



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER

**TITLE:**

“USING THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENÍTEZ COSTA” SCHOOL. ACADEMIC PERIOD 2013-2014”

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major.

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**THESIS ADVISOR:** Rosa Virginia González , Mg. Sc.

**LOJA-ECUADOR**

**2015**

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Rosa Virginia González Mg Sc.

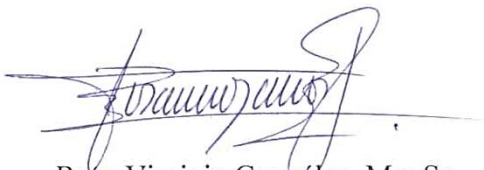
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In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

July, 31<sup>st</sup> 2014.

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Rosa Virginia González, Mg. Sc.

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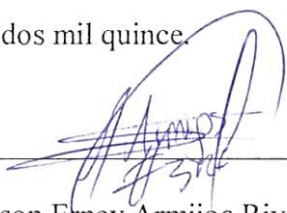
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## **THE AUTHOR**

## **DEDICATION**

To the new generation of teachers.

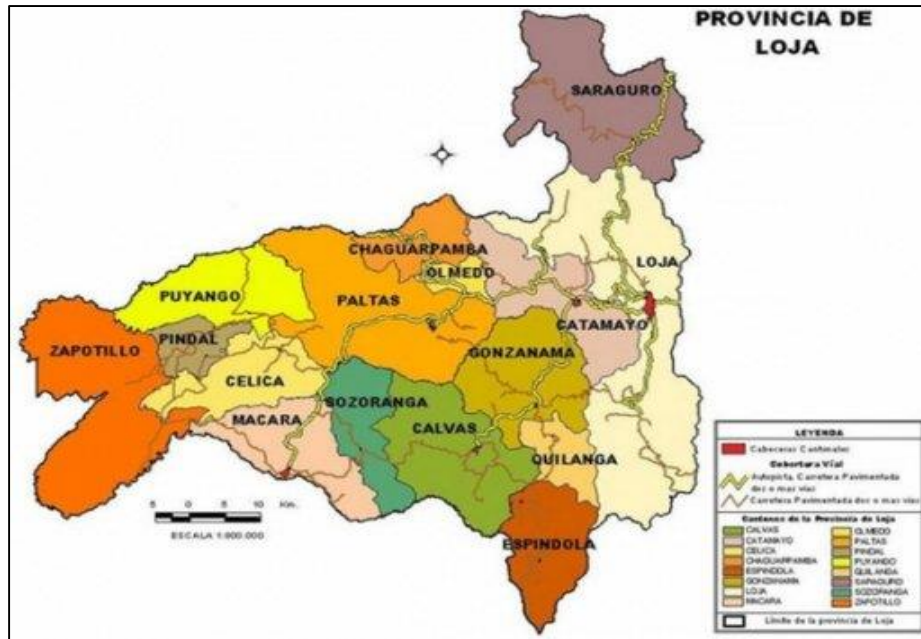
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# MAPA GEOGRÁFICO Y CROQUIS

## MAPA GEOGRÁFICO



Loja, Mapa División. (2015).mapasecuador.net

## CROQUIS



Ubicación de la escuela "Luis Humberto Benítez Costa". (2015).Openstreetmap.org



## **THESIS SCHEME**

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**a. TITLE**

“USING THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENÍTEZ COSTA” SCHOOL. ACADEMIC PERIOD 2013-2014”

## **b. RESUMEN**

Este trabajo de investigación-acción tuvo como objetivo general usar las canciones Jolly phonic y el Juego “Bakery game” para mejorar la pronunciación de los estudiantes de séptimo grado en la escuela Luis Humberto Benítez Costa utilizando el método sintético multi-sensorial y actividades como la preparación del bloc de notas. Un plan de intervención de 11 talleres se llevó a cabo para mejorar las debilidades encontradas. Dos pruebas y encuestas hechas por el investigador fueron utilizadas con el propósito de medir el progreso y la percepción de los estudiantes con respecto a las canciones y al juego. Además se utilizaron fichas de observación para chequear el mejoramiento de la pronunciación. Los resultados indicaron que la aplicación de la estrategia señalada mejoró significativamente la pronunciación como se refleja en los resultados del test posterior y las respuestas a la encuesta y listas de verificación. Este estudio ayudó a los estudiantes a mejorar la pronunciación y al investigador a fortalecer sus habilidades como profesor de inglés.

**Palabras clave:** canciones de Jolly, juego de Bakery, método multisensorial, pronunciación, sonidos.

## **ABSTRACT**

This action research work had as general objective to use the Jolly Phonic Songs and the Bakery Phonic Game to improve pronunciation skill with seventh grade students at Luis Humberto Benítez Costa School by using the Synthetic Multi sensorial approach and activities like the scrapbook preparation. An eleven-workshop intervention plan was implemented to improve weaknesses detected. Two researcher's-made tests and surveys were used to measure students' progress and perception of songs and game applied. Observation sheets were used regularly to check students' improvement. The results indicated that the use of the appointed songs and game facilitated meaningfully the improvement of pronunciation skill which was reflected in the post-test scores and students' progress during the intervention. The answers to survey and checklists confirmed the positive attitude toward working with pronunciation. This study helped students to perfect their pronunciation skill and the researcher to sharpen his teaching skills as a prospect English teacher.

**Key words:** Jolly songs, Bakery game, multisensory approach, pronunciation, phonics.

### **c. INTRODUCTION**

This topic was selected as the subject to be investigated as a result of the observations previously carried out by the researcher during the preparation of the research proposal. It was found that one of the most serious problems that students faced in the English learning process was associated with the pronunciation skill. This situation made the researcher wonder if an intervention where children can interact by singing and playing would help them to improve this problem. Hence, the use of Jolly phonic songs and the Bakery phonic game where children have the opportunity to use the language were implemented.

In order to improve the pronunciation skill it is researched the theoretical references to diagnose the negative issues that limit the pronunciation skill in the English language learning. Also it is selected the most appropriate Jolly phonic songs and the Bakery phonic game in order to apply them as a part of the classroom activities. Finally, it is reflected about the effectiveness that Jolly Phonic songs and the Bakery phonic game had on the pronunciation skill in the English Language Learning.

This action research work was developed in an 11- workshop intervention, pre and post-tests along with a field diary and a students' check list were used to collect information. The songs used to improve the pronunciation skill contained pronunciation of each phonic and actions related to real things which helped to

play the Bakery game. A worksheet activity was completed at the end of each workshop in order to make a scrapbook with the summary of each class.

The information of this written report is constructed in five parts. The first part is the literature review that describes the variables pronunciation skills, the songs and games with the collaboration of authors like Cook (2008), Lloyd (2014), Edwards (2013) and contributions of works from similar researchers.

The second part is about materials and methods where the design of the action research is detailed. The third part deals with the results, it details the findings of the research; these findings are presented in tables and figures with the logical analysis section.

The other section is the discussion where the major findings of the research are presented; the importance of them and why the data are relevant. Also the effectiveness of the strategy in class is demonstrated. The last part in this work are the conclusions and recommendations where all research questions are answered and specific suggestions to further improvement of learning are offered to teachers, students and future researchers.

#### **d. LITERATURE REVIEW**

### **PRONUNCIATION**

Cook (2008) states that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language. Besides, pronunciation refers to the production of sounds, rhythm, accent that we use to make meaning and give sense to words. Thus, it includes attention to the particular sounds of a language and expressions that are closely related to the way we speak a language.

### **WHAT TO KNOW TO IMPROVE PRONUNCIATION?**

According to Joan McCormack et al. (2010) it is necessary that students understand the both segmental and supra-segmental aspects of pronunciation. First, with regard to segmental aspects refer to sounds or units, such as: vowel sounds, and then consonant sounds, diphthongs, and consonant clusters. Then, with regard to supra-segmentals, or other vocal effects, it includes a wide-variety of features such as word-stress, intonation, connected speech, and tone units (McCormack et al. 2011).

In closing, pronunciation includes both supra-segmental and segmental features and it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

### **IMPORTANCE OF PRONUNCIATION**

Learners with bad pronunciation cannot be understood even if their grammar use is perfect, but learners with good pronunciation can do it, because they pronounce words or phrases properly and can be helped easily because they can communicate clearly.

We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary (Gilakjani, 2012).

### **HOW TO PRACTICE PRONUNCIATION**

Elmaksoud (2013) mentions that students should first of all learn to hear the sounds accurately and listen to them closely and carefully. The more they hear the differences between the various sounds of English language, the better they will



articulate them. Students should undergo ear-training and constant listening to English native speakers or some equally good models. Then they should imitate the sounds heard, using their background knowledge to make the proper adjustment of their speech organs to reproduce the sound correctly. Wrong practice does not only waste time and effort but also create bad habits, which will be extremely difficult to eliminate.

While speaking a foreign language, pronunciation is of great importance. If a student cannot pronounce correctly, he will not be able to make himself understand. A language is a tool to get in touch with people, but poor pronunciation can never be a good tool to keep in touch each other.

### **IMPORTANCE OF LETTER SOUND KNOWLEDGE**

Rajkowski (n.d) assures that children who are strong readers are skilled in using letter-sound knowledge to learn new words when reading. And that teaching phonemic awareness and methods (synthetic phonics methods) that begin by teaching students letter sounds relationships are more effective than other approaches in teaching reading, regardless of whether students do or not have reading difficulties. The fact is clear that letter sound knowledge is crucial in learning to read and spell since it helps children to teach themselves new words.

Linan (2007) claims that letter sound knowledge is also known as alphabetic understanding and that it helps students grasp that letters or clusters of letters that make up words that represent separate spoken sounds and that to read a word students must first pick out the most common sound of each letter, then blend the sounds together. Understanding that letters represent certain speech sounds and the way they are produced or spoken is challenging to beginning readers since there is not meaningful understanding between the way that letters look and the speech sound they represent. For instance, there is not notion why the letter t represents the sound /t/ as in “tip”.

## **HOW TO TEACH THE ALPHABET LETTERS SOUNDS TO ESL STUDENTS**

Grover (n.d) states that letter sounds are also known as phonics and that are an essential part of ESL learning. This is because they are the "bridge" between spoken and written English. Speaking is a matter of understanding and emulating sounds, while reading is a matter of understanding the connection between letters and words. If someone can read extremely well, he may not be able to pronounce intelligible English, and vice versa.

## **INSTRUCTIONS:**

According to Governor (n.d) is advisable to follow the instructions given below in order to teach letter sounds to Second Foreign Language Learners.

- “Focus on one letter sound at a time. It is good to set the difference between letter sounds and letters.
- Teach a letter through simple words. The students may not necessarily understand all of the sounds in the words, but if you teach "apple," "ant" and "arm" at the same time they will be able to understand the significance of the "a" sound due to the fact that it's the common denominator between the three.
- Have students repeat words in a variety of contexts. Start by just saying the word and having the students repeat it back to you. This will give them an idea of the right way to say it and start setting it in their brain.
- Move on to activities that apply the sound. Games are an excellent way to do this. For example, you could draw pictures of the "cat," "car" and "cave" on the board, and then line up two students. Point to one of the pictures and award a point to the first student to say the word clearly and correctly.
- Advance to another letter sound once most of the students are saying the first clearly and confidently. However, you should not assume it is completely set in stone. Rather, you should constantly review, referring back to old phonics sounds in games, activities and lessons in order to reinforce the learning’.

## **DECODING AND ENCODING**

Robbins & Kenny (2007) define the term decoding as the skill to change written letters into spoken words. For instance, if students are supposed to show the letters a n t, they would be able to translate them into the spoken word ant.

On the contrary, encoding is the reverse of decoding. It means to translate spoken words into written symbols. If students were asked the word map, they would be able to write the following letters m a p.

In summary, it is necessary that kids learn to decode words in order they be able to comprehend the message of a text. Also decoding means being able to pick out the sounds that letters represent: for example: the letter s = the sound /s/ ; the letter n= the sound /n/ and for developing these skills kids need to be phonemically aware.

## **PHONEMIC AWARENESS AND PHONICS**

Phonemic awareness is not the same thing as phonics. Phonemic awareness is related with the ears and phonics with the ears and eyes. Phonemic awareness focuses simply on the sounds. Students are not shown any print during this time. Young readers should be able to hear, manipulate and understand the sounds in words spoken aloud. (Rowlands, 2014).

According to the author before mentioned, for developing phonemic awareness, the teacher can ask students to identify the beginning, middle, or ending sounds. For example teachers can ask students:

- What is the beginning sound in the word get?
- What is the middle sound in the word pat?
- What is the ending sound in the word pet?

Multicultural & ESOL Program Services Education Dept.3 (2007), report that languages have different phonological characteristics. English Language Learners (ELLs) may encounter specific difficulties related to their home language during the initial learning phases. Awareness of individual speech sounds in one's native language correlates with the awareness of individual speech sounds in a second language.

With appropriate instruction, English Language Learners can make gains in phonemic awareness and decoding skills in English as effectively as native English speakers and manifest that Phonemic awareness involves and can be practiced by following the instructions given below.

- Phonemic Deletion – What word would be left if the /t/ sound was taken away from tap?
- Word-to-Word Matching – Do pet and pit begin with the same sound?

- Blending – What word would we have if we put these sounds together: /a/, /n/, /t/?
- Sound Isolation – What is the first sound in ink?
- Phoneme Segmentation – What sounds do you hear in the word stop?
- Phoneme Counting – How many sounds do you hear in the word apple?
- Missing Phoneme - What sound do you hear in meet that is missing in eat?
- Odd Word Out – What word starts with a different sound: tip, nap, tie, and top?
- Sound-To-Word Matching – Is there a /k/ in cake?

From the statement above, it is concluded that teaching pronunciation is done orally. One very effective thing to teach students' pronunciation is by having them singing or playing. Singing or playing will make children become interested into learning, and in order they can play or sing they will have to pay attention and understand what they have to do in order to achieve their goals, the goal of winning or competing in an activity successfully.

In fact, if we want that little kids learn, we should not teach them formally instead we should negotiate their learning. For example we as teachers we can teach, rehearse, and practice and after students grasp the topic we can apply games or songs as a tool to bring happiness and assessment of new knowledge acquired. Because if children enjoy of their learning the more they will understand. By using songs, or games we can keep them emotionally involved in the learning

process and keep them interested in making sense of this extraordinary world of English.

## **WHY TO LEARN PHONICS**

Phonics refers to the relationship between the letters of the alphabet and the sounds they make. It is essential to learn phonics because they enable kids to decode words. It helps students to read words easily without memorizing words pronunciation. Besides, the more sounds children can recognize the more words they can read.

## **APPROACHES TO TEACH PHONICS**

DiMauro & Musgrave (n.d) address that phonics is becoming the most prevailing method to teaching literacy to children and that it is the method of synthetic phonics.

Synthetic Phonics involves learning the sounds heard in the English language but most importantly it also shows how to use these sounds for the skills of reading and writing.

The English language is made up of approximately 42 principal sounds. Once children learn to hear these sounds in words and represent them with letter symbols, they are well on their way to understanding the nature of the English

language. The children learn how to utilize their knowledge of sounds by blending the sounds together to create a word. In fact, they are beginning to crack the code of the English language.

It is important to remember however, that phonics should not be treated in isolation when teaching the skills of reading and writing. Phonics itself is a great tool for developing the foundation to an effective reading strategy, however comprehension is also vital in order for true reading to occur. Jolly Phonics is one such program as it follows a multi-sensory approach as a means of giving the children an awareness of these 42 sounds. The program gives children the necessary tools for reading and writing English in a way that is fun and successful.

In closing, it is considered that teaching sounds facilitate students to break down pronunciation barriers, and that studying letters sounds is vital to strength students' confidence to pronounce words and that Jolly phonics is a great tool to encourage students to recognize and read words confidentially.

## **MULTISENSORY APPROACH**

This approach was invented by Siegel Herbet and Siegel Dorothy on March 23<sup>rd</sup>, 1971 in order to enhance students with lesser abilities to improve reading by allowing them to use a variety of senses in reading (Siegel & Siegel, 1971).



According to Baines (2008) multisensory learning helps teachers to engage students into learning through hands on, auditory, visual, and olfactory stimuli and link the activities to relevant academic activities. Multisensory approach is based on using students' senses as the way they naturally learn. By feeling, touching, tasting, smelling, seeing and hearing.

### **MULTISENSORY REINFORCEMENT**

Practice using three pathways of learning through eyes, ears and sense of touch. Students simultaneously see the letter(s), hear the sound, feel how it is formed with their lips, tongue, and throat, and feel the form as the sound is traced or written (Winsor Learning, 2010).

### **STEPS TO TEACH PHONICS**

There is a bundle of ways to teach phonics, all depends on the method teachers apply and students' English level. For this study the researcher will select the most appropriate program to teach phonics. As mentioned by Phonic Talk blog (2013). Phonics instruction must be systematic and sequential. In other words, letters and sounds are taught first. Then letters are combined to make words and finally words are used to construct sentences.

Phonics Steps Teaching Sequence according to Phonic Talk blog:

Cluster 1:

- **Step 1:** Introduce the vowels and their short sounds.
- **Step 2:** Introduce the consonants and their sounds.
- **Step 3:** Begin blending short vowels with consonants.
- **Step 4:** Begin blending and reading one vowel words and short sentences.

Cluster 2:

- **Step 5:** Introduce the long vowel sounds.
- **Step 6:** Practice blending long vowels with consonants.

Cluster 3:

- **Step 7:** Begin blending and reading two vowel words and Introduce two special rules.  
Rule #1: The One Vowel Rule. Rule #2: The Two Vowel Rule
- **Step 8:** Introduce the Phonics Charts which include the special sounds that are made when letters “stick” together.

