

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Yessenia Paola Mendivelso Parada

A research study presented as a requirement to obtain the bachelor's degree in Spanish and
Foreign Languages with Emphasis on English and French

Advisor:

Ronald Andrés Rojas López

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de Lenguas

Bogotá

2020

Table of Contents

Chapter I:	
Introduction.....	9
1.1. Setting	9
<i>1.1.1. Local Context</i>	9
<i>1.1.2. Institutional context</i>	9
<i>1.1.3. The participants</i>	10
1.2. Problem statement	12
1.3. Literature Review	15
1.4. Justification	24
1.5. Research Question.....	25
1.6. Research Objectives	25
Chapter II: Theoretical Framework	26
2.1. Oral language	26
<i>2.1.1. Pronunciation</i>	27
<i>2.1.2. Learning Vocabulary</i>	29
<i>2.1.3. Phonics Instruction</i>	30
Chapter III: Research Methodology.....	33
3.1. Action Research.....	33
3.2. Paradigm.....	34
3.3. Data Analysis Methodology	34
3.4. The participants	35
3.5. Categories of analysis	36
3.6. Data Collection Instruments.....	36
<i>3.6.1. Field note</i>	37

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

3.6.2. <i>Recordings</i>	37
3.6.3. <i>Photographs of artifacts</i>	38
3.7. Ethical Issues.....	38
Chapter IV: Pedagogical Intervention.....	40
4.1. Vision of Language and Learning	41
4.2. The teaching Approach	41
4.2.1. <i>Principles</i>	41
4.2.2. <i>Stages</i>	43
4.3. Pedagogical cycles	45
4.3.1. <i>Feeling the sounds</i>	45
4.3.2. <i>The Vowel Family</i>	46
4.4. Syllabus	47
4.5. Lesson plan model	54
Chapter V: Data Analysis	57
5.1. Data Analysis Management	57
5.2. Data Analysis	58
5.2.1. <i>Pronunciation</i>	58
5.2.2. <i>The Vocabulary Learning</i>	70
Chapter VI: Conclusions.....	78
References	81

Chart index

Chart 1: Literature review about research projects15
Chart 2: Categories of analysis36
Chart 3: Explicit and systematic phonics instruction principles42
Chart 4: The syllabus54
Chart 5: Lesson plan model56

Table of annexes

Annex A: Students’ survey85
Annex B: The diagnostic test88
Annex C: Extract of the teacher’s written interview91
Annex D: Field Notes for problem statement91
Annex E: Informed consent for parents92
Annex F: Students’ work95
Annex G: Artifacts 5 and 696
Annex H: Artifact 196
Annex I: Artifact 1197
Annex J: Artifact 1497

Approval page

Jury approval

Signature _____

Bogotá 2020

DEDICATION AND ACKNOWLEDGEMENTS

To God,

For giving me the fortune to start this process at the university and never leaving me alone, always providing me intelligence, understanding, support, patience and resilience.

To my beloved mother,

For being the reason I adventured in this challenge, endlessly the ruby that enlightens my journey through life.

Special thanks to my thesis director Ronal Andrés Rojas for his valuable advice and for being patient and supportive along the stages of this research. Also to the second graders for giving life, defiance and happiness to this process and for being the participants in my first teaching experience. Finally, to the Universidad Pedagógica Nacional for providing me experiences, knowledge, different viewpoints and world perspectives which embraced this study.

Abstract

This paper presents an action research proposal that investigates the impact of the explicit and systematic phonics instruction applied on the EFL second graders' pronunciation of English vowels sounds when performing orally. The study took place at Prado Veraniego School in Bogotá. This research emerged from the continuous observations of the second graders' English classes, which showed they had not started the reading process in English as a foreign language (EFL); thus, when they attempted to read words aloud they applied the Spanish rules of pronunciation, which is their first language (L1).

The research objective was to analyze and describe this impact using field notes, recordings (video or audio), and photographs of artifacts, as the instruments for the data collection. Finally, the data obtained through the implementation stage was analyzed under the triangulation methodology.

Key words: Phonics instruction, pronunciation, English vowel sounds, second graders, learning vocabulary.

Resumen

Este documento presenta una propuesta de investigación acción que indaga el impacto de la instrucción fónica explícita y sistemática aplicada en la pronunciación de los estudiantes de segundo grado. Este estudio fue realizado en el colegio Prado Veraniego en Bogotá.

Esta investigación surgió de las continuas observaciones hechas en las clases de inglés de segundo grado, las cuales mostraron que los estudiantes no habían empezado su proceso de lectura y por ende de pronunciación en inglés como lengua extranjera. De este modo, cuando ellos intentaban leer en voz alta, ellos usaban las reglas de pronunciación del español que es su lengua materna.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

El objetivo principal del estudio fue analizar y describir este impacto por medio de los siguientes instrumentos de recolección de información: diarios de observaciones de campo, grabaciones de audio y video, y fotografías de artefactos. Finalmente, la información obtenida en la etapa de implementación fue analizada mediante la metodología denominada triangulación de datos.

Palabras claves: instrucción fónica, pronunciación, sonidos de las vocales en inglés, estudiantes de segundo grado, aprendizaje de vocabulario.

Chapter I: Introduction

1.1. Setting

1.1.1 Local context

The IED Prado Veraniego, branch B was located in Suba, the 11th District of Bogotá, Colombia. The neighborhood in which the school was placed is Prado Veraniego, its social stratum was 3 and it was situated in the north of the city. In the school surroundings there were different commercial stores such as bakeries, grocery stores, supermarkets, restaurants, drugs stores, furniture stores, cafeterias and car repair shops; also, there was a medical center, and there were residential houses. This was a safe neighborhood for students because there was little traffic flow, most of the places near the school were residential and the people that often walked on the streets were residents, workers and owners of the commercial places. Moreover there were not open places such as parks or abandoned areas near the school. As it could be seen, the environment inside the school was not extremely affected by noise from the streets, which means the students could interact in peaceful classrooms.

1.1.2 Institutional context

According to the “Manual de Convivencia” (2017), the school was divided into two branches: branch A where the students from fifth to eleventh grade attended classes, and branch B where preschool and the grades from first to fourth functioned. The school (branch B) had two floors: in the first floor were found classrooms, a football field, the bathrooms for boys and girls, a computer classroom, and a multipurpose room, as well as a place for the security guards. In the second floor there were the administrative offices, classrooms, the nursing room, the teacher’s room, and the teachers’ bathroom. However, there was not any laboratory for sciences or

languages. Then, the students received all the classes except Technology and Physical Education in the assigned classroom.

In accordance with the “Manual de Convivencia” (2017), the school’s PEI was “Communication with quality towards human development”. Besides, the school followed a Pedagogical Social Cognitive Model and values such as love, respect, honesty and commitment, and the communication constituted the institutional emphasis, thus, creating a direct reciprocity with the PEI’s purpose. The school mission was “to propitiate and foster cognitive, social and practical processes in the school community, in order to forge competent human beings through communication, which allows them to appropriate the essential values for a healthy coexistence”¹. The school also looked for “positioning itself in 2020 as an educational institution that prepares students for life, students committed to human development, which means that students pursuit their academic formation, experience values and lead positive processes of social change to enable a harmonic coexistence in a fair and supportive country”².

1.1.3 The participants

The population involved in this research was composed by 30 students who attended the grade 202, specifically the English class, in the morning shift at Prado Veraniego School. To collect initial data about them, the researcher used the following instruments: a survey (see annex A), a diagnostic test (see annex B), a written interview to the English teacher in charge of the course (see annex C), and field notes (see annex D) to register information through continuous observations of the English classes from February to April 2018. In accordance with the survey administered to 28 students and the information collected from the students’ report book that the room teacher fills up each year, the characteristics of the participants were described as follows:

¹ Researcher’s translation.

² Researcher’s translation.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

the group was composed by 22 boys and 8 girls, their ages were between 6 and 8 years old; the 60% of the students belonged to regular families, the 25% lived in extended families, and the 15% lived in mono-parental families.

Mentioning their cultural/social dimension, the 70% of the students practiced a sport: the most common was football, there were others such as basketball, swimming and skating. Among their free time activities, all of them liked watching different TV programs (cartoons and bajoterra Clarence were the most common), and channels (Disney channel, and tacho pistacho were the most common). They also liked too much surfing on the Internet, watching movies, listening to music, playing games such as *las escondidas*, *cogidas*, and *policias y ladrones*. In less but still considerable degree they liked reading, writing, studying, dancing, singing and sleeping; and as a special fact, the 46% of them played an instrument (piano, battery, violin, flute, guitar, and drum).

When their school life was regarded, the 70% of them declared being happy at school, the 20% felt bored, while the 10% was sad; all of them except one, stated they had friends at school. Concerning the English subject, just the 14% mentioned to like English among the other subjects taught at second grade, which was worrying. As favorite English class activities, singing and doing the homework were the main ones, selected by a 53% and 50% respectively, followed by listening to stories with a 43% and working on the notebook with a 21%. Moreover, the participants remarked that the most difficult skill for them was writing with a 50%, followed by reading with a 46%, then pronouncing with a 39% and listening to and understanding English with a 25%. Finally, when it was asked about other activities they would like to do in the English class, drawing and learning through games were the preferred ones with an 82% and a 75%

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

respectively; learning with images came next with a 50%, watching videos, listening to audios in English and learning with body movement got a 46%; and writing obtained a 43%.

In regards to the field notes' information and the English teacher's interview, the learning style of the students was visual because they learnt through images, videos and watching the teacher's body movements as it was seen in a lesson when the teacher performed some verbs such as *sleep, purr, walk, sing*. Besides, when the teacher was reading a book to the students, she explained some words: *nose, eyes, mouth* by pointing each one on her body or on the body of a student, for example she read "*nose*" and pointed a student's nose. It was possible to say that they also were auditory since they were used to listen to the teacher reading books and asking them questions or to repeat words or expressions. For example, in a lesson the teacher reminded the students the way they had to answer when she called the list. All the students said: "*I'm here*". In other occasion, the teacher showed a cover of a book to the students, and she asked them: "*What is this animal?*" Most of the students answered: "*pigeon*". In addition, sometimes the students answered using their mother tongue, for instance, when the teacher asked for the meaning of the verb *chase*, a student answered: "*atrapando a su presa*"

1.2. Problem statement

Due to the fact that this school was a public educational institution, it was under the law of the Colombian Ministry of Education, which established the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, based on the Common European Framework of reference for languages. Then, the second grade students were said to be working to reach A1 level; in this sense, for being aware of the real state of the students' proficiency in English, the teacher-researcher designed a test to be administered to the second-grade students implying the four skills: reading, writing, speaking and listening. This test was the main instrument to gather the

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

academic data from the participants. The description and the discussion about the test results are displayed in this section.

The diagnostic test was composed mainly by four parts: reading, writing, listening and speaking. In the reading part, the participants had to read the question “*what is your name?*” and answer it. This part also presented exercises such as *read and choose the greetings and the family members; read and match some commands, the body parts and the cloths, and read and draw some geometric figures with the given color*. It is important to mention that the 70% of the reading part was complemented by the reading aloud from the teacher-researcher as the majority of students expressed being confused. Then, the teacher-researcher guided the questions and gave the opportunity to obtain a better understanding through reading aloud to them. This alternative allowed that the 60% of the activities were done correctly. However, this situation meant that they were just starting the development of the reading skills in EFL.

Regarding the written part, most of them could write their own name, but when attempts were done to write other aspects from the English language such as numbers from 1 to 10, the 98% could not complete the task successfully. They attempted to write the numbers as they perceived these were pronounced, example (*guan, to (u), tri, for...*).

The listening part included the exercise of listening to the teacher-researcher to choose the number sequence she pronounced; also they watched two videos about animals and chose the names they heard and could understand; as well as the reading activities where reading aloud was implemented. The results were about an 80% of success because students did most of the activities properly. The last part was speaking, where students were asked about images, example: “*what is this?*” or “*this is a...*” The activity was done by showing the images and giving the opportunity to each group of students to answer by pronouncing if they knew the

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

corresponding word or meaning; when they did not know it, the teacher-researcher presented the written word and they had to read aloud this word. It was seen that the 85% of them did not know or remember the meaning of each image. Besides, the 90% of the participants read the words using the Spanish rules of pronunciation, for example, they read words such as */lion/*, */one/*, */nine/*, */good night/*, */nose/*, */ears/*, */green rectangle/*. In this sense, they proved not to be aware of the differences between pronouncing sounds in their L1 (first or mother tongue) and English.

The diagnostic test gave insights about the English performance of the participants. It was found that reading, speaking or pronouncing and writing were the skills with less accuracy. However, listening was the one that presented bigger improvement; it might be because students were accustomed to listen to the teacher, watching videos, and singing with the teacher's help. Although in the class time there were other activities concerning writing, reading or pronunciation, but without being focused.

Observing the information gathered on the field notes 2 and 3 and the diagnostic test, the students pronounced words correctly only when the teacher asked them to repeat aloud after her. But when they attempted to read a word from the board by their own, they just read it using the Spanish pronunciation. For instance, when they read words such as *ice cream*, *bite*, *chase*, *play lion*, *one*, *nine*, *good night*, *nose*, *ears*, *green*, *rectangle*, they pronounced every syllable as it sounds in Spanish. It means, they thought there was no difference between pronouncing in their L1 and pronouncing in English. Besides, it was seen that the students needed to keep developing their English skills, especially, reading, writing and pronunciation. For that reason and keeping in mind that students' strength was listening, this project was focused on second graders' pronunciation by implementing the Explicit and Systematic Phonics Instruction as a strategy that

not only might provide advancements in pronunciation but also it was a good alternative to get improvement on the other skills.

1.3. Literature Review

To give an overview about the role of pronunciation in EFL children learning and the use of the phonics instruction, some previous research studies, which were related to this one, are presented in order to contextualize and provide a comprehensible vision about these two constructs.

Project	Institution	Researcher	City, Country
The role of pronunciation in second grade students' foreign language acquisition	Universidad Pedagógica Nacional	Contreras, Desly, Arias, Martin	Bogotá, Colombia 2010
Using audio-visual materials to improve communicative skills and pronunciation	Universidad Pedagógica Nacional	Rubio, Ruth Yanira	Bogotá, Colombia 2012
Une proposition innovatrice pour développer la prononciation du FLE à travers les moyens audiovisuels	Universidad Pedagógica Nacional	Melgarejo, Angie Ramírez, Lina	Bogotá, Colombia 2015
Pronunciation improvement in EFL young learners through phonics instruction	Corporación universitaria Minuto de Dios	Álvarez, Daniel, Andrade, Lilian, Beltrán, María Andrea	Bogotá, Colombia 2016
Teaching pronunciation through experiential learning and pronunciation techniques	Corporación universitaria Minuto de Dios	Martínez, Cristian	Bogotá, Colombia 2016
Explicit and Differentiated Phonics Instruction as a tool to improve Literacy skills for children learning English as a Foreign Language	Institución Universitaria Colombo Americana	Martínez, Angélica María	Bogotá, Colombia 2010
Using games to improve pronunciation of the second year non-English major students	Hanoi university of Business and technology	Nguyen Thi Huyen Trang	Hanoi, Vietnam 2015
Developing first graders' phonemic awareness, word identification and spelling: A comparison of two contemporary phonics instructional approaches	The Ohio State University	Laurice, Joseph	Ohio, United States 2000

Chart 1. Literature review about research projects

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

First, there was an action research study called “The role of pronunciation in second grade students’ foreign language acquisition” carried out by Martin Arias and Desly Contreras, in 2010, taking place at Liceo Femenino Mercedes Nariño. Its main objective was to propose teaching strategies to improve pronunciation of syllables and words in EFL. Among the findings, we have that students improved their pronunciation of the seen topics by using songs, because they could discriminate sounds and recognize pronunciation differences between L1 and the foreign language. Also, the interference of L1 was improved through a constant repetition. In addition, students realized that some English sounds are pronounced in a way but written in another.

On the other hand, the project “Using audio-visual materials to improve communicative skills and pronunciation” by Ruth Yanira Rubio, developed in 2012 at the IED San José de Castilla, including the second grade students, had the objective of using audio-visual material to improve communicative skills and pronunciation. Some relevant outcomes concerned the fact that students participated orally in the class trying to improve their English pronunciation, it means, students repeated a word many times to correct its pronunciation and understand what the mistake was, students also could pronounce new words correctly after had worked on these, and students tried to reproduce words’ pronunciation as accurately as possible. Additionally, students could match images with word pronunciation. Lastly, it was noticed that students easily forgot the pronunciation learnt classes before, and when they did not recognize a sound, they invented it.

