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IMPROVING PRONUNCIATION THROUGH JOLLY PHONICS PROGRAMME IN EARLY YEARS

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UNIVERSIDAD DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN EDUCACIÓN



**Improving pronunciation through Jolly Phonics Programme in
Early years**

Tesis para optar el Grado de Magíster en Educación
con mención en Enseñanza de Inglés como Lengua Extranjera

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Piura, setiembre 2018

Approval

The thesis titled “*Improving pronunciation through Jolly Phonics Programme in Early years*” presented by Alberto José Salas Morales in accordance with the requirements of being awarded the Degree of Master in Education with mention in Teaching English as a Second Language, was approved by the thesis director: Dr. Majid Safadaran Mosazadeh and defended on before a Jury with the following members:

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ANALYTICAL - INFORMATIVE SUMMARY

Title: Improving pronunciation through Jolly Phonics Programme in Early years.

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Description: Thesis to obtain the Post graduate Degree in Education belonging to the line of investigation about the methodology of teaching. The author presents the results of an investigation about the use of the method Jolly Phonics in students of early years at a school in Chiclayo in the year 2014.

Content: The text of the thesis has been divided in three parts: an outline of this investigation is presented in Part 1. Here, the problem, the objectives, justification and antecedents of the research are shown. In order to do this, a sample of 18 students, aged 5 years old, was established for the investigation. In Part 2, the theoretical framework presents the method Jolly Phonics as well as its theoretical foundation. Here, the main concepts, perspectives and relevant theoretical basis of the method are explained. In part 3, the research plan is detailed. In part 4, the obtained results from class observations, checklists and tests are presented, analyzed and contrasted. Discussions and recommendations are also stated.

Methodology: Quantitative Method. **Conclusions:** It was concluded that the application of the method Jolly Phonics improved the Pronunciation in the students of Early Years at Santo Toribio de Mogrovejo School in Chiclayo in the year 2014.

Sources: Class observation study of the sample (divided in two groups: control and non-control one) checklists of the classes, notebooks and acts, and the Jolly Phonics manual were cited in the references of the present thesis.

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Introduction

It is known that the advance of the mass media has turned the world into a global village. There is a physical approach, but the inability to handle the different languages of the different people that coexist in this so-called global village interposes a barrier that makes the communication difficult between the people. (Guerrero, 2002) Through history, one of the biggest longings to the humanity has been to be able to express not only in his own language, but in the languages that other groups or cultures use to be able to communicate with their social groups, (Cordova and Ramirez, 2008).

The mastering of a foreign language like English represents an effective tool in the process of socialization, since it allows exchanging ideas, to express our thoughts, emotions and feelings, directly or deferred, in a variety of situations and contexts (Rodríguez Vera, 2006). This situation forces the teachers-in the development of the pedagogic processes- to avoid the excessive emphasis of the grammar and the isolated learning of the vocabulary and generates communicative situations where the students use the necessary strategies in order that the communication is effective when they speak or write, as well as they listen or read.

The present work provides a new vision in the methods used in the classroom for the acquisition of the language correctly. That is to be capable of facilitating the children a correct model of pronunciation in the foreign language and not only prioritizing the correction in silent reading. That is to say, it is important that the children not only read aloud well in English, but they have to do it well.

By the time students reach the 9-15 age groups, they are usually very aware that English feels and sounds different to their mother tongue. This makes this a great age for working on pronunciation, and offers us an opportunity to start working on language capabilities that will show good benefits in the future. It is known that poor pronunciation means poor fluency because learners try to avoid words or grammatical structures that they find difficult to pronounce. Sometimes, teachers also, are unable to see that during the learning process. But poor fluency isn't the only result of poor pronunciation. Listening becomes a terrifying experience for students with limited pronunciation skills, either because they simply don't recognize key sounds or words in their spoken form, or because they have to concentrate so hard when listening that they become blocked. So, the students need a lot of practice in pronunciation.

Poor pronunciation can also affect reading and writing. At the level of writing, for example, students might write *mummy* instead of *mommy*, or *berry* instead of *very*.

At the level of reading, it is important to improve their pronunciation.

All four skills are related to competence in pronunciation. The same is for learning vocabulary, where doubts about the pronunciation of words make it very difficult for learners to remember them.

What can be done to help our students with pronunciation at an early age? Start teaching them that pronunciation matters. Don't skip pronunciation exercises in your course book because of lack of time. They are too important. The difference between /b/ and /v/ matters for Spanish students of English. It is necessary to do that kind of exercises during classes.

“Pronunciation also implies learning new vocabulary, or learning a new structure. It is also necessary to insist on accuracy, even though teacher may know that young learners are not going to be able to pronounce words correctly”, try to teach them the correct way so, little by little you may have young learners trying to improve their pronunciation progressively and enjoying this as much as they learn the language in general.

Jolly Phonics is a commercial programme developed by UK primary/elementary teachers Sue Lloyd and Sara Wernham in order to support a small group of children in their school who were unable to progress in reading. Children were taught to listen carefully to the sounds in the words and identify them, while being taught the letter sounds separately.

Jolly Phonics uses a multi-sensory style that is particularly suitable for young children. It is active and fun, which makes it easy to keep the attention of the children. It is known, from the research in Toronto, Canada, that it is just as effective for 3-4 year-old children to learn the letter sounds, to blend and to identify the sounds in words, as it is for 4-5 year-olds. Lloyd remarks that "Jolly Phonics is a systematic, sequential, phonics program designed to teach children to read. It emphasizes both the teaching of letter-sounds in isolation (not in whole words) and then it goes to blend letter-sounds together to read a word" (Lloyd, 2005)

Now, whether this is the right thing to do will depend on the nursery like style of the teaching, the contentedness of the children receiving Jolly Phonics and the wishes of the parents.

In chapter 1, an outline of this investigation is presented. It covers the problem, the objectives, justification and antecedents of the research. The limits of this study were discussed, as well.

In Chapter 2, the theoretical framework is presented together with the theoretical foundation of Jolly phonics. Here, the main concepts, perspectives and relevant theoretical basis are explained.

In Chapter 3, the methodology of the investigation is presented. Here, the research plan is detailed in order to meet each one of the objectives of the research.

In Chapter 4, the obtained results from class observations, checklists and tests are presented, analyzed and contrasted. Discussions and recommendations are also stated. Finally, a major conclusion is reached: The application of the programme “Jolly Phonics” improves the pronunciation of students in the early year level.

The school selected for this research is Juan Pablo II Kindergarten School, where the Early Years Level is composed of 18 students per classroom (A and B) in the levels 3, 4 and 5 years. The 5 years level has been chosen to carry out the research. Two classes were selected (A and B) being the A classroom as the Experimental group and B the control one. The school also has the Primary and High School level and the Principal is a Jesuit Priest.

The duration of the research will take eight (08) weeks (a two-month research) since students take three lessons per week. It has been considered to be taken two classes for the research because students must show improvement and be observed in the third one.

Chapter 1

Investigation outline

The present work tries to contribute with an innovative method used in the classroom for the acquisition of a correct pronunciation of the English language in the early year's level. For this, the present study has been structured in four chapters as it is described. First, the academic situation during the last years will be described, characterized among other things, by a late acquisition of the necessary skills to qualify the pupils in the oral processes to evaluate the target language.

It is important to be capable of facilitating the children a correct model of pronunciation in the foreign language; prior to this research, it had only been given to reading abilities and not to correct pronunciation.

A theoretical framework will be established to improve the education of children in the early years, the evolutionary development of the child in this stage, the traditional way of teaching English in our country as well as the method proposed this time: Jolly Phonics. This study will come up to an end with an offer of educational intervention and the presentation of the conclusions and recommendations.

1.1. Formulation of the problem

In "Juan Paul II" school, it was realized that the students of the Early Years level had difficulty in the development of the capacities proposed in the national curriculum with regard to the oral expression and pronunciation. Basically, the development of the course of English is based on the learning of vocabulary and basic structures to form expressions and not paying attention to the way they do it (pronouncing them correctly). The oral practice focuses in the repetition of isolated words. There exists the need to improve the pronunciation of the English language in class. In agreement to it, it is proposed the accomplishment of using this innovative method of Jolly Phonics to improve pronunciation in the students of the Early Years with the purpose of correcting language acquisition in the foreign language.

The present work gives us a new vision of the different methods used so far. Within this framework, a question is asked:

In what way does the appropriate handling of the programme "Jolly Phonics" improves the pronunciation of the

English language in the early years of the students of Juan Pablo II kindergarten school?

1.2. Hypothesis

1.2.1. General hypothesis

The skills of the programme “Jolly Phonics” will improve the pronunciation of the English language in the early years of the students of Juan Pablo II kindergarten school.

1.2.2. Specific hypothesis

The appropriate handling of the programme sessions of “Jolly Phonics” will improve the pronunciation of the English language in the early years of the students of Juan Pablo II kindergarten school.

1.3. Delimitation of the Objectives

1.3.1. General Objective

To determine if the programme “Jolly Phonics” improves the pronunciation of the English language in the early years of the students of Juan Pablo II kindergarten school.

1.3.2. Specific Objectives

- a. To identify the levels of the oral abilities of the English language before the application of the programme “Jolly Phonics” in the investigated students, by means of a pretest administration.
- b. To apply the programme “Jolly Phonics” with the investigated students.
- c. To identify the levels of the oral abilities in English language after the application of the programme “Jolly Phonics” in the investigated students, by means of a post test.
- d. To verify if the programme “Jolly Phonics” improves the pronunciation in the investigated students investigated, by means of a post test.
- e. To propose this new programme to be included in the curricula of the Early Years Level of schools that want to improve and challenge new ways of learning a second language in the Early Years. The national curriculum lists a series of capabilities to develop, centered on promoting high standards of language and literacy, and equipping pupils with a strong command of the spoken and written word. As has been widely reported, there are more statutory requirements for teaching spelling, grammar and punctuation. Alongside this, there is also a lot of emphasis on encouraging children to read (and write) for pleasure and it is clear that these two features are not prioritized in our country. Co-authors of the Jolly Phonics scheme, Sara Wernham and Sue Lloyd have developed the programme to provide teaching resources that allow the

teaching of the rules of Standard English while keeping children active and engaged in their own learning.

1.4. Justification of the investigation

The present investigation has three aspects:

a. Theoretical justification:

This programme has its foundations in two main approaches to teaching phonics: analytic and synthetic. Both approaches require the learner to hear and discriminate sounds in spoken words. Jolly Phonics is a scheme which comes under the Synthetic phonics method. (Lloyd & Wernham, 1992).

b. Practical justification:

There is a necessity of correct articulation, pronunciation and usage of English phonemes to improve the pronunciation of the English language in the early years of the students of Juan Pablo II kindergarten school in relation with its three dimensions: oral comprehension, oral interaction and oral production. The world now requires people who speak more than one language to develop in the different fields. To deal with information and communication in English is a must. People in general should be prepared and alert to face a world where interactions and interrelations among people are necessary to live, work and succeed.

c. Methodological justification:

This investigation will contribute to the education didactics of the students in the early years. Thus, the teachers will have a methodological alternative to handle the challenges in their pedagogic practice.

1.5. Limitations of the investigation

There were some limitations that are important to mention:

Working with early year's level kids is rewarding but also difficult because of the kind of job teachers do with them.

To introduce the programme Jolly Phonics, the teacher needs to be very patient and constant to get students' attention and concentration.

The teachers in charge of the two groups had limited information about the method, however, over time; they became more acquainted with the method and cooperated with the research.

The samples considered for the research were small (18 each group) tending this condition to pretend that the size was not reliable enough to carry on the research but, since this is a small kindergarten, it is not possible to pretend that more kids were added to the groups since the ones considered in the universe are the total of students in the level.

1.6. Antecedents of the investigation

- Barnett, K. (2013) in “Use of Phonics Program with Early Childhood General Education and Special Education Students “conducted her research to find out if the Jolly Phonics program was effective for young children with developmental delays when learning letters and their sounds. The study looked at preschool students who are 3, 4, and 5 years old. The questions addressed where: Is the program effective for these students? Are young children with developmental delays learning as many letters/letter sounds as their non-disabled peers? Does the synthetic phonics approach in Jolly Phonics help the students learn and remember the letters and their sounds? The research was conducted by giving the students quarterly assessments based on a grade level goal for learning letters and letter sounds. Comparing and finding how students receiving special education services for developmental delays are doing in relation to their nondisabled peers.

The results of this study showed that young children with developmental delays when attending an early childhood program where Jolly Phonics is used are achieving grade level phonics goals. The conclusion of this research showed the use of the Jolly Phonic program is a useful tool in student achievement for students in early childhood for meeting grade level phonics goals.

- Hernandez, L. (2009) studied “The importance of the styles of learning in the teaching of English as foreign language” with the purpose of obtaining the Master degree in National Autonomous University of Mexico. He reached the following conclusions:
 - a. There are differences in the style of predominant learning in the university students of the UNAM.
 - b. There is relation between predominant styles of learning and the different studied variables (age, kind, level of education and area of study).

Learning how to correctly pronounce a number of sounds in English as your vocabulary expands is not easy or automatic for most learners. For example, differentiating between different sounds such as 'l' and 'r' can be difficult for learners whose mother tongue doesn't differentiate between the subtle difference of these sounds. This is what happens to Early years students who are just learning their own mother tongue and have to deal with another one such as English. Similarly, especially for learners whose first language is Spanish, Portuguese, or a related language, noticing and then reproducing correctly the differences in pronunciation between 'b' and 'v' can be challenging. The many slight pronunciation changes in the vowel sounds of the English language, that carry with them completely different meanings, such as bet, bit and beat, can be hard for second language learners, especially when speaking at a fast, fluent pace. By following the strategies and pace helpful pronunciation tips outlined you will they will be able to make rapid and measurable progress in terms of improving English pronunciation. None of the methods require speaking directly with a native English speaker, which means they can get started soon using their own styles having into consideration age, pace and environment.

- García, L. H. Ríos, P. J. y Rojas, J. M. (2008) in their application of the contextualized workshop of learning English as a foreign language in order to improve the development of communicative skills in the oral production in the 5th grade students of "Cesar Vallejo" school in La Esperanza- Trujillo, 2008, the following conclusions were shown:
 - a. The application of the workshop of learning English as a foreign language improved significantly the development of the communicative capacities in the oral production in the students of the fifth grade of "Cesar Vallejo" school in La Esperanza - Trujillo, 2008, since the test shows the sample:

$$T_e > T_{0.05}; 17.10 > 1.68.$$

- b. The level of development of the expression and oral production of the communicative capacities, before the application of the contextualized workshop of learning English as a foreign language in the investigated students was deficient in both groups; since they reached an average of 9.92 and 9.04 in the pretest of the control group and the experimental group, respectively. Nevertheless, later the investigated students were regular and ideal in both groups; since they reached an average of 11.38 and 16.07 in the pretest of the group control and the experimental group.

- c. The level of development of the oral production of texts of the communicative capacities before the application of the workshop of learning English as a foreign language in the investigated students, was deficient in both groups; since they reached an average of 9.98 and 9.64 in the pretest of the group control and the experimental group, respectively. Nevertheless, later the investigated students were regular and ideal in both groups; since they reached an average of 11.35 and 16.11 in the pretest of the group control and the experimental group.