On the other hand, it is found that Sue Lloyds (2014) manifests that Jolly Phonics is a systematic phonics scheme that teaches children the alphabetic code of English. And sounds are set in seven groups, and the five basic skills for reading and writing are taken into consideration as shown in Table 1.

Table 1. *Jolly Phonics*

Group 1	s a t i p n
Group 2	c k e h r m d
Group 3	g o u l f b
Group 4	ai j oa ie ee or
Group 5	z w ng v oo oo
Group 6	y x ch sh th th
Group 7	qu ou oi ue er ar

Source: The researcher.

The five basic skills for Reading and Writing are included in the Jolly Phonic Program and a multisensory method is used to introduce the children to the letter sounds.

- LearningtheLetterSounds
- LearningLetterFormation
- Blending
- IdentifyingSounds in Words
- SpellingtheTrickyWords

## **LEARNING THE LETTER SOUNDS**

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups but in this case it will be taught the first group of letter sounds as follows:

Table 2. *Letter sounds*

GROUPS							
<b>GROUP 1</b>	S	A	T	I	P	N	
<b>GROUP 2</b>	C	K	E	H	R	M	D
<b>GROUP 3</b>	G	O	U	L	F	B	

*Source:* The researcher.

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses the teacher can point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary.

Children should learn each letter by its sound, not its name. For instance, the letter 'a' should be called 'a' (as in Ant) and not 'ai' (as in Aim). Similarly, the letter 'n' should be 'nn' (as in Net) not 'en'. This will help in blending. The names of each letter can follow later (Primarily Learning, n.d).

The letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three letter words than any other six letters. The letters 'b' and 'd' are introduced in different groups to avoid confusion (Caerphilly, n.d).

## **IDENTIFYING SOUNDS IN WORDS**

The easiest way to know how to spell a word is to listen for the sounds in that word. It can be started by asking kids to listen for the first sound in a word. Next, by listening ending sounds. Teachers can begin teaching sound recognition with simple three letter words such as 'pat' or 'tap'. A good idea is to say a word and ask students to recognize the beginning or ending letter sound in it. (Phonic Talk,n.d; Read Australia, n.d).

## **STUDENTS' PROBLEMS IN PRONOUNCING ENGLISH WORDS**

A learner's very first problem with the English alphabet is the vowel-sounds (Haycraft, 2010). When teaching any language as a target language, the teachers' role must be to teach basic pronunciation sounds and words.

Harmer (2001: 183) states that teaching pronunciation not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English (Ratnasari, 2007).

Many English sounds have similar pronunciation with regards to the consonants but sound different, especially with vowels and sound production are challenging for English learners to articulate them properly. For example, learners omit consonants pronunciation at the end of words, such is the example: present: /'prez.ənt/ they say /presen/. Also the "s" sound at the beginning of words it is confused and pronounced like if it were before "s" a vowel, example, spinach is pronounced "espinach" instead of "'spɪn.ɪtʃ/" and at the end of words, in English it can turn into "s" or "z" and it is not well distinguished its pronunciation. Thus, learners need phoneme awareness to pronounce the words of the target language.

## DIFFERENCES IN PRONUNCIATION

Our Spanish language has very big differences with English in pronunciation. In our language, there is no difference between its writing and its sound. But we find it different in English, and because of that students make mistakes while pronouncing words. However making mistakes is common for language learners, but teachers have to let students notice about them, so that the researcher will try to give some advices to students in order they have confidence for speaking up in class.

In English vowels have many sounds depending on the spelling of words and dialect being used as American or British English. Having English the same alphabet as Spanish but different pronunciation makes hard to understand words. Thus, every single sound that is produced in English is important to study, not only because of the way it is produced in the mouth but also because of its voiced and voiceless sound for the consonants letter sounds.

Table 3. *Spanish /a/ vs American English /ɑ:/, /æ/, /ʌ/*

Words	Common mistake	Expected pronunciation
- part	/part /	/pɑ:rt/
- pat	/pat /	/pæt/
- puff	/puf/	/pʌf/

Source: The researcher.

From the described below the researcher addresses that English has three vowels with a different quality sound ( /ɑ: /, /æ / and /ʌ /) as the opposite to Spanish which only has one sound that is /a /. The most prevailing mistake for Spanish speakers is to produce the three English vowel sounds with the Spanish /a/. This is without doubt, one of the problems for which English speakers misunderstand meaning of words and are unable to deduce whether the Spanish speaker means part or pat. Besides the α: sound is a long and back vowel that means that its production is longer than /æ / and /ʌ /) sound, because of its phonetic description /:/, which means that the sound production is long.

Table Spanish / i / vs American English /i: /, /ɪ/

Words	Common mistake	Expected pronunciation
- Beet	/bit /	/bi:t/
- Bit	/bit /	/bit/

Source: The researcher.

As it is showed in the table below, English has two vowels of type, /i: / and /ɪ/, which change both in duration and quality. The most common error for Spaniards is to produce both sounds with the same quality of sound and duration as it is pronounced in Spanish/i /, thus turning out the words beet and bit indifferent for English speakers. In order to avoid misinterpretation is suggested that students be aware of sound production.



The production of English /i:/ and Spanish /i/ are almost identical in quality, just the unique aspects Spaniards should be aware is to make it longer than the usually Spanish /i/.

On the other hand, English /ɪ/ is much shorter than /i:/, and its quality is different as well. Besides it sounds more like the Spanish /e/ than the /i/ in Spanish. Therefore when Spaniards want to produce the sound /ɪ/ must be aware, and try to make it sound closer to the vowel of the word *mel* than to the vowel *mil*. For a clearer idea take a look at the examples given below:

Table 5. *Sounds /ɪ/*

Spanish	English
Mil	Mel
Mí	Me

*Source:* The researcher.

Furthermore, in Spanish words do start with vowels before the “s”, not with consonants just as English does. Examples are given below for a better understanding.

Table 6. Spanish sound /e/ vs. English sound /s/

Spanish	English
Espinaca	Spinach
Estudiante	Student

Source: The researcher.

And also words do not end in voiced or unvoiced sounds, like English does and in fact pronunciation is changed depending on sounds. For a better comprehension take a look at the table below.

Table 7. Spanish /s/ vs American English /s/, /z/

Words	Common mistake	Expected pronunciation
- Spiders	/espaider /	/'spaidəz/
- Stops	/stops/	/stɒps/

Source: The researcher.

As can be seen above the word spiders ends with a “s” sound but it is preceded by a “r” sound which is voiced, this “r” voiced sound makes that the “s” sound turns into “z”.

On the second word “stops” the pronunciation in English is similar to Spanish because the “s” sound is preceded by an unvoiced sound “p”, which maintains the same pronunciation.

## **MISTAKES AND CORRECTIONS**

As quoted by Harmer (2001: 99) that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake can be pointed out to them), ‘errors’ (mistakes which they cannot correct themselves – and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but not yet know the correct way of saying it) (Ratnasari, 2007).

From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher’s help.

## **TYPES OF MISTAKES IN PRONUNCIATION**

There are two kinds of mistakes that might cause the students to make mistakes: L1 interference and developmental error. Ramelan (2003: 6-7) states some reasons about why students make mistakes in their pronunciation are because they face such problems as follows:

- “The existence of a given sound in the latter, which is not found in the former.

- Sounds which have the same phonetic features in both languages but differ in their distribution.
- Similar sounds in two languages which differ only slightly in their phonetic features.
- Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds'' (Ratnasari, 2007).

In order to facilitate and help learners to improve pronunciation of sounds and words the authors like Yanuarsih (2010) suggests that teaching songs help students to practice pronunciation, learn new sounds and words. For that reason the researcher in order to give enough feedback and practice to the students with the pronunciation skill will apply Songs and Games.

# **SONGS AND GAMES TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING**

## **SONGS**

Songs are concerned primarily with virtual time, as opposed to actual time. It consists of repetitions of basic patterns, with melodic variations that depend on changes in the speech tone of the words of a song, with rhythmic variations, as a social activity (Blacking, 1997).

Songs provide a friendly environment; give peace, happiness and motivation in class. Besides songs allow teachers to teach pronunciation, letter recognition and identification of sounds in words in a meaningful way. Songs can be used as a strategy to introduce a topic and call students' interest for it.

From the definitions of song above, it is wrapped up that a song is a piece of art, with melody that persuades students to sing and learn in a friendly and pleasant environment.

## **IMPORTANCE OF SONGS**

The main advantage of songs is to motivate and encourage students to learn the language in a fun and entertaining way. Learners learn easily and without making

mistakes, also songs can promote cooperation, creativity, spontaneity, and competition in class. Another aid is that students through songs can learn new vocabulary, sounds, accents, rhythm, and have the chance to listen to it as much as they want.

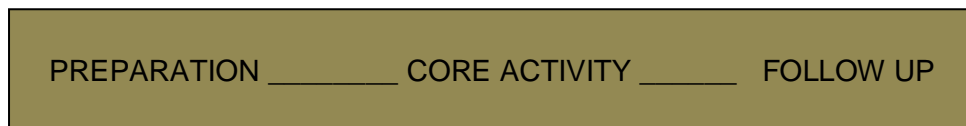
### **ADVANTAGES OF USING SONGS**

Through the use of songs a child can imitate the rhythm and musical contours of the language long before he can say the words. They notice the sound qualities of direction, frequency, intensity, duration, tempo, intonation, pitch, and rhythm. Musical aspects of language, tone, pauses, stress, and timbre are sonorous units into which phonemes, the consonant and vowel sounds of language, are later placed. Songs also promote the use of hand gestures, puppets, and rhythmic movement, and the format enables public performance. Furthermore songs increase students' understanding and acquisition of language (Feric, 2012)

In summary, teaching pronunciation through a song can help students increase the pronunciation ability, improve speech sound ability and encourage students to pronounce all the sounds correctly during the lesson (Yanuarsih, 2010).

## **THE THREE STAGES OF A SONG AS A TASK**

Cameron (1997, p. 347) and Selasa (2012) state that classroom tasks for young learners have three stages that are:



Cameron argues that the core activity is central to the language learning task and without the core, the task would collapse. The preparation activities should help to prepare the students to complete the core activity successfully. This might include pre teaching of language items or activating topic vocabulary. The follow-up stage then should build on the completion of the core activity (Millington, 2011).

### **PREPARATION STAGE**

Given the goal of the task is singing the song in the core activity stage; it is useful to activate the vocabulary and to form basic sentence structures in the preparation stage.

- This could be done using a number of methods, depending on the resources available to the teacher or the size of class. One way of activating learning might be to use a warm up activity.

In this study the researcher will introduce the song and give the tips in order that students pronounce the sounds properly, recognize them in the song and get motivated.

### **CORE STAGE**

To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally.

For example, in this case the researcher will begin this step by asking students to sing the song with the letter “A” at first, and then he will have the students wiggling fingers above elbow, as if ants were on them and say /a/, /a/, /a/.

### **FOLLOW UP STAGE**

The follow up stage should attempt to build on the successful completion of the core stage. In other words, after the students have sung the song, now they should be encouraged to use sounds and new words from the song. The follow up



stage could be used to develop written production, either through writing sentences or gap fill activities, or oral production where the sounds and words are used in a situational role play (Selasa, 2012).

In this step, it will be applied the Bakery Phonic Game in order to assess students' knowledge about sound of letters and pronunciation of new words after the core stage.

## **TYPES OF SONGS**

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. 'Real' music that the children hear and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on (Mol, 2009).

## **SELECTION OF THE SONG**

When the teacher decides to use songs in his teaching learning process, he must know the students' level of English and select the most suitable songs for them in order to facilitate their understanding and listening of its lyrics. This is a big trouble when the teacher wants to apply songs in his class.

Harmer (2001: 243) suggests two ways to solve the problem about the way in selecting the song to be brought into the class:

- “The first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics.
- The second way is to use songs to ask students whether they still have merit, whether they like them. Teachers then can choose songs which are appropriate to the topic and subject matter” (Ratnasari, 2007).

In this study, it is used the second way. It is taken songs according to the topic. Based on students' problems, it is wanted to give support on student's pronunciation skill for the seventh grade of Basic Education, in order they recognize beginning and ending sounds in words, and feel sure of their pronunciation as well. In doing this study, the researcher chooses the most suitable songs to teach pronunciation.

The participants of the research are the students of seventh grade. The students' are not able to pronounce words yet, so that the researcher believes that Jolly Phonic songs are appropriate for their level of English. Also is it important to mention that Jolly Phonic songs help to learn consonants pronunciation and production of sounds, which is good for students'' (storytimeforme, n.d).

In summary, students will be taught the most appropriate songs, taking into consideration their problems at recognizing sounds and reading words in the English Language Learning.

## **GAMES**

A game is a system in which players compete, enjoy and learn ludically. Games promote cooperation, enthusiasm and give enough feedback to students in the English Learning process. Also a game is ruled by a set of norms where the players have to consider all the parameters given by the teacher with anticipation.

## **IMPORTANCE OF GAMES**

Games are one of the most powerful tools to help students explore ideas, imagination, creativity, cooperation, feedback, etc. Smith et al (2014) address that: playing is simultaneously a source of relaxation and stimulation for the brain

and body. Thus, games boost health, creativity, happiness, good rapport and productivity.

On the other hand Anderson et al (2010) report that games provide benefits to children. In closing, games are the key tools for successful learning achievement. In this case the researcher will apply the most suitable games for practicing pronunciation, in order that students have the chance to learn, practice, or review specific words, and he selects: Phonic games.

## **PHONIC GAMES**

“Phonic games are designed especially for young readers that start learning to pronounce the letters of the alphabet and learning to put sounds together. Phonic games are made to be as educational as possible, and as fun as possible too”(Education, n.d). There are plenty of activities available so that any kid can learn phonics in a fun and entertained way.

## **TYPES OF PHONIC GAMES**

The most suitable and relevant phonic games are:

- Bakery game.
- Shadow Reading.

## **THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION IN THE ENGLISH LANGUAGE LEARNING**

Vaughn and Linan (2007) address, that an effective phonic program follows a defined sequence and includes direct teaching of a set of letter-sound relationships. Moreover they both highly agree that each instructional set should include sound relationships of both consonants and vowels. Sequencing helps students to learn the relationship between letters and sounds and to segregate the sounds in order to write words, even before they have learned all the letter-sound correspondences.

In this study, the multi-sensorial approach will be used as suggested by the authors before mentioned in order to help students learn letter sounds through sound to word and word to picture. Also he would make some adaptations from Jolly phonics teaching program in order to comprise the seventh grade students' needs, thus he would not teach the five steps as Lloyd suggests, instead he would just teach letter sounds through Jolly Phonic songs and recognition of them in beginning and ending sounds in words through pictures to words and words to pictures.

Besides he will use the Bakery phonic game as assessment of students understanding letter sounds and pronunciation of words after teaching the six

letter sounds: s, a, i, t, p, and n in order to play and build up the word pronounced by the teacher and properly build up using the letters they already have in hand. Then, he would teach the ending pronunciation of “S” after the voiced consonant “r” and unvoiced consonant “k”. And finally, he would play through the bakery game: using beginning and ending sounds recognition as well as the ability to listen, build up words and pronunciation of the words dictated by the teacher.

## **JOLLY PHONIC SONGS**

Phonics songs are an excellent way to keep children focused on learning sounds and pronunciation of words. Jolly Phonics easily and quickly engages the imagination of young minds, leading to quick and productive learning of letter sounds, identifying beginning and ending sounds in words (primarily learning, n.d).

Besides, Jolly Phonics is a fun and child centered approach to teaching literacy through synthetic phonics. With actions for each of the letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students’ achievement (Jolly Learning, 2011).

For teaching Jolly phonics songs the researcher will use Jolly Learning in order to teach students to pick up the sounds quickly and give them enough confidence for recognizing beginning and final letter sounds and words pronunciation.

The researcher selects this Phonic training course, because it has been applied in many schools of United Kingdom and other institutions around the world and according to Jolly Learning the “Schools that have applied this program are successful now and children who learn English through this course are successful and confident of their learning” (Case Studies, 2011).

For this study, the researcher will teach to seventh grade students the skills:

- Learning the Letter Sounds
- Identifying Sounds in Words

### **LEARNING THE LETTER SOUNDS**

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups but in this case the researcher will just teach the first group of letter sounds as follows:

Table 8. *Letter Sounds.*

<b>LETTER SOUNDS</b>						
<b>GROUP 1</b>	S	A	T	I	P	N

*Source:* The researcher.

Each letter sound would be taught through a Jolly Phonic Song and a specific action in order to help children remember the letter and relate them to a specific action, thing or drawing.

## TIPS FOR TEACHING PHONICS

Tabla 9. *Letter Sounds Action*

TEACHING PHONICS	
Group1	
S	Weave hand in and s shape, like a snake, and say ssssss
A	Wiggle fingers above elbow as if ants are crawling on you and say a, a, a
T	Turn head from side to side as if watching tennis and say t, t, t
I	Pretend to be a mouse by wriggling fingers at the end of nose and squeak i, i, i
P	Pretend to puff out candles and say p, p, p
N	Make a noise, as if you are a plane - hold arms out and say nnnnnn

*Adapted from:* (Jolly Phonic: The actions, 2013)

**Note:** Children should learn each letter by its sound, not its name. For instance, the letter 'a' should be called 'a' (as in Ant) and not 'ai' (as in Aim). Similarly, the letter 'n' should be 'nn' (as in Net) not 'en'. This will help in blending. The names of each letter can follow later (Primarily Learning, n.d).

Also, the letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three letter words than any other six letters.



## **IDENTIFYING SOUNDS IN WORDS**

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of letter sounds can help. Start by having your child listen for the first sound in a word. Next try listening for the end of sounds, as the middle sound of a word is the hardest to hear. Begin with simple three letter words such as 'cat' or 'hot'. A good idea is to say a word and ask students to recognize the beginning or ending letter sound in a word (Caerphilly, n.d; Phonic Talk, n.d; Read Australia n.d).

