



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS**

THESIS TITTLE:

“ANALYSIS OF PHONOLOGICAL AWARENESS ACTIVITIES IN READING AND WRITING AT THIRD YEAR STUDENTS OF GENERAL BASIC EDUCATION OF “GARCIA MORENO”SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019.”

Work presented as requirement for obtaining the Bachelor’s Degree of “Licenciada en Ciencias de la Educación, Profesor de Idiomas inglés”

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER**

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Work presented as requirement for obtaining the Bachelor’s Degree of “Licenciada en Ciencias de la Educación, profesor de Idiomas Inglés”. Submitted by Yolanda Martínez and directed by Msc Verónica Egas. It has been approved by the following Committee members The tribunal authorizes this thesis work for its usage. As a final step, this research work be kept in the Facultad de Ciencias de la Educación Library at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

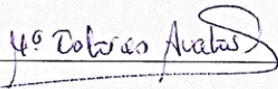
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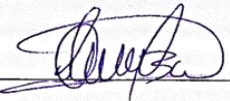
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Que el presente trabajo titulado: “ANALYSIS OF PHONOLOGICAL AWARENESS ACTIVITIES IN READING AND WRITING AT THIRD YEAR STUDENTS OF GENERAL BASIC EDUCATION OF “GARCIA MORENO” SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019.” Presentado por la Srta. Yolanda Fabiola Martínez Aviles, ha sido dirigido y revisado durante todo el proceso de investigación. El trabajo cumple al 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales, para la graduación, por lo tanto autorizo la presentación y evaluación al respectivo tribunal.

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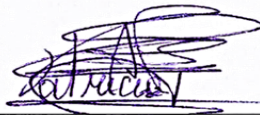
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AUTORSHIP

I, Yolanda Fabiola Martínez Aviles, student of Language career, declare that I am the only author of the research work titled: **“ANALYSIS OF PHONOLOGICAL AWARENESS ACTIVITIES IN READING AND WRITING AT THIRD YEAR STUDENTS OF GENERAL BASIC EDUCATION OF “GARCIA MORENO”SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019.”** All ideas, commentaries and opinions in this document are responsibility of the author.

Riobamba, 30 enero del 2019



Yolanda Martínez

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I want to express a sincere gratitude, first of all to God, because he taught me that his time is perfect and that his will is good, pleasant and perfect. For being my support and giving me the necessary strength to continue in this process to obtain one of my most desired longings.

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To my beloved parents José and Griselda for their constant support and infinite love, for teaching me that age is a mental state, that with effort and dedication everything is possible. Although in many occasions I felt faint, they gave me enough strength to not decay when everything seemed complicated and impossible.

To my husband and children for their unconditional love, comprehension and patience.

Yolanda Fabiola Martinez Aviles

DEDICATORY

The present work of degree is dedicated mainly to my axes: to God, who, as a guide, was present in the path of my life, blessed me and gave me the strength to continue with my goals without fainting.

To my father José, who never stopped dreaming that I would be A professional. To my mother Griselda for always pushing me to keep going.

To my husband Luis and my children Jakob and Joel, who with their unconditional support, love and trust allowed me to reach my professional career.

"And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ." Philippians 1:6

"Delight yourself in the LORD, and he will give you the desires of your heart."
Psalms 37:4

Yolanda Fabiola Martínez Aviles

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RESUMEN

El presente trabajo de investigación se basó en la falta de actividades de conciencia fonológica para reforzar las habilidades de lecto-escritura en el idioma Inglés, en los estudiantes de tercer año en la Escuela de Educación General Básica “García Moreno” ubicada en el barrio El Batán de la ciudad de Riobamba, durante el año lectivo 2018-2019, debido a que los estudiantes presentaron problemas al momento de leer y escribir y que en muchas ocasiones confundían un sonido con otro. El objetivo principal de esta investigación fue analizar si las actividades de conciencia fonológica, ayudaron a mejorar las habilidades de lectura y escritura en el idioma inglés. La población estuvo conformada por treinta estudiantes. El proyecto estuvo enmarcado en el tipo de investigación inductiva y bibliográfica. El nivel de la investigación fue exploratoria. El enfoque de la investigación fue cualitativa ya que la información recopilada se basa en comportamientos naturales, discusiones y respuestas abiertas para la posterior interpretación de los resultados en consecuencia el diseño de la investigación fue de tipo etnográfico, que es el más utilizado dentro del campo educativo, y a su vez describe y analiza lo que los investigados realizan usualmente. El instrumento utilizado para la recopilación de datos fue la hoja de observación o conocido como hoja de verificación, la técnica utilizada fue la observación, la cual permitió recopilar la información necesaria para poder realizar este proyecto de investigación. Como conclusión, las actividades de conciencia fonológica ayudan a los estudiantes a mejorar las habilidades de lectura y escritura en el idioma inglés, debido a que es la estrategia más adecuada para que aprendan a combinar, manipular y reconocer los diferentes sonidos al momento de aprender un nuevo idioma. La combinación de (letras) en lenguaje escrito y fonemas (sonidos) en el lenguaje hablado y cómo usar sus correspondencias para leer y deletrear.