In UK Essays, there was found an article “Does Jolly Phonics Help Pronounce Words English Language Essay?” The purpose of this research was to know if the use of this new technique achieves the student's development of the ability to pronounce any word that contains the sound they had seen even although it was in a new word they have not learnt or read previously in the classroom.

Also, the focus on pronunciation of this method could be of great help for children to become competent speakers of English which is one of the weakest areas of Spanish pupils seeing the progress students made in the post test.

- Maldonado, S. & Matalo, A. (2016) in their research about “The analysis of different phonic activities based on the reading horizons method to develop the pronunciation skills and adapting them to second ‘bloque curricular’ of the Ministerio de Educación English book in 8th graders in Victor Gerardo Aguilar High School” concluded that:
 - a. Students are aware that learning pronunciation patterns will help their communicative skills. That situation provides an advantage in introducing this project in EFL classrooms. It leads to the conclusion that learners are willing to take the risk to enhance their communicative skills and more over their pronunciation patterns.
 - b. After collecting and analyzing the information, some advantages and limitations were identified in the method, as well as in the use of phonics to develop communicative skills. Using Phonics through RHM motivates students to use the Foreign Language by applying rules; it creates opportunities to expand student’s vocabulary, to achieve better spelling, to equip students with learning tools to improve pronunciation and to innovate the learning process.
 - c. Regarding the RHM used in the construction/improvement of pronunciation, it is worthy to emphasize and conclude that even though its final aim is to become better readers, the essence of this method is to link the decoding abilities in spelling with the

correct pronunciation of the words through phonics and subsequently to develop phonemic awareness.

So it must be concluded that the application of such workshops to improve communicative capacities will help young learners to acquire the target language naturally. In this aspect, phonics builds pronunciation patterns in children's minds to recognize, identify and blend the sounds of the letters in different and combined situations. The same patterns would help children to achieve the correct pronunciation of the words. That is the main aim of Jolly Phonics method.

Chapter 2

Theoretical framework

2.1. A Young Learner

For the purposes of this thesis “a young learner” is a child at the age from 2,5 – 6years, attending a kindergarten or an English course for children. Sometimes the term “pre-school child” is used. There is not unity in distinguishing a pre-school child according to the age. Some authors describe it from the time he/she is born (some include even the prenatal period), but usually they are children from 3 to 6 years of age.

According to Langmeier and Krejčířová it is important to “distinguish the pre school age correctly because there are significant differences between toddlers and five year-old children. These authors do not recommend referring to the pre-school age as “kindergarten age”. Since many children do not attend kindergartens at all, the main and the most essential basis is still the family – kindergartens help to the further development.” (Langmeier, Krejčířová, 1998).

Scott and Ytreberg (1990) say that:

“not all children are the same. Some develop early, some later. Some children develop gradually, some in leaps and bounds. It is not possible to say that at the age of five all children can do x. And then they list general characteristics of the young language learners, some of them follow:

- 1) They know that the world is governed by rules. They may not always understand the rules, but they know that they are here to be obeyed, and the rules help to nurture a feeling of security.
- 2) They understand the situation more quickly than they understand the language used.
- 3) They use language skills long before they are aware of them.
- 4) Their own understanding comes through hands, ears and eyes. The physical world is dominant.
- 5) They are very logical – what you say first happens first.
- 6) They have a very short attention and concentration span.
- 7) They sometimes have difficulty in knowing what fact is and what fiction is.
- 8) They are happy playing in the company of others.
- 9) They do not always understand the world of adults.
- 10) They will seldom admit that they do not know something.

- 11) They cannot decide for themselves what to learn.
- 12) They love to play, and learn best when they are enjoying themselves. But they also like themselves seriously and like to think that what they are doing is “real” work.
- 13) They are enthusiastic and positive about learning. It is important to praise them when they are to keep their enthusiasm and feel successful from the beginning.”
(Scott, Ytreberg 1990)

2.2. Child development

Langmeier, Krejčíková, state that:

“Children at the age of three finished an important development stage which was meaningful for learning how to walk and coordinate the movements. Children in this age are able to move around, walking, running, going up and down with nobody’s support. At the age of three there are many changes that influence his/her own development: to meet other peers and to be able to interact with other kids. Besides, motor development plays a significant role at this stage. Children need an incessant improvement, agility and the capability to produce a movement with maximum of certainty.” “Children at the age of four or five are even better, their movements are more accurate, not as dependent as before. To improve their skills they play games and do activities such as drawing and painting. A child is able to express its own ideas and perceptions about family members, world around and things in it.” (p 85)

This description is very similar to the investigated students, who are 5 years old, have interests centered in the family and close friends and try to be more independent, becoming curious and creative, not only in games but also in everything they learn.

2.3. Language development

As it is expressed by Langmeier & Krejčíková:

“Considerable changes occur in the field of language. There is a meaningful improvement in pronunciation and vocabulary. It is not perfect yet, but most of the children are able to improve in so far that either completely disappears before the child starts his education. These defects either set right on their own within the first year at school or with the help of a specialist – speech therapist. Not only in pronunciation improves but also in grammar and syntax. His progress is perceptible. Sentences are more and more complex. Kids speak more since they can create more complex sentences, ask questions and express their ideas. Children at this age are able to pay

their attention and listen to longer stories and are able to memorize a lot – nursery rhymes, poems, short stories, etc.”

Šikulová calls this period “sensitive stage in the terms of language development.” She supports this denomination by the facts concerning “very fast and vehement development, great interest in language and exceptional ability of language acquisition. Children learn to speak by imitating the verbal ability of adults from their neighborhood. The imitation is however very selective. Through this, children learn also the grammatical rules.” (Šikulová, 2007)

“Kids get plenty of new information and stimuli from people in the neighborhood and from its environment. This enables the child to understand more what happens around to regulate his behavior according to instructions.” (Langmeier & Krejčíková, 1998)

2.4. Cognitive Development

Intuitive thinking develops when the kid is 4 years old. The words are no more connected only with individual objects. The child is thinking in terms based on being able to see back in time and deduction is connected with what the child can perceive or imagine around him or her. (Langmeier & Krejčíková, 1998)

Kids best **memorize** material connected to emotions. At the beginning, memorizing is rather involuntary, but, a pre-school child is able to memorize rhymes, the plot of a fairy-tale and sometimes is very detailed that the kid insists on word-for-word reproduction. An intentional memorizing can be noticed in the second half of the pre-school stage

Imagination plays an important role here because is vivid. It shows above all in the games, in the affection for fairy-tales and care for of the environment. Kids can be very imaginative that combine reality and fantasy. In this age it is difficult to distinguish between truth and fantasies. (Šikulová, 2007)

“The development from the stage of **symbolic thinking** to the period of intuitive thinking is obvious, but it is still limited. These limits do not allow the child to think in a really logical way. The child is able to deduct and come to satisfactory conclusions, but generally, these are dependent on what the child can see and observe. (Langmeier, Krejčíková, 1998)

2.5. Emotional development and socialization

During the pre-school age “the family is the most important and the most influential environment for the socialization of the child, introducing him/her to the human society.” (Langmeier, Krejčíková 1998)

In Jolly Phonics, reading books are used to start comprehensive reading in English as well as age-appropriate games, art projects, rhymes, songs and poetry to help children improve their language skills in a dynamic and interactive way. All the actions are focused on group work, choral repetition and interaction with others which makes the kids feel secure in the group they are learning.

Šikulová expressed that entering the kindergarten causes extensive changes in the lives of children and their parents. Authority and relations with other members of the family than close relatives as well as coping with own needs in the group of many other children is something they have to be used to. Start in a kindergarten makes the child to improve his dealing with his peers and other people and increases his self-confidence. (Šikulová, 2007)

Langmeier and Krejčíříková state that the socialization process includes three aspects of development:

1. “Social reactivity development: many new emotional relationships are created to people in close but also in wider neighborhood.
2. Social controls development: this includes also value orientation dealing with the development of principles (setting rules). They are established by adult authorities (usually parents) and are accepted by the child. These principles shape the child’s behaviors on that he/she can perform in society.
3. Social role assumption: these are patterns of behavior and attitudes which are expected from the individual by the other members of the society. His age, gender and social status are respected. This is not about one single permitted or forbidden activity but about the complex system of interrelated, meaningful activities. This activity corresponds with the social status. Adults usually have more social roles –in their families, at work, etc. Also the children are required to behave in another way among their peers and at home. [9] (Langmeier, Krejčíříková 89, 90)

The process of socialization is a life-long task for everybody and it proceeds in many steps, through interaction with other people, new situations and experience. From this point of view, pre-school age seems to be a critical stage, concerning mainly the assumption of social roles and social controls. (Langmeier & Krejčíříková, 1998)

2.6. Games are important

Games play a crucial part in the process of socialization. According to Šikulová, “game is the dominant activity in the life of a pre-school child. The significance of a game is enormous in this age.” (Šikulová, 2007).

Games are played in every age, but the term “real game” is most typically used right in this pre-school level. (Langmeier, Krejčíková, 1998)

“Children have an amazing ability to absorb language through play and other activities which they find enjoyable.” (Scott, Ytreberg, 1990)

There are many attempts to create a good definition of a game. Langmeier and Krejčířiková say: “Game is an activity that is attractive and brings satisfaction to the child.

The benefits of playing games in pre-school age:

- 1) The opportunity to explore everything. The kid comes in touch with and at the same time his developing abilities.
- 2) The activity that changes his internal impulse into reality.
- 3) The opportunity to use his thinking, creativity, ideas, abilities and experience to his benefit which might be satisfaction, enthusiasm to explore and solve problems, imagine, accept challenges, overcome obstacles and it all of it without fear of making mistakes and with the possibility to correct them.
- 4) Space for relaxing, happiness.
- 5) Free space and at the same time the first democratic platform for establishing new contacts and relations.
- 6) Self-realization according to his own discretion, external conditions and own pace.” (Kořátková, 2008)

2.7. First Language

First language is often referred to as mother tongue. Concepts such a limitation and habit-formation have been to a large extent replaced by notions about the child’s own creativity in constructing his knowledge of the language. (Littlewood, 1990)

Before the 1960 the study of child language was mainly dominated by the behaviorist approach to language and learning. Language, like other forms of human behavior, is learnt by a process of habit-formation.

These are its main components:

- 1) *Imitating* of sounds and patterns from the surroundings.
- 2) *Reinforcing* child’s attempts to speak.
- 3) The child *repeats* the sounds and patterns, so that these become habits.

- 4) The child's verbal behavior is shaped until the habits turn the same with the adult models. (Littlewood, 1990)

Littlewood also lists some arguments of Noam Chomsky. Chomsky's arguments convinced most researchers of the inadequacies of the behaviorist approach:

1. Language is not a verbal behavior.
2. Creativity in language would not be possible if we had to rely on individual bits of learnt behavior.
3. Children learn an abstract knowledge of rules (competence)
4. Learning task is very complex – it is not enough to observe and imitate, children have to understand deeper relationships and ideas.
5. From the outset, children seem to be constructing their own rule-systems, which they gradually adapt in the direction of the adult system. It means that the child's language system is not simply being shaped by external forces: it is being creatively constructed by the child as he interacts with those around him. (Littlewood, 1990)

According to Pinter the most important things for mother tongue acquisition are the input and interaction. Children need to be talked to a lot and to have opportunities for interaction. If these needs are met children are able to learn their mother tongue by the age of four or five. (Pinter, 2006). They use various simplifications and modifications in their speech and these were shown to be very helpful in making the input comprehensible to children. Patterns, a slower rate of speech and the use of higher pitch. The topics concern the most familiar things such as the family, body parts etc. (Pinter, 2006)

2.8. Teaching a Foreign Language to Pre-school Children

“Young children, if they are normal, want to learn. At no other time in life does the human being display such enthusiasm for learning, for living, for finding out”(qtd. in Dunn, 1983)

Slattery and Willis say that “parents talk in the way that helps their children most to develop his language. English teachers should approach their pupils in the same way.

English teachers must be aware that children:

1. Acquire only those features that they hear in their neighborhood.
2. Need to hear English as often as possible.
3. Consider their teacher to be their “third parent”.
4. Listen to you and try to understand to what you say.

5. Are going to speak in the same way as people in their neighborhood do”[20] (Slattery &Wills, 11)

Scott and Ytreberg list these points as essential for teaching foreign language:

1. “*Words are not enough:* Be their model. Most activities for young learners should include movement and involve the senses. Demonstrate what you want them to do.
2. *Play with the language:* let the pupils talk to themselves. Make up rhymes, singsongs, tell stories. Let them talk nonsense, experiment with words and sounds.
3. *Become aware of language:* as something separate from the events taking place takes time. The spoken word is accompanied by other clues to meaning – facial expression, movement, etc. It is necessary to make full use of these clues.
4. *Variety in the classroom:* Since concentrations and attention spans are short, variety is essential: variety of activity, variety of pace, variety of organization, variety of voice.
5. *Routines:* *Have a system,* routines, organize and plan your lessons. Use familiar situations and activities. Repeat stories and rhymes.
6. *Cooperate not compete:* Avoid rewards and prizes. Most of the children like to work together, but, they do not have to work in groups all the time. Trying to share and sit with other encourages the cooperation.
7. *Grammar:* Children not necessarily have to be aware of grammar rules. *They can cope with the target language* but they are not mature enough to talk about it
8. *Assessment:* Inform parents how their kids are doing and talk to the children regularly about their work and encourage self assessment.” (Scott, Ytreberg, 1990)

2.9. Competences of a Teacher Teaching English to Young Learners

Dunn expresses very clearly the main idea about being a good teacher for young learners: “If teachers can manage to capture children’s enthusiasm and keep it by presenting well planned lessons, right for their needs and development level, the children will make progress and find that they are good at English. It is at this first stage of learning English that foundations for what may be a life-long interest in English language and culture can be laid.” (Dunn, 1983)

Vojtková titled her article “The Teacher – The Most Important Agent for Educating Very Young Learners” and supports this idea with following statements. At the beginning she states that there are many people who think that an English teacher for pre-school children does not have to have a high level of English. The English teacher needs to be very good at pronunciation. Since they will be using simple vocabulary and phrases, high proficiency of

English is not required, according to them. That is not correct since good pronunciation, stress and intonation imply that the student will memorize correctly and for all his/her life different sounds that are used specifically with certain words. The same happens with communication using the target language. The teacher has to communicate ideas in English, with a good attitude as well... (Vojtková, 2006)

2.10. When to start with a foreign language

The best age for beginning with a foreign language is the most controversial question, according to Lojová. The worldwide opinion is that children acquire a foreign language easier, on a very good level and also without much effort when they are very young.

