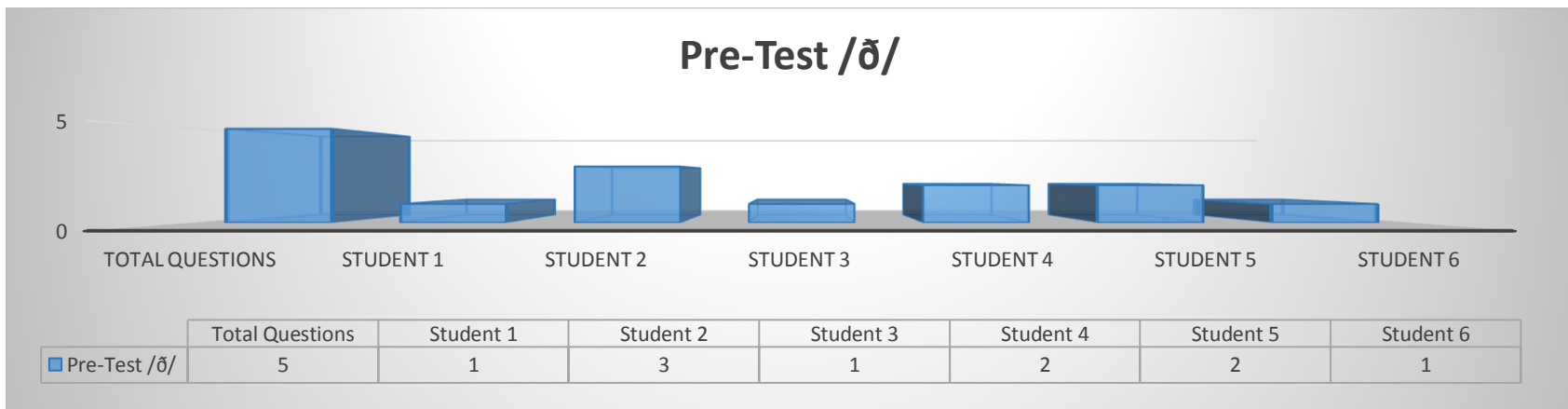
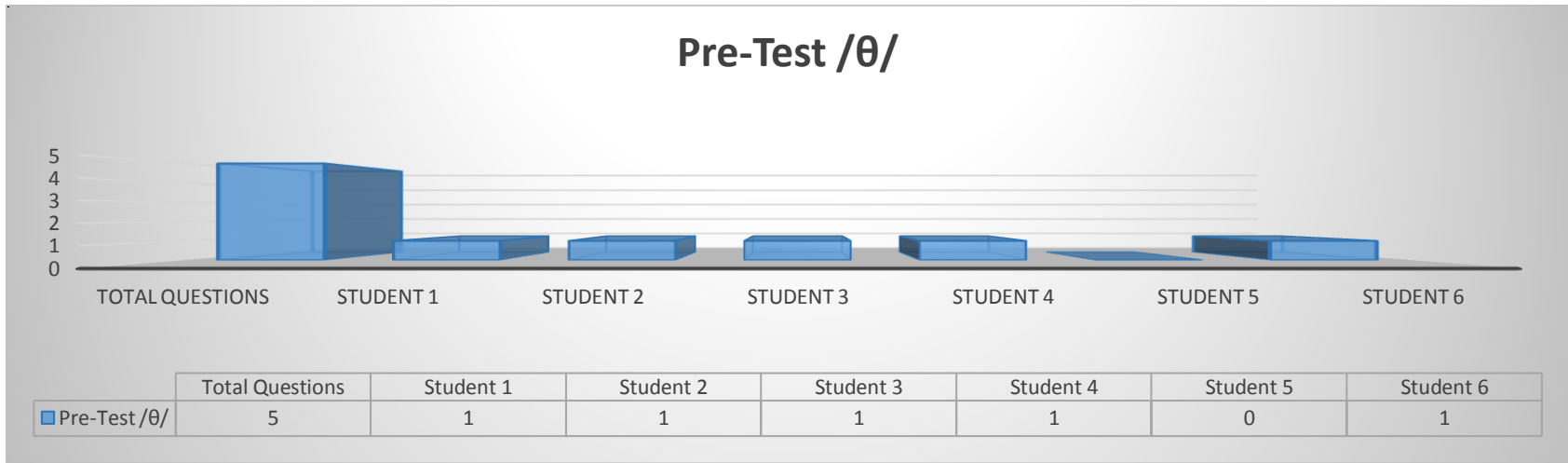
Appendix 10 Post-Test Category One Graphic with Correct Answers



