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The teaching of English phonetics through the Jolly phonics method; to contribute for a better pronunciation.

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DEDICATION

I dedicate the result of this work to my entire family. First, I do my parents, who gave me life and instilled in me principles with love.

I also want to dedicate this work to my husband, Adán. For your love, support, patience, and understanding, for encouraging me every day not to faint, who, along with my four children Clarita Luz, Judá Gabriel, Isaí Sión, and Isabel Esmeralda, they have been through the good and bad moments of this entire process.

Finally, I want to dedicate this work to the teaching staff of the "San Pedro" School since they have been the ones who have allowed me to share beautiful moments with the group of students who worked enthusiastically with their best effort.

Sonia Gabriela Llerena Valverde

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Sonia Gabriela Llerena Valverde

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RESUMEN

El proyecto de investigación titulado "Enseñanza de la fonética del inglés a través del método Jolly Phonics para contribuir a una mejor pronunciación" se realizó con el objetivo general de analizar la efectividad de la aplicación del método Jolly Phonics para la enseñanza de la fonética del inglés, contribuir a una mejor pronunciación en el primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote. Presenta un alcance cuantitativo de carácter descriptivo-aplicativo. Asimismo, integra una revisión bibliográfica de conceptos enfocados a desarrollar la metodología Jolly Phonics.

Adicionalmente, se elaboró una Rúbrica para conocer el nivel de conocimiento que tenían los estudiantes sobre fonemas y grafemas antes y después de aplicar el método Jolly Phonics a la población de 17 estudiantes de primer año de Educación General Básica de la institución educativa seleccionada. A través de este instrumento se evaluó cómo los estudiantes adquirieron la pronunciación en el idioma inglés. Además, durante la aplicación, desarrollan las actividades que propone esta metodología con materiales como fichas de trabajo de los siete grupos de fonemas, flashcards con imágenes y palabras, canciones y palabras engañosas para mejorar la pronunciación de este grupo de estudiantes.

Los resultados indicaron que antes de implementar el método de aprendizaje Jolly Phonics, los estudiantes de primer grado tenían poco conocimiento del idioma inglés y de factores como la pronunciación o la fonética de los sonidos del idioma inglés. Posteriormente, al implementar la enseñanza del método Jolly Phonics, presentaron un mejor nivel de pronunciación acorde a su conocimiento del idioma inglés. Además, los estudiantes desarrollaron habilidades de lectura y pusieron en práctica lo aprendido.

Palabras claves: Método, Jolly Phonics, Sonidos, mejor pronunciación, lectura y escritura.

ABSTRACT

The research project entitled "Teaching the phonetics of English through the Jolly Phonics method to contribute to a better pronunciation" was carried out with the general objective of analyzing the effectiveness of the application of the Jolly Phonics method for teaching English phonetics; to contribute to a better pronunciation at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote. It presents a quantitative scope of a descriptive-applicative nature. Likewise, it integrates a bibliographic review of concepts focused on developing the Jolly Phonics methodology.

Additionally, a Rubric was developed to know the level of knowledge of the students about phonemes and graphemes before and after the application of the Jolly Phonics method of the population made up of 17 first-year students of Basic General Education of the selected educational institution. Through this instrument, it was evaluated how students acquired pronunciation in the English language. In addition, during the training, other activities were applied, such as worksheets on the seven groups of phonemes, flashcards with images and words, songs, and tricky words own of the Jolly Phonics method, to improve the pronunciation of this group of students.

The results indicated that before implementing the learning of the Jolly Phonics method, the first-grade students had little knowledge of the English language and of factors such as the pronunciation or phonetics of the sounds of the English language. Subsequently, by implementing the teaching of the Jolly Phonics method they had a better level of pronunciation in their knowledge of the English language. In addition, the students developed skills in reading where they put into practice what they learned. However, since the literacy process is progressive, it is recommended to continue with the constant training of this method.

Keywords: Method, Jolly Phonics, Sounds, better pronunciation, reading, and writing.

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CHAPTER I

1.1 INTRODUCTION

Due to the era of globalization, information in communication become increasingly essential. It is necessary to know one critical aspect when communicating orally, the pronunciation, which is found within the speaking subskill. In addition, one of the most dominant languages in the world is English: Therefore, for its teaching, it is necessary to introduce the knowledge of this language to the learners by making known the phonetic sounds existing in this language (Hossain, 2015).

At present, many English language teachers in Hispanic schools do not take phonetics into account. However, they teach other areas that consider priorities for teaching this language. Monroy & Cabezas (2020) said pronunciation is essential to learn any language. For instance, to teach graphemes with their respective sounds because, in the English language, writing is different from the articulation of sounds. Therefore, this factor in teaching English to Spanish speakers is an element that should have importance in Ecuadorian classrooms.

Therefore, this research aims to analyze the results of the application of the Jolly Phonics method for teaching English phonetics; to contribute to better pronunciation in the first year of the Private School of Basic General Education San Pedro de Guamote.

Likewise, this research will be included in the following chapters: CHAPTER 1: THE REFERENTIAL FRAMEWORK. It will cover the problem research, the problem statement, the problem formulation, the justification, and the general and specific objectives. CHAPTER 2: THE THEORETICAL FRAMEWORK will comprise the information about the literature review that supports this research. BACKGROUND RESEARCH, THEORETICAL FOUNDATION. CHAPTER 3: THE METHODOLOGICAL FRAMEWORK will comprehend the chosen methodology for developing the present research and the techniques and instruments used for the data collection. Additional, CHAPTER 4: RESULTS will show the important results obtained from analyzing the data gathered and the literature review. Finally, CHAPTER 5: CONCLUSION AND RECOMMENDATIONS will be introduced.

1.2   PROBLEM STATEMENT

Phonetic knowledge of learning the English language is the basis that supports the quality of the learning process and language acquisition, which is why it requires a place in the primary education curriculum. Phonetics directly involves the distinction of the sound through which spoken language fulfills the function of oral communication (Malatesha, 2009).

According to Cronquist et al. (2017), English proficiency in Latin America is low according to international standards, and the areas of strengths and weaknesses follow a pattern like that observed in other parts of the world. Further, they point out that in most Latin American nations listening and speaking scores are higher than writing.

The digital magazine 'Diálogo-Liderazgo para las Américas' (2017), in its publication 'Aprendizaje del Inglés en Latinoamérica' explains that in the countries of this region, the learning standards promote developing curricula to contribute to classroom teaching in the main criterion of listening comprehension, reading, oral expression, and writing, this allows describing what the student should be able to make. The objectives depend on the region; the learning objectives specify the local or national goals that each country wants to achieve.

One publication of Magazine de las Ciencias in an article written by Solis (2019), stated that since the period of the ex-President Rafael Correa, the Ministerio de Educación y Cultura (MinEduC) in 2007, English as a subject is introduced in the educational curriculum from second to seventh grades in public schools. Moreover, all students must graduate with a B1 level when they finish secondary school. Another remarkable fact is that only in this government were free texts delivered to educational centers, from the Pre-A1.1 to the A1.2 level according to the Common European Framework (CEFR), in where begins with the teaching of phonetics and later with the formation of sentences, dialogues and other activities related to the learning of phonetics at the basic level of schooling. Currently, these texts have disappeared, and exist new study guides in a virtual format with different information provided by MinEduC.

Furthermore, in public education in Ecuador, few schools have emphasized pronunciation at basic levels so that there is a good understanding of the sounds of this foreign language, English. It is advisable to teach them the sounds of each letter in the first level and not in the second, like in public schools. Because English and Spanish language has phonetic sounds.

According to this fact, the Jolly Phonics method was applied at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote. Because in private schools in Ecuador, English is taught as a foreign language from the first level. Moreover, in this institution, most of the students do not come from an Initial education level, so they at the beginning did not recognize any shown phoneme, and this period for the first time, they began to know the sounds and graphemes of the letters. Consequently, it is expected that by applying the method, the students will obtain a better understanding of the phonemes, and in the end will be evidenced that the pronunciation of the children through the learning of phonetics will improve with the Jolly Phonics Method.

1.4 PROBLEM FORMULATION

How does the teaching of English phonetics through the Jolly Phonics method to contribute for a better pronunciation at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote?

1.5 JUSTIFICATION

Although there are already some studies regarding this methodology, this research tries to benefit the entire school community and allow them to know how the teaching of English phonetics carries through the Jolly Phonics method, specifically in the first level of schooling, because pronunciation is an important aspect to promote linguistic immersion from the elementary level. Therefore, introducing the student to a foreign language at an early age will help them prevent basic pronunciation errors from continuing to occur (Rodríguez et al. 2014).

Furthermore, it is also appropriate to apply the Jolly phonics method to children who are beginning their learning because this methodology is playful and uses songs from the program to teach each sound of English phonetics so, in this way, the learners learn each of them in a significant way from concrete actions to familiarize the student with the pronunciation of this foreign language and at the same time promote the teaching of basic vocabulary through simple phrases that contain the songs of the Jolly phonics method (Alcedo et al. 2011).

Another aspect is the management of the linguistic skills of the teacher, and this research at once will help improve the student's communication skills through the pronunciation of sounds in the English language. Consequently, according to the five phases of this method, the learner will understand the English language gradually by associating the sound with the grapheme of each letter, the formation of phonemes, the combination of phonemes, the building of sentences, and finally with a progressive learning of reading and writing (Jolly Learning Ltd. 2021).

This research aims to analyze the effectiveness of the application of the Jolly Phonics method to teach English phonetics as an effective methodology to improve the pronunciation of the English language of children in early childhood education, in this case, Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote where Jolly Phonics was applied to contribute for improving their pronunciation (Ruíz, 2020).

1.6. OBJECTIVES

1.6.1 General Objective:

- To analyze the effectiveness of the application of the Jolly Phonics method to teach English phonetics; to contribute to a better pronunciation at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote.

1.6.2 Specific Objectives:

- To identify the usage of several methods to teach English phonetics through bibliographical resources.