Nowadays an extensive research into this field is being carried out mainly in the USA, Canada and Scandinavian countries. Various age groups, teaching methods, different aspects of language, influence of the mother tongue are compared. The field of study is so difficult and this research has not been finished yet and we do not have any results that could be generalized. (Lojová, 2005)

Experts do not share the same opinion, there are many of them and can be divided into three main groups:

1) “*The sooner the better*”

According to the ones who support this idea, children learn easier, are more successful, and “absorb the language like sponge” and this happens approximately till the puberty and since then this ability starts to decrease. This opinion is supported by experience of many teachers and students as well. But it is very difficult to prove its correctness.

2) “*It is enough to start later*”

An opposite opinion claims that language learning at later age is faster, more effective and in general more successful than at an early age – especially foreign language learning in the form of classes. Student’s maturity helps them to learn more reasonably at a later age.

3) “*Depends on conditions given*”

This opinion is based on a neutral status. Both above mentioned opinions are extreme and that it is not possible to choose either of these. Since every stage has its pros and contras, it is not easy to choose the right age. This “neutral” opinion is supported by researches that state that some abilities develop first at later age and there are some tasks that have nothing to

do with age. The essential idea is to give every single learner and his situation individually.” (Lojová, 2006)

Brumfit says that “it is presumed that children learn second languages more rapidly than adults”. “Young children are in a permanent learning environment and it all contributes to their development. It is extremely difficult to determine whether their learning benefits from these external conditions, or from some internal characteristics of the young brain or the young character. One claims it is the maturation process that makes the learning of language more efficient.” (Brumfit, 1991)

Pinter introduces an interesting chapter in her book called “*The achievements of the first five years.*” She mentions the creativeness of children, their need to play – not only with toys but also with language. The foreign language teacher should use these opportunities, creativeness and willingness to play with the language.

2.11. An Early Foreign Language Learning - Advantages

Freudenstein talks about a significant topic which deals with advantages of starting learning a foreign language at an early age. Foreign language learning contributes to:

- 1) **Intellectual improvement:** children who learn a foreign language seem to be on a higher mental level, they are better than monolingual children in the same age in verbal and non-verbal abilities.
- 2) **Mother tongue improvement:** it is not true that learning a foreign language interferes with the development of mother tongue or even interrupts its acquisition. It helps children to understand the system of their mother tongue better.
- 3) **Cultural gains:** learning foreign languages play an important part in the development of the character of children. If multilingualism is to be achieved, then learning other languages must start at an early age. (Freudenstein, 1991)

2.12. Disadvantages of learning a foreign language at an early age

Freudenstein mentions some problems and disadvantages that an early start of learning a foreign language can cause.

1. The problem of continuity

The causes of this problem are the inadequate links between language learning in individual educational grades (primary school, secondary schools etc.). Children’s motivation and interest often decline when they have to start learning the same language all over again

when moving to another grade. Also foreign language teachers should be more flexible concerning different teaching methods and situations.

2. The question of the number of languages

Freudenstein mentions the need to be multilingual and they introduce some examples of countries where pupils learn one or more foreign languages. One of the examples is Luxembourg where German is offered from year 1 and French from year 3 in primary level. In comparison, he says, “there are countries outside Europe where it is a norm that children have command of two or three languages (as well as their mother tongue) by the age of ten.”

3. Language awareness before language learning

There a discussion between what to consider: learn first to understand new values connected with languages and the culture or just merely learn the language itself. This must be well combined to make the student recognize and compare differences between their own culture and the one that is being acquired.

4. Language studies in the primary curriculum

There is a strong objection to early foreign language teaching which concerns overloading the curriculum. There is a need to integrate foreign languages into the curricula. One of the possibilities could be also CLIL - “instructions in school subjects, such as Music or Physical Education, through the medium of the foreign language.”

5. Language learning at pre-school level

It is not known yet if the pre-school foreign learning can prepare and support language learning at primary level. An early contact with foreign languages can prepare children for later stage of learning it.

2.13. Pronunciation

It is said that children absorb language as a sponge. They do not learn only vocabulary and grammar but also the pronunciation. But they can acquire correct pronunciation only when the model itself (the teacher) pronounces English well. There are more ways for learning good pronunciation, e.g. listening activities, talking to a native speakers. But they are less common and less available for children than their teacher whom they are listening the whole classes long to.

Young children –says Dunn- have an enviable ability to pick up sounds and patterns of language. Unlike most adolescents and adults, they do not need to be taught pronunciation. “If the model speaker’s pronunciation is good or they have access to recordings, and the children have opportunities to use language in real situations, they are capable of refining their pronunciation until in some cases it is hardly distinguishable from the model”. Mistakes in pronunciation made by children are usually in the stress, rhythm or intonation of single word, phrase or sentence rather than in individual sounds or cluster of sounds. (Dunn, 1983)

An idea introduced by Lojová says that adults learn faster than children. “This can be noticed in the field of grammar and lexis, but on the other hand, children learn as quickly as adults or even quicker in the field of phonetics.” (Lojová, 2005)

Teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation.

Certainly, we need to teach pronunciation. There is a big difference between a ship and a sheep and a pear and a bear! When teaching any language as a foreign or second language, our first goal for our students is basic communication, and that can't happen if no one can understand what they are saying.

Using Phonemes (but not necessarily phonetic script)

The dictionary defines "phoneme" as "any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat." This definition highlights one of the key reasons that we must, as language teachers, start our pronunciation instruction at the level of the phoneme. If a phoneme is a "perceptually distinct unit of sound" then we have to realize that before students can consistently produce a given phoneme, they must be able to hear it. Thus the first lessons in pronunciation should involve students listening and identifying, rather than speaking.

Introduce phonemes in contrasting pairs like /t/ and /d/. Repeat the phonemes in words as well as in isolation and ask the students to identify them.

Moving on to Pronunciation of Words

The progress will be more pronounced with younger students, but even adults will begin to give up fossilized pronunciation errors when reciting vocabulary words in isolation.

It's time to make the next leap – correct pronunciation in the context of natural conversation. Make no mistake; this is a leap, not because it is more physically challenging, but because you are about to address a completely different set of barriers.

When teaching on the phonemic level, there is a struggling to expand physical and neurological limitations. We are taking irrelevant noises and making them significant to students, while trying to teach them a greater range of articulation with their mouths, tongues, and lips. But when working on pronunciation at a lexical or sentential level, we are dealing with complex emotional, psychological, and cultural motivations that require their own kind of re-education.

Three Big Barriers to Good English Pronunciation

Anxiety, learned helplessness and cultural identity are the three biggest barriers to students' successful adoption of a second language. Not every student will have all of these problems, but it is a sure thing that all of them will have at least one of these problems to a greater or lesser extent. As English teachers we have to find ways to bring these problems to our students' attention in non-threatening ways, as well as suggest tools and strategies for dealing with them.

Anxiety is a fairly straightforward problem to discover. Students who feel a lot of anxiety in speaking are generally well aware of the situation and they know that it is impeding their progress. The impact on pronunciation specifically can be seen in their unwillingness to experiment with sounds, a general lack of fluency that makes it hard to blend sounds correctly, and poor control of the sentential elements of pronunciation, such as intonation and syllable stress. The best remedy for anxiety is highly structured, low- pressure practice. In other words – **games**.

Jazz chants, handclap rhymes, reader's theatre, and dialog practice from textbooks can all be helpful. Structure and repetition reduce the pressure on the students and allow them to focus on pronunciation and intonation. Classroom rituals, like starting the lesson with a set greeting and reading aloud a letter from the teacher are also excellent ways to integrate pronunciation practice into the rest of the lesson while reducing stress for the student. Rote phrases, drilled for correct pronunciation, will eventually be internalized and the correct pronunciation will improve overall pronunciation.

Learned helplessness is much harder to bring to a student's attention, and may be difficult for the teacher to recognize. The term "learned helplessness" comes from psychology and refers to the reaction people and animals have to a hopeless situation. Basically, after

trying something several times and consistently being unable to get a positive result, we shut down. We stop trying. If students are getting negative feedback on their English skills, especially pronunciation, and if they try to improve but feel they haven't, then they stop trying. They simply don't believe they can improve. They have already given up.

Luckily, once it is recognized, the fix is pretty easy: stay positive, praise frequently and specifically and periodically tape students speaking so that they can hear the difference after a few months. If you can coax even a little progress out of a student, then tell the student exactly what they just did right (For example: The difference between your short /a/ and short /e/ were really clear that time! Let's do it again!).

Finally, the question of cultural identity has to be dealt with. Students that don't want to be assimilated into an English speaking society aren't going to give up the things that mark them as different. An accent is a clear message about one's roots and history, and many people may be unwilling to completely give it up. Teachers, need to ensure that students' can be easily understood by others, but don't have to strive for some hypothetical Standard English pronunciation. In fact, accents don't matter much at all.

2.14. Improving Pronunciation

Dunn mentions some points that teachers might find useful when they want to help young children improve their pronunciation:

- 1) Analyze the faults to find out if they are individual sound or pattern sounds.
- 2) Increase exposure to either patterns or sounds or both by: revising previous work and introducing new rhymes or song focusing on specific difficulties. Teachers should make children concentrate on their mouth movements and make them be aware of voiced and voiceless sounds by putting their fingers on their throats.
- 3) Teacher should find out the difficulties that adult Speakers have pronouncing English; for example, difficulties in pronouncing consonant clusters which are not present in Language 1. These difficulties may not be present in children's speech if the model has been good. If they are present, the exposure to a good model should be increased“ (Dunn, 1983)

2.15. Dealing with mistakes

Dunn states that mistakes are necessary part o language learning and teachers must expect that the beginners are going to make mistakes during the process. Teachers are advised to pass the mistake without correction if the meaning was clearly understood. Students, of

course, must have the opportunity to hear the correct usage in a second chance to correct it. He also says that children need to “learn by experience” and work out their own system, which is for the much more useful than what is told by an authoritative adult. (Dunn 1983)

2.16. Phonemic Awareness Activities

The article written by an experienced teacher educator Hallie Kay Yopp called:

“Developing phonemic awareness in young children” analyses a considerable discussion about pronunciation and its easier acquisitions by children. It suggests different activities for children to make them be aware of individual sounds in the speech. “The reader has to understand the relationship of the letters in the written language to the phonemes in the language. (Yopp, 2010)

According to Yopp, phonemic awareness is strongly related to the success in beginning reading. She lists more activities. “The reader has to understand the relationship of the letters in the written language to the phonemes in the language. There are many hypothesis whether reading is and prerequisite for or a consequence of the phonemic awareness but most likely their relationship is rather reciprocal.” (Yopp, 1992)

2.17. Methods for Teaching English as a second language

Before commenting on the different methods of learning that traditionally have guided the education of the English as foreign language, it must bear in mind that these methods must form the basis of the technologies that each one as teacher chooses to use and the different technologies and activities that are chosen inside the class of languages.

It is necessary to understand that the word methodology is often, misinterpreted or badly understood. In other occasions the word methodology is used to speak about the methods that are understood as specific technologies for the language teaching.

Having all these aspects in mind, it will be differed between the following aspects:

Methodology: it refers to the study of pedagogic practices, including different theories and related investigations. Any consideration that could be included in “how to teach “is considered to be a methodology.

Approach: theories or beliefs on the nature of the language, the nature of the learning of a language and the application or adequacy of both to the pedagogic beginning.

Method: a set of actions that are done in the classroom to obtain a few linguistic aims. The methods tend to be in a beginning centered on the roles of the teacher and the pupils and on the second place with aspects as the aims, the sequence and the materials. They are in the

main situations thought to be applied in before a great variety of hearings and in different contexts.

Curriculum: it is a question of the particular design that is carried out to start a linguistic program concretely. The characteristics include a few linguistic aims as well as the specific aims, the sequence or timing and the materials of a subject to find the needs of a group of pupils in a particular context.

Technologies: any exercise, activity or resource used in the class of languages for the achievements of the specific aims of the unit.

The different methods that have been in use in the education of the English language are:

Grammar Translation Method: derivative of the methods of education of the Greek and the Latin, characterized mainly by the big quantities of texts that the pupils have to translate, besides the memorization of grammatical rules and lists of vocabulary. It has not been used in preschool Education since it is based on the development of skills written as a basis for the acquisition of the language.

The Audiolingual Method: this method arose as response to the need to acquire an oral domain of the foreign language. The principal aim is therefore the acquisition of a communicative competence in the pupils.

Community Language Teaching: like the previous one, this method puts his emphasis in the acquisition of communicative appropriate competitions. The difference with the previous one is the use of real situations that contribute to the learning of the language.

The Silent Way: during the seventies, a trend took place in the language teaching known as "learning for discovery ". This concept is tied directly by the idea from which the learning of a language could come given by the acquisition of habits. It emphasizes in the cognition and in the theory of which the pupil realizes independent hypotheses on the rules of the foreign language, proving them and applying them freely. This method defends the theory that when the pupil creates his own rules and concepts and puts into practice, they are learning by means of the discovery of the language.

The Direct Method: towards the end of 1800s, a revolution took place in the language teaching. The teachers began to experiment with new forms of learning. The trend was to incorporate technologies that directed the oral or communicative learning of the language. The main premise of this method is that the pupils learn to communicate in the foreign language, partly learning to think about this language and trying not to use his mother

language in the process. These aims include the use of real objects inside the classroom, drawings and photos, or the dramatization.

Total Physical Response: method developed by Asher (1969), is based on the acquisition of the foreign language by means of the active response of the pupil before the requirements of the teacher. This is very simple as that the teacher dictates a series of actions that the pupils have to execute. The using of games or histories is a practice which is very extended in this method. This type of activities are very useful in the education of a foreign language since the first skills that are in use are the receptive ones, without demanding any type of oral production on the part of the children. The child is capable of understanding the meaning in the language it was extracting but he needs time to acquire the vocabulary and the structures of the new language.

The Natural Approach: Krashen and Tracy (1983) developed this method at the beginning of the decade of the eighties. This method shares several aspects with Asher's Total Physical Response, especially in some as the wait to which the oral production emerges for yes alone, and in the emphasis on that it puts in the need to do the pupils responsible for his own learning process. Since part of this method the pupils listen to his teacher to use the foreign language to communicate with them from the beginning. In the first stages, the pupils are not corrected during the oral production, giving him more importance to the meaning of what they say that to the form in which they do it.

At present the trend is **Communicative Language Teaching:** for the one that to teach the pupils to use the language is considered to be so important as the own language. CLT is a generic approach and in occasions it seems to be less specific on not having established a few rules determined to structure and to elaborate the classes.

Of all the presented methods, none of them has managed to approach the teaching of the English language in the early years. That is why a change is necessary in the methods of education; a change that has to begin for the mentality of the teachers who are employed at this stage, removing fears and prejudices towards the use of other languages that are not the mother one about explaining certain knowledge, using new methods for the education of the English language. Here the one taking an important role is **Jolly Phonics**.

In the development of this investigation, the above topics have been taken into account since they constitute the environment where the child grows and learns; how he/she builds self confidence when learning new words –from the basic to the complex ones- and develops creativity making it funny the acquisition of new words and pronouncing them more accurate as long as they use their bodies, gestures and sounds to do it.

2.18. Jolly Phonics

In the following lines we will try to explore the characteristics of the phonetic method called Jolly Phonics. From its birth up to its use in the colleges of the whole world for the education of the English language across his sounds.