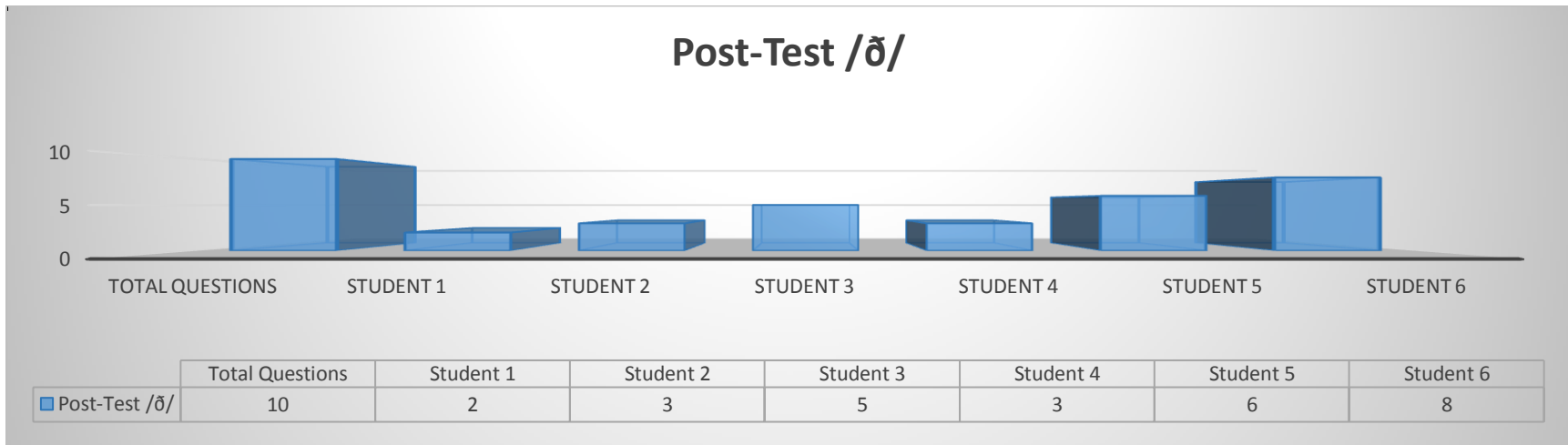
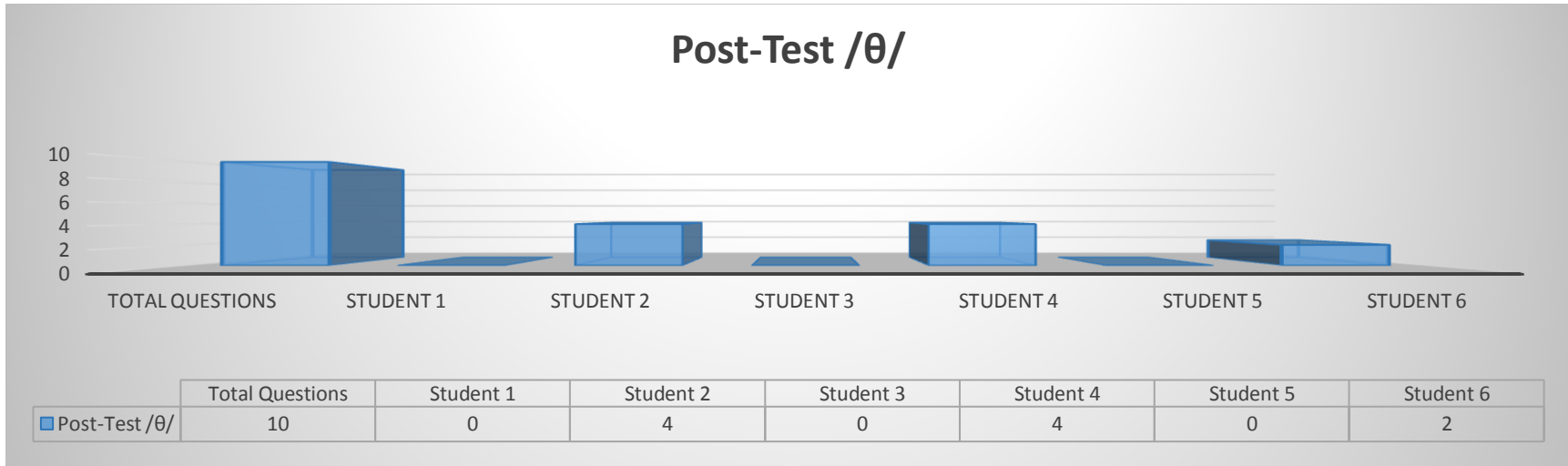
Appendix 11 Graphic Comparison Category One Pre Vs Post Test