Palabras claves: Reforzar las habilidades de lectoescritura, inglés, actividades de conciencia fonológica

ABSTRACT

The present research work was based on the lack of phonological awareness activities to reinforce the reading and writing skills in the English language, at third year students in the Basic Education School "García Moreno" located in the neighborhood Batán of the city of Riobamba, during the 2018-2019 school year because students presented problems when they read and write, as they often confused one sound with another. The main objective of this research was to analyze how the phonological awareness activities carried out help to improve the reading and writing skills in the English language. The population consisted of thirty students. The project was framed in the type of inductive and bibliographic research. The level of the research was exploratory. The focus of the research was qualitative, since the information collected is based on natural behaviors, discussions and open answers for the subsequent interpretation of the results. Consequently, the research design was ethnographic, which is the most used within the research educational field, and in turn describes and analyzes what investigated actors usually do. The instrument used for data collection was the observation sheet or known as the verification sheet, the technique used was observation, which allowed to collect the necessary information to be able to carry out this research project. Finally, it is concluded that phonological awareness activities helped students to improve their reading and writing skills in the English language since it is the most appropriate strategy for them to learn to combine, manipulate and recognize the different sounds, at the time of learning a new language. The combination of (letters) in written language and phonemes (sounds) in spoken language and how to use their correspondences to read and spell.

Key words: To reinforce reading and writing skills, English, Phonological awareness activities.


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DIRECCIÓN

INTRODUCTION

Language is one of the most important means of communication among people, through it, emotions, feelings and thoughts are expressed. Human beings interpret the world around them. The importance of a correct development of the language is of vital importance for any type of learning during the school stage. With the development of language, a child can learn and develop much more complex skills. Within language there is a series of cognitive processes, such as: semantic, syntactic and phonological awareness. The latter refers to the child's ability to be aware of the units in which speech can be divided. Students who receive adequate phonological awareness training from an early age can develop more reading and writing skills than those who have not.

The present analysis took place in third year of General Basic Education at "García Moreno" School, during the academic period 2018-2019, with students between the ages of six and seven years old. Its objective is to show why students can not improve in the development of reading and writing skills. Therefore, it is important to investigate the application of teaching methods to develop in students the ability to recognize and use sounds in an appropriate way, through exercises that reinforce phonological awareness, for the correct learning of sounds, the acquisition and development of reading and writing skills in the English language.

In this research, an ethnographic research design was used, which is the most appropriate within the educational field because the information was collected based on the observation of natural behaviors, discourses and open answers and then performed the interpretation of the results, the information was obtained from the observation of behaviors within the classroom and the relationship between students and teacher.

This research had an exploratory level because the researcher came in direct contact with the reality that was investigated and with the people related to the place. It compiled pertinent information on the viability, possibility and favorable conditions for its research purposes.

The present research work is divided in five chapters, which are itemized below:

- **CHAPTER I:** called the **Reference Framework**, contains the following parameters: the problem of the investigation, the definition of the problem, the formulation of the problem, the directing questions, the general and specific objectives that were reached and the justification, the parameters given by the notions to understand the origin of the problem and perform the respective analysis.
- **CHAPTER II:** This chapter contains the **Theoretical Framework**, for which it was necessary to carry out an investigation based on the concepts, illustrations and theories of the authors, the importance of the activities of the phonological awareness in the English language, the background of the investigation, the basic times on this subject, the theoretical foundations and the definition of the basic terms, related to the research topic.
- **CHAPTER III:** This chapter contains the **Methodological Framework**, which is composed of: the research approach was qualitative, the design that in this case was the ethnographic type, the level is the type of research, the type of research was inductive and bibliographic, population and sample, the technique was based on observation, and in the data collection the observation sheet applied to the teacher was obtained, with the respective authorization of the Director, for the respect and subsequent analysis the interpretation of the results was made.
- **CHAPTER IV:** This chapter contains the **Interpretation and Analysis of the results of the instrument** used to collect the information that in this case was the observation sheet applied to the teacher of the Institution.
- **CHAPTER V:** This chapter contains the **Conclusions and Recommendations** of this research work, based on the general objectives, finally the bibliography and the Attachments and annexes.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Problem: Students present difficulties when reading and writing, due to the lack of activities that reinforce phonological awareness.

1.2 PROBLEM DEFINITION

The Garcia Moreno School is located in the Chimborazo province, city of Riobamba, in Batan neighborhood. It was founded around the year 1940. Nowadays in this public school there are seven teachers, one is an English teacher. There are thirty students. The classrooms are enough to cover the amount of students.

In the third year of General Basic Education at the school "Garcia Moreno students have problems reading and writing meaningfully, since they confuse a sound with another, and generally write and pronounce what they hear. In this process, the reinforcement of the activities of reading and writing are important, so errors can be corrected from an early age.

Another is that the teacher only focuses on the activities immersed in the English book of the Ministry of Education, which are barely two pages, in which the students do not reinforce, that is why it is considered of vital importance to develop phonological awareness activities, in which the student based on sounds, syllables, rhymes, phonemes will have a better awareness of how words are formed.

The curricular proposal of the Ministry of Education requires teaching reading and writing based on the sounds that make up the words. The proposed exercises are exclusively oral and as a result, written texts. As a support, graphics, photos, images, drawings, toys, objects, etc. are used, as well as motor-type gestures, such as clapping or hitting the table (MinEduc, 2014).