Furthermore, the researcher in order to give enough feedback and practice to students will use the Bakery Phonic Game.

## **BAKERY PHONIC GAME**

It is a phonic game that helps students to blend sounds with consonants for building up words in a fun and easy way, as if they were cooking food. It motivates students to continue practicing new words because of the way they are asked to do it and the prizes that they could get for doing it well.

## **INSTRUCTIONS:**

Tie on that apron. Break out the mixing bowls. If children love to play pretend, and need practice with letters and the sounds they make, get cooking with this activity. Not only it is playful fun, but it builds key reading skills.

## **WHAT YOU NEED:**

- 1 toy blender or large mixing bowl and spoon.
- Markers.
- 2-3 foam sheets (can be found at any craft store)
- Safety scissors.
- Constructionpaper.
- Paperorplasticplate.
- Pretendmoney.

## **STEPS:**

According to Edwards (2013) the Bakery Phonic Game is a nice way to get pupils practice sounds and she suggests following four steps in order to have materials ready and get down to practice.

- **Set it up.** Using foam sheets, help children write each of the 26 letters of the alphabet on the foam, and ask them to make some extra letters for the vowels (A, E, I, O, U). While children write the letters, ask them to remember the sound for each one. Then ask children to cut the letters into squares. The shape it is cut depends on teachers' or kids' likes.
- **Make a Menu:** This game pretends children to cook but instead of cooking with salt or flour they are given instructions to mix letters together in their bowls to make words. Now give children some construction paper and markers, and ask them to write down the items they have available, so their customers can order what they want. Teachers can use a list of words and ask children to build up words. Example: sad, at, pin, it, sat, pet, met, sit, pot.
- **Mix it up:** Ask chefs to get out their toy blenders or bowls and put all of the letter tiles inside. As a teacher be the customer and order the letters needed to accomplish the class objectives. Now sound letters out and ask students to mix the letters and pick up the letters they hear in order they accomplish the teacher's order. For example, if the teacher orders "pat", children should search for the letters "p" "a" and "t", then check if what was ordered was achieved. If students have spelled the word accurately pay for the job and congratulate the chef. If the word is misspelled, tell them that is not what was really ordered and help him or her figure out how to correct it.
- **Stay Hungry:** Reading takes time and practice and, so make sure to build on what has been taught so far, rather than just doing one word at a time. Now that children master and the sounds practice another order remaining in the

same word family. For example: if you've just tried "pet," move on to "met". Repeat this process for each word on the menu. Once children have mastered everything on the list, help them dream up new words to add to their menu, for example, "bit" or "bet".

From the stated below, the researcher agrees on adapting the Bakery Phonic Game to seventh grade students, and he will work and play with the 6 letter sounds( s, a, t, i, p and n) in order students understand and read words blending the six sounds taught.

## **e. MATERIALS AND METHODS**

In this section by materials and methods it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

### **DESIGN**

This work followed the research spiral cycles proposed by Kemmis and Mc Taggart since the process is likely to be more fluid, open and responsive. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated him reflected upon his teaching and improved his students' situation.

### **CONTEXT**

Luis Humberto Benitez Costa public school was selected as the place for the present research work since it is the school where the researcher is currently teaching as part of his teaching practicum; therefore he has an insight of the spectrum of English teaching within the school. Luis Humberto Benitez School is

located in Punzara Chico neighborhood and it is not organized according to Ecuadorian School System requirements for a Basic Education School. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of Luis Humberto Benítez Costa Basic School, the treatment of English as a subject within the curriculum of the school is a requirement but it does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

## **PARTICIPANTS**

The population for this research is the students of seventh grade of Luis Humberto Benitez Costa Basic School in the Academic Year 2013-2014. And in order to determine whether or not the strategy to be applied is effective, a number of students were considered after checking the teachers' attendance list. Seven students, 3 boys and 4 girls were selected due to they had 100 % of attendance. Their ages range from 11 to 12 respectively.

## **METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS**

### **METHODS**

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The Scientific method assisted the study of the Jolly Phonic Songs and the Bakery Phonic Game applied in the developing of pronunciation skill. It helped in the observations done before and during the intervention. This method also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The analytic-synthetic method was used to analyze the obtained results through the tests and surveys. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the field diary and observation guide. And in order to formulate

the descriptive results, the Pearson coefficient was applied to establish the correlation between the pre and post-test.

## **TECHNIQUES**

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

## **DATA COLLECTION INSTRUMENTS**

Surveys, interviews, students' grades, students' works (documentary evidence) field diaries and observation guides, video recordings and researcher's-made tests were used to gather the information.

## **MATERIALS**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target



population, the eleventh year's students of Luis Humberto Benítez School; another human resource was the English school teacher who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work. The personal computer, internet, removable memory stick, and multimedia were the technological resources used. And the office supplies like handouts, flashcards, videos, textbooks and bibliography made it possible.

## **PROCEDURE**

The study started with the application of a survey to the seventh grade students in order to identify the issues that they were facing. The analysis of the survey facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on students' problems in pronunciation was done to support the questions raised along the survey.

An intervention plan, organized in 11 workshops, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After, the data gathered was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

## f. RESULTS

The quantitative data came from the pre-test administered to 7 students of 7<sup>th</sup> year of Basic Education at “Luis Humberto Benítez Costa” School at the beginning and ending of the intervention period. In section it is presented the surveys’ and tests’ results.

### COMPARISON OF THE PRE AND POST SURVEY

#### Question 1.- Would you like to learn English?

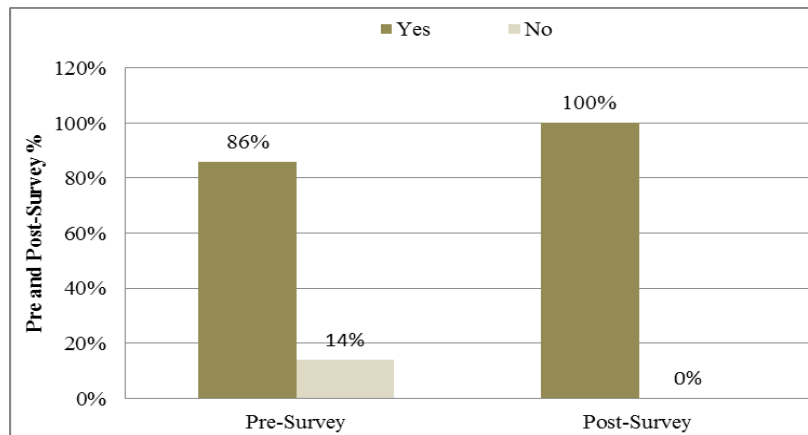
Table 1. *Students like Learning English.*

	Pre-survey	Post-survey
Yes	86%	100%
No	14%	0%
Total	100%	100%

*Source:* Students’ survey

Researcher: Armijos Rivera Nelson Erney

Figure 1. Students like Learning English.



As can be seen in table and figure 1, in the pre-survey the majority of students reported liking to learn English. This finding shows that after the period of teaching all the students become interested into learning English as a foreign Language. Students' answers coincide with studies of Lloyd (2014), who mention that Jolly Phonic songs easily and quickly engage the imagination of young minds, leading to quick and productive learning. And with studies of Edwards (2013) who mentions that the Bakery phonic game motivates students to play with letter sounds, because of the way they are ask to build up words and the prices they could get for doing it well.

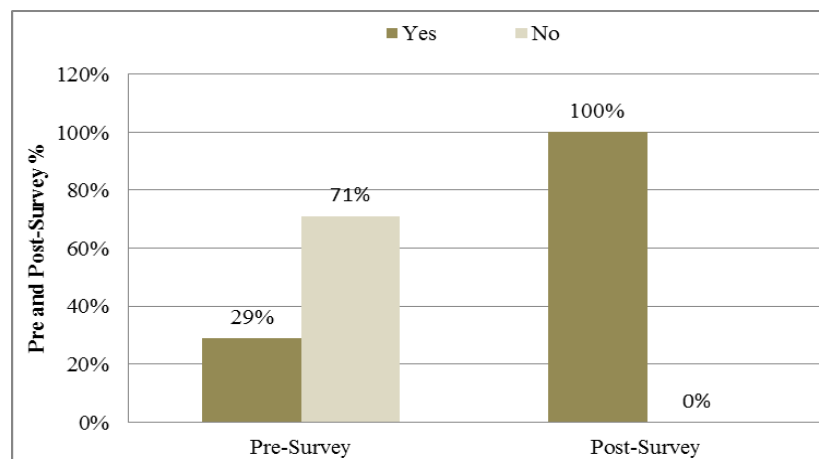
**Question 2.- Do you know what your learning style is?**

Table 2. *Students' Learning Style*

	Pre-survey	Post-survey
Yes	29%	100%
No	71%	0%
Total	100%	100%

Source: Students' survey  
Researcher: Armijos Rivera Nelson Erney

Figure 2. Students' Learning Style.



The results observed (table and figure 2), show that in the pre-survey 71% of kids do not recognize their learning style. While that in the post-survey, 100% of the students have learned it by using the multisensory approach. Baines (2008) assures that the multisensory approach is based on using students' senses, and students' learning was excellent after the use of the songs and the game.

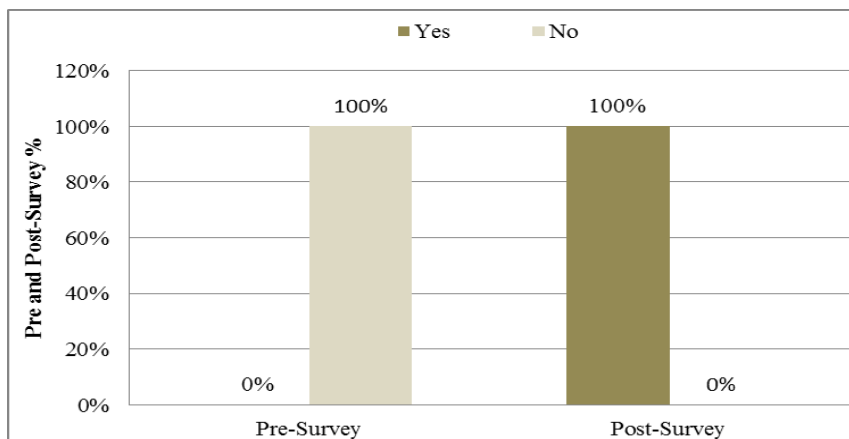
**Question 3.- Do you know what the term phonics refers to?**

Table 3. Phonics meaning.

	Pre-survey	Post-survey
Yes	0%	100%
No	100%	0%
Total	100%	100%

Source: Students' survey  
 Researcher: Armijos Rivera Nelson Erney

Figure 3. Phonics meaning.



In the before figure and table it is shown that, any student gets the phonics term meaning, but after the teaching process all students mention to have grasped the meaning of phonics. Thus, the Jolly songs and the Bakery game were essential to develop students' phonemic awareness and confidence to participate in class. This results align with reports of Haycraft (2010) who quoted that teachers' role must be to teach pronunciation sounds and words in order that students' develop phonemic awareness.

**Question 4.- Can you recognize (beginning, middle, ending) sounds in words?**

Table 4. Beginning, Middle and Ending Sound Recognition.

	Pre-survey	Post-survey
Yes	43%	100%
No	57%	0%
Total	100%	100%

Source: Students' survey  
 Researcher: Armijos Rivera Nelson Erney

Figure 4. Beginning, Middle and Ending Sound Recognition.

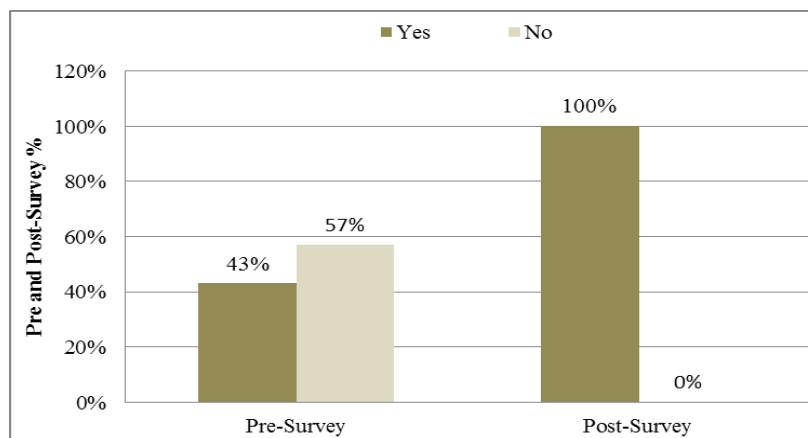


Table and figure 4 confirm that 57% of students cannot recognize sounds in English (pre-survey), but after applying phonemic awareness strategies 100% of kids reported to be able to recognize beginning, middle and ending sounds in words. The students' skills acquired for recognizing sounds in words are accomplished after the use of Jolly songs and the Bakery game, due to they

allowed students to use strategies such as sound isolation, odd word out, blending stated by Multicultural and ESOL program (2007).

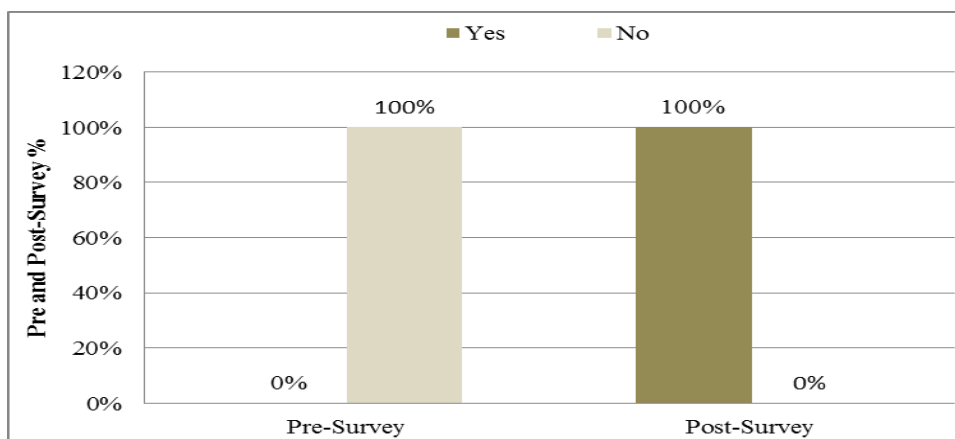
**Question 5.- Can you produce vowel or consonant sounds in the English Language?**

Table 5. Vowels and Consonants Sound Production.

	Pre-survey	Post-survey
Yes	0%	100%
No	100%	0%
Total	100%	100%

Source: Students' survey  
 Researcher: Armijos Rivera Nelson Erney

Figure 5. Vowels and Consonants Sound Production.



As can be appreciated in the pre- survey 100% of students cannot produce vowels and consonant sounds; in the post-survey, everybody can produce the



introduced sounds of consonants or vowels in the English Language (figure and table 5). After the application of the strategies used for this study it is noticed that students are capable of learning phonics. Students' knowledge achievement is confirmed by Lloyd (2014) who assures that each Jolly song has a specific action for each phonic which helps children remember the letter(s) that each sound represent.

### PRE-TEST AND POST- TEST RESULTS

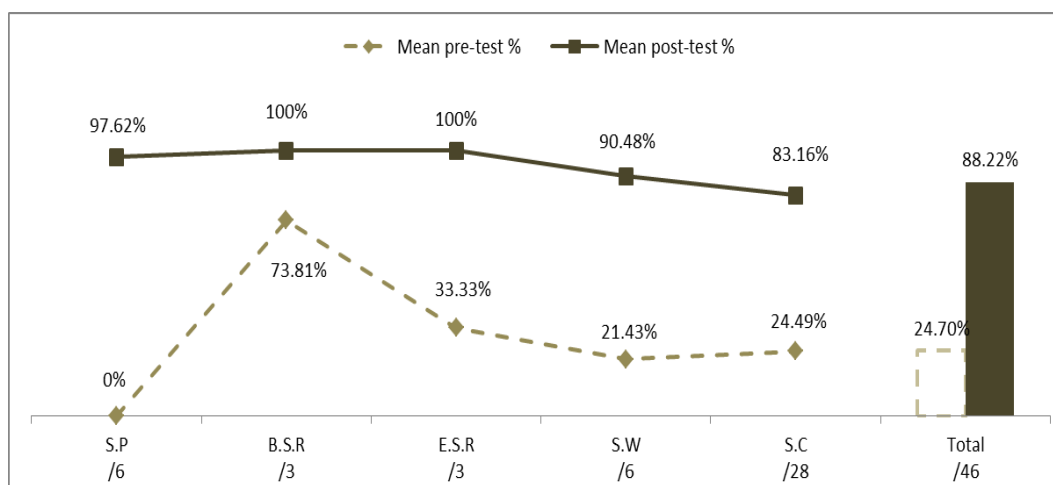
Participants' performance was measured in terms of percentage to five parameters (sound production, beginning and ending sound recognition, sounds in words and in context) which describe the learning of pronunciation skill of English as it can be seen in table and figure 6.

Table 6. Contrast between Pre-Test and Post- Test values.

	S.P /6	B.S.R /3	E.S.R /3	S.W /6	S.C /28	TOTAL /46
Mean pre-test	0	2.21	1	1.29	6.86	11.36
%	0%	73.81%	33.33%	21.43%	24.49%	24.70%
Mean post-test	5.86	3	3	5.43	23.29	40.58
%	97.62%	100%	100%	90.48%	83.16%	88.22%

Source: Students' survey  
 Researcher: Armijos Rivera Nelson Erney

Figure 6. Contrast between Pre and Post- Test values.