According to his authors, Lloyd and Wernham (1992) in the book *The Phonics Handbook*, we are before a synthetic multisensory, valid method for the education of children in the early years Education.

History of the method

Jolly Phonics was born in the United Kingdom of Lloyd's hand to give response to a group of children who were not managing to learn to read and write in the same pace than the rest of the group. By means of the usage of a gesture that joined every sound, Lloyd achieved that children with learning problems were capable of following the pace of learning of the class; then, she discovered that not only those students but the rest who didn't need extra work were capable of obtaining motivating results.

Nowadays, Jolly Phonics appears as a method centered on the child to teach reading and writing. With a gesture for each of 42 sounds that form the phonetic English system, this multisensory method is very motivating both for the children and for the teachers who can verify how the children improve and acquire the necessary skills.

Theoretical foundations

Based on the phonetic teaching of language, Jolly Phonics bases its work on the presentation of 42 phonetic sounds that we find in the English language. The presentation of the sounds follows a specific order, which is not the alphabetical one, but it is based on the frequency of use and of word formation. This way, with the presentation of the first 6 sounds one qualifies the children in word formation from the beginning. Since we have said this order comes established by the frequency of use or appearance of this sound in the words; it is to say, there are taught first the sounds that appear more frequently and therefore more they are used. Figure 1 represents the sequence proposed by the method in seven stadiums:

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

Fig. 1. Sequencing of the sounds according to Jolly Phonics
(Jolly Phonics, s.f.)

The sounds appear in groups of 6, and in the order that we see in the Figure 1. The teacher possesses the support of visual supports since they are the big books that serve to introduce the sound together with the corresponding gesture, as well as diverse words in which the above mentioned sound appears.

Each of these sounds is accompanied by a sticky song that catches the interest and the attention of the child. We manage to qualify them this way for the education during three years of the second cycle of Early Years.

The education of 42 sounds includes the sounds of the alphabet as well as the digraphs - this is a sound represented by two letters - since they *are sh, th, ai and ue*.

Once known all the sounds, it is taught to the children how they are formed and how to write the letters. At this point, blending is presented. This is the union of sounds isolated to obtain the formation of new words.

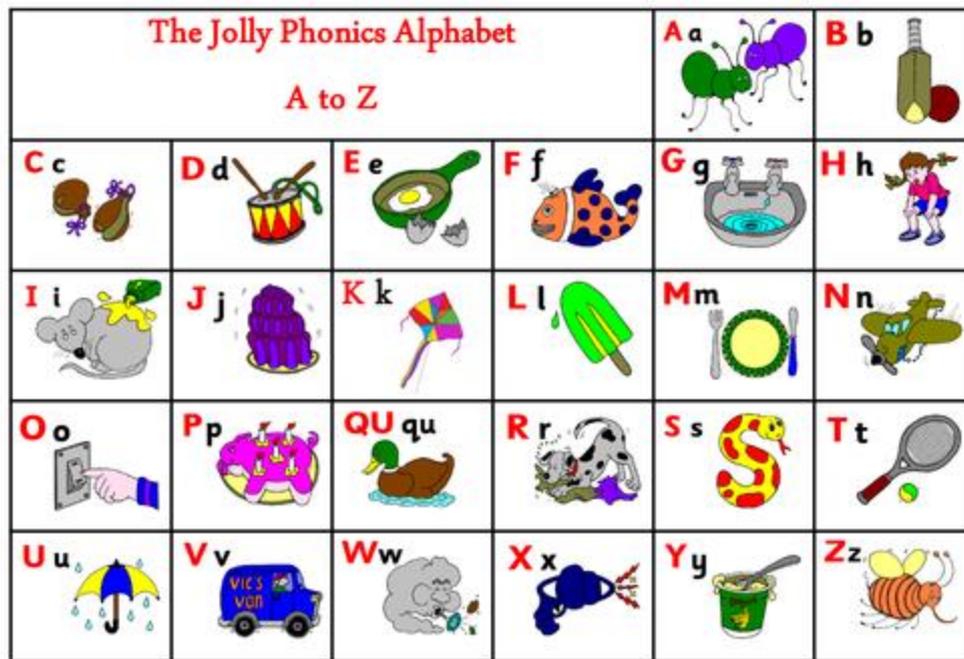


Fig. 2 Jolly Phonics Alphabet with pictures for blending

Beginning for words that follow the model *cvc* (consonant - vocal-consonant) and in which the English language is specially rich; it only has to throw a glimpse to the first group of sounds to verify, for example: *sat, sit, bread, pin or pat*.

Then comes the segmentation, this is, to identify the sounds in words. The children will learn to differ each of the sounds that compose a word, for example *cat: c - to - t*. They will be helped to "physically" associate every sound with a blow along the arm, which will help them to visualize the process.

To listen to the sounds in different words, the children have a better tools to begin with the spelling, so importantly in the English language.

The final step in the Jolly Phonics program is the incorporation of the tricky words called - words with trick. It is a question of a set of words that are not read following these phonetic rules that are teaching them, so they are taught of separated form in order that the children learn them by heart. They are fundamental words for the formation of phrases, since they are the pronouns and other words: *I, you, me, we, eight ...*

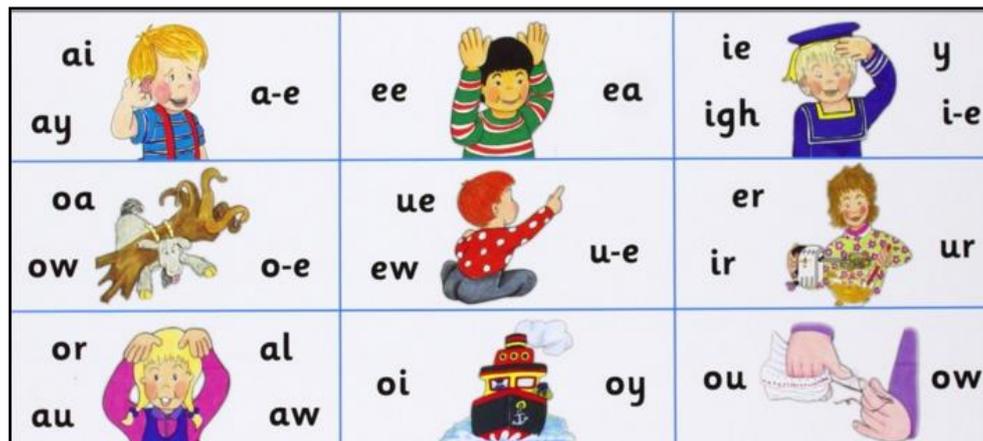


Fig. 3 Jolly Phonics Tricky words

Results of the method

Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves.

Technologies that better adapt to their needs and/or characteristics will be able to be chosen. It is well-known that the children are much more orientated, his learning is much more orientated to here and now, to everything that makes a detour, to everything that they can perceive directly. Multimedia is crucial for the process. Students have to listen to, perceive colours, shapes and put them together to produce sounds. They can also be videotaped to compare their progress or just for fun while they learn.

The grammar rules don't help the early learner. This often doesn't work, even with adults. The best way of understanding something for them, is to provide the children with a great variety of examples and models.

During this developmental period, the amount of attention a child is capable of having in one activity is brief. Therefore, they need a great variety of activities to maintain the interest.

Similarly, lessons for early learners need to include activities that stimulate the senses (sight, sound, touch, movement, etc.)

Though, less inhibited than the adults when practicing with the language, children are quite sensitive to failure and this need to be understood when teaching young learners.

Many studies on how to teach pronunciation to children prioritize memory and learning of words rather than the synthetic methods in which there is claimed the acquisition on reading and writing, learning phonemes as a separate basis. Some of these studies have

been held by English children whose mother language are the English, certainly, but in those that we are more interested are those that offer us trustworthy results in children who take the English as a second language. We see this for example, in the work of longitudinal investigation, during a period of seven years, carried out in a region of Scotland for Johnston and Watson (2005).

The conclusions to which these authors came can be summarized in the following lines. It seems that the extent to which children learning by a synthetic phonics approach read and spelt better than children taught either by a standard analytic phonics approach, or by a standard analytic phonics approach supplemented by phonemic awareness training. It was found that:

- At the end of the experimental programmes, the synthetic phonics group read 7 months ahead of chronological age, and 7 months ahead of the other two groups. They were also 7 months ahead of chronological age in spelling, and spelt 8 to 9 months ahead of the other two groups.
- At the end of Primary 2, the girls who had had the programme at the start of schooling read better than those initially taught by the standard analytic phonics approach. However, the timing of this programme had no impact on the boys' word reading skills at the end of Primary 2.
- At the end of Primary 2, the early-taught synthetic phonics group (boys and girls) spelt better than the other two groups

Sinatra, R., Zygouris-Coe, V., & Dasinger, S. (2011) say “The process of acquiring and using words in oral and written contexts is a life-long learning process that begins quite critically during the early years. Knowledge of vocabulary meanings affects children’s abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. Such knowledge influences the complexities and nuances of children’s thinking, how they communicate in the oral and written languages, and how well they will understand printed texts. ...Unless children develop strong vocabularies early in life and continue to deepen and broaden their vocabulary knowledge throughout the schooling years, they will predictably face difficulty in understanding what they read, will not use advanced and mature words in their writing, will have problems with academic subjects, will perform poorly on national achievement tests, and will fall steadily behind their more vocabulary-proficient peers”

Chapter 3

Methodology of the investigation

The way to learn a language is as very important as what to learn, that is why the offer of educational intervention bases the beginning on an active and dynamic methodology which favors the bidirectional communication between the pupils, who are the principal protagonists of their learning, and the teacher defined as a mere mediator of the process of education - learning.

Jolly Phonics adapts to the different paces of work and to the personal characteristics of the pupils, characterized by a personalized teaching that combines the individual work with the group work, the teamwork across the cooperation and the participation responsible for the members of the group, the implication of the pupil by means of the participation and the analysis of audio-visual messages across the utilization of the New Technologies of the Information and the Communication.

On the other hand, Jolly Phonics is based on the following procedures: ·

- a. **Master Lesson**, characterized by explanations and explanations of the teacher in the different activities to do, due to his possible difficulties.
- b. **Cooperative Learning**, based on the help of the rest of companions to carry out the task. ·
- c. **Guided discoveries**, across the communicative exchange dominated by questions - answers between the student body and the teacher to acquire certain content.

The different contents worked in every session encourage the development of the pre writing across the oral, developing the skills of comprehension and oral expression of the student's body.

Finally, the content will be in use as the main way for exposing the pupils to a series of stories and motivating songs that improve their learning of a multisensory way, across the interaction of the group.

3.1. Investigation type

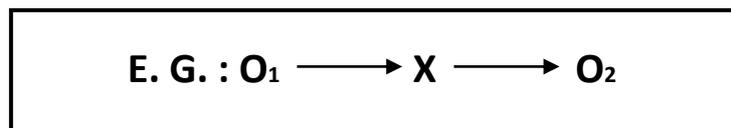
Empiric-analytic quantitative investigation

In empirical-analytical research the researcher analyzes a specific subject, either a subject of nature or an otherwise tangible and well-defined variable, in an attempt to elicit quantitative and measurable facts. In empirical-analytical types of research papers, research

is then communicated by reporting of facts and figures, and interpreting such data, sometimes comparatively, but in a purely detached and non-biased manner.

3.2. Design of the investigation

The design of investigation used was the **Quasi- experimental** with a pre test and a post test in the group of study (Sánchez y Reyes, 2006; p.36; Hernández, 2008:156), following the scheme:



Where:

E.G.: Experimental Group

O₁ : Pretest, before the handling of the Programme Jolly Phonics

O₂ : Post test, after the handling of the Programme Jolly Phonics

X : Jolly Phonics Programme

A **quasi-experiment** is an empirical study used to estimate the causal impact of an intervention on its target population. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but they specifically lack the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. In some cases, the researcher may have control over assignment to treatment. Quasi-experiments are subject to concerns regarding internal validity, because the treatment and control groups may not be comparable at baseline. With random assignment, study participants have the same chance of being assigned to the intervention group or the comparison group. As a result, differences between groups on both observed and unobserved characteristics would be due to chance, rather than to a systematic factor related to treatment (e.g., illness severity). Randomization itself does not guarantee that groups will be equivalent at baseline. Any change in characteristics post-intervention is likely attributable to the intervention. With quasi-experimental studies, it may not be possible to convincingly demonstrate a causal link between the treatment condition and observed outcomes.

3.3. Population and study sample

The population was formed by 36 students of the early year's level of **Juan Pablo II School**. They were distributed in two groups: the experimental group and the control one.

3.3.1. Population and sample to identify the problem

Since it was crucial to get field information in order to identify the population and how this research was done, a sample was chosen as follows:

Population

The population consists on the totality of the students of the early year's level.

Two stratum were considered: teachers and students.

Table N° 1. Study population

N ^a	Stratum	Population
1	Teachers	2
2	Students	36

Source: Own source

Sample

Early years level teachers and students are the sample. As it has been mentioned before, the school is a small one so the number of students is small as well (36 students). The 100% of the population becomes the sample of this study.

3.3.2. Population and sample to assess the investigation

This study has been worked with students from the early years level of Juan Pablo II School (period 2014), where two groups have been chosen: the experimental group and a control group where one uses the Jolly Phonics programme to improve pronunciation and the other group does not use the programme. This research pretends to give an alternative with an innovative method to improve oral skills in ESL in the students.

Table N° 2. Size of the sample by stratus by group 2014

N ^a	Stratum	Population Sample 2014	
1	Teachers	2	
2	Students	36	
		Control group	Experimental group
		18	18
		36	

Source: own source

3.4. Time schedule used for the programme application

Timetable for first term with Jolly Phonics- 9 weeks all day/every day program

Teaching		Week 1	2	3	4	5	6	7	8	9
Letter Recognition	<ul style="list-style-type: none"> · Worksheets + actions · Flashcards & games · Sound books · Put up alphabet frieze ...section by section/ or have it up & predict the next sound 	s a t i p	n c/k e h r	m d g o u	l f b a i j	oa ie ee or z w	ng v y x oo oo	ch sh th th qu ou	oi ue er ar	Main alternative spelling
		Connecting sound to grapheme				Beginning letter names and capitals – sing ABC song Beginning to learn alphabet Introduce consonant blends				
Letter Formation	<ul style="list-style-type: none"> · Multi-sensory practice - pencil hold - correct formation 	Air writing including c.v.c. words			Air writing- including digraphs			Air writing including c.c.v.c / c.v.c.c words		

3.5. Variables

Independent: **The Programme “Jolly Phonics”**

Dependant: **Pronunciation**

3.6. Techniques and instruments for gathering of data

In the present investigation, the following technique was used for gathering of data:

3.6.1. Observation

It is the technique of compilation of information across the direct perception of the educational facts.

In the present investigation, the following instruments were used:

3.6.2. Checklist

To obtain information about the improvement of pronunciation, this checklist is shaped by 06 items: two correspond to the dimension of articulation, two of them to pronunciation and the two final to fluency. It was used every time children worked as a group.