1.3 PROBLEM FORMULATION AND GUIDING QUESTIONS.

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
PHONOLOGY AND PHONETICS	How phonological awareness activities help to improve reading and writing skills in the third year of General Basic Education at the "Garcia Moreno" School, in the city of Riobamba, Chimborazo province, during the academic period 2018-2019	What are the phonological awareness activities that improve reading and writing skills?	To analyze how phonological awareness activities help to improve reading and writing skills in the third year of General Basic Education at the "Garcia Moreno" School, in the city of Riobamba, Chimborazo province, during the academic period 2018-2019.	To identify which are the phonological awareness activities that are being used by the teacher to improve students' reading and writing skills?
		How the phonological awareness activities are being applied during the class?		To observe and listen how the teacher uses phonological awareness activities during English class.

Made by Yolanda Martínez

- What are the phonological awareness activities that improve reading and writing skills?
- How the phonological awareness activities are being applied during the class?

1.4 OBJECTIVES

1.4.1 GENERAL

- To analyze how phonological awareness activities help to improve reading and writing skills in the third year of General Basic Education at the "Garcia Moreno" School, in the city of Riobamba, Chimborazo province, during the academic period 2018-2019.

1.4.2 SPECIFIC

- To identify which are the phonological awareness activities that are being used to improve students' reading and writing skills.
- To observe and listen how the teacher uses phonological awareness activities during English class.

1.5 JUSTIFICATION

Learning to read and write is a process that children must learn during their first school years. Many of them achieve this without any complication, but there is always a considerable percentage of children who have difficulties during this school stage. According to Anthony (2003) phonological awareness is an important factor in predicting the achievement of reading and writing skills in children, as it is related to decoding, spelling and reading comprehension. Good phonological processing is essential to learn to read and write. Reading consists in transforming graphemes (letters) into phonemes (sounds) and writing, in transforming phonemes into letters. For these reasons, a well-organized job of phonological awareness skills is important, since students do not always acquire it spontaneously and it is essential for the development of good reading and writing.

At the time of performing the observation teaching practices it was possible to show that the third grade students of the García Moreno School of “Batan Neighborhood” have deficiencies in English reading and writing skills, due to the lack of phonological awareness activities that empower these skills.

This research is of great importance because it allows to knowing in which way an adequate reinforcement in the auditory activities influence the development of phonological awareness activities to improve the reading and writing skills, so that it exists a real motivation when learning new words. According to Wagner R. K., Torgesen J. K. (1987) phonological awareness is highly related to the success of reading. The ability of phonological awareness that has a higher importance in phonemic awareness, since it is a strong predictor of good reading.

Through the activities of phonological awareness a student is making the statement that the language is composed of phrases, these at the same time are composed of words, and syllables, and letters, until you reach the smallest unit of sound such as phonemes.

This research was developed in an adequate manner, due to the necessary knowledge acquired by the researcher, shared by each of the professors of the Language Career, at

the Universidad Nacional de Chimborazo, for the development of this research, and during the time that the researcher did the observational teaching practices at the García Moreno school in the neighborhood of Batán, where was invited and provided with the necessary information, for which it was possible to highlight the proposed research topic, which benefited both the students and the teacher. To the students because they learned to think, distinguish and select the appropriate phonemes for a correct development of learning in terms of reading and writing skills. To the teacher to improve the methodology used so that students can understand the use and manipulation of sounds, through strategies that reinforce the activities of phonological awareness.

CHAPTER II

2. - THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM TO BE

In the library at Department of English National Pingtung University of Education , there is an investigation which has similar characteristics with the present research, title: **THE IMPACT OF PHONOLOGICAL AWARENESS ON EFL STUDENT’S LEARNING** Written by Jui-Chu-Liu. The purpose of this study was to identify the phonological awareness and alphabet knowledge on elementary school Student’s English reading and pronunciation ability. It is hoped that the findings will provide insights into how English teachers can attend to elementary school students’ problems in English learning.

“ESTRATEGIAS METODOLÓGICAS PARA EL DESARROLLO DE LA LECTOESCRITURA EN INGLÉS EN LOS ESTUDIANTES DE LOS NOVENOS Y DÉCIMOS AÑOS DE EDUCACIÓN BÁSICA DEL COLEGIO UNIVERSITARIO “UTN”, EN EL AÑO LECTIVO 2014-2015”. Written by Narvárez Rueda Lady Anabel, The objective of this research was to develop literacy in English in students, through previously selected methodological strategies. It is concluded that it is necessary to specify which are the most appropriate methodological strategies to develop and carry out in English Literacy in order to sustain the learning of students within these important skills that allow the student to achieve a comprehensive reading.

2.2 THEORETICAL FOUNDATION

2.2.1. AWARENESS

Awareness is a state in which a person perceives himself and his environment. According to biological psychology, awareness is the perception and cognitive response to a certain situation or circumstance.

The word conscience owes its etymology to Latin and makes reference, in the first place, to knowledge, but of one in particular: the one that has a person in which it involves the feelings, thoughts and what the individual is experiencing. It could be said that the conscience is a type of internal subject, which comprises the actions that the person is performing and imposes the moral standards according to which that person will be handled, which are generally learned and captured.

The analysis of the concept of awareness is fundamental to understand the process of reading and writing in each of the students, since they are not always aware of the why and for what of learning and how to use the previous knowledge acquired in previous years.

2.2.2 PHONOLOGY

According to Kelly (2000); Phonology is the study about how we interpret and structure the existing sounds within a certain language.

Phonology is the component of linguistics that studies the way in which the system works for the sounds of the language in general, and of each language in particular, including phonemes, syllables, intonation, accentuation, etc., to an abstract or mental level.