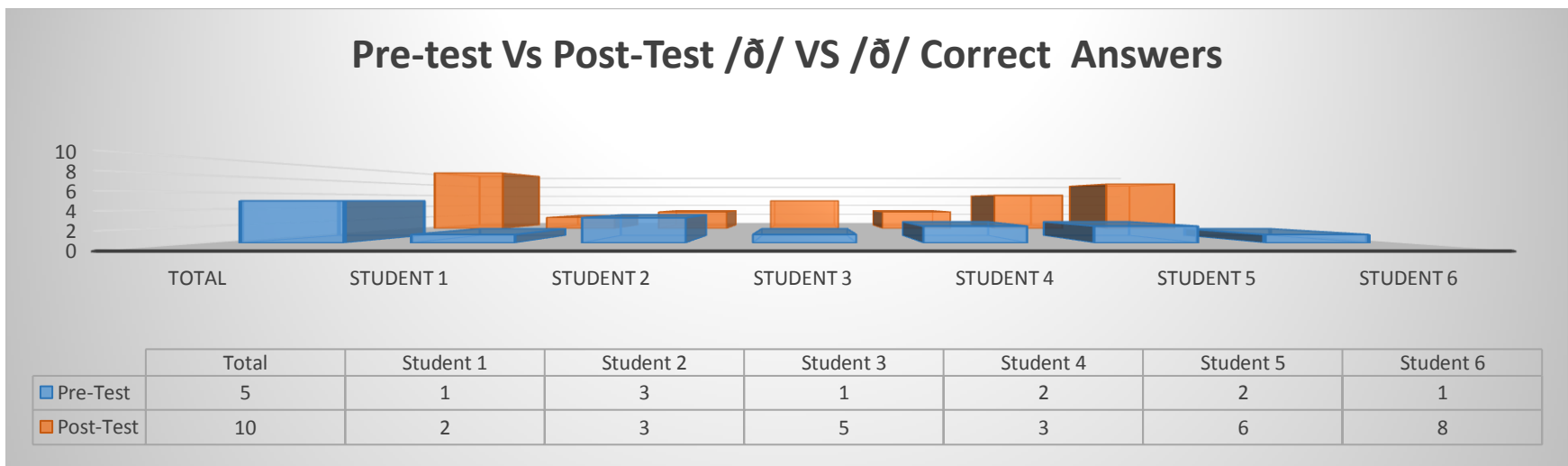
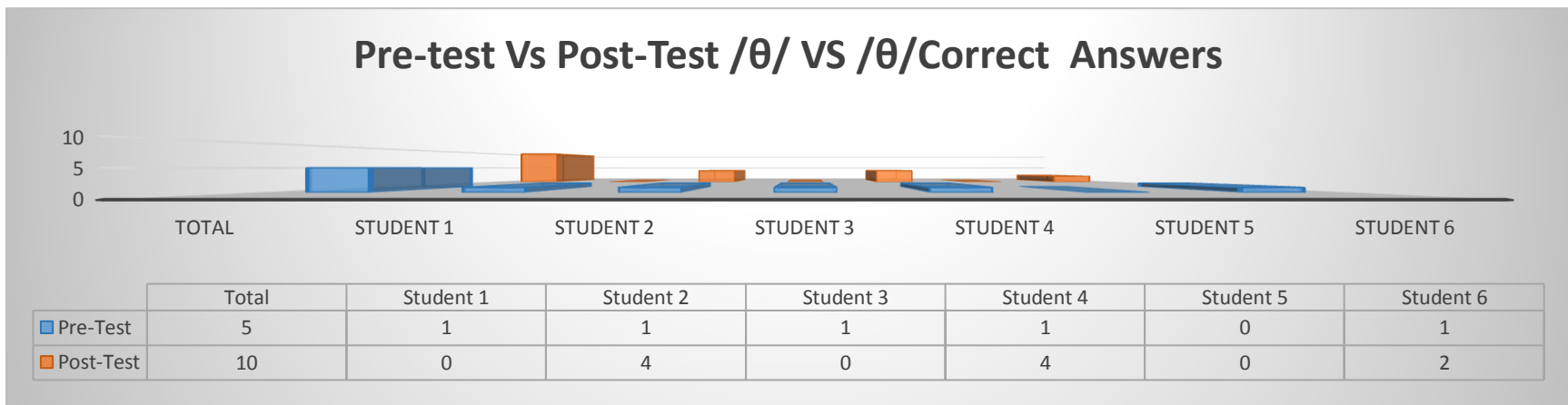
Appendix 12 Pre-Test Category Two Graphic with Correct Answers