3.6.3. Test administration

This technique allowed administering the pre test and post test to both groups in order to measure the communicative capabilities in the English language.

3.6.4. Pre test and Post test

They were formed by the observation chart. This document was oriented to collecting information about the development of the oral and communicative capabilities of the students of the early year's level of Juan Pablo II School. Samples of the pre and post tests are found in the Appendix 7.

3.7. Methods for data analysis

The statistical treatment that was carried out with the results was two types: **descriptive**, to describe the distribution of the punctuations or the frequency obtained in the dependent variable (pronunciation) and also, **inferential** to prove hypothesis and to generalize results (Hernández, Fernandez Baptista, 2010)

Descriptive statistics

A. Distribution of frequency:

Combine punctuations arranged in their respective categories: YES/NO place and he appears in a table that contains the variable, the categories, and the frequencies with his respective percentages. (Hernández, Fernandez Baptista, 2010) The distributions of frequency, they appear, in the shape of histograms. (Hernández, Fernandez Baptista, 2010).

B. Measures of central tendency:

The average

It is the arithmetical average of a distribution and is the sum of all the values divided between the number of cases. (Hernandez, Fernandez and Baptist, 2010). This measure allows

identifying the level of pronunciation and in each of the dimensions: articulation, pronunciation, fluency.

The formula is:

$$X = \frac{\sum X}{N}$$

3.8. Supporting Matrix

A chart containing the supporting matrix was prepared because it is a useful tool to assess the coherence and connection between the variables, the dimension and indicators of the present research.

All the information included in the chart has been validated by experts of English teaching.

The information given also shows coherence and cohesion between the strategies and procedures used to collect data.

Table N^o 3. Supporting Matrix

VARIABLE	CONCEPT	OPERACIONAL DEFINITION		MEASURING SCALE
		DIMENSIONS	INDICATORS	
The Jolly Phonics Programme	<p>Jolly Phonics appears as a method centered on the child to teach reading and writing. With a gesture for each of 42 sounds that form the phonetic English system, this multisensory method is very motivating both for the children and for the teachers who can verify how the children improve and acquire the necessary skills. Jolly Phonics bases his work on the presentation of 42 phonetic sounds that we find in the English language. The presentation of the sounds follows a specific order, which is not the alphabetical one, but it is based on the frequency of use and of word formation. This way, with the presentation of the first 6 sounds one qualifies the children in the word formation from the beginning. There are taught first the sounds that appear more frequently and therefore more they are used.</p>	PHONICS	<p>The presentation of the sounds follows a specific order.</p> <p>The order is based on the frequency of use and of word formation.</p>	Ordinal
		WORD FORMATION	<p>It is taught how sounds are formed and how to write the letters.</p> <p>The union of isolated sounds contributes to the formation of new words.</p>	
The Pronunciation	<p>Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. Fluency in pronunciation is about the ability to speak at a suitable speed without too much hesitation and false starts.</p> <p>Intonation implies continuous changing of the pitch (tone) of the speaker's voice to express meanings.</p> <p>It is linked to rhythm, because rhythm and stress decides where we get pitch-changes. In this sense all skills in (oral) language get together in fluency: pronunciation of individual sounds, vocabulary, grammar, rhythm, intonation.</p>	INTONATION	Intonation is almost always clear and accurate.	Ordinal
		PRONUNCIATION	Student's pronunciation was like a native speaker.	
		FLUENCY	<p>Conveys ideas naturally and speaks with little pause.</p> <p>Keeps communication going smoothly.</p>	

Source: Own elaboration

3.9. Procedures

To do this research a number of procedures were followed: the sample was selected from a local school. Two groups were chosen, the experimental one and the non-experimental one. Since the school has small groups, the sample wasn't big enough.

To start with the research, a pre test was applied to both groups and the results were noted down to be compared with the post test. (see appendix 2)

The programme "Jolly phonics" was applied to the experimental group. Evaluation charts were used to see the advance of the group. (see Appendix 7)

Every session of the programme was applied during the first ten minutes of everyday class of the group. Charts of actions were used for this purpose. (see appendix 1 and Appendix 2)

All the evaluation charts were used to work on the discussions and results parts. Recommendations were also given as part of this research.

All the progress work students had was kept so that it can be shown when required. (see Appendix 10)

Chapter 4

Discussion of results

The general objective of the present research was to determine in what way the use of the programme “Jolly Phonics” improves the pronunciation of the English language in the early years of the students of Juan Pablo II kindergarten school

In order to do this, a pre test and a post test was administered to collect information and verify the improvement in the pronunciation of the investigated students.

The levels in the scale to be used were:

Table N^a 4. Scales used in the pre test

LEVELS	SCORE
AD (out-standing achievement)	6
A (achieved)	5
B (in process)	3-4
C (in the beginning)	0-2

The obtained results were:

Results

Chart 1: Obtained scores in the pre test and post test in the dimension of articulation.

N°	Articulation							
	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	Score	level	Score	level	Score	level	Score	level
1	3	B	6	AD	1	C	2	C
2	1	C	5	A	2	C	4	B
3	1	C	5	A	2	C	3	B
4	3	B	6	AD	1	C	2	C
5	3	B	6	AD	1	C	2	C
6	1	C	5	A	2	C	4	B
7	1	C	5	A	2	C	3	B
8	3	B	6	AD	1	C	2	C
9	3	B	6	AD	1	C	2	C
10	1	C	5	A	2	C	4	B
11	1	C	5	A	2	C	3	B
12	3	B	6	AD	1	C	2	C
13	3	B	6	AD	1	C	2	C
14	1	C	5	A	2	C	4	B
15	1	C	6	AD	2	C	3	B
16	3	B	6	AD.	1	C	2	C
17	1	C	6	AD.	1	C	2	C
18	1	C	5	A	2	C	4	B
X	2	C	5.5	AD.	1.5	C	2.75	B
S	1.15		0.58		0.58		0.96	
C.V.	57.50%		10.55%		38.67%		34.91%	

Source: Evaluation chart to test articulation.

Description

In the experimental group the average level in the dimension articulation, according to the pre test, is in the level C (beginning) with an obtained average score of 2 obtained. After applying the Jolly Phonics programme, the average level, according to the post test, is located in the level AD (out-standing achievement) with an obtained average score of 5.5. In the

control group the average level according to the pre test, is in the level C (beginning) with an obtained score of 1.5, according to the post test, is located in the level B (process) with an obtained average score of 2.75.

In the pre test and post test of the group control the obtained information is heterogeneous because there were obtained coefficients of variability of 38.67 % and 34.92 %, respectively, bigger than 33 %.

In the pre test of the experimental group, the obtained information is heterogeneous because there was obtained a coefficient of variability of 57.50 bigger % than 33 %, nevertheless, in the post test of the same group, the obtained information is homogeneous since there was obtained a coefficient of variability of 10.55 %, minor to 33 %.

Chart N° 2: Comparison of the obtained scores in the pre and post test of the experimental and control groups according to the level in the dimension of articulation.

Level	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
C (0-2)	8	45	0	0	18	100	9	50
B (3-4)	10	55	0	0	0	0	9	50
A (5)	0	0	8	45	0	0	0	0
AD (6)	0	0	10	55	0	0	0	0
Total	18	100	18	100	18	100	18	100

Source: Chart N° 1

Description

In the dimension of articulation, in the experimental group, according to the pre test, 45 % (8) students are in beginning and 55%(10) in process, lacking students in the level of achievement and out-standing achievement, and in the post test of the same group 45 % (8) students present a level of achievement and 55% (10) out-standing achievement, with no students in the level of beginning and process.

With reference to the control group, in the pre test 100 % (18) students were in beginning with no students in the level of process, achievement and out-standing achievement, and in the post test of the same group 50 % (9) students are in beginning and process, with no students in the achievement and out-standing achievement level.

Here it can be said that since students are introduced in the programme they cannot experience an immediate progress. But it can be realized that the experimental group had better pronunciation than the other group. Even though there was no significant difference between the two groups at the beginning of the programme, the results showed a significance advance in the experimental group.

Chart N°3: Obtained scores in the pre test and post test of the control and experimental groups in the dimension of pronunciation.

N°	Pronunciation							
	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	Score	Level	Score	Level	Score	Level	Score	Level
1	11	B	35	AD	3	C	5	C
2	7	C	34	AD.	6	C	8	C
3	4	C	28	A	11	B	21	A
4	11	B	36	AD	7	C	11	B
5	11	B	35	AD	3	C	5	C
6	7	C	34	AD	6	C	8	C
7	4	C	28	A	11	B	21	A
8	11	B	36	AD	7	C	11	B
9	11	B	35	AD	3	C	5	C
10	7	C	34	AD	6	C	8	C
11	4	C	28	A	11	B	21	A
12	11	B	36	AD	7	C	11	B
13	11	B	35	AD	3	C	5	C
14	7	C	34	AD	6	C	8	C
15	4	C	28	A	11	B	21	A
16	11	B	36	AD	7	C	11	B
17	11	B	35	AD	3	C	5	C
18	7	C	34	AD	6	C	8	C
X	8.25	C	33.25	AD	6.75	C	11.25	B
S	3.40		3.59		3.30		6.95	
C.V.	41.21%		10.80%		48.89%		61.78%	

Source: Evaluation chart for Pronunciation.

Description

In the experimental group, the average level in the dimension of pronunciation, according to the pre test, is in the level C (beginning) with an average score of 8.25 obtained. After applying the Jolly phonics programme, the average level, according to the post test, is located in the level AD (out-standing achievement) at an average score of 33.35 obtained.

In the control group, the average level according to the pre test, is in the level C (beginning) with a score of 6.75 obtained, according to the post test, is located in the level B (process) with an average score of 11.25 obtained.

In the pre test and post test of the control group, the obtained information is heterogeneous because there were obtained coefficients of variability of 48.89 % and 61.78 %, respectively bigger than 33 %.

In the pre test of the experimental group, the obtained information is heterogeneous because there was obtained a coefficient of variability of 41.21 bigger % than 33 %, nevertheless in the post test of the same group, the obtained information is homogeneous since there was obtained a coefficient of variability of 10.80 %, minor to 33 %.

Chart N° 4: Comparison of the scores obtained in the pre and post test of the control and experimental groups in the dimension of pronunciation

		Experimental group				Control group			
		Pre test		Post test		Pre test		Post test	
Level		Frequency	%	Frequency	%	Frequency	%	Frequency	%
C	(0-10)	9	50	0	0	14	78	10	56
B	(11-20)	9	50	0	0	4	22	4	22
A	(21-30)	0	0	4	22	0	0	4	22
AD	(31-40)	0	0	14	78	0	0	0	0
Total		18	100	18	100	18	100	18	100

Source: Chart N° 2

Description

In the dimension of pronunciation, in the experimental group, according to the pre test, 50 % (9) students are in beginning and in process, respectively and no students in the level of achievement and out-standing achievement, and in the post test of the same group 78 % (14) students present a level of out-standing achievement and 22 % (4) students, in achievement and no students in the level of beginning and process. About the control group in the pre test

78 % (14) students were in beginning and 22 % (4) student, in process and no students in the level of achievement and out-standing achievement, and in the post test of the same group 56 % (10) students are in beginning, 22 % (4), in process and achievement, respectively, and no students in the out-standing achievement level.

It is important to mention that it is not a quasi experimental design of chronological series but a design that measures a pre and a post test. That's why it is not possible to relate every description with the question of the proposed work. In the final result it will be evidenced if the Jolly phonics method will improve pronunciation of students of the Early Years of Juan Pablo School.

Chart 5: Scores obtained in the pre and post test of the control and experimental groups in the dimension of fluency

N°	Fluency							
	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	Score	Level	Score	Level	Score	Level	Score	Level
1	17	A	23	AD	5	C	6	C
2	4	C	17	A	5	C	8	B
3	3	C	16	A	14	A	16	A
4	15	A	22	AD	5	C	6	C
5	17	A	23	AD	5	C	6	C
6	4	C	17	A	5	C	8	B
7	3	C	16	A	14	A	16	A
8	15	A	22	AD	5	C	6	C
9	17	A	23	AD	5	C	6	C
10	4	C	17	A	5	C	8	B
11	3	C	16	A	14	A	16	A
12	15	A	22	AD.	5	C	6	C
13	17	A	23	AD	5	C	6	C
14	4	C	17	A	5	C	8	B
15	3	C	16	A	14	A	16	A
16	15	A	22	AD	5	C	6	C
17	17	A	23	AD	5	C	6	C
18	4	C	17	A	5	C	8	B
X	9.75	B	19.5	AD	7.25	B	9	B
S	7.27		3.51		4.50		4.76	
C.v.	74.56%		18%		62.07%		52.89%	

Source: Evaluation chart for Fluency

Description

In the experimental group the average level in the dimension of fluency, according to the pre test, is in the level of beginning with an average score of 9.75 obtained. After applying the Jolly phonics programme, the average level, according to the post test, is located in the level of out-standing achievement with an average score of 19.5 obtained. In the control group the average level according to the pre test, is in the level of beginning with a score of 7.25 obtained, according to the post test, and is located in the process level with an average score of 9 obtained. In the pre test and post test of the control group, the obtained information is heterogeneous because there were obtained coefficients of variability of 62.07 % and 52.89 %, respectively bigger than 33 %.

In the pre test of the experimental group, the obtained information is heterogeneous because was obtained a coefficient of variability of 74.56 bigger % than 33 %, nevertheless, in the post test of the same group, the obtained information is homogeneous since there was obtained a coefficient of variability of 18 %, minor to 33 %.

Chart 6: Comparison of the obtained scores in the pre and post test of the control and experimental groups in the dimension of fluency

Level	Experimental GROUP				Control GROUP			
	Pre test		Post test		Pre test		Post test	
	Frequency	%	y	%	Frequency	%	y	%
C (0-6)	9	50	0	0%	14	78	9	50%
B (7-12)	0	0	0	0%	0	0	4	25%
A (13-18)	9	50	9	50%	4	22	4	25%
AD (19-24)	0	0	9	50%	0	0	0	0%
Total	18	100	4	100%	18	100	4	100%

Source: Chart N° 5

Conclusions and recommendations

Conclusions

After having done the discussions of the results of the pretest and post test, the following conclusions were established:

- The application of the programme Jolly Phonics improved the pronunciation in the students of the early years of Juan Pablo II. It can be seen in the pretest that students had a B and C results in the pretest whereas in the post test the results were significantly improved to A and AD.
- The levels of pronunciation before the application of the programme Jolly Phonics were low, being expressed in the result of level C mainly. That is because of the lack of practice due to the low level I general of the students. English is a subject that is not taught in the Early Years or few hours are intended to its teaching.
- The results of the sessions using the programme Jolly phonics were satisfactory and meaningful as it is expressed in the post test results in the different dimensions that were tested (Pronunciation, articulation and fluency).
- The experimental group reached a meaningful level (A - AD) according to the post test results, showing that kids can improve pronunciation even if they are at a low level at the beginning of the programme.
- Also, after considering the differences in the student's abilities and the learning styles of each student, it can be said that it would be better if the students learn just one sound per session to reinforce the corresponding sound and be able to match it correctly with their spelling.
- It can be affirmed that the instruction of the English language across the method Jolly Phonics not only benefits in the aspects related to the phonetics but also favors the motivation of the pupils to develop the practice of the pronunciation of sounds learned across songs and stories that help to memorize the sounds and the reading and writing

of different words proposed by the teacher favoring to a great extent of the process of writing.