2.2.3 PHONOLOGICAL AWARENESS

DEFINITION

Phonological awareness is the ability to segment and manipulate sounds in a spoken language. It is not similar to phonetics, which studies the production and perception of the sounds of a language. The activities that allow the development of phonological awareness in children with the practice of sounds, syllables, rhymes and the smallest unit of sound that are the phonemes. Within this also is the phonemic awareness is a subset of phonological awareness in which listeners can hear, identify and manipulate phonemes.

According to (Snow, Burns, & Griffin, 1998, p.51) the definition of phonological awareness refers to the appreciation of sounds within a spoken language as opposed to its meaning. When that appreciation includes the understanding that words can be divided into finer sequences, it is called phonemic awareness.

There are multiple skills involved in the understanding of phonemes such as:

- The ability to detect rhyming words
- The ability to segment words into syllables
- Identifying the letters of the alphabet and their sounds
- Identifying the letters that words begin and end with
- Recognizing blended sounds
- The ability to manipulate sounds in words by adding, substituting or deleting letters.

The development of phonological awareness begins during the pre-school stage and gradually develops until the end of primary school, despite this various research shows that the more a child learns, the faster develops reading and writing skills.

The development of phonological awareness allows the teacher to detect early learning problems in children because not all students learn at the same rhythm; each one has a learning style. A student who has problems in the development of reading and writing skills is because he did not adequately develop phonological awareness.

According to (Adams and Bruck, 1995) when the alphabetic script is presented, the level of phonemic awareness of a child upon entering his stage of schooling is the most solid resource he will have to develop his reading skills.

The curricular proposal of the Ministry of Education has collected the results of recent investigations that coincide in affirming that there is greater success in the reading and writing process, if the phonological route is chosen; that is, to teach how to read and write, we start from the sounds that make up the words, and not from their spellings (Mineduc, 2010).

2.2.4 IMPORTANCE OF PHONOLOGICAL AWARENESS

Being aware of the sounds that make up the words, is the key to developed both reading and writing skills, it is very likely that a child who has received phonological awareness has better understanding and development at the time of reading and writing, than another child with poor phonological awareness skill that presents difficulties to learn to read, that is when identifying sounds in a word.

Once the children can understand that the words can be divided into individual phonemes, and after that they can be combined into words and in this way they can use the knowledge of the sound of each of the letters so that they can develop in an appropriate way reading and writing.

According to (Snow, Burns, & Griffin, 1998) early reading will depend on the child's understanding of the internal structure of the words, and on the way in which the teacher instructs him as regards phonological awareness skills. Although instruction in early reading, specifically in the correspondence between letters and sounds, will serve to strengthen phonological awareness, especially phonemic awareness.

2.2.5 DEVELOPMENT OF PHONOLOGICAL AWARENESS

Phonological awareness develops reading skills, therefore when talking about phonological awareness skills, it refers to the ability to reflect on the sounds of one's own language. That is, the ability to think and manipulate them to acquire awareness of their sound segments.

This practice is achieved through exercises and games on the sequence of sounds those form words, practicing different tasks.

- Play with rhymes.
- Count syllables or phonemes
- Separate and isolate syllables or phonemes.
- Know the position of phonemes
- Distinguish which ones are the same and which ones are not.
- Add syllables or phonemes.
- Skip syllables and phonemes
- Reverse syllables and phonemes.
- Change the order.

2.2.6 LEVELS OF PHONOLOGICAL AWARENESS

Phonological awareness is essential to learn to read any alphabetic writing system, and at the same time it is a predictor of bad reading and the development of spelling. (Louisa Moats y Carol Tolman 2009).

Phonological awareness is an umbrella term that includes five developmental levels: listening, word awareness, rhyme awareness, syllable awareness and phonemic awareness.

2.2.6.1 LISTENING

One of the most important aspects in terms of phonological awareness is concerned is to listen, this means that children should learn to tune existing sounds in their environment and spoken sounds.

According (Fitzpatrick, 1997; Phillips, 2008) phonological awareness activities are the development of auditory skills with the desire of students to understand how a word is composed.

2.2.6.2 WORD AWARENESS

When speaking of recognition of letters and words, it is known as the ability to identify letters and words written individually. When students are able to identify printed letters, they develop the ability to identify complete words.

According (Wagner y Torgesen, 1987) the task of separating words into individual phonemes is a high spelling ability, stimulating the ability to identify individual sounds is an essential pedagogical practice at the moment of preventing difficulties in learning to read.

Example:

I like candies.

2.2.6.3 RHYMING AND ALLITERATION AWARENESS

The rhyme is the ability of children to learn to recognize similar sounds at the end of words. On the other hand, alliteration is the opposite that is learning to recognize similar sounds at the beginning of words.

According (Liberman & Shankweiler, 1985; Snow et al., 1998), children learn to identify words that rhyme and identify their own rhymes. They also learn that words are composed of sounds that can be manipulated in other ways and in turn learn that sounds are separated from other words that when they rejoin form other words.

Example:

Rhyming:

Sink-pink

Sun-fun

Sing-ring

Alliteration:

park, pull, pea, pasta, pocket, pain, and peel all start with the /p/ phoneme.

2.2.6.4 SYLLABLE AWARENESS

It is the ability to consciously segment, identify or manipulate the syllables that make up a word. The syllabic awareness is defined as the knowledge that the words are formed by a sequence of syllabic units that serve as the basis for the realization of all kinds of operations with these units.

According Gillon (2004), in syllabic awareness, students should be aware that a word can be divided into syllables. The evaluation of segmentation of syllables can cause the child to indicate clapping or jumping the number of syllables in a word.