- To evaluate the knowledge of students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote about the usage of English phonetics.

- To apply the learning of English phonetics with the Jolly Phonics method to contribute to a better pronunciation at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote.

- To determine the results of teaching English phonetics through the Jolly Phonics methodology; to improve pronunciation in the students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH

There are some previous studies about the usage of Jolly Phonics to teach English language like this research in Ecuador "El método Jolly Phonics en el desarrollo de la conciencia fonológica del idioma Inglés en niños de prebásica", develop by Katherine Andrea Añazco Vega and Melanny Elizabeth Pruna Quichimbo (2020) they state that Jolly phonics is a method of teaching writing-reading that is based on the learning of phonemes and their relationship with letters. Further, they affirm that this method is structured because it begins with the teaching of the oral part of the phoneme and later it is recognized by the student, and finally is applied in the practice. All of this is through the own materials of this method.

"Método Jolly Phonics en el desarrollo de la lectoescritura del idioma Inglés" this research, develop by Diana Nataly Delgado Espinoza (2021), who indicates that Jolly Phonics is a good alternative for students who are beginning to identify both the letters and their sounds and that it is one of the easiest methods to learn, as for the teacher well as the student. This program consists of didactic materials and activities so that they are used and recognized in a fun way to motivate to the student. This research refers to the teaching of phonetics through the Jolly Phonics method as a strategy that combines sounds with letters and later with groups of letters. In addition, it facilitates learning a fast and fluid reading with the knowledge of the phonemes and their combinations. Also, state that this method is a good alternative to learning and identifying the sounds and letters with didactic materials and activities that motivate to the student.

2.2 THEORETICAL FOUNDATION

2.2.1 DEFINITION OF PHONOLOGY

According to Flores (2018), its etymology is 'phonos' which means sound, and 'logo' studies, therefore, phonology is the study of sounds. Phonology is a branch of linguistics that studies and describes the sound or allophone of a language. In addition, phonetics examines the functioning of the articulations of the speech organs to know the proper way to pronounce them according to their accent or intonation.

Hulme et al. (2002) indicates that phonemes are the minimum unit in phonology, which allows us to find the difference between one sound and another [...] there is a difference between a phoneme and a sound because the first is a mental image and the other is a manifestation phoneme material. In addition, the classification of phonemes is according to the place of articulation, the nasal cavity, the oral cavity, and the vocal cords.

And according to the articulation's point, they are bilabial, labiodental, interdental, dental, alveolar, palatine, and velar. On the other hand, according to the articulation's mode or way of expelling the air stops, fricatives, affricates, laterals, and vibrant. Also, by the intervention of the vocal cords: deaf or sonorous.

Likewise, to Gick et al. (2019), the manner of articulation definition in phonetics, is about how sounds are produced by the articulators. Articulators are the organs in the vocal tract which enable human beings to make sounds. They include the palate, tongue, lips, teeth etc. and are shown in the image below. When we speak, we use these articulators to do so. There are two basic types of speech sound consonants, are the speech sounds created by a partial or total closure of the vocal tract. And the vowels are the speech sounds produced without stricture in the vocal tract.

According to Van Riper (1972), the place of articulation refers to where the articulators (tongue, teeth, lips, or glottis) make contact in the vocal tract to create consonant sounds. Let's look at the process of consonant production to see where the place of articulation fits in.

- The process of consonant production is:
- Air builds up in the lungs.
- Air then moves toward the trachea, larynx, and pharynx,
- The diaphragm and chest muscles control airflow,
- The vocal cords in the larynx, start a vibration cycle that builds up air pressure and generates acoustic waves,
- The airflow can go either through the oral cavity or the nasal cavity, depending on the sound.
- Finally, the air is modified by the articulators (lips, tongue, teeth, and palate).

2.2.2 DEFINITION OF PHONETIC

To Rogers et al. (2020), phonetics is the linguistic science that studies sound in its physical realization, characteristics, and particularities [...] it uses a set of symbols or phonetic alphabets to represent sounds with scientific accuracy and sometimes coincides with the usual alphabet. Moreover, in the production of a sound, three types of phonetics can be distinguished: articulatory, acoustic, and auditory.

In accordance with Valga (2019), talks about articulatory phonetics, there are three kinds of organs involved in the production of articulated sound: the organs of respiration: lungs, bronchi, trachea, the organs of phonation (vocal cords, larynx, resonators), and organs of articulation: tongue, palate, lips, teeth, and glottis. Besides, air passes from the lungs into the bronchi and into the trachea, at the top of which is the larynx. Whereas in the larynx are the vocal cords, two flexible muscles vibrate with the passage of time of

breathing. Likewise, when the vocal cords approach and vibrate produce voiced sounds. In contrast, if the vocal cords do not vibrate and allow air to pass freely produce deaf sounds.

As Diehl (2008) points out, acoustic phonetics deals with the description of the different organs that intervene in the phonation process. As well as the different kinds of sounds like vocalic/non-vocalic if the air does not find barriers in its exit, consonantal/non-consonantal if the air encounters obstacles on its way out, voiced if the vocal cords vibrate, deaf if the vocal cords do not vibrate, nasal if the air leaves through the nostrils, oral if the air exits through the buccal cavity, compact/diffuse, intermittent/continuous, and low/high. On the other hand, auditory phonetics is about the auditory perception of sound through speech.

2.2.3 IMPORTANCE OF PHONETICS IN TEACHING ENGLISH

As Toasa (2022) claims, in the English language, writing is significant and the way we speak and pronounce. The sounds of the phonemes are fundamental so there is not much relationship between morphemes and graphemes because words the writing is different from pronunciation.

Considering to Kennedy (2006), some variations must consider in the pronunciation since not taking them into account would result in the wrong capture of the message because sounds are very similar but are not the same. There are many ways and techniques now of producing the sounds. Therefore, the people for speak need to use a series of maneuvers to carry out the desired sound.

2.2.4 IPA (INTERNATIONAL PHONETIC ALPHABET)

Coblin (2003) defines the International Phonetic Alphabet (IPA) as an internationally established alphabetic system that allows people to orient themselves in the specific pronunciation of phonemes. It represents the sounds of the English language, for instance, the dictionaries usually include signs in square brackets next to the definition of the word as the phonetic transcription.

Hieronymus (1993) indicates that learning the IPA symbols will help to speak more clearly and naturally because it allows for avoiding misspellings and their correspondence with pronunciation and writing. Likewise, it will enable learning the symbols gradually as the words get memorized to concentrate in a particular way on the sounds that are not present in Spanish. English pronunciation is such an uphill task to master, especially in second language learning. Every English learner is required to correct and accurate pronunciation. In English, stress plays an important role in that a wrong placement of stress may change part of speech of that word or lead to misunderstanding. Moreover, IPA indicates the principal stress with the /'/ sign in front of the stressed syllable. The secondary accent is denoted with the sign /,/ always before the syllable directed. Finally, the dot /./ means the interruption of the syllable.

2.2.5 DEFINITION OF PRONUNCIATION

According to Iruela (2007), pronunciation in language activities and communicative competence. In language activities, pronunciation plays an essential role in listening comprehension, speaking, and oral interaction. It is also present in written expression and comprehension. The value of pronunciation in communicative competence is also defined based on the space it occupies as one of the linguistic competencies. The term pronunciation comes from the Latin parabola and expresses one of the most essential elements of any language: it is a functional fragment of an expression, delimited by pauses and accents. The combination of the words and their corresponding meanings allows for the formation of phrases or sentences and the sum of the different words in a determined expression, produces its own specific meaning, generating the corresponding pronunciation. Furthermore, there are words that can be pronounced differently, but there is only one correct pronunciation, and the others would be language deviations due to sociolinguistic factors.

2.2.6 COMMON PROBLEMS AND SUGGESTIONS TO IMPROVE ENGLISH PRONUNCIATION

As Villalobos (2018) recommends when starting to learn a foreign language, you must first learn to pronounce the sounds as well as the words of the language in question, this language, for this it is necessary to practice the pronunciation in audio or video recordings to familiarize with the sounds of the language. It is possible to begin to learn correct and new words while having fun reciting or writing tongue twisters. Moreover, he suggests when a pronunciation error is detected is necessary to do activities to practice that word correctly, whether in sentences, songs, memory games, etc. so that the learner can repeat the word correctly and memorize it.

Qizi (2020) points out the use of images also helps to memorize new words, there are games where the child learns by playing. Create situations in which the child memorizes and learns word families or categories that are necessary for daily life, and in this way increase their vocabulary and pronunciation.

Bonilla (2016) states to introduce phonetics are important memory games where the child identifies the repeated words. For instance, it is very frequent to find the problem that children when they begin to develop oral conversation, do not know how to pronounce certain letters. When children are between the ages of 3 and 4 years, they begin to develop a more complex that leads them to develop the thought, and therefore pronunciation, therefore in this process that parents and teachers must intervene to observe the evolution in the child, and if the case warrants it, to help to correct children in their pronunciation.

2.2.7 IMPORTANCE OF THE GAME IN THE TEACHING OF THE ENGLISH LANGUAGE

Ruiz Gutierrez (2017) claims, the game is a spontaneous activity, carried out by one or more people and, differently from art and work, it can be considered as a means of physical and/or mental stimulation. The origin of games dates to prehistoric times and covers all experience levels, genders, and ages. In the stages of learning the child, the first begins at birth and generally lasts until the beginning of language acquisition (until about eighteen months of age). During this period, the formation of motor skills and sensory perception begins. On the other hand, in the second stage is characterized by the formation of symbolic thought (it occurs approximately between two and four years of age). From this point of view, part of that scenario is the use of toys such as dolls, cars, and other objects of a symbolic nature that simulate reality. And in the third stage appears intuitive thinking (between four and eight years of age), here the objects around them become the reference points.

2.2.8 IMPORTANCE OF THE USE OF DIDACTIC MATERIAL IN THE TEACHING OF THE ENGLISH LANGUAGE

In accordance with Olaya Mesa (2022), the use of didactic materials in the teaching of English could consider a methodology with ludic value, because provides students with spaces for active and interactive participation between classmates and the teacher in an adapted environment to everyday life and according to their needs of learning.