Comparing (table and figure 6) the pre- and post-test it is deduced a significant difference between the two. In the beginning test the mean value is represented by 24.70%, which means that this percentage is below the passing percentage (80%) stated for this research work, even though in the Ecuadorian system it is 70%. The unique that is reported is that students' did not have too much problem in beginning sound recognition 73.81% (2.21). It is concluded, that the main students' problem is sound production, because they got 0 marks out of 6 points.

Contrasting, in the post-test students have improved substantially; which means that the strategies applied worked in the learning process reaching a mean of 88.22%. And that students have improved substantially specially in sound production, due to they achieved a 98%, and it confirms that the time devoted to the teaching of pronunciation has given positive results. Finally, it can be concluded that the Jolly phonics songs and the Bakery game used to improve

pronunciation skill have addressed successfully students' problems at learning English.

### TEST'S ANALYSIS THROUGH THE PEARSON COEFFICIENT

For the comparison it is been used the scientific Pearson formula (Pearson Product- Moment Correlation), which helps to stablish a correlation among the both variables the pronunciation skill and the strategy that was applied to help students improve in the first variable.

Table 7. Pre and Post-Test Results.

Students' Code	Variable X Pre-Test Scores	Variable Y Post-Test Scores	$X^2$	$Y^2$	XY
DLB701	18	46	324	2116	828
ELB702	10	36	100	1296	360
JLB703	13.5	39	182.25	1521	526.5
KLB704	11.5	43	132.25	1849	494.5
MLB705	15.5	46	240.25	2116	713
RLB706	11.5	38	132.25	1444	437
SLB707	11.5	36	132.25	1296	414
<b>N=7</b>	<b><math>\Sigma X = 91.5</math></b>	<b><math>\Sigma Y = 284</math></b>	<b><math>\Sigma X^2 = 1243.25</math></b>	<b><math>\Sigma Y^2 = 11638</math></b>	<b><math>\Sigma XY = 3773</math></b>

**Source:** Pronunciation pre-test from seventh grade students at Luis Humberto Benítez Costa School.

**Author:** The researcher.

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{7(3773) - (91.5)(284)}{\sqrt{[7(1243.25) - (91.5)^2][7(11638) - (284)^2]}}$$

$$r = \frac{26411 - 25986}{\sqrt{[8702.75 - 8372.25][81466 - 80656]}}$$

$$r = \frac{425}{\sqrt{[330.5][810]}}$$

$$r = \frac{425}{\sqrt{267705}}$$

$$r = 0.82$$

The coefficient  $r$  is +0.82 which means that the Pre-Test has a direct relationship with the post test. Besides, its magnitude indicates that the strength of association between the variables is high. In conclusion, it is observable that the strategy applied has had a positive influence on the results seen in table 7.

## **g. DISCUSSION**

If improving pronunciation in an effective, friendly, interactive, easy and attractive way is wanted; it is necessary to apply strategies as the Jolly Phonic songs and the Bakery game. It is noticed that after an eleven workshop intervention the strategies applied helped the teacher to raise a friendly, cooperative and interactive learning environment, and that the two activities helped children to communicate and practice the language ludically, for then achieving goals successfully after a sequential teaching process.

The strategies used in this research work allowed eliminating bad pronunciation habits and helped students to transfer phonemic awareness skills from their primary language to English, and positively benefit from phonemic awareness training which is confirmed in the post-test.

The intervention was successfully addressed and the major students' problems in pronunciation skill have been improved properly. For instance in sound production they already know how to produce letter sounds. Thus, instead of forcing students to memorize words pronunciation, the students blended sounds to consonants and read words by applying letter sounds knowledge making pronunciation so much easier, than before. These findings were consistent with the literature, which found that pronunciation development can be improved by using songs and games.

Having students not been taught phonemic awareness before, there was a need of teaching segmental aspects of pronunciation since students were not aware of sound production yet, and according to the survey applied they reported to not have been taught phonics before. Pronunciation skill (sound production, beginning and Ending sounds: Voiceless and voiced S sounds, Reading sounds in words, and in context), was monitored through the checklist in order to check students' daily proficiency in learning.

The multi sensorial approach helped to strength students' knowledge of sound production, relation between sound to picture and picture to sound and words for a long term memory. In this stage students showed interest for learning English, and of course cooperation because students felt engaged with their learning styles which made them confident to pronounce letter sounds after singing.

On the one hand the Jolly phonic songs helped to listen and sing the phonics for then remembering and sounding words and sounds out. On the other hand, the Bakery phonic game fostered a better rapport and cooperation in class, setting students free to speak up. The Bakery game specially helped to give some feedback from teacher to students and students to students.

## **h. CONCLUSIONS**

The main goal of this action research work was focused on using the Jolly Phonic Songs and the Bakery Phonic Game to improve pronunciation skill. Results overall indicated a significant change in learning English as a foreign language. The Jolly phonic songs and the bakery phonic game addressed properly students' pronunciation problems with the use of the multisensory approach.

Jolly phonic songs kept kids focused on learning sounds and pronunciation of words. Songs' beat, melody, rhythm, and specific actions engaged students into a quick and productive learning, which is appreciated in the post-test results with a 88,22% which means that this percentage is under the passing percentage (80%) stated for this research work, even though in the Ecuadorian system it is 70%.

The Bakery phonic game helped to give feedback to the students by playing with letter sounds and developing phonemic awareness. Also it helped students to listen and recognize the sound heard to blend consonants with vowels to then building up words, encoding and decoding, contributing to assess students' letter-sounds recognition.

The study results compared between the pre and post-tests show a significant difference among sound production, beginning and ending sound recognition, sounds in words and in context due to the use of the multisensory approach based

on reinforcing students' learning through eyes, ears and sense of touch. By using this approach students had the chance to see the letters, heard the sound, feel how it is formed with their lips, tongue, and throat and feel the form as the letter sound is written.

To conclude the action research dealt with the influence that the songs and games could improve the pronunciation skill. The findings of the research showed that the use of them determined positively the improvement of the pronunciation and gave students self-confidence to sound words and letter sounds out.



## **i. RECOMMENDATIONS**

After going through the theory and results it is found out that the Jolly phonic songs and the Bakery phonic game have a great importance in the pronunciation skill improvement as a foreign language, not only for engaging and motivating students into the learning, but also for the cooperation, assessment and learning proficiency offered by playing and listening. For the positive students' learning achievement it is recommended the following:

- It is advisable that teachers use Jolly phonic songs to set the difference between the letter sounds and letter, and move on activities that apply the sound such as the use of the Bakery phonic game.
- Teachers' role should be to teach pronunciation of sounds and words not only to make students aware of different sounds (beginning, middle, ending sounds, sound production, isolated sounds or in context) , but also showing students where they are made in the mouth in order to stablish the difference between the mother tongue and the language to be learned.
- There should be taught English by using the multisensory approach to allow students learn naturally, by taking into account their learning styles.
- Phonics should be taught in order to develop phonemic awareness and give students the right tools to decode and encode words, to then applying blending techniques to read words and avoid memorization to read them.

- Finally, teachers should do action research about how to improve pronunciation skills designing the school syllabus according to student's needs and not according to the context given.

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## K. ANNEXES



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER

### PROJECT:

“USING THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENÍTEZ COSTA” SCHOOL. ACADEMIC PERIOD 2013-2014”

Project required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major.

**AUTHOR:** Nelson Erney Armijos Rivera

**LOJA-ECUADOR**

**2014**

**a. THEME:**

“USING THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENÍTEZ COSTA” SCHOOL. ACADEMIC PERIOD 2013-2014”

## **b. PROBLEMATIC**

### **b.1 BACKGROUND**

The present research work will be developed at Luis Humberto Benítez Costa School, for this reason the researcher will explain a brief background of this institution, and then he will introduce the group of participating students.

Luis Humberto Benítez School is an institution located in an urban city area of Loja City. It educates children from 5 to 12 years old. It works with 120 students and 10 teachers and its vision and mission are:

The mission of Luis Humberto Benítez Costa School is to provide an education of quality and warmth with a constant practice of values, grounded in objectives of basic education that allows students to develop entirely individual skills through constructivist processes, thus achieving a change in their attitude in to the society.

Its vision is to meet and enforce laws and regulations, with academic and administrative staff committed to change and respect the rights of others, with active, reflective responsible, critical creative and solidary children, with a high development of intelligence and thought that are capable to succeed in facing up to any educational field, becoming useful to society.

On one hand, this institution does not have English teachers and as a consequence students do not learn English properly and they cannot enroll in any English course because of the parent's low incomes.

Due to the fact that this school does not hire English teachers, students have a low level of English that is why it asks for some students of the English Language Career to work as volunteers in this institution. Also the parents belong to a low social class and their incomes prevent students from enrolling in English courses. The students dedicate their time to work and not studying. For example, some of them have to look after their little siblings because their parents leave home to work, and never motivate them to learn English. Therefore, they are more worried about home activities than educational duties.

On the other hand, this institution has enough resources for teaching English in class such as computers, electronic board and projectors, but the teacher never projects videos or applies songs to help students improve their English. Moreover, students do pronounce words correctly, and they are not able to understand the English Language either because this institution does not have English teachers.

Due to all to the problems that students face in class and home, the researcher has considered to work with the group of students who are about 12 years old, who belong to the seventh grade and need to learn English to be successful in high school.

Therefore the researcher will take advantage of students' interest in learning the English Language and he also will use the resources such as the computers, projectors and electronic boards of this institution.

## **b.2 CURRENT SITUATION OF THE RESEARCH PROJECT.**

In Luis Humberto Benítez School, students learn English with a series of books called "Enterprise", from first to seventh years of Basic Education. Indeed, the book is nice and has good contexts, but the problem is that students have not been taught English in the before grades, and this is just the second year that they are taking English classes. Thus it is hard to study the book "Enterprise 6" with this group of students because they cannot pronounce words and furthermore they cannot understand what the teacher says in class.

On the other hand, students do not want to participate and even some of them do not talk at all. The first reason is because they have panic and do not want to speak up because they feel ashamed. They always say amI wrong? and feel discouraged.

Second, they are afraid because they cannot pronounce words well. For example sometimes they pronounce the word as it is read or written in Spanish. When the teacher asks the students to pronounce the word *rope*, they read it as they do it in Spanish, /rope/, which seems right for them, but they make a mistake because in

English it is /roup/. Another big problem that students face is that they just have two periods of English classes per week, which is not enough to practice English.

Furthermore, the development of repetitive English classes and the lack of interactive motivational activities have made students become bored. They have taught that learning English is quite difficult, for that reason this project is going to be carried out with students of seventh grade who belong to the group that has not been taught English from the first grade and who have some difficulties pronouncing words. It is strongly believed that teaching English through songs and games will encourage students to interact, cooperate, be creative, spontaneous, involved and motivated to participate and be part of the English language class in a meaningful way, through practice and enjoyment.

Due to students' limitations of resources for enrolling in English courses and lack of confidence for speaking, it is important to do action research to help students improve their pronunciation skill in the English Language learning and be successful in their lives.



### **b.3 RESEARCH PROBLEM**

Are songs and games useful to improve pronunciation skill in the English Language Learning with the students of seventh year of Basic Education at “Luis Humberto Benítez Costa School”? Period February- April 2014.

### **b. 4 DELIMITATION OF THE RESEARCH**

The present research work will be performed with the students of seventh year of Basic Education at the elementary school “Luis Humberto Benítez Costa”.

#### **b.4.1 TEMPORAL**

The present research work will be developed during the Academic Period February- April 2014.

#### **b.4.2 SPATIAL**

This research work will be developed at —Luis Humberto Benítez School of Loja city with the students of 7<sup>th</sup> grade of Basic education.

#### **b.4.3 OBSERVATION UNITS**

The people that will be part of the present study are the following:

- The researcher; Students of 7<sup>th</sup> grade of Basic Education.

### **b.5 SUBPROBLEMS**

1. What kind of theoretical references about Jolly Phonic songs and Bakery games are effective to improve the pronunciation skill in the English Language Learning with students of seventh grade at Luis Humberto Benítez School? Academic Period February- April 2014.
2. Which are the negative issues that limit the pronunciation skill with students of 7<sup>th</sup> grade? Academic year 2013-2014
3. Which songs and games are useful to improve the pronunciation skill in the English Language Learning with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez School? Academic year 2013-2014.
4. How do songs and games as a part of the classroom activities improve the limitations in the pronunciation skill with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez School? School year 2013-2014.
5. How successful was the application of songs and games in the pronunciation skill in the English Language Learning with students of seventh grade of Basic Education at Luis Humberto Benítez School? School year 2013-2014.

### **c. JUSTIFICATION**

The present research project is important to carry out due to the fact that the students who will be part of it, need to improve their weaknesses in the English pronunciation skill. The researcher will do his best to encourage and involve students in the English Language Learning because they need to achieve a basic level of English to be successful in high school.

In the educational aspect, this research will help to improve the English Language Learning of the group of students in the researched institution. This will be an essential course where the students will have the advantage to learn pronunciation in an enjoyable and pleasant way. For example, in class students will be singing, listening, and at the same time learning pronunciation. Thus, it will make students become more competitive in the English Language. Through this process, students will become successful not only in the English class but also in society.

In the social aspect, this project is crucial because it will contribute to improve the social conditions of a group of students who belong to an educational institution that does not offer interactive English Language classes. Songs are connected to many areas of their lives, and music is related to students' styles and ways of living, and it can be used as a means for a teacher to get involved in his or her students' worlds. Furthermore, songs and games help to unite the group and raise a friendly environment among students.

Scientifically, this project is useful because the best songs or chants and games for teaching pronunciation will be searched and applied in order to give students good understanding and enough practice to learn pronunciation in the English Language.

It is pertinent because it has not been applied to any kind of intervention program for improving pronunciation skill yet. It is a reference to support teaching English through songs and games as a fun and entertaining way to motivate kids to learn and enjoy English classes. Also, it is relevant because most children enjoy singing songs and playing games, and they can often be a welcome change from the routine of learning a foreign language. Songs and games can play an important role in the development of language in young second language learners.

Finally, this research work is justified because it is a previous requirement for an English Language Career undergraduate to get the Bachelor's in Arts Degree in Science of Education, English Language specialization. Also, the researcher has the skills to participate, and he has the economic resources and necessary time that enable him to access the required information from Luis Humberto Benítez School.

## **d. OBJECTIVES**

### **d.1 GENERAL**

Using the Jolly Phonic songs and the Bakery Phonic Game to improve pronunciation skill with students of 7<sup>th</sup> year of Basic Education at Luis Humberto Benítez Costa School. Academic Period February- April 2014.

### **d.2 SPECIFIC**

- ❖ To find out the theoretical references about songs and games as a strategy to improve the pronunciation skill in the English language learning with students of seventh grade at Luis Humberto Benítez School. Academic Period February- April 2014.
- ❖ To diagnose the negative issues that limit the pronunciation skill with students of 7<sup>th</sup> grade. Academic year 2013-2014
- ❖ To select the most appropriate Jolly phonic songs and the Bakery phonic game to improve the pronunciation skill in the English language Learning with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez school. Academic year 2013-2014.
- ❖ To apply the selected Jolly Phonic songs and the Bakery phonic game as a part of the classroom activities in order to solve the limitations in the

pronunciation skill with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez school. School year 2013-2014.

- ❖ To reflect about the effectiveness that Jolly Phonic songs and the Bakery phonic game had on the pronunciation skill in the English Language Learning with students of seventh grade of Basic Education at Luis Humberto Benítez School. School year 2013-2014.

## **e. THEORETICAL FRAMEWORK**

### **1. PRONUNCIATION**

Learning a target language is difficult but not impossible. A good way to learn a language is to start practicing pronunciation, and for this it is suggested that students study the pronunciation of the language first. Next, Practice with the writing system in that particular language. Then, practice the most difficult sounds with repetitive drills daily until you are confident. After that, practice the most common words and short phrases and finally check their pronunciation with an educated speaker.”

According to Audio-lingual method: “When learners are getting used to the sounds of English it may be easier for them not to see the language written down before they practice saying it, so get them to listen to your model and then repeat” (University of Setif 2, 2013).

From all the statements below, it is agreed that is essential that English teachers teach pronunciation and make students aware of pronunciation features, because it can improve their speaking and of course comprehension.

## 1.2 WHAT IS PRONUNCIATION?

According to Cook (2008) pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language. Besides, Pronunciation refers to the production of sounds, rhythm, accent that we use to make meaning and give sense to words. Thus, it includes attention to the particular sounds of a language and expressions that are closely related to the way we speak a language (Cook, 2008).

According to Joan McCormack, Sebastian Watkins, Jonathan Smith, Annette Margolis (2010) is necessary that students understand the both segmental and supra-segmental aspects of pronunciation. Segmental aspects refer to sounds or units, such as: vowel sounds, and then consonant sounds, diphthongs, and consonant clusters. Then, with regard to supra-segmental, or other vocal effects, includes a wide-variety of features such as word-stress, intonation, connected speech, and tone units(McCormack et al., 2011).

According to Levis and Grant (2003)pronunciation includes both supra-segmental and segmental features and it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language (Levis & Grant, 2003).



### **1.3 IMPORTANCE OF PRONUNCIATION**

Learners with good English pronunciation are likely to be understood even if they make errors, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary (Gilakjani, 2012).

1. Students should first of all learn to hear the sounds accurately and listen to them closely and carefully. The more they hear the differences between the various sounds of English language, the better they will articulate them. Students should undergo ear-training and constant listening to English native speakers or some equally good models. Then they should imitate the sounds heard, using their background knowledge to make the proper adjustment of their speech organs to reproduce the sound correctly. Wrong practice does not only waste time and effort but also create bad habits, which will be extremely difficult to eliminate.

