Gamified Phonics Instruction: Developing second graders' pre-reading process

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ABSTRACT

This document presents a didactic and innovative proposal focused on providing young learners an alternative to producing proper English vowel sounds to foster phonemic awareness and the development of pre-reading skills in early literacy processes. The main goal of this project is to propose a pedagogical and didactic design using gamified phonics instruction to improve second-graders' pre-reading skills. The use of gamification and phonics instruction may have significant and relevant benefits for young learners when learning EFL. The project is designed for second-grade students in public schools in Colombia. This proposal is divided into five chapters in which the problem, the theoretical framework, the methodological design, the instructional design organized in three cycles, and a number of implications for the agents involved in the proposal are presented.

Keywords: phonics instruction, pre-reading process, gamification, phonemic awareness.

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CHAPTER I: THE PROBLEM

Contextualization and Target Population

This proposal was designed to be implemented with Colombian students from 6 to 8 years old who are in second grade in public institutions or schools. This type of population has some specific attitudinal and developmental characteristics. In terms of the physical domain, students can control pencils, write their own names, and do detailed drawings (Tassoni, 2016). Students at this age should start understanding rules, taking turns, and playing co-operatively with friends. They are able to establish steady friendships, appreciate competitions, points, be winners, and play important roles as well. It means that students are supposed to develop their affective and social domain at this stage (Tassoni, 2016). During this stage, they have specific needs that should be guided and supported by their close relatives such as family, friends, and teachers.

In Colombia, the education system is composed by initial education, preschool education, basic education (first to fifth grade and secondary school sixth to ninth grade), medium education (tenth to eleventh grade and culminates with the title of Bachelor), and finally, higher education (Ministerio de Educación Nacional, 2020). This system includes public and private institutions. Public schools are attended by 85% of the population and private schools are attended by 15% of the population (Correa & González, 2016). Students in public institutions usually share a classroom with other 30 or 40 students and they are nor usually interested in English because as González (2010) and de Mejía (2009) explained, in many cases, teachers use traditional grammar structured classes based on translation and memorization of basic vocabulary.

There are three main and significant differences between public and private schools. Firstly, the number of hours of instruction received. In a public English primary class, students may study one hour of this subject per week while private schools might be quite intensive, especially in bilingual schools, taking three hours per week of English (Correa & González, 2016). Secondly, the number and quality of the teachers hired. In public schools, teachers who do not know languages are supposed to teach English as part of their workload (Correa & González, 2016). This situation reduces the quality of English classes that students should receive at school. And finally, the availability of adequate didactic and technological resources. Private schools have good infrastructures, material, and technological resources while public schools lack the minimum resources and classroom conditions (Correa & González, 2016). These differences are very important because it represents not only the way how students learn, but also the way in which teachers teach.

Therefore, all these characteristics encourage teachers to propose many different techniques, activities, and tools to increase English learning in second grade from public schools in Colombia. Teachers should take in mind all the characteristics mentioned before to implement this kind of proposal because, with this, teachers can powerfully use gamified phonics instruction to develop the pre-reading process and then, develop a correct reading process.

Statement of the Problem

EFL young learners, whose first language is Spanish face different challenges when learning English as a foreign language, especially if they attend public institutions. Taking into account the guidelines for English Language by Ministerio de Educación Nacional (2006), second graders should be using English expressions, answering simple questions about

themselves with the second language, also understanding and producing words in English. However, students at this age and in this context do not achieve the main goals of an English class taking into account the time received per class, the teacher´s teaching skills, and the technological resources of public institutions, etc., (Correa & González, 2016).

In addition, Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Ministerio de Educación Nacional, 2006) announce that young learners at this age should have certain knowledge and skills in the English language, such as comprehending short stories presented in a simple language, basic vocabulary related to familiar topics like family, numbers, pets, actions, known places, food, etc., pronounced in a clear and slow way. They also should be speaking to express ideas and feelings using short sentences with clear pronunciation and intonation, starting to structure their written texts even though they are just learning to read and write in their first language, among others. However, according to Clavijo (2016), this is not the case for most public institutions' students due to the fact that they usually present difficulties when expressing themselves in English because their vocabulary is limited and they do not know how to use correct grammar structures when speaking, as well as when they are writing, reading, and listening.

In the same way, certain difficulties with pronunciation when reading aloud are evidenced, due to the lack of correspondence between spelling and pronunciation (Páez & Rinaldi, 2006). This correspondence refers to English phonemic awareness, which is an ability that involves the relation between graphemes and phonemes and it should be acquired in elementary grades (Páez & Rinaldi, 2006). Moreover, Lopez, et al., (2013) found that children do not have well-developed their reading skills, such as nomination speed, alphabetic knowledge,

and phonemic awareness. The real issue is that students may not be receiving the proper instruction to achieve the last requirement on the list.

Besides, it is important to mention that when pronouncing phonemes that do not exist in one's mother tongue, learners tend to have difficulties and require specific work (Le Gal, 2018). Many English phonemes do not appear in Spanish language, even more when referring to vowel sounds. Hence, learners tend to relate English and Spanish phonemes incorrectly. As Mendivelso explains (2020), students use to follow the Spanish pronunciation when reading aloud in English. They just produce the correct pronunciation after listening to the teacher's pronunciation. It means that without a guide, students overgeneralize the Spanish pronunciation rules when trying to read in EFL. Restating, Martínez (2011) claims that students correlate Spanish vowel sounds with English vowel sounds, making a relation between Spanish pronunciation and English pronunciation. The problem, as Martínez explains, is that in English some vowel sounds are very different from Spanish ones. English system differs from the Spanish system and understanding the gap between them may help students and teachers to anticipate potential areas of difficulty that need to be addressed in an EFL class.

Considering that, Colombian learners confront problems related to the pronunciation of how EFL vowel sounds are produced by a scarce development of earlier stages, such as the pre-reading process and its abilities and skills. Schools may not always allow young learners to internalize the most important differences between English and Spanish pronunciation systems in the pre-reading process.

All in all, evidence has shown that the issues previously mentioned constitute a problematic in our educational contexts due to the lack of proper pronunciation of EFL vowel

sounds that may interfering in the development of a successful pre-reading process; that is why, it is fundamental to create and provide EFL young learners with alternatives to enhance students' phonemic awareness and provide their pre-reading skills.

Rationale

Young learners easily increase their skills in their earlier stages owing to children are moldable and adaptable when acquiring new knowledge. These skills must be developed cautiously since the importance they have to their cognitive, personal, linguistic, and growth development. One of these stages is the pre-reading process which involves many important skills that must be enforced accurately and if possible, simultaneously for the reason that English should be learned as people learn their mother tongue. Indeed, early literacy is one of the most important processes when teaching English as a Foreign Language. Good readers are born in the pre-reading process since they acquire the capacity to code and decode words and texts in this stage. However, this process implies the interaction between multiple factors that need to be considered when teaching young children to interact with texts: alphabet knowledge, phonemic awareness, English vocabulary, and so on.

One of the pre-reading skills is phonemic awareness. It refers to the connection between letters and sounds that language speakers must establish in order to pronounce correctly (NEALS, 2009). This skill is very important to children, due to the fact that they should develop it to start their successful reading life. The most effective stage in which this skill can be implemented in a learner is the pre-reading process, since it focuses on the children's first experiences with the written words and their pronunciation. If Colombian students learn proper

English language sounds at these ages, they should not have speaking problems in higher grades (Pérez, 2021).

This project focuses specifically on the children's lack of phonemic abilities in terms of vowel sounds, which represents the most common problem when learning English as a Foreign Language. This implementation might support the young learners' pre-reading process in which students learn how to code and decode words and texts, and also it may foster proper pronunciation patterns for students when reading aloud and producing EFL vowel sounds by proposing phonics instruction as a facilitator of the process while promoting an enjoyable experience (Arnold, 2014).

Mendivelso (2020) found a positive impact in the student's pronunciation of EFL vowel sounds when implementing explicit and systematic phonics instruction in EFL second grades. Learners remarked on the differences between all the vowel sounds in English and Spanish while creating consciousness about an effective pronunciation. In addition, Álvarez, et al., (2016) explained that phonics instruction contributes to students' learning not only in pronunciation but also in reading and writing processes, taking into account the whole process of learning EFL. Besides, Assan, et al., (2019) demonstrated throughout a game that students can develop letter recognition skills and pronunciation of words. Summarizing, there is evidence that shows the importance of phonics instruction when learning English as a Foreign Language in the pre-reading process.

In addition, this proposal can be considered important and innovative due to the fact that it implements gamification with phonics instruction. In this regard, it is fundamental to clarify that gamification implies not only games but also a dynamic environment in which students may

integrate the previous knowledge and the new one in a parallel way. Having this in mind, this innovative proposal seeks to use gamified phonics instruction in the pre-reading process in second graders as a way to foster and develop phonemic awareness dynamically.

In this sense, gamified phonics instruction activities could be a very useful alternative for students to overcome difficulties when producing vowel sounds and understanding the difference between vowel sounds of the mother tongue and EFL vowel sounds. With the implementation of this proposal, students might understand and differentiate English vowel sounds and Spanish vowel sounds creating and developing phonemic awareness. This means that gamified phonics instruction to develop pre-reading skills may constitute a functional technique in which students will correlate graphemes with phonemes and they will comprehend and differentiate vowel sounds in each specific language.

Objectives

Objectives

- To design a pedagogical and didactic proposal using gamified phonics instruction to improve the pre-reading process in second graders.

- To foster phonemic awareness when producing EFL vowel sounds in second graders with the use of gamified phonics instruction in the pre-reading process.

CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The following section presents the state of the art and the theoretical framework that underpin the current proposal. First of all, in the state of the art, there is a review of some studies related to the main focus of this project. Secondly, the theoretical framework explains in detail every construct: the pre-reading process as a fundamental stage, phonics instruction as a pedagogical proposal, and gamification as a tool when TEYL.

State of the Art

To start with, five different studies which prove the effectiveness of phonics instruction when TEYL will be introduced. Four of them are related to phonics instructional methods, phonics game intervention, phonic reading performance, and phonemic awareness. The last one is related to teachers' beliefs when developing alphabetic knowledge and phonics which are two of the main skills in the pre-reading process.

The first study was made by Omile (2021) named Improving Achievement of Primary School Pupils in Reading using Phonics Instructional Approach. It adopted a quasi-experimental research design with a sample of 116 primary students in Awka South LGA of Anambra State. The main research question that guided the study was what the main achievement scores of students taught reading using phonics are taking into account Look and Say instructional methods? This research question was answered using mean and standard deviation while the Analysis of Covariance (ANCOVA) was used to test the corresponding null hypothesis at a 5% probability level. As a result of this study, students were taught to read using the phonics instructional method achieved significantly higher than those were taught with the Look and Say method which means that students read words as whole units.

This study is relevant for the current proposal because firstly, it gives to the students a real perspective to avoid common errors by deconstructing a word instead of remembering what it means; also, it shows that phonics instruction represents an alternative for young readers to know sounds before letters. And finally, it may give more positive results than another pre-reading method. To sum, this study exemplifies how phonics instruction offers alternatives to read homogeneously.