Urbano (2018) claims that the didactic materials are physical and virtual material media which with their use make the teaching and learning processes easier, and awaken the interest of the students, allowing them to know through their handling the required information, and close to your reality. The author also suggests that the use of didactic materials in the teaching of English as a foreign language can be one of the fundamental and significant strategies that the teacher should implement in the classroom to facilitate the learning process of the students.

2.2.9 JOLLY PHONICS METHODOLOGY

Considering to Comet (2014) states that Jolly Phonics is a working method to learn to read and write in English. This program is a methodology that was born in 1989 in the United Kingdom by Sue Lloyd with Christopher Jolly, after whom the method is named, they realized that it was necessary to change the way they had to impart learning in this area. This method helps to teach children to read and write using synthetic phonics, which is widely recognized as the most effective way to teach children to read and write in English. The results led to phonics becoming central to the UK curriculum. Today is used in over 100 countries worldwide. This method is not only phonics but spelling, punctuation, and grammar too.

In addition, its parts of application of three premises as the main method which is implied image, movement, and sound. Likewise, Martín (2020) considers this to be synthetic phonetic learning that helps improve the listening, speaking, and vocabulary of students who are learning the language.

On the other hand, Castro (2016), in his research states that for this method to be effective, it must be implemented from the first schooling, Early Childhood Education. The children of three-year-olds who learn English through Jolly Phonics will relate the words to the action and its phonemes. This helps the reading-writing process to assimilate and learn more words in their mother tongue, and later they will become significant information for them, and they will retain them in their memory in the longer term, so they will be able to adapt this to the new knowledge they acquire to the previous ones and expand what they know about the language.

2.2.10 PHASES OF THE JOLLY PHONICS METHOD

Ruiz (2014), claims that Jolly phonics is a method of teaching reading. It is based on the learning of phonemes and their relationship with letters. Further, this method is structured and begins with learning the oral part of the phoneme, and their teaching progress according to the frequency of use, then is recognized by the child, later reproduced, and finally transforms into spellings.

In addition, Ariati et al. (2018) state that the Jolly phonics method is a good option for children who are beginning to identify both the letters and their sounds and that it is one of the easiest methods to teach and learn, as for the teacher well as for the student, respectively. Since this program consists of didactic materials and activities they are used and recognized in a fun way that motivates to the student.

Callinan (2010), also refers to this method as a good alternative, by saying that "Phonemes are associated with kinesthetic activities; for example, imitating the turning on or off of a light switch for the o phoneme". The author references how Jolly Phonics is a fun and kid-friendly method that uses materials that encourage the student to want to get to know it.

According to the web page Jolly Learning Ltd (2021) to use Jolly Phonics during the language teaching and literacy acquisition process, five phases must be followed:

1. Children will be learning the main sounds of the language. These are 42 sounds that are separated into 7 groups. They will be taught in a specific order that does not correspond to the alphabetical order Jolly Learning (2023). The students will be taught 42 letter sounds, such as graphemes and digraphs of the English language. This is possible by learning actions, to each sound with catchy songs. These sounds are distributed in 7 groups so that the student gradually learns one sound followed by another and can combine it to form new words (Delgado, 2021).

2. Learning the spelling of the letters and their directionality (graphemes) through the worksheets Jolly Learning (2023). The students will begin to learn to form letters correctly with the learning of directionality it is in the Jolly Phonics worksheets (Delgado, 2021).

3. Understand and correctly use the different letters, joining them and forming words corresponding to each sound through picture flashcards Jolly Learning (2023). Here the student will recognize the sounds and will be able to form new words (Delgado, 2021).

4. Identify the sounds so that they can understand and differentiate the sounds that are part of the graphemes of the word through the songs assigned to learning each sound Jolly Learning (2023). At this stage, the student can recognize the sounds of both graphemes and digraphs through the songs that the method has (Delgado, 2021).

5. The students acquire the Tricky words, which are those words that are more difficult for them to assimilate, write and read. These words will be taught alternately with the method worksheets (Delgado, 2021).

Sanz (2015) in his research Learning English with Phonics, resorted to direct observation in class during the time the oral activities were carried out, with songs, listening to stories, etc. The author used six evaluation criteria that he selected based on the learning standards of the Jolly Phonics method.

Evaluation criteria	Learning standards
1. Know and know how to apply the most appropriate basic strategies for understanding the general meaning, and essential information. ∗ Understands the essentials of the teacher's instructions and basic messages related to regular classroom activity. ∗ Understands daily routines and the main 32 of the text.	Understands the essentials of the teacher's instructions and basic messages related to the usual classroom activity. ∗ Understands daily routines and associated vocabulary (day of the week, month, weather, etc.).
2. Identify the general meaning and a limited repertoire of vocabulary and expressions in very short and simple oral texts, with a predominance of simple structures and vocabulary of very frequent use, articulated clearly and very slowly and transmitted live by voice or	∗ Understands the basic formulas of social relationship (greetings, introductions). ∗ Difference between the start and end of a conversation. ∗ Imitates and repeats the teacher's expressions and some classroom

through the media. technical, with visual support, the possibility of repetition, and an important contextual reference.	recordings such as instructions, songs, rhymes, etc.
3. Imitate a very limited repertoire of basic sound, stress, rhythmic, and intonation patterns.	* Responds appropriately in simple communication situations (greeting, questions about himself, expression of taste, request for objects, etc.).
4. Recognize a limited repertoire of high-frequency oral lexicon related to everyday situations and common and specific topics related to their own experiences, needs, and interests.	* Locate familiar words (numbers, days of the week, expressions about the weather, celebrations…) in the visual material used for the routines or in the class books.
5. Know and know how to apply the basic strategies to produce very brief and simple monological or dialogic oral texts, using, for example, prefabricated formulas and language or memorized expressions, or supporting what they want to express with gestures.	* Correctly match written words with the corresponding image. * Understands very simple words, expressions and structures worked on in very simple and short written texts (stories and children's stories).
	* Copy words and simple expressions worked orally.
6. Participate in a very basic way in very brief and simple conversations that require a direct exchange of information on topics that are very familiar to them, mostly using very simple isolated expressions and phrases of very frequent use, the repetition, and cooperation of the interlocutor being essential to keep the conversation going.	* Identifies and recognizes the studied graphemes and phonemes.

* Correctly relate each grapheme to its corresponding phoneme. |

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 THE APPROACH OF THE RESEARCH

This researching will be quantitative, according to Arteaga et al. (2017), this kind of approach is carried out by observing and evaluating phenomena, consequently, assumptions or ideas are established to test the degree to which these ideas are founded through their analysis to substantiate or generalize the results obtained through a point of view of counting the data generated in the numerical measurement through the selection of the different existing standardized categories. The statistical analysis used generalizes the results of the studies through representative samples that are based on the application of the different instruments used for this approach. Therefore, to obtain numerical information will be applied the pre-test and post-test to students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote, the data will be used to know what the level is of knowledge of phonemes.

3.2 METHODS OF THE RESEARCH

As explained by Albán et al. (2020), the research is descriptive when describing the state of the facts, phenomena, people, things, qualities, properties, or circumstances and all the information that the subject involves, in other words, who, what, where, when, and how the investigation was carried out.

The Jolly Phonics methodology will be applied, and the behavior of the children will be observed both at the beginning and at the end of the training with this method. Likewise, their reaction in terms of learning in the acquisition of this new knowledge in the English language will be observed, considering factors such as their mother tongue, which is mostly the Kichwa language, as well as the influence of culture in their social environment.

Nicaragua (2018) explains that bibliographic research or literature review provides data obtained through the experiences of other people. These can be found in official documents such as books, theses, dissertations, conference or seminar papers, expert testimony, etc. Therefore, the definitions obtained for this research will be acquired from reviewing books, theses, and academic repositories related to Phonology, reading-writing, pronunciation, and concepts focused on developing the Jolly Phonics methodology with aspects related to teaching this method.

Therefore, this research integrates a bibliographical review of the definitions obtained in books, theses, and academic repositories related to Phonology, reading-writing, pronunciation, and concepts focused to develop the Jolly Phonics methodology, which will be applied at Primer año de la Escuela Particular de Educación General Básica

San Pedro de Guamote. Then will be made evaluations through a pre-test and a post-test about the level of knowledge of phonemes by the students, and finally, will be developed a quantitative analysis of the results.

3.3 LEVEL OF THE RESEARCH

The level of this research will be applied because it helps to have information and alternatives to solve a problem. And it has the foundation of creating knowledge and seeking the resolution of practical problems. It consists of describing the state of the facts, phenomena, people, things, qualities, properties, or circumstances and all the information that the subject involves, in other words, who, what, where, when, and how this investigation was carried out (Nicaragua, 2018).

Applied research seeks to make use of said knowledge that can be implemented to obtain a practical result. Its objective is to discover new techniques, or to perfect those that already exist, thus improving their effectiveness or adapting them to other aims. Therefore, it is characterized by its interest in the application and practical use of knowledge (Cazau, 2006).

This research will be applied at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote through the Jolly Phonics method, and 42 main sounds of the English language will be taught, with the material of the method that includes the sound part (phoneme through songs), the graphic part (grapheme through of standardized worksheets). In addition, it will be evaluated how the students' progress in their learning and this information will be collected in the rubric that will allow to analyze what was the level of the students at the beginning of the application of this method and how they will be at the end of training on this method.

3.4 POPULATION

For this research, it will be worked with students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote. This is a group of 17 children of 5 to 6 years of age.

3.5 SAMPLE

For this research, a sample is not needed, since it will be worked with the entire population.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

The instrument used will be the Rubric to evaluate how students acquired the pronunciation in the English language. It will be used to evaluate the activities at the

beginning with the rubric of the pre-test to obtain data on the previous knowledge of the students before the application of Jolly Phonics method. After, it will be used the same rubric as a post-test to know the results after the application of this methodology. In addition, Jolly Phonics worksheets about seven groups of phonemes, picture flashcards, songs, and tricky words will be applied during the class, to improve the pronunciation of the students.