Example:

Wa-ter-me-lon

2.2.6.5. PHONEMIC AWARENESS

The smallest units of language are phonemes. Children's ability to hear, identify and manipulate individual sounds in words in a spoken language is called phonemic awareness.

According (Snow, Burns, & Griffin, 1998) in young children, due to their ability to attend and analyze external sounds, they acquire more easily a functional knowledge of the parts, products and uses in the writing.

Example:

c + a + t = cat

- *frog* has four phonemes: /f/, /rrr/, /ooo/, and /g/
- *bitten* has five phonemes: /b/, /iii/, /t/, /eee/, and /nnn/

2.2.6 PHONOLOGICAL AWARENESS AND READING LEARNING

Phonological awareness develops in the first years of the school stage especially between six and seven years old. At first they are not represented in the memory of the child as a sequence of phonemes, but as a general structure of gestures or articulatory routines. In most children learn to read is a process in which visual words recognize words they already know.

According to Guillon (2004) there are several evaluations that are used within the phonemic awareness, among them the counting of words illustrated.

An important factor for the development and learning of reading is the proper teaching of letters and sounds. Alphabetical knowledge is the recognition of each of the letters, their sounds and their forms. Readers apply alphabetic knowledge through phonetics when they understand the relationship between sounds and letters.

When the teacher achieves that the students are able to identify, say and write quickly and accurately the letters of the alphabet, they have a great advantage to learn to read. (Adams, 1990).

2.2.7 PHONOLOGICAL AWARENESS AND WRITING LEARNING

Write means to convey thoughts, feelings, and demands through written signs. The main objective of teaching writing is that the child can develop the ability to transmit their thoughts, feelings and all what is written as clearly as possible. It is known that phonological awareness, are the skills in spoken language.

According to (Torgesen & Wagner, 1998) in phonological awareness children are required to be aware of all the elements that make up a word and other mental processes such as: to distinguish sounds in a language, explore and produce, a child is capable of Learning to combine and separating words and in this way produce new words.

With the passage of time, children learn to read and write and realize how words are structured. The more developed the phonological awareness in children, more skills they will have at the time of reading and writing. When children learn to write the first thing they must differentiate is the relationship between phoneme and grapheme, a grapheme is the set of letters that are represented by a phoneme.

According (Bowman & Treiman, 2002), it is important that students identify the relationship between phoneme and grapheme, as these skills come from alphabetic knowledge in this way connect the written words with pronunciations, regardless of reading skills that possess each.

Another important activity for children to learn to write in English is the syllabic awareness that helps children with the structure of words.

According to (Daffern, 2017), the most effective way for students, who are learning to write in another language to compose multi-syllabic words, first divide the word into syllables and then identify the sounds within each syllable.

Activate prior knowledge students is vital for building new words.

According to (Clay, 1993; Hill, 2015), using the analogy to write new words, that is when students have some familiar words that they can write, the teacher uses this type of information so that students can write new words that are similar in terms of final sounds and writing.

Dictation is a complete, practical and useful exercise. The teacher reads a sentence or text aloud and the students have to reproduce what they hear in written form.

According to (Ritchey , 2008),the combination between the letter names and sound instruction of each letter is the most effective way to improve phonological awareness that only a sound approach to the letter, this way you should pay attention in the real act at the time of writing.

2.2.8 DEFINITION OF BASIC TERMS

ANALYSIS. – To examine in detail something to know its qualities or characteristics to get some conclusion.

ALLITERATION. - Repetition of similar sounds (phoneme) in a text or literary fragment.

AWARENESS. - Knowledge that a person has about himself, situation or fact.

LANGUAGE. - A system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work.

PHONOLOGY.- Phonology is the component of linguistics that studies the way in which the system works for the sounds of the language in general, and of each language in particular, including phonemes, syllables, intonation, accentuation, etc., to an abstract or mental level.

PHONOLOGICAL.- It studies the relationships between existing sounds in speech, an essential part of a language.

PHONEMIC. – Related to the analysis of phonemes within a language.

READING. - The skill or activity of getting information from written words.

WORD. - Indispensable element in speech or writing, which is used together with others to form separate sentences with spaces.

WRITING. - Skill to print words with coherence within a text.

CHAPTER III

3. - METHODOLOGICAL FRAMEWORK

3.1 RESEARCH APPROACH

According to the focus of this research was qualitative, it is the collection of information based on the observation of natural behaviors (in this case between teacher and students), discourses, open answers for the subsequent interpretation of meanings.

3.2 RESEARCH DESIGN

In this research, an ethnographic research design was used, which is the most appropriate within the educational field. The problem was identified in the third year at "García Moreno" School, city of Riobamba, province of Chimborazo, during the academic period 2018- 2019,

3.3 LEVEL OF RESEARCH

The level of this research was exploratory because the researcher comes in direct contact with the reality to be investigated and with the people who are related to the place. It collects pertinent information on the feasibility, possibility and favorable conditions for the investigative purposes.

3.4 TYPE OF RESEARCH

- **Inductive**

The investigation was carried out according to the inductive method is based on obtaining conclusions from the observation of facts. The observation and analysis allow extracting more or less true conclusions, but it does not allow establishing generalizations or predictions.

▪ **Bibliography**

Based on the existing bibliographical material in relation to the subject of the study, at the same time a set of phases is included as observation, inquiry, interpretation, reflection and analysis to obtain the necessary bases for the development of the study.