Discussing the connections of these two studies to the present one, there were many common traits, for instance, the projects were focused on the pronunciation improvement, the first used the songs as a tool for addressing this skill, the second used audio-visual materials

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

(videos, songs, tv programs, images, comics and pictures). Thus, many of these types of materials were used in the present study. Besides, the participants belonged to the same academic level and shared very closely the age range (7-8 years old). Moreover, there were similar concerns regarding the students' difficulties to pronounce English words in a proper way, because the L1 phonemic interference was presented. Then, students pronounced words based on how these were written; contrastively, they wrote according to the pronunciation they learnt in the EFL, giving as final result that students again were pronouncing using Spanish rules of pronunciation.

Now, it is presented a particular study regarding the French language as a foreign language too, but having the same concern about the teaching and learning of pronunciation. It was done by Angie Katherine Melgarejo and Lina Ramírez Herrera in 2015 at the Language Center of the Universidad Pedagógica Nacional in Bogotá. They worked with the B1 level students. Their ages were between 15 and 38 old years. Its main objective was to address the importance of teaching and learning the pronunciation of a language, in this case, French, by using audiovisual resources as a tool that gave students motivation and easiness in their learning process. Being specific, the authors wanted to analyze the students' phonological performance of French sounds and the intonation of interrogative, affirmative and exclamatory sentences.

The main results obtained showed that first, the majority of the students did not recognize the French nasal phonemes, and they produced these according to those of their mother tongue: Spanish. Second, the students presented a great difficulty in creating awareness about the existence of a midpoint between open and closed vowels in French, example, the French phonemes / œ / and / y /. At the end, the students did not make a real progression in pronouncing

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

these kinds of French phonemes because they had always present the pronunciation of their mother tongue and just made the transposition.

The students had a positive evolution when addressing the semi-vowel phonemes such as / j / and / ɥ /, they were able to produce the sounds but most of them did not recognize the sounds in words. Regarding the difference between the French sounds / v / and / b /, the students conceived these as equal in an unconscious way. They kept thinking these are pronounced without any discrimination as in Spanish.

In general terms, the students created awareness about the differences between the French and Spanish sound system. Although, they were not totally able to leave behind their phonological mother tongue, which was constantly presented when they performed orally in French language.

Melgarejo and Ramirez's study was of a great relevance to the present one because of the connections between them, these are describe as follows: the first one was that in both cases, at the end of the observation stage, the conclusion was that students needed to be taught about the reinforcement of pronunciation because they had real difficulties with it. Due to students frequently made transpositions of Spanish phonemes to English and French oral performance. In such manner, the projects looked for creating a phonological awareness at the vocal level.

Next, the researchers showed a common concern about how pronunciation deserves to be included in the different language programs and to be taught at the same level of importance of the other components such as reading, syntax, etc. Moreover, the students stated that pronunciation was the most difficult component of the language being learnt as it was stated too by most of the second graders from this study. Another common aspect was that the main purpose of the activities in both studies was allowing students to participate orally most of the time.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

An additional aspect was concerned about the points of analysis, where Melgarejo and Ramirez included the segmental features: vowels and consonants, and this research took the vowels too. Finally, the use of pedagogical materials, such as videos, showed the same purpose in both studies, where students could decode images, sounds, characters, settings, among others.

Next, there is an action research project called “Teaching pronunciation through experiential learning and pronunciation techniques” by Cristian Martínez Castellanos, in 2016; its participants were sixth grade students from the private school Luigi Pirandelo in Bogotá. The purpose was to analyze students’ progress in the pronunciation of three minimal pairs: / ʌ / VS / æ /, / ɪ / VS / i: / and / θ / VS / ð / through the proposal of the experiential learning and these pronunciation techniques: drilling, minimal pairs, listening activities and reading activities, as alternative teaching pronunciation strategies.

The main outcomes obtained concerned the improvement on the pronunciation of the three minimal pairs by means of applying Phonetics and Phonology pronunciation techniques and the experiential learning approach, which provided students with meaningful learning experiences. Then, students could reflect on and manage the pronunciation of the minimal pairs, realizing that English sounds were not the same than mother tongue: Spanish. In addition, students recognized the importance of pronunciation in spoken English communication.

The fact that Phonetics and Phonology pronunciation techniques were used in this research was very important because it showed an explicit manipulation of sounds taking into account the relation between the way words are written (graphemes) and the way these are pronounced (phonemes). It was a closer aspect to the present project because through the lessons proposed, students were manipulating the graphemes and its corresponding phoneme. Also, they realized

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

the relationship between these. Moreover, both projects included listening and reading activities for contextualizing the pronunciation instruction.

Another study was “Using games to improve pronunciation of the second year non-English major students at Hanoi university of Business and technology” conducted by Nguyen Thi Huyen Trang, in 2015 in Vietnam. This mixed method research wanted to check how much effectiveness the chosen games had in the improvement of the students’ pronunciation, and also, exploring the students’ attitudes towards using games as a way of improving English pronunciation. As reported by the researcher, the findings showed that the games activities had positive effects on improving students’ pronunciation in terms of language quality and language production. Also, games had positive effects on increasing the students’ motivation because students expressed positive opinions and showed pleasant feelings and good attitudes towards learning pronunciation by using games, which provide a funny atmosphere, a sense of competitiveness and a new strategy in the classroom.

The common feature in both studies was regarding the use of games for the pronunciation teaching. In this case, games such as listen to and pick up the word, role play about being the vowels and its sounds; my favorite letter is, among others were proposed. There were seen some related responses from the students: they were participative, they rewarded the partners when getting right, additionally, some of them corrected the others.

Regarding the second construct of this study: phonics instruction, three previous researches were chosen taking into consideration two aspects: first, as it is known, the phonics instruction has been applied not only in native population but there have been several studies which used this approach in EFL learners. Second, the phonics instruction has been applied not only in pronunciation but going beyond the phonetic field, because of its fruitful influence in literacy

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

skills such as reading, writing, or the comprehension of these. For illustrating the first situation, there was a proposal carried out by Joseph Laurice M, in 2000, named “Developing first graders’ phonemic awareness, word identification and spelling: A comparison of two contemporary phonics instructional approaches”. The two contemporary phonics instructional approaches were word box instruction and word sort instruction. The project was implemented with first grade children in a public school located in a suburban southwest Ohio district. The study’s purpose was exploratory because it did a comparison between the two contemporary phonics instructional approaches and the traditional phonics instruction regarding their effectiveness on the first graders’ phonemic awareness, word identification and spelling.

The results, according to Laurice (2000), were: the contemporary phonics approaches not only produced and influenced changes in performance on word identification tasks but also on phonemic awareness tasks. In this manner, word sort instruction helped first graders to identify and spell words accurately. The students that were in the word box instruction demonstrated better phonemic segmentation, phonemic blending, pseudo word naming, and word identification skills compared to those children under the traditional phonics instruction. Besides, it is important to say that the two contemporary approaches were very engaged and enjoyable for children, who made statements like: *“this is fun... I am learning how to spell”*, *“Watch me read these words... I can do it”* (Laurice, 2000, pp. 167-168).

Another important project was “Pronunciation improvement in EFL young learners through phonics instruction” developed by María Andrea Beltrán, Lilian Andrade and Daniel Álvarez, implemented in a private school of Bogotá with fifth grade students in 2016. Its main objective was based on the use of phonics instruction to improve pronunciation of two minimal pairs: /θ/, /ð/, and /i/ /I/. At the end of the project’s implementation, it was noticed that the vast majority of

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

the students acquired a better pronunciation of the minimal pairs because they could differentiate these by doing Phonics Instruction meaningful activities, giving a whole result of pronunciation improvement of more than 50%.

This study was highly important because it showed how the Phonics Instruction was used with the objective of provoking a positive impact on the EFL learners' pronunciation. Likewise, it delivered ideas to be implemented and revealed that using this kind of instruction was helpful, feasible, enjoyable and achievable. Finally, this statement was relevant and visible in the referenced study, "good pronunciation provides learners with the confidence to engage in conversations with other speakers of English, allows them to sound able and competent, and gives them a sense of achievement". (Szpyra-Koztowska, 2014, p. 4). Thus, the students involved in both studies gained confidence, they sounded able and competent when pronouncing, and they expressed happiness when attempts to read words were acceptable by the others.

These two studies presented the English pronunciation as an issue that deserved to be worked on due to its importance in the development of skills such as speaking, reading or writing, and in communicative settings. The first study had to be with the implementation of phonics with native students, and the other showed phonics being implemented with EFL learners. As well, useful methodologies to address pronunciation were presented, which means, it is suitable, beneficial and doable.

The last research was "Explicit and Differentiated Phonics Instruction as a tool to improve Literacy skills for children learning English as a Foreign Language", a study done by Angélica María Martínez with first graders in a catholic, bilingual, private school in Bogotá, in 2010. The main purpose searched was to determine the effectiveness that explicit and differentiated phonics instruction had on the following literacy skills: reading comprehension, spelling, and proper use

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

of verbs in written statements, with children who were developing reading and writing skills in their mother tongue and at the same time were learning a foreign language: English.

The findings showed that, indeed, applying explicit and differentiated phonics instruction had an overall positive effect on the literacy skills mentioned above. Some of the results were: EFL children's reading comprehension improved because phonics helped them to better decode and pronounce words, thus, students had better comprehension on what was being read. Also, there was the fact that students had a correct spelling of short vowels sounds in words but had difficulties when spelling long vowel sounds in words. Lastly, the use of the phonics vocabulary, mainly conformed by verbs, played a positive role due to students performed accurately in written and oral statements: they were able to write sentences describing actions instead of just descriptions. Analyzing the results, there was a common one regarding the outcomes and difficulties the population had: in the present study, the students also had skillfulness with the denominated short vowel sounds but difficulties arose when addressing the long vowel sounds.

In conclusion, according to all the studies mentioned above, it can be seen that phonics instruction is an approach feasible to implement in different English language fields and with native and non-native population. Its impact appears to be very fruitful and effective, giving a perspective of applicability that assures good results and effectiveness, wherever it is going to be worked. Moreover, these studies gave insights on how phonics has been applied, how it has being treated, and how it has different perspectives and methodologies to be used in the classroom; facts that enriched the present research.

1.4. Justification

Taken into consideration that the population of this study was the second graders, they were facing a broad academic formation, which represented several challenges for them. By way of illustration, the learning of a foreign language, as the central issue of this research, portrayed one of these challenges, because the students were being exposed to other medium of knowing, naming and understanding the world's reality. In this sense, they might have difficulties when confronting the learning of two languages simultaneously; for this reason, it was important that they started differentiating the features that characterize the EFL from their L1.

Given that producing sounds is one of the noticeable differences between these two languages, the students deserved the opportunity to distinguish how to pronounce in each language, in order to become successful communicators, and also to develop in a fruitful way the reading, writing and listening skills in English. Another aspect which supported this research was that pronunciation “is an important component of language without which no efficient oral communication is possible” (Szypra-Koztowska, 2014, p. 2). In such manner, pronunciation became a significant aspect in the English teaching and learning process because it “refers to the production of sounds that we use to make meaning.” (Adult Migrant English Program Research Centre, 2002, p. 1). Moreover, the Prado Veraniego School promoted in its PEI that communication needed to have quality to foster the human development. An aspect that was directly associated to the fact that to communicate anything successfully, a speaker needs to be intelligible by the listener, then if a student tries to express feelings, ideas, opinions using English and he/she cannot do it because his/her speech is unintelligible due to pronunciation matters, there will not be a quality communication.

1.5. Research Question

What could be the impact on the EFL second graders' pronunciation of English vowel sounds when performing orally, by implementing the Explicit and Systematic Phonics Instruction at the Prado Veraniego School?

1.6 Research objectives

General:

To describe the impact on the EFL second graders' pronunciation of vowel sounds, by implementing the Explicit and Systematic Phonics Instruction.

Specific:

To describe second graders' pronunciation achievements along the pedagogical cycles of intervention.

To document emergent EFL skills' improvement of the students when working with Explicit and Systematic Phonics Instruction.

Chapter II: Theoretical Framework

2.1 Oral language

This study was shaped under the notion of the oral language which is “the child’s first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience” (Professional Development Service for teacher, n. d, p. 1). According to Lesaux and Harris (2015), Oral language is also the system that allows us to use spoken words to express knowledge, ideas and feelings. They add that it is a fundamental base for developing the skills and knowledge needed for speaking and listening, to finally get the abilities required for reading comprehension and writing. The authors talk about five main components involved in oral language: morphological skills, pragmatics, semantics / vocabulary, phonological skills and syntax. This study took into consideration the phonological skills and the semantics/vocabulary.

Armbruster, Lehr, and Osborne cited by Lesaux and Harris (2015) define the first component as the awareness of the sounds of language; also they describe this as a skill that supports word-reading development, where children are engaged in sound out the words, that is to say the pronunciation, which became the first category of analysis in this study.

Talking about the second component of oral language, which is the semantics/vocabulary, it is conceived by Lesaux and Harris (2015), as understanding the meaning of words and phrases to finally use these effectively in a particular communicative event. Here arose the second category of the present study that was focused on the students’ understanding of words and phrases but taking into account some learning vocabulary principles considering the special fact that the population involved in the study was EFL learners.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Having this data in mind, it became necessary to go deeper about the constructs that shaped this study: pronunciation and its specific traits, learning vocabulary, and the phonics instruction.

2.1.1 Pronunciation

Regarding the role of pronunciation in English instruction, it has been cataloged by Kelly (1969) cited by Celce-Murcia, Brinton and Goodwin (1996) as “the *cinderella* area of foreign language teaching”. In this way, he describes the fact that during the past decades pronunciation did not deserve a deep attention as it was for other English language fields such as grammar and vocabulary. He states it was after the twenty century begun, that pronunciation started to be studied systematically.

Gilakjani’s article (2016) presents various definitions of what pronunciation is according to three authors. For instance, for Cook (1996), pronunciation refers to the production of English sounds, that are learnt by repetition and it is important to correct them when are produced inaccurately. In his words, when learning pronunciation, students create new habits and overcome the difficulties arose from their first language. Following, Yates (2002) states that pronunciation is the production of sounds used for making meaning. Finally, in Otlowski’s (1998) terms, pronunciation is the way of uttering a word in an accepted manner. Thus, all the definitions presented above were relevant to this study, in that each one of them were part, at a given time, of the statement, the development and the final outcomes of this study.

In contrast to those teachers who according to Elliot (1995) cited by Szpyra-Koztowska (2014), have the tendency to consider pronunciation as the least useful of the basic language skills, this research saw pronunciation as one of the major aspects to be master when learning a language, in this case English, because a very first use you make of it, is producing speech to communicate with others and this is too related to the immediacy demanded by the globalized

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

world, where you need to be proficient in many levels. In this study, pronunciation was conceived as the component, when teaching a language that needs to be included in the curriculums, programs, syllabus among others, at the same level and with the same importance of components such as grammar, syntax, even vocabulary. And it is very important to teach pronunciation at the very beginning of the learning process, in order to show directly the differences between mother tongue and the foreign language, allowing the possibility to create language awareness in the learners' mind. In the present study, the students were exposed, since the beginning, to the sounds and then, to the written form of words. That was the guideline in the lessons, where the students in a first stage, were exposed to the sounds of each vowel by the aid of the phoneme's illustration, for example, the teacher at the beginning showed them the phoneme /æ/ and the vowel A to learn the sound, next, students saw the vowel and its sounds in words. There were also some phrases founded in short stories. Consequently, the students learnt also other aspects of language like semantics/vocabulary. Finally, it showed that it is possible to include pronunciation in the teaching and learning process and, at the same time, take advantage of the good benefits it offers to other fields of language.

Addressing the components of pronunciation, Celce-Murcia et al (1996) declare that languages have segmental and supra-segmental features that are studied and taught under the pronunciation instruction. Then, in the supra-segmental aspects there are concepts such as the word stress, rhythm, prominence, intonation, and connected speech. On the other hand, the segmental features according to them, involve the inventory of sounds. Consequently, the current study took into account the sound system of North American English, which is composed by vowels and consonants and their corresponding phonemes. Being specific, the study included ten vowel phonemes. Here, it is important to distinguish between phonemes and graphemes.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Phonemes are “the smallest units constituting spoken language. English consists of about 41 phonemes. Phonemes combine to form syllables and words”. (National Reading Panel, 2000, p. 21). Graphemes are “units of written language and which represent phonemes in the spellings of words. Graphemes may consist of one letter, for example, *P, T, K, A, N*, or multiple letters, *CH, SH, TH, -CK, EA, IGH*, each symbolizing one phoneme”. ((National Reading Panel, 2000, p. 21). In such manner, the English vowels constituted the phonological teaching sequence, where ten phonemes and its corresponding graphemes were taught in the pedagogical intervention: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.

2.1.2 Learning vocabulary

The concern about children must learn vocabulary have been remarked for many authors, educators, academics, among others. Hall and Moats (2014), start saying that knowing the meanings of words enhances fluency and reading comprehension skills. Following the same conception, Neuman and Wright (2014) describe the benefits obtained when learning vocabulary opportunities are guaranteed to students. They state that developing rich vocabulary will assure positive effects in the reading and comprehension process. Because children will know and possibly understand the majority of words they could find in a text. Moreover, they talk about the importance of oral vocabulary development which enables children to read and better yet, to understand what they read. They claim that “without vocabulary knowledge, words are just words-without much meaning” (Neuman and Wright, 2014, pag. 13).