Uribarren et al. (2013), consider that a rubric is a guide to assess learning, these contain levels of student performance in a specific aspect, and this matrix is divided by certain criteria that indicate student performance. In addition, it allows for identifying the achievement of the curricular objectives proposed by the teacher through the assessment of the proposed academic work, assigning a grade that measures the degree of student learning. The value is expressed in numbers or letters, and they allow both the teacher and the student to identify the errors or disadvantages obtained in the presentation of the exposed contents.

3.7   DATA ANALYSIS AND INTERPRETATION TECHNIQUES

A rubric was used to collect information related to the results before and after of the application of Jolly Phonics to know the level of improvement of the students in their pronunciation.

The rubric is a useful instrument in the evaluation of competencies. Although, it cannot always solve all problems of an effective evaluation process. In addition the rubric has relation to the evaluation or qualification criteria that is generally closed, made up of a review list that establishes a scale of values that contains, on the one hand, criteria for the execution of a task, which are the parameters on which the task proposed by the teacher is based, and on the other hand, it is the scale in which the values are found so that the evaluator indicates the score acquired for each criterion. And finally, the evaluator must add the amounts provided and assign a final grade Cano (2015).

The Pre-Test and Post-Test design is generally used to investigate the behavior of groups of people, basically to measure or compare the change obtained in the result of a treatment or training (Dugard, 1995).

For the application of the Pre-Test and Post-Test, a group of students was chosen who were selected to administer an equal test before and after and then register their scores respectively in each evaluation. In this way, at the end of each test, the difference between the scores before and after the test was analyzed, since it contains the same evaluation criteria and the learning standard with a scale divided into three sections: a lot (8-10), a little (5-7) and nothing (1-4) in which a score was assigned based on the knowledge demonstrated by each of the students in the group studied.

CHAPTER IV

4. RESULTS AND DISCUSSION

The teaching of English phonetics through the Jolly phonics method was applied to 17 students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote. To develop the activities proposed by this methodology was used worksheets, songs, flashcards, and tricky words of Jolly Phonics. The methodology was applied for three months, and the 42 sounds of Jolly phonics were divided into seven phonemes groups taught through the lesson plans need to each group.

Table 1. Student's knowledge of the English language. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
1. Identify the student's prior knowledge of the English language.	1.1. The student shows knowledge related to the English language.	2 Children 1 = 9/10 1= 8/10	1 Children 1= 7/10	14 children 10= 4/10 4= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	1.2. The student shows knowledge related to the English language.	15 Children 14 = 9/10 1= 8/10	2 Children 1= 7/10 1= 6/10	0 children

Elaborated by: Sonia Gabriela Llerena Valverde

Figure 1. Student's knowledge of English language. **Figure 2.** Student's knowledge of English language.
Pre-Test   Post-Test
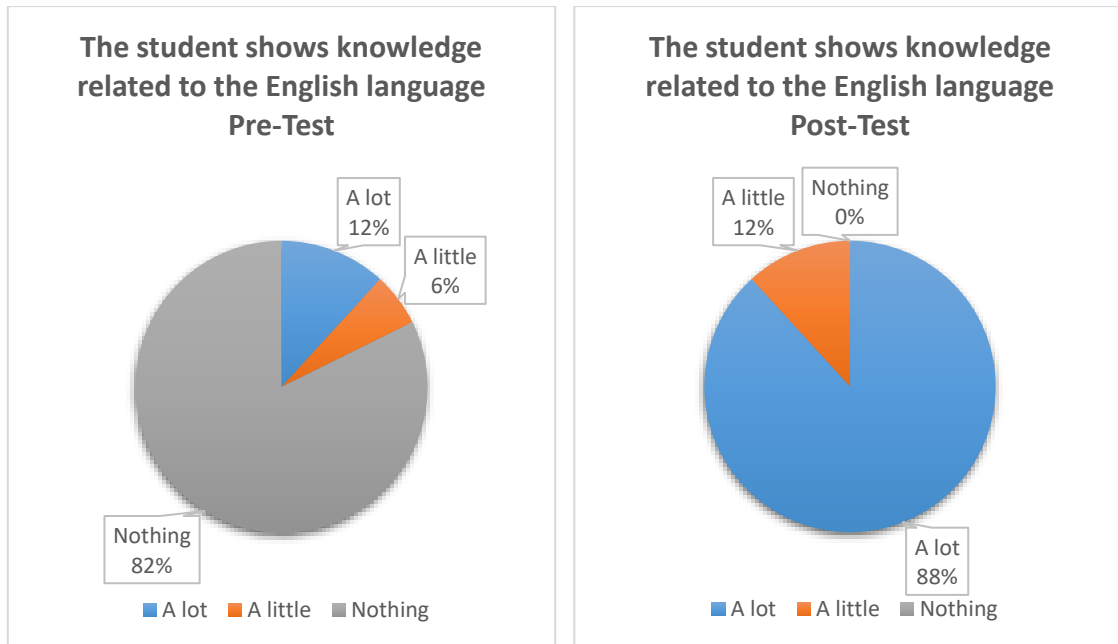
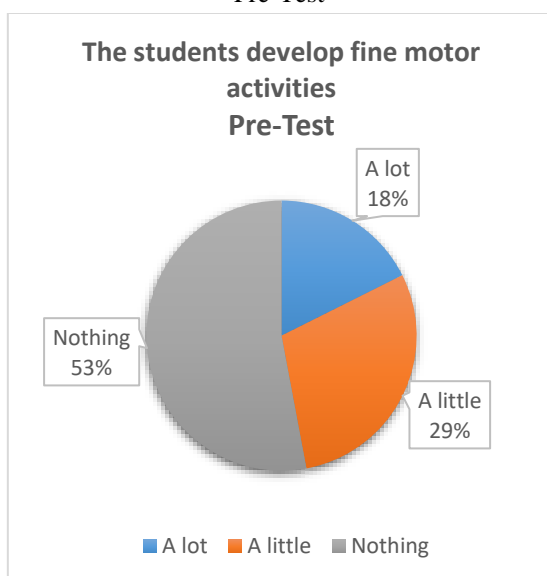**Elaborated by:** Sonia Gabriela Llerena Valverde

According to the Pre-Test, 82% of the students don't show knowledge related to the English language, it is the most students. The results were given because they are children who start learning English as a foreign language at an early age and begin with communicative competence to promote the learning of this foreign language (Diez, 2010). After applying the Jolly Phonics method, the results in the Post-Test showed that 88% of the students show knowledge related to the English language. It means that there was an improvement which demonstrated that most students at the beginning don't know the English language but, in the end, they get to obtain this knowledge. It was possible because the teaching of phonetics encourages the teacher to be spontaneous according to the needs of the students (Benítez, 2009).

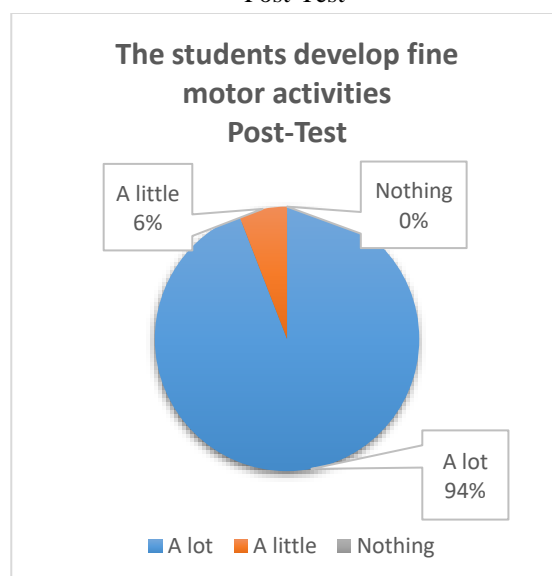**Table 2.** Development of fine motor activities. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
1. Identify the student's prior knowledge of the English language.	1.2. The students develop fine motor activities.	3 children 2= 9/10 1= 8/10	5 children 4= 7/10 1= 6/10	9 children 7= 4/10 2= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	1.2. The students develop fine motor activities.	16 children 14= 9/10 2= 8/10	1 children 4= 7/10	0 children

Elaborated by: Sonia Gabriela Llerena Valverde

Figure 3. Development of fine motor activities. Pre-Test

Figure 4. Development of fine motor activities. Post-Test

The students develop fine motor activities Pre-Test
A lot 18%
A little 29%
Nothing 53%
■ A lot ■ A little ■ Nothing

The students develop fine motor activities Post-Test
A little 6%
Nothing 0%
A lot 94%
■ A lot ■ A little ■ Nothing

Elaborated by: Sonia Gabriela Llerena Valverde

According to the Pre-Test, 53% of the students don't develop fine motor activities, because most of them did not obtain Initial Education. As Suggate (2018) claims the importance of Fine motor skills (FMS) has a relation with early literacy skills, which are an essential school readiness indicator that subsequently will help with learning reading and have a role in cognition and language development.