2. While speaking a foreign language, pronunciation is of great importance. If a student cannot pronounce correctly, he will not be able to make himself

understood. A language is a tool of communication but poor pronunciation can never be a good tool of communication (Elmaksoud, 2013)

#### **1.4 PRONUNCIATION AS A KEY TOOL TO UNDERSTAND A LANGUAGE.**

Certainly, do we need to learn pronunciation first and then writing? Well, for non/native speakers the most important is to start studying pronunciation and listening, why not writing first? Not writing first, because if we develop the writing skill first is not useful, because you have not developed the pronunciation skill, which is difficult to achieve that: native speakers or English teachers understand you, and probably your bad pronunciation would disappoint you because they would not understand you clearly. Why? Is it because have not been taught pronunciation or because it cannot be taught? Actually, we need to teach pronunciation. There is a big difference between a bear and a beer and beat and bit. So that is essential to study pronunciation in the English Language Learning (Vernon, N.D.) .

#### **1.5 TEACHING ENGLISH PRONUNCIATION**

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better your pronunciation, the better people will understand you and the easier you will find it to understand them (Ager, n.d.).

Teaching English pronunciation is a skill of language teaching that many educators avoid it, especially at schools, where the teachers who are in charge of the subject do not master the English Language.

Dalton and Seidlhofer (1994) define pronunciation in general terms as the production of significant sound in two senses.

- ⊕ First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Spanish, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech.
- ⊕ Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking (Dalton & Seidlhofer, 1994).

From the definitions, it can be concluded that pronunciation is the way to sound languages so that language is meaningful (Mohambest's Blog, 2009).

## **2. STUDENTS' PROBLEMS IN PRONOUNCING ENGLISH WORDS**

A learner's very first problem with the English alphabet is the vowel-sounds (Haycraft, 2010). When teaching any language as a target language, the teachers' role must be to teach basic pronunciation sounds and words. For example Spanish English learners omit consonants pronunciation at the end of words, such are the example: present: /'prez.ənt/ , they say /prezen/, that's why is difficult to understand what you actually say. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language.

Harmer (2001: 183) states that teaching pronunciation not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English (Ratnasari, 2007).

### **2.1 DIFFERENCES IN PRONUNCIATION**

Our Spanish language has very big differences with English in pronunciation. In our language, there is no difference between its writing and its sound. But we find it different in English, so that students become confused and make mistakes while pronouncing words. However making mistakes is common for second language

learners, but teachers have to let students notice about them, so that the researcher will try to give some advice to students in order they have confidence for speaking up in class.

## **2.2 MISTAKES AND CORRECTIONS**

According to Julian Edge on ‘Mistakes and Corrections’ as quoted by Harmer (2001: 99) that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake can be pointed out to them), ‘errors’ (mistakes which they cannot correct themselves – and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but not yet know the correct way of saying it).

From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher’s help.

## **2.3 TYPES OF MISTAKES IN PRONUNCIATION**

There are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. Ramelan (2003: 6-7) states some reasons about why students make mistakes in their pronunciation are because they face such problems as follows:

1. The existence of a given sound in the latter, which is not found in the former.
2. Sounds which have the same phonetic features in both languages but differ in their distribution.
3. Similar sounds in two languages which differ only slightly in their phonetic features.
4. Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.

In order to facilitate and help learners to improve pronunciation of sounds and words the authors like Yanuarsih (2010) suggests that teaching songs help students to practice pronunciation, learn new sounds and words.

For that reason the researcher in order to give enough feedback and practice to the students with the pronunciation skill will apply songs and Games.

### **3. SONGS AND GAMES TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING**

#### **3.1 SONGS**

Songs are concerned primarily with virtual time, as opposed to actual time. It consists of repetitions of basic patterns, with melodic variations that depend on changes in the speech tone of the words of a song, with rhythmic variations, as a social activity (Blacking, 1997).

Songs provide a friendly environment; give peace, happiness and motivation in class. Besides songs allow teachers to teach pronunciation, letter recognition and identification of sounds in words in a meaningful way. Songs can be used as a strategy to introduce a topic and call students' interest for it.

From the definitions of song above, the researcher wraps up that a song is a piece of art, with melody that persuades students to sing and learn in a friendly and pleasant environment.

##### **3.1.1 IMPORTANCE OF SONGS**

The main advantage of songs is to motivate and encourage students to learn the language in a fun and entertaining way. Learners learn easily and without making

mistakes, also songs can promote cooperation, creativity, spontaneity, and competition in class. Another aid is that students through songs can learn new vocabulary, sounds, accents, rhythm, and have the chance to listen to it as much as they want.

### **3.1.2. ADVANTAGES OF USING SONGS**

Through the use of songs a child can imitate the rhythm and musical contours of the language long before he can say the words. They notice the sound qualities of direction, frequency, intensity, duration, tempo, intonation, pitch, and rhythm. Musical aspects of language, tone, pauses, stress, and timbre are sonorous units into which phonemes, the consonant and vowel sounds of language, are later placed. Songs also promote the use of hand gestures, puppets, and rhythmic movement, and the format enables public performance. Furthermore songs increase students' understanding and acquisition of language (Feric, 2012).

1. Teaching pronunciation through a song can help the students increase the pronunciation ability.
2. Teaching pronunciation through a song can give motivation to students in improving speech sound ability and it encourages the student to pronounce all the sound correctly during the lesson.
3. Teaching pronunciation through a song can entertain to students to study English.



4. Teaching pronunciation through a song will bring the students to be courageous in learning English speech through a song (Yanuarsih, 2010).

### 3.1.3 THE THREE STAGES OF A SONG AS A TASK

Cameron (1997, p. 347) and Selasa (2012) state that classroom tasks for young learners have three stages that are:



Figure 3 Three Stages in "Task" for Young Learners from Cameron (2001, p. 32)

Cameron argues that the core activity is central to the language learning task and without the core, the task would collapse. The preparation activities should help to prepare the students to complete the core activity successfully. This might include pre teaching of language items or activating topic vocabulary. The follow-up stage then should build on the completion of the core activity (2001, p. 32).

#### ***PREPARATION STAGE***

Given the goal of the task is singing the song in the core activity stage; it is useful to activate the vocabulary and to form basic sentence structures in the preparation stage.

- ⊕ This could be done using a number of methods, depending on the resources available to the teacher or the size of class. One way of activating learning might be to use a warm up activity.

In this study the researcher will introduce the song and give the tips in order that students pronounce the sounds properly, recognize them in the song and get motivated.

### ***CORE STAGE***

To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally. For example, in this case the researcher will begin this step by asking students to sing the song with the letter “A” at first, and then he will have the students wiggling fingers above elbow, as if ants were on them and say /a/, /a/, /a/.

### ***FOLLOW UP STAGE***

The follow up stage should attempt to build on the successful completion of the core stage. In other words, the students have sung the song and now should be encouraged to use sounds and new words from the song. The follow up stage could be used to develop written production, either through writing sentences or

gap fill activities, or oral production where the sounds and words are used in a situational role play (Millington, 2011), (Selasa, 2012).

In this step, the researcher will apply a Bakery Phonic Game in order to assess students' knowledge about sound of letters and pronunciation of new words after the core stage.

### **3.1.4 TYPES OF SONGS**

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. 'Real' music that the children hear and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on (Mol, 2009).

### 3.1.5 SELECTION OF THE SONG

When the teacher decides to use songs in his teaching learning process, he must know the students' level of English and select the most suitable songs for them in order to facilitate their understanding and listening of its lyrics. This is a big trouble when the teacher wants to apply songs in his class.

Harmer (2001: 243) suggests two ways to solve the problem about the way in selecting the song to be brought into the class:

- ⊕ “The first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics.
- ⊕ The second way is to use songs to ask students whether they still have merit, whether they like them. Teachers then can choose songs which are appropriate to the topic and subject matter” (Ratnasari, Songs to Improve The Students' Achievement in Pronouncing English Words, 2007).

In this study, the researcher uses the second way. He takes songs according to the topic. Based on students' problems, he wants to give support on student's pronunciation skill for the seventh grade of Basic Education, in order they recognize sounds in words, blend consonants with vowels and build words, develop the pronunciation skill to pronounce new vocabulary words correctly, and

feel sure of their pronunciation as well. In doing this study, the researcher chooses the most suitable songs to teach pronunciation.

The subject of the research is the students of seventh grade. The students' are not able to pronounce words yet, so that the researcher believes that Jolly Phonic songs are appropriate for their level of English. Also is it important to mention that Jolly Phonic songs help to learn consonants pronunciation and production of sounds, which is good for students'' (storytimeforme, n.d).

In this study the researcher will teach the most appropriate songs for the students, taking into consideration their problems at recognizing sounds and reading words in the English Language Learning.

### **3.1.6 IMPORTANCE OF LYRICS IN SONGS.**

Using lyrics and music is an effective way to teach and learn. The way lyrics are written on a page can especially aid those children who are more visual learners. Lyrics, as a form of poetry, are often descriptive, specific, concise and packed with meaning. Being able to "see the page" in our minds, verses to a song are more orderly and easier to visualize than more random words and complex sentences found in a text (Eldon, 2010).

## **3.2 GAMES**

### **3.2.1 DEFINITION**

A game is a system in which players compete, enjoy and learn ludically. Games promote cooperation, enthusiasm and give enough feedback to students in the English Learning process. Also a game is ruled by a set of norms where the players have to consider all the parameters given by the teacher with anticipation. Moreover games promote friendship, build new teams, and give confidence to speak up, and it is useful to apply it when teaching a second language, because of the interaction and participation that it promotes.

In 2003, researchers Salen and Zimmerman compared 8 academic definitions in their book *Rules of Play: Game Design Fundamentals* and came up with: A game is a system of artificial conflict where players get engaged, defined by a set of rules that become in a quantifiable outcome.

### **3.2.2 IMPORTANCE OF GAMES**

According to Gee (2003, 2004, 2005) good games incorporate: Identity, interaction, production, risk taking, Customization Agency, Well-Order Problems, Challenge and Consolidation, “Just in Time” and On Demand Situated meanings.

In this case the researcher will consider the most relevant learning principles that make them better tools for learning and applying in class, such as:

### **GAMES UTILIZE SITUATED MEANINGS**

Traditional classrooms tend to focus heavily on facts, definitions and isolated events. Whereas Games act as learning scaffolds, delivering information to the player just in time when they need to use it. Game designers are constantly considering what the player needs to know for their next challenge; this helps break up content so that facts are learned as a side effect from simply participating in these challenges. Games encourage the player to experiment concepts while providing guidance and information whenever the player needs it.

### **GAMES CREATE MEANINGFUL EXPERIENCES**

As players explore their game world, they also create memorable, rich experiences which can be used to retrieve and reflect upon knowledge. They are basically learning by doing, and this is also known as *situated learning* where people learn through active experiences and critical interpretation of their experiences via personal reflection and interpersonal discussion. Traditional classroom lectures rarely create these meaningful experiences without interactive or hands-on activities.

## **GAMES MAKE LEARNING SOCIALLY RELEVANT**

Games are able to make learning socially relevant. As concepts become more difficult in school, “students no longer see science as connected to the real world and lose interest in the subject” (Honey and Hilton 2010). By participating in an immersive environment or storyline and taking on the role of a scientist or mathematician, players can watch how their knowledge applies in these realistic simulations. Games often challenge players to take on the roles of professionals, allowing players to problem solve with a new frame of reference (Kumar, 2013).

## **GAMES ENCOURAGE INTERACTIVE LEARNING**

First of all, good learning allows the student to be a producer rather than a passive consumer of his own learning. A typical classroom has a teacher that gives a lecture while the student passively listens and takes notes without context or application. However, games are interactive; that is, “when the player does something, the game does something back that encourages the player to act again” (Gee, 2008).



## **GAMES PROVIDE FEEDBACK AND ADAPT TO THE LEARNER**

In class each student is different and, therefore, will have a different style of learning. Games allow players to customize their difficulty level or style of play. Students in the traditional classroom may feel material is too hard or too easy, and they cannot try on different learning styles or use another problem solving method without the risk of failing or receiving a bad grade (Squire 2011, McGonigal 2011). Games make it less risky and pleasantly frustrating to fail. Players know the game is possible to beat with enough practice, and “good games adjust challenges and give feedback in such a way that different players feel the game is challenging but doable and that their effort is paying off (Gee, 2008)” (Gaming for Education).

### **3.2.3 GENERAL BENEFITS OF GAMES**

#### **AFFECTIVE:**

- ⊕ “lowers affective filter
- ⊕ encourages creative and spontaneous use of language
- ⊕ promotes communicative competence
- ⊕ motivates

**COGNITIVE:**

- Ⓐ Reinforces
- Ⓑ reviews and extends
- Ⓒ focuses on grammar communicatively

**CLASS DYNAMICS:**

- Ⓐ student centered
- Ⓑ teacher acts only as facilitator
- Ⓒ builds class cohesion
- Ⓓ fosters whole class participation
- Ⓔ promotes healthy competition

**ADAPTABILITY:**

- Ⓐ easily adjusted for age, level, and interests
- Ⓑ utilizes all four skills
- Ⓒ requires minimum preparation after development'' (Tefl games)

### **3.2.4 ADVANTAGES OF USING GAMES IN THE CLASSROOM**

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

- I. Games are a welcome break from the usual routine of the language class.
- II. They are motivating and challenging.
- III. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- IV. Games provide language practice in the various skills- speaking, writing, listening and reading.
- V. They encourage students to interact and communicate.
- VI. They create a meaningful context for language use (Kim, 1995; Louise, 2012).

Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is

immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

### **3.2.5 REASONS WHY WE SHOULD TEACH THROUGH GAMES**

1. “Games are fun. They enhance interest and spark motivation in learners.
2. Games are disarming. People are drawn into the play and begin learning before they have time to let their inhibitions about learning kick in.
3. Games encourage holistic learning. You can use games to transfer information and knowledge, to practice skills, or to change attitudes”(NASAGA, n.d).
4. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999)
5. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis,1999).
6. The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)
7. The game makes the reasons for speaking plausible even to reluctant children(Lewis, 1999)

8. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
9. Even shy students can participate positively (Tefl Games, n.d).
10. Games integrate learning and assessment(learning and assessment are, in many ways, inseparable) (Gee & Shaffer, 2013)
11. Encourage students to learn outside of class. Young adults will go out of their way to play games, even a single game, for hours on end (Starting Point: Teaching Entry Level Geoscience, n.d).

### **3.2.6 HOW TO CHOOSE GAMES (TYSON, 2000)**

- ⊖ A game must be more than just fun.
- ⊖ A game should involve "friendly" competition.
- ⊖ A game should keep all of the students involved and interested.
- ⊖ A game should encourage students to focus on the use of language rather than on the language itself.
- ⊖ A game should give students a chance to learn, practice, or review specific language material (Mei & Yu-jing, 2000).

According to Gaudart (1999) there are four types of games that can be used and they are: card games, board games, simulation games, and party-type games.

When choosing games a teacher does not have to have a multitude of games up his/her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Teachers can use a variety of extra incentives to keep the energy in the classroom going during games with: group or team competition, using small prizes depending on age (stickers, stamps, reward points etc) (Anne, 2012).

In this case the researcher will apply the most suitable game for practicing pronunciation, in order that students have the chance to learn, practice, or review specific words, and he selects: Phonic games.

### **3.2.7 PHONIC GAMES**

“Phonic games are designed especially for young readers that start learning to pronounce the letters of the alphabet and learning to put sounds together. Phonic games are made to be as educational as possible, and as fun as possible too”(Education, n.d). There are plenty of activities available so that any kid can learn phonics in a fun and entertained way.

### **3.2.8 TYPES OF PHONIC GAMES**

The most suitable and relevant phonic games are:

- Bakery game
- Shadow Reading
- Syllables snap
- Word stress pellmanism.

### **3.2.9 TEST GAME**

This is a very important step. Have your play testers assess issues like:

- ⊖ “*Fun (engagement)*”
- ⊖ *Ease of play*
- ⊖ *How long the game takes*
- ⊖ *Most importantly, the integration of learning objectives into game play*”(Starting Point: Teaching Entry Level Geoscience, n.d).

### **3.2.10 FIVE TIPS FOR EFFECTIVE GAME USE IN TRAINING**

- 1) “*Make it relevant. Align chosen games with training goals, keeping all activities on topic and engaging to participants.*”

- 2) *Consider your audience. When selecting games, keep company policy and participants in mind. Will prizes add excitement and encourage participation or cause the class to segment and become unruly?*
- 3) *Optimize the environment. Be considerate of how employees learn, and set up games accordingly. Maximize the opportunity to learn by tailoring game usage to make even the most timid wallflower flourish.*
- 4) *Watch your timing. While it is important to watch the clock – do not overdo it. Allow time for 90% of participants to finish before officially ending the activity. Ending the activity too soon will lessen its effect and allowing too much time will give opportunity for employees to lose focus.*
- 5) *Create movement. Keeping a room full of people engaged for hours on end is not easy. Choose games that require movement to rejuvenate the class and get them ready for more learning’’ (Miller, 2012).*

To be proficient on the job, employees must not only understand what is being taught, they must be able to demonstrate their ability to use the knowledge in a simulated, on-the-job environment. Simple, relevant games enhance traditional training methods by creating a comfortable environment for learning, keeping participants energized, and encouraging early adoption of desired performance.



#### **4. THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION IN THE ENGLISH LANGUAGE LEARNING**

##### **4.1 JOLLY PHONIC SONGS**

Phonics songs are an excellent way to keep children focused on learning sounds and pronunciation of words. Songs help students to remember each sound easily because of the rhyme, melody and mimic they do as well, turning it out so much easier to remember the lyrics, and nice to learn.