In addition to this, the study Phonic Game as an Approach to Improve Letters Recognition Skills made by Assan, et al., (2019) proposed a qualitative research study in which the objective was to investigate the phonic game intervention to improve letters recognition skill: another skill in the pre-reading process. The participants were 9 students: 5 male and 4 female, all of them from the native tribe Iban that studied in a rural area where English was less exposed. The data was collected with the use of pre and post-test. The results showed that the pupils' scores are more consistent and higher during the post-test and this improvement gradually helps them in the next level of reading literacy, word recognition, and sight words with the implementation of phonic games. The authors presented some implications as well, such as the teacher conducting the game while the participants play without allowing collaborating outside the classroom.

This study confirms that the implementation of phonic games may have positive impact in early readers and it may enrich this project in terms of variety of skills analyzed and complexity due to the fact that this study promotes not only phonics skills but also letter recognition skills as part of the pre-reading process. Moreover, this study demonstrates that phonics instruction helps young learners gradually from one stage to another one with most of

the skills well developed. It is similar to this proposal because it seeks to increase all the pre-reading skills without forcing students' evolution.

Moreover, a study made by Melesse (2019) named Effects of Reading Strategies on First Grade Children's Phonic Performance, examines the effects of strategies on children's phonic reading performance at Kosober Primary School. The purpose of this project was to look into the effects of reading strategies on grade one children's phonics reading performance and the research question that guided it was what the effect of reading and phonic strategies on grade one children's phonic performance is? The participants were 102 first graders in Kosober Primary School. The instruments of data collection were preliminary observation, informal discussion, tests, classroom observation, and teacher self-reflection reports. The qualitative and quantitative results of phonics performance showed that the intervention has contributed a lot to children's phonics performance. Children who were taught through phonic strategies showed a significant increasement in phonic scores than those students who were taught using another usual method. Students showed a motivated attitude when reading aloud and reread individually to improve phonics skills. Therefore, it was recommended that training be given to teachers on strategies to help them to adapt and link the texts to strategies for children at different grade levels.

During the abovementioned project, teachers realized the importance, not only of phonics which is the main part, but also the motivation and engagement that students may have while carrying out the activities proposed by the researcher. These students' attitudes are crucial due to the fact that teachers should use the instruction to recede from the traditional education and look for innovative strategies when TEYL. Another key aspect of this study is that students reread individually a short text, taking turns and making self-reflection. Reading aloud and individually is essential to this proposal to ensure students are acquiring proper phonics skills.

To continue, another study was implemented by Moniek, et al., (2018) with the name Word Decoding Development during Phonics Instruction in Children at Risk for Dyslexia. The research question that leaded the study was what the differences between children at genetic risk and controls in precursor measures and in the early phases of word decoding development are? The objective was to examine the early word-decoding development of children with and without known genetic risk at microlevel, from kindergarten to the end of Grade 1. Researchers expected that children at risk would score lower than the control group on the precursor measures, in particular, measures of phonemic awareness, lexical retrieval, and grapheme-phoneme knowledge. Participants were among 1006 Dutch children in 37 primary schools with dyslexia. Children at risk of this condition were less skilled than controls in phonemic awareness in kindergarten. No differences were found for grapheme-phoneme knowledge, lexical retrieval, short-term memory, and vocabulary. After the explicit instruction of phonological recoding was finished, the discrepancy between the groups remained stable for simple word decoding.

This project results pertinent for this proposal due to it uses phonics instruction to increase reading skills such as phonemic awareness and word recognition. This study is different in terms of population, taking into account that the participants were children at risk for dyslexia but this might be positive for the reason that these results show that phonics instruction may attend different populations such as those with dyslexia. Although dyslexia constitutes a difficulty when learning how to read and write properly, phonics instruction resulting being a positive, effective, and practical instruction to foster pre-reading skills even in students with this problem.

Finally, one important study with teachers' perspective was made by Farida (2020). The objective of this mixed method study was to determine the strategies chosen by the teachers to

develop alphabetic knowledge to their students and to analyze the teacher's beliefs in their decisions of using the strategy to teach alphabet knowledge to their students to support their literacy to continue to grow. The research question was what the teaching strategies chosen by the teachers to teach the English alphabet as a foreign language for their preschool students are? The researcher in this study conducted two-phase mixed method research design; the samples were ten teachers in their early years. They prefer the Commercial Phonics Program as the main learning resource in teaching phonics to their prior-to school students, then playing activities follows.

The results of this study reveal that early literacy teachers were not able to articulate what phonics, phonemics, and phonological awareness are and how they will support children's later literacy development. Also, the researcher suggests that teachers should be mastered basic knowledge of teaching English, considering several aspects including reading and writing. Teachers may not know how to use phonics to achieve a better reading and writing process in students and that is why this project seeks to encourage strategies such as phonics instruction to improve the student's pre-reading process. It is relevant to this proposal since it gives an example to teachers interested in this proposal integrating pre-reading skills and phonics instruction.

Theoretical Framework

Pre-reading Process

It is the earlier stage of reading, which is one of the basic language skills that involves a number of aspects that people should master in order to understand written texts.

First of all, to understand how the pre-reading process works, it is important to mention how it is understood. In this regard, reading can be considered as a complex process in which human beings learn how to decode words and texts (Lailiyah, et al., 2019). This process is

essential and necessary for academic life because it involves not only knowing what words are but also what they mean (Pazeto, et al., 2020). This means that reading is a process in which people learn by relating written record with real meaning. In addition, the reader should interact with the text by two levels of abilities. On the one hand, the reader needs prior knowledge, experiences, and a language community, and on the other hand, this process implies creativity, attitude, and critical analysis (Sangia, 2018). Summarizing, the pre-reading process implies not only words and their meaning, but also prior knowledge and experiences to carry out a successful reading process.

As mentioned before, this process requires prior knowledge and certain skills to improve the reading process. According to Brown (2014), alphabet knowledge and phonemic awareness are paramount to foster the reading process. First of all, the alphabet knowledge refers to the ability to identify, name, write, and produce sounds with the corresponding letters and children should have letter name knowledge and letter sound knowledge (Wang & Lee, 2020). Secondly, the phonemic awareness refers to the ability to manipulate phonemes (Wang & Lee, 2020). Hence, children are supposed to segment words into phonemes and blend phonemes into words. Likewise, phonological and phonemic awareness are two different concepts. The first one refers to capturing the sound structure of spoken language and the second one, as I mentioned before, refers to manipulating phonemes (Wang & Lee, 2020). As a result, these skills are key in the pre-reading process because they make the process easier for children to hear sounds and make connections between phonemes and graphemes.

In addition to this, Lindahl and Sayer (2018) state the importance of English phonemic awareness, English vocabulary and reading skills in Spanish as predictors of English reading. As can be seen, the phonemic awareness fosters the pre-reading process due to the fact that learners

should correlate graphemes with phonemes to understand that each letter has a particular sound. The prior knowledge in which EFL learners are involved is a key factor in the process when a learner wants to have a successful development of the pre-reading process.

Finally, it is important to mention some of the main pre-reading activities to support and promote the reading process. The pre-reading activities provide a reader the necessary background to face texts. Lailiyah, et al., (2019) explain three main pre-reading activities to foster skills: pre-teaching new vocabularies, the use of pictorial context and pre-reading questioning. In the pre-teaching new vocabularies, students guess the meaning of a word they are not familiar with based on the context. In the second activity, pictures are used before reading a text to increase the student's enjoyment and interest. And then, in the pre-reading questioning students answer comprehension questions before reading the text. Pre-reading activities support and promote successful reading processes, it implies that students must look for background information.

To conclude, the pre-reading process involves many aspects to carry out a correct and successful procedure. Readers must include pre-reading skills such as phonemic awareness and alphabet knowledge to understand and appropriate written texts using the correct activities applied by the teacher integrating the abovementioned skills as well. The pre-reading process represents the main stage in which phonics instruction can be implemented because it is when young learners start to recognize, remember, and identify words, letters, and sounds. In this project, the pre-reading process is understood as the first and foremost stage in which children perceive words, meanings, letters, and sounds developing skills such as phonemic awareness and alphabet knowledge with the use of prior knowledge and own contexts to understand short literature resources.

Early Literacy

Early literacy involves not only teaching children how to read but also, it implies helping children to develop the appropriate skills they need to become successful readers (Neuman, 2014). Children acquire these skills not in isolation but in coordination and interaction with meaningful experiences. This process demands certain critical dimensions such as *language* developing abilities encompassing vocabulary, syntax, and discourse, *letter knowledge* differentiating letters according to their visual form, *phonological awareness* discriminating units of language and understanding sounds as parts of language, and *background knowledge* corelating previous and new knowledge (Neuman, 2014). Each of these dimensions has an important role to play in children's literacy development.

In addition, early literacy displays different alternatives to promote early reading in children. On the one hand, reading aloud to children encourages independent reading, creates habits, and develops pre-reading skills with the use of storybook language and on the other hand, it shows what they read to make differences between visual patterns (specific lines) and images or icons (Bridges, 2013). As Delgado & Chapetón (2015) explained, early literacy involves students in a classroom context with the use of foreign language and language learning. All in all, this process implies the interpretation of messages with different meanings. Phonics instruction has a direct relation with early literacy due to the fact that phonemic awareness is an aspect of language which is developed in early stages. When reading aloud, for example, a child can start to understand the relationship between graphemes and phonemes.

It is important to mention that early literacy is crucial in the pre-reading process since it gives children the opportunity to get acquainted with spoken language and written language in context. These definitions are important for this project because the proposal integrates early

literacy as a process in which teachers should blend pre-reading skills such as phonemic awareness, alphabet knowledge, and nomination speed with English language skills such as writing, reading, speaking, and listening.

Phonics Instruction

Phonics instruction plays a very important role when teaching EFL to children. It refers to helping children to understand the relationship between graphemes (written language) and phonemes (spoken language), (Martínez, 2011). The knowledge about the relationship between sounds and letters and how to represent this in writing is what phonics instruction teaches. Children should know how to apply and combine this knowledge because it represents the ability to recognize not only sounds but letters as well (Buckingham, et al., 2019). In this sense, phonics instruction is a way to teach letters and their corresponding sounds when reading and writing.

Moreover, there are some useful strategies to apply phonics instruction when Teaching English to Young Learners (TEYL), and they can be divided into multisensory and multi-tiered ones. Multisensory strategies include the use of clay, whiteboards, songs, manipulation of letter tiles, body games that connect letter sounds to body movements, and so on (DeNobile, 2021). Parallel to this, the multi-tiered strategies include the use of flashcards to pronounce individual sounds of the words and then blending the words, lessons about sound-symbol correspondence, and word boxes in which children can improve phonemic awareness, letter-sound correspondences, and spelling skills (DeNobile, 2021). In this respect, some of the strategies to implement phonics instruction are related to the use of materials such as clay, songs, body games, flashcards, etc. that promote learning through senses.

Likewise, the benefits of phonics instruction are many in terms of improving pre-reading skills. By applying this kind of instruction, students can improve reading comprehension, word

recognition, spelling, vocabulary, and pronunciation (Martínez, 2011). In the same way, students can establish differences between their first language and the second language, including the contrast that exists in the vowel sounds and consonant sounds (International Literacy Association, 2018). Also, phonics instruction benefits children when decoding and reading nonsense words and isolated words because it may give students an idea about how words or letters are pronounced without knowing their real context (Sitthitikul, 2014). As it can be seen, this instruction has many benefits for the children's pre-reading process since students might improve pre-reading skills by coding and decoding words and producing pronunciation when reading aloud.