- The research shows that Loyd's multisensory approach which meets the variety of learning styles of individual students when learning letters is beneficial. Giving the students actions, music and writing to go along with learning letters and letter sounds has a great success rate.
- Finally, it must be pointed out that there was also an increase in the words the students did not know previously but contained the sound they have learnt in the session

Recommendations

- The teachers that decide to apply this programme will have to execute it in the frame of their needs and demands of the cycle, to obtain a more significant experience on their researches.
- In future studies, the investigators are invited to select higher grades to compare the results. It is necessary to show that using Jolly phonics in higher grades give them the possibility to students to have a smooth transition to the learning of advanced vocabulary and a good pronunciation of words, good articulation of them and a good fluency as well.
- Before the selection of the materials, the investigators will gather the opinion of native teachers to improve the modules of the material of Phonetics and Phonology.
- This study could be implemented in the primary grades. The information would be useful to professionals as they look at phonics programs to implement with their Early Years students when providing services in their least restrictive environments. With researched data to support student achievement in the area of phonics in early childhood, educators can better prepare all students for common core driven instruction in the primary grades.

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APPENDIXES

**APPENDIX 1
JOLLY PHONICS ACTIONS**

ACTIONS OF JOLLY PHONICS

Group 1

- s** Weave hand in an s shape, like a snake, and say ssssss.
- a** Wiggle fingers above elbow as if ants crawling on you and say a, a, a.
- t** Turn head from side to side as if watching tennis and say t, t, t.
- i** Pretend to be a mouse by wriggling fingers at end of noise and squeak i, i, i.
- p** Pretend to puff out candles and say p, p, p.
- n** Make a noise, as if you are a plane – hold arms out and say nnnnnn.

Group 2

- ck** Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.
- h** Hold hand in front of mouth panting as if you are shaking out of breath and say h, h, h
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.
- m** Rub tummy as if seeing tasty food and say mmmmmm.
- d** Beat hands up and down as if playing a drum and say d, d, d.

APPENDIX 2
ACTIONS OF JOLLY PHONICS



APPENDIX 3
BIG BOOKS



**APPENDIX 4
IMAGES OF THE VOCABULARY BOOK**



APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

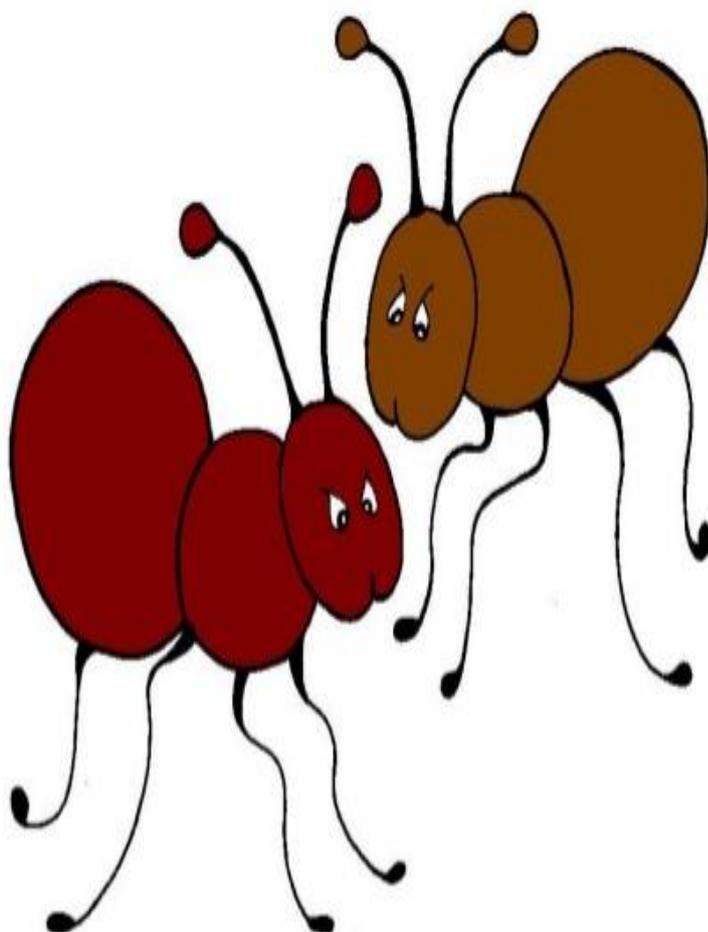
A a

short a



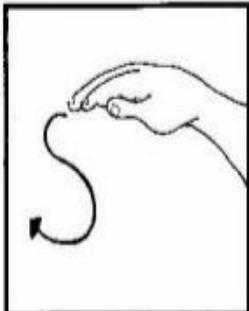
ACTION

Wiggle fingers above elbow as if ants crawling on you, and say *a, a!*



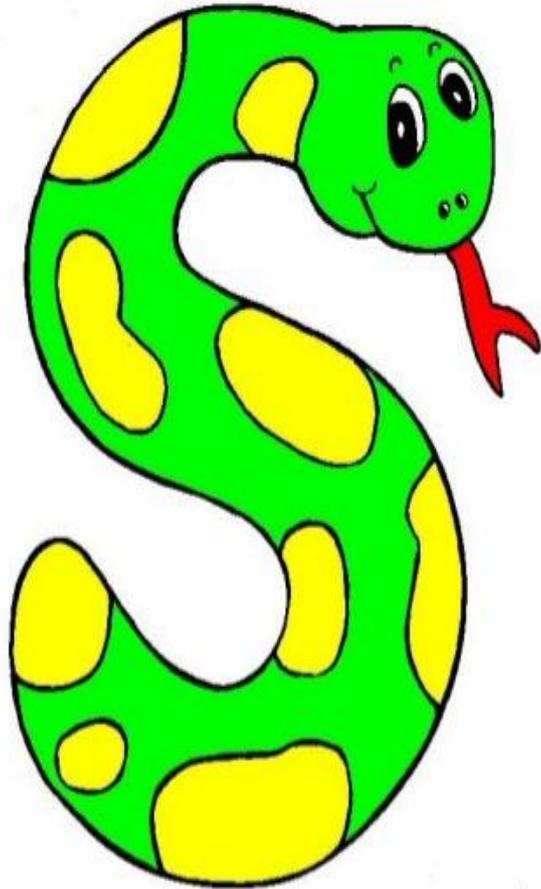
APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

S s



ACTION

Weave like a snake, making s shapes, saying asse.

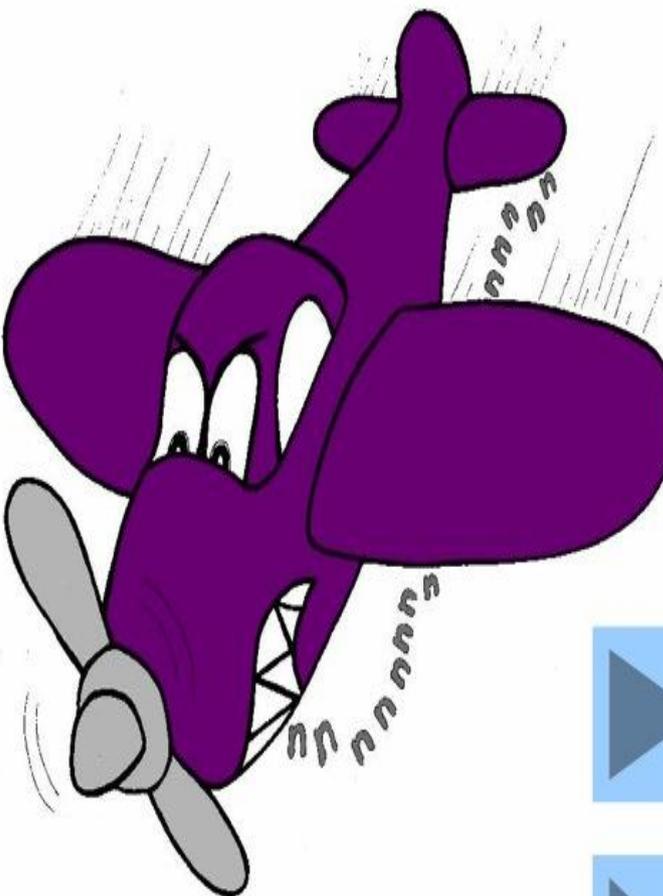


APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

N n



ACTION
Hold out arms as if an aeroplane
nose diving, and say *nnnn*.



APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

8

A a

a *Tune: Skip to My Lou*

/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.



Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!



APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

H h



Action: Hold a hand up to your mouth, panting as if you are out of breath, and say *h, h, h, h*.

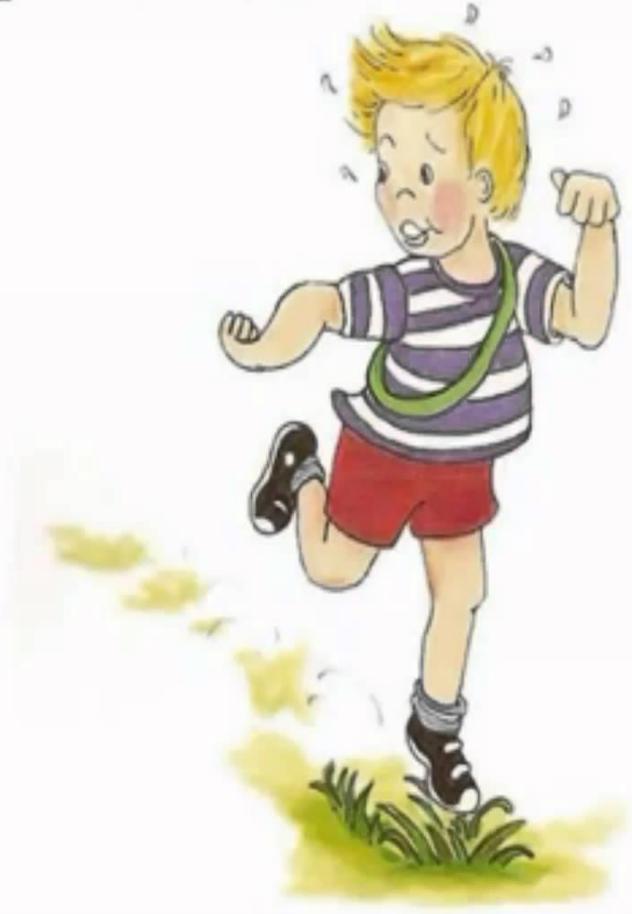
h

Tune: *Apples and Bananas*

I like to hop, hop, **hop**,
up and down.

I like to hop, hop, hop,
all around.

I like to hop, hop, hop,
up and down –
/h/-/h/-/h/-/h/-/h/!



APPENDIX 5
FLASH CARDS OF THE DIFFERENT LETTERS AND SONGS

ar

ar *Tune: Campdown Races*

“Open wide,”
the doctor said.
/ar! /ar!
“Let me look
at your sore throat.
Please say, ‘/ar!’”

 **Action:** Open your mouth wide, and say *ah*.



APPENDIX 6
SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET				WEEK : 1
Year Group: Early years	Stimulus: Jolly Phonics	Main Teaching	Focused Task(s)	
1	<p>Skill</p> <p>Listen and respond appropriately and effectively with growing attentions and concentration.</p> <p>Learning Objective</p> <p>To recognise and form the letter 's'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Introduce themselves. My name is... Recognise the letter 's' Children can say the 's' Main Story of s, and to find things beginning with 's'. Plenary – 2* & Wish Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 's'- squirty water bottles, big paint brushes. • Small formation on paper. • Stick spots and stripes on socks. 	Phonics Competency
2	<p>To recognise and form the letter 'a'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Introduce themselves. My name is... Recognise the letter 'a' Children can say the 'a' Main – Story of 'a' and to find things beginning with 'a'. Plenary – 2* & Wish Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 'a'- squirty water bottles, big paint brushes. • Small formation on paper. <p>Print apple pattern (red and green)</p>	
3	<p>To recognise and form the letter 'i'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Introduce themselves. My name is... Recognise the letter 'i' Children who can say the 'i' Main – Story of 'i' and to find things beginning with 'i'. Plenary – 2* & Wish Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 'i'- squirty water bottles, big paint brushes. • Small formation on paper. • Make a ten (Den making kit) 	
Reflective Evaluation				

APPENDIX 6 SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET				WEEK : 2
Year Group: Early years	Stimulus: Jolly Phonics	Main Teaching		
Day	Skill	Learning Objective	Main Teaching	Focused Task(s)
1	Listen and respond appropriately and effectively with growing attentions and concentration.	To recognise and form the letters 'ng'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letters 'ng' Children who can say the 'ng'</p> <p>Main – Story of 'ng' and to find things containing 'ng'.</p> <p>Plenary – 2* & Wish Listening & Noticing</p>	<ul style="list-style-type: none"> Big formation of letter 'ng' - squirry water bottles, big paint brushes. Small formation on paper. Make string pictures
2		To recognise and form the letter 'v'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds ...</p> <p>Recognise the letter 'v' Children who can say the 'v'</p> <p>Main – Story of 'v' and to find things containing 'v'.</p> <p>Plenary – 2* & Wish Listening</p>	<ul style="list-style-type: none"> Big formation of letter 'v' - squirry water bottles, big paint brushes. Small formation on paper. Make a vase. Decorate with different colour 'v's.
3		To recognise and form the letter 'y'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letters 'oo' Children who can say the 'oo'</p> <p>Main – Story of 'oo' and to find things containing 'oo'.</p> <p>Plenary – 2* & Wish Listening & Noticing</p>	<ul style="list-style-type: none"> Big formation of letter 'oo' - squirry water bottles, big paint brushes. Small formation on paper. Hand print moose.
		To recognise and form the letter 'x'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letters 'y' Children who can say the 'y'</p> <p>Main – Story of 'y' and to find things beginning with 'y'.</p> <p>Plenary – 2* & Wish Listening & Noticing</p>	<ul style="list-style-type: none"> Big formation of letter 'y' - squirry water bottles, big paint brushes. Taste yogurts. 3 flavours. Are they yummy or yucky (data handling).
Phonics				
Reflective Evaluation				