3.5 POPULATION AND SAMPLE

Population: For the study population were considered 30 children and teacher at third year of General Basic Education at “Garcia Moreno” School.

Sample: A very small population and being also manageable, the investigation is not going to have any sample, it worked with the total population.

3.6. TECHNIQUE AND INSTRUMENT FOR DATA RECOLECTION

Since this research is the type exploratory, the instrument used for data collection was the observation sheet or known as check sheet. This sheet was designed to gather evidence about how the teacher was using phonological awareness activities in English classes, through indicators that described these activities and the frequency in which they were carried out during the teaching-learning process to improve the reading and writing skills in students.

3.7 PROCEDURE

This research work has been divided into: preparatory, field work, analytical and informative phase.

3.7.1 Preparatory phase

First, phonology and phonetics were considered as the study area for this research. Because this research is based on phonological awareness activities, it will refer to the ability to

think and manipulate the sounds that students learn in the English language, to acquire awareness of the sound segments to facilitate reading and writing skills.

The researcher during pre-professional observation practices could notice that students have problems when distinguishing one sound with another, and that at the time of reading and writing presented different problems, since many of them confused the sounds in some words. When this problem arose, the researcher looked for information about the activities that must be carried out so that students can correct this type of errors from an early age, these activities, known as phonological awareness activities that help students to reinforce learning of the different sounds that exist in the English language, and in turn help students to develop reading and writing skills during the school stage. It was very useful to seek information about the appropriate use of this type of activity and in this way to be able to collect the necessary information to carry out this investigation.

3.7.2. Field Work Phase

To carry out this research, a previous investigation was made in the School of Basic Education García Moreno of the city of Riobamba, during the pre-professional observation practices, which were carried out during two semesters, which resulted in the selection of third-year students of basic education, due to the fact that this research work started on pronunciation, sounds and language characteristics the Ministerio de Educación book since this year of basic education specifically.

Before beginning the investigation, the researcher requested the respective authorization from the highest authority of the Institution, which is lead by Galo Sananay Director of the Basic Education School Garcia Moreno, also the authorization of the teacher Ing. María del Carmen Urquizo and third-year students of basic education, the same that was held in three classes on Wednesday, November 28 during the 2 hours of class, Friday, November 30 during 1 hour of class, and on Wednesday, December 5 during both hours of classes, that is from 8:30 to 9:50 and the Friday from 7:50 to 8:30.

At the time of the investigation, there were no problems, because the researcher carried out the pre-professional observation practices in the institution and also participated in the classes in which the teacher used phonological awareness activities to develop reading skills and writing, in spite of this, the students presented problems when identifying

different sounds in the English language, in order to adequately develop the reading and writing skills.

For this reason, this topic was selected to carry out this investigation.

For this investigation, the observation sheet was used, because the research was qualitative of exploratory type, where the natural behavior during the classes between the students and the teacher was observed. This helped the researcher to determine what kind of activities of phonological awareness were used by the teacher to improve reading and writing skills in English in third-year students of basic education. Finally, the researcher was able to obtain the necessary data to conclude the present research work.

3.7.3. Analytical and Informative Phase

Once the information was collected, the researcher proceeded to prepare his draft to present to tutor, before submitting the final report, the tutor made several corrections, which were accepted by the researcher the final report was presented and on this way conclude with the whole process carried out during this investigation.

CHAPTER IV

4. - ANALYSIS AND INTERPRETATION OF RESULTS

4.1. - ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET APPLIED TO THE TEACHER OF THE THIRD YEAR OF BASIC EDUCATION

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<ul style="list-style-type: none"> ▪ To identify which are the phonological awareness activities that are being used to improve students' reading and writing skills. 	<ul style="list-style-type: none"> ▪ Teacher read stories aloud, so that children hear the different sounds in a word. 	<p>Through the information provided it was possible to observe the following: The teacher sometimes performed readings aloud, and at the same time helped with images that were printed in the book so that the students somehow identified the sounds that were in each of the words.</p>	<p>Phonological awareness activities are the development of auditory skills with the desire of students to understand how a word is composed Fitzpatrick, J. (1997).</p>
	<ul style="list-style-type: none"> ▪ The teacher performed an activity that teaches synthesis of phonemes in a word 	<p>The teacher occasionally performed activities in which students identified the initial and final sounds in a word, because in previous years they did not perform this type of activity and for them it was a new strategy to recognize the sounds in each of the letters that composed a word.</p>	<p>In young children, due to their ability to attend and analyze external sounds, they acquire more easily a functional knowledge of the parts, products and uses in the writing. Snow, C. E., Burns, M. S., & Griffin, P. (1998).</p>

	<ul style="list-style-type: none"> Teacher performed activities so that students are aware of the initial and final sounds of a word. 	<p>The teacher occasionally performed activities in which students identify the initial and final sounds in a word, because in previous years they did not perform this type of activity and for them it is a new strategy to recognize the sounds in each of the letters that composed a word</p>	<p>An important activity of phonological awareness is to find and name the initial and final sounds in a word, in which it is indispensable that children can identify and name the initial and final sounds of a word, instead of simply ordering them according to the initial sound Carrillo, M. (1994).</p>
	<ul style="list-style-type: none"> Teacher performs activities in which students identify individual sounds in a word. 	<p>The teacher occasionally used activities in which students could identify individual sounds in a word, because students confuse some sounds.</p>	<p>The task of separating words into individual phonemes is a high spelling ability, stimulating the ability to identify individual sounds is an essential pedagogical practice at the moment of preventing difficulties in learning to read Wagner & Torgesen, (1987)</p>
	<ul style="list-style-type: none"> Teacher performs activities where students distinguish How many syllables a word has? 	<p>The teacher sometimes performed different activities for students to recognize how many syllables there are in a word, because students sometimes confused the existing number of syllables in a few words.</p>	<p>In syllabic awareness, students should be aware that a word can be divided into syllables. The evaluation of segmentation of syllables can cause the child to indicate clapping or jumping the number of syllables in a word Gillon (2004).</p>