All things considered, phonics instruction is a way to teach in which students may learn how to read, spell, pronounce, code, and decode words. This instruction has multiple benefits that can be applied through multisensory and multi-tiered strategies. Teachers should know all these aspects to increase the success of the reading process and that is why this construction is proposed in this innovative proposal. In this proposition, phonics instruction is understood as the pedagogical proposal in which learners will understand and recognize the difference between sounds and letters by coding and decoding words producing proper sounds even if they do not realize the real meaning or context of them.

Gamification

Gamification in EFL teaching is very important considering its benefits and the several ways to implement it. This tool has been applied countless times in one of the most important children's domains: education and learning. In this part, I will explain what gamification is when talking about education and its benefits.

Gamification represents the implementation of game design elements in non-game contexts (Rabah, et al., 2018). It means that those games are applied for learning purposes in educational contexts. A similar definition is the following: it is the use of game thinking, approaches, and elements in activities that are not games (Kiryakova, et al., 2014). This strategy is used in educational environments with the application of games in activities used to solve problems and obtain rewards.

Besides, multiple benefits of gamification or gamified activities for students have appeared over the years. Gamification plays a very important role in education because it improves motivation in students recognizing it as central of learning (Araya, et al., 2019). Also, the use of gamified activities promotes students' participation and autonomy especially if this type of game implies goals and rewards (Manzano, 2021), these elements represent very important incentives because students may feel more motivated to get those impulses by completing the tasks proposed in classes. Moreover, with the use of gamification students perceive that they are active protagonists in their learning process and that they are able to carry out a continuous practice with the curriculum (Manzano, 2021).

In addition to this, gamification offers the opportunity to experiment with rules, emotions, and roles (Lee & Hammer, 2011). This would be very positive not only for their cognitive domain development but also for their social and affective domains. Another important aspect in Gamification with educational purposes is based on the implication that envisions educational objectives. These educational objectives will be seen by the students as challenges to be accomplished in order to move from one stage to the other, in this case, to move from one level to the other. As Figueroa (2015) mentions, at the end of the challenge, moving from one stage to the other becomes part of the learning outcome. In general, gamification, as a

pedagogical tool, has multiple benefits to promote learning environments since students participate and feel motivated in class, developing not only cognitive processes but also affective and social ones.

As a conclusion, gamification represents a very useful tool when TEYL and it provides multiple benefits to students. This strategy implies the use of game techniques in an educational environment to promote learning. Parallel to that, gamification encourages students for autonomous learning, participation, motivation, and new experiences by learning developing different domains. The use of gamified activities constitutes one of the most useful strategies to implement EFL phonics instruction with children. Gamification is understood in this project as the tool to implement phonics instruction in the pre-reading process, integrating not only games but also a didactic environment to foster learning, encouraging young learners to obtain rewards, moving from one level to another, feeling as protagonists of the game, and having a purpose to achieve in class.

Figure #1 integrates the three constructs described before. It represents the relation between pre-reading process and its skills, phonics instruction, and gamification when teaching English as a foreign language to young learners. First of all, the pre-reading process is the center of the picture. This process is the focus and fundamental stage in which this proposal will be carried out, due to the fact that it is in this stage in which young readers start recognizing words, letter, and sounds. Secondly, phonics instruction is the system in which teachers are going to teach how to read coding and decoding words and letters fostering pre-reading skills. And finally, gamification seen as a strategy, tool or technique in which teachers are going to implement phonics to foster pre-reading process involving not only games but also a dynamic

environment to increase pre-reading skills and using phonics instruction. In this regard, phonics

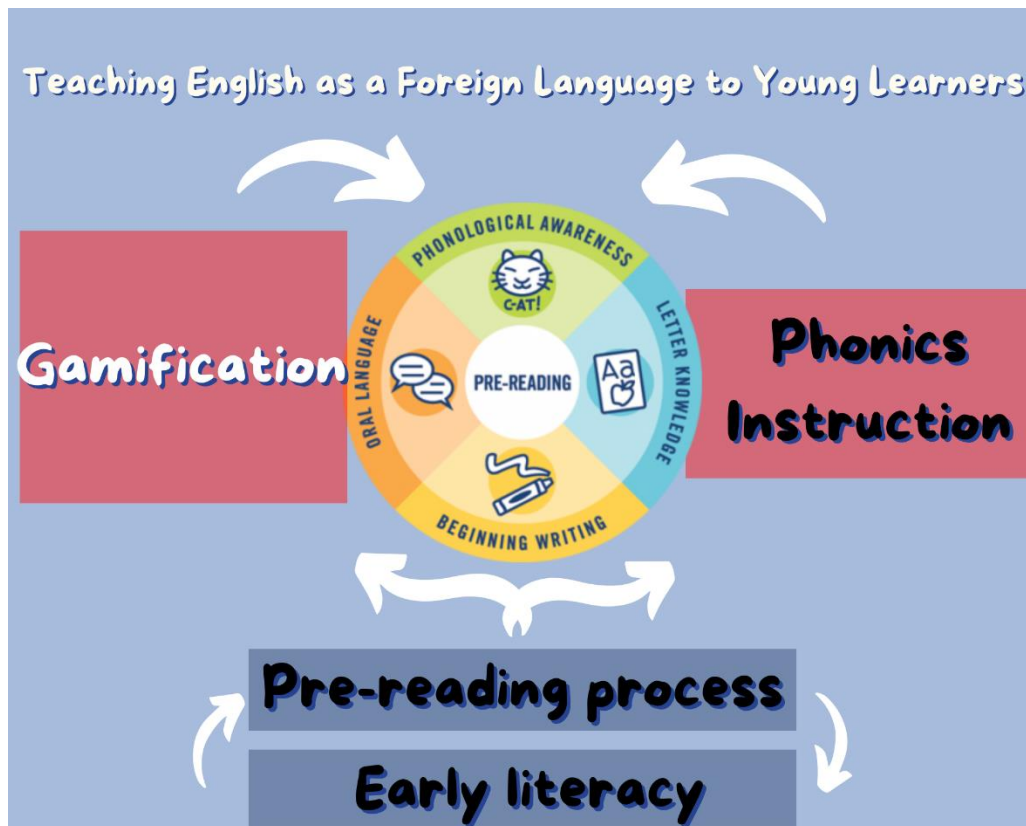instruction and gamification are linked to improve pre-reading skills in children.

Figure 1 Visual representation of proposal's constructs

CHAPTER III: METHODOLOGICAL DESIGN

This chapter will present the definition of fundamental concepts regarding this pedagogical and didactic innovation proposal. Moreover, this chapter will describe the vision of curriculum, language, learning, classroom, and the role of the teacher in this project.

Pedagogical and Didactic Innovation Proposal

Due to its characteristics, this project is considered a Pedagogical and Innovative proposal. Innovation represents the generation of a new idea in which there is an implementation of a new product, service, or process to achieve a goal (Kogabayev & Maziliauskas, 2017). In this case, there is an implementation of a new idea with a new integrated tool. In terms of education, a pedagogical innovation is an intentional action that aims to improve students' learning processes from a starting point (Walder, 2014). As it was mentioned before, the stage in which this proposal will be implemented is the children's pre-reading stage, exactly the starting point of young readers. It is important to mention that a pedagogical innovation also leads to the elaboration of new ideas that must be adapted to students' necessities in a specific context (Aguilera, 2021). In this sense, this project will implement a new proposal or idea to achieve a goal, to improve student's learning process in a certain stage adapting knowledge to student's necessities.

The current proposal presents a pedagogical and innovative proposal, due to this involves gamified phonics instruction: a tool that was not related with pre-reading process before, as it could be seen in the state of the arts in the present document. Consequently, there is a necessity to study the opportunity to implement this new idea integrating pre-reading process, phonics instruction, and gamification.

Curricular Vision

The vision of curriculum in this project will be seen as a set of objectives, plans, activities, resources, and guides to carry a complete didactic unit integrating gamified phonics instruction. Pedagogical practices in educational areas are based on curriculum, involving the way in which teachers guide lessons and courses (Patarroyo, 2021). In this sense, the curriculum will be a guide to achieve the main goal of the class, taking into account students' necessities with each aspect about English vowel sounds well planned and organized in cycles, lessons, and activities to decrease students' difficulties when learning English as a foreign language in terms of phonemic awareness.

In the same way, it implies the teacher's plan as Su (2012) explains, combining content with instructional methods. In this case, each lesson will implement each one of the English vowels sounds to the use of dynamic tools such as songs, poems, short stories, and short chants, likewise, Curriculum will guide teaching programs designed to promote students' educational needs and learning processes. Summarizing, curriculum is not only a guide to follow instructions, rules, or activities but also it is the prospect to construct knowledge using dynamic tools between the student and the teacher by making gamified activities to foster pre-reading skills.

Vision of Language

Language has been understood from many different perspectives through the time. First of all, Chomsky (1965) considered language as an innate ability of every human being. It means that people should have this ability when they were born and they should continue developing it with the time. Secondly, language is seen as a communicational tool in which people may express ideas, feelings, thoughts, and others (Sirbu, 2015). Having these definitions in mind,

language is seen in this proposal, as an ability and a communicational tool because it allows young learners to start integrating their own abilities with the opportunity to communicate with others.

Also, it is important to take into account the language components in the learning process. Language is understood as a single system that has subsystems such as phonology, morphology, syntax, and lexicon (Rabiah, 2012). This is relevant; thereupon this project focuses on one of the subsystems of language, which is phonology: the relation between graphemes and phonemes in order to pronounce sounds, and for this proposal, English vowels sounds.

Vision of Learning

According to Nagesh, et al., (2016) learning is the way of getting knowledge, experience, skills, values, and so on synthetizing different types of information received. Viewed in this way, people get information in their brains and it is assumed by themselves. Also, learning is perceived as a 'process that is built by the interaction of the learner with the immediate reality' (Patarroyo, 2021, p. 32). Reality contributes to the learning process since the learner internalizes and transforms it to acquire real knowledge in a certain context. Furthermore, learning is constituted as a process of relating new information with previous in students' cognitive structure contributing meaning (Yepes, 2021). As an illustration, students relate previous knowledge with the new one and learning is not going to be an isolated activity. It should integrate interaction between students and teachers in order to construct knowledge collectively (Campbell, 2020). Finally, Rogers (1983) states that learning is not using memory with information, facts, or ideas. Memory is one of the elements that contribute learning but it is not the whole part of the process.

To continue describing this proposal, it is highly necessary to understand learning in this project as a way of acquiring knowledge in an educational and non-educational context with the interaction of the learner with the new knowledge and the acquired knowledge as well. Also, it is important to mention that students will improve this process with the help of the teacher and their own contexts. Taking everything into consideration, learning should be the most stimulating experience in every student's life.

Vision of Classroom

The vision of classroom is fundamental to this project because it is the location in which the interaction between students and teachers take place. To start, classroom is assumed as the physical space where knowledge is constructed by educational community (Vanderlick, 1995). Students spend several hours per week in a classroom interchanging knowledge, experiences, ideas, feelings, and so on. In this sense, it is fundamental to have a peaceful, calm, secure, and confident place where knowledge can be built up while teachers ensure interaction and participation among all the participants in the classroom. Also, this vision involves that students can communicate with each other taking into account different learning processes, experiences, and skills with respect. A classroom must be a respectful place made of healthy relationships in which respect and trust are vital (Bergsmann, et al., 2013).