**APPENDIX 6
SESSIONS OF JOLLY PHONICS**

LITERACY PLANNING SHEET				WEEK : 3
Year Group: Early Years	Stimulus: Jolly Phonics			
Day	Skill	Learning Objective	Main Teaching	Focused Task(s)
1	Listen and respond appropriately and effectively with growing attentions and concentration.	To recognise and form the letters 'ch'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letters 'ch'</p> <p>Children who can say the 'ch'</p> <p>Main – Story of 'ch' and to find things containing 'ch'.</p> <p>Plenary – 2* & Wish</p> <p>Listening & Noticing</p>	<ul style="list-style-type: none"> • Big formation of letter 'ch' - squirry water bottles, big paint brushes. • Small formation on paper. • Build a railway
2		To recognise and form the letters 'sh'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds ...</p> <p>Recognise the letter 'sh'</p> <p>Children who can say the 'sh'</p> <p>Main – Story of 'sh' and to find things containing 'sh'.</p> <p>Plenary – 2* & Wish</p> <p>Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 'sh' - squirry water bottles, big paint brushes. • Small formation on paper. • Shop role-plays
3		To recognise and form the letter 'qu'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letters 'qu'</p> <p>Children who can say the 'qu'</p> <p>Main – Story of 'qu' and to find things beginning with 'qu'.</p> <p>Plenary – 2* & Wish</p> <p>Listening & Noticing</p>	<ul style="list-style-type: none"> • Big formation of letter 'qu' - squirry water bottles, big paint brushes. • Make and decorate a  queens crown.
PHONICS				
Reflective Evaluation				

APPENDIX 6
SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET			WEEK : 4
Year Group: Early Years	Stimulus: Jolly Phonics		
Day	Skill	Main Teaching	Focused Task(s)
1	To recognise and form the letter 'n'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds WALT: Recognise the letter 'n' WILF: Children who can say the 'n' Main – Story of 'n' and to find things beginning with 'n'. Plenary – 2* & Wish BLP: Listening & Noticing	<ul style="list-style-type: none"> • Big formation of letter 'n'- squirty water bottles, big paint brushes. • Small formation on paper. • Making nests
2	To recognise and form the letter 'ck'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds ... WALT: Recognise the letter 'ck' WILF: Children who can say the 'ck'. Main – Story of 'ck' and to find things beginning with 'ck'. Plenary – 2* & Wish BLP: Listening	<ul style="list-style-type: none"> • Big formation of letter 'ck'- squirty water bottles, big paint brushes. • Small formation on paper. • Click items from the magic bag beginning with 'c' 'k' Casianets
3	To recognise and form the letter 'e'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds WALT: Recognise the letter 'e' WILF: Children who can say the 'e' Main – Story of 'e' and to find things beginning with 'e'. Plenary – 2* & Wish BLP: Listening & Noticing	<ul style="list-style-type: none"> • Big formation of letter 'e'- squirty water bottles, big paint brushes. • Small formation on paper. • Crack eggs around and put eggshell around plants
3	To recognise and form the letter 'h'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds WALT: Recognise the letter 'h' WILF: Children who can say the 'h' Main – Story of 'h' and to find things beginning with 'h'. Plenary – 2* & Wish BLP: Listening & Noticing	<ul style="list-style-type: none"> • Big formation of letter 'h'- squirty water bottles, big paint brushes. • Small formation on paper. • Outside – hula hoops, hopping and hopscotch.
3	To recognise and form the letter 'r'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds WALT: Recognise the letter 'r' WILF: Children who can say the 'r' Main – Story of 'r' and to find things beginning with 'r'. Plenary – 2* & Wish BLP: Noticing & Noticing	<ul style="list-style-type: none"> • Big formation of letter 'r'- squirty water bottles, big paint brushes. • Small formation on paper. • Ripping red paper and sticking.
Reflective Evaluation			
Listen and respond appropriately and effectively with growing attentions and concentration.			

PHONICS

APPENDIX 6 SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET				WEEK : 5
Year Group: Early Years	Stimulus: Jolly Phonics	Main Teaching		Focused Task(s)
Day	Skill	Learning Objective		
1	Listen and respond appropriately and effectively with growing attentions and concentration.	<p>To recognise and form the letter 'i'. Listens attentively and is beginning to respond in large and small groups.</p> <p>To recognise and form the letter 'f'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Revisit previous sounds Recognise the letter 'i' Children who can say the 'i' Main – Story of 'i' and to find things beginning with 'i'. Plenary – 2* & Wish Listening & Noticing</p> <p>Warm up: Revisit previous sounds ... Recognise the letter 'f' Children who can say the 'f' Main – Story of 'f' and to find things beginning with 'f'. Plenary – 2* & Wish Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 'i' - squirty water bottles, big paint brushes. • Small formation on paper. • Make lollipops – stick on stripes. Attach lolly stick. • Big formation of letter 'f' - squirty water bottles, big paint brushes. • Small formation on paper. • Finger print fishes - different shades of orange.
2		<p>To recognise and form the letter 'b'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Revisit previous sounds Recognise the letter 'b' Children who can say the 'b' Main – Story of 'b' and to find things beginning with 'b'. Plenary – 2* & Wish Listening & Noticing</p>	<ul style="list-style-type: none"> • Big formation of letter 'b' - squirty water bottles, big paint brushes. • Small formation on paper. • Bowling – outdoor activity
3		<p>To recognise and form the letter 'ai'. Listens attentively and is beginning to respond in large and small groups.</p> <p>To recognise and form the letter 'j'. Listens attentively and is beginning to respond in large and small groups.</p>	<p>Warm up: Revisit previous sounds Recognise the letters 'ai' Children who can say the 'ai' Main – Story of 'ai' and to find things containing 'ai'. Plenary – 2* & Wish Listening & Noticing</p> <p>Warm up: Revisit previous sounds Recognise the letter 'j' Children who can say the 'j' Main – Story of 'j' and to find things beginning with 'j'. Plenary – 2* & Wish Noticing & Noticing</p>	<ul style="list-style-type: none"> • Big formation of letter 'ai' - squirty water bottles, big paint brushes. • Small formation on paper. • Colour a rainbow • Big formation of letter 'j' - squirty water bottles, big paint brushes. • Small formation on paper. • Make jam tarts – put a 'j' on top.
PHONICS				
Reflective Evaluation				

APPENDIX 6
SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET			WEEK : 6
Year Group: Early Years	Stimulus: Jolly Phonics		Focused Task(s)
Day	Learning Objective	Main Teaching	Focused Task(s)
1	To recognise and form the letters 'oa'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds Recognise the letters 'oa' Children who can say the 'oa' Main – Story of 'oa' and to find things containing 'oa'. Plenary – 2* & Wish Listening & Noticing	<ul style="list-style-type: none"> • Big formation of letters 'oa' - squirty water bottles, big paint brushes. • Small formation on paper. • Make porridge with oats.
2	To recognise and form the letters 'ie'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds ... Recognise the letters 'ie' Children who can say the 'ie' Main – Story of 'ie' and to find things containing 'ie'. Plenary – 2* & Wish Listening	<ul style="list-style-type: none"> • Big formation of letters 'ie' - squirty water bottles, big paint brushes. • Small formation on paper. • Play 'ie' 'ie' captain on the boat.
3	To recognise and form the letter 'z'. Listens attentively and is beginning to respond in large and small groups.	Warm up: Revisit previous sounds Recognise the letter 'z' Children who can say the 'z' Main – Story of 'z' and to find things beginning with 'z'. Read 'Greedy Zebra' Plenary – 2* & Wish Listening & Noticing	<ul style="list-style-type: none"> • Big formation of letters 'ee' and 'or' - squirty water bottles, big paint brushes. • Small formation on paper. • Pick up sweet corn with a cocktail stick. • Big formation of letter 'z' - squirty water bottles, big paint brushes. • Small formation on paper. • Zebra collage
Reflective Evaluation			

PHONICS

Listen and respond appropriately and effectively with growing attentions and concentration.

APPENDIX 6
SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET			
Year Group: Early Years		Stimulus: Jolly Phonics	
WEEK : 7			
Day	Skill	Learning Objective	Main Teaching
1	Listen and respond appropriately and effectively with growing attentions and concentration.	To recognise and form the letter 'm'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds Recognise the letter 'm' Children who can say the 'm' Main – Story of 'm' and to find things beginning with 'm'. Plenary – 2* & Wish Listening</p>
2		To recognise and form the letter 'd'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds Recognise the letter 'd' Children who can say the 'd' Main – Story of 'd' and to find things beginning with 'd'. Plenary – 2* & Wish Listening</p>
3		To recognise and form the letter 'g'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds Recognise the letter 'g' Children who can say the 'g' Main – Story of 'g' and to find things beginning with 'g'. Plenary – 2* & Wish Listening</p>
PHONICS			
			<ul style="list-style-type: none"> • Big formation of letter 'm' - squirty water bottles, big paint brushes. • Small formation on paper. • Making mud prints outside
			<ul style="list-style-type: none"> • Big formation of letter 'd' - squirty water bottles, big paint brushes. • Small formation on paper. • Digging outside
			<ul style="list-style-type: none"> • Big formation of letter 'g' - squirty water bottles, big paint brushes. • Small formation on paper. • Draw self with black pens and draw on gold glasses with pens.
Reflective Evaluation			

APPENDIX 6
SESSIONS OF JOLLY PHONICS

LITERACY PLANNING SHEET				WEEK : 8
Year Group: Early Years		Stimulus: Jolly Phonics		
Day	Skill	Learning Objective	Main Teaching	Focused Task(s)
1	Listen and respond appropriately and effectively with growing attentions and concentration	To recognise and form the letter 'o'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds</p> <p>Recognise the letter 'o'</p> <p>Children who can say the 'o'</p> <p>Main – Story of 'o' and to find things beginning with 'o'.</p> <p>Plenary – 2* & Wish</p> <p>Listening</p>	<ul style="list-style-type: none"> • Big formation of letter 'o' - squirry water bottles, big paint brushes. • Small formation on paper. • Jumping on and off outdoor equipment
2		To recognise and form the letter 'u'. Listens attentively and is beginning to respond in large and small groups.	<p>Warm up: Revisit previous sounds Flash name cards</p> <p>Recognise the letter 'u'</p> <p>Children who can say the 'u'</p> <p>Main – Story of 'u' and to find things beginning with 'u'.</p> <p>Plenary – 2* & Wish</p> <p>Noticing (Looking carefully at the names held up)</p>	<ul style="list-style-type: none"> • Big formation of letter 'u' - squirry water bottles, big paint brushes. • Small formation on paper. • Construct straw umbrellas
PHONICS				
Reflective Evaluation				

**APPENDIX 7
EVALUATION CHARTS (RUBRICS)**

EVALUATION CHART- JOLLY PHONICS PROGRAMME

Session N° _____

	Name	Phonics Competence					COMMENTS
		ARTICULATES PROPERLY				TO TAL	
		AD Excellent	A Good	B Fair	C Poor		
1	A, Juan						
2	B, Lucero						
3	C, Mauricio						
4	C, Peter						
5	Ch, Teresa						
6	Ch, Josué						
7	F, Josué						
8	G, Brayán						
9	G, Junior						
10	H, Anjali						
11	M, María						
12	M, Melisa						
13	P, Lucas						
14	P, Jimena						
15	R, Robert						
16	R, Alexande						
17	S, Edy						
18	V, Luis						

AD (Excellent)	4
A (Good)	3
B (Fair)	2
C (Poor)	1

EVALUATION CHART- JOLLY PHONICS PROGRAMME

Session N° _____

	Name	Phonics competence					TO TAL	COMMENTS
		PRONOUNCES PROPERLY						
		AD Excellent	A Good	B Fair	C Poor			
1	A, Juan							
2	B, Lucero							
3	C, Mauricio							
4	C, Peter							
5	Ch, Teresa							
6	Ch, Josué							
7	F, Josué							
8	G, Brayan							
9	G, Junior							
10	H, Anjali							
11	M, María							
12	M, Melisa							
13	P, Lucas							
14	P, Jimena							
15	R, Robert							
16	R, Alexande							
17	S, Edy							
18	V, Luis							

AD	(Excellent)	4
A	(Good)	3
B	(Fair)	2
C	(Poor)	1

EVALUATION CHART- JOLLY PHONICS PROGRAMME

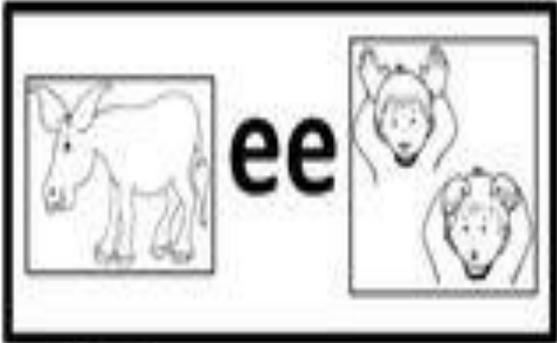
Session N° _____

	Name	Phonics competence					COMMENTS
		ADEQUATE FLUENCY				TO TAL	
		AD Excellent	A Good	B Fair	C Poor		
1	A, Juan						
2	B, Lucero						
3	C, Mauricio						
4	C, Peter						
5	Ch, Teresa						
6	Ch, Josué						
7	F, Josué						
8	G, Brayan						
9	G, Junior						
10	H, Anjali						
11	M, María						
12	M, Melisa						
13	P, Lucas						
14	P, Jimena						
15	R, Robert						
16	R, Alexande						
17	S, Edy						
18	V, Luis						

AD	(Excellent)	4
A	(Good)	3
B	(Fair)	2
C	(Poor)	1

APPENDIX 8
EVALUATION CHARTS PRE AND POST TEST

name _____



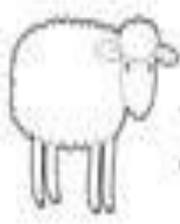
ee

Choose a word from the word bank that best matches the picture. Write the word next to the picture.

sheep	sleep
seeds	Jeep
queen	bee













APPENDIX 8
EVALUATION CHARTS PRE AND POST TEST

oi and oy

Circle the pictures that make the sound "oi" like in **coin**.








Circle the pictures that make the sound "oy" like in **joy**.








Circle the letters that make the "oi"/"oy" sounds in the words below and fill in the blanks with those letters.

n__se o a oi

empl__ o a oy

destr__ oy oa oo

__nk ow oi oa

b__l ou oa oi

v__ce oi oa o

l__al aw oy ou

v__age oy oo ou

APPENDIX 8
EVALUATION CHARTS PRE AND POST TEST

Listen carefully for the sound at the end of the Word. Say the correct sound

Listen carefully for the sound at the end.