Jolly Phonics easily and quickly engages the imagination of young minds, leading to quick and productive learning. Letter sounds, blending and segmenting, and identifying sounds in words, (primarilylearning, n.d).

Besides, Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students' achievement. (Jolly Learning, 2011).

Moreover, Jolly Phonics is a thorough foundation for reading and writing. It teaches the letter sounds in an enjoyable, multisensory way, and enables children to use them to read and write words. Jolly Phonics is a British programme for

teaching reading, writing, and spelling using phonics. It was created by UK teachers Sue Lloyd and Sara Wernham. In Jolly Phonics, each of the main 44 sounds that make up the English language has an action. The action for N, for example, is to put out your arms to be a "nasty noisy aeroplane" nose diving saying 'Nnnn". This helps the children to remember which sound is associated with which letter, and it also makes it quite fun to use(Caerphilly, n.d).

For teaching Jolly phonics songs the researcher will use Jolly Learning in order to teach students to pick up the sounds quickly and give them enough confidence for blending and pronouncing words.

The researcher selects this Phonic training course, because it has been applied in many schools of United Kingdom and other institutions around the world and according to Jolly Learning the “Schools that have applied this program are successful now and children who learn English through this course are successful and confident of their learning” (Case Studies, 2011).

For this study, the researcher will teach to seventh grade students the skills:

- ⊕ Learning the Letter Sounds
- ⊕ Blending
- ⊕ Identifying Sounds in Words

#### 4.2.1 LEARNING THE LETTER SOUNDS

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups but in this case the researcher will just teach the three groups as follows:

GROUPS							
GROUP 1	S	A	T	I	P	N	
GROUP 2	C	K	E	H	R	M	D
GROUP 3	G	O	U	L	F	B	

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary.

Children should learn each letter by its sound, not its name. For instance, the letter 'a' should be called 'a' (as in Ant) and not 'ai' (as in Aim). Similarly, the letter 'n' should be 'nn' (as in Net) not 'en'. This will help in blending. The names of each letter can follow later (Primarily Learning, n.d).

The letters have not been introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three letter words than any other six letters. The letters 'b' and 'd' are introduced in different groups to avoid confusion.

Sounds that have more than one way of being written are initially taught in one form only. For example, the sounds 'ai' (rain) is taught first, and then 'a-e' (gate) and 'ay' (day) follow later.

#### **4.2.2 BLENDING**

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For instance sounding out d-o-g and making 'dog'. It is a technique every child will need to learn and it improves with practice. To start with you should sound out the word and see if a child can hear it giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Try little and often with words like b-u-s, t-o-p, c-a-t and h-e-n. There are lists of suitable words in the Phonics handbook and the Jolly Phonics Word Books.

Remember that some sounds (digraphs) are represented by two letters, such as 'sh'. Children should sound out the digraph (sh), not the individual letters (s-h). By

practicing this they will be able to blend the digraph as one sound in a word. So, a word like 'rain' should be sounded out as r-ai-n and 'feet' as f-ee-t. This is difficult to begin with and takes practice. The Jolly Phonics Regular Word Blending Cards can be used in class to improve this skill.

You will find it helpful to be able to distinguish between a blend (such as st) and a digraph (such as sh). In a blend the two sounds, 's' and 't' can each be heard. In a digraph this is not so. Compare 'mishap' (which both the s and h are sounded) and 'midship' (which has the quite separate sh sound). When sounding out a blend, encourage children to say the two sounds as one unit, so fl-a-g not f-l-a-g. This will lead to greater fluency when reading.

Some words in English have an irregular spelling and cannot be read by blending, such as 'said' 'was' and 'one'. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'Tricky Words' (Jolly Learning).

### **4.2.3 IDENTIFYING SOUNDS IN WORDS**

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of letter sounds can help.

Start by having your child listen for the first sound in a word. Next try listening

for the end of sounds, as the middle sound of a word is the hardest to hear. Begin with simple three letter words such as 'cat' or 'hot'. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word 'fish', for instance, has four letters but only three sounds, f-i-sh, (Caerphilly, n.d; Phonic Talk, n.d; Read Australia)

#### 4.2.4 TIPS FOR TEACHING PHONICS

TEACHING PHONICS	
<b>Group 1</b>	
<b>S</b>	Weave hand in and s shape, like a snake, and say ssssss
<b>A</b>	Wiggle fingers above elbow as if ants are crawling on you and say a, a, a
<b>T</b>	Turn head from side to side as if watching tennis and say t, t, t
<b>I</b>	Pretend to be a mouse by wriggling fingers at the end of nose and squeak i, i, i
<b>P</b>	Pretend to puff out candles and say p, p, p
<b>N</b>	Make a noise, as if you are a plane - hold arms out and say nnnnnnnn

**Web site:** (Jolly Phonic: The actions, 2013)

TEACHING PHONICS	
<b>Group 2</b>	
<b>C</b>	Raise hands and snap fingers as if playing castanets and say ck, ck, ck
<b>K</b>	Raise hands and snap fingers as if playing castanets and say ck, ck,
<b>E</b>	Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh
<b>H</b>	Hold hand in front of mouth panting as if you are out of breath and say h, h, h
<b>R</b>	Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say

	rrrrrr
<b>M</b>	Rub tummy as if seeing tasty food and say mmmmmmm
<b>D</b>	Beat hands up and down as if playing a drum and say d, d, d

**Web site:** (Jolly Phonic: The actions, 2013)

## TEACHING PHONICS

### Group 3

<b>G</b>	Spiral hand down, as if water going down a drain and say g, g, g
<b>O</b>	Pretend to turn light on and off and say o, o, o ,o
<b>U</b>	Pretend to be putting up an umbrella and say u, u, u
<b>L</b>	Pretend to lick a lollipop and say /l/, /l/, /l/
<b>F</b>	Let hands gently come together as if toy fish deflating, and say/ f/, /f/, /f/
<b>B</b>	Pretend to hit a ball with a bat and say b, b, b

**Web site:** (Jolly Phonic: The actions, 2013)

The researcher in order to give enough feedback and practice to the students will use the Bakery Phonic Game.

### 4.3 BAKERY PHONIC GAME

It is a phonic game that helps students to blend sounds with consonants for building up words in a fun and easy way, as if they were cooking food. It motivates students to continue practicing new words because of the way they are asked to do it and the prizes that they could get for doing it well.

### **4.3.1 INSTRUCTIONS:**

#### **BAKERY PHONIC GAME**

It is a phonic game that helps students to blend sounds with consonants for building up words in a fun and easy way, as if they were cooking food. It motivates students to continue practicing new words because of the way they are asked to do it and the prizes that they could get for doing it well.

#### **INSTRUCTIONS:**

Tie on that apron. Break out the mixing bowls. If children love to play pretend, and need practice with letters and the sounds they make, get cooking with this activity. Not only it is playful fun, but it builds key reading skills.

#### **WHAT YOU NEED:**

- 1 toy blender or large mixing bowl and spoon
- Markers
- 2-3 foam sheets (can be found at any craft store)
- Safety scissors
- Construction paper
- Paper or plastic plate



- Pretend money.

### **STEPS:**

According to Edwards (2013), the Bakery Phonic Game is a nice way to get pupils practice sounds and she suggests to follow four steps in order to have materials ready and get down to practice.

**1. Set it up.** Using foam sheets, help children write each of the 26 letters of the alphabet on the foam, and ask them to make some extra letters for the vowels (A, E, I, O, U). While children write the letters, ask them to remember the sound for each one. Then ask children to cut the letters into squares. The shape it is cut depends on teachers' or kids' likes.

**2. Make a Menu:** This game pretends children to cook but instead of cooking with salt or flour they are given instructions to mix letters together in their bowls to make words. Now give children some construction paper and markers, and ask them to write down the items they have available, so their customers can order what they want. Teachers can use a list of words and ask children to build up words. Example: Sad, at, pin, it, sat, pet, met, sit, pot

**3. Mix it Up!:** Ask chefs to get out their toy blenders or bowls and put all of the letter tiles inside. As a teacher be the customer and order the letters needed to accomplish the class objectives. Now sound letters out and ask students to mix the letters and pick up the letters they hear in order they accomplish the teacher's

order. For example, if the teacher orders “pat”, children should search for the letters “p” “a” and “t”, then check if what was ordered was achieved. If students have spelled the word accurately pay for the job and congratulate the chef. If the word is misspelled, tell them that is not what was really ordered and help him or her figure out how to correct it.

**4. Stay Hungry:** Reading takes time and practice and, so make sure to build on what has been taught so far, rather than just doing one word at a time. Now that children master and the sounds practice another order remaining in the same word family. For example, if you've just tried “pet,” move on to “met”. Repeat this process for each word on the menu. Once children have mastered everything on the list, help them dream up new words to add to their menu, for example, “bit” or “bet”.

From the stated below, the researcher agrees on adapting the Bakery Phonic Game to seventh grade students, and he will work and play with the 6 letter sounds( s, a, t, i, p and n) in order students understand and read words blending the six sounds taught.

**5. APPLYING THE JOLLY PHONICS SONGS AND THE BAKERY  
PHONIC GAME IN ORDER TO IMPROVE THE PRONUNCIATION  
SKILL OF THE ENGLISH LANGUAGE LEARNING.**

<b>WORKSHOP 1</b>	
<b>Topic:</b> Pretest	
<b>Objective:</b> To diagnose receptive and productive components in the pronunciation skill	
<ul style="list-style-type: none"> <li>• Receptive: Understanding and Listening</li> <li>• Productive: Speaking</li> </ul>	
<b>Materials:</b> Video recording, laptop, projector, copies and flashcards	
<b>Time:</b> 90 minutes	<b>Level:</b> Beginners
<p><b><u>Lead in activity:</u></b></p> <p>Teacher plays tingo, tingo tango in order to ask students some questions about their future professions and he points out the importance of English in today's world.</p> <p><b><u>Core Activity:</u></b></p> <ul style="list-style-type: none"> <li>✓ Teacher does a brief review about the whole test context.</li> <li>✓ Students do some exercises about the contents that the teacher explained.</li> <li>✓ Teacher explains the unknown vocabulary of the test.</li> <li>✓ Teacher explains how students have to develop the test step by step.</li> <li>✓ Teacher administers test to students.</li> </ul>	

<b>WORKSHOP 2</b>	
<b>Topic:</b> Sound /s/	
<b>Objective</b>	
<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>○ To introduce sound /s/ and relate it to letter /s/</li> <li>○ To model the articulation of sound /s/ and guide students to produce it properly.</li> <li>○ To give students some tips to produce and remember the sound /s/</li> <li>○ To introduce the notion of sound position within words.</li> </ul>	<p><b><u>Student:</u></b></p> <ul style="list-style-type: none"> <li>○ To produce the sound /s/</li> <li>○ To sing the Jolly phonic song sound /s/</li> <li>○ To recognize sound /s/ at the beginning of words.</li> <li>○ To distinguish sound /s/ from letter.</li> <li>○ To recognize sound position within a word.</li> <li>○ To associate words containing sound /s/ with pictures.</li> </ul>
<b>Materials:</b> Song sound /s/, laptop, projector, speakers, worksheets and flashcards	
<b>Time:</b> 90 minutes	<b>Level:</b> Beginners
<p><b><u>Lead in activity:</u></b></p> <p>Teacher sets up a circle and students sing the song called “Said” in order to practice the /s/ sound related to the words containing beginning sounds /s/</p> <p><b><u>Preparation stage:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher introduces sound /s/ by using hand movements as a tip to help students understand the sound.</li> <li>• Teacher produces sound and relates it to letter.</li> </ul>	

- Teacher guides students producing and articulating the sound.

**Core stage:**

- ✓ Teacher introduces words starting with sound /s/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher introduces chant by using pictures and asks students to weave hand in a s shape, like a snake, and say sssss, while singing the chant.
- ✓ Teacher hands in the lyrics of the /s/ song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /s/

**Follow up stage:**

- ♠ Teacher asks students to clap when they hear a word that starts with the sound /s/.
- ♠ Teacher shows different flashcards and asks students to take two of them and identify if the two of them start with the sound/s/ or not.

**Project:** Students work on preparing the first page on a phonics scrapbook.

**Resource:** Jolly phonics group 1 <http://www.youtube.com/watch?v=X2YAqhzaheE>

**WORKSHOP 3**

**Topic:** Sound /a/

**Objective**

**Teacher:**

- To introduce sound /a/ and relate it to letter /a/
- To model the articulation of sound /a/ and guide students to produce it properly.
- To give students some tips to produce and remember the sound /a/
- To introduce the notion of sound position within words.

**Student:**

- To produce the sound /a/
- To sing the Jolly phonic song sound /a/
- To recognize sound /a/ at the beginning of words.
- To distinguish sound /a/ from letter.
- To recognize sound position within a word and read words properly.
- To associate words containing sound /a/ with pictures.

**Materials:** Song sound /a/, laptop, projector, speakers, worksheets and flashcards

**Time:** 90 minutes

**Level:** Beginners

**Lead in activity:**

Teacher as an orchestra conductor lead students to produce long chunks of sound /s/ or short ones.

**Preparation stage:**

- Teacher introduces sound /a/ by using hand movements as a tip to help students understand the sound.
- Teacher produces sound and relates it to letter.
- Teacher guides students producing and articulating the sound.

**Core stage:**

- ✓ Teacher introduces words starting with sound /a/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher introduces chant by using pictures and asks students to wiggle fingers above elbow as if ants crawling on them, saying /a, a, a, a / while singing the chant.
- ✓ Teacher hands in the lyrics of the /a/ song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /a/

**Follow up stage:**

- ♣ Teacher asks students to say words beginning with the sound /a/.
- ♣ Teacher shows different flashcards and asks students to look at pictures and read them out.
- ♣ **Project:** Students work on preparing the second page on a phonics scrapbook.

**Resource:** Jolly phonics group 1 <http://www.youtube.com/watch?v=X2YAqhzahE>

**WORKSHOP 4**

**Topic:** Sound /t/

**Objective**

**Teacher:**

- To introduce letter sound /t/and relate it to letter.
- To produce the sound /t/and guide students

**Student:**

- To produce the sound /t/
- To sing the Jolly phonic song sound /t/
- To recognize sound /t/ at the beginning of

<p>to produce it properly.</p> <ul style="list-style-type: none"> <li>○ To read the Jolly phonic song out loud and give some tips to sing and remember the sound /t/</li> </ul>	<p>words.</p> <ul style="list-style-type: none"> <li>○ To distinguish sound /t/ from letter.</li> <li>○ To recognize sound position within a word and read words properly.</li> <li>○ To associate words containing sound /t/ with pictures.</li> </ul>
<p><b>Materials:</b> Song sound /t/, laptop, projector, speakers, worksheets and flashcards</p>	
<p><b>Time:</b> 90 minutes</p>	<p><b>Level:</b> Beginners</p>
<p><b><u>Lead in activity:</u></b> What is the sound? Teacher shows two words and asks students, What is the sound that these two words share? Students answer: /a, a/ and read words / apple, ant/ and say /a/, /a/ is the sound that these words share. We can hear that sound!</p> <p><b><u>Preparation stage:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher introduces sound /t/ by using hand movements as a tip to help students understand the sound.</li> <li>• Teacher produces sound and relates it to letter.</li> <li>• Teacher guides students producing and articulating the sound.</li> </ul> <p><b><u>Core stage:</u></b></p> <ul style="list-style-type: none"> <li>✓ Teacher introduces words starting with sound /t/</li> <li>✓ Teacher writes down words on the board and underlines the beginning sound.</li> <li>✓ Teacher introduces chant by using pictures and asks students to turn head from side to side as if watching tennis and say /t, t, t, t/ while singing the chant.</li> <li>✓ Teacher hands in the lyrics of the /t/ song and chants along kids to learn the chant.</li> </ul>	



<ul style="list-style-type: none"> <li>✓ Teacher displays the chant and asks students to sing and do mimic while singing.</li> <li>✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /t/</li> </ul> <p><b><u>Follow up stage:</u></b></p> <ul style="list-style-type: none"> <li>♠ Teacher asks students to say words beginning with the sound /t/.</li> <li>♠ Teacher shows different flashcards and asks students to look at pictures and read them out.</li> <li>♠ <b>Project:</b> Students work on preparing the fourth page on a phonics scrapbook.</li> </ul> <p><b>Resource:</b> Jolly phonics group 1 <a href="http://www.youtube.com/watch?v=X2YAqhzahE">http://www.youtube.com/watch?v=X2YAqhzahE</a></p>
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<h2>WORKSHOP 5</h2>
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<p><b>Topic:</b> Sound /i/</p>
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<p><b>Objective</b></p>
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<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>○ To introduce letter sound /i/and relate it to letter.</li> <li>○ To produce the sound /i/and guide students to produce it properly.</li> <li>○ To read the Jolly phonic song out loud and give some tips to sing and remember the sound /i/</li> </ul>	<p><b><u>Student:</u></b></p> <p>To produce the sound /i/</p> <ul style="list-style-type: none"> <li>○ To sing the Jolly phonic song sound /i/</li> <li>○ To recognize sound /s/ at the beginning of words.</li> <li>○ To distinguish sound /i/ from letter.</li> <li>○ To recognize sound position within a word and read words properly.</li> <li>○ To associate words containing sound /i/ with pictures.</li> </ul>
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**Materials:** Song sound /i/, laptop, projector, speakers, worksheets and flashcards

**Time:** 90 minutes

**Level:** Beginners

**Lead in activity:** Word-to-Word Matching. Teacher asks student, do ink and ill begin with the same sound? Students answer yes or not, and the teacher continues asking.

**Preparation stage:**

- Teacher introduces sound /i/ by using hand movements as a tip to help students understand the sound.
- Teacher produces sound and relates it to letter.
- Teacher guides students producing and articulating the sound.