Classroom is understood in this project as the place in which students will interact and interchange knowledge, feelings, thoughts, and ideas. It is necessary to be aware of the gamification aspect to ornament this site as if students were in a real game location, guaranteeing the interaction and participation among all the students peacefully.

Role of the Teacher

The teacher promotes dialogue, discussions, cooperation, and respect (Luu, 2011). The teacher in this proposal is the person and part of the community, who guides, observes, encourages, stimulates, facilitates, and integrates learning processes to achieve goals inside and outside the classroom. The teacher in this proposal is not a judge but a part of the academic society. In the same way, the teacher uses interactive teaching developing several strategies such as music, literature, didactical material and so on, in order to 'facilitate and support knowledge and communication between the pupils' (Xhemajli, 2016). Teachers are moderators between knowledge and students. It means that for this proposal, the teacher should be ready to help students with all their academic necessities, doubts, or questions.

Teaching English to Young Learners (TEYL) represents the main challenge in this proposal because it is known that teaching adults is different from teaching kids. A Children's English teacher is building the character of the students, creating their behavior, and educating as a parent (Lasarati, et al., 2019). Children's teachers are constructing not only knowledge about a subject but also feelings, actions in real life context, and values. An elementary teacher encourages students, promotes learning, and improves processes. Furthermore, children's teachers are seen as facilitators, educators, mentors, advisers, classroom administrators, correctors, inspirators, motivators, and evaluators (Lasarati, et al., 2019). In short, teachers are not only the agents that transmit knowledge about a certain topic or subject but also are the ones who guides inside and outside the classroom, even more when students are youngers who are growing and constructing their behaviors and characters.

CHAPTER IV: PEDAGOGICAL AND DIDACTIC PROPOSAL

Proposal of Pedagogical and Didactic Innovation

To achieve the objectives in the current project, this proposal is divided into three cycles of intervention with their corresponding lesson plans and activities or tasks. These cycles are proposed for second graders in a public school to solve the problem described in chapter 1, which has to do with the development of: phonemic awareness when producing English vowel sounds to improve the students' pre-reading process. Along the cycles, students are expected to increase their phonemic awareness, alphabet knowledge, and letter recognition as the main pre-reading skills. In every lesson, the student should read aloud one of the literature resources in order to restate the effectiveness of the proposal, there is some language a-used from a functional and contextualized perspective which means that students will also practice nouns, verbs, adjectives, and grammar but in an implicit way. In the same way, each session has a game in which students will be provided with the opportunity to practice the correspondent English vowel sound. It is important to mention that games are implicit during these cycles as well supported by other literature resources such as short poems or stories.

On the one hand, the first and second cycles contain four lesson plans and on the other hand, the last one has three of them. Each lesson is designed for two classes of 60 minutes, with a total time of 120 minutes. However, this time can be changed by the teacher, s/he can adapt this proposal to the students' context, if it is necessary.

In order to have all the lessons, activities and materials not only printed but also online, a web page that contains the entire proposal virtually for the reader's convenience was created and it will be enabled in the following link: https://sites.google.com/view/gamified-phonics-instruction-d/welcome?authuser=0

Table 1 displays the organization of the instructional design considering objectives, phonemic games, and language content.

Table 1: Instructional design

CYCLE	LESSON	OBJETIVES	SUGGESTED LANGUAGE AND EXPRESSIONS	PHONICS GAME	RESOURCES
Cycle #1 Let's go to planets Katana and Eleven!	Lesson #1: Clap, clap, clap!	- To identify and practice the sound of the short vowel sound /æ/ in common words. - To appropriate of the short vowel a sound reading aloud the poem.	- 'I am a missionary' , 'I have a bag'.	- A clap, clap, clap game.	- Poem. - Song.
	Lesson #2: I have a vase!	- To identify, practice, and recognize the sounds of the long vowel sound /ai/, /ae/, /ay/. - To increase pre-reading skills by reading the short story. - To differentiate long vowel sounds and short vowel sound with the vowel a.	- 'What is in the case?' 'I have a vase'	- Flashcard game.	- Short story. - Song.
	Lesson #3: I can get a jet!	- To identify, practice, and recognize the sounds of the short vowel sound /e/. - To increase pre-reading skills by reading the short story.	- 'I can get a jet', 'I want eggs'.	- Bingo.	- Song. - Short story.
	Lesson #4: My feet are not clean!	- To identify, practice, and recognize the sounds of the long vowel sound e /i/. - To differentiate long vowel sounds and short vowel sound with the vowel e.	- 'I want to see' 'I want to be'.	- Matching rhymes.	- Poem. - Song.

	Lesson #1: My pink pig!	- To identify, practice, and recognize the sounds of the short vowel sound /i/. - To increase pre-reading skills by reading the poem.	- 'She has a bib' , 'she has a wing'	- **Find the letters.**	- Song. - Poem. - Short Story.
Cycle #2 Let's visit planets Ice and Octopus !	Lesson #2: High five!	**-** To identify, practice, and recognize the sounds of the long vowel sound i /aɪ/. - To differentiate long vowel sounds and short vowel sound with the vowel i /aɪ/.	-'I have an idea' , 'I can ride', 'I can hide'.	**- Memory game.**	- Song. - Poem.
	Lesson #3: My dog!	- To identify, practice, and recognize the sounds of the short vowel sound o. - To increase pre-reading skills by reading the short story.	-'The ox is after the fox' , 'The fox is after the dog'.	**- Treasure classroom.**	- Song. - Short story.
	Lesson #4 Mole needs a home!	**-** To identify, practice and recognize the sounds of the long vowel sound /o/. - To differentiate long vowel sounds and short vowel sound with the o.	-'Mole needs a home', 'He does not want a cone'	**- Hangman game.**	- Song. - Short story.
Cycle #3 Let's enter into planet Fun!	Lesson #1: Where is my bug?	- To identify, practice, and recognize the sounds of the short vowel sound u. - To increase pre-reading skills reading the poem.	- 'The nut is under a rug', 'Where is the bug?'	**- Bingo.**	- Song. - Poem.
	Lesson #2: Luke and the mule!	**-** To identify, practice, and recognize the sounds of the long vowel sound u. - To differentiate long vowel sounds and short vowel sound with the vowel u.	- 'Can I sit on the mule?' 'I sat on the mule'	**- Treasure classroom.**	- Song. - Poem.

Lesson #3 Rescuing the complete word!	- To practice all the different English vowel sounds learned during the three cycles. - To incorporate all the sounds in a single oral production. - To read aloud a literature resource with all the attendance sounds.	- 'We have a map', 'we say'.	- **Find the letter.** **- Complete the word.**	- Song. - Poem. - Short story.

Cycle #1: Let's go to planets Katana and Eleven!

Cycle #1 focuses on introducing to the proposal designed as a space adventure in which students are protagonists. In this regard, students will start recognizing vowels and sounds. It is divided into four lessons based on short vowel a, long vowel a, short vowel e, and long vowel e. The purpose of this cycle is to introduce students to the different kinds of sounds with the different vowels. During the lesson, students will learn vocabulary, grammar, and structure but in an implicit way.

The first lesson of this cycle is about the short vowel a: 'Clap, clap, clap'. Hence, the main purpose is to identify the sound of the short vowel sound /æ/ in common words. It has five main activities in which students are supposed to listen to a song and a poem, and play a clap, clap game using her hands when listening to the /æ/ sound. Also, in the second lesson which is named 'I have a vase', students will understand the difference between long sounds and short sounds. It has five main activities in which students will listen to a song and story chant, draw or show objects, play a game with flashcards, and then, read aloud while listen to the story chant. During the first part of the cycle, they will understand that there are many phonemes in a single grapheme.

The third and fourth lessons has to do with letter e. The lesson #3 is named 'I can get a jet!'. Here, students will increase their phonemic awareness using English vowel sound e. It has four main scales of time in which they will comprehend the attendance sound by listening to a song and listening to the short story. A bingo game will be implemented to make sure they understand the vowel sound. In the same way, they will learn about an important modal verb unconsciously which is can during. Then, students will read aloud the short story and at the end, they are supposed to complete a short worksheet based on the story. The lesson #4 is named 'My

feet are not clean!'. Hence, they will listen to a song and a poem and they will have the opportunity to make simple sentences in simple present using the verb 'want'. Then, students will make rhymes with the words in the game part of the lesson and they will make an object with clay. As another task, they should create a sentence using the verb can and another word with short or long vowel e. At the end of the cycle, they will be able to make differences between long and short sounds with the first two vowels: a and e.

Cycle #2: Let's visit planets Ice and Octopus!

Cycle #2 focuses on the following two planets to continue the space adventure by understanding the next two English vowel sounds. It is divided into four lessons based on short vowel i, long vowel i, short vowel o, and long vowel o. The purpose of this cycle is to continue identifying, producing, and differentiating vowels sounds by learning vocabulary, grammar, and structure in an implicit way.

The first lesson of this cycle is about the short vowel i: 'My pink pig' having as the main purpose to identify the sound of the short vowel sound /ɪ/ in common words. It has five main activities in which students are supposed to listen to a song and a literature resource, play 'find the letter' game in which they will choose the letters of the word while listening to it, and read aloud a short story and a poem. In the same way, the second lesson which is named 'High five'. Here, students will understand the difference between long sounds and short sounds as well. It has five main activities in which students will listen to a song, a poem, and a short story, play a memory game making couples of words, and then, read aloud the poem. During the first part of the cycle, they will understand that there are many phonemes in one grapheme.

The third and fourth lessons has to do with vowel o. The lesson #3 is named 'My dog!' and students will increase their phonemic awareness using English vowel sound /o/. It has four

main activities in which they will comprehend the attendance sound by listening to a song and listening to the short story. Here, they will also learn about third person unconscious, as follows: 'The fox hops to the log'. Then, they will play a treasure game finding all the flashcards with the clues given by the teacher. Students are supposed to take one object to the class, this object should contain the short vowel /o/ sound. Finally, the students will read aloud the short story and they will pronounce the words with the short vowel /o/ sound. In the lesson #4 named 'Mole needs a home!', they will listen to a song and a short story. Afterwards, students will play a hangman game to practice spelling and at the end, practice pronunciation. At the end of the cycle, they will be able to make differences between long and short sounds with the next two vowels: i and o.

Cycle #3: Let's enter into planet Fun!

Cycle #3 focuses on concluding the space adventure by recognizing vowels and sounds and then, practicing all the phonemes in an integrated literature resource. This cycle is divided into three lessons, based on short vowel u, long vowel u, and the final practiced part. The purpose of this cycle is to identify, produce, and differentiate vowels sounds, and then, to read aloud a literature resource with correct pronunciation taking in mind all the attendance sounds they have learned.

The first lesson of this cycle is about the short vowel u: 'Where is the bug?'. In this sense, the main purpose is to identify the sound of the short vowel sound /ʌ/ in common words. It has five main activities in which students will listen to a song, listen and read a short chant, and play a bingo game identifying the English vowel sounds. In the same way, the second lesson which is named 'Luke and the mule!' has as the main purpose to identify, practice, and recognize the sounds of the long vowel sound u, and to understand the difference between long sounds and

short sounds as well. It has five main activities in which students will listen to a song and short story while reading aloud it, draw or show objects, and play a treasure game. During the first part of the cycle, they will continue understanding the different phonemes in one grapheme.