However, when was applied the Post-Test, the students demonstrated that 94% of them develop their FMS with the activities proposed by the Jolly Phonics method because they are very funny.
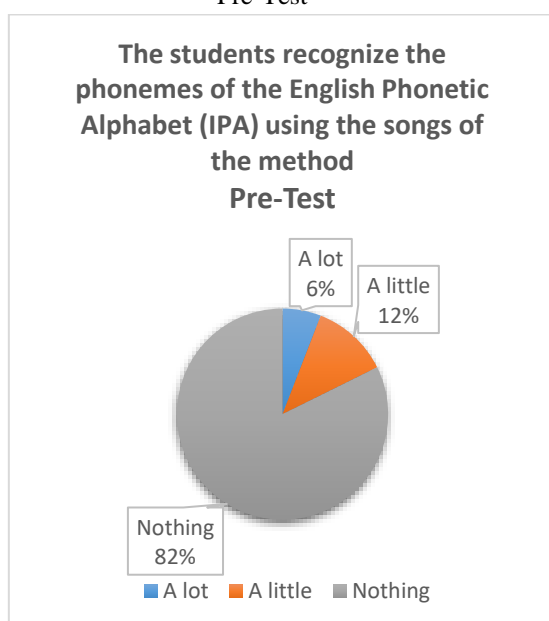
Table 3. Recognition of the phonemes of the IPA through the songs. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
2. The students know the sound of the 42 phonemes of the method, with songs of this method that allow relating them to familiar objects.	2.1 The students recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the method.	1 child 1= 8/10	2 Children 2= 7/10	14 children 12= 4/10 2= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	2.1 The students recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the method.	15 child 14= 9/10 1= 8/10	2 Children 2= 7/10	0 children

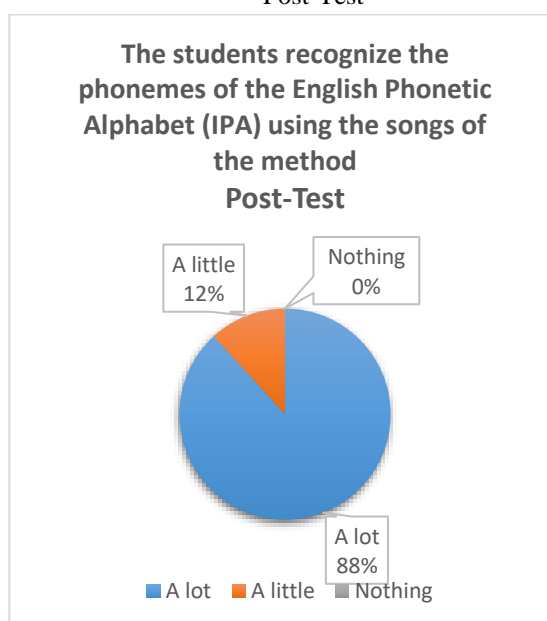**Elaborated by:** Sonia Gabriela Llerena Valverde

Figure 5. Recognition of the phonemes of the IPA through the songs. Pre-Test

Figure 6. Recognition of the phonemes of the IPA through the songs. Post-Test

Elaborated by: Sonia Gabriela Llerena Valverde

According to the Pre-Test, 82% of students don't recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the Jolly Phonics method. Ganske (2018) expresses that Phonics programs are helped beginner readers learn in a significant way the letters with their sounds.

After that the Post-Test was applied and 88% of the students achieved recognize the phonemes of the IPA through the songs of Jolly Phonics method. To Carpenter (2021) Jolly Phonics method is an engaging way to learn without effort because they can learn the 42 phonemes of the International Phonetic Alphabet (IPA).
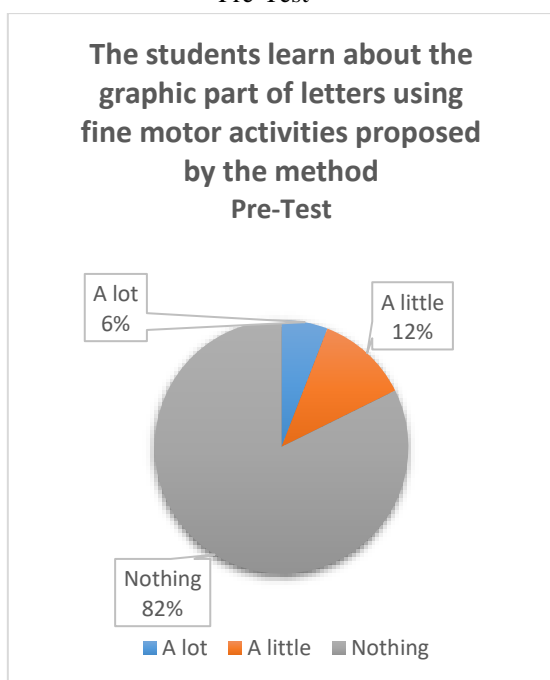
Table 4. Learning of graphemes through fine motor activities. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
3. The students learn the graphic part of the letter, through fine motor activities.	3.1 The students learn about the graphic part of letters using fine motor activities proposed by the method.	1 Child 1= 8/10	2 Children 1= 7/10 1= 5/10	14 children 10= 4/10 4= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	3.1 The students learn about the graphic part of letters using fine motor activities proposed by the method.	16 Child 16 = 8/10	1 Children 1= 7/10	0 children

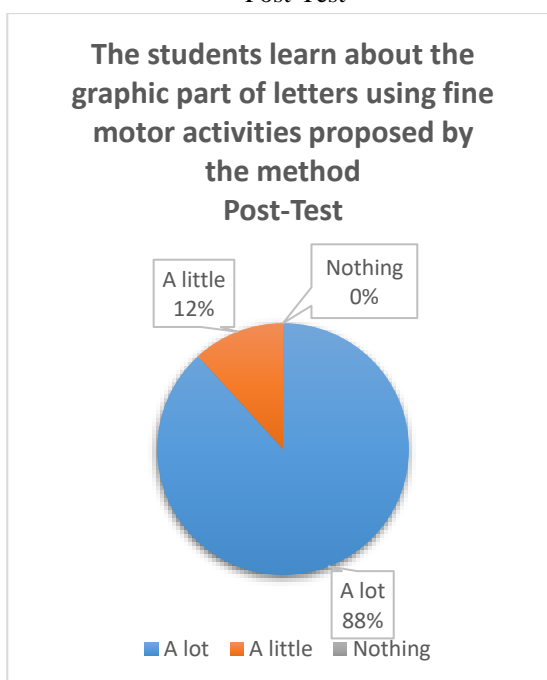**Elaborated by:** Sonia Gabriela Llerena Valverde

Figure 7. Learning of graphemes through fine motor activities. Pre-Test

Figure 8. Learning of graphemes through fine motor activities. Post-Test

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According to the Pre-Test, 82% of students show students know little about the graphic part of letters using fine motor activities proposed by the method Jolly Phonics. Suggate (2018) claims that Fine Motor Skills are important in the development of graphomotor skills that are related directly to reading.

While with the application of the Post-Test is evident a high performance to develop fine motor activities proposed by this method and achieve to make the graphic part of letters. Calvo (2014) said that in the learning of the Jolly Phonics method, the letter names are not taught, but sounds with respective graphemes.

Table 5. Recognition of the phonological sounds of the method. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
4. The students visualize words individually which contain different sounds.	4.1 The students manage to identify the phonological sounds of the method individually.	0 children	2 children 1= 7/10 1= 6/10	15 children 10= 4/10 5= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	4.1 The students manage to identify the phonological sounds of the method individually.	15 children 10= 9/10 5= 8/10	2 children 2= 7/10	0 children

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Figure 9. Recognition of the phonological sounds of the method Pre-Test
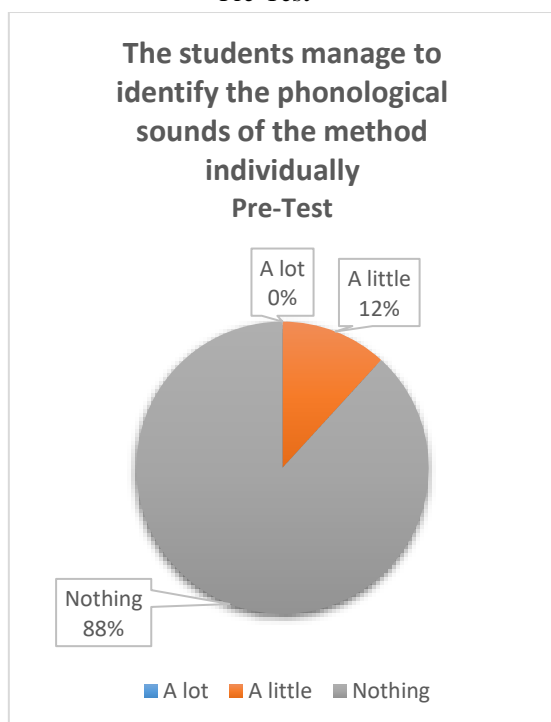
Figure 10. Recognition of the phonological sounds of the method Post-Test
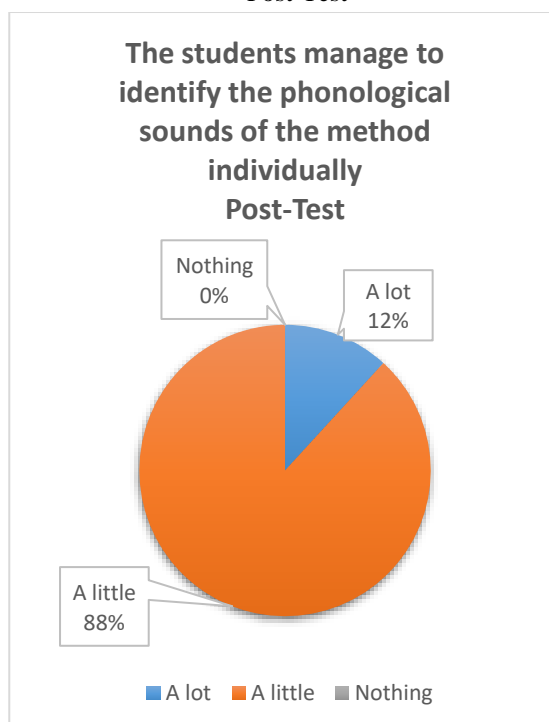
Elaborated by: Sonia Gabriela Llerena Valverde

According to Pre-Test, 88% of students don't identify the phonological sounds of the letters in this method individually. Although, Calvo (2014) name that learning phonics involves sound recognition, words, rhyme, and family words of the vocabulary in this methodology.

Nevertheless, when was applied the Post-Test 88% of the students identify the phonological sounds of each letter individually. To Foy et al. (2006) letter-sound knowledge is essential in preschool because children associate the letter names with their phonological patterns.