	<ul style="list-style-type: none"> Teacher uses words that rhyme with other ones during the class. 	<p>The teacher usually uses the activity of the words that rhyme during the class so that in this way the students can identify and at the same time expand their vocabulary more in terms of different words</p>	<p>Children learn to identify words that rhyme and identify their own rhymes. They also learn that words are composed of sounds that can be manipulated in other ways and in turn learn that sounds are separated from other words that when they rejoin form other words Lieberman, I. Y., & Shankweiler, D. (1985).</p>
PHONOLOGICAL AWARENESS ACTIVITIES FOR READING SKILLS			
<ul style="list-style-type: none"> To observe and listen how the teacher uses phonological awareness activities during English class. 	<ul style="list-style-type: none"> Teacher used the alphabetic code. 	<p>The teacher used the teaching of alphabetic code, for a better development of phonological awareness, since these activities require knowledge of the letters and sounds of each of the letters of the alphabet</p>	<p>When the teacher achieves that the students are able to identify, say and write quickly and accurately the letters of the alphabet, they have a great advantage to learn to read Adams, M. J. (1990)</p>
	<ul style="list-style-type: none"> Teacher used activities such as phoneme counting with or without visual aids. 	<p>For this activity the teacher used images which contained the name and the image of the word that the students had to learn, repeating sometimes each of the sounds until</p>	<p>According to Guillon (2004) there are several evaluations that are used within the phonemic awareness, among them the counting of words illustrated by example / f // a // n /, in which</p>

		forming the word contained in each of the images.	the teacher asks the students to observe an image and then he asks them the name of the object in question, and how many sounds the word fan has
	<ul style="list-style-type: none"> Teacher had the students identify the uppercase letters and the lowercase letters and their respective sounds. 	The teacher did not consider it necessary during the class to teach children the difference between uppercase and lowercase letters, since in phonological awareness the most important thing is for students to learn to listen, identify and decode each of the existing sounds in a word.	According to Adams (1990) the knowledge of the alphabet must be developed in different stages, generally involving first the names of the letters, then the associated forms and finally the sounds of each letter.
PHONOLOGICAL AWARENESS ACTIVITIES FOR WRITING SKILLS			
	<ul style="list-style-type: none"> Teacher explained to students the relationship between grapheme and phoneme. 	The teacher did not explain to students the relationship between graphemes and sounds, as a result of this student come to think that both grapheme and sound are the same. To be able to teach students to read and spell in English, it is important that the teacher be properly trained in teaching the relationship and the difference between	It is important that students identify the relationship between phoneme and grapheme, as these skills come from alphabetic knowledge in this way connect the written words with pronunciations, regardless of reading skills that possess each Bowman, M., & Treiman, R. (2002).

		phonemes, graphemes and letters in English.	
	<ul style="list-style-type: none"> The teacher performed activities in which students divided words into syllables to form words with more than one syllable. 	<p>For this activity the teacher used as a tool some small boxes containing salt, first he did an exercise with his name for example: “Maria” in such a way that the students identify the number of syllables and sounds in this word, then asked students Practice with your names and count the number of existing syllables.</p>	<p>The most effective way for students, who are learning to write in another language to compose multi-syllabic words, first divide the word into syllables and then identify the sounds within each syllable Daffern, T. (2017).</p>
	<ul style="list-style-type: none"> The teacher used the previous knowledge that the students had about some words to form new words with similar sounds. 	<p>In this activity the teacher used the previous knowledge of the students in order that they could understand that a new word could be formed based on another. For example, hot by eliminating the letter h (onset) and writing the l would remain lot.</p>	<p>Using the analogy to write new words, that is when students have some familiar words that they can write, the teacher uses this type of information so that students can write new words that are similar in terms of final sounds and writing Clay, M. M. (1994). Hill, S. (2015)</p>

	<ul style="list-style-type: none"> ▪ The teacher used the dictation technique in students to observe and determine comprehension between sounds and letters. 	<p>During this activity the teacher made the dictation of different short words slowly pronouncing each of the sounds that made up the word, in order to observe and determine in which words students had some difficulty to identify. For example the word lamp is composed of sounds /l//a//m//p/</p>	<p>The combination between the letter names and sound instruction of each letter is the most effective way to improve phonological awareness that only a sound approach to the letter, this way it should pay attention in the real act at the time of writing Ritchey, K. D. (2008).</p>
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ATTACHMENTS



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CARRERA DE IDIOMAS

OBSERVATION SHEET

Achievement Indicator: U= usually O= often S= sometimes R= rarely

Source: Observation guide aimed at students of the third year of General Basic Education at “García Moreno” School.

- **OBJECTIVE # 1:** To identify which are the phonological awareness activities that are being used to improve students' reading and writing skills.