Immediately, there are some principles for addressing this issue: first, Neuman and Wright (2014) propose that words need to be presented to children in integrated and meaningful contexts that can make sense to them. The second one says children need repeated exposure to vocabulary already gained or presented because they learn the words they hear the most. Third, Goldenberg,

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Hicks and Lit (2014), argue that using pictures and videos as resources help children with low levels of oral English to learn vocabulary given that these support direct explanation. Fourth, Biemiller (2014) asserts that providing little explanation for novel words encountered in contexts guarantees children vocabulary acquisition.

Concluding “to succeed at reading, a child must be able to identify or “read” printed words and to understand the story or text composed of those words” (Biemiller, 2014, pag. 52). The author explains that it is not fair and fruitful just having children to memorize words but children to understand and use these words because as Adams (2014) expresses, which matters about vocabulary are no the words by themselves, but so much, the understanding children can afford from these.

2.1.3 Phonics Instruction

Snow, Burns, & Griffin (1998) state that phonics is understood as instructional practices that emphasize how spellings are related to speech sounds in systematic ways. This means, being aware of the fact that there are connections between print letters and spoken sounds. In other words “teaching students to know the relationships between letters and sounds and how to use this knowledge to recognize words when reading, and to spell words when writing” (New South Wales Department of Education and Training Learning and Development (NSWDETLD), 2009, pag. 6). Therefore, by using phonics instruction students can make connections between the sounds they hear and the way they are represented in writing.

Taking another point of view

The phonics approach tends to build up the solid foundation of the sound system in English for beginning learners to internalize. By this method, children will develop their own literacy abilities by applying it to construct meaningful literacy knowledge by their own. This approach

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

subsequently supports children to learn a language systematically from the smallest part to the whole. (Sitthitikul, 2014, pag, 122).

It asserts that the phonics instruction helps students to being aware of there is a system which serves as the starting point to learn and internalize principles of a language such as sound production, sound recognition, reading and writing.

According to the National Reading Panel (2000), phonics instruction means the process of linking sounds to their corresponded written symbols: the letters of the alphabet. Thus, students are taught how sounds are represented by letters which can then be blended together to form words.

Phonics instruction has been explored from different teaching perspectives. In the 1960s, methods such as synthetic phonics and analytic phonics were used. In recent years, it has been used the so called explicit and systematic phonics teaching which “involves the deliberate explanation and demonstration of new phonics learning” (NSWDETL, 2009, p, 23). Lastly, Harris & Hodges (1995) in Sitthitikul (2014) refer that this method stresses the acquisition of letter-sound correspondences and their use to read and spell words. In chapter four are going to be found the main characteristics of this approach.

The so called explicit and systematic phonics instruction was chosen in this study because it is important to notice that oral performance requires using proper pronunciation to be intelligible, and this method is a way to procure that students have a good level of accuracy based on the aspect that through it students can perceive and produce the English vowel sounds. Thus, this strategy gives great advantages to treat pronunciation due to as Snow and e al affirm, it makes possible that students become aware there are connections between print letters and spoken sounds: the vowels and its phonemes. In the classroom students observed the shape of vowel E

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

and at the same time the image of its sounds / ε / and / i: /. Next, they produced these with the teacher's guidance or watching a video.

Also, in agreement with Sitthitikul (2014) and the National Reading Panel (2000), all the lesson plans started in a systematic way, it means, students learnt from the smallest unit (the phonemes) to the bigger (words and little phrases). In this sense, after they recognized and produced the sounds isolated, they read words that contained these sounds alone and in some written and oral texts.

In conclusion, this study aimed to analyze these categories: Pronunciation and Learning Vocabulary. Specifically, the first one had these indicators: first, the students' awareness that the English pronunciation is not the same from their L1: Spanish. Second, the students create awareness that the English vowels have more than one production possibility. Third, the students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ε/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/. The second category implied the following indicators: first, the students associate and recognize the meaning relationship between images and words. And second, by learning vocabulary, the students understand the main events and ideas from written and oral texts.

Chapter III: Research Methodology

3.1. Action Research

This type of study is defined by Burns (2010) as a process in which teachers are considered researchers, who explore their own teaching contexts to identify problematic areas that need to be intervened in a deliberated way by implementing ideas or alternatives in order to change positively the given situation. Then, the teacher becomes an investigator or explorer and an active participant. In this study, a puzzle area concerning the lack of English recognition sounds by second graders was identified through observations and a diagnostic test, then, it was proposed a pedagogical intervention with the aim of ameliorate this particular situation.

Kemmis and McTagart (1988) quoted by Burns (2010), state that to do Action research studies there are four steps that constitute a continuing cycle. The first one is **planning**, where in an initial moment the identification of the problem worth to be worked deeply is done. Then, the plan of intervention to get improvements is proposed. The next one is **action**, which means the moment you put into practice your plan taking into account time, responses from the participants, and reflections on what is been worked or what needs to be changed or modified. Thirdly, there is the **observation** that involves observing the effects of the action and documenting what is happening: actions, opinions, reactions. This is the moment where data is collected through tools such as field notes and recordings. Finally, it comes the **reflection**, a step in which you as investigator and participant reflects on, evaluates and describes the effects obtained by the implementation of the plan through the action moment. Thus, in agreement with Kemmis and McTagart (1988), the results are broadly known, providing a better understanding of the problematic issue you have been working on, and also allowing you to decide if implementing more cycles or conclude the research process by sharing the findings to others.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

It was chosen Action Research because this methodology allowed to participate actively in the process. Through own observations, beliefs and some discussions with a teacher that had experience on the field, it was drew the assumptions for determining the weak area where it was considered it could be applied a plan to get a positive change. This area was in relation to the lack of students' awareness about the differences when pronouncing English and Spanish sounds. Moreover, it could be directly observed the students' reactions, performances and improvements during all the moments of this study, which means, Action Research gave the opportunity to the teacher-researcher to reflect on what it was been doing.

3.2 Paradigm

“Action research is often categorized as a qualitative methodology, even though quantitative data may be included” (Phillips and Carr, 2010, p. 32). For these authors, in the qualitative research paradigm the nature of knowledge is fluid and subjective, instead of being fixed and objective, because it is enriched by multiple viewpoints and built by culture, history, and settings. In this case, the knowledge process happened in a specific school with a specific population, from which data was gathered and analyzed, always looking at the participants' response to the teaching approach. This means, it was measured whether if there was an impact or no on the students' English pronunciation performance.

3.3 Data Analysis Methodology

To put the study under a light of veracity and credibility, the term triangulation, which means “that a combination of angles on the data will help gives us more objectivity” (Burns, 2010, p. 95-96), played an important role when collecting and manipulating data.

When using triangulation you

compare, contrast and cross-check to see whether what you are finding through one source [instrument for data collection] is backed by other evidence. In this way you can be more confident that your reflections and conclusions are supported by the data and not just by your own presuppositions or biases. (Burns, 2010, p, 96).

In the process of triangulating and interpreting data to state results and draw conclusions, it was formulated two categories that came from the theoretical framework. These were pronunciation and learning vocabulary. For each one of them it was used the following instruments for collecting data. For pronunciation it was used field notes during the diagnostic and the implementation stages, and recordings just during the implementation stage, also there were photographs of students' artifacts. For learning vocabulary it was applied field notes, recordings and artifacts (workshops, drawings, homework). Each category displayed indicators, which were shaped during the two cycles of the pedagogical intervention. These two cycles were "Feeling the sounds" and "The vowel Family". The field notes and the recordings were implemented in all the sessions of each cycle, and the artifacts were done in the 90% of these.

3.4 The participants

This study was done with 30 students: 22 boys and 8 girls, who initially attended the group 202, specifically the English class, in the morning shift at Prado Veraniego School. Their ages were between 6 and 8 years old. The observational stage began the first semester of 2018, the pedagogical intervention started in the second semester of 2018 and finished in the first semester of 2019. In this way, the students moved to grade 302 and 8 of them were no more, and there were 7 new students in the English class. Furthermore, not all the population was conformed by

Colombian students, there were three Venezuelan children, and two of them arrived the first semester of 2019.

3.5 Categories of analysis

Pronunciation and learning vocabulary were the categories of analysis that came from the observation stage, where the field notes and the diagnosis showed a special students' weakness on these areas and then, these categories were supported in the theoretical framework. For each category it emerged the indicators displayed below.

Unit of analysis	Category	Indicator
Oral language	1. Pronunciation	1.1 The students show awareness that the English pronunciation is not the same from their L1: Spanish.
		1.2 The students create awareness that the English vowels have more than one production possibility.
		1.3 The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.
	2. Learning vocabulary	2.1 The students associate and recognize the meaning relationship between images and words.
		2.2 By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.

Chart 2. Categories of analysis

3.6 Data Collection Instruments

According to the Action Research design, the data collection was done systematically: in the observational phase the field notes and a diagnostic test served as solid information that gave origin to the problematic situation. During the pedagogical intervention, it was implemented field notes, recordings of the students' oral performance and artifacts (workshops, drawings, homework). These instruments provided the main data to describe and analyze results and finally to state the conclusions of this study.

3.6.1 Field note

This was an instrument that gave insights about the situations that occurred in the classroom such as students' behavior, students' general work, teaching strategies, learning strategies, activities, and reactions from teacher and students. This tool was totally up to the researcher, who decided what to include and how to reflect on what was written down. In this manner, a field note comprises "descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal information, physical settings, group' structures and records of conversations and interactions between participants" (Burns, 2010, p. 87).

It was used 3 field notes in the observational phase, during the implementation stage it was used 5 field notes for the first cycle "Feeling the sounds" and for the second cycle "The vowel Family" it was used 15 field notes. One of the reasons to use them was because they allowed seeing "things that are before our eyes in ways we haven't consciously noticed before" (Burns, 2010, p. 57). This means, the information that was gathered was a vital resource to the reflections on the responses generated by the participants through the implementation of the plan. Then, this tool was taking into account to make changes and adjustments about what was happening inside the setting, including strategies, activities, personal points of view, among other relevant aspects that were presented.

3.6.2 Recordings

The recording, in Burns's (2010) perception, is a very clear and direct source of data because it provides authenticity, veracity, and factual reality of events. In this study, it was taken audios from all the lessons done in the implementation stage and 1 video for each cycle. Through this instrument was collected all the students' oral production of the vowel sounds.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Besides, this tool helped to write the field notes; in this sense, it could be obtain more details of the environment in the classes. This instrument was considered very important to be included because conforming to Burns (2010), this tool is a valuable resource to get accurate information on patterns of interactional behavior, because this captures oral interaction exactly as it happens. Although, sometimes it would be better to take video recording because, as Burns says, it helps to examine the classroom holistically. Finally, from most of the recordings were transcribed just the data required to get insights, exemplifications, explanations, results and conclusions for the study.

3.6.3 Photographs of artifacts

Sometimes “images are more powerful than words” (Burns, 2010, p. 72). These can capture a specific teaching moment, activities done in notebooks by students can be shown, or classroom exercises can be illustrated. This was the reason photos were used for displaying data related to the categories. Then, photographs were an alternative to show data to others and to analyze it. It was taken pictures of students’ work on their notebooks, on sheets, and on the board.

3.7 Ethical Issues

To be in accordance with the ethical standards for conducting the study in a moral and responsible way and because the work that was done here implied human beings, an informed consent (see annex E) was delivered to parents to sign, due to the participants were minor children. The parents were informed about the project carried out: its main purpose was to improve the lack of students’ recognition and production of English sounds, the instruments and procedures used with the students were observational field notes, recordings (video and audio), and photographs of activities performance. The expected effects or benefits seeking through the development of this project were concerned with students start recognizing the differences

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

between Spanish and English, when producing sounds during attempts to performing orally. Thereby, students had the opportunity to learn how to produce and recognize English vowel sounds. Also, it was stated that children' identities were protected by using pseudonyms or code-numbers. Besides, it is important to mention that the participants were free to be part or not in the study, and there was not any repercussion if they refused to participate and they could decide to get out of it at any moment.

Chapter IV: Pedagogical Intervention

In this chapter the pedagogical intervention was depicted through its components, which were the vision of language and learning framed in this study, the teaching approach and its pedagogical principles, stages and the kind of materials used. In addition, it was mentioned the syllabus, and it was described a lesson plan model.

4.1 Vision of Language and Learning

This study held the vision of language as a linguistic system, which according to Vera, Chapeton and Buitrago (2019), has specific components prone to be analyzed and presented to the learners. Grammar, vocabulary, phonology, discourse, style and appropriacy, and varieties are the components found in a language. This study embraced the vocabulary and the phonological component under “the understanding that letters and combinations of letters make up particular sounds and words” (NSWDETLD, 2009, p. 12). Thus, constituting the main aspect around which the pedagogical intervention was designed and implemented bearing in mind these aims: the students had a contextualization stage that was the initial point to start learning the English vowel sounds. Then, students recognized the English vowel sounds taught in each lesson. Also, students were aware of the similarities and differences between English and Spanish sounds; and finally, students started performing orally words and little sentences using accurate pronunciation of English sounds.

On the other hand, this study viewed learning as analytical that in Vera, et al's (2019) words, refers to the idea of putting an explicit attention to the regularities of language and its use. It implied that a specific aspect of the language was taught and learnt explicitly and consciously, in this case, the English vowel sounds system. Thus, it was taught how each vowel has its correspondent sound and that, in many cases, they defer from the sounds in the students' L1. It is

important to mention that in this pedagogical intervention, not all the English phonemes were taught. Below it is going to be found the sequence which included the phonemes covered in this study.

4.2 The Teaching Approach

In order to carry out the pedagogical intervention, the Explicit and Systematic Phonics Instruction was applied. The National Reading Panel (2000) cited by the National Institute of Child Health and Human Development (NICHD) (2018) conceives it as teaching a planned sequence of phonics elements, rather than highlighting phonemes found in texts. This viewpoint is also found in The National Research Council Findings regarding the use of phonics instruction: “They found that phonics instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students precisely how the patterns worked, e.g., "this is b, it stands for the /b/ sound" (Ching Kang Liu, n. d, p, 3).

Conforming to the NSWDETL (2009), the Explicit and Systematic Phonics Instruction can be implemented following the next principles and stages.

4.2.1. Principles

Principle	Description
Phonics knowledge and skills are critical to becoming literate	It is assumed as the understanding that letters and combination of letters make up particular sounds and words. Thus, this knowledge is an essential part of the process of learning to read and write.
Phonics needs to be explicitly taught	The teaching must be explicit because letter-sound correspondences are arbitrary and difficult to discover when just leaving students learn these by chance or inference alone. Then, teachers need to clearly and consistently enunciate the sounds they are teaching, and provide word context to them.
Phonics needs to be systematically taught	The use of an established phonics sequence influences the degree at which students successfully acquire phonics knowledge and skills.
Phonics needs to be taught in an integrated literacy program	Phonics, phonemic awareness, vocabulary knowledge, comprehension, writing, speaking, concepts about print and reading texts are suggested to be included in an effective and balanced

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

	literacy program.
Phonics needs to be taught to a level of automaticity	In this case, automaticity is understood as the level where decoding becomes habitual and automatic. Thus, phonics instruction will attempt to reach this point enabling students to recognize words and far providing enhancement in comprehension.
Phonics teaching is enhanced by an emphasis on multi-sensory activities	The use of auditory, visual and kina esthetic activities will cover the students learning styles by encouraging them to activate their senses when learning. Examples activities are tapping out phonemes, writing letters with crayons, pencils, chalk, etc.
Phonics teaching needs to be supported and reinforced using quality texts	The use of decodable texts gives students opportunities to practice, apply and reinforce their phonics learning. Some books for children have repetition, frequency words, among others.
Phonics teaching is enhanced by the use of technology	Technology has the potential to impact on and provide benefits for phonics teaching and learning.

Chart 3. Explicit and systematic phonics instruction principles³

In agreement with the principles stated above, it was expected that the phonics skills taught improved the English vowel sounds pronunciation but also gave positive effects on the other language abilities such as reading, or learning vocabulary. The phonics teaching process was explicitly and systematic because the teacher-researcher enunciated clearly and consistently the sounds being learnt and it was provided a context for these: oral and written texts, also there were activities where the students could integrate other literacy skills such as reading, learning vocabulary, and writing.

Besides, it was established a vowel sounds sequence to follow by using materials and resources under the multimodality paradigm because these included video-songs for children about phonics, songs, a poem, images, flashcards, shorts stories presented in video and also using images and text in power point presentations. In addition, there were games, hand-on activities, handwriting activities, and letter shapes. The variety presented had the purpose of enhancing the

³ The data was adapted from <https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf> (NSWDETLTD, 2009, pp, 12-14).

students learning styles, the classroom dynamics, the classroom management and the interaction patterns.