Table 6. Recognition of the sounds of the English Phonetic Alphabet (IPA). Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
4. The students visualize words individually which contain different sounds.	4.2. The students manage to identify the sounds individually of the IPA.	0 children	0 children	17 children 13= 4/10 4= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	4.2. The students manage to identify the sounds individually of the IPA.	14 children 13= 9/10 1= 8/10	2 children 2= 7/10	1 children 1= 4/10

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Figure 11. Recognition of the sounds of the English Phonetic Alphabet (IPA) Pre-Test
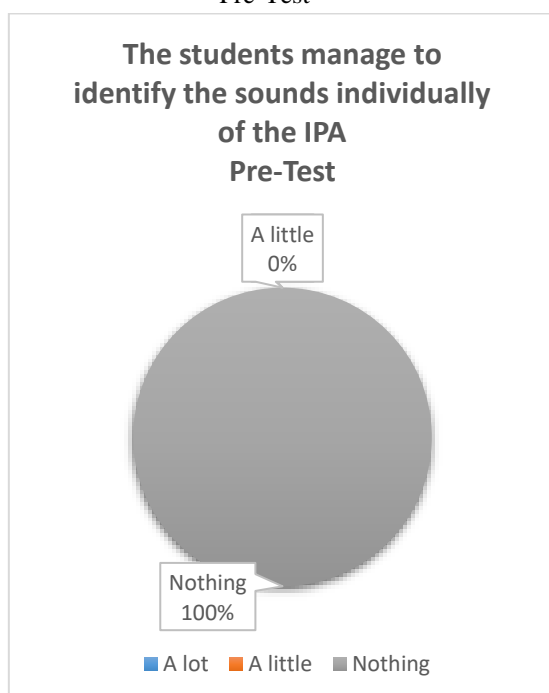
Figure 12. Recognition of the sounds of the English Phonetic Alphabet (IPA) Post-Test
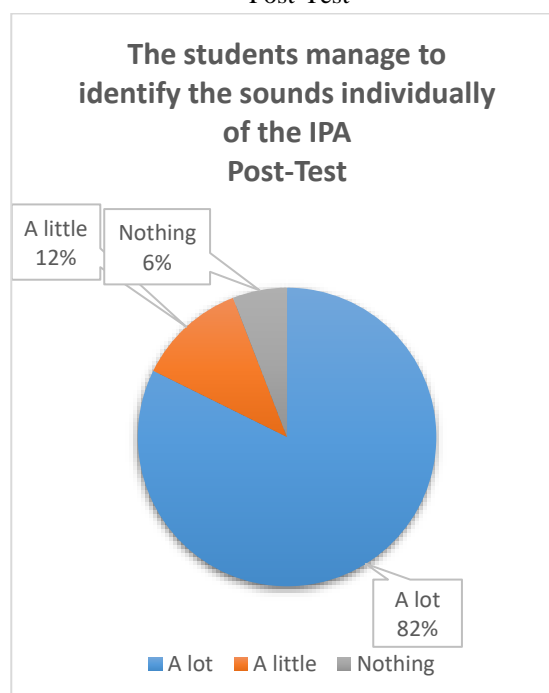
Elaborated by: Sonia Gabriela Llerena Valverde

According to Pre-Test 100% of the students don't manage to identify the sounds individually of the IPA. That result is because they don't learned this in the previous years, as it is Perez (2021) recommends that is better to introduce the teaching of blending 42 phonemes of the IPA through the Jolly phonics method.

Even so, after learning this method, 82% of the students identify the sounds individually of the IPA as mentioned Kim (2010), it is because the Jolly phonics teaching allows for developing the capacity to recognize the sounds and the letters.

Table 7. Rule out words with different sounds from the vocabulary of the method. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
5. The students group the words according to the initial sound.	5.1 The students achieve to rule out words from the method vocabulary that have sounds other than the required sound.	1 child 1= 8/10	2 Children 1= 7/10 1= 5/10	14 children 10= 4/10 4= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	5.1 The students achieve to rule out words from the method vocabulary that have sounds other than the required sound.	16 child 15= 9/10 1= 8/10	1 Children 1= 7/10	0 children

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Figure 13. Rule out words with different sounds from the vocabulary of the method. Pre-Test
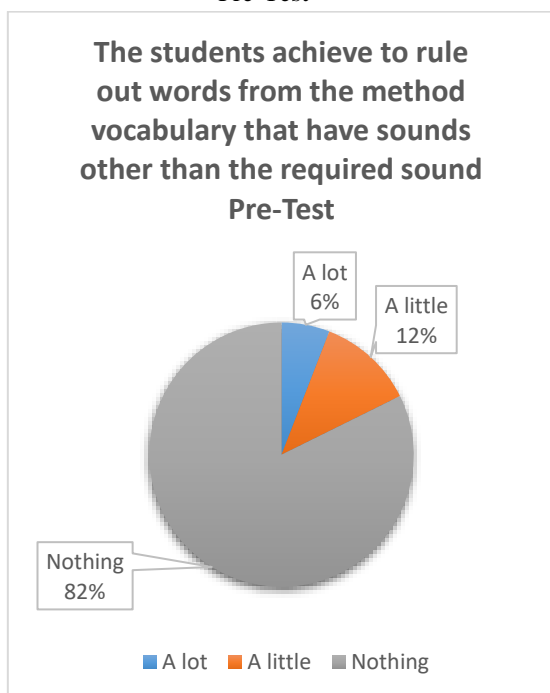
Figure 14. Rule out words with different sounds from the vocabulary of the method. Post-Test
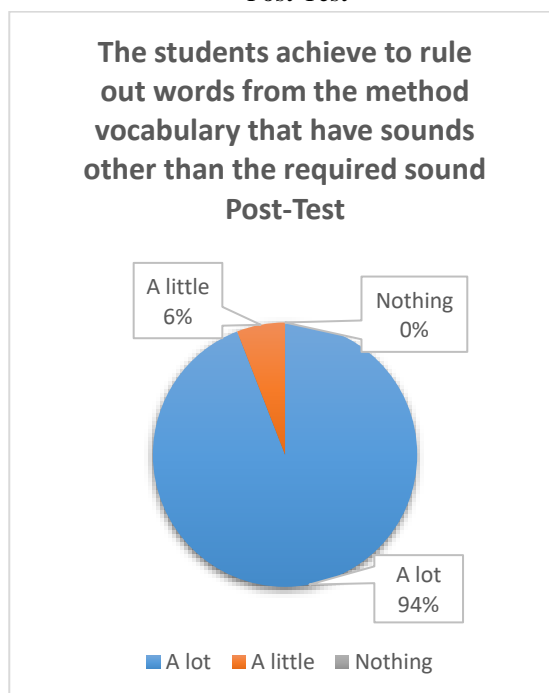
Elaborated by: Sonia Gabriela Llerena Valverde

According to the Pre-Test, 82% of the students don't achieve to rule out words from the method vocabulary that have sounds other than the required sound. Regrettably, the evaluation results were because as claimed Nasrawi (2017) the phonics approach, offers learners opportunities to study the sounds of the letters where harmony to recognize letters and sounds, words of the vocabulary of Jolly phonics method.

Favorably after the application of the Post-Test, 94% of the students were able to rule out other words that not corresponding to the required sound.
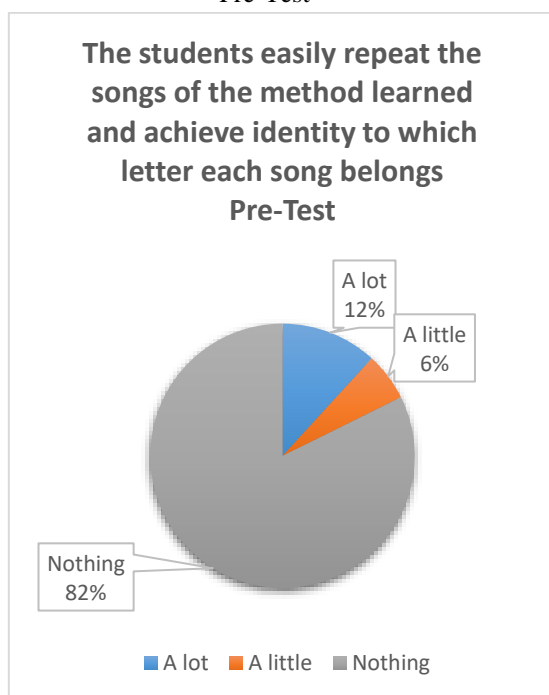
Table 8. Learning the songs of the method with their respective sounds of the letters.Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
6. The students practice the sounds through the songs in sequential order according to the study group.	6.1. The students easily repeat the songs of the method learned and achieve identity to which letter each song belongs.	2 children 1= 9/10 1= 8/10	1 Child 1= 7/10	14 children 12= 4/10 2= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	6.1. The students easily repeat the songs of the method learned and achieve identity to which letter each song belongs.	16 children 14= 9/10 2= 8/10	1 Child 1= 7/10	0 children

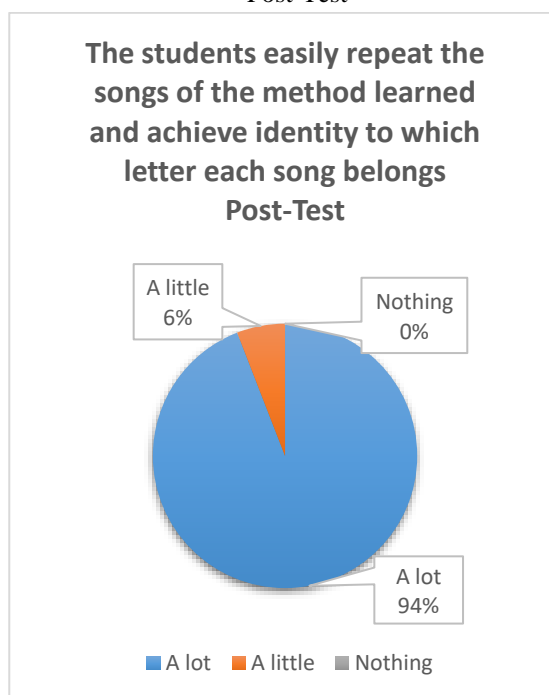**Elaborated by:** Sonia Gabriela Llerena Valverde

Figure 15. Learning the songs of the method with their respective sounds of the letters. Pre-Test

Figure 16. Learning the songs of the method with their respective sounds of the letters. Post-Test

Elaborated by: Sonia Gabriela Llerena Valverde

According to Pre-Test, 82% of the students unknow the songs of this method and for this reason, they don't easily repeat the songs of the method learned and neither achieve identity to which letter each song belongs.