TEACHING TECHNIQUES OF PHONOLOGICAL AWARENESS ACTIVITIES TO IMPROVE READING AND WRITING SKILLS						
N°	ACTIVITIES	FREQUENCY				EXPLANATION
		U	O	S	R	
1	Teacher reads stories aloud, so that children hear the different sounds in a word .			X		The teacher sometimes performed this type of activity with the students. It was evident that many of them understood when the teacher read aloud and at the same time used illustrations to identify each of the sounds that were included in the reading.
2	The teacher performs activities that teaches synthesis of phonemes in a word .	X				The teacher usually used this activity so that students learned to combine and identified sounds that exist in a word.

3	The teacher performs activities so that students are aware of the initial and final sounds of a word.		X		The teacher occasionally performed activities in which students identified the initial and final sounds in a word because in previous years they did not perform this type of activity and for them it was a new strategy to recognize the sounds in each one of the letters that make up a word.
4	Teacher performs activities in which students identify individual sounds in a word .		X		The teacher occasionally used activities in which students could identify individual sounds in a word due to students confuse some sounds.
5	Teacher performs activities where students distinguish How many syllables a word has?			X	The teacher sometimes performed different activities for students to recognize how many syllables there were in a word, because students sometimes confused the existing number of syllables in a few words.
6	Teacher uses words that rhyme with other ones during the class.	X			The teacher usually used the activity of the words that rhyme during the class so that in this way the students could identify and at the same time expand their vocabulary more in terms of different words.

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OBSERVATION SHEET

OBJECTIVE # 2: To observe and listen how the teacher uses phonological awareness activities during English class.

PHONOLOGICAL AWARENESS ACTIVITIES FOR READING SKILLS			
N°	ACTIVITIES	ACHIEVEMENT	
		YES	NO
1	Teacher used the alphabetic code .	X	
2	Teacher had the students identify the uppercase letters and the lowercase letters and their respective sounds.		X
3	Teacher used activities such as phoneme counting with or without visual aids.	X	

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PHONOLOGICAL AWARENESS ACTIVITIES FOR WRITING SKILLS			
N°	ACTIVITIES	ACHIEVEMENT	
		YES	NO
1	The teacher performed activities in which students divided words into syllables to form words with more than one syllable.	X	
2	Teacher explained to students the relationship between grapheme and phoneme.		X
3	The teacher used the dictation technique in students to observe and determine comprehension between sounds and letters.	X	
4	The teacher used the previous knowledge that the students had about some words to form new words with similar sounds.	X	

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CHAPTER V

5. - CONCLUSIONS AND RECOMMENDATIONS

5.1. - CONCLUSIONS

- The lack of knowledge about phonological awareness activities provoked that students did not develop reading and writing skills in a correct way, for this reason she does not adequately develop some activities for the correct development of reading and writing skills in students.
- The teacher used few activities of phonological awareness, the most used were: the rhymes and syntheses of phonemes, that is, the combination and identification of sounds in a word. In addition to these activities there are many more that the teacher could use.

5.2. - RECOMMENDATIONS

- Teachers should be trained in this type of activities, since for the learning of a new language it is important that students learn in the same way they learn the mother tongue, it is necessary to be aware of the phonemes to understand the Alphabetical principle that underlies our written language system. If children understand that words can be divided into individual phonemes and that phonemes can be combined into words, they can use letter sound Knowledge to read and construct words.
- It is important that teachers teach to students about phonological awareness, since through this the students will learn to handle the new or unknown words they find, and in later years they will not present difficulties when developing reading and writing skills in the English language.

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7. - ANNEXES



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CARRERA DE IDIOMAS

OBSERVATION SHEET

Achievement Indicator: U= usually O= often S= sometimes R= rarely

Source: Observation guide aimed at students of the third year of General Basic Education at “García Moreno” School.

- **OBJECTIVE # 1:** To identify which are the phonological awareness activities that are being used to improve students' reading and writing skills.

TEACHING TECHNIQUES OF PHONOLOGICAL AWARENESS ACTIVITIES TO IMPROVE READING AND WRITING SKILLS						
N°	ACTIVITIES	FREQUENCY				EXPLANATION
1	Teacher read stories aloud, so that children hear the different sounds in a word.	U	O	S	R	
2	The teacher performed an activity that teaches synthesis of phonemes in a word.					
3	The teacher performed activities so that students are aware of the initial and final sounds of a word.					
4	Teacher performed activities in which students identify individual sounds in a word.					
5	Teacher performed activities where students distinguish How many syllables a word has?					
6	Teacher used words that rhyme with other ones during the class.					

Signature:

Martínez

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TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION SHEET

OBJECTIVE # 2: To observe and listen how the teacher uses phonological awareness activities during English class.

PHONOLOGICAL AWARENESS ACTIVITIES FOR READING SKILLS			
N°	ACTIVITIES	ACHIEVEMENT	
		YES	NO
1	Teacher used the alphabetic code.		
2	Teacher had the students identify the uppercase letters and the lowercase letters and their respective sounds		
3	Teacher used activities such as phoneme counting with or without visual aids.		

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PHONOLOGICAL AWARENESS ACTIVITIES FOR WRITING SKILLS			
N°	ACTIVITIES	ACHIEVEMENT	
		YES	NO
1	The teacher performed activities in which students divided words into syllables to form words with more than one syllable.		
2	Teacher explained to students the difference between syllable and phoneme		
3	The teacher used the dictation technique in students to observe and determine comprehension between sounds and letters.		
4	The teacher used the previous knowledge that the students had about some words to form new words with similar sounds.		

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