4.2.2. Stages

In accordance with the NSWDETLTLD (2009), modelled, guided and independent teaching constituted the stages that the teacher and the students went through when giving and receiving phonics instruction. These strategies

focus on how the teacher moves the level of responsibility for learning from teacher to student.

The strategies emphasize a controlled shift by the teacher according to students' readiness. The teacher's ultimate aim is to support students to move from being dependent learners to being independent learners. That is, to be able to apply and transfer their learning to new contexts.

(NSWDETLTLD, 2009, p, 24).

In modelled teaching the teacher-researcher presented to the students new phonics skills and concepts through leading, demonstrating, modeling and giving explicit and direct explanation about these. For instance, most of the time, video-songs were used to present to students a new vowel and its respective sounds. Also, it was used the vowel shape and the images of its sounds (phonemes). And after the video-songs the teacher-researcher explained students about the correspondences between the vowel and its sounds. This was a moment that illustrated this stage, in the field note 10 students watched the video *The ingenious vowel I*, next, the teacher-researcher showed the images of vowel I and the phonemes /ɪ/ and /aɪ/ on the board and said "*vowel I has two sounds*" twice, then she asked "*¿Qué entendieron?*" a student answered "*Yo entendí que hay dos formas de pronunciar la I en inglés*" the teacher continued "*Very good, sounds tiene dos sonidos ¿Cuáles serán?*" The teacher showed the images of the sound "*This is sound number 1. Listening to him*" the student pronounced "/aɪ/". The teacher

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

added “*Sound number one is /aɪ/ ok. Sound number two...*” two students said “/ɪ/”. The teacher kept asking each one of the students to produce one of the two sounds.

Guided teaching was used to provide opportunities to students for practicing and applying phonics skills and concepts already introduced in the modelled teaching. In this sense, students had more control and responsibility on their own learning process, they were “more actively involved and hands on with their phonics learning, talking about, demonstrating, organizing, practicing and applying what they know and can do” (NSWDETL, 2009, p, 25). This could be seen in the field note 14 where the teacher-researcher read the story *Little Red Riding Hood* by making pauses when a word with /u:/ sound appeared to the students can read it. For illustrating, the teacher was reading “*Once upon a time, there was a little girl called Little Red Riding...*” students saw the word *hood* and said “/hud/”.

Finally, the independent teaching stage was implemented at the moment students needed just minimal support to apply and demonstrate phonics skills already taught. This stage allowed students to have a greater degree of responsibility because they could perform tasks, where they demonstrated, practiced, applied, and reflected on the phonics skills, and transferred these to real situations and contexts such as performing orally when reading a word or a little phrase. For example, in the recording 11 it was heard when students had a piece of paper with a written word *green, sheep, tree, bee* and they read it proficiently.

Consistently, the teacher’s role was being supportive, guiding the student, and becoming a sound performance model. The students’ role constituted on becoming responsible of their learning process progressively, being participative and talkative, and working for being independent learners.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

According to the advice of using a planned sequence for teaching explicit and systematic phonics, it was implemented the next one concerning the vowels sounds: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/. In the case of the vowel combination oo, it was not done the distinction between the two sounds /ʊ/ and /u:/ in the words, it just was used the sound /u:/.

4.3 Pedagogical cycles

The pedagogical intervention carried out for this study was shaped by two cycles. The first one called *Feeling the sounds* started in August 24th and finished in October 5th 2018. It was composed by five lesson plans. The second one was called *The vowel Family* and took place from October 19th 2018 to May 7th 2019, this contained 15 lesson plans. The first cycle constituted a contextualization stage that was the initial point to start learning the English vowel sounds. In this cycle the students were approached to the subject by giving opportunities to understand the concept of sound in language through showing it from other fields' perspective such as the environmental or natural sound. In the second cycle the students faced the English vowels and its corresponding sounds which were selected to be taught. Besides, in both cycles the students started learning and putting in practice some vocabulary.

4.3.1. *Feeling the sounds*

This cycle had the following purposes: a) students had the opportunity to be familiarized with the concept of sound in different ways. For example, in the lesson 1 "Playing with sounds", students listened to the teacher's voice when she did a dictation of words that students needed to write down according to the way they heard these and considered these words are written. After this, the teacher wrote the words on the board and students made the correction in a column in front. Then, they were exposed to the sounds associated to these words. For example, teacher played the cat's sound and students said the animal's name. In this sense, they were from a formal

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

perspective of the sound used in language to a more natural and relaxed way of perceiving the sounds.

Following, b) the students started knowing some of the sounds of the English Alphabet from A to G in an activity, where they could say the letters' name and produced its sound. Students also did activities like ABC movement exercises, ABC matching exercises with images, and drawing my favorite letter. c) The second graders had a first approach to the English vowels and some of its sounds, then, students recognized the vowels in words and also they produced some of the vowels' sounds when singing. Some of the activities done were differentiating vowels from consonants, singing and dancing a song about vowels' sound with words, completing words with vowels, and playing with vowels' shape and its sound. Finally, d) students made attempts to perform orally by reading words and little sentences from two short stories that were written in English and Spanish.

Three indicators were worked in this cycle: first, the students show awareness that the English pronunciation is not the same from their L1: Spanish. Second, the students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/. And third, the students associate and recognize the meaning relationship between images and words.

4.3.2. The Vowel Family

Along this cycle, the students could recognize the images of the English vowel sounds taught and produced these alone and in word context. For example, in many lessons, the students were asked to produce the sound when the teacher-researcher showed them the corresponding phoneme in an image. They also were asked to read words which contained the phonemes taught and that were encountered in texts such as the Hurray for A song, the Little Red Riding Hood, among others.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Another objective was that the students recognized the sounds for writing a determined word. For instance, there were activities in which a student read a word and the others said if the reading was good or no, and then they decided below what sound they could write the word. The students also could comprehend vocabulary by relating images with words, and they expressed their understanding by completing and organizing texts such as short stories and songs and also by making their own drawings. In this cycle all the indicators were covered.

4.4 Syllabus

This section describes the path followed in the implementation of this study. Below it is found the cycles and their implications about lessons, dates, learning aims, and activities which constituted the pedagogical intervention. In general words, this was shaped by two cycles that were, at the same time, the units. The first one was called “Feeling the sounds”, and the second was “The vowel family”.

SYLLABUS				
CYCLE	LESSONS	LEARNING OBJECTIVES	ACTIVITIES	CATEGORIES AND INDICATORS
Feeling the	1. Playing with sounds (August 24 th 2018)	-Be familiarized with the sounds in language trough diverse environment and natural sounds. -Start realizing the differences when learning Spanish and English.	-Teacher’s word dictation. -Correcting dictation. -Listen to and saying what produces the sound. (Related with the words from the dictation).	Pronunciation: -The students show awareness that the English pronunciation is not the same from their L1: Spanish. Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.
	2. My ABC	-Start being aware of and realizing	-Observing and saying the name for some letters shapes. -Watching the ABC video-song. -Students perform	Pronunciation: -The students show awareness that the English pronunciation is not the same from their L1: Spanish.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

sounds	(August 31 2018)	the sounds of the English Alphabet.	movements from the video-song for each letter. -Matching exercise with vocabulary from the video-song. -My favorite letter.	Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.
	3. We are vowels (September 7 th 2018)	- Having a first approach to the English vowels and some of its sounds. - Producing some of the vowels' sounds when singing.	-Vowel or consonant? -Watching, singing and dancing the video-song "The Vowel Family".	Pronunciation: -The students create awareness that the English vowels have more than one production possibility.
	4. Playing with vowel sounds (September 28 th 2018)	-Reviewing the vowel sounds by singing and playing some games.	-Singing by rows The vowel family video-song and using vowels shapes. -I can say (game with images).	Pronunciation: -The students show awareness that the English pronunciation is not the same from their L1: Spanish. -The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.
	5. English or Spanish? October 5 th 2018)	-Start being aware of the difference between English and Spanish. -Making their first attempts to read words aloud in the English class.	-Students try to sing "The Vowel Family" song by themselves. -Watching two short video-stories: How are you? And Recess. -Reading words from these stories.	Pronunciation: -The students show awareness that the English pronunciation is not the same from their L1: Spanish.
	1. I'm vowel A (October	-Be aware vowel A is pronounced in two ways. -Recognizing the images of the /æ/ sound and the /eɪ/ sound and produce the sound for each one. -Reading words	-Singing The Vowel Family video-song just for vowel A. -Watching and singing the video-song Rap for vowel A sounds. -Looking the images of the two A sounds and producing these. -Reading aloud words	Pronunciation: -The students show awareness that the English pronunciation is not the same from their L1: Spanish. -The students create awareness that the English vowels have more than one

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

<p>The Vowel Family</p>	<p>19th 2018)</p>	<p>and short sentences which contain the /æ/ sound. -Understanding the alligator’s story and form this by following its sequences.</p>	<p>from the video-song. -Forming the alligator’s story and circling the /æ/ sound on the story.</p>	<p>production possibility. -The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
				<p style="text-align: center;">Learning vocabulary: -The students associate and recognize the meaning relationship between images and words. -By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>
	<p>2. I’m vowel A again (October 26th 2018)</p>	<p>-Recognizing the images of the /æ/ sound and the /eɪ/ sound and produce the sound for each one. -Practicing the /eɪ/ sound. -Showing understanding of the song and arrange it in sequence.</p>	<p>-Remembering the two A sounds in images. -Watching the video-song Rap for vowel A sounds just the part that illustrates the /eɪ/ sound. -Singing the Hurray for A song. -Reading words with the /eɪ/ sound. -Putting in order the song.</p>	<p>Pronunciation: -The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
			<p style="text-align: center;">Learning vocabulary: -By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>	
<p>3. The snake’s story (November 2nd 2018)</p>	<p>-Producing the A sounds: /æ/ and /eɪ/ alone and in word context. -Understanding the Snake’s story.</p>	<p>-Saying and singing the /æ/ and /eɪ/ sounds by lines. -Watching and reading the Snake’s story.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. - The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>	

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

<p>4. rat, cat, snake and ape (November 9th 2018)</p>	<p>-Relating images with words. -Recognizing the vowel E sounds: /ɛ/ and /i:/ alone and in word context. -Comprehending the story Fred the farmer.</p>	<p>-Pasting images and forming the corresponding word with letter shapes. -Watching the video-song for E. -Watching the images for the sounds and producing these. -Watching and reading the story Fred the farmer.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. - The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p> <p>Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.</p>
<p>5. Coming back to the vowels (February 28th 2019)</p>	<p>-Reviewing the vowel subject and the animals' names which contain the /æ/ and /eɪ/ sounds. -Practicing the /æ/ and /eɪ/ sounds alone and in word context.</p>	<p>-Watching The vowel song. -Reading aloud, writing and correcting previous words with /æ/ and /eɪ/ sounds.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
<p>6. /ɛ/-/ ɛ/- / ɛ/ everywhere (March 5th 2019)</p>	<p>-Be aware vowel E is pronounced in two ways. -Performing the sounds /ɛ/ and /i:/ -Be able to read and say aloud words with /ɛ/ sound.</p>	<p>-Watching and singing the video-song for E. -Seeing the images for each sound and producing these. -Watching and singing the video-song "Short vowel E". -Reading, saying, listening to, and writing words.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

	<p>7. Fred the farmer March 7th 2019)</p>	<p>-Practicing the /ε/ sound alone and in word context. -Arranging the story Fred the farmer.</p>	<p>-Singing the video-song “Short vowel E”. -Forming the story Fred the farmer using text and images.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. - The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ε/ and /i:/, /i/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p> <p>Learning vocabulary: -By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>
	<p>8. When two ees go walking (March 14th 2019)</p>	<p>-Recognize the /i:/ sound image and performing the sound. - Making the meaning relationship between images and words. - Reading and saying aloud words which contain the /i:/ sound.</p>	<p>-Singing and performing the song “When two ees go walking”. -Watching and singing the video-song “Let’s chant the /i:/ sound” -Using images to practice vocabulary.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ε/ and /i:/, /i/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
	<p>9. Double Ee (March 26th 2019)</p>	<p>-Being able to read properly words with the /i:/ sound. -Recognizing the /i:/ sound in word context. -Comprehend vocabulary in short sentences.</p>	<p>-Reading the homework to the class. -Making a list with words from homework. -Singing the double E poem. -Circling the sound /i:/. -Each student has a stanza from the poem to read and draw what was understood.</p>	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ε/ and /i:/, /i/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

				Learning vocabulary: - The students associate and recognize the meaning relationship between images and words.
10. The ingenious vowel I (April 2 nd 2019)	-Recognizing and producing the /ɪ/ and /aɪ/ sounds. -Practicing /ɪ/ and /aɪ/ sounds alone and applying these in word context. -Understanding the story. -Reporting facts from the story.	-Watching the video-song The ingenious vowel I. -Seeing the images of the sounds /ɪ/ and /aɪ/ on the board and producing these. -Reading words from the video-song. -Watching the story The inspector Itsy Bitsy Spider. -Reading and learning vocabulary from the story. -Writing what was understood from the story.		Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.
				Learning vocabulary: - By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.
11. Pine park (April 4 th 2019)	-Comprehending the story. -Recalling the /ɪ/ and /aɪ/ sounds in word context. -Arranging and illustrating the story.	-Reading homework. -Teacher reads and explains the story Pine Park. -Reading words from the story. -Organize the story by sequences and draw each one.		Pronunciation: -The students create awareness that the English vowels have more than one production possibility. - The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.
12. Mother I and its sounds (April 9 th 2019)	-Applying the /ɪ/ and /aɪ/ sounds alone and in word context. -Classifying words according to the sound. -Discriminating the two sounds in	-Seeing the images for the /ɪ/ and /aɪ/ and producing these. -Students read, listen to, look for the words with these sounds. -Students place the words according to the sound in the Mother I		Pronunciation: -The students create awareness that the English vowels have more than one production possibility. -The students produce these vowel sounds alone and in word

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

		word context.	and its sounds illustration.	context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.
13. Fox, dog and log (April 23 2019)		<ul style="list-style-type: none"> -Recognizing the vowel O and its sound /ɒ/ through input. -Eliciting words from the input. -Understanding facts from short stories. 	<ul style="list-style-type: none"> -Watching the video Happy birthday fox. -Answer what the video is about. -Writing, drawing and reading a word learnt from the video. -Watching a tale and writing the moral. 	<p>Pronunciation: -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
				<p>Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.</p> <p>-By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>
14. Little Red Riding HOOD (April 30 2019)		<ul style="list-style-type: none"> -Applying the /u:/ sound in word context. -Learning and practicing vocabulary. -Understanding details from the story. -Constructing parts of the story. 	<ul style="list-style-type: none"> -Reporting homework. -Watching the story Little Red Riding Hood. -Teacher reads the story line by line but makes pauses when a word with the sound /u:/ appears to the students read it. -Students learn vocabulary from the story. -Completing the story on the board by picking up words from a pile. 	<p>Pronunciation: -The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p>
				<p>Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.</p> <p>-By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

	<p>15. The little bug and The happy unicorn (May 7th 2019)</p>	<ul style="list-style-type: none"> -Reviewing vowels: sounds and vocabulary. -Practicing /ʌ/ and /ju:/ sounds. -Learning vocabulary. -Comprehending short stories. -Arranging and illustrating short stories. 	<ul style="list-style-type: none"> -Making a review for the vowels: sounds and vocabulary. -Watching the video-song Vowel U sounds. -Teacher reads a short story from the video-song by making pauses when words with /ʌ/ sound appear to students read. -Asking and explaining vocabulary from the story. -Filling the blanks in the story. -Organizing the story. -Watching The happy Unicorn story. -Saying words from the story by groups. Learning and explaining vocabulary from the story. -Completing the story by drawing the missed word. 	<p>Pronunciation: -The students create awareness that the English vowels have more than one production possibility.</p> <p>-The students produce these vowel sounds alone and in word context: /æ/ and /eɪ/, /ɛ/ and /i:/, /i/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.</p> <p>Learning vocabulary: -The students associate and recognize the meaning relationship between images and words.</p> <p>-By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.</p>
--	---	--	---	--

Chart 4. The syllabus

4.5. Lesson plan model

The lesson plan was a tool that gave the path to follow when performing the classes because in it were specified details as dates, name and number of the lesson, number of students, activities, anticipating teacher’s activities performance, time, materials, texts and videos and its sources to be found, expected learning aims, and class arrangement. There in a sample of it bellow.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