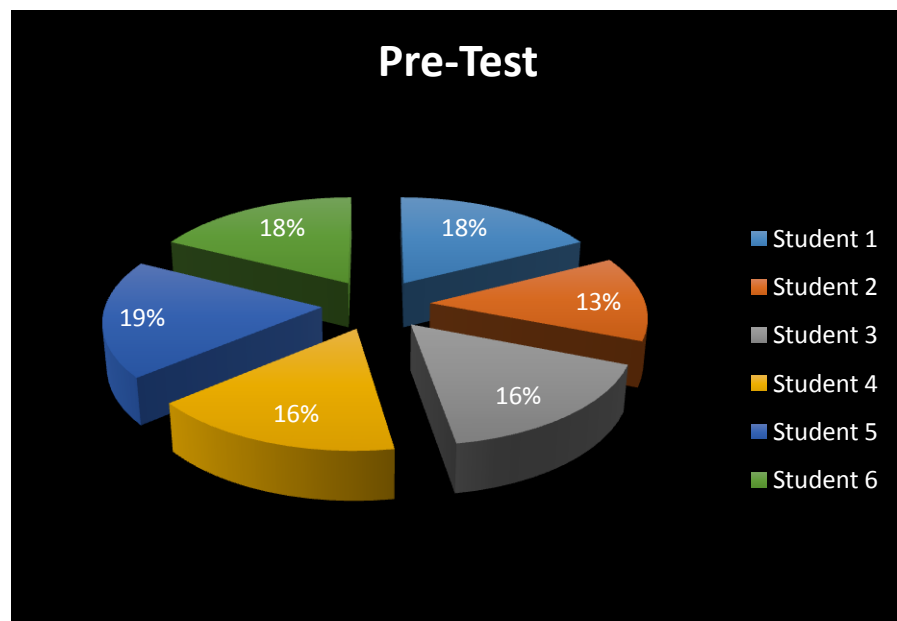
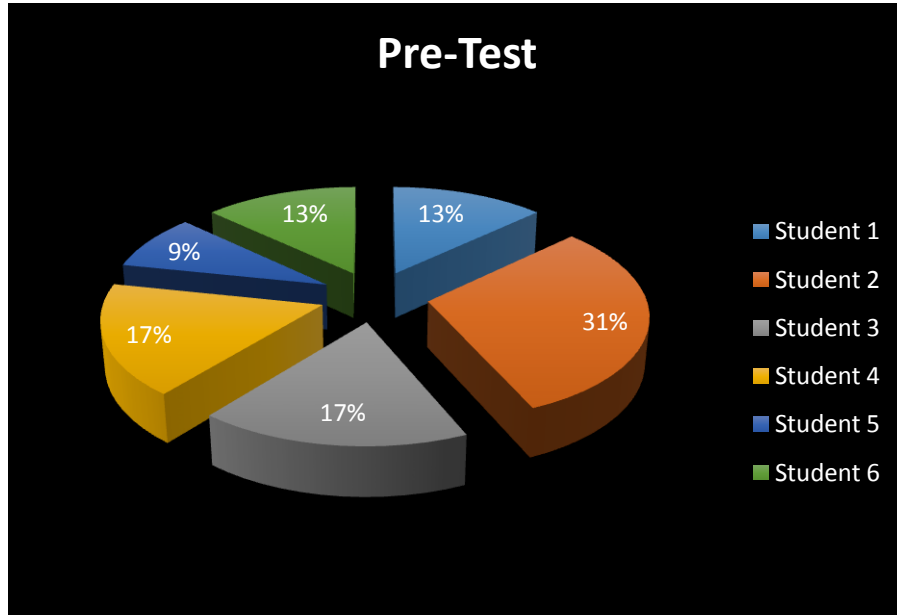
Appendix 13 Post-Test Category Two Graphic with Correct Answers