The third lesson is a review about all the phonemes they learned before. The objectives of this lesson which is called 'Rescuing the complete word!' are first of all, to practice all the different English vowel sounds learned during the three cycles, incorporate all the sounds in a single oral production, and read aloud a literature resource with all the attendance sounds. Here, students will increase their phonemic awareness using all the English vowel sounds simultaneously. This lesson has five main scales of time in which they will practice the attendance sounds by listening to a song with the short vowel sounds. As a task, they will write a poem with a specific short vowel. Then, they will listen to a song with the long vowel sounds. They are supposed to write a short story using a specific vowel sound. Students will listen to a song trying to complete the tasks given by the teacher. At the end of the lesson, they will read aloud a poem that contains all the English vowel sounds.

Instructional design

The cycle #1 and cycle #2 with the complete materials and resources will be presented in this section. To see cycle #3, go to the annexes section *[See Annex #1, #2, and #3]*

Cycle #1, Lesson #1: **Clap, clap, clap!**	**Sessions: 1 - 2**	**Time: 60 minutes** 7:00 am to 8:00 am each session **Total time: 120 minutes**

Grade: Second grade	**Institution:** Public institutions

English teacher: Leslie González

Language Contents:
- Learning new words:
  - ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Cap: /kæp/], [Hat: /hæt/], [Clap: /klæp/], [Sad: /sæd/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, recognize, pronounce and use short vowel a sound /æ/ with the attendance words.

- By the end of this session, students will be able to appropriate of the short vowel a sound reading aloud the poem.

Procedures

Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the planet <u>Katana</u>, dear space missioners! (Individually)** To begin with, the space agent will make an introduction to the adventure saying s/he will read to everyone the Table Rules *[See Annex #1]* to work properly. To start with the first mission in the planet, the space agent will play the song *[See Annex #2]*. During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review of the words in the song making emphasis in the short vowel sound /æ/. Then, space missionaries have the first quests: repeat the words and understand their meaning. Every space missionary should pronounce one of the words to go to the next level. Doing this, every space missionary can be

	named with a nickname to start the adventure. This nickname will be pasted on the table score.
30 minutes	**Let's go to the next level: The clap, clap, clap game! (Whole class)** In this part, the space agent will play with a clap game in which the space missionaries should clap and say any of the attendance words. With the word clap, the space agent will clap using the hands and with the other word s/he will clap on the legs. *[See Annex #3].* Space agent: 'Hey, space missionaries, let's play the clap game. Clap, clap, clap, cat, cat, cat.' doing the action. Then, the space agent will mention the nickname of one of the space missionaries and s/he will repeat the action by saying clap and another word. Hence, space missionaries will get a point per every word well pronounced.
30 minutes	**Let's read aloud the clues! (Individually)** Now, the space missionaries will have the opportunity to listen to the space agent while reading aloud the poem. *[See Annex #4].* The next quests will be to identify the words that contain the short vowel sound /æ/. They will make the actions proposed in the poem and finally, they will choose some words and make draws of this. The number of the points got it will be the number of draws made by the space missionaries.
30 minutes	**Let's rescue the first letter! (Whole class)** In the last part of the session, the space agent will play the song again to make space missionaries sing and act the song *[See Annex #1].* They will show their draws and sing the song aloud. Then, the space agent will listen to the space missionaries when reading aloud the poem. Doing this, the space agent will show an image in which there is the object where the first letter is hidden *[See Annex #5].* The space missionaries will look for the letter and now, it is time to go to the next part of the planet and continue the adventure!

TABLE 😊

Game rules >>>>>>>>

OUR NAMES

In the sessions, the teacher is named as space agent and the students are named as space missionaries.

PLANETS AND VOWELS

Each vowel is an invented planet. There are five planets in total: Katana, Eleven, Ice, Octopus, and Fun. Each planet has two parts (long and short). Each part has different levels, depending on the lesson and the activity.
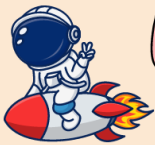
RESCUE THE WORD

Students have a mission: Rescue the word 'MISSIONARY'. In each of the lessons, the trophy is one of the letters. They have to complete the word by rescuing each one of the letters. In the last lesson, they have to match the letters to discover the word.

SCORE TABLE

Each student will have a nickname and each one will get points though the levels and planets. These points will be seen in a score table which would be on one wall in the classroom.

ENGLISH CLASS

SCORE TABLE

Here, you will find the points you have earned during this adventure!

Nickname1 10
Nickname2 10
Nickname3 10
Nickname4 10
Nickname5 10
Nickname6 10

Annex #2: Short vowel sound a:
https://www.youtube.com/watch?v=vE2T8P8kURo

short vowel a

Annex #3: Game clap, clap, clap:
https://youtube.com/shorts/TrJkZ2I6yOI?feature=share

Clap, clap, clap game!

Annex #4: Poem short vowel a:

CLAP, CLAP, CLAP

I am a missionary,
I am in the space
So clap, clap, clap
with the hands

I am a cat,
I have a hat
So clap, clap, clap
with the hands

I have a bag,
I have a map
So clap, clap, clap
with the hands

I am not sad,
I am not mad,
So clap, clap, clap
with the hands

Annex #5: Rescue letter M:

Cycle #1, Lesson #2: I have a vase!	Sessions: 3 – 4	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Learning new words:
  - Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - Phonetics and phonology, through some words, their sound, and pronunciation: [Vase: /veɪs/], [Game: /geɪm/], [Space: /speɪs/], [Take: /teɪk/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, recognize, pronounce and use long vowel a (ai, ay) sounds /eɪ/ with the attendance words.

- By the end of the session, students will be able to increase pre-reading skills by reading the short story.

- By the end of the session, students will be able to differentiate long vowel sounds and short vowel sound with the vowel a.

Procedures

| **Warm up**

TIME
30 minutes | **Observation, recognition and identification of the sound:**
Welcome to the next part of the planet Katana, dear space missioners!
(Individually)

The space agent will present the class remembering the letter found in the last class: Letter M. They should find the next letter.
To begin with, the space agent will play the song *[See Annex #6].*
During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song two times to ensure they understand the mentioned words. Then, the space agent will make a review about the words in the song making emphasis in the long vowel sound /eɪ/. Then, space missionaries have the next quests: repeat the words and |

	understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
30 minutes	**Let's go to the next level: Flashcard game! (Individually)** In this part, the space agent will play with the flashcards *[See Annex #7].* The space agent will show the flashcards to the space missionaries and they are supposed to name the object or verb and then, make couples between the images and the words. Then, space missionaries will get a point per every word well matched. *As home quests:* every space missionary will take to the class one of the objects or a picture of them mentioned in the song.
30 minutes	**Let's read aloud the clues! (Whole class)** The space agent will see the space missionaries' objects and then, s/he will give a point to those who did the home quests correctly. Now, the space missionaries will have the opportunity to listen and watch a video about a story with the attendance sound *[See Annex #8].* Then, they will listen to the teacher while reading the short story *[See Annex #9].*
30 minutes	**Let's rescue the second letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. They will show their draws and sing the song aloud. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #10].* Doing this, it is time to go to the next planet and continue the adventure!

Annex #6: Long vowel a song:

https://www.youtube.com/watch?v=m-uLFJp5ZtI

Annex #8: Short story long vowel a:

https://www.youtube.com/watch?v=fzFBaR8gtMw

Annex #7: Flashcard game:

Rain	Mail	Wait	Cake
Game	Space	Day	Say

5

	Case	Gate
	Vase	Rake
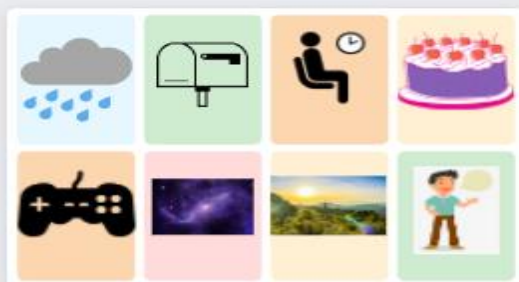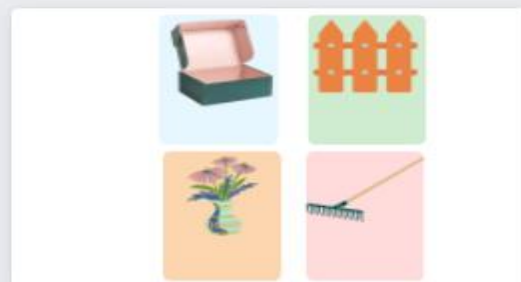
6

Annex #9: Short story lyrics:

STORY CHANT

Phonics Story Chant with the Long Vowel a

LISTEN TO THE CHANT WHILE READING:

1

What is in the case?

2

I have a vase

3

I have a rake

4

I have a cake

5

I have a date

6

Please, open the gate!

7

What is in the case?

8

I have a vase

9

49

I have a rake

10

I have a cake

11

I have a date

12

Please, open the gate!

13

Annex #10: Rescue letter I:

Cycle #1, Lesson #3: I can get a jet!	Sessions: 5 – 6	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Learning new words:
  - Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - Phonetics and phonology, through some words, their sound, and pronunciation: [Egg: /eg/], [Pet: /pet/], [Get: /get/], [Empty: /ˈemp·ti/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, recognize, pronounce and use short vowel e sounds with the attendance words.

- By the end of the session, students will be able to increase pre-reading skills by reading the short story.

Procedures

Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the planet Eleven, dear space missioners! (Individually)** The space agent will introduce the class remembering the letters found in the last classes: Letter M, Letter I. What will be the mysterious word? They should find the next letter. To begin with, the space agent will play the song *[See Annex #11].* During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words in the song making emphasis in short vowel sound e. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.

30 minutes	**Let's go to the next level: BINGO! (Five groups in total)** In this part, the space agent will play with the flashcards *[See Annex #12].* The space agent will show the cardboards with the words they have to look for. They are supposed to collect all the words. When it is completed, they will say BINGO. The group will get as many points as the could completed in the bingo.
30 minutes	**Let's read aloud the clues! (Whole class)** Now, the space missionaries will have the opportunity to listen to the video about a story with the attendance sound*. [See Annex #13].* Then, all the space missionaries will listen to the teacher while reading the short story. *[See Annex #14].* Then, they will choose their favorite part of the story and they will draw this part on the worksheet. *[See Annex #15].* Then, they will give a solution for the protagonist, orally.
30 minutes	**Let's rescue the third letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make the space missionaries sing and act the song. They will sing the song aloud. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #16].* Doing this, it is time to go to the next part of the planet and continuing the adventure!

Annex #11: Short vowel e song:
https://www.youtube.com/watch?v=y1VTHOfIO4E

Annex #13: Short story long vowel e:
https://www.youtube.com/watch?v=d8TmnH_hBko

Annex #12: BINGO game:

Annex #14: Short story with short vowel e:

Elk gets some eggs

7

It's empty. And now, I can get a jet!

8

No eggs? Oh no! My jet!

9

Annex #15: Worksheet short vowel e:

SHORT STORY

Name_____
Draw your favorite part of the story.

I can get the money for a jet.

Oh, no!

Annex #16: Rescue letter S

Cycle #1, Lesson #4: My feet are not clean!	Sessions: 7 – 8	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes

Grade: Second grade	Institution: Public institutions

English teacher: Leslie González

Language Contents:
- Learning new words:
  - ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Pea: /pi/], [Knee: /ni/], [Tree: /tri/], [Sleep: /slip/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, recognize, pronounce and use long vowel e sound /i/ with the attendance words.