CYCLE 2: THE VOWEL FAMILY		
Lesson 8: When 2 ees go walking.	Time: from 7: 30 to 8: 45 am.	Date: March 12 th 2019
Aims -Students recognize the /i:/ sound image. -Students produce the /i:/ sound alone and in words. -Students make the meaning relationship between images and words. -Students read aloud words which contain the /i:/ sound.		
Activities	Time	Materials
First Activity - Teacher greets students. -Teacher starts singing: “When two ees go walking (teacher shows the two vowel E shapes), they sound /i:/ (teacher shows the image of the sound). (See Annexes 1 and 2). Then, teacher chooses one student to walk holding hands with the E vowel shapes in front, while the student and the teacher walk around the classroom, teacher keeps singing. Next, the walking couple changes and teacher encourages students to sing with her.	15’	Annex 1- The two E vowel shapes. Annex 2 – The /i:/ sound image.
Second activity -Teacher says: “Second activity” -Teacher plays the video called “Ee – Dudley’s Ditties (song for kids about the “ee” sound)” (see annex 3). In this video, students are going to be familiarized with the /i:/ sound and with two words: tree and bee. Besides, by groups students are going to read aloud the words as follows: teacher shows the image of the sound and students produce it, using the images from the video, teacher continues: “as in...”, students read aloud the word.	15’	Annex 3 – Video about the /i:/ sound: https://www.youtube.com/watch?v=Q6JhJepjSt8
Third activity -Teacher asks students to watch a video song with vocabulary with the /i:/ sound (sees annex 4). Then, teacher gives a piece of paper to each group (four groups) with a word: bee, tree, green, sheep. Next, teacher starts singing: -Teacher: “Let’s chant the long... (Teacher shows the /i:/ sound image to students). -Students: “/i:/” -Teacher: “sound”. -Students: (watching the image) “/i:/” -Teacher: “as in...” (Teacher shows an image to students about the vocabulary studied). (See annex 5). -Students: Just the group which has the name of the image says it aloud.	20’	Annex 4- Video song “Let’s chant the /i:/ sound. Annex 5 – Vocabulary with images

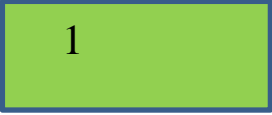
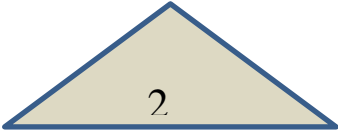
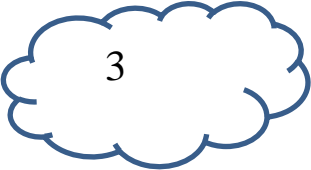

<p>The exercise is done for each word. If necessary it will be repeated by changing the words between the groups.</p>		
<p>Fourth activity -Teacher asks students to take out the English notebook and the pencil case. On the board teacher writes this title: THE /i:/ SOUND. Also, she draws four different shapes with a number from 1 to 4:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> </div> <p>Teacher asks students to copy these. Teacher says: “Now you are going to write” Teacher says the instructions: “First, you listen to. Second, you write”. Teacher chooses a couple of students randomly. Teacher says: “Word number 1” and she shows the couple an image (see annex 5), if they know the word that matches the image, they go holding hands for each group telling the word, and the students need to write it.</p> <p>Finally, by couples, students make the correction on the board. To correct, they need to use a red color.</p> <p>Each group reads a word from the board.</p>	<p>25’</p>	<p>Annex 5 – Vocabulary with images</p>
<p>I am going to focus on</p> <ul style="list-style-type: none"> -the relation students can make between the /i:/ sound and its image, -the production of the /i:/ sound by the students, -the reading aloud of the words, -the meaning relationship students can make between words and images. <p>I am going to use as data collection instruments audio and a field note.</p>		

Chart 5. Lesson plan model

CHAPTER 5: Data Analysis

5.1 Data analysis management

This is the moment to describe the impact of the Explicit and Systematic Phonics Instruction on the EFL second graders' pronunciation of vowel sounds; but also, to document the emergent EFL skills' improvement of the students in terms of learning vocabulary. The process for the data collection was done along the two cycles of the implementation stage: the first cycle took place in 2018-2, and the second cycle was from October 2018-2 to 2019-1. It means, for each lesson it was proposed activities that were focused on the two categories of analysis: pronunciation and learning vocabulary.

It was possible to carry out the four steps needed for doing action research studies proposed by Kemmis and McTagart (1988). This way, in the planning stage was identified the lack of students' awareness about the differences when pronouncing English and Spanish sounds. As a response, it was proposed the present study, where the most important aim was to foster the pronunciation of this population through the Explicit and Systematic Phonics Instruction. Then in the action stage was developed the pedagogical intervention composed by two cycles: Feeling the sounds and The Vowel Family. Thus, along the implementation occurred the observational stage, where some lesson plans were modified and adjusted because, in some moments, the activities were so difficult and long for the pace of the students' learning. Also it was necessary to implement more than just one lesson for most of the vowel sounds. The dates for the implementation of the lessons in the classroom also suffered modifications due to internal aspects from the school environment, for this reason, the planned ending for the project's culmination took three more weeks. In this stage also was collected the data by recording the lessons' development, taking pictures of the students' work and performance, and writing most

of the field notes. It is pertinent to indicate there were no established or specific moments for gathering the data in the syllabus; this was selected by studying the information obtained through the instruments along the pedagogical intervention.

It is important to mention that the second category of analysis was under changes considering that it emerged after having proposed the main research's objective concerned with the improvement of the second graders' pronunciation. The reasons for including this category were the emergent benefits that the students could obtain when being exposed to the contents used by the teaching approach because it was not fair treating words with the only purpose of learning to sound these, but also it was noticed the necessity of teaching these words in context to give the students the opportunity to work on other EFL skills. Therefore, the students could learn pronunciation but also recognized the meaning relationship between images and words, and even understood main events in the short stories. Consequently, the indicators of this category were under constant modifications according to the results obtained from the first lessons that gave insights about what activities, exercises, homework could be done, what data could be collected and what instruments could be used to collect this data.

Lastly, the reflection step took place when finishing the pedagogical practicum; at this point, it was executed the analysis and the interpretation of the collected data, the consecutive description of the two categories and its indicators, and the presentation of the results. It is extremely important to keep in mind that the positive results obtained for the students were done in a progressive pace. Below is presented the analysis's description of the two categories and each one of its indicators.

5.2 Data Analysis

5.2.1 Pronunciation

The students show awareness that the English pronunciation is not the same from their L1: Spanish.

The data was gathered along the two pedagogical cycles by implementing the recordings of the lessons, the artifacts of students' work and the field notes. Here the students' outcomes were analyzed regarding the grade of consciousness they could create about the pronunciation differences between their mother tongue and English as foreign language, along the execution of the present project.

In an initial moment, the majority of the students wrote words following the rules of Spanish: their mother tongue. This could be notice in the field note 1, when students wrote words from a teacher's dictation, some of them wrote *the fip* for the sheep, *the doc* for the dog, *de laion* for the lion or *the caw* for the cow. But some of them had success in writing the words in the correct way, for example, *the lion, the cat, dog, or cow*. The majority of them wrote the article *the* as *de*. This can be understood as few of the students realized that the English sounds are not the same than those from Spanish and that the way of writing in English defers from the way you pronounce words.

Sometimes, the students showed a notion of awareness that in English, some words are written in a way but these are pronounced in another. This aspect was seen in the recording 1 when the teacher was writing and saying the word *lion*, some students repeated it as if they were talking in Spanish: /*lion*/, to which another student said to them: "*the /'laɪən/!*" in a high tone of voice. And he continued very cleverly: "*Si, uno lo escribe lion pero se dice, se pronuncia /'laɪən/*".

There was a curious case, where the teacher asked just a student to read, he read: "*/Apple/*" as in Spanish, some others said aloud to him "*/'æpəl/!*". Then, this student said: "*Pero ahí está la*

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

l”, the room teacher ventured to say: “*Ay! se escribe pero no se dice así, esa es la diferencia que hay entre el español y el inglés*” The English teacher asked the student to read the word again, he read: “/’æpəl/”. This student showed a confusion created in his mind because it was difficult for him understanding why the other students were reading the word in a very different way as it was written. But the positive detail was that with the explanation of the room teacher, the correction from the partners and the English teacher’s request to read again, the student was creating an own sound awareness but also it was transferred to the other students.

To continue, the students were aware that the English ABC was not the same than the Spanish ABC. In the field note 2, it could be noticed that when the teacher asked about some letters’ name, just few students could say the correct name for the letter B, C and D. However, students who did not know the name for some letters invented names by saying “/dei/” for D or “/fi/” for F. Last, in the recording 2 it could be remarked just the oral production of a student who said: “/ei/ for /ænt/ ant”. This student showed that he was internalizing the vowel name and the way of producing this vowel in a word.

Students started being aware when another produced a word inaccurately and they ventured to correct the partner, for example in the recording 3 that a student read “/ape/” pronouncing every letter as in Spanish, another student immediately corrected him by saying “/’eip/”. Related to this, students recognized and then performed the correct word’s pronunciation, for instance, the field note 1 showed that a student after had heard a partner pronouncing the word in the correct way, he repeated this: “/’æliʒeɪtər/”

In agreement with Cook (1996), it was evident that the students faced new English pronunciation challenges, which enabled them to create new habits when reading words in English. Besides of creating these new habits in pronunciation, they needed to start internalizing

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

these, in order to overcome all the difficulties they presented when were exposed directly to the English sounds. Likewise, there were the influence of the Explicit and systematic phonics instruction because Sitthitikul (2014) remarked that it tends to build up the solid foundation of the sound system in English. This means, the students started realizing English has a different way for reading and writing words in contrast of Spanish. In other terms, English language has an own sound system that serves as the point to learn and internalize the principles of phonetics.

Hence, the evidences proved that most of the students, at different degrees, could create an awareness about English and Spanish pronunciation because along the execution of the two cycles, the students were exposed to classroom discussions about some differences of pronouncing in English and Spanish, also to opportunities to be corrected specially by partners, and most of the exercises allowed them to see explicitly the pronunciation differences not only between English and Spanish, but in the aspect that in English words are written in a way but pronounced in another. At the end, most of the students had a significant advance when listening to and then writing words because they could assimilate what vowel they needed to use for a particular word instead of just writing it using the Spanish sounds. Finally, there were students who still did not produce the correct English vowels' name; they had difficulties to learn these and kept using Spanish ABC. Thus, most of them were able to achieve the indicator's aim obtaining great knowledge results.

The students create awareness that the English vowels have more than one production possibility.

The data collection for this indicator started with the lessons from the second cycle "The Vowel Family" developed from August 19th 2018 to May 16th 2019. The collection was done using recordings for all the lessons, taking pictures of the students' work and performance in the

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

classes, and writing the field notes. Along the process, it was identified the following results that showed the achievements students had throughout the exposure to the explicit and systematic phonics instruction concerning their awareness about English vowel sounds.

Thereby, the majority of the students were able to recognize and produce the two sounds taught for each vowel by seeing these in images. For example, in the recording 4, the students could see the images of the vowel A sounds /æ/ and /eɪ/ in two occasions: first, when they observed these in a video-song which allowed them a space to participate by producing the corresponding sound; and second, while the teacher-researcher showed these in a piece of paper; the students could see, recognize and produce each sound by themselves, which finally means, the students were able to understand that each image stood for a different vowel sound. Besides, it could be seen in the field note 15, in the activity when the teacher –researcher showed the images of the U sounds /ʌ/ and /ju:/ and the students produced these by themselves. Indeed, the pedagogical implementation followed a pattern for teaching or introducing the vowel and its sounds by using images and video-songs.

Another form of showing the awareness that vowels have more than one production possibility was seen in the field notes 12 and 15 and in the recordings 12 and 15, where the sounds /ɪ/, /aɪ/, /ʌ/ and /ju:/ were worked. There, the teacher-researcher showed a word to a chosen student and asked him to read this to the others, who listened to and in order decided to go to a pile of words and looked for the read word, next the student who found the word read it aloud and showed it to the class, and each one of them had to write the word according to the sound. The exercise was done for 25 words. The results obtained showed that most of the students could place the words correctly and had great success when after seeing the word they read it. (See annex F).

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

There were different situations where the students, individually or collectively, showed awareness of the production possibilities a vowel can have. It was observed in the recording 5 when students were pronouncing the sound /i:/ and one of them realized a partner's mistake and said: "*Oiga tenia que decir /i:/ no /æ/, /i:/ no /æ/*". In other occasion, in the field note 9, it could be seen when a student was reading the homework, he read: "*fet*" for the word *feet*, to what the teacher-researcher showed the /i:/ sound image to students and asked: "*¿Cómo pronunciamos esto?*" all the students answered: "*/i:/*", the teacher interrogated: "*¿Cuándo lo pronunciamos?*", students said: "*Cuando está una doble e*" the teacher continued: "*Yes, very good, entonces cómo leemos?*" the majority answered: "*/fi:t/*".

Also, in the field note 11, it was found that after having watched a video, the teacher-researcher asked students what they had understood, one of them said: "*Yo entendí que hay dos formas de pronunciar la I en inglés*" the teacher inquired: "*¿Cuáles son esas dos formas?*" the student affirmed: "*con la /aɪ/ y la /i/*".

In word context, the majority of the students grasped these vowel sounds /æ/, /ɛ/, /ɪ/ easier. As it was noticed in the artifact 1 of the activity where using letter shapes they formed correctly some words: *cat, rat, bat*; and in the artifact 2 where they listened to, and wrote these words under the corresponding sound's image: *pig, six, insect, Itsy Bitsy*. (See annex F). In contrast, the sounds /eɪ/ and /aɪ/ still were not assimilated by most of them, because in the artifact 3, most of the students listened to some words, and then, they wrote these as follows: *esnei, alligeter, alligeitor, eip*. Although, in some cases the word snake was wrote like *nake*, or *snak*, and the word ape as *api*, this means, these students could assimilate the /eɪ/ sound for vowel A. Indeed, there were other examples of success: in the field note 11, a student read the homework almost

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

proficiently by trying to make the distinction between the two sounds of vowel I, he read: “/aɪs/ (ice), /ɪm 'pʌsəbəl/ (impossible), /ɪslənd/ (island), /'ɪnsɛkt/ (insect)”.

From the theoretical point, Cook (1996) pointed out that pronunciation refers to the production of English sounds, that are learnt by repetition and it is important to correct them when are produced inaccurately. Then, the students learnt to produce ten English vowel phonemes using its images, so they saw each image and produced the corresponding sound. Beyond, the learning process was underlined by the constant students' repetition of these ten sounds through video-songs, teacher-researcher inquires and song performances, and also there was the continuous correction from the same classmates and teacher. It could be notice another aspect concerned with Snow, Burns, & Griffin's (1998) statement about being aware of the fact that there are connections between print letters and spoken sounds, considering students became conscious that the five vowels they learnt to say in Spanish were different in English because trough the Explicit and Systematic Phonics Instruction, the teacher-researcher taught them two ways of pronouncing each one of these five vowels. Following, the authors assert when using phonics instruction the students can make connections between the sounds they hear and the way they are represented in writing. It was evident when the student had to write words they heard from the teacher-researcher or from the partners.

Taking into consideration this evidence, it was possible to remark optimistic advancements, even though all the students were not at the same level when creating awareness. Thus, a small group of them were very conscious about the fact that the vowels are pronounced in different ways and showed efforts to correct themselves when they realized there was a mistake; another substantial part of them needed the constant correction from partners and teacher to remember the correct sound for pronouncing certain word already studied. There was a minority that kept

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

pronouncing words by using just the phonemes that are too similar to their mother tongue:

Spanish such as /æ/, /ε/, /ɪ/.

The students produce these vowel sounds alone and in words: /æ/ and /eɪ/, /ε/ and /i:/, /ɪ/ and /aɪ/, /ɒ/ and /u:/, /ʌ/ and /ju:/.

The data collection was done along the two pedagogical cycles. The instruments used were the recordings of all the classes and the field notes. Below there is the description of the students' outcomes. Regarding these, it is worth to mention that it was used the same input from the practice stage to assess the students' pronunciation, there was any variation on the words used for students performing final exercises.

All the students were able to recognize and pronounce properly all the sounds taught when seeing the images of these. Thus, the students learnt how to sound each one. For example, in the recording 6 it was heard when the teacher-researcher showed the images of the sounds /ɪ/ and /aɪ/ in the board and asked each student to produce one of these, all of them could answer proficiently. Also, the field note 15 demonstrated that students produced the two sounds for vowel U: /ʌ/ and /ju:/ when they saw the images of these in a video-song, and when the teacher-researcher showed these in a piece of paper and asked them to produce each one.

Moreover, all the students were able to produce accurately these sounds /æ/, /ε/, /ɪ/ /ɒ/ in word context because of its similitude to those of Spanish; they elicited these very quickly and without difficulty. There were proves of this aspect in the field note 4 where teacher asked students to read from the board words inserted in a short story, they read : "*Fr/ε/d, Fr/ε/d, Fr/ε/d*". Students read next the word: "*/'pɛn/, /'pɛn/, /'pɛn/*". Some students read: "*/'hɛns/*", others: "*/'ɛn/*". Students read: "*/'tɛn/*". Besides, in the recording 8, students were asked to elicit a word from a video-

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

song, next, they wrote it and finally they read it to the class. All of them had success with words like *fox*, *box*, *ox*, *sox*, *dog*, or *log*.