**Core stage:**

- ✓ Teacher introduces words starting with sound /i/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher introduces chant by using pictures and asks students to pretend to be a mouse by wiggling fingers at end of noise and squeak /i/, /i/, /i/, while singing the chant.
- ✓ Teacher hands in the lyrics of the /t/ song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /i/

**Follow up stage:**

- ♠ Teacher asks students to say words beginning with the sound /i/
- ♠ Teacher shows different flashcards and asks students to look at pictures and read them out.

<ul style="list-style-type: none"> <li>♣ Teacher shows to students some words and ask them to say them out.</li> <li>♣ <b>Project:</b> Students work on preparing the fifth page on a phonics scrapbook.</li> </ul> <p><b>Resource:</b> Jolly phonics group 1 <a href="http://www.youtube.com/watch?v=X2YAqhzaheE">http://www.youtube.com/watch?v=X2YAqhzaheE</a></p>	
<b>WORKSHOP 6</b>	
<b>Topic:</b> Sound /p/	
<b>Objective</b>	
<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>○ To introduce letter sound /p/ and relate it to letter.</li> <li>○ To produce the sound /p/and guide students to produce it properly.</li> <li>○ To read the Jolly phonic song out loud and give some tips to sing and remember the sound /p/</li> </ul>	<p><b><u>Student:</u></b></p> <ul style="list-style-type: none"> <li>○ To produce the sound /p/</li> <li>○ To sing the Jolly phonic song sound /p/</li> <li>○ To recognize sound /p/ at the beginning of words.</li> <li>○ To distinguish sound /p/ from letter.</li> <li>○ To recognize sound position within a word and read words properly.</li> <li>○ To associate words containing sound /p/ with pictures.</li> </ul>
<b>Materials:</b> Song sound /p/, laptop, projector, speakers, worksheets and flashcards	
<b>Time:</b> 90 minutes	<b>Level:</b> Beginners
<p><b><u>Lead in activity:</u></b> Words in sentences. Teacher asks students, to look at the landscape and say names out of words starting with sound/p/ and say sentences using the verb to be.</p> <p><b><u>Preparation stage:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher introduces sound /p/ by using hand movements as a tip to help students understand</li> </ul>	

the sound.

- Teacher produces sound and relates it to letter.
- Teacher guides students producing and articulating the sound.

**Core stage:**

- ✓ Teacher introduces words starting with sound /p/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher introduces chant by using pictures and asks students to pretend to puff out candles and say /p/, /p/, /p/, while singing the chant.
- ✓ Teacher hands in the lyrics of the /t/ song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /p/

**Follow up stage:**

- ♣ Teacher asks students to say words beginning with the sound /p/
- ♣ Teacher shows different flashcards and asks students to look at pictures and read them out.
- ♣ Teacher shows to students some words and ask them to read them out.
- ♣ **Project:** Students work on preparing the fifth page on a phonics scrapbook.

**Resource:** Jolly phonics group 1 <http://www.youtube.com/watch?v=X2YAqhzaheE>

**WORKSHOP 7**

**Topic:** Sound /n/

**Objective**

<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>○ To introduce letter sound /n/and relate it to letter.</li> <li>○ To produce the sound /n/and guide students to produce it properly.</li> <li>○ To read the Jolly phonic song out loud and give some tips to sing and remember the sound /n/</li> </ul>	<p><b><u>Student:</u></b></p> <ul style="list-style-type: none"> <li>○ To produce the sound /n/</li> <li>○ To sing the Jolly phonic song sound /n/</li> <li>○ To recognize sound /s/ at the beginning of words.</li> <li>○ To distinguish sound /n/ from letter.</li> <li>○ To recognize sound position within a word and read words properly.</li> <li>○ To associate words containing sound /n/ with pictures</li> </ul>
<p><b>Materials:</b> Song sound /n/, laptop, projector, speakers, worksheets and flashcards</p>	
<p><b>Time:</b> 90 minutes                      <b>Level:</b> Beginners</p>	
<p><b><u>Lead in activity:</u></b> Phoneme Segmentation. Teacher asks students, What sounds do you hear in the word pink? And so on.</p> <p><b><u>Preparation stage:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher introduces sound /n/ by using hand movements as a tip to help students understand the sound.</li> <li>• Teacher produces sound and relates it to letter.</li> <li>• Teacher guides students producing and articulating the sound.</li> </ul> <p><b><u>Core stage:</u></b></p> <ul style="list-style-type: none"> <li>✓ Teacher introduces words starting with sound /n/</li> <li>✓ Teacher writes down words on the board and underlines the beginning sound.</li> <li>✓ Teacher introduces chant by using pictures and asks students to hold arms out at side, as if a</li> </ul>	

plane, and say /n/, /n/, /n/, /n/, while singing the chant.

- ✓ Teacher hands in the lyrics of the /t/ song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /n/

**Follow up stage:**

- ♣ Teacher asks students to say words beginning with the sound /n/
- ♣ Teacher shows different flashcards and asks students to look at pictures and read them out.
- ♣ Teacher shows to students some words and ask them to read them out.
- ♣ **Project:** Students work on preparing the fifth page on a phonics scrapbook.

**Resource:** Jolly phonics group 1 <http://www.youtube.com/watch?v=X2YAqhzahE>

**WORKSHOP 8**

**Topic:** Recycling sounds: /s/, /a/, /t/, /i/, /p/, /n/

**Objective**

**Teacher:**

- To examine if students can produce sounds properly, and if they recognize them in words.

**Student:**

- To demonstrate what they can do about sound production and recognition of them at the end of words.

**Materials:** Song sound /n/, laptop, projector, speakers, worksheets and flashcards

**Time:** 90 minutes

**Level:** Beginners

**Lead in activity:** Words in sentences. Teacher asks students, to look at the landscape and say words starting with sounds /s/, /a/, /t/, /i/, /p/ or /n/ and say sentences using the verb to be.

**Preparation stage:**

- Teacher rehearse sound sounds /s/, /a/, /t/, /i/, /p/ and /n/ by using hand movements as a tip to help students understand the sound.
- Teacher produces sound and relates it to letter.
- Teacher guides students producing and articulating the sound.

**Core stage:**

- ✓ Teacher introduces words starting with sound /s/, /a/, /t/, /i/, /p/ and /n/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher rehearses chant by using pictures and asks students do the mimics learned before for each chant.
- ✓ Teacher displays each song and chants along kids to learn the chant.
- ✓ Teacher displays the chant and asks students to sing and do mimic while singing.
- ✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /s/, /a/, /t/, /i/, /p/ and /n/

**Follow up stage:**

- ♣ Teacher asks students to say words beginning with the sound /s/, /a/, /t/, /i/, /p/ and /n/
- ♣ Teacher shows different flashcards and asks students to look at pictures and read them out.
- ♣ Teacher shows to students some words and ask them to read them out.
- ♣ Students get in pairs and read together words starting with sounds /s/, /a/, /t/, /i/, /p/ and /n/

**Resource:** Jolly phonics group 1 <http://www.youtube.com/watch?v=X2YAqhzaheE>

## WORKSHOP 9

**Topic:** Bakery Phonic Game: /s/, /a/, /t/, /i/, /p/, /n/

### Objective

**Teacher:**

- To examine if the students can listen and build up words by themselves through the Bakery phonic Game

**Student:**

- To show their ability to encode and decode words by listening and building up words through the Bakery phonic game

**Materials:** list of words, letters cards

**Time:** 90 minutes

**Level:** Beginners

**Lead in activity:** Encoding, Decoding words. Teacher asks students, to listen sound and take the appropriate letter card, to then decoding words. Then students are given words and are asked to encode words.

**Preparation stage:**

- ✓ Teacher rehearse sound sounds /s/, /a/, /t/, /i/, /p/ and /n/ by using hand movements as a tip to help students understand the sound.
- ✓ Teacher produces sound and relates it to letter.
- ✓ Teacher guides students producing and articulating the sound.

**Core stage:**



<ul style="list-style-type: none"> <li>✓ Teacher writes down words on the board and underlines the beginning sound.</li> <li>✓ Teacher says some words and shows flashcards when hearing a word beginning with sound /s/, /a/, /t/, /i/, /p/ and /n/.</li> <li>✓ Teacher shows to students some words and ask them to decode or encode them.</li> <li>✓ Teacher asks students to pick up the letter card to then encoding or decoding words.</li> <li>✓ Teacher shows different flashcards and asks students to look at pictures and encode or decode words.</li> <li>✓ Students get in pairs and read together decode or encode words starting with sounds /s/, /a/, /t/, /i/, /p/ and /n/</li> </ul> <p><b><u>Follow up stage:</u></b></p> <ul style="list-style-type: none"> <li>✓ Teacher asks students to pick up any letter card to encode or decode words starting with sounds /s/, /a/, /t/, /i/, /p/ or /n/</li> </ul>
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<b>WORKSHOP 10</b>	
<b>Topic:</b> Ending sound position: Voiced(r) or unvoiced(k) ending sound	
<b>Objective</b>	
<p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>○ To explain the importance of pronouncing unvoiced or voiced ending sounds “s”</li> </ul>	<p><b><u>Student:</u></b></p> <ul style="list-style-type: none"> <li>○ To recognize ending voiced and unvoiced sounds before “s” to pronounce words and be aware of ending position sounds.</li> </ul>
<b>Materials:</b> Song sound /n/, laptop, projector, speakers, worksheets and flashcards	
<b>Time:</b> 90 minutes	<b>Level:</b> Beginners

**Lead in activity:** Students get in pairs and exchange pronunciation knowledge achieved so far.

**Preparation stage:**

- Teacher introduces sound ending sound /s/ or /z/ by using pictures as a tip to help students understand the difference between both of them.
- Teacher produces sound and relates it to letter. Example: s, is for snake, /s/, /s/, /s/  
/z/, sounds as a bee /z/, /z/, /z/
- Teacher guides students producing and articulating the sounds.

**Core stage:**

- ✓ Teacher introduces words ending with sound /s/, /z/
- ✓ Teacher writes down words on the board and underlines the beginning sound.
- ✓ Teacher sings along with kids:
  - ♠ /s/ ending sound is /s/, as speaks, because of /k/, k is unvoiced and of course the ending sound is /s/, /s/, as a snake, /s/, /s/, /s/.
  - ♠ /s/ ending sound is /z/, as spiders, because of /r/, r is voiced and of course the ending sound is /z/, /z/, as a bee! bee! Sounds /z/, /z/, /z/.
- ✓ Teacher says some words and shows flashcards when hearing a word ending with sound /s/, /z/

**Follow up stage:**

- ♠ Teacher asks students to say words ending with sound /s/, /z/

- ♣ Teacher shows different flashcards and asks students to look at pictures and name them out.
- ♣ Teacher shows to students some words and ask them to read them out.
- ♣ **Project:** Students work on preparing the fifth page on a phonics scrapbook.

<b>WORKSHOP 11</b>	
<b>Topic:</b> Post-test	
<b>Objective:</b> To examined receptive and productive components in the pronunciation skill.	
<ul style="list-style-type: none"> <li>• Receptive: Understanding and Listening</li> <li>• Productive: Speaking</li> </ul>	
<b>Materials:</b> Video recording, laptop, projector, copies and flashcards	
<b>Time:</b> 90 minutes	<b>Level:</b> Beginners
<p><b><u>Lead in activity:</u></b> Teacher plays tic, tac, toe in order to ask students to pick up and pronounce words already learned.</p> <p><b><u>Core Activity:</u></b></p> <ul style="list-style-type: none"> <li>✓ Teacher does a brief review about the whole test context.</li> <li>✓ Students do some exercises about the contents that the teacher explained.</li> <li>✓ Teacher explains how students have to develop the test step by step.</li> <li>✓ Teacher administers test to students.</li> </ul>	

**6. ASSESSMENT OF THE EFFECTIVENESS OF THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME IN THE ENGLISH LANGUAGE LEARNING.**



**RESEARCHER FIELD DIARY.**

**GAMES.**

<b>Date:</b>		<b>Time:</b>		
<b>Objective:</b>	To evaluate students production and recognition of /s/ sound at the beginning of words. To assess students' pronunciation of /s/ sound in words.			
<b>Content:</b>	<b>Sound /s/</b>			
<b>Activity:</b>	<b>Sound-To-Word Matching</b> <b>Sound Isolation</b>			
<b>ASPECTS TO BE OBSERVED</b>		<b>75- 100%</b>	<b>50- 75 %</b>	<b>Less than 50%</b>
Were students involved in the activity?				
Was the activity appropriate for the class?				
Did students understand and follow the strategy being applied?				
Were the objectives of the activity accomplished?				
Were conditions favorable to the application of strategy?				
<b>Comments:</b> ..... .....				

## OBSERVATION GUIDE

**Using the Jolly Phonic Songs and the Bakery Phonic Game to improve pronunciation skill in the English Language Learning with students of seventh grade at Luis Humberto Benítez Costa Basic School.**

**Objective:** To check individual student's achievement in class

**DATE:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Session:** \_\_\_\_\_

**Student's code:** \_\_\_\_\_

		<b>Very Good</b> (10-9)	<b>Good</b> (8-7)	<b>Regular</b> (6)	<b>Deficient</b> (5-4)
<b>CRITERION</b>					
<b>AFFECTIVE</b>					
■ <b>Spontaneity and creativity in using English Language</b>					
■ <b>Cooperative and communicative</b>					
<b>COGNITIVE</b>		Very easily (10-9)	Easily (8-7)	Hardly (6)	Poorly (5-4)
<b>RECEPTIVE</b>	<b>UNDERSTANDING</b>	<b>Knows how to produce the sound and relates it to words</b>			
		<b>Relates words to pictures</b>			
		<b>Relates pictures to words</b>			
		<b>Recognizes beginning sounds in words</b>			
		<b>Recognizes ending sounds in words</b>			
	<b>LISTEN</b>	<b>Listen to the song and sings</b>			
		<b>Listen to words and pick them up quickly</b>			
<b>PRODUCTIVE</b>	<b>ELEMENTS OF SPEECH</b>	<b>Pronunciation- intonation (word context)</b>			
		<b>Vowel quality</b>			
		<b>Consonant quality</b>			
		<b>Beginning sounds</b>			
		<b>Ending sounds</b>			
		<b>Words stress</b>			
		<b>Rhythm in sentences</b>			

## **f. METHODOLOGY**

### **f.1 DESIGN OF THE RESEARCH**

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

#### **DESIGN**

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work followed the research spiral cycles proposed by Kemmis and Mc Taggart since the process is likely to be more fluid, open and responsive. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following

the first cycle of the Kemmis and McTaggart's spiral. This process facilitated him reflected upon his teaching and improved his students' situation.

## **METHODS:**

In the present research work the following methods will be used:

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The Scientific method assisted the study of the Jolly Phonic Songs and the Bakery Phonic Game applied in the developing of pronunciation skill. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The analytic-synthetic method was used to analyze the obtained results through the tests and surveys. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data

received from the field diary and observation guide. And in order to formulate the descriptive results, the Pearson coefficient was applied to establish the correlation between the pre and post-test.

## **f.2. TECHNIQUES AND INSTRUMENTS**

### **TECHNIQUES**

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

### **INSTRUMENTS**

Surveys, interviews, students' grades, students' works (documentary evidence) field diaries and observation guides, video recordings and researcher's-made tests were used to gather the information.



### **f.3 PROCEDURES:**

The study started with the application of a survey to the seventh grade students in order to identify the issues that they were facing. The analysis of the survey facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on students' problems in pronunciation was done to support the questions raised along the survey.

An intervention plan, organized in lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After, the data gathered was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

### **F.4 POPULATION:**

The individuals who will be part of this project are the following:

## Chart of the population

### POPULATION CHART

Group: **Seventh year of Basic Education**

English level: **Basic**

Age	Men	Woman	N° POPULATION
11-12	<b>3</b>	<b>4</b>	<b>7</b>

**g. TIMELINE**

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	█	█															
	Correction	█	█															
	Project approval		█															
	Thesis Advisor		█															
Intervention/ action	Revision of the instruments		█															
	Plan the lessons		█															
	Act observe		█	█	█	█	█	█										
Thesis process	Data organization and tabulation					█	█											
	Interpreting and Reflecting					█	█	█										
	Writing up and reporting						█	█										
	Presenting the thesis report							█										
	Correction								█	█	█	█	█	█	█	█	█	█
	Private review													█	█			
	Correction													█	█	█		
	Copying and Filling														█			
	Legal procedures															█	█	█
	Public presentation																	█

## **h. BUDGET AND FINANCING**

### **ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

#### **1. RESOURCES**

##### **1.1. HUMAN**

- Researcher
- Students of seventh Grade of Basic Education.

##### **1.2. MATERIAL**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the eleventh year's students of Luis Humberto Benítez School; another human resource was the English school teacher who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work. The personal computer, internet, removable memory stick, and multimedia were the technological resources used. And the office supplies like handouts, flashcards, videos, textbooks and bibliography made it possible.

### 1.3. BUDGET

<b>Elaboration of the Project</b>	<b>\$ 200.00</b>
<b>Copies and creation of the project</b>	<b>\$100.00</b>
<b>Elaboration of the thesis</b>	<b>\$ 350.00</b>
<b>Copies and creation of the thesis</b>	<b>\$200.00</b>
<b>Unforeseen</b>	<b>\$150.00</b>
<b>TOTAL</b>	<b>\$800.00</b>

### 1.4. FINANCING

The expenditures resultant from the development of this research work will be covered by the researcher.