- By the end of the session, students will be able to differentiate long vowel sounds and short vowel sound with the vowel e.

Procedures	
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the next part of the planet <u>Eleven</u>, dear space missioners! (Individually)** The space agent will introduce the class remembering the letters found the last classes: Letter M, Letter I, Letter S. What will be the mysterious word? They should find the next letter. To begin with, the space agent will play the song *[See Annex #17]*. During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words making emphasis in the long vowel sound e. Then, space missionaries have the next quests: repeat the words and understand their meanings. Every space missionary should pronounce one of the words to go to the next level in the planet.

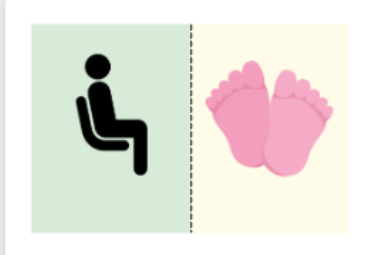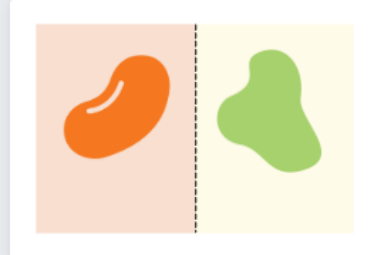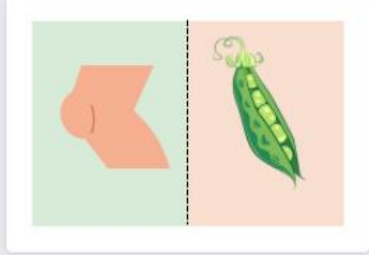|	
30 minutes	**Let's go to the next level: Making rhymes! (Five groups in total)** In this part, the space agent will play with the flashcards in which there are some of the attendance images of the words. *[See Annex #18].* The space agent will show the flashcards with the images, and then s/he will ask to the space missionaries to make rhymes. Every group should make a rhyme with two words (one flashcard) they have to look for. Every group should say the rhyme with the words to go to the next level. *A home quests:* Every space missionary should bring to the class a piece of clay (any color they want).
30 minutes	**Let's read aloud the clues to be in this planet! (Individually)** Now, the space missionaries will have the opportunity to listen to the space agent reading aloud the poem. *[See Annex #19].* Then, they will choose an object from the poem and they are going to create it using the clay. Every space missionary will have a point for the created object.
30 minutes	**Let's rescue the fourth letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. They will show their objects and sing the song aloud. Then, the space agent will listen to the space missionaries when reading aloud the poem. Now, the space missionaries will make a sentence using the verb 'can' remembering the story 'I can get a jet'. This sentence will be read aloud. The space missionaries will choose any word they want (using short or long vowel e). As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #20].* Doing this, it is time to go to the next planet and continuing the adventure!
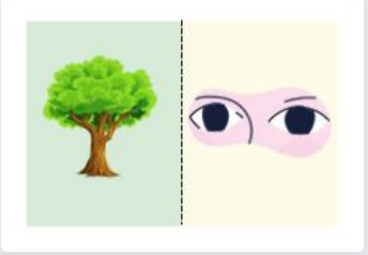
Annex #17: long vowel e song:

https://www.youtube.com/watch?v=3PJGqbCeRU4

Annex #18: Rhymes game:

1

2

3

4

5

6

I want to s**ee**
a cute b**ee**!

I want to b**e**
a big, big, tr**ee**

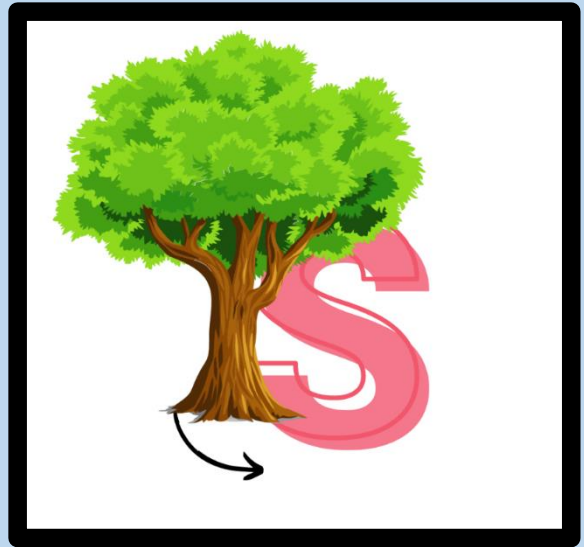I want to drink
a cup of t**ea**

I want to sl**ee**p
in my s**ea**t

I want to **ea**t
a b**ea**n and a
p**ea**

I want to s**ee**
a cute b**ee**

Cycle #2, Lesson #1: My pink pig!	Sessions: 9 – 10	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Learning new words:
  - Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - Phonetics and phonology, through some words, their sound, and pronunciation: [Pink: /pɪnk/], [Wig: /wɪg/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, practice, and recognize the sounds of the short vowel sound /i/.

- By the end of the session, students will be able increase pre-reading skills by reading the poem.

Procedures	
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the planet Ice, dear space missioners! (Individually)** The space agent will present the class and the new planet remembering the letter found the last class: Letter S. They already have four letters: 'M', 'I', 'S', 'S'. What will be the mysterious word? They should find the next letter. To begin with, the space agent will play the song *[See Annex #21].* During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned. Then, the space agent will make a review about the words making emphasis in the short vowel sound /ɪ/. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
	Let's go to the next level: Find the letter! (Individually)

30 minutes	In this part, the space agent will play with the flashcards *[See Annex #22].* The space agent will show the flashcards to the space missionaries. The flashcard will be sticked on the board. Every student should go to the board by taking turns to find some of the flashcards with the letters and building a word using the attendance vowel sound. Every word will have a point to the space missionary.
30 minutes	**Let's read aloud the clues! (Whole class)** Now, the space missionaries will have the opportunity to listen to the video about a story with the attendance sound. *[See Annex #23].* Then, all the space missionaries will listen to the teacher while reading the poem. *[See Annex #24].*
30 minutes	**Let's rescue the fifth letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. Then, they will read the poem and draw a big pig on a piece of paper. Then, the space agent will listen to the space missionaries when reading aloud the poem. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #25].* Doing this, it is time to go to the next part of the planet and continuing the adventure!

Annex #21: short vowel i song:

Annex #22: Find the letter game:

Annex #24: Poem short vowel I:

My pink pig

Do you know my pink pig?

She has a bib
she has a pin
She has a zip
She is six
❻

She has a wig
She has a wing
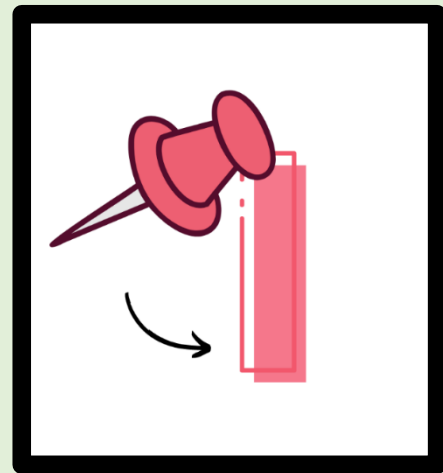She is big
She is six
❻

Annex #23: Short vowel I story:

The pig wears a wig.

0:05 / 0:57

Annex #25: Rescue letter I:

Cycle #2, Lesson #2: High five!	Sessions: 11 – 12	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes

Grade: Second grade	Institution: Public institutions

English teacher: Leslie González

Language Contents:
- Learning new words:
  ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [High: /haɪ/], [Pie: /paɪ/], [Idea: /aɪˈdiː.ə/], [Take: /teɪk/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, recognize, pronounce and use the long vowel sound i /ɑɪ/ with the attendance words.

- By the end of the session, students will be able to differentiate long vowel sounds and short vowel sound with the vowel i /ɑɪ/.

Procedures	
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the next part of the planet <u>Ice</u>, dear space missioners! (Individually)** The space agent will introduce the class remembering the letter found in the last class: Letter I. They should find the next letter. To begin with, the space agent will play the song *[See Annex #26].* During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words in the song making emphasis in long vowel sound i /ɑɪ/. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
	Let's go to the next level: Memory game! (Groups)

30 minutes	In this part, the space agent will play the memory game. The space agent will give to the students some little pieces of paper in which they will write the words mentioned in the song (choosing one): *high, sky, fly, pie, tie, five, kite, light, night.* It is supposed to be two pieces of paper per word. They are going to make groups with the space missionaries who have the same word. Every group should memorize every word of each other group, the couples that manage to memorize all the couple names will have extra points. Then, space missionaries will get a point per every word well named.
30 minutes	**Let's read aloud the clues! (Whole class)** Now, the space missionaries will have the opportunity to listen and watch a video with a story using the attendance sound. *[See Annex #27].* The space missionaries will identify the new words in the story such as: guy, spy, July, bright, and so on. They will have a point per word mentioned. Then, all the space missionaries will listen to the teacher while reading the short story. Now, the space missionaries will listen to the teacher while reading the poem. They will read it as well. *[See Annex #28].*
30 minutes	**Let's rescue the sixth letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. Then, the space agent will listen to the space missionaries when reading aloud the poem. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #3].* Doing this, it is time to go to the next planet and continuing the adventure!

Annex #26: Long vowel sound I song:

https://www.youtube.com/watch?v=U60sOQxbO4I&t=20s

Annex #27: Long vowel I short story:

https://www.youtube.com/watch?v=3ElrdJJpnZQ

High Five

I have an idea
I can ride my bike
and drink my milk,
I can hide
in the moonlight,
I can bake a pie
and eat pig,
I can shine
in the blue sky,
I can meet
a big king,
I can smile
and count to nine,
I like to have
a ship,
can you give me
a high five?

Cycle #2, Lesson #3: My dog!	Sessions: 13 – 14	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions

English teacher: Leslie González

Language Contents:
- Learning new words:
  - Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - Phonetics and phonology, through some words, their sound, and pronunciation: [Dog: /dɑːɡ/], [Ox: /ɑːks/], [Fox: /fɑːks/], [Log: /lɑːɡ/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, practice, and recognize the sounds of the short vowel sound o.

- By the end of the session, students will be able increase pre-reading skills by reading the short story.

Procedures	
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the next planet Octopus, dear space missioners! (Individually)** The space agent will introduce the class remembering the letter found in the last class: Letter O. They should find the next letter. To begin with, the space agent will play the song *[See Annex #30].* During this time, space missionaries will observe, recognize and identify the words that contain this song. The space agent will play the song 2 times to ensure they understand the words mentioned. Then, the space agent will make a review about the words making emphasis in the short vowel o sound /ɑː/. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
	Let's go to the next level: Treasure classroom! (Groups five people)

30 minutes	In this part, the space agent will play with the flashcards *[See Annex #31].* The space missionaries will make groups of five people. The space agent will show the flashcards to the space missionaries and they are supposed to say the name of the object or verb and then, make couples between the images and the words. Then, the space agent will say that the whole class will play a 'Treasure Classroom'. S/he will hide the flashcards in the classroom and then, the space agent will say the first clue to find the first treasure: - Dear space missionaries, the first clue to find the treasure is: Go to a place inside the classroom is which we used to have our waste. (Trash can) The space missionaries will have to find the cards one by one. They will have a point per treasure found. *As home quests:* every space missionary will take to the class one of the objects or a picture of them mentioned in the song.
30 minutes	**Let's read aloud the clues! (Whole class)** The space agent will see the space missionaries' objects and then, s/he will give a point to those who complete the home quests. Now, the space missionaries will have the opportunity to listen to the video about a story with the attendance sound. *[See Annex #32].* Then, all the space missionaries will listen to the teacher while reading the short story.
30 minutes	**Let's rescue the seventh letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. They will show their objects and draws and sing the song aloud. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #33].* Doing this, it is time to go to the next part of the planet and continuing the adventure!