In concordance with Nasrawi (2017) the knowledge of these songs the students are new, and they don't show interest if not after in the application of Post Test where 94% learn the songs and achieve identity to which letter each song belongs this fact can resolve listening to phonics songs to focus on teaching the sounds and the letters.

Table 9. Work on complementary activities to the method to motivate the learning. Pre-Test / Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
7. The students do complementary activities related to the method to motivate their learning.	7.1. The students work on complementary activities related to the method to motivate their learning.	7 child 5= 9/10 2= 8/10	3 children 2= 7/10 1= 6/10	7 children 5= 4/10 2= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	7.1. The students work on complementary activities related to the method to motivate their learning.	17 child 15= 9/10 2= 8/10	0 children	0 children

Elaborated by: Sonia Gabriela Llerena Valverde

Figure 17. Work on complementary activities to the method to motivate the learning. Pre-Test
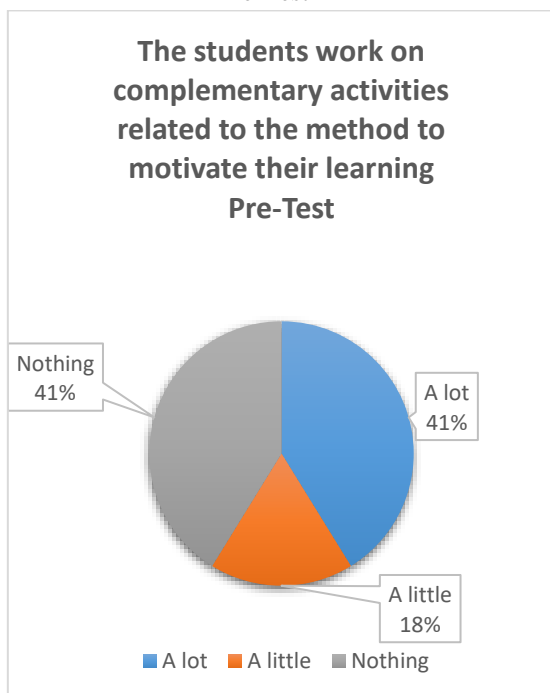
Figure 18. Work on complementary activities to the method to motivate the learning. Post-Test
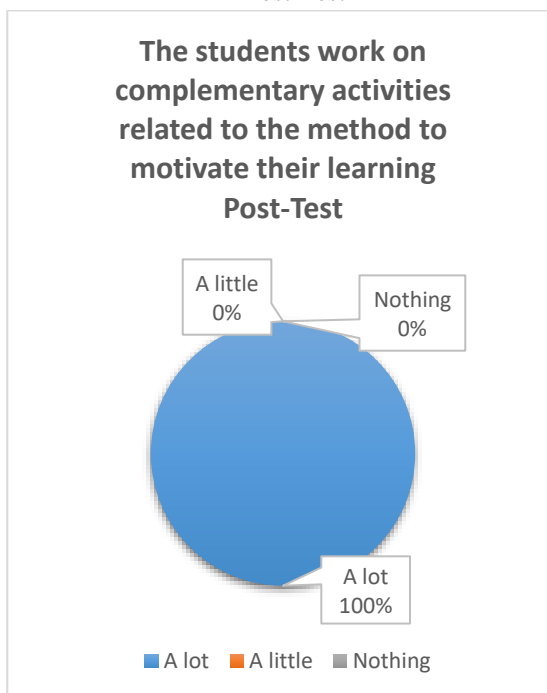
Elaborated by: Sonia Gabriela Llerena Valverde

According to the Pre-Test, 41% of the students still don't work completely in complementary activities related to the method to motivate their learning. However, this aspect is fundamental to help to the students in their academic development. To

Cordova (1996) the techniques of motivation might be used to increase interest in performing educational activities.

Therefore, then was applied the Post-Test 100% of the students if being motivated by the complementary activities related to this method.

Table 10. Relating words of the vocabulary about the phoneme's groups of the method.Pre-Test/Post-Test

EVALUATION CRITERIA	PRE-TEST	LEARNING STANDARDS		
		A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
8. The students link words related to all the study groups of the method.	8.1. The students link words related to all method study groups.	0 children	2 Children 1= 4/10 1= 3/10	15 children 13= 4/10 2= 3/10
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
	8.1. The students link words related to all method study groups.	14 children 13= 9/10 1= 8/10	2 Children 2= 7/10	1 children 1= 4/10

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Figure 19. Relating words of the vocabulary about the phoneme's groups of the method. Pre-Test
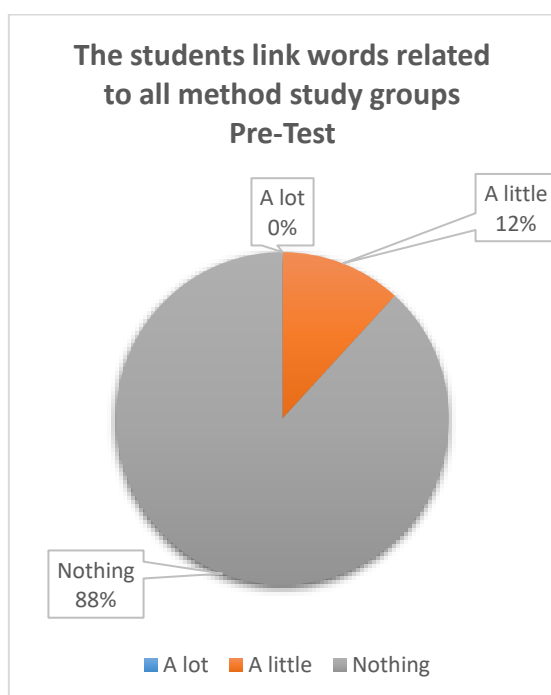
Figure 20. Relating words of the vocabulary about the phoneme's groups of the method. Post-Test

The students link words related to all method study groups Pre-Test

A lot 0%
A little 12%
Nothing 88%

■ A lot ■ A little ■ Nothing

The students link words related to all method study groups Post-Test

A little 13%
Nothing 0%
A lot 87%

■ A lot ■ A little ■ Nothing
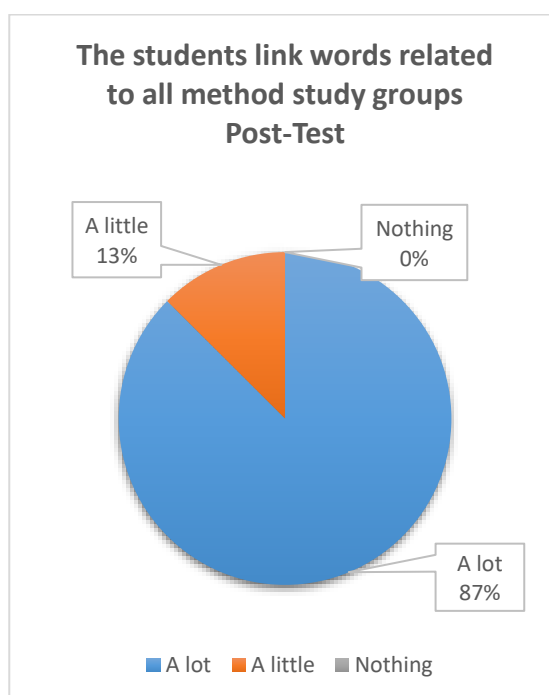
Elaborated by: Sonia Gabriela Llerena Valverde

According to the Pre-Test 88% of the students are unable to link words related to all method study groups. Because in this step they unknown of the Jolly Phonics method, but subsequently in the application of the Post-Test 87% of the students are able to blend sounds, and letters to form words.

Limsukhawat et al. (2016) indicated that this activity helps students to recognize the sound with their letter can write it and then blend it to obtain other words. Further is necessary to learn to identify sounds in words, this step helps student to spell when they listen to the sounds in words.

Rubric Evaluation applied (Pre-Test)

PRE-TEST: A Rubric was used to know the level of knowledge of the students about the phonemes and graphemes before of application of the Jolly Phonics method.

Table 11. Rubric Evaluation applied (Pre-Test)

EVALUATION CRITERIA	LEARNING STANDARDS			
	PRE-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
1. Identify the student's prior knowledge of the English language.	1.3.The student shows knowledge related to the English language.	2 Children 1 = 9/10 1= 8/10	1 Children 1= 7/10	14 children 10= 4/10 4= 3/10
	1.2. The students develop fine motor activities.	3 children 2= 9/10 1= 8/10	5 children 4= 7/10 1= 6/10	9 children 7= 4/10 2= 3/10
2. The students know the sound of the 42 phonemes of the method, with songs of this method that allow relating them to familiar objects.	2.1.The students recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the method.	1 child 1= 8/10	2 Children 2= 7/10	14 children 12= 4/10 2= 3/10
3. The students learn the graphic part of the letter, through fine motor activities.	3.1.The students learn about the graphic part of letters using fine motor activities proposed by the method.	1 Child 1= 8/10	2 Children 1= 7/10 1= 5/10	14 children 10= 4/10 4= 3/10

4. The students visualize words individually which contain different sounds.	4.1. The students manage to identify the phonological sounds of the method individually.	0 children	2 children 1= 7/10 1= 6/10	15 children 10= 4/10 5= 3/10
	4.2. The students manage to identify the sounds individually of the IPA.	0 children	0 children	17 children 13= 4/10 4= 3/10
5. The students group the words according to the initial sound.	5.1. The students achieve to rule out words from the method vocabulary that have sounds other than the required sound.	1 child 1= 8/10	2 Children 1= 7/10 1= 5/10	14 children 10= 4/10 4= 3/10
6. The students practice the sounds through the songs in sequential order according to the study group.	6.1. The students easily repeat the songs of the method learned and achieve identity to which letter each song belongs.	2 children 1= 9/10 1= 8/10	1 Child 1= 7/10	14 children 12= 4/10 2= 3/10
7. The students do complementary activities related to the method to motivate their learning.	7.1. The students work on complementary activities related to the method to motivate their learning.	7 child 5= 9/10 2= 8/10	3 children 2= 7/10 1= 6/10	7 children 5= 4/10 2= 3/10
8. The students link words related to all the study groups of the method.	8.1. The students link words related to all method study groups.	0 children	2 Children 1= 4/10 1= 3/10	15 children 13= 4/10 2= 3/10

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Rubric Evaluation applied (Post-Test)

POST-TEST: A Rubric was used to know the level of knowledge about the students of the phonemes and graphemes after of application of the Jolly Phonics method.