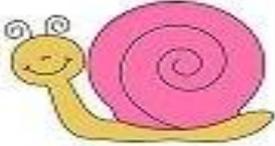
		
he . _ _	pe . _ _	ne . _ _
		
ha . _ _	ra . _ _	ca . _ _
		
ma . _ _	ma . _ _	ca . _ _

16

APPENDIX 9
EVALUATION CHARTS PRE AND POST TEST

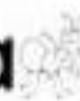
Cut the pictures below. Glue the pictures under the correct beginning sound

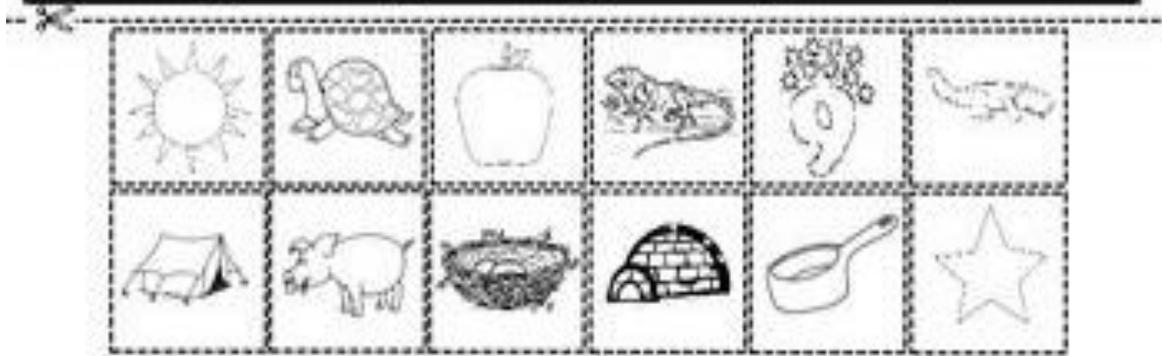
Same Beginning Sound

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

APPENDIX 9
EVALUATION CHARTS PRE AND POST TEST

s 	a 	t 	i 	p 	n 



APPENDIX 10 STUDENTS' PROGRESS

A a

short a

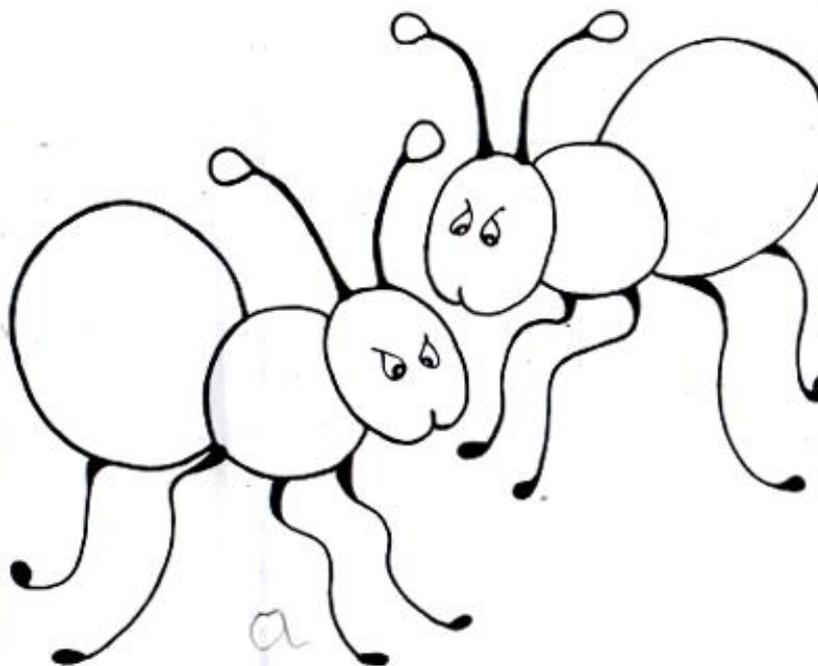


ACTION

Wiggle fingers above elbow as if ants crawling on you, and say *a, a, a!*

ants
angry
apple
jam
hat

Draw the letters dotted here.



a a a a a a a a a a a a a a a a

APPENDIX 10
STUDENTS' PROGRESS

P p

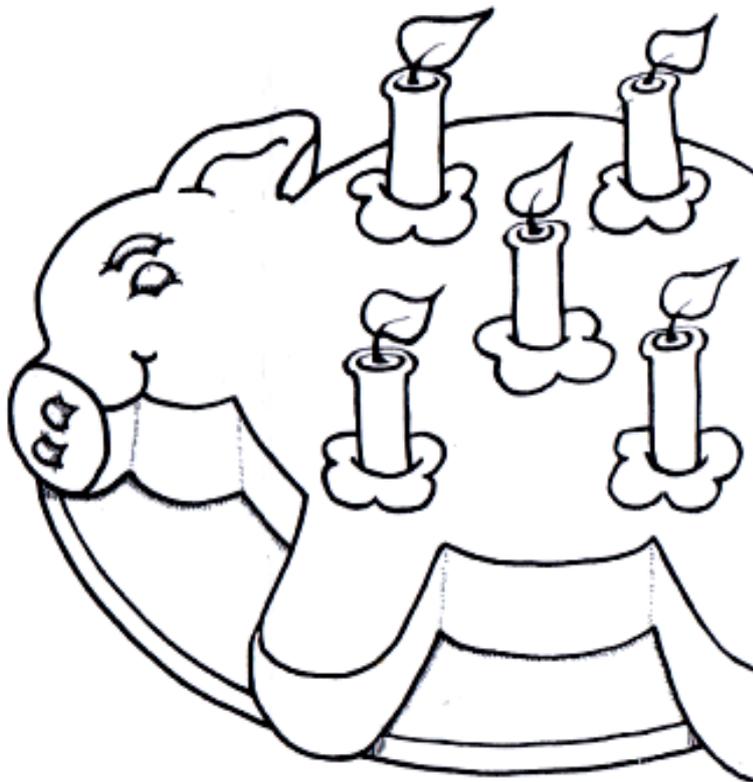


ACTION

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying p.

puff
pig
pant
spot
top

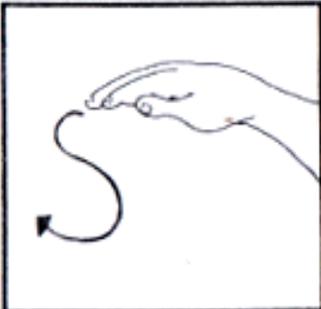
Draw the letters dotted here.



p p p p p p P P P

APPENDIX 10
STUDENTS' PROGRESS

S s

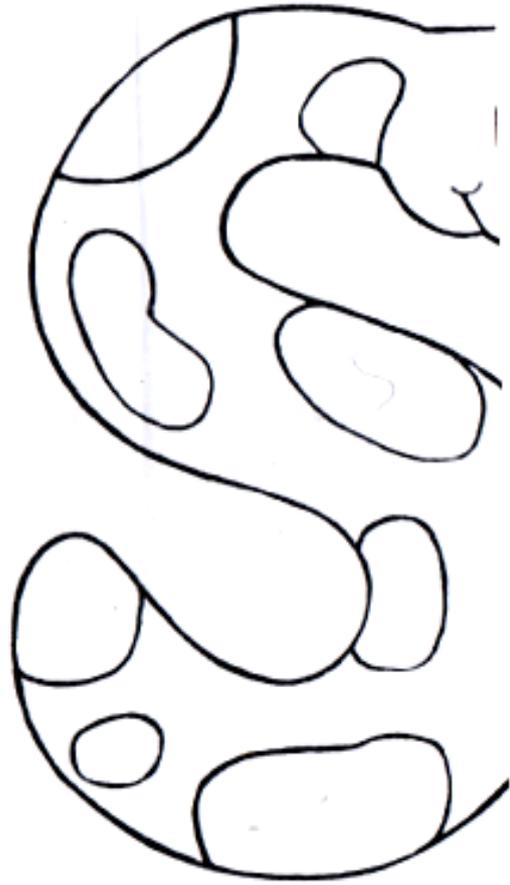


ACTION

Weave like a snake, making s shapes, saying ssss.

- s snake
- s spotty
- s sun
- s sit
- s sand

Draw the letters dotted here:



APPENDIX 10
STUDENTS' PROGRESS



tug



dog



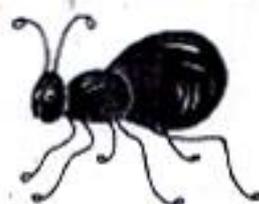
cup



pin



net



ant





tap



six

APPENDIX 10
STUDENTS' PROGRESS

Join the word to the picture

bed

leg

pig

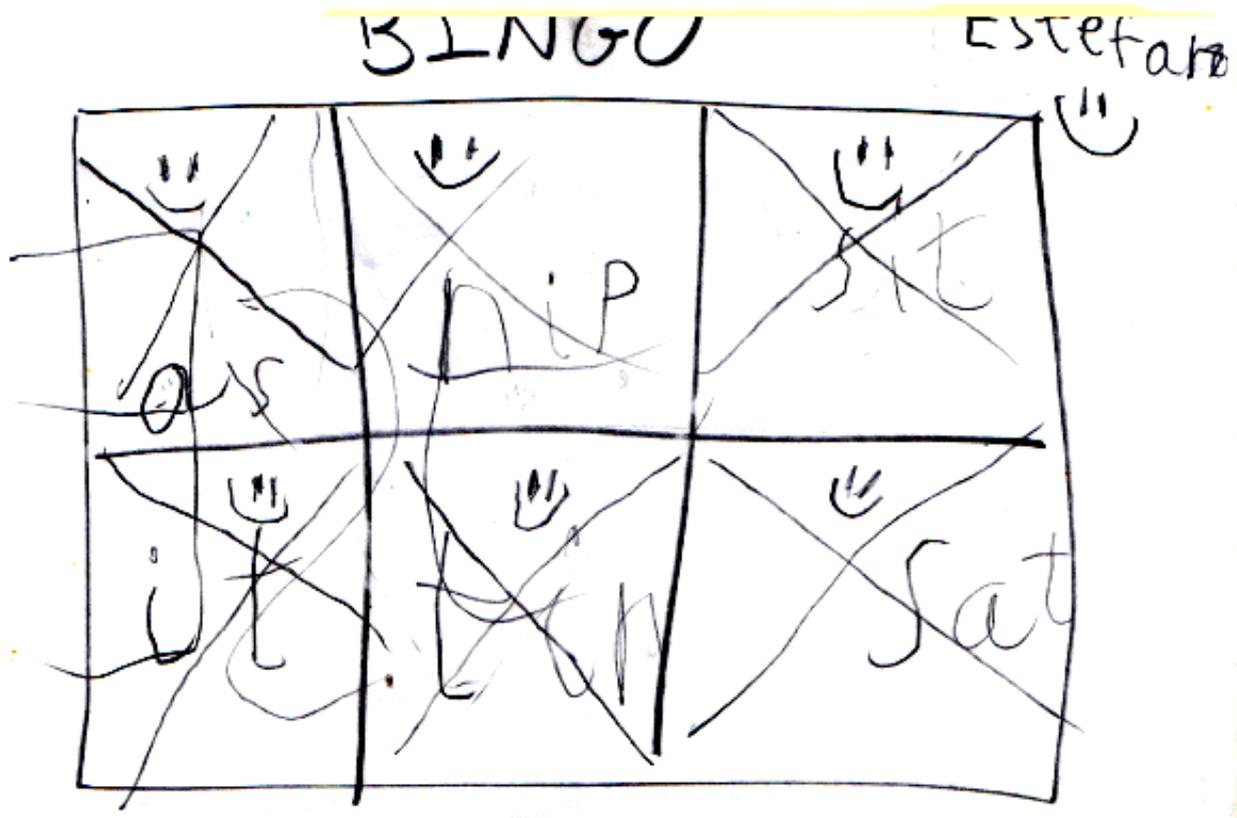
jam

bus



Good
😊

APPENDIX 10
STUDENTS' PROGRESS



APPENDIX 10
STUDENTS' PROGRESS

Circle the words.

pan

sit

as

nip

tin

pat

ant

it

sat

tip

Very Good!

APPENDIX 10
STUDENTS' PROGRESS

Word Box 1

1 pan ✓
2 aus ✓
3 tip ✓
4 laut ✓
5 past ✓
6 sit ✓
7 tin ✓
8 sit ✓
9 sat ✓
10 hip ✓

Very Good!

10/10

APPENDIX 11

“IMPROVING PRONUNCIATION THROUGH JOLLY PHONICS PROGRAMME IN EARLY YEARS”

Title:

“Improving pronunciation through Jolly Phonics Programme in Early years”

I. Data:

- 1.1.School** : Juan Pablo II Kindergarten
- 1.2.Level** : Early Years
- 1.3.Duration** :
- Start date** : 4 April, 2015
- End date** : 29 May, 2015
- 1.4.Area** : English Coordination
- 1.5.Teacher** : Mr. Alberto Salas Morales
- 1.6.Population** : 18 Students – EarlyYearsLevel
- 1.7.Budget** : Ownresources

II. Foundations:

The managing of a foreign language like English represents an effective tool in the process of socialization, since it allows to an exchange of ideas, to express our thoughts, emotions and feelings, directly or deferred, in a variety of situations and contexts (Rodríguez Vera, 2006, p.7). This situation forces the teachers to avoid the excessive emphasis in grammar and the learning isolated of the vocabulary and generates communicative situations where students use the necessary strategies to make communication effective when they speak or write, as when they listen or read. In the case of Early Years level, the students are exposed to the target language at the same time that their mother tongue takes place in their lives. They have to manage with this and the teacher has to help them by introducing the sounds and the word formation.

The present work gives a new vision to the methods used in the classroom for correcting language acquisition. That is, to be capable of facilitating the children having correct models of pronunciation in the foreign language.

III. Objectives:

To determine in what ways the programme “Jolly Phonics” improves the English language pronunciation in the early years of the students of Juan Pablo II kindergarten school.

3.1. Specific Objectives

- 3.1.1. To identify the levels of the oral abilities in English before the application of the programme “Jolly Phonics” in the investigated students, by means of a pre-test administration.
- 3.1.2. To apply the programme “Jolly Phonics” with the investigated students.
- 3.1.3. To identify the levels of the oral abilities in English before the application of the programme “Jolly Phonics” with the investigated students, by means of a post test.
- 3.1.4. To verify that, the programme “Jolly Phonics” improves pronunciation in the investigated students determined by means of a post test administration
- 3.1.5. To propose this new programme be included in the curricula of the Early Years Level of schools to improve and provide challenging new ways of learning a second language in the Early Years.

IV. Content:

Week	Learning objective
1	To recognize and form the letters: s, a, i. To listen attentively and begins to respond in large and small groups.
2	To recognize and form the letters: ng, v, oo, y, x. To listen attentively and begins to respond in large and small groups.
3	To recognize and form the letters: ch, sh, th, qu, ou. To listen attentively and begins to respond in large and small groups.
4	To recognize and form the letters: n, ck, e, h, r. To listen attentively and begins to respond in large and small groups.
5	To recognize and form the letters: l, f, b, ai, j. To listen attentively and begins to respond in large and small groups.
6	To recognize and form the letters: oa, ie, ee, or, z, w. To listen attentively and begins to respond in large and small groups.
7	To recognize and form the letters: m, d, g. To listen attentively and begins to respond in large and small groups.
8	To recognize and form the letters: o, u. To listen attentively and begins to respond in large and small groups.

V. Methodology

Sessions will be held during the English classes, according to the established Schedule of the Early Years students.

The strategy for making this programme includes the active participation of the whole experimental group in order to acquire an improvement in the pronunciation of presented words.

The communicative method will be used during the complete programme.

The sessions will be prepared according to the topics presented in the level curriculum.

Each session will be developed at the beginning of the class, pointing out and emphasizing choral and individual repetition through cards and posters.

VI. Resources

- Motivational posters will be used.
- Worksheets will be used to recognize the letter and sound.
- Individual sheets will be handed in for all the students to work the proposed activities.

VII. Sessions

See Appendix 6