Unfortunately, difficulties arose when the sounds /eɪ/, /aɪ/, and /ʌ/ appeared in word context. Students did not assimilate totally the words with these sounds because there was not an explicit fact that could make the difference between the words that contain the vowel *a*, *i* or *u*, but use the sounds /eɪ /, /aɪ/ or /ʌ/. For example, *alligator*, *snake*, *ape*, *island*, *bike*, *Mike*, *slug*, *mud*. In these cases, the majority of the students employed the uncomplicated /æ/, /ɪ/ or /u/ sounds for reading aloud the words. For instance, in the field note 5, there were students, who read words from the board like /alɪgator/, /snake/ or /ape/ to what the teacher-researcher in one of these occasions asked: “*What?*” and other students could make the correction by replicating “/eɪp/”, or /'æɪ,geɪtə/. Despite these failures, there was a minority that learnt very well to read words with these sounds because always there were students that corrected the classmates’ inaccuracy. As a way of illustration, in the same field note was perceived this intervention: When students saw the third image, they said /alɪgator, alɪgator/. But when the word appeared, one student started saying /'æɪ,geɪtə/. The teacher-researcher said “*Who said that?... Yes, very good! Again please! What is this?*” the student answered “/'æɪ,geɪtə/”. All the students repeated it.

In the case of the /aɪ/ sound, at the beginning most of the students did not make the differentiation for this and just used the /ɪ/ sound, but in an activity that assessed the students’ knowledge about this sound, a great part of them became very competent. Thus, there was less than a half that still needed the constant and immediate correction from the teacher-researcher or in most of the cases, from the same partners. It was shown in the field note 12 when a student said “/ɪslænd/” and others corrected “/'aɪlænd/; another student also read “/fɪve/” to what others

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

corrected “/’fɑɪv/”. Additionally, it was observed that the rest of the students had success in reading words like *kite, nine, slide, spider, ride*.

For the sound /ʌ/, most of the time, students recalled the right pronunciation momentarily; although this phenomenon happened in other lessons with other sounds, in this occasion, it was too evident and frequent because in an exercise observed in the field note 15, most of the students read words such as *mud, bug, slug* and *jump* properly, but in the same lesson they needed to complete the story which contained these words and when the teacher asked to read again the same words, there was a great part of them that kept saying “/bug/”, “/mud/”, “/jump/”. This meant the students needed the constant exposure to the input to remember the correct pronunciation of this sound. Unlike, there was a good students’ achievement regarding the sound /ju:/ since in the recording 10 could be heard most of the students reading words from a video-song: “/’junɪkɔːn/, /’junɪfɔːm/, /’juːkuleli/, /’mjuːzɪk/, /’junə, saɪkəl/”. There were few students who still required the correction to be aware of the right pronunciation, as it was heard in the same recording when a student said again “/’unɪfɔːm/” and others corrected: “/’junɪfɔːm/ no “/’unɪfɔːm/”.

It is important to mention that the students who had difficulties to pronounce sounds did not received the correction just from the teacher all the time, because the teacher-researcher looked for the students who had sound well the words and asked them to repeat these for those students, who had pronunciation troubles, could learn from their partners. This aspect shown there were always students who had interiorized the sounds in words and could make corrections to others.

To continue, all the students had a remarkable proficiency when pronouncing the sounds /i:/ and /u:/, it was because they saw the explicit fact about having two es or two os in words, and then they learnt very well how to sound these vowel combinations. In the recording 11 it could

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

be heard how students read words such *as bee, tree, green, sheep* from a piece of paper they had, without the necessity of repetition or correction. And in the recording 12, the students read the homework properly, they were asked to look previously for a word with double o and also to investigate how to pronounce it for the class. It means, the first input they had was by their own. There was a big surprise when students started reading words “/’ru:f/”, “/’bɒk/”, “/’sku:l/”, “/’hu:p/”, “/’brɒm/”, “/’fɒt/”. As mentioned before, it was not done the distinction between the two sounds /ɒ/ and /u:/ in the words. It just was used the sound /u:/.

Theoretically speaking, Cook (1996) declared the importance of the repetition when learning pronunciation, this concern was evident in the majority of the lessons done in this study, where the students were involved in repeating sounds and words in many occasions: when new sounds were presented, when it was necessary for remembering right pronunciation of a word, and when practicing phonics knowledge. Also, he talked about the necessity of correcting the students’ inaccuracy, a fact that was done frequently by the same classmates. In addition, Otlowski (1998) remarked that pronunciation is the way of uttering a word in an accepted manner. So the students realized that when they were not able to read a word in the correct way, both the teacher-researcher and the classmates did not accept this and immediately looked for correcting the mistake. In this way, it was used the phonics instruction due to Harris & Hodges (1995) claimed it stresses the acquisition of letter-sound correspondences and their use to read and spell words. Thus, the students could learn how to pronounce proficiently words that were not master at a native level but that were intelligible for the others nonnative speakers.

Lastly, Yates (2002) argued that pronunciation is the production of sounds used for making meaning. This notion was very important when the students had to read aloud a word for the others could identify this word in a pile and placed it according to the corresponding sound.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

Similarly, when students were reading their homework, it was possible to notice that more than one had the same word because some of them after had heard a partner read these words “/’ru:f /”, or “/’brɒm/”, they said aloud “*yo tengo la misma*”, “*yo tambien*”, “*y yo*”.

In conclusion, the deliberation of all the evidence found along the pronunciation category described above illustrated that at the beginning, most of the students thought that words in English were read or pronounced following the Spanish pronunciation patterns they had learnt, but through the practice and the constant exposure to the English vowel sounds taught in this intervention, they created awareness about the pronunciation differences between the two languages, but also they realized that an English vowel can be pronounced in two different ways. Furthermore, the majority of the students could learn and read proficiently words with the sounds studied.

Besides, it was put into practice the Sitthitikul’s claim (2014) concerned with the given support of the Explicit and Systematic Phonics Instruction to children for learning a language systematically from the smallest part to the whole. In this sense, the students first, learnt the sound alone, then, they could observe this sound in words and last, they could differentiate this sound from others, obtaining positive results during the practice of this strategy. As well, this author affirmed that by this method, children will develop their own literacy abilities by applying it to construct meaningful literacy knowledge by their own. It could be noticed in a low degree when some students were able to put into practice the phonics skills already acquired in new word contexts, for instance, in the field note 11 a student read properly the word *see*, also in the field note 15 it happened the great students’ reading performance of these words from a video: *I, tie, hat, boots, pants*.

5.2.2 The vocabulary learning

The students associate and recognize the meaning relationship between images and words.

The data collection was done during the two pedagogical cycles using the lessons' recordings, the students' artifacts and the field notes. For observing this indicator, the students not only were exposed to images already designed, they also could create their own drawings to express their understanding. Thus, the students were engaged in activities where they were asked to illustrate words already taught, also they made little investigations about words, and they said the word or name for the images the teacher-researcher showed to them. In this sense, students were exposed to written and oral words.

Most of the time, all the students were able to demonstrate the meaning relationship between the image and the word by making their own drawings. As a way of illustration, the artifact 4 displayed the students' favorite letter accompanied by the image of an animal or a thing that starts with this letter and the corresponding word, it was seen that for A two students drew an alligator, another drew an apple and another an ant, for C seven students made a cat, for D a student drew a donut, also two students decided to draw an R for a Rabbit, and a J for a Jaguar, between others.

The students also made their own investigation, where they related images and words. The artifacts 5 and 6 illustrated the students' homework, in which they were asked to look for a word with double e and double o respectively. All of them had success making the drawings for the words; it could be found drawings for *feet, bee, beer, teeth, street, cheese, queen, or tree, and for roof, hoot, book, school, foot, broom*, among others. (See annex G).

The students also were able to elicit and write words from a video-story and make the drawings for these. The artifact 7 presented the students' drawings for words such as *fox, sox, ox, or box*.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

A last important demonstration was found in the artifact 8 with the students' illustration for clothes like *hood, pants, shoes, cap, hat, tie*, among others.

In addition, the majority of the students could say or recognize the word for the image or vice versa in the moment teacher-researcher asked. For example, in the video-recording 1, when the teacher showed the alligator's image, some students said *"/'æliɡeɪtər/, /'æliɡeɪtər/"*. Other said *"/aligator/"*. When seeing the apple's image, a student said: *"/apple/"*. Another said: *"/'æpəl/"*. Most of them replicated *"/ræt/, /ræt/"* for the next image.

In another students' performance found in the artifact 1, they were asked to paste the images of cat, rat, snake and ape and form the corresponding word using shapes of letters cut from newspapers, labels and magazines. Here not all the students could complete the task satisfactorily; half of the class had success, however, the rest just completed properly the name for the cat and the rat, for the ape and the snake cases, it appeared these words *"nake, snak, esneik, sep, api"*, and in few cases, it was not any letter for these two images. (See annex H). Those students who had difficulties showed they were assimilating the relationship between the image and the way they expressed it in words.

In the field note 4 there was more evidence, in a short video-story, the teacher-researcher started asking about some words *"What is ten?"* and signaled some numbers to students answer yes or no, when teacher signaled number ten, the majority of them answered *"Si"*, others: *"Yes"*. Teacher continued *"He is..."* and some students completed by saying: *"Fred"*. T asked: *"What is pen?"* again teacher signaled objects from the image and students answer yes or no. When teacher signaled the pen, most of the students said: *"Yes"*. Teacher kept asking: *"What are the hens?"* Some students answered: *"Las gallinas"*. Here, teacher counted the hens. To what two students said: *"Hay ten"*. Closing, in the recording 13 the teacher inquired students to show the

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

image for some words: “*what is the slug?*” the teacher asked to the class, a student went to the board and signaled it; “*una babosa*” another student said. The teacher kept going “*show us the bug*” two students showed it, another said “*ya sé cual es*”. The teacher interrogated again “*where is the mud?*” a student did not show it correctly, three students took the initiative and went to the board to signal the mud, it was heard a student “*es lodo*”, at the end, the teacher asked “*what is jump?*” and indicated some students to go the front to perform the action of jumping. They made it. A student said “*/dʒʌmp/ is saltar*”.

The students demonstrated their prior knowledge concerning vocabulary along the introduction of many lessons; this happened when they saw images and immediately they mention the corresponding names. By way of illustration, in the field note 1 it was seen that when the majority of the students saw the image of a cat, they said immediately: “*/'kæ/, /'kæ/*”. As well, in the recording 4, it was heard students saying “*/'dɒg/, /'dɒg/*” when an image of this animal appeared.

Theoretically speaking, the prediction of Neuman and Wright (2014) expressed in these words “without vocabulary knowledge, words are just words-without much meaning” did not come to the reality because it was proved that most of the students obtained vocabulary knowledge and the words taught were not just words for repeating or pronouncing accurately but these got a concrete and particular meaning for them. Following other Neuman and Wright’s statement, the students were constantly exposed to the vocabulary since the presentation of this, along the practice and to the last stage of independent or autonomous performance, which assured the students learnt the words they heard the most.

Goldenberg, Hicks and Lit (2014), argued that using pictures and videos as resources help children with low levels of oral English to learn vocabulary given that these support direct

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

explanation. According to this advice, it was used rich material to illustrate the vocabulary: videos, images, drawings, written texts, teacher's and students' performance with the bodies; although, direct explanations as those given by the dictionaries were not used.

As closure, the findings corroborated that the students could associate and recognize the meaning relationship between the images and the words in a significant level, their vocabulary learning was large and it certainly will have positives effects in helping them to foster their reading and comprehension process as Neuman and Wright (2014) stated.

By learning vocabulary, the students show understanding of main events and ideas from written and oral texts.

The data collection for this indicator began with the implementation of the lessons from the second cycle "The vowel Family" developed from October 2018 to May 2019. These lessons were recorded and the students' artifacts were collected.

Most of the students were capable to order short stories by arranging the written sequences of these. It was seen in the artifact 8, where the students put in order the Alligator's story, which was divided into four written parts. In this occasion, just three students could not follow the sequence of the story. Besides, in the field note 14 the students completed the Little Red Riding HOOD story on the board by choosing the missing words from a pile. They had a high task success because the students chose correctly the words hood, cool, moon, woof, boot, good, food. The majority of the students were participating by saying if the word that the chosen student or couple picked was the correct one or no, and correcting when necessary. In the artifact 10 the students had a bigger challenge because they were asked first, to complete the Little Bug story by selecting words from a chart, and next, to order the story. Nevertheless, when completing the story, less than half of the students could select the correct words, the others

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

selected partially the correct words. In organizing the story just 9 students could fulfill the purpose; the others did not find any sequential order, or some of them did it partially.

On the other hand, the students were faced to organize sequentially stories and a song which contain images and text. The artifact 11 contained the students' performance when organizing the song hurray for A and also relating an image with the stanza that talks about it. More than a half of the students could follow the sequence and relate the image to the stanza; the others did not follow the sequence and also some of them were not able to relate the images with the corresponding stanzas, for example, a student pasted the image of the acorn with the stanza that was about the alien. Although there were some students that related all the stanzas and the images but they did not follow the sequence of the song. (See annex I). Besides, the artifact 12 reflected that the students divided into two groups could form the story called Fred the farmer using text and images; they followed the sequence and related the images with the corresponding text.

Moreover, the students could express their understanding by making drawings. For instance, the artifact 14 comprised the drawings the students did to show what they had understood about a stanza from the *Double E poem*. These were some students' productions for the stanza number 1 "*Good morning double E, One, two, three*". Good morning was expressed by drawing a sun, a dawn landscape, and a person stands in front a television with the arms extended, apparently this is the moment the person wakes up. Students drew the numbers 1, 2, 3. For the double E, one drew a teacher near to a board with two E, another made two twin girls. All the students showed understanding the concepts of good morning, the numbers one, two, three, and double E. For the second stanza: "*Good morning bee, you're happy, I see*". They showed understanding by drawing a sun and a bee, a bee awaking in its bed, a girl greeting a bee near to the sun, but there

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

was a student whose drawing showed he did not comprehend the stanza because he drew a sheep instead of a bee. In the third stanza “*Good morning tree, You look so green*”, some students’ drawings were a green tree, a big green tree and a boy greeting it, a landscape where it is a big green tree and a sun, and two students did not demonstrate a clear and complete understanding of the stanza because they drew a sleeping sheep, and two people saying “Buenos días”. For the last stanza “*Good morning sheep You still sleep*” there were remarkable drawings: a sheep saying good morning to another sleeping sheep, a sheep sleeping on a bed, a man and a sheep with the letter z as a symbol of sleeping, a sheep stands near to another animal that is awaking on a bed, a girl greeting a sheep. (See annex J). To end, in the artifact 15 the students must complete the story called *A happy unicorn* by making the drawings for the missing words. The students had a chart with words for selecting the correct ones and make the drawing. All the students involved in the task were able to achieve the purpose of it.

As a final detail, in many occasions the students adventured to express their understanding by using their mother tongue Spanish. For example, in the artefact 16 the students watched a story called the Inspector Itsy Bitsy Spider and answered the teacher’s question: “*What did you understand? The video is about what?*” These were some students’ responses: “*“Que estaban cantando el abecedario y se dieron de cuenta de que la i no estaba y se pusieron a investigar donde estaba y la encontraron”, “La araña investigadora encontró la I que estaba perdida”, “un sapo y la iguana estaban cantando el abecedario y se dieron de cuenta que faltaba la i llamaron al detective para buscarla y la encontraron”, “en el video se visualiza como un sapo y una iguana dicen el abecedario pero se pierde la letra I entonces aparece la araña y empiezan a explicar para que se puede utiliza y la encuentran remplazando la L. (la i estaba remplazando la l)”, “ellos estaban cantando el abecedario y cuando llegaron hasta la eich supieron que*

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

faltaba algo y llamaron el detective araña y les enseñó a pronunciar palabras con la ai y luego supo que faltaba la ai y la colocaron”.

Also, the students expressed the moral or lesson from a short video-story called Fox, dog and log. In the artifact 17 were found these reactions: *“no hay que ser bruscos”, “ser amable, compartir con nuestros amigos y familiares”, “yo aprendí que tengo que compartir todos mis cosas y no pelear”, “Un zorro y un perro estaban peleando por un tronco y vino la mamá zorra y los detuvo para que no pelearan les dijo que tenían y compartir el tronco entonces el perro y el zorro se hicieron buenos amigos”, “debemos no agredirnos y que debemos ser amigos y compartir”.*

Taking into account the theoretical support, it was evident the claim of Hall and Moats (2014) because as the students knew the meaning of the words encountered in the texts they were able to show comprehension as these authors manifested. Following, there was also oral vocabulary, a fact that according to Neuman and Wright (2014) enabled children to read and better yet, to understand what they read, as it happened in many lessons, for example, in the *Double E poem* where the teacher and the students first practiced the poem and its vocabulary orally and then each one of the students read it by themselves and made the drawings. Additionally, these authors proposed that words need to be presented to children in integrated and meaningful contexts that can make sense to them, for that reason, familiar texts were used like *The Little Red Riding Hood*, and *The Inspector Itsy Bitsy Spider*. Besides, all the texts used were under the purpose of teaching phonics too, which means, these were part of an integrated teaching intervention.