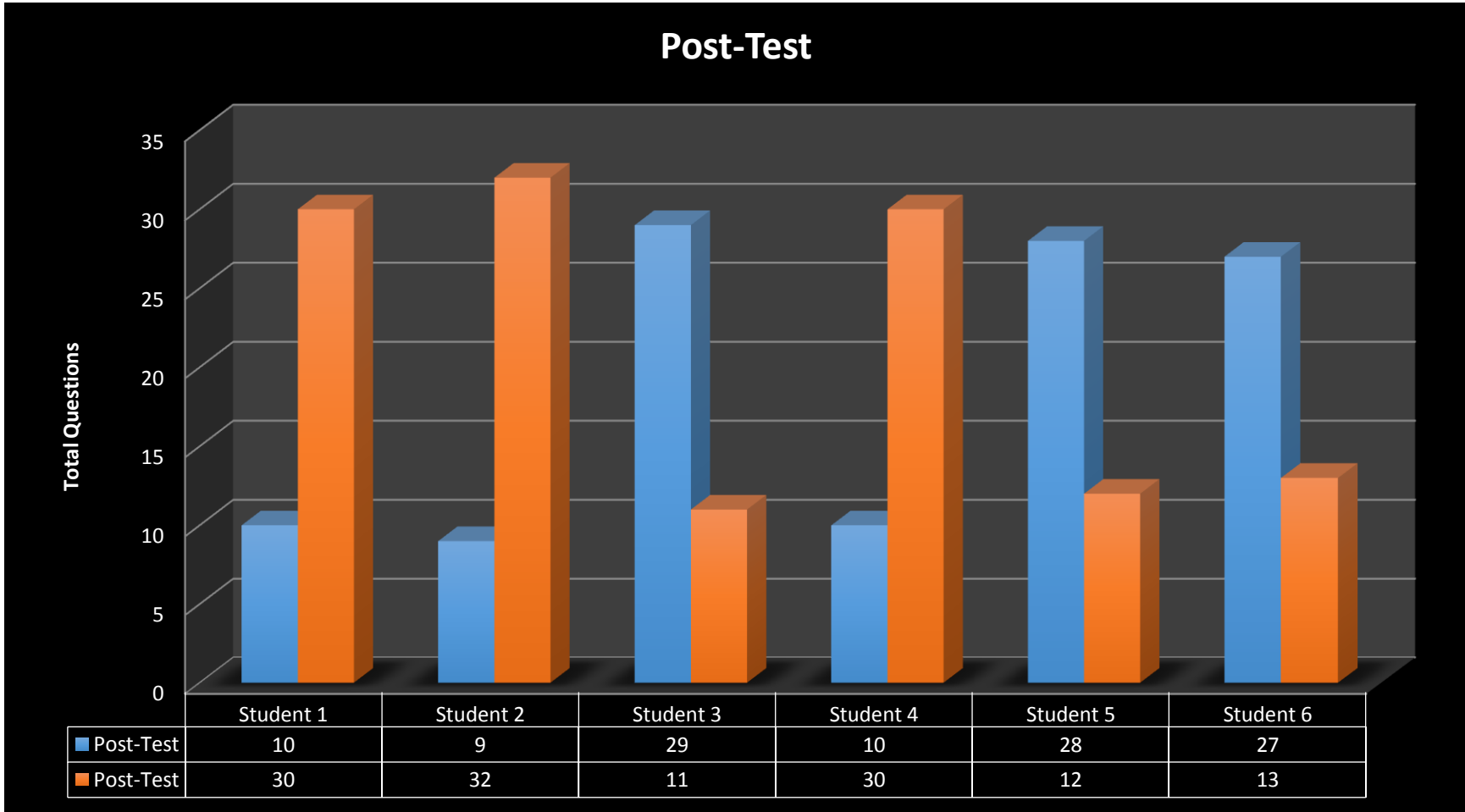


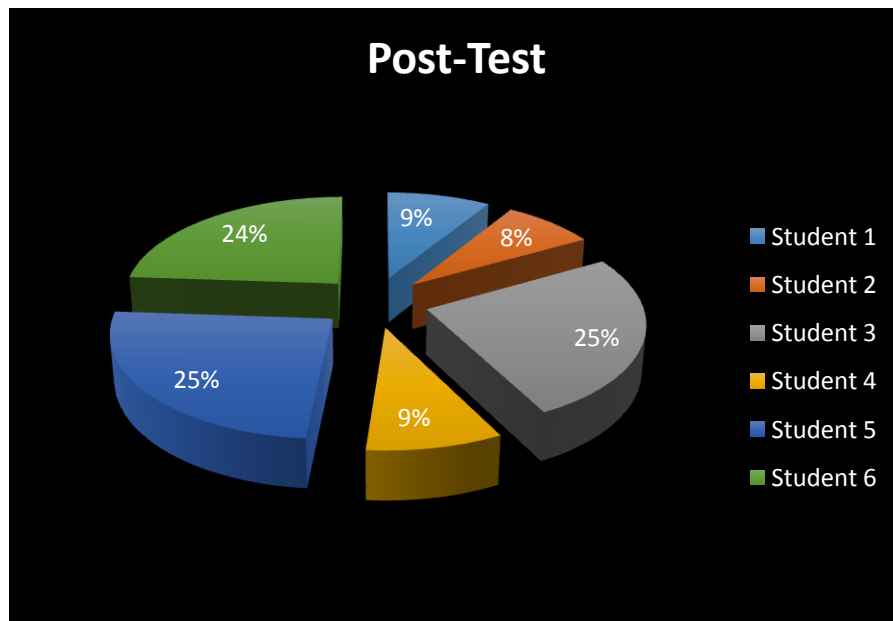