Table 12. Rubric Evaluation applied in the Post-Test.

EVALUATION CRITERIA	LEARNING STANDARDS			
	POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
1. Identify the student's prior knowledge of the English language.	1.1.The student shows knowledge related to the English language.	15 Children 14 = 9/10 1= 8/10	2 Children 1= 7/10 1= 6/10	0 children
	1.2. The students develop fine motor activities.	16 children 14= 9/10 2= 8/10	1 children 4= 7/10	0 children
2. The students know the sound of the 42 phonemes of the method, with songs of this method that allow relating them to familiar objects.	2.1.The students recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the method.	15 child 14= 9/10 1= 8/10	2 Children 2= 7/10	0 children
3. The students learn the graphic part of the letter, through fine motor activities.	3.1.The students learn about the graphic part of letters using fine motor activities proposed by the method.	16 Child 16 = 8/10	1 Children 1= 7/10	0 children

4. The students visualize words individually which contain different sounds.	4.1.The students manage to identify the phonological sounds of the method individually.	15 children 10= 9/10 5= 8/10	2 children 2= 7/10	0 children
	4.2.The students manage to identify the sounds individually of the IPA.	14 children 13= 9/10 1= 8/10	2 children 2= 7/10	1 children 1= 4/10
5. The students group the words according to the initial sound.	5.1.The students achieve to rule out words from the method vocabulary that have sounds other than the required sound.	16 child 15= 9/10 1= 8/10	1 Children 1= 7/10	0 children
6. The students practice the sounds through the songs in sequential order according to the study group.	6.1.The students easily repeat the songs of the method learned and achieve identity to which letter each song belongs.	16 children 14= 9/10 2= 8/10	1 Child 1= 7/10	0 children
7. The students do complementary activities related to the method to motivate their learning.	7.1.The students work on complementary activities related to the method to motivate their learning.	17 child 15= 9/10 2= 8/10	0 children	0 children
8. The students link words related to all the study groups of the method.	8.1.The students link words related to all method study groups.	14 children 13= 9/10 1= 8/10	2 Children 2= 7/10	1 children 1= 4/10

Elaborated by: Sonia Gabriela Llerena Valverde

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- According to the bibliographic review, it was possible to identify some methods to introduce the teaching of phonetics in the preschool stage. All these methods are similar since in the English language there is the same alphabet with small varieties as in the Spanish alphabet. The difference is that in the English language, there are 42 sounds that correspond to the International phonetic alphabet of the English language, the same one that is taught with the Jolly Phonics methodology.

- The knowledge of the students were evaluated through the rubric prepared to apply the pre-test to identify the previous knowledge that the first-year students compared to the application of the pos-test that was applied to the same group of students at the end of the training in which it was given to know the jolly phonics method with the different activities proposed by the method.

- The teaching of the Jolly phonics method was applied at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote contribute to a better pronunciation of the English language in this group of children who are just beginning to acquire knowledge of the language. This was possible because they had no previous knowledge of the language and by providing learning this method helped them to get a good pronunciation based on the phonetic sounds of the IPA.

- The results obtained from the application of the Pre-Test and the Pos-Test were successful because it was possible to evidence that with the application of the jolly phonics method to the students really managed to learn the basics of English phonetics through the different activities proposed by the method. Moreover, they acquired a better pronunciation of the English language for the knowledge provided to achieve a significant learning of the English language.

5.2 RECOMMENDATIONS

- It is recommended to use the Jolly phonics method because it has been proven to be an efficient method for teaching phonetics. In addition, this method contains fun materials and activities that attract the attention of the beginning student and allows the desired results to be obtained in the end.

- Likewise, the use of the rubric as an evaluation instrument is recommended since it allowed us to assess the student according to the scale proposed by the evaluator and later obtain the level of score that each of the students achieved before and after applying the Jolly phonics method. This instrument is also important because it helps to identify exactly through the evaluation criteria and scales of the level

at which each of the students was before and after the teaching with the jolly phonics method.

- In the same way, the application of the Pre-Test and the Post-Test is recommended because through these two tests, it was possible to contrast how the student was before training in the Jolly phonics method and after that, with the application of the Post-Test as the student managed to get the knowledge proposed by the method through the teacher and finally the evaluator can get respective conclusions about the way each student learns.

- Regarding the results, it is recommended that the training of the Jolly phonics method be continued in the courses subsequently to the first year of basic education to complement the learning and achieve the best results through the material and activities fun that this method has. Further, these results were achieved Thanks to the fact that the activities and materials of the Jolly phonics method were applied neatly and correctly by the evaluator, it was in this way that the desired results were achieved.

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ANNEXES

Annexe 1:

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A Rubric will be used to know the level of knowledge of the students of the phonemes and graphemes before and after of application of the Jolly Phonics method.

SPECIFIC OBJECTIVE: To evaluate the knowledge of students at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote about the usage of English phonetics.

Table 13. Rubric's template of Evaluation (Pre-Test and Post-Test)

EVALUATION CRITERIA	LEARNING STANDARDS			
	PRE-TEST / POST-TEST	A LOT (8-10)	A LITTLE (5-7)	NOTHING (1-4)
Identify the student's prior knowledge of the English language.	The student shows knowledge related to the English language.			
	The students develop fine motor activities.			
The students know the sound of the 42 phonemes of the method, with songs of this method that allow relating them to familiar objects.	The students recognize the phonemes of the English Phonetic Alphabet (IPA) using the songs of the method.			

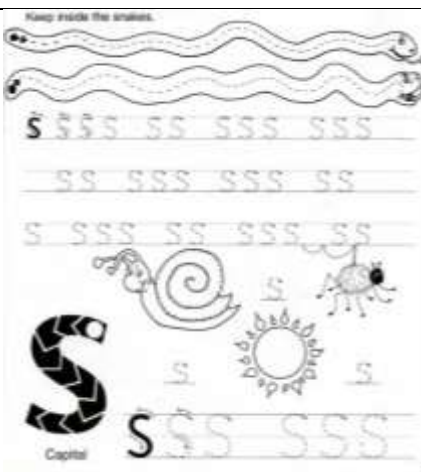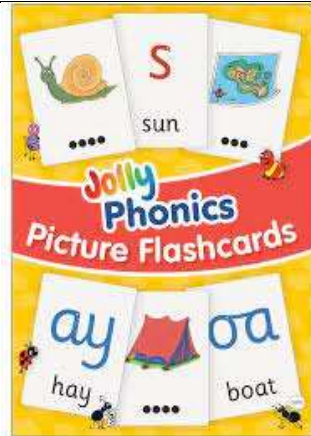|				
The students learn the graphic part of the letter, through fine motor activities.	The students learn about the graphic part of letters using fine motor activities proposed by the method.			
The students visualize words individually which contain different sounds.	The students manage to identify the phonological sounds of the method individually.			
	The students manage to identify the sounds individually of the IPA.			
The students group the words according to the initial sound.	The students achieve to rule out words from the method vocabulary that have sounds other than the required sound.			
The students practice the sounds through the songs in sequential order according to the study group.	The students easily repeat the songs of the method learned and achieve identity to which letter each song belongs.			
The students do complementary activities related to the method to motivate their learning.	The students work on complementary activities related to the method to motivate their learning.			
The students link words related to all the study groups of the method.	The students' link words related to all method study groups.			

Annex 2

UNIVERSIDAD NACIONAL DE CHIMBORAZO
Facultad de Ciencias de la Educación, Humanas y Tecnologías
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

The worksheets, songs, flashcards, and tricky words of Jolly Phonics will be used to develop the activities proposed by this methodology. They contain the representation of the graphic part of the English phoneme together with the practice of their pronunciation through the songs that is used for each of them. They are 42 sounds that will be divided in seven groups of phonemes to blend sounds of letters and to obtain new words. In addition, the practice of each sound in an articulated way between them allows linking sounds and forming words.

SPECIFIC OBJECTIVE: To apply the learning of English phonetics with the Jolly Phonics method to contribute to a better pronunciation at Primer año de la Escuela Particular de Educación General Básica San Pedro de Guamote.

Table 14. Materials and activities proposed by the Jolly Phonics method.

MATERIALS	ACTIVITIES
Groups Letters 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 **The seven groups of Jolly Phonics Method.**	1. Children must learn the main sounds of the language. These are 42 sounds that are separated into 7 groups. They will be taught in a specific order that does not correspond to the alphabetical order.
 e.g., Worksheet of letter "S"	2. Learning the spelling of the letters and their directionality (graphemes) through the worksheets.

The Jolly Phonics picture flashcards	3. Understand and correctly use the different letters, joining them and forming words corresponding to each sound through picture flashcards.
The Jolly Phonics Songs	4. Identify the sounds so that they can understand and differentiate the sounds that are part of the graphemes of the word through the songs assigned to learning each sound.
The Jolly Phonics – Tricky words	5. The students acquire the Tricky words, which are those words that are more difficult for them to assimilate, write and read.

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