At the end, it could be remarked that most of the students succeeded at understanding the story or text because as Biemiller (2014) asserted they were able to identify or “read” the print

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

words which composed these texts. But also, it was noticed that they could identify most of the oral vocabulary.

Regarding the Explicit and Systematic Phonics Instruction, the NSWDETLTD (2009) suggested the importance of supporting the phonics teaching by using quality texts which give students opportunities to apply and practice this knowledge. In this sense, the texts used had repetitions, word frequency, and alliterations that not only accomplished the phonics purpose but also facilitated the students foster other skills such as learning vocabulary, comprehension, or writing.

As a conclusion, the compilation of the evidence above validated the proposition that the majority of the students learnt a considerable quantity of vocabulary through the lessons applied and that this vocabulary helped them to better understand the main events or ideas from the different contents such as short stories, a poem and songs. Thus, they were exposed to the topics in a fruitful environment which allowed them to have a closer relation with the themes and could experience these with a big light of understanding.

The general appraisal for the category presented excellent students' outcomes that were expected since the beginning; all the lessons and the materials gave unique opportunities to the students could enrich their vocabulary repertoire. In this way, as Biemiller (2014) explained, the students were challenged to go beyond the mere repetition and memorization of the words to understand and use these. A fact that Adams (2014) expressed saying that which matters about vocabulary are no the words by themselves, but so much, the understanding children can afford from these. In this case, the students gained understanding but also, the vocabulary and the texts allowed them to put into practice the phonics skills they had been learnt.

Chapter VI: Conclusions

During the pedagogical implementation, where the Explicit and Systematic Phonics Instruction was applied, regarding the first specific objective, it was obtained a positive impact on the EFL second graders' pronunciation of English vowels sounds when they performed orally. Also, concerning the second specific objective, it could be documented emergent EFL skills' improvement of the students in terms of learning vocabulary by working with the phonics approach.

In such a manner, the students' pronunciation achievements of the English vowel sounds taught were remarkable because first, they gained a raised awareness about the differences between the English and Spanish languages at the moment of pronouncing the vowels sounds. Thus, they were aware that the vowels are pronounced in English differently and furthermore, these vowels have more than just one production possibility in word context. Similarly, it was done the description of the favorable results the students had when they performed orally applying phonics skills learnt and practiced along the lessons, then, most of the students could be competent when pronouncing particular words in English. Moreover they created consciousness about an unaccepted pronunciation from some of their partners and had the appropriate and required knowledge for making the correction.

Although the entire population did not obtained the results expected, the learning process left good benefits at different degrees, for example, those students that were not very competent when performing specific sounds were able to raise awareness about the fact that English pronunciation is not the same as that of their L1: Spanish.

Additionally, it was obtained a beneficial improvement in the students learning vocabulary when working with the Explicit and Systematic Phonics Instruction. In this sense, they not only

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

learnt pronunciation but they also could acquire vocabulary because the words used for practicing pronunciation were treated isolated but also were included in texts and in meaningful activities where the students could express their word understanding but also the comprehension of oral and written texts which included these words. Hence the majority of the students apprehended the word meaning in a high level, and more than a half of the students was able to demonstrated texts comprehension in a satisfactory measure.

From elsewhere, these are ideas and suggestions to contribute first, with the continuation of the pedagogical intervention implemented in the institution, second, for strengthening the English learning process of both the students involved in this study and the other primary grades from the school. Third, for the future teacher-researchers from the Language Department to become interested on the contents and proposals of the present project to give these continuity total or partially.

The institution could give continuity to the subjects of this study by taking advantage of the English lessons for remembering and practicing with the students the vowel sounds which could appear on the vocabulary worked. Providing opportunities for students can perform orally and not just being passive and silent agents in the English learning process because it is very beneficial that students can make since the very beginning an oral use of the language being learnt. It does not matter if this use is guided and controlled, possibly it would become autonomous and fluent.

For strengthening the English learning process at the school, the students and the room teachers could share knowledge experiences by having grade meetings or activities to talk about what they learnt along the different pedagogical interventions in the courses. In this manner, it could be taken into consideration what aspects might be appropriate to be worked.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

For the future teacher-researchers from the Language Department, it is suggested that pronunciation skills is a field that provides support, confident and competency at the moment you need to use the language for many purposes, so being able to produce the appropriate foreign sounds and then intelligible words or utterances and also to understand the other's speech is an essential part of accomplishing the goal of learning a language. Thus, it is worth and necessary to approach in the curricula this component with the same prominence as that of the other language features.

References

- Adams, M. (2014). *Knowledge for Literacy*. American Federation of Teachers.
- Adult Migrant English Program Research Centre. (2002). Fact sheet – What is pronunciation? Macquarie University. Sydney. Australia. Retrieved from http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf
- Álvarez, D, Andrade, L & Beltrán, M. (2016). Pronunciation improvement in EFL Young learners through phonics instruction. Bogotá. Colombia: Corporación universitaria Minuto de Dios. Retrieved from http://repository.uniminuto.edu:8080/xmlui/bitstream/handle/10656/4454/TEXT_AlvarezRojasDaniel_2016.pdf?sequence=1&isAllowed=y
- Arias, M & Contreras, D. (2010). The role of pronunciation in second grade students' foreign language acquisition. Bogotá. Colombia: Universidad Pedagógica Nacional.
- Biemiller, A. (2014). *Teaching Vocabulary. Early, Direct, and Sequential*. American Federation of Teachers.
- Burns, A. (2010). *Doing Action Research in English Language Teaching. A guide for practitioners*. Madison Ave, New York: Taylor & Francis e-Library.
- Celce-Murcia, A, Brinton, D & Goodwin, J. (1996). *Teaching Pronunciation. A reference for teachers of English to speakers of other languages*. Cambridge University Press. Retrieved from <https://es.slideshare.net/ysalgue/celce-murcias-teaching-pronunciation>
- Ching Kang Liu. (n. d). *Phonics: Theory and Practice*. National Taipei University. Retrieved from <http://web.ntpu.edu.tw/~language/workshop/phonics.pdf>
- Goldenberg, C, Hicks, J & Lit, I. (2014). *Dual Language Learners. Effective Instruction in Early Childhood*. American Federation of Teachers.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

- Huyen, N (2015). Using games to improve pronunciation of the second year non-english major students at Hanoi university of Business and technology. Ha Noi, Vietnam: Ha Noi University of Business and Technology. Retrieved from <https://mir-nauki.com/PDF/04PMN215.pdf>
- Hall, S & Moats, L. (2014). Why Reading to Children is important. American Federation of Teachers.
- Laurice, J. (2000). Developing first graders' phonemic awareness, word identification and spelling: A comparison of two contemporary phonics instructional approaches. The Ohio State University. Retrieved from <https://doi.org/10.1080/19388070009558318>
- Lesaux, N & Harris, J. (2015). Cultivating Knowledge, Building Language. United States.
- Martínez, A. (2011). Explicit and Differentiated Phonics Instruction as a Tool to Improve Literacy Skills for Children Learning English as a Foreign Language. Gist Education and Learning Research Journal. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1062615.pdf>
- Martínez, C. (2016). Teaching Pronunciation through Experiential Learning and Pronunciation Techniques. Bogotá. Colombia: Corporación Universitaria Minuto de Dios. Retrieved from http://repository.uniminuto.edu:8080/xmlui/bitstream/handle/10656/4451/TEXT_MartinezCastelanosCristianAndres_2016.pdf?sequence=1
- Melgarejo, A & Ramírez, G. (2015). Une proposition innovatrice pour développer la prononciation du FLE à travers les moyens audiovisuels. Universidad Pedagógica Nacional. Bogotá, Colombia.
- National Institute of Child Health and Human Development (NICHD). (2018). National Reading Panel Reports Combination of Teaching Phonics, Word Sounds, Giving Feedback on Oral Reading Most Effective Way to Teach Reading. Retrieved from <https://www.nichd.nih.gov/news/releases/nrp>

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

National Reading Panel. (2000). *Teaching Children to Read: An evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.*

Retrieved from <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Neuman, S & Wright, T. (2014). *The Magic of Words. Teaching Vocabulary in the Early Childhood Classroom.* American Federation of Teachers.

Phillips, D & Carr, K. (2010). *Becoming a Teacher through Action Research.* Madison Avenue, New York: Taylor & Francis e-Library.

Pourhosein Gilakjani, A. (2012). *The Significance of Pronunciation in English Language*

Teaching. English Language Teaching. Lahijan. Iran: Islamic Azad University. Retrieved from

https://www.researchgate.net/publication/267722924_The_Significance_of_Pronunciation_in_English_Language_Teaching

Prado Veraniego School. (2017). *Manual de Convivencia.* Bogotá, Colombia: Subdirección Imprenta Distrital D. D. D. I.

Rubio, R. (2012). *Using audio-visual material to improve communicative skills and pronunciation.* Bogotá. Colombia: Universidad Pedagógica Nacional.

Sitthitikul, P. (2014). *Theoretical Review of Phonics Instruction for Struggling/Beginning Readers of English.* Thammasat University. PASAA Vol. 48. Retrieved from

<https://files.eric.ed.gov/fulltext/EJ1077898.pdf>

Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

State of New South Wales through the Department of Education and Training (NSWDETLD).

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

(2009). Literacy teaching guide. Phonics. State of New South Wales. Retrieved from <https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf>

Szpyra-Kozłowska, J. (2014). Pronunciation in EFL Instruction. A Research-Based Approach.

Multilingual Matters. Retrieved from <https://books.google.com.co/books?id=9pRGBQAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false>

Vera, E, Chapeton & Buitrago. An Informed and Reflective Approach to Language Teaching and Materials Design. Bogotá. Colombia, 2019.

Annexes

Annex A: Students' survey



Facultad de humanidades
Licenciatura en español y lenguas extranjeras
Proyectos de investigación en el aula
Institución Educativa Distrital Prado Veraniego. Sede B
2018

ENCUESTA



Hola
Mi nombre es Paola Mendivelso, estudio en la Universidad Pedagógica Nacional. Quiero pedir tu colaboración respondiendo honestamente las siguientes preguntas. Tus respuestas me ayudarán a conocerte un poco más.



¿Cuál es tu nombre?



¿Cuántos años tienes?



Selecciona los integrantes de tu familia:



Mamá



Papá



Hermano



Hermana



Abuela



Abuelo

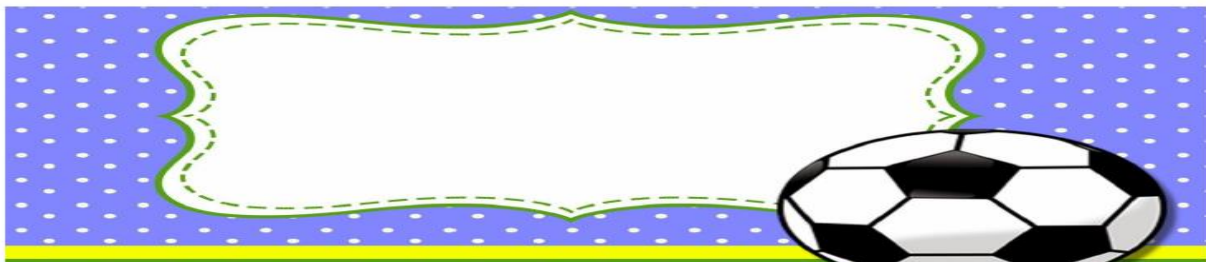
¿Otros?
¿Cuáles?



¿Tienes mascota? ¿Cuál?
¿Cómo se llama?



¿Practicas algún deporte? ¿Cuál?



Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds



Marca con una X las actividades que te gusta hacer y responde las preguntas:

Ver televisión
¿Qué programas ves? _____

Leer
¿Qué lees? _____

Jugar
¿Qué juegos? _____

Escribir
¿Qué escribes? _____

Navegar en internet
¿Qué páginas visitas? _____

Mirar películas
¿Cuáles? _____

Escuchar música
¿Qué tipo de música? _____

Tocar un instrumento musical
¿Cuál? _____

Estudiar o repasar

Cantar

Bailar

Dormir



¿Qué actividades realizas con tu familia en las vacaciones, los fines de semana o en el tiempo libre?



¿Quién te ayuda con las tareas del colegio?



¿Cómo te sientes en el colegio? Marca tu respuesta con una X



Feliz



Triste



Aburrido



¿Tienes amigos en el colegio? _____



¿Cuáles son las materias que más te gustan? _____



¿Cómo te gusta trabajar en el colegio? Marca tu respuesta con una X

En grupo

En parejas

Sólo



Marca con una X las actividades que te gustan de la clase de inglés:



Cantar



Escuchar historias



Trabajar en el cuaderno



Hacer la tarea



¿Qué es lo más difícil de aprender inglés para ti? Marca con una X tu respuesta:



Pronunciar



Escuchar y entender



Leer



Escribir



¿Qué otras actividades te gustaría hacer en la clase de inglés? Puedes marcar más de una.

Ver videos

Aprender con imágenes

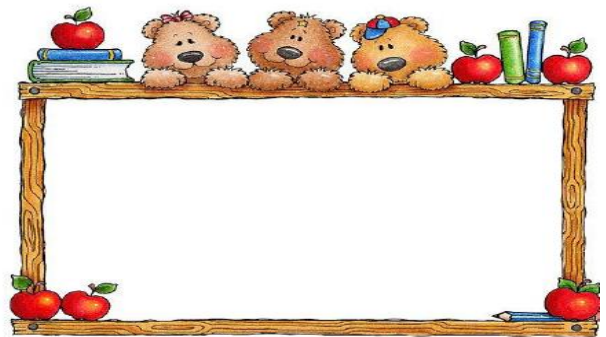
Aprender con juegos

Dibujar

Escuchar audios en inglés

Escribir

Aprender con los movimientos de tu cuerpo



¿Otra? ¿Cuál?

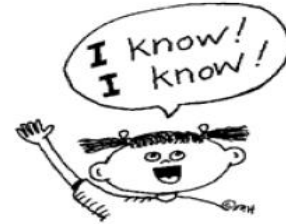
¡Muchas gracias por tu colaboración!

Annex B: The diagnostic test

What I know!

Querido estudiante.

Por favor responde el siguiente test sobre tu conocimiento en English. Esta es una actividad para saber sobre tus habilidades en:



Reading



Listening



Speaking



1. What is your name?
My name is _____

2. De las siguientes opciones, escoge las saludos en English. Marca tus respuestas con una X.



3. Escucha, lee y relaciona con flechas el dibujo correspondiente a cada acción en English.



Silence, please!

Open your notebook

Sit down

Close your notebook

Stand up

Clap your hands











Go to sleep

Listen up





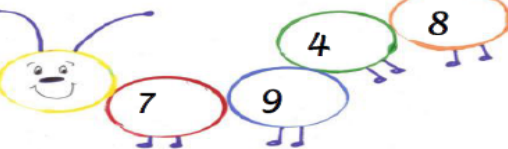
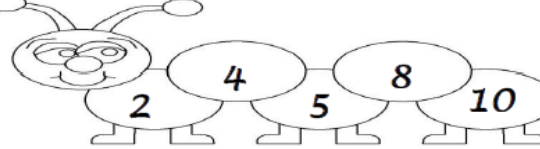
Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

4. *Escribe cada número en English.*

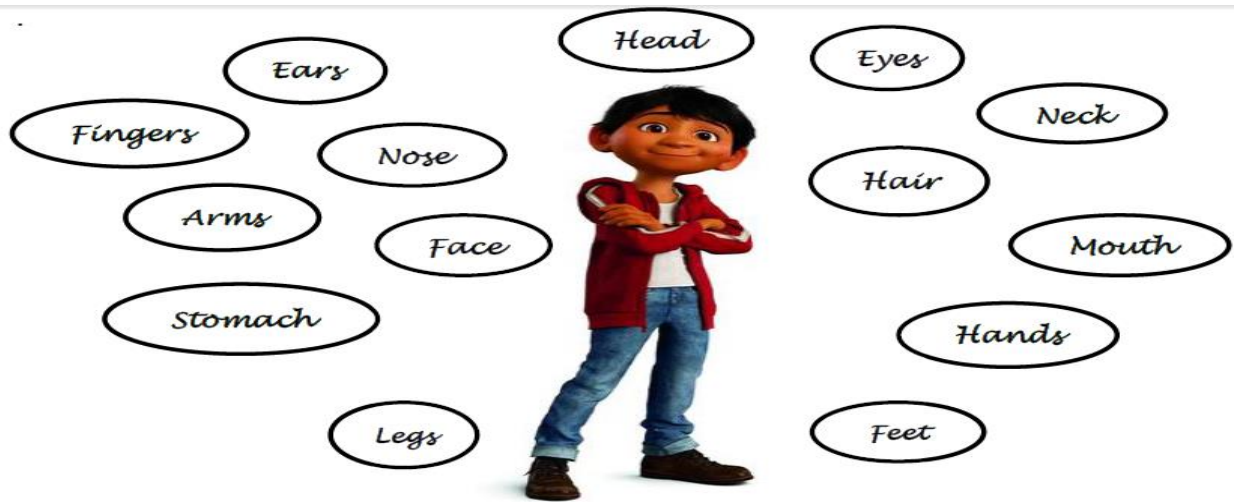
	_____		_____		_____
	_____		_____		_____
	_____		_____		_____
	_____				

5. *Escucha a tu profesora y marca la secuencia numérica que ella dice en voz alta.*

A  B 

C  D 

6. *Él es Miguel y necesita que le ayudes a unir las partes de su cuerpo en English. Usa flechas de diferentes colores.*



7. *Formas geométricas y colores.*

<i>Draw a <u>red circle</u></i>	<i>Draw a <u>yellow square</u></i>	<i>Draw a <u>black triangle</u></i>
<i>Draw a <u>green rectangle</u></i>	<i>Draw a <u>blue star</u></i>	<i>Draw a <u>pink cylinder</u></i>

8. De la lista de palabras frente a cada imagen, escoge que miembro de la familia Simpson es cada personaje.



Marge is the...