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➤ ANNEXES

<b>RESEARCH MATRIX</b>				
<b>THEME:</b> Using Jolly Phonics Songs and a Bakery Phonic Game to improve pronunciation skill.				
<b>PROBLEM:</b> What kind of Jolly Phonics songs and a Bakery Phonic Game are effective to improve the pronunciation skill.				
<b>GENERAL OBJECTIVE:</b> To apply Jolly Phonic songs and a Bakery Phonic Games to improve pronunciation skill.				
<b>PROBLEM</b>	<b>OBJECTIVES</b>	<b>THEORETICAL FRAME</b>	<b>RESEARCH STAGE</b>	<b>TECHNIQUES AND INSTRUMENTS</b>
<p><b>GENERAL</b></p> <p>Are songs and games useful to improve pronunciation skill in the English Language Learning with the students of seventh year of Basic Education at “Luis Humberto Benítez Costa School”? Period February- April 2014.</p>	<p><b>GENERAL</b></p> <p>Using Jolly Phonic songs and a Bakery Phonic Games to improve pronunciation skill with students of 7<sup>th</sup> year of Basic Education at Luis Humberto Benítez Costa School. Academic Period February- April 2014.</p>	<ol style="list-style-type: none"> <li>1. Pronunciation.</li> <li>2.</li> <li>3. Students’ problems in pronouncing English words</li> <li>4. Songs and games to improve pronunciation skill in the English language learning.</li> </ol>	<p><b>INVESTIGATE</b></p> <p>Diagnose students’ level of Pronunciation skill.</p>	<p>Pre-test</p>

<p><b>SPECIFICS:</b>  What kind of theoretical references about Jolly Phonic songs and games are effective to improve the pronunciation skill in the English Language Learning with students of seventh grade at Luis Humberto Benítez School? Academic Period February- April 2014.</p> <p>Which are the negative issues that limit the pronunciation skill with students of 7<sup>th</sup> grade? Academic year 2013-2014.</p> <p>Which songs and games are useful to improve the pronunciation skill in the English Language Learning with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez School? Academic year 2013-2014.</p> <p>How do songs and games as a part of the classroom activities improve the limitations in the pronunciation skill with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez School? School year 2013-2014.</p> <p>How successful was the application of songs and games in the pronunciation skill in the English Language Learning with students of seventh grade of Basic Education at Luis Humberto Benítez School? School year 2013-2014.</p>	<p><b>SPECIFICS:</b>  To figure out the theoretical references about Jolly Phonic songs and games as a strategy to improve the pronunciation skill in the English language learning with students of seventh grade at Luis Humberto Benítez School. Academic Period February- April 2014.</p> <p>To diagnose the negative issues that limit the pronunciation skill with students of 7<sup>th</sup> grade. Academic year 2013-2014  To select the most appropriate songs and games to improve the pronunciation skill in the English language Learning with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez school. Academic year 2013-2014.</p> <p>To apply the selected songs and games as a part of the classroom activities in order to solve the limitations in the pronunciation skill with students of 7<sup>th</sup> grade of Basic Education at Luis Humberto Benítez school. School year 2013-2014.</p> <p>To reflect about the effectiveness that the songs and games had on the pronunciation skill in the English Language Learning with students of seventh grade of Basic Education at Luis Humberto Benítez school. School year 2013-2014.</p>	<p>5. Jolly phonic songs and a bakery phonic game to improve pronunciation in the English Language learning.</p> <p><i>1.1 Jolly phonics songs</i></p> <p><i>1.2 A Bakery phonic game</i></p> <p>6. Applying the jolly phonics songs and a Bakery phonic game in order to improve the pronunciation skill of the English Language learning.</p> <p>7. Assessment of the effectiveness of jolly phonic songs and a bakery phonic game in the English Language Learning.</p>	<p><b>PLAN:</b>  Workshop</p> <p><b>ACT/OBSERVE</b>  Jolly phonic songs and a Bakery game to improve pronunciation skill.</p> <p><b>REFLECT:</b>  Value Jolly phonic songs and a Bakery Game in improving pronunciation skill.</p> <p><b>DEMONSTRATE:</b>  Scrapbook  Video recording</p>	<p>Lesson Plan</p> <p>Observation guide.</p> <p>Video recording</p> <p>Field Diary and Notes</p> <p>Portfolio</p> <p>Post-test</p>
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## WORKSHOP PLAN PROCEDURES

Table 10. Workshop plan procedures.

<p><b>General Objective:</b> To apply the Jolly Phonic Songs and the Bakery Phonic Game to improve pronunciation skill in the English language learning.</p>			
<p><b>Description:</b> This intervention plan will be carried out at “Luis Humberto Benitez Costa” public school, with seventh grade students. This set of workshops will be focused on enhancing phonemic awareness to foreign English learners by applying the Jolly phonic songs, the Bakery phonic game, flashcards and worksheets to improve pronunciation skill in the English Language Learning. The synthetic multisensory approach will be used for its application.</p>			
<p><b>Jolly songs youtube link:</b> <a href="https://www.youtube.com/watch?v=X2YAqhzaheE">https://www.youtube.com/watch?v=X2YAqhzaheE</a></p>			
WORKSHOP	OBJECTIVES		RESOURCE
	Teacher	Student	
<p><b>Workshop 1:</b> Pre-test</p>	<p>To diagnose receptive and productive components in the pronunciation skill</p>	<p>To demonstrate their knowledge of receptive and productive components in the pronunciation skill.</p>	<p>Video recording, Compute, Projector, Worksheets, Laptop, Flashcards</p>
<p><b>Workshop 2:</b> Letter sound /s/</p>	<ul style="list-style-type: none"> <li>○ To introduce sound /s/ and relate it to letter /s/</li> <li>○ To model the articulation of sound /s/ and guide students to produce it properly.</li> <li>○ To give students some tips to produce and remember the sound /s/</li> <li>○ To introduce the notion of sound position within words.</li> </ul>	<ul style="list-style-type: none"> <li>○ To produce the sound /s/</li> <li>○ To sing the Jolly phonic song sound /s/</li> <li>○ To recognize sound /s/ at the beginning of words.</li> <li>○ To distinguish sound /s/ from letter.</li> <li>○ To recognize sound position within a word.</li> <li>○ To associate words containing sound /s/ with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Flashcards</li> <li>♣ Song sound /s/</li> <li>♣ Laptop</li> <li>♣ Speakers</li> <li>♣ Markers</li>   <li>♣ Worksheets</li> </ul>
<p><b>Workshop 3:</b></p>	<ul style="list-style-type: none"> <li>○ To introduce sound /a/ and relate it to letter /a/</li> <li>○ To model the articulation of sound /a/</li> </ul>	<ul style="list-style-type: none"> <li>○ To produce the sound /a/</li> <li>○ To sing the Jolly phonic song sound /a/</li> <li>○ To recognize sound /a/ at the</li> </ul>	<ul style="list-style-type: none"> <li>♣ Flashcards</li> <li>♣ Song sound</li> </ul>

Short vowel sound /a/	<ul style="list-style-type: none"> <li>and guide students to produce it properly.</li> <li>To give students some tips to produce and remember the sound /a/</li> <li>To introduce the notion of sound position within words.</li> </ul>	<ul style="list-style-type: none"> <li>beginning of words.</li> <li>To distinguish sound /a/ from letter.</li> <li>To recognize sound position within a word and read words properly.</li> <li>To associate words containing sound /a/ with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>/a/</li> <li>Laptop</li> <li>Speakers</li> <li>Markers</li> <li>Worksheets</li> </ul>
<b>Workshop 4:</b> Letter sound /t/	<ul style="list-style-type: none"> <li>To introduce letter sound /t/and relate it to letter.</li> <li>To produce the sound /t/and guide students to produce it properly.</li> <li>To read the Jolly phonic song out loud and give some tips to sing and remember the sound /t/</li> </ul>	<ul style="list-style-type: none"> <li>To produce the sound /t/</li> <li>To sing the Jolly phonic song sound /t/</li> <li>To recognize sound /t/ at the beginning of words.</li> <li>To distinguish sound /t/from letter.</li> <li>To recognize sound position within a word and read words properly.</li> <li>To associate words containing sound /t/ with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Song sound /t/</li> <li>Laptop</li> <li>Speakers</li> <li>Markers</li> <li>Worksheets</li> </ul>
<b>Workshop 5:</b> Short vowel sound /i/	<ul style="list-style-type: none"> <li>To introduce letter sound /i/and relate it to letter.</li> <li>To produce the sound /i/and guide students to produce it properly.</li> <li>To read the Jolly phonic song out loud and give some tips to sing and remember the sound /i/</li> </ul>	<ul style="list-style-type: none"> <li>To produce the sound /i/</li> <li>To sing the Jolly phonic song sound /i/</li> <li>To recognize sound /i/ at the beginning of words.</li> <li>To distinguish sound /i/ from letter.</li> <li>To recognize sound position within a word and read words properly.</li> <li>To associate words containing sound /i/ with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Song sound /i/</li> <li>Laptop</li> <li>Speakers</li> <li>Markers</li> <li>Worksheets</li> </ul>
<b>Workshop 6:</b> Letter sound /p/	<ul style="list-style-type: none"> <li>To introduce letter sound /p/ and relate it to letter.</li> <li>To produce the sound /p/and guide students to produce it properly.</li> <li>To read the Jolly phonic song out loud and give some tips to sing and remember the sound /p/</li> </ul>	<ul style="list-style-type: none"> <li>To produce the sound /p/</li> <li>To sing the Jolly phonic song sound /p/</li> <li>To recognize sound /p/ at the beginning of words.</li> <li>To distinguish sound /p/ from letter.</li> <li>To recognize sound position within a word and read words properly.</li> <li>To associate words containing sound /p/ with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Song sound /p/</li> <li>Laptop</li> <li>Speakers</li> <li>Markers</li> <li>Worksheets</li> </ul>
<b>Workshop 7:</b> Letter sound /n/	<ul style="list-style-type: none"> <li>To introduce letter sound /n/and relate it to letter.</li> <li>To produce the sound /n/and guide students to produce it properly.</li> <li>To read the Jolly phonic song out loud and give some tips to sing and</li> </ul>	<ul style="list-style-type: none"> <li>To produce the sound /n/</li> <li>To sing the Jolly phonic song sound /n/</li> <li>To recognize sound /n/ at the beginning of words.</li> <li>To distinguish sound /n/ from letter.</li> <li>To recognize sound position within a word and read words</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Song sound /n/</li> <li>Laptop</li> <li>Speakers</li> <li>Markers</li> <li>Worksheets</li> </ul>



	remember the sound /n/	properly. ○ To associate words containing sound /n/ with pictures.	
<b>Workshop 8:</b>  Recycling sounds /s/, /a/, /t/, /i/, /p/, /n/	○ To examine if students can produce sounds properly, and if they recognize them in words.	○ To demonstrate what they can do about sound production and recognition of them at the end of words.	♣ Flashcards ♣ Laptop ♣ Speakers ♣ Markers ♣ Worksheets
<b>Workshop 9:</b>  Application of the Bakery Phonic Game	○ To examine if the students can listen and build up words by themselves through the Bakery phonic Game.	○ To show their ability to encode and decode words by listening and building up words through the Bakery phonic game.	♣ List of words ♣ Letters cards
<b>Workshop 10:</b> Ending position sound(s) voiced ‘r’ and unvoiced ‘k’	○ To explain the importance of pronouncing unvoiced or voiced ending sounds ‘s’	○ To recognize ending voiced and unvoiced sounds before ‘s’ to pronounce words and be aware of ending position sounds.	♣ Worksheets ♣ Flashcards ♣ Markers
<b>Workshop 11:</b>  Post - Test	○ To verify the effectiveness of the strategy applied.	○ To demonstrate what they learned during the lessons about sound production and recognition at the beginning and end of a word.	♣ Video recording ♣ Computer ♣ Projector ♣ Worksheets ♣ Laptop ♣ Flashcards

Source: The researcher

## PHONICS PRETEST

**Researcher's name:** Nelson Armijos

**Student:** \_\_\_\_\_ **Gender:** (Male/ Female) **Age:** \_\_\_\_years old

**Grade:** 7<sup>th</sup> year of Basic Education. **Date:** \_\_\_\_\_

**Objective:** To diagnose receptive and productive aspects in the pronunciation skill

⊕ Receptive: Understanding and listening

⊕ Productive: Speaking







This test is meant to assess student knowledge of American English pronunciation, recognition and production of sounds to pronounce words as well as the ability to decode. All items must be completed to view the results. If you are unsure of an answer, make your best guess. Good luck and have fun!

**PART 1: Sound production and Sound writing (beginning and ending of words)**




**1. Sound production: Point and say the sound( 6 points)**

S A T I P N

2. Sound recognition: Listen to the word and write the beginning sound you hear( 3 points)

 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

3. Sound recognition: Listen to the word and write the ending sound you hear. Voiced and unvoiced “s” sound ( 3 points)

 <hr/>	 <hr/>	 <hr/>
--	--	--



ScorePart 1= \_\_\_\_/ (out of 12 points).

### PART 2: Reading

#### 1. Read each word aloud (6 points)

ANT	SNAKE	SMELLS
SERPENT	ALLIGATOR	INK

#### 2. Read sentences aloud. (Rubric) 28 points.

- a The snake is in the grass.
- b He has an ant on his arm.
- c The tiger plays tennis.
- d She smelled the ink and got ill.
- e Hear the airplane making lots of noise.
- f Puff out the candles on the pink pig cake.

**How did you feel after taking the test?**



Awesome! ( )      Good! ( )      Impressed! ( )

\_\_\_\_\_  
**Signature**

**ScorePart 2= \_\_\_\_\_/ (out of 34 points)**

**Score:Part 1 (1, 2, 3) + Part 2 (1, 2) = \_\_\_\_\_/ (out of 46 points)**

<b>READING SENTENCES STUDENT ASSESSMENT RUBRIC CONTENT SKILL: READING</b>					
Student: _____			Total score: _____		
CRITERIA	<b>Very Good</b> 100% (4pts) 1 mistakes	<b>Good</b> 75% (3pts) 2 mistakes	<b>Regular</b> 50% (2pts) 3mistakes	<b>Deficient</b> 50% (1pt) 4 mistakes or more	<b>Score</b>
Pronunciation/intonation					
Vowel quality					
Consonant quality					
Word stress					
Rhythm in sentences					
Beginning sounds					
Ending sounds					
Comments:..... ..... .....					



## STUDENTS' SURVEY

To the student of seven grade: Thank you for taking the time and effort to respond to this survey. Please give your most candid and true response to the questions below. Rest assured that the information you share here is confidential.

Your answers will help me to carry out the research work about: “USING THE JOLLY PHONIC SONGS AND THE BAKERY PHONIC GAME TO IMPROVE PRONUNCIATION SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 7<sup>TH</sup> YEAR OF BASIC EDUCATION AT “LUIS HUMBERTO BENÍTEZ COSTA” SCHOOL. ACADEMIC PERIOD 2013-2014”

**1. Would you like to learn English?**

Yes ( )                      No ( )

**2. Do you know what  
your learning style is?**

Yes ( )                      No ( )

**3. If you answered question 2,**

**which one matches with your  
learning style?**

- a. Visual
- b. Verbal
- c. Auditive
- d. Kinesthetic

**4. Do you know what phonics refers to?**

Yes ( )                      No ( )

**5. If you know, underline its meaning**

- 
- a. Analysis of Sentences
  - b. Games
  - c. Sounds
  - d. Songs

**6. Can you recognize beginning or ending sounds in words?**

Yes ( )                      No ( )

**7. Can you articulate or produce letter sounds in English?**

Yes ( )                      No ( )

**8. If you answered question 7, which ones?**

---

**9. Does your teacher use games to teach English?**

Yes ( )                      No ( )

**10. If you answered question 9, ¿**

**How often does your teacher implement games in class?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**11. Does your teacher teach English by using songs?**

Yes ( )                      No ( )

**12. If you answered question 11, ¿**

**How often does your teacher implement games in class?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**13. What would you rather work in pairs or in groups?**

Group ( )

Pair ( )

**14. Do you believe that games could keep the class more active?**

Yes ( )                      No ( )

**18. Would you like to be taught english by playing and singing?**

Yes ( )                      No ( )

**Thank you**

**15. Do you think that songs could keep a class interactive?**

Yes ( )                      No ( )

**16. ¿What kind of resources does your teacher use in class?**

Songs            ( )

Videos           ( )

Games           ( )

Flashcards      ( )

Books            ( )

Posters           ( )

**17. Do you believe that improving pronunciation could give self-confidence to speak up in class?**

Yes ( )                      No ( )



## **ANNEX 2: JOLLY PHONIC SONGS LYRICS**

### **S**

The snake is in the grass

The snake is in the grass

Sss sss

The snake is in the grass

### **A**

a a ants on my arm

a a ants on my arm

a a ants on my arm

They're causing me alarm

### **T**

When I watch the tennis game

ttt ttt

When I watch the tennis game

My head goes back and forth

### **I**

Inky the mouse is my pet

She spilled the ink and got wet

The ink it spread all over the desk

Iiii inkys wet

## **P**

Puff out the candles on the pink pig cake

Ppp ppp

Puff out the candles on the pink pig cake

Puff puff puff

## **N**

Hear the aeroplane

Nnn

Hear the aeroplane

Nnn

Hear the aeroplane

Nnn

Making lots of noise

## **Z**

Did you ever hear a bee buzz?

A bee buzz, a bee buzz, a bee buzz

Did you ever hear a bee buzz?

Z z z like this?

**ANNEX 3: PHOTOS**



Eleventh years old students, at Luis Humberto Benítez Costa School, are getting ready to play the Bakery Game.

Photograph taken by: Nelson Armijos



Students are singing the Jolly phonic songs and making the scrapbook.

Photograph taken by: Nelson Armijos



Students are cutting down some pieces of cardboard to glue them on the scrapbook. To then, writing down some words starting with the beginning sound (I).

Photograph taken by: Nelson Armijos



Students are happy after making their scrapbooks.

Photograph taken by: Nelson Armijos

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