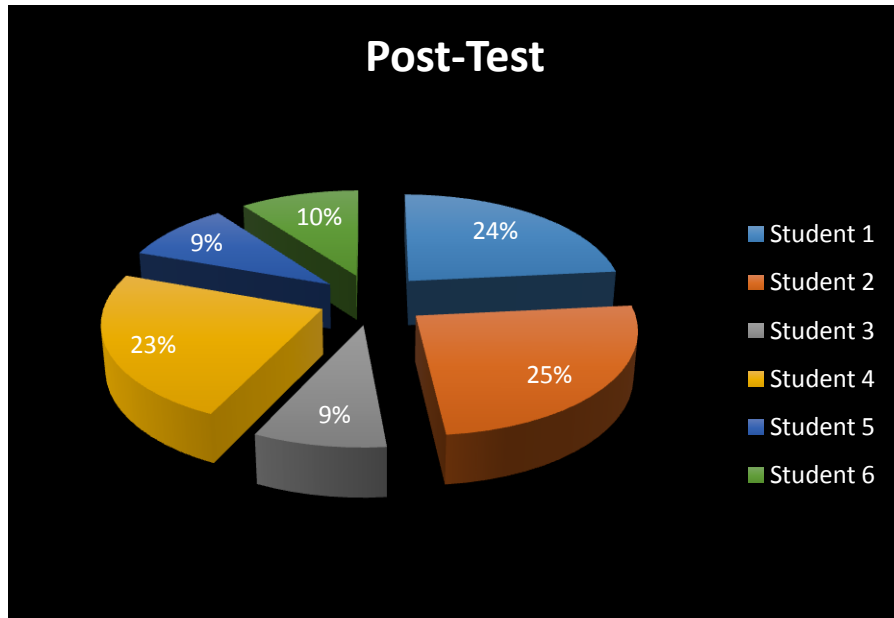
Appendix 14 Graphic Comparison Category Two Pre Vs Post Test