Annex #30: Short vowel o song:

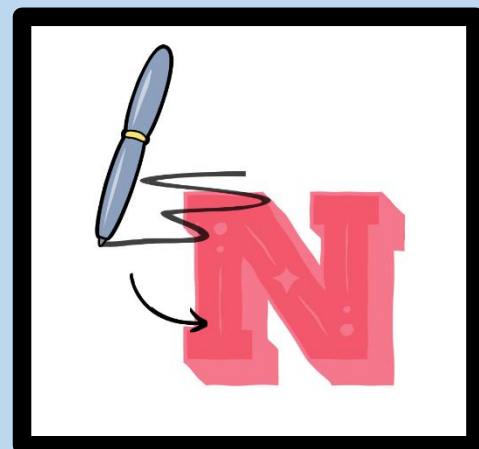*https://www.youtube.com/watch?v=NFe1JXK8nT4*

Annex #31: Treasure game:

Annex #32: Short story short vowel o:

https://www.youtube.com/watch?v=zx9cGmJew-Y

The ox is after the fox.

Annex #33: Rescue letter N:

Cycle #2, Lesson #4: **Mole needs a home!**	**Sessions: 15 – 16**	**Time: 60 minutes** 7:00 am to 8:00 am each session **Total time: 120 minutes**
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Learning new words:
  - ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Coat: /koʊt/], [Soap: /soʊp/], [Bone: /boʊn/], [Pole: /poʊl/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, practice and recognize the sounds of the long vowel sound /o/.

- By the end of the session, students will be able to differentiate long vowel sounds and short vowel sound with the long vowel o.

Procedures

Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the next part of the planet <u>Octopus</u>, dear space missioners! (Individually)** The space agent will introduce the class remembering the letter found in the last class: Letter N. They should find the next letter. To begin with, the space agent will play the song *[See Annex #34]*. During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words making emphasis in the long vowel o sound /oʊ/. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
	Let's go to the next level: Hangman game! (Individually)

30 minutes	In this part, the space agent will play the hangman game *[See Annex #35].* The space agent will show the images to the space missionaries and they are supposed to spell the name of the object. Then, they should read aloud each word. Then, space missionaries will get a point per every word well read.
30 minutes	**Let's read aloud the clues! (Whole class)** Now, the space missionaries will have the opportunity to listen to the video about a story with the attendance sound. *[See Annex #36].* Then, all the space missionaries will listen to the teacher while reading the short story
30 minutes	**Let's rescue the seventh letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #37].* Doing this, it is time to go to the next planet and continuing the adventure!

Annex #34: Long vowel o song:

https://www.youtube.com/watch?v=NZHn2UhrLZM&t=46s

Annex #35: Hangman game:

1

2

3

4

5

Annex #36: Short story long vowel o:

https://www.youtube.com/watch?v=3XJUCwI8ecM

Annex #37: Rescue letter A:
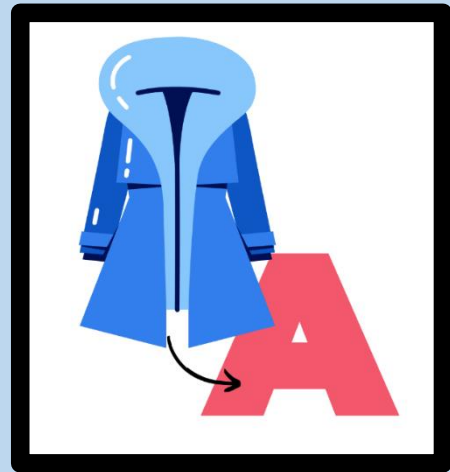
CHAPTER V: CONCLUSIONS AND IMPLICATIONS

As it was observed all over the previous chapters, the current pedagogical proposal looks to improve the pre-reading process in second graders by using gamified phonics instruction, fostering phonemic awareness when producing EFL vowel sounds. In this chapter, the implications, limitations, and further research of the proposal will be presented.

Implications

The implementation of this pedagogical and didactic innovative proposal triggers a number of requirements for the agents that are involved. These implications are directly related to the institution where the proposal might take place, the teacher who would implement it, the students who would be a part of the institution, and finally, for me as the designer of the proposal.

First of all, it is necessary to mention the implications for the institution where this proposal might take place. The educational community should perceive phonics as an essential tool when learning English as a foreign language. Phonics is an important language aspect, not only in the reading process but also in the speaking one because it implies the way in which learners experiment with the foreign language by pronouncing words and reading texts. Moreover, it is necessary to conceive English vowels as significant parts of the phonological aspect of the language. It is known that phonics represents also the way in which consonants sounds are produced but English vowels are the most difficult part when learning English as a foreign language because there are more English phonemes than Spanish ones (Le Gal, 2018). For young learners, it is not easy to understand all the different types of pronunciation when learning the foreign language and that is why English vowels sounds are the focus of this project.

Similarly, it is fundamental to consider the vision of learning. Learning must be considered as a process in which students may relate new information with the previous one, interact with their immediate and daily reality, and not to perceive memory as the whole process of learning. The teacher who will implement must ensure that students are in an environment in which content is applied in real life and from students' close contexts. In addition to this, the educational community must ensure the opportunity to have real technological resources. Children should have the chance to have internet, computers, digital devices, and other equipment to improve their own learning process. The students are supposed to listen to songs and short stories or read poems and other literature resources, and it is essential to have the access of these technologies.

Secondly, the implications for teachers who will implement this proposal should be related to motivation, engagement, adaptability, the role of them in the classroom. Teaching has to be not only effective but also engaging and enjoyable. Generally, students are afraid to commit pronunciation mistakes, they have no confidence with teachers, they do not have fluency or they do not have enough vocabulary to express themselves de Mejía (2006). This implies that students may not participate in the designed activities when reading aloud or interpreting the songs. It is necessary for the teachers to build up confidence and relation among them and their students to have a successful process when implementing this project. Teachers have to encourage students to speak and also look for strategies to make them participate in the designed activities, create real inclusive environment in which they can express themselves, interact, and interchange knowledge.

In the same way, a teacher should be flexible and adaptable in terms of time, resources, budget, and tools because the class is not a mandatory environment and the teacher should be

ready to have unexpected results. Considering the role of the teacher, s/he should be recognized as a guide, facilitator, inspirator, motivator, and encourager to accompany children's processes as a part of the educational community. A teacher cannot be the entity who only makes rules and command a classroom when teaching English as a foreign language.

Furthermore, learning to read in a foreign language for second graders is not as easy as it could be. It means that students at this age are learning how to read and write in their mother tongue and if the students do not have well developed their pre-reading skills in their first language, they may have troubles when facing the challenge of reading in their second language. The teacher who would implement this proposal may face different children's cognitive difficulties in the classroom, making allowance for they are acquiring Spanish abilities and English abilities at the same time.

In the third place, the implications for students are related to behavior. Students must be in an open attitude when learning throughout gamification. It implies not only the students' presence but also the disposition of being part of a game in which they are the protagonists having a challenge, learning while playing, and obtaining rewards at the end of each lesson. Students have to take part of the learning environment being open-minded to learn new English aspects of the language.

Lastly, certain implications for me as a designer and pre-service teacher emerge. In the first place, I have to keep in mind the expected results of the implementation, but some unexpected outcomes will appear. As a designer, I have to adjust and enhance the design of the lesson plans and the activities, tools, and resources, bearing in mind the different students' needs and contexts. Also, I have to consider that this proposal is not the end of the regular research but

it is the starting point to continue the investigation and examination of gamified phonics instruction in the pre-reading process. It may imply the future articulation of other aspects of language such as alphabetic knowledge and nomination speed with gamified activities in the classroom.

Besides, as a pre-service teacher, I have to consider and evaluate my own teaching practices being open to change or adjust them to promote, improve, develop, and motivate learning processes in my students. Also, I have to understand the responsibility that the teaching of young learners practice implies. I am the agent who guide and encourage children to learn properly because they are not just learners but also, they are part of the society. Finally, it is important to mention that this project demanded a lot of reading time, organization and design of material, and effort. The proposal was revised, corrected, rewritten and readjusted to obtain the best results in terms of design and exploration of the proposal.

Limitations

Designing the current proposal was restricted by some limitations. First of all, it was difficult to characterize a target population without the possibility to have access to a real educational context and students due to the pandemic. I was not able to consider the real necessities of the population target but I had to base my proposal in diagnoses made towards unspecific participants by other researchers.

The second limitation has to do with the implementation of the proposal. Due to the pandemic, and its consequences and restrictions, improvements and evaluations could not be made considering the impossibility of implementing the design proposal. If a future researcher applies the scheme, s/he can obtain not only better results but also a better evaluation and

improvements to the project. In the same way, time continues being a limitation to this project. Time is not enough when designing materials for children, looking for dynamic tools, and planning gamified activities to promote English language learning.

Another limitation has to do with technological resources. As I mentioned before, technology has become a challenge when implementing gamified phonics instruction in the pre-reading process. Future researches may face life real problems since schools may not have access to internet, TV's, computers and other devices, and audio players. Most of the materials designed for the implementation have important audios, songs and images to foster phonemic awareness throughout gamified phonics instruction. If schools do not have access to technological resources, the teacher will be limited at the moment of applying the proposal in the correct way. This problem could be more considerable in a real context which means that there are classrooms with 40 students inside, who want to be part of the activity at the same time, listening to songs and audios. In this sense, audio and images should be as audible and visible as possible and it cannot be possible if schools do not have technological resources and digital devices.

Further research

Further research is necessary in terms of the implementation to obtain factual results, the study of consonant English sounds, and the use of gamification tool when applying other certain methods. In the first place, this proposal might be implemented not only as a straightforward proposal but also as action research in which investigators may obtain and analyze real data, modify the gamified phonics instruction activities, and have specific results and conclusions with factual outcomes. It will complement the current proposal by understanding the tangible and authentic effects of gamified phonics instruction in the pre-reading process.

In the second place, as could be seen through the document, this pedagogical proposal focuses on English vowel sounds but there is a gap when referring to all the English sounds, including consonants. It is important to highlight that the future researches may know the real impact of phonics instruction not only in the English vowel sounds but also in the English consonant sounds. It is necessary to research about English consonant sounds, considering the fact that there are bibliographies about this important item of English sounds but implementing common and traditional learning techniques with focus on grammar, vocabulary, and constructed structures.

In the last place, gamification may imply an improvement in other methods and aspects of language. Grammar translation method, direct method, communicative language teaching and audio-lingual teaching (Sanjaya, et al., 2014) can be implemented as other teaching strategies to foster other skills and abilities fostering alphabet knowledge, word recognition, nomination speed, oral language and so forth. Besides, gamification can be applied not only in the pre-reading process but also in advanced reading processes that imply reading comprehension and summarizing main ideas of longer texts.