- Woman
- Lady
- Mother
- Baby-sitter



Homer is the...

- Boy
- Man
- Employee
- Father



Lisa is the...

- Girl
- Sister
- Student
- Princess



Bart is the...

- Player
- Joker
- Brother
- Policeman



Maggie is the...

- Baby
- Nurse
- Teacher
- Friend



Abraham is the...

- Old
- Lord
- Professor
- Grandfather



Jackeline is the...

- Grandmother
- Young
- Blue lady
- Engineer

9. Viste a la niña y al niño. Usa flechas y conecta la prenda en English con la parte correcta del cuerpo.

Shorts

Pants

Tie

Socks

Scarft

Boots

Shirt

Jacket

Jeans

Shoes

Gloves

Hat

Blouse

Sandals

Dress

Underwear

10. Mira y escucha atentamente los videos sobre los animales en inglés. Marca con una x el nombre de los animales que escuches en los videos.

Mouse	Lion	Goat	Frog	Duck
Bird	Chicken	Cow	Pig	Tiger
Monkey	Dog	Owl	Sheep	Rat
Snail	Turtle	Horse	Cat	Panda

Annex C: Extract of the teacher’s written interview

INTERVIEW

CAROLINA ROMERO

STUDENT TEACHER-RESEARCHER

- Do you know if your students are all at the same English level?
 They have different intelligences. I think they are getting close to a foreign language. The idea is they learn the target language by listening it. The more they listening the better they understand the language. I believe some of them are able to get easier than others.
 And according with standards they aren't able to develop some skills because I focus on listening. They are in the process of learning how to read and write in their tongue. I think it is a little bit difficult to teach them a foreign language if they had not gotten familiar with their tongue.
 Also, I think the idea of my project is that students get familiar with the foreign language by learning the sounds, the rhythm and stress of words. And later on, they will able to understand in a meaningful way not but memory.
- What learning styles have you found in the second graders?
Visual, Auditory, Kinesthetic. Visual because by images and pictures they were able to understand the general ideas of the tales. Auditory or musical because through sounds, rhythms and music students were able to get familiar to the English language.
- What learning problems have you noticed in your the second graders? Do you know why it is due these problems?
~~I think they are able to learn and get a foreign language, thing is they are misbehave and~~

Annex D: Field Notes for problem statement


FIELD NOTE #2	
School: Prado <u>Veraniego, Sede B.</u>	
Course: 201	Date: February the 23th 2018
Room Teacher: Esperanza Ávila Autonomous practitioner: Carolina Romero	Practitioner: Paola Mendivelso

from the last class. The teacher has to collect it and asks for the right one.	working in the last Spanish activity. In consequence, their English notebook is not ready on the desk and teacher needs to ask and wait for it.
<p>1. As second step, the teacher starts remembering vocabulary by writing the word "Walk" on the board. In the left side, a student climbs on the desk while the teacher is writing. Now the teacher asks "Who knows what is walk? And point the word in the board. She continues writing the rest of the words and asking about the meaning. <u>Some students read the words as these sound in Spanish.</u></p> <p>The students participate giving answers, for example a student remembers the meaning of "purr", she makes the sound and the teacher says "Everybody purr" and the others perform the sound too. Some of the answers are incorrect</p> <p>2. While the teacher is doing the activity, there is a moment when she is front of the students asking for silence and telling students not to play with notebooks, nor with pencils or with the pencil case. To do this she speaks in English and in Spanish: there is a language combination that takes place not</p>	<p>1. I have noticed that the 20% of the students have difficulty to be concentrated all the time in which the teacher is explaining, saying or doing. It means, a student might pay attention one moment but then she/he feels the necessity of talking, moving, doing something with the body, or having something in the hands to play with. At this situation I have thought it could be due to a possible low motivation of the students for the English class or it could be a matter of behavior in class. I also have noticed that the students are willing to participate even if their answers are not correct or <u>when they try to read aloud words. Teacher, sometimes, corrects the pronunciation.</u></p> <p>2. During the class the teacher breaks the routine of speaking all the time in English. I have realized that the students do not follow some recommendations or instructions when these are given in English because they do not understand these or because they are not paying attention to the teacher.</p>

FIELD NOTE #3	
School: Prado <u>Veraniego</u> . Sede B.	
Course: 201	Date: March the 2nd 2018
Room Teacher: Olga Vega Franco Autonomous practitioner: Carolina Romero	Practitioner: Paola Mendivelso
Number of Students: 30	Number of Students with special needs: 0
Topic(s):	Class Objective(s):
OBSERVATION	INTERPRETATION

<p>student gets the first image: “fish” he says and points the flashcard with the written word where the teacher needs to stick it. So the flashcard with the image covers the flashcard with the written word. A student reads the word “ice cream” pronouncing every syllable as in Spanish.</p> <p>5. The teacher keeps showing the images and asking to the students. An 80% is participating but in Spanish, even when they have to say “yes”, they say “si”. The teacher reacts and encourages them by saying: “In English please! Repeat yes. You can do it” after the students repeat “yes” the teacher says: “Very good”.</p> <p>6. Going back to the activity, a student says the color of one of the image and the teacher makes emphasis on explaining that this is a red tomato, this is a yellow banana. While the teacher keeps doing the activity, at the back on the left side, it can be heard two students singing Hello. As teacher is pasting the images, between</p>	<p>repeating and looking the corresponding image. When students read words they pronounce every syllable as if they were reading in Spanish. Teacher sometimes makes emphasis on the fact that in English you write in a way but you read in another. Something curious is that students show not to believe it, some of them say: “pero ahí dice ice-cream” saying the word again like in Spanish.</p> <p>5. The students feel free to speak in Spanish. It is a good exercise that teacher encourages them to produce answers in English because they can realize that even a simple word as “yes” can be understood by all the participants in the classroom.</p> <p>6. The students are using their previous knowledge again and it is used by the teacher to give explanation. Maybe those students who were singing were feeling kind of bored or they just like the song or the action of singing. Also I notice that some students focus their attention too much on doing other activities like talking and visiting their partners in their</p>
--	---

Annex E: Informed consent for parents

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Escuela de Pedagogía</small>	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 97	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Departamento de Lenguas		
Título del proyecto de investigación	Explicit and Systematic Phonics Instruction: An adventure with English Sounds		
Descripción breve y clara de la investigación	Ésta es una propuesta de investigación acción que indaga el impacto de la instrucción fónica explícita y sistemática aplicada en la pronunciación de los estudiantes de segundo grado en su proceso de lectura inicial de inglés como lengua extranjera, en el colegio Prado Veraniego.		
Descripción de los posibles riesgos de participar en la investigación	No hay riesgo alguno para los participantes, sus identidades serán protegidas usando pseudónimos, la participación es voluntaria y en cualquier momento se puede decidir desvincularse de la investigación. No hay ninguna repercusión negativa, por ejemplo en cuestión de notas, en el proceso educativo de los participantes.		
Descripción de los posibles beneficios de participar en la investigación.	Los participantes tendrán la posibilidad de mejorar el reconocimiento y producción de sonidos ingleses, a su vez de crear conciencia de las diferencias y similitudes de esta lengua con la propia. También es posible fortalecer el proceso inicial de lectura en esta lengua extranjera.		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Yessenia Paola Mendivelso Parada		
	N° de Identificación: 1020747345	Teléfono:	3213268078
	Correo electrónico: jercipatico@gmail.com		
	Dirección: calle 181c 13-91		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.

Explicit and Systematic Phonics Instruction: An adventure with English Vowel Sounds

4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
Nº Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____
Nº de identificación: _____
Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: Yessenia Paola Mendivelso Parada

Nº Identificación: 1020747345

Fecha: _____

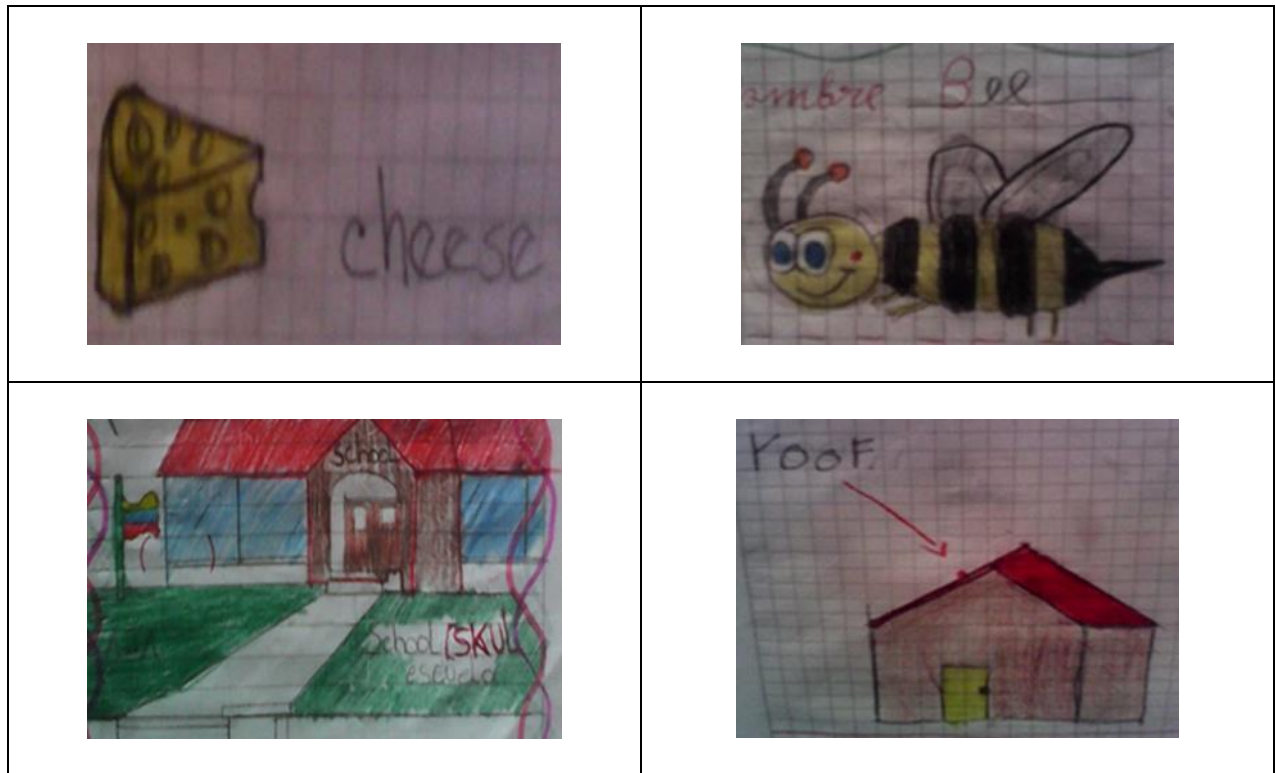
La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial. Universidad Pedagógica Nacional

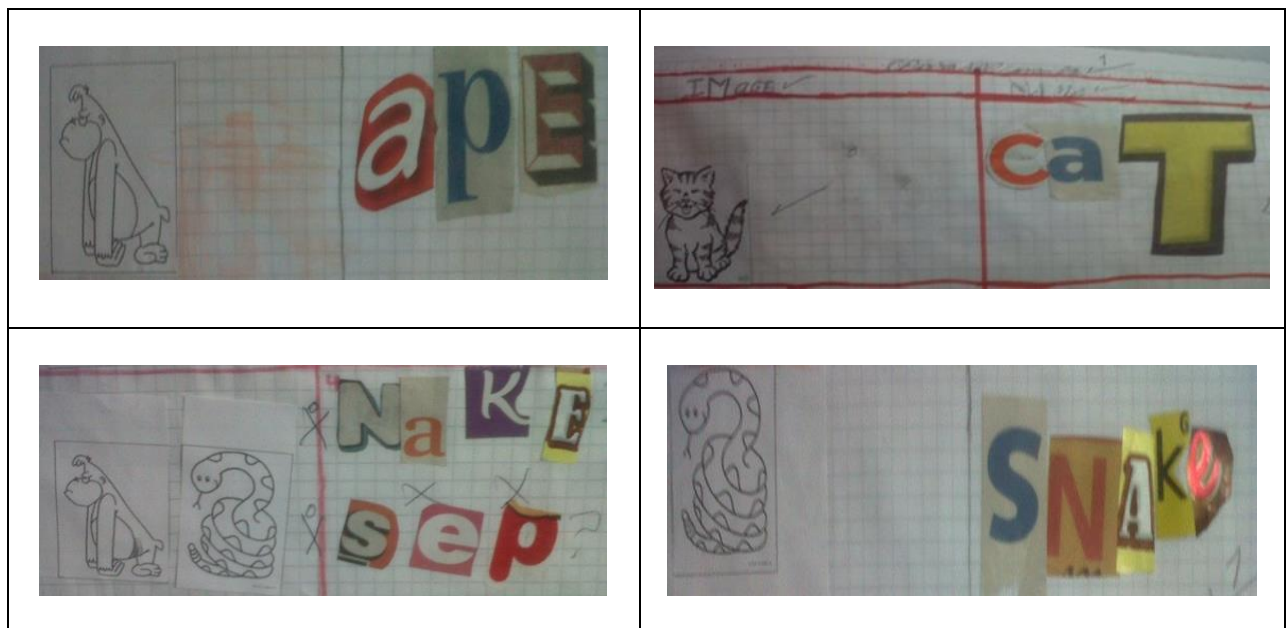
Annex F: Students' work



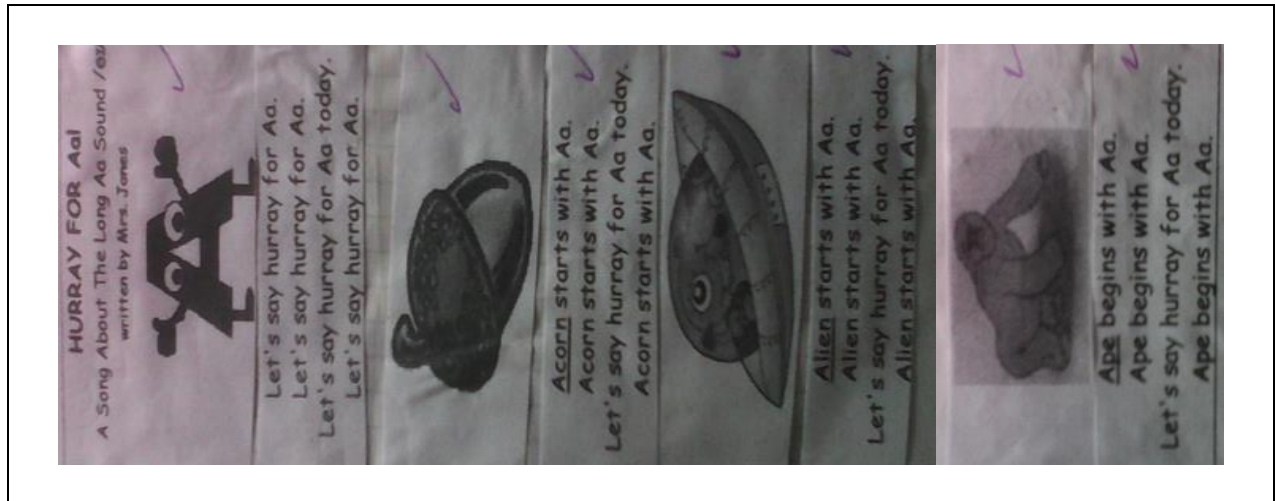
Annex G: Artifacts 5 and 6



Annex H: Artifact 1



Annex I: Artifact 11



Annex J: Artifact 14