Appendix 15 General Results Pre and Post Test







Appendix 16 Letter Formats and Consent Letters

Here you will find the consent letter Formats sent to Gimnasio Fray Martin de Porres School and to the parents of the Fifth grade in order to have their authorization to develop the audio recordings. However, the letters are not signed by institution or parents because they agreed and they did not give us any signature back as the Main teacher was a teacher from Gimnasio Fray Martin de Porres.



Bogotá DC 14 Septiembre de 2015

Queridos padres de familia

Para este último periodo académico se desarrollará el proyecto de grado **“PRONUNCIATION IMPROVEMENT IN EFL YOUNG LEARNERS THROUGH PHONICS INSTRUCTION”** que será liderado por estudiantes de la Licenciatura en idioma extranjero- inglés, de la Universidad minuto de Dios quienes implementarán algunos test y será necesario grabar la voz de su hijo(a); esta investigación no afectará el proceso de aprendizaje del estudiante, al contrario su pronunciación en inglés mejorará significativamente.

Agradecemos su colaboración y atención prestada

Lilian Andrade

Yo _____ con CC _____ autorizo a mi hijo(a)
 _____ del grado quinto a participar en el proyecto y que su voz sea grabada
 para fines académicos y de forma confidencial.



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Bogotá DC 01 septiembre de 2015

Señores, Gimnasio Fray Martin de Porres

Por medio de la presente los estudiantes de Licenciatura en idioma extranjero – Inglés, María Andrea Beltrán Herrera identificada con número de cédula 1.026.284.278, Daniel Felipe Álvarez Rojas identificado con número de cédula 1.015.439004 y Lilian Lucero Andrade identificada con número de cédula 1.083.838.688 de la universidad Minuto de Dios, queremos solicitar permiso para desarrollar el proyecto de grado **“PRONUNCIATION IMPROVEMENT IN EFL YOUNG LEARNERS THROUGH PHONICS INSTRUCTION”** en el grado Quinto de su institución, el cual se basará en implementar diferentes tests que se llevarán a cabo en 8 sesiones una vez por semana los días viernes a partir del 18 de septiembre al 30 de octubre del 2015, el tiempo estimado es una hora por sesión de la clase de inglés y no se vería afectada la temática manejada en el colegio. A través de este proyecto los estudiantes se beneficiarán porque mejorarán su pronunciación en inglés como lengua extranjera; para desarrollar esta investigación se necesitará grabar la voz de los estudiantes y así determinar los avances en su pronunciación.

Con la información obtenida se podrá llegar a la conclusión si la fónica es efectiva para enseñar pronunciación a través de los test el material usado en los niños de quinto grado.

Agradecemos su colaboración y atención prestada.



Note of acceptance:



Sebastian Concha Vargas

ADVISOR
SEBASTIAN CONCHA VARGAS

Paola Villamizar

JUROR
PAOLA ANDREA VILLAMIZAR ÁVILA