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ANNEXES

Annex #1: Cycle 3, Lesson #1

Cycle #3, Lesson #1: Where is my bug?	Sessions: 17 – 18	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		
Language Contents: ● Learning new words: ➢ Nouns, adjectives, and verbs. ● English language aspects taught and learnt unconsciously, such as: ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Bug: /bʌg/], [Sun: /sʌn/], [Cup: /kʌp/], [Bus: /bʌs/]. Students would get familiar to the English vowel sounds.		
Objectives: - By the end of this session, students will be able to identify, practice, and recognize the sounds of the short vowel sound u. - By the end of this session, students will be able to increase pre-reading skills by reading the poem.		
Procedures		
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the last planet <u>Fun</u>, dear space missioners! (Individually)** The space agent will introduce the class remembering the letter found the last class: Letter A. They already have: 'M', 'I', 'S', 'S', 'I', 'O', 'N', 'A'. What will be the next letter? We are almost done! They should find the next letter. To begin with, the space agent will play the song *[See Annex #38].* During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words making emphasis in the short vowel u sound /ʌ/. Then, space missionaries have the next quests: repeat the words and understand	

	the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.
30 minutes	**Let's go to the next level: BINGO! (Groups of three people)** In this part, the space agent will play a bingo game *[See Annex #39]*. The space agent will show the cardboards with the images they have to find. They should listen to the teacher when s/he will say the word and matching it in the cardboards. Then, they should read aloud each word. Then, space missionaries will get a point per every word well read.
30 minutes	**Let's read aloud the clues to be in this planet! (Whole class)** Now, the space missionaries will have the opportunity to listen and watch the video about a story with the attendance sound. *[See Annex #40]*. Then, all the space missionaries will listen to the teacher while reading the short story
30 minutes	**Let's rescue the seventh letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the next letter is hidden *[See Annex #41]*. Doing this, it is time to go to the next planet and continuing the adventure!

Annex #38: Short vowel u song:

Annex #40: Short story short vowel u:
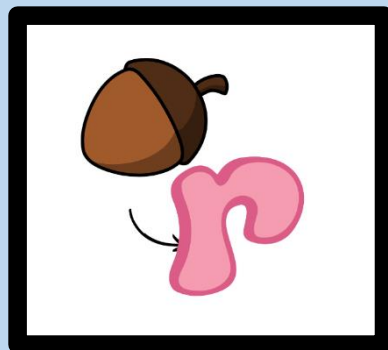
Annex #39: BINGO game:
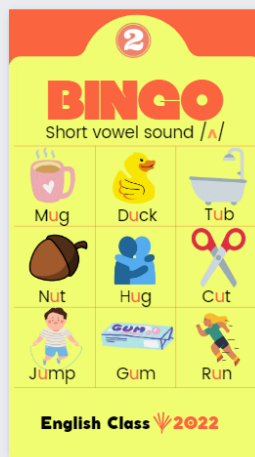
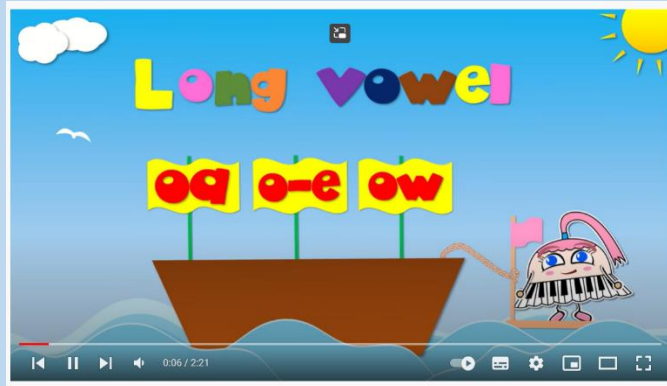**Annex #41:**

Rescue letter R:

Annex #2: Cycle #3, Lesson #2

Cycle #3, Lesson #2: Luke and the mule!	Sessions: 19 – 20	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Learning new words:
  - ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  - ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Mule: /mjuːl/], [Tube: /tuːb/], [Cube: /kjuːb/], [Cute: /kjuːt/]. Students would get familiar to the English vowel sounds.

Objectives:

- By the end of this session, students will be able to identify, practice, and recognize the sounds of the long vowel sound u.

- By the end of this session, students will be able to differentiate long vowel sounds and short vowel sound with the vowel u.

Procedures	
Warm up **TIME** **30 minutes**	**Observation, recognition and identification of the sound:** **Welcome to the next part of the last planet <u>Fun</u>, dear space missioners! (Individually)** The space agent will introduce the class remembering the letter found the last class: Letter R. They should find the next letter. To begin with, the space agent will play the song *[See Annex #42].* During this time, space missionaries will observe, recognize and identify the words that contain this sound. The space agent will play the song 2 times to ensure they understand the words mentioned in this. Then, the space agent will make a review about the words in the song making emphasis in the long vowel u sound /ʌ/. Then, space missionaries have the next quests: repeat the words and understand the meaning of them. Every space missionary should pronounce one of the words to go to the next level in the planet.

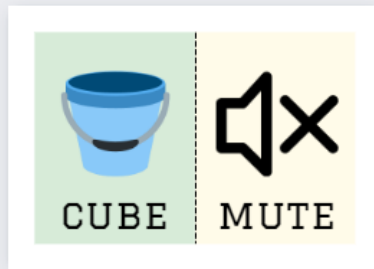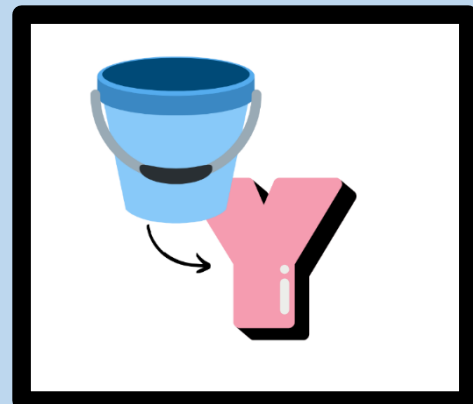|	
30 minutes	**Let's go to the next level: Treasure game! (Groups five people)** In this part, the space agent will play with the flashcards in the treasure game *[See Annex #43].* The space agent will show the flashcards to the space missionaries and they are supposed to say the name of the object or verb and make couples between the images and the words. The space missionaries will make groups of five people. Then, the space agent will say that the whole class will play a 'Treasure Classroom'. S/he will hide the flashcards in the classroom and then, the space agent will say the first clue to find the first treasure: - Dear space missionaries, the first clue to find the treasure is: Go to a place inside the classroom is which we used to leave our bags. (Desk) The space missionaries will have to find the cards one by one. They will have a point per treasure found. *As home quests:* every space missionary will take to the class one of the objects or a picture of them mentioned in the song.
30 minutes	**Let's read aloud the clues! (Whole class)** Now, the space missionaries will show the objects they take and then, they will say the word at the same time. Now, they will have the opportunity to listen and watch a video with a story using the attendance sound. *[See Annex #44].* Then, all the space missionaries will listen to the teacher while reading the short story
30 minutes	**Let's rescue the eighth letter! (Whole class)** In the last part of the lesson, the space agent will play the song again to make space missionaries sing and act the song. Then, the space agent will listen to the space missionaries when reading aloud the short story. As the last class, the space agent will show an image in which there is the object where the last letter is hidden *[See Annex #45].* We already have the word! Doing this, it is time to go to the next planet and continuing the adventure!

Annex #42: Long vowel u song:

https://www.youtube.com/watch?v=CDBHgJG1oiQ

Annex #43: Treasure game:

MULE LUKE	CUBE MUTE	BLUE TUNE
1	2	3

Annex #44: Short story long vowel u:

https://www.youtube.com/watch?v=3R5tJgsuuLw


Annex #45: Rescue letter Y:

Annex #3: Cycle #3, Lesson #3

Cycle #3, Lesson #3: Rescuing the complete word!	Sessions: 21	Time: 60 minutes 7:00 am to 8:00 am each session Total time: 120 minutes
Grade: Second grade		**Institution:** Public institutions
English teacher: Leslie González		

Language Contents:
- Review all the learned words:
  ➢ Nouns, adjectives, and verbs.
- English language aspects taught and learnt unconsciously, such as:
  ➢ <u>Phonetics and phonology</u>, through some words, their sound, and pronunciation: [Cap: /kæp/], [Game: /ɡeɪm/], [Pet: /pet/], [Pea: /pi/], [Pin: /pɪn/], [High: /haɪ/], [Dog: /dɑːɡ/], [Coat: /koʊt/], [Bug: /bʌɡ/], [Mule: /mjuːl/].

Objectives:

- By the end of this session, students will be able to practice all the different English vowel sounds learned during the three cycles.

- By the end of this session, students will be able to incorporate all the sounds in a single oral production.

- By the end of this session, students will be able to read aloud a literature resource with all the attendance sounds.

Procedures	
Warm up TIME 30 minutes	**Let's make a review! (Whole class)** The space agent will congratulate to the space missionaries for the well-done job they did rescuing the letters, they already have the complete word: ***MISSIONARY***! To make a review, the space agent will play the song *[See Annex #46].* They will practice again the long and short vowel sounds. This song will be played two times to make sure space missionaries will internalize the sounds. Then, they will look for an object with any vowel sound in the classroom and they will share the object with the whole class. Every space missionary should pronounce one of the words to go to the next level in the planet.

30 minutes	**Let's think about the short ones!** The space missionaries will listen to the song *[See Annex #47].* They will repeat the short vowel sounds and then, they will choose one short vowel sound to write a short poem about it. *[See Annex #48].*
30 minutes	**Let's think about the long ones!** The space missionaries will listen to the song *[See Annex #49].* They will listen to the song carefully and then, they will choose one word to create a short story. *[See Annex #50].* Every space missionary should read aloud the poem to go to the next level in the planet.
30 minutes	**Let's conclude this adventure!** The space missionaries will watch the video and will try to do the proposed exercises in there. *[See Annex #51].* At the end of the session, every space missionary will read aloud the poem individually, using all the attendance sounds they have learned. *[See Annex #52].* The class will close the proposal by reading aloud the poem as a whole class. Time to say goodbye!

Annex #46: Long and short vowels sounds song:
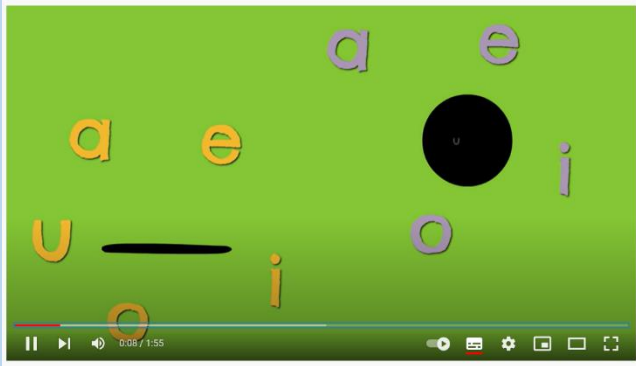
Annex #47: Short vowels sounds song:

Annex #48: Worksheet vowels sound:

MY SHORT SOUND IS...

Name_____

Write a short poem using your short sound!

Annex #50: Worksheet vowels sound:

MY LONG SOUND IS...

Name_____

Write a short story using your long sound!

Annex #49: Long vowel sounds song:	**Annex #51: Long and short vowel sounds video:**
https://www.youtube.com/watch?v=xPx9xFyzyCc	https://www.youtube.com/watch?v=xTKPXa9y9TM

Annex #52: Long and vowel sounds poem: