EDUCATIONAL PROJECT
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

MAJOR IN:
LENGUA Y LINGÜÍSTICA INGLESA.

TOPIC:
THE INFLUENCE OF THE PHONEMIC AWARENESS APPROACH FOR THE DEVELOPMENT OF THE ORAL PRODUCTION IN THE STUDENTS OF EIGHTH GRADE OF GENERAL BASIC EDUCATION AT THE TECHNICAL FISCAL PROVINCE OF BOLIVAR HIGH SCHOOL

PROPOSAL:
THE DESIGN OF A DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de lenguas de fecha Julio 12, 2017 en la cual se me designo asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que la estudiante GRACIELA RAFAELA CELLERI GARCIA diseñó y ejecutó el Proyecto Educativo.

**TOPIC** The influence of the Phonemic Awareness Approach for the development of the Oral Production in the students of Eighth Grade of General Basic Education at the Technical Fiscal Province of Bolivar High School.

**PROPOSAL** The design of a didactic guide with Phonemic Awareness activities.

Las mismas que han cumplido con las directrices y recomendaciones dadas por el suscrito. Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, y por lo expuesto se procede a la APROBACION y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

[Signature]

Msc. Jacqueline López López
ASESOR
DEDICATORY

I dedicate this project to my family who has been always supportive and has encouraged me until the very end.

Graciela Rafaela Céleri García
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I would like to express my special thanks of gratitude to my project advisor Msc. Jacqueline López, for all her support and work put into this project. She gave me the golden opportunity to work next to her for the third time, not only as her high school student and co-worker but also as my angel of light in moments of despair by providing her knowledge and encouragement to keep doing a lot of research and good advice, despite of the short time we had to carry on with it.
**TITULO Y SUBTITULO:** The influence of the Phonemic Awareness Approach for the development of the Oral Production in the students of Eight Grade of General Basic Education at the Technical Fiscal Province of Bolivar High School.

**PROPOSAL:** To design a didactic guide with Phonemic Awareness activities.

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**AREAS TEMATICAS:**

**PALABRAS CLAVES:** phonemic awareness activities, oral production, didactic guide.

**RESUMEN:** Este proyecto basa su investigación en la influencia de la Conciencia Fonológica para el desarrollo de la Producción Oral en la Lengua Inglesa como Lengua Extranjera a través del diseño de una guía didáctica basada en actividades de conciencia fonológica con actividades interesantes, dinámicas y propias a la edad conectadas al Currículo Nacional Ecuatoriano de lengua extranjera 2017 – 2018, mismo que facilitará la adquisición de la producción oral en los estudiantes de Octavo año de Educación General Básica Superior del Colegio Técnico Fiscal Provincia de Bolívar. En referencia a los diferentes enfoques usados hoy en día para la adquisición de un idioma y la infinidad de variables encontradas en cómo la primera lengua es aprendida a diferencia de la segunda; se considera actualmente al enfoque de Conciencia Fonológica como una metodología mayormente usada en estudiantes de pre-escolar para iniciarlos en el proceso de la pre-lectura y pre-escritura. Sin embargo, este enfoque no ha sido investigado por muchos como una herramienta de gran valor para el desarrollo de la producción oral en estudiantes de años superiores. Por consiguiente, los beneficios a obtenerse de este enfoque a través de una guía didáctica con actividades de conciencia fonológica dirigida a estudiantes de 8vo año de Educación General Básica Superior incrementaría el desarrollo de su producción oral en base a su pronunciación, fluidez y precisión lingüística. Este incremento en su producción oral sería de gran impacto en el desarrollo de la confianza, auto-corrección y precisión lingüística en el idioma inglés como lengua de segunda enseñanza o lengua extranjera.
**FICHA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO:** The influence of the Phonemic Awareness Approach for the development of the Oral Production in the students of Eight Grade of General Basic Education at the Technical Fiscal Province of Bolivar High School.

**PROPOSAL** To design a didactic guide with Phonemic Awareness activities.

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ABSTRACTO

Este proyecto basa su investigación en la influencia de la Conciencia Fonológica para el desarrollo de la Producción Oral en la Lengua Inglesa como Lengua Extranjera a través del diseño de una guía didáctica basada en actividades de conciencia fonológica con actividades interesantes, dinámicas y propias a la edad conectadas al Currículo Nacional Ecuatoriano de lengua extranjera 2017 – 2018, mismo que facilitará la adquisición de la producción oral en los estudiantes de Octavo año de Educación General Básica Superior del Colegio Técnico Fiscal Provincia de Bolívar. En referencia a los diferentes enfoques usados hoy en día para la adquisición de un idioma y la infinidad de variables encontradas en cómo la primera lengua es aprendida a diferencia de la segunda; se considera actualmente al enfoque de Conciencia Fonológica como una metodología mayormente usada en estudiantes de pre-escolar para iniciarlos en el proceso de la pre-lectura y pre-escritura. Sin embargo, este enfoque no ha sido investigado por muchos como una herramienta de gran valor para el desarrollo de la producción oral en estudiantes de años superiores. Por consiguiente, los beneficios a obtenerse de este enfoque a través de una guía didáctica con actividades de conciencia fonológica dirigida a estudiantes de 8vo año de Educación General Básica Superior incrementaría el desarrollo de su producción oral en base a su pronunciación, fluidez y precisión lingüística. Este incremento en su producción oral sería de gran impacto en el desarrollo de la confianza, auto corrección y precisión lingüística en el idioma inglés como lengua de segunda enseñanza o lengua extranjera.

PALABRAS CLAVES: actividades de conciencia fonológica, producción oral, guía didáctica

PROPOSAL: The design of a didactic guide with Phonemic Awareness activities.

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ABSTRACT

This project bases its research on the influence of Phonemic Awareness approach in order to develop the teaching-learning community Oral Production in English as a Foreign Language classrooms through the presentation of a didactic guide based on PA activities with high school appropriate and interesting content connected to the EFL Ecuadorian Curriculum 2017 – 2018 that will facilitate the acquisition of well-awareness, self-correction and confidence in OP. In reference to the different approaches use nowadays for language acquisition and the infinitive variables found in how an L1 and L2 are learned, this research basis its statement on the phonemic awareness approach use nowadays, mainly on early childhood years in EFL classrooms to initiate students into the process of reading and writing skills. However this approach has not been noticed by many, as a remarkable guidance for English Language Learners (ELL) in the development of oral production by means of accuracy and haste in order to communicate in a second language environment. So, it can be stated that the benefits of the stated proposal, a didactic guide with Phonemic Awareness activities, will offer to the students of Eighth General Basic Education of the Technical Fiscal Province of Bolivar High School, are strongly related to the observed problem situations encountered in this research. Therefore, students will highly increase their oral production by means of well awareness, self-correction and confidence within the usage of these guided activities centered in phonemic awareness approach resulting into the improvement of students’ accuracy, fluency and pronunciation of the English words.

KEY WORDS: phonemic awareness activities, oral production, didactic guide
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INTRODUCTION

The Educative Ecuadorian National Curriculum has been in constant change for the last nine years, looking forward to a more similar worldwide education in reference to the special importance that it has been given to the international baccalaureate studies nowadays, and how many Ecuadorian institutions are summing up into this project where an appropriate teaching-learning process is required under the knowledge of a second language, which is the case of English, considered the most used language to communicate to others around the world.

Therefore, this research study basis its importance on the Oral Production Skill of English Language as an English Foreign Language of the students of the Eighth General Basic Education of the Technical Fiscal Province of Bolivar High School, an institution affiliated to the International Baccalaureate Program (IBP) since 2016. Implying that, the institution’s IB student exit profile is stated under the importance of oral communication in other languages will be achieved and excelled by means of exposing their students to the Phonemic Awareness Approach into their 8th EGB graders, who consequently will bring throughout the years not just the notorious space in the technical field with their technical baccalaureate in accounting, computer science and marketing but as well into the acquisition of an excelling foreign language, in terms of an IB program certification.
In order to influence on the Oral Production of the subjects of study, a research based on the different approaches use nowadays for language acquisition and the infinitive variables found in how an L1 and L2 are learned, this research establishes on the phonemic awareness approach use nowadays, mainly on early childhood years in EFL classrooms to initiate students into the process of reading and writing skills. However this approach has not been noticed by many in its application for older students, as a remarkable guidance for English Language Learners (ELL) in the development of oral production by means of accuracy and haste in order to provide the speaker, well awareness, self-correction and confidence while communicating in a second language environment.

According, to the different problem situations encountered, the implementation of a didactic guide with dynamic and fun PA activities arose as the proposed solution to the low level of L2 oral production in the classroom from the educator to its students and vice versa. Becoming a valuable tool by complementing and making learning more dynamic in order to enhance the little usage and inadequate teaching techniques or approaches used in the development of oral production.

In conclusion, this project topic research and the stated proposal will offer to the students of 8th EGB of the Province of Bolivar High School and their teacher a significant tool to be applied within their English classes resulting into the improvement of teacher’s and students’ accuracy, fluency and pronunciation of the English words.

This educative project has been divided into four chapters and they are explained as follows:
CHAPTER I
THE PROBLEM
Context and Problem of the investigation, Conflict Situation and the Scientific Fact, Causes, Problem Formulation, Objectives of the Investigation, Research questions and the Justification.

CHAPTER II
THEORETICAL FRAME
Antecedents and Theoretical Foundations

CHAPTER III
METHODOLOGY, ANALYSIS AND INTERPRATATION OF THE RESULTS
Methodological Design, Types of Investigation, Population and Sample, Operationalization of Variables, Methods of Investigation, The Scientific Method, Techniques and Instruments of Investigation, Analysis and Interpretation of Data, General Hypothesis Test, Conclusions and Recommendations.

CHAPTER IV
THE PROPOSAL
Title, Justification, Objectives, Theoretical Aspects, Feasibility of the Proposal, Description and Conclusions.
CHAPTER I

THE PROBLEM

1.1. CONTEXT SITUATION

The investigation has been set at “Technical Fiscal High School Province of Bolivar” located at District # 5, zonal # 8 in the communal area of Sauces 5 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas. The School Province of Bolivar was founded on November 8th, in 1975 and relocated in the northern sector of the city 32 years ago in order to meet the educational demands of a large part of the population that needed an institution with technical subjects close to their homes. Throughout the years the institution has been gaining a meritorious space in society for its fulfilling training of Technical Baccalaureate with academic excellence in the specialties of accounting, computer science and marketing, as well as, the International Baccalaureate Program (IBP); first as an applicant school since 2014 by the solicited invitation of the Ministry of Education and the figure of the President of the Republic of that time, Ec. Rafael Correa Delgado by following the current procedures until the final phase in 2016, program which started running on the present school year with students of the second year of baccalaureate.
In consequence of the institution’s rising prestige and renowned acceptance in the community through the years, nowadays the academic population is near the 2000 students, just in the morning section; looking forward to become part of a new society built under the basis of a moral and ethical spirit, able to actively develop the entrusted tasks, applying the standards of good living and competitive quality technical education which contributes to the community, city and improvement of the country.

The teaching work is carried out by 76 educators divided into 66 for the Spanish subjects and 10 for the English area who are also in charge of the IB program. The administrative tasks are executed by the principal, Dr. Sonia Amaya Pelaez; the academic vice-rector, MSc. Flora Martillo; and the English Area Coordinator, Mrs. Leonor Hidalgo. The group of students observed to determine the problem and proposal of this educative project is between the ages of 11th and 12th years old, coursing the 8th Basic General Education (EGB), parallel “C” with the tutoring help of its English Teacher, Mrs. Blanca Rosado.

The Province of Bolivar High School in its vision sets itself as an establishment with constantly updated teachers and authorities in didactics and pedagogical aspects, likewise in leadership and high moral values practitioners. Vision in which this project is founded to work alongside the English Area support.
1.2. PROBLEM OF THE INVESTIGATION

1.2.1. CONFLICT SITUATION

The students of 8\textsuperscript{th} EGB, parallel C were observed during five class periods in which the listening, reading, writing and speaking skills were worked out through the book exercises. It was determined that the majority of students have poor or any basic instruction in English, reason why they do not feel confident during the Second Language (L2) subject. It is extremely difficult for them to communicate appropriately without using their First Language (L1) or using a combination of L1 and L2 at the same time with inadequate pronunciation, no fluency pace, or syntax accuracy. Consequently demotivation, low average participation and no oral or written production were seen in most of the learners, additionally no interest to clarify their doubts along the teacher.

In the first three hour class monitored time, the communicative approach used by the teacher was to translate all the given information from English to Spanish with an unacceptable pronunciation, rough fluency, and inadequate syntax. Then the course started without a previous warm up or remembrance of the last learnt topic and content, many grammar topics were studied in just one class and in most of them without previous research, knowledge building or whatsoever teaching-learning techniques, strategies or scaffolding approach; and in few, implemented realia, written examples and visual aid. As for the group management, the teacher walked around the class providing support and guidance to students in need while working on the book exercises but not through
the topic development where the educator was only centered on the students seated in front of the classroom; additionally have learners read the commands and participate actively by going to the board to draw and write down the answers, although the mistakes were not checked or corrected properly. There was no class closure and the given homework was neither explained accurately.

Another observed situation is the school classrooms that are not isolated to noise, specially the English Laboratory that does not count on with headphones, well ventilated and organized environment obliging the teacher to shout students and having them move around to see the projection due to the seats position causing a stressful and non-suitable learning environment.

A further stage comes into place to boost the exacerbation of the presented problematic to parents little or no interest into their children development, achievements, learning disabilities or difficulties deriving into a high wide range gap of non-internalized knowledge in a classroom with a mediocre exit profile from high school.

1.2.2. SCIENTIFIC FACT

Ecuador, entered into a strengthening and updating curriculum bias since 2008 based on a skilled and competency teaching-learning methodology which has been in continuous evolution up to the present days.
According to the 2016 – 2017 Foreign Language Curriculum of Ecuador uploaded in the Ministry of Education of Ecuador website, it is based on “English as a Foreign Language Curriculum” (EFL Curriculum) that states on Content Language Integrated Learning divided into 5 threads; 1) communication and cultural awareness; 2) oral communication, 3) reading, 4) writing and 5) language through arts where students will be able to focus on the language and language use rather than knowledge of content. However, the still present insufficiency in the proper development of any curriculum, base itself on the poor preparation given to the teaching working force and to its learners, especially on a proper Oral Production (OP) by means of an excelling Phonemic Awareness (PA) preparation that consequently will not only influence the reading skill in further years, but as well the teaching-learning OP.

The OP is one of the first learned skills in our earlier childhood years where in an L1 environment, communication is learnt into a natural approach by the solely contact of the individual with family members and the surrounding L1 speaking environment. Due to this natural approach children are able to communicate properly in an 80% of the cases up to the age of 5 where language starts to be enhanced through formal education on the following years. Nevertheless, in an L2 a natural speaking approach might not happen as required beyond the influence of PA approach.

1.2.3. CAUSES OF THE CONFLICT SITUATION

Low level of L2 oral production in the classroom from the educator to its students and vice versa.
Little usage and inadequate teaching techniques or approaches for the development of oral production.

Limited or inadequate use of physical, educational and / or technological resources due to unknowing usage or either way to the abridged time for implementation.

Inadequate classroom environments for the teaching-learning process.

1.2.4. FORMULATION OF PROBLEM

How does the Phonemic Awareness Approach influence on the development of the Oral Production in 8th EGB learners of Technical Fiscal High School Province of Bolivar, located at District # 5, zonal # 8 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas in the present school year 2017 – 2018?

1.2.5. VARIABLES OF THE INVESTIGATION

Dependant Variable: Oral Production (OP)

Independent Variable: Phonemic Awareness Approach (PA approach)
1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

Influence the Oral Production in students of 8th EGB, parallel C of the Province of Bolivar High School, through the implementation of a didactic guide with Phonemic Awareness activities in order to develop their fluency and pronunciation in English.

1.3.2. SPECIFIC OBJECTIVES VARIABLES OF THE INVESTIGATION

To increase the Oral Production by means of well awareness, self-correction and confidence beneficial to improve accuracy, fluency and pronunciation of students.

To implement the Phonemic Awareness Approach through the instruction of sound isolation, phonemic blending and phoneme segmentation in order to notice and manipulate sounds in spoken language.

To design a didactic guide in pursuance to develop phonological skills, through fun, age appropriate games and activities.
1.4. QUESTIONS OF INVESTIGATION

1. What importance does the PA approach have in EFL classrooms?
2. How would you apply the PA approach to 8th EGB graders?
3. How to improve OP in EFL learners?
4. Why learners will develop well-awareness, self-correction and confidence in OP through PA approach?
5. What will be the outcome after the use of a didactic guide with PA approach activities in order to develop OP?

1.5. JUSTIFICATION

This project bases its research on the influence of PA approach in order to develop the teaching-learning community OP in EFL classrooms through the presentation of a didactic guide based on PA activities with high school appropriate and interesting content connected to the EFL Ecuadorian Curriculum 2017 – 2018 that will facilitate the acquisition of well-awareness, self-correction and confidence in OP.

The whole teaching-learning community, teachers and students, will benefit themselves through the application of PA approach into the teaching-learning processes on a daily basis practice in order to provide them with the necessary instruction on sound isolation, phonemic blending and phoneme segmentation to notice and manipulate sounds in spoken language which will develop their OP accuracy and haste while bringing self-confidence communication in an EFL environment.
Furthermore the institutions IB student exit profile which states the importance of oral communication in other languages will be achieved and excelled by means of exposing their students to this PA approach into their 8th EGB graders, who consequently will bring throughout the years not just the notorious space in the technical field with their technical baccalaureate in accounting, computer science and marketing but as well into the acquisition of an excelling foreign language, in terms of an IB program certification.

Additionally, the Constitution of the Republic of Ecuador (2008), in its article 26, stipulates that "education is a right of people throughout their lives and an inevitable and inexcusable duty of the State" along with the Intercultural Organic Law of Education (LOEI) which states in its article 10 that, “The national curricula can be complemented in accordance with cultural specificities and peculiarities of the various educational institutions that are part of the National System of Education, depending on the particularities of the territory in which they operate”. These laws are complemented with a new English Language curriculum designed for students in EGB (2nd to 10th) and Unified Baccalaureate (1st to 3rd), whose mother tongue is not English that aims to support the policy of developing citizens in Ecuador that can communicate effectively in today’s globalized world, skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.
2.1. ANTECEDENTS

In reference to the different approaches use nowadays for language acquisition and the infinitive variables found in how an L1 and L2 are learned, this research basis its statement on the phonemic awareness approach use nowadays, mainly on early childhood years in EFL classrooms to initiate students into the process of reading and writing skills. However this approach has not been noticed by many, as a remarkable guidance for English Language Learners (ELL) in the development of oral production by means of accuracy and haste in order to provide the speaker, well awareness, self-correction and confidence while communicating in a second language environment.

A research study made by (Venkatagiri & Levis, 2007). Phonological Awareness and Speech Comprehensibility: An Exploratory Study. Iowa State University, Ames, USA. Retrieved from doi: 10.2167/la417.0; examined whether differences in phonological awareness were related to
differences in speech comprehensibility. Seventeen adults who learned English as a foreign language (EFL) completed 14 test of phonological awareness that measured their explicit knowledge of English phonological structures. The study offered support to the view that phonological awareness is related to differences in speech comprehensibility and the results suggest that form focused instruction in phonology may contribute to the comprehensibility of EFL speakers.

Even though this cited research basis its results on the Phonological Awareness, there is a distinction between Phonological and Phonemic Awareness whereas one of them covers many skills while the other is part of those covered skills. The two terms are often used reciprocally by many authors.

A conducted research made by (Cohen & Fass, 2001). Oral Language Instructions: Teacher and Learner Beliefs and the Reality in EFL Classes at a Colombian University. J. of Language and Culture, Universidad de Antioquia; examined the assumptions and classroom performance of 40 teachers and 63 students with reference to oral language instruction and assessment. The study featured a component of classroom observation, but findings related to pronunciation instruction were based on reported practices of teachers only. Here the teachers seemed to agree that pronunciation and grammatical accuracy were given greater attention in the assessment of language production than features considered more communicative such as fluency and comprehensibility in ESL learners.

As mentioned above, little interest has been set on the oral production of ESL learners, consequently high graders teachers only assess language production; pronunciation and grammatical accuracy,
through what they know and belief is correct although not over the study of Phonemic Awareness teaching-learning instructions as kindergarten teachers are instructed to. On this early stages, learners start recognizing and manipulating isolating, blending and segmenting sounds while in their brain starts a decoding process whereas any spoken word beginning with the already instructed sounds will be pronounced accordingly to the learnt instruction.

At “Colegio Americano de Guayaquil”, a well renowned high school of broad trajectory, has been working for 75 years already and demonstrated through its implemented methodology the great result and significance the PA approach give to their students not only in the kindergarten section but as well into their EGB program. Students outcome in oral production can be describe as native English speaker at the end of their Baccalaureate studies.

Lots of research has been studied and put onto practice in every EFL class around the world in order to solve the problems found in the way students learn an L2 and how they may enhance their oral production while feeling confident which is the basis for communication. Within this educative project the studied school will strengthen their IB and develop the oral production and proficiency of their students through the influence of Phonemic Awareness instruction on a daily basis starting with their 8th EGB graders.

Furthermore, one has to acknowledge that speaking represents a challenging skill for EFL language learners, especially at the beginning stages of the learning process. Spanish learners in their L1 have a strong correspondence between the sound and the spelling of the word, while in
English the irregularity causes predictable problems when Spanish learners write a word they first met in spoken language or say a word first met in written language, giving relevant significance to this research when the hypothesis states how Phonemic Awareness will influence on the development of the oral production skill in the group of study.

2.2. THEORETICAL FOUNDATIONS

2.2.1. ORAL PRODUCTION

2.2.1.1. DEFINITION

(Hymes, 1972), defines oral skill as “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.” Similarly, Chastain (1998, pp. 330-358), states that “speaking is a productive skill and it involves many components”. According to (Bygate, 1987) speaking is “a skill which deserves attention as much as the literacy in both native and foreign languages, as cited in (Leon & Vega, 2010). Florez (as cited in (Bailey, 2005) says that speaking constitutes “an interactive process of constructing meaning that involves producing, receiving and processing information”.

So far, all of these researchers have converged on the exact point where the speaking skill is established as the innate way of expression of human race, involving more than the right production of sounds, choosing the appropriate words or getting
the structures grammatically correct, this ability is considered a social act comprising many factors and processes.

Oral Production basically regards for the ability to communicate effectively to others. (Bygates, 1991) states that “oral production is the strength to develop sentences in different types of situations”. Likewise, O'Malley and Valdez say that “oral production is the way people share information about things they are familiar with, taking into consideration the context of the conversation” (O’ Malley & Valdez, 1996)

In congruence to Bygates, O’Malley & Valdez, the oral production can be seen as the strength of conversation, where the transmitted message is understood by the receiver and a mutual interaction among the elements of the communication is actually given.

2.2.1.2. IMPORTANCE

“Oral Language is the child’s first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it”, as cited in (Archer, Cregan, McGough, & Shiel, 2012)
The statement cited above determines the implicit relevance communication has in human beings is a natural given ability doted to every single person. Humans are social entities who are programmed to communicate first orally and then to read and write. The spent time interacting orally with others is much more than the time spent in the written form of any language. Therefore, the importance of speaking as a skill needed to perform a conversation in any language lead us to the fact that oral production is reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, improvising, or singing a song; all of these activities are related to one aim, communication.

In order to speak in English many significant components such as pronunciation, grammar, vocabulary, fluency and comprehension are required; giving EFL learners a difficult task to be accomplished easily and effectively. Rivers (1981) investigated the use of language outside the classrooms and understood that speaking is used twice as much as reading and writing combined. According to Efrizal and Pourhosein Gilakjani stated that speaking determines the interaction of people everywhere and every day.

In the traditional methods such as the Grammar-Translation, the oral production skill was ignored while the reading and writing skills were emphasized in the classrooms. The importance of speaking is related to the integration of the other language skills as well. Through oral production students are able to express their emotions, ideas, tell stories, discuss, and show the many functions of language. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. Baker and Westrup stated that learners who speak
English fluently and accurately have greater opportunities to better education, jobs, and getting promotion. The speaking skill empowers individuals to produce sentences for real communication.

2.2.1.3. CHARACTERISTICS

EFL learners study a foreign language aiming to become fluent and accurate in using a range of sophisticated structures and vocabulary. Despite second language acquisition (SLA) consultants are still skeptical of what blends up the countless factors that contribute to L2 proficiency. To settle a guideline sight of the compound synergy between traits, the researchers (Iwashita, Brown, McNamara, & O’Hagan, 2008; Norris & Ortega, 2000; Ortega, 2003) focused on four key traits: syntactic complexity, grammatical accuracy, lexical diversity, and fluency.

This project aims on the development of EFL learners Oral Production by means of accuracy and haste in order to provide the speaker well awareness, self-correction and confidence. Therefore the basis analysis on these two main traits of the speaking skill are considered on this study.

Activities for EFL learners ought to be designed on the basis equivalence among haste and accuracy achievement; considered important elements in the communicative approach according to Mazouzi, 2013. As much practicum is delivered
inside classrooms developing the communicative competence the more accurate and fluent students will become.

Fluency or Haste is considered by teachers the main speaking trait to develop in EFL learners. As cited by (Hughes, 2002) “fluency is the ability to speak understandably without interrupting communication and keeping the attention of listeners”. Also, in Hedge (2000), “fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation”. Along to the cited Huges and Hedge, it can be determined that fluency is the ability to communicate to others successfully.

The second trait considered of great importance in the oral production skill is accuracy. Mazouzi, 2013, stated that EFL learners should be fluent in learning a foreign language. Therefore, teachers should emphasize on accuracy in their teaching process as well. Cited by (Gower, Phillips, & Walter, 1995), “Accuracy consists of using vocabulary, grammar and pronunciation through some activities”. Referring to how precise the use of the language system should be among students. Enough attention must be paid to the exactness and the completeness of the language form through grammatical structures, vocabulary and pronunciation as stated by Mazouzi. Within accuracy EFL students should be able to use words and expressions correctly.

In the other hand, Thornbury placed pronunciation as one of the characteristics of accuracy to be thought and learnt in the lowest level of knowledge and the one teachers and learners do not pay attention to. In order to speak English language
accurately, teachers and learners need to be exposed to phonological and phonemic awareness instruction in order to enhance the teaching-learning community well awareness, self-correction and confidence in the English Language.

2.2.1.4. FACTORS AFFECTING THE ORAL PRODUCTION

EFL learners affront different situations according to Tuan & Mai, 2015 determined some factors which influence the oral production learning process such as the conditions in the performance, the affective factors, the listening skill and the given feedback during the speaking tasks. However, as cited by (Mahripah, 2014), “the speaking skill is affected by some linguistic components of language such as phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality” So, in order to produce a language orally, teachers must teach learners how to produce the sounds, be accurate, fluent and feel comfortable while learning.

In the English Language the pronunciation of words is not similar to their writing form or in the case of words with similar spelling which are pronounced differently depending on the context they are surrounded. Reason why, non-native speakers of English get confused in producing the language and present many difficulties in the phonology aspects of the language learning comprehension. That is why; EFL learners need to be instructed in the knowledge of words and sentences, how words are divided into different sounds and how sentences are stressed in specific ways.
The Grammatical competence also provide speakers the fluency they need through the usage of a well-structured language. Additionally; the semantic problems non-native speakers commit are those that change the meaning of utterances they want to convey and create some problems on their understanding as stated.

Also, motivation is influenced by the components of language learning. Merisuo-Storm, 2007 stated that an integrative and friendly view towards the people whose language is being learned sensitize learners to the audio-lingual aspects of language and make them more sensitive to pronunciation and accent of language. Otherwise; learners have an unfriendly posture towards the language non substantial improvement in acquiring the different features of language will be developed. Without positive attitudes among the speaking performance, the aim of speaking will not be obtainable.

The apprehension some learners feel through their oral production is pertinent to some personality traits like anxiety, inhibition, and risk taking. Cited by (Bashir, Azeem, & Dogar, 2011), “the oral production in a language sometimes results in anxiety which in extreme situations may lead to despondence and a sense of failure in learners” and according to (Woodrow, 2006) “anxiety has a negative effect on the oral performance of English speakers”. In accordance to these citations, anxiety is experimented in certain degrees depending on the personality traits of each individual and on the trigger situations they are exposed to, in language learners this situation can be seen as the oral production time, reason why some learners do not feel confident enough while speaking.
Adults hesitate on speaking due to errors which show a kind of unawareness that hinder them to speak English in front of other people. Inhibition, according to the Cambridge A. L. Dictionary, 2008, is a feeling of worry that stops people from telling or performing what they want. Risk-taking is pertinent to inhibition and self-respect. EFL learners who have low self-respect tend not to risk-taking. Even though, committing mistakes is a natural process of learning a language, it certainly causes potential threats to the ego which cause English learners not to talk and be silent rather than being exposed in front of the whole classroom.

2.2.2. PHONEMIC AWARENESS APPROACH

2.2.2.1. DEFINITION

In order to understand what the Phonemic Awareness is, it is imperative to differentiate first what the Phonological Awareness is. The Phonological Awareness refers to an understanding of the sound structure of language which is made up of words, syllables, rhymes, and sounds (phonemes). This knowledge occurs initially in oral language; students do not have to know how to name letters or their corresponding sounds in order to demonstrate phonological awareness. However, the Phonemic Awareness is one component of the phonological awareness. It refers to knowledge of words at the level of individual sounds; how to segment, blend, or manipulate individual sounds in words.
Phonemic awareness, as cited by (Stahl & Murray, 1994) “is a form of metalinguistic knowledge that develops gradually”. It indicates that learners understand the nature of the spoken English language, which is necessary for skilled reading of the alphabetic code. Phonemic awareness is metalinguistic because it includes the ability to reflect on, and talk about, language concepts.

In other words, Phonemic awareness is the understanding that words are made up of sounds, the ability to pick out and manipulate sounds in spoken words. It deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks, however, are purely oral.

2.2.2.2. IMPORTANCE

English is an alphabetic language where an orderly relationship among the phonemes (sounds) which are part of the oral form of language, and the graphemes (letters and letter combinations such as "sh" and "th") that make up the printed form of the language, refers to the alphabetic principle in which the graphemes of written language represent the phonemes of oral language. In order to understand that there is an orderly relationship, learners ought to be aware of sounds, or phonemes, of the spoken form of the language (phonemic awareness), and they must become very familiar with the letters of the alphabet (orthographic familiarity). EFL children who are immersed in the language since little are able to identify thousands of words they
have never seen in print before if they learn a body of information about the sounds the various graphemes are likely to represent.

Learners come to school not knowing that words consist of a series of discrete sounds. PA activities help students learn to distinguish individual sounds, or phonemes, within words. This awareness is a prerequisite skill before children can learn to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling). Often children experiencing difficulties with phonics instruction do so because they have not developed the prerequisite phonemic awareness skills that many children gain through years of exposure to rhymes, songs, and being read to. Reason why, this project is determined to initiate 8th EGB students, around the age of 11 and 12 years old, into the Phonemic Awareness training even though is an approach use in preschool nowadays. Thus, it can be easily adapted into the different learning circumstances and proper based age activities given to high school students.

Within PA instruction, students will be able to segment and aurally discriminate individual sounds in a word. In addition, they will also be able to segment the sounds in a word such as sit (/s/ /i/ /t/) in order to spell the word, as well as, to feel confident in pronouncing unknown words correctly giving students self-confidence in producing orally the language. Promising phonemic awareness training studies have revealed two important points: 1) phonemic awareness can be taught, and 2) it doesn’t take significant amounts of time to bring many children's phonemic awareness abilities up to a level at which phonics instruction will begin to make sense. In fact, some studies have shown results in as little as 11–15 hours of intensive phonemic awareness training spread out over an appropriate time period.
2.2.2.3. PHONEMIC AWARENESS DEVELOPMENT

Yopp, 1992 suggested that PA instruction will help learners in the development of the following abilities: attend to the separate words in sentences, break up words into syllables, detect and generate rhymes, engage in alliterative language play, blend phonemes to make words, make new words by substituting one phoneme for another, identify the middle and final phonemes of words and segment words into phonemes.

As cited by (Adams, Phonemic Awareness, 1990), “PA is not developed automatically or naturally. Learners do not consciously break individual sounds apart as part of their normal life; they mainly concentrate on the meanings of the spoken language”. In accordance to Adams, for some learners is very difficult to benefit from phonics instruction or to understand the alphabetic principle if they do not understand that words are made up of individual sounds, reason why a proper instruction on the subject will help students develop the required skills.

Direct instruction—mini-lessons—and exposure to print (graphemes) and initial word play help in the acquisition of PA. Snider, 1995 stated that explicit instruction followed by guided reading can be especially beneficial to students with limited phonemic awareness. Likewise; implicit instruction (i.e., songs, invented spelling, literature that includes word play) can also assist in phonemic awareness development.
2.2.2.4. HOW TO TEACH PHONEMIC AWARENESS

Most PA activities are oral. The natural playful trait of these activities provide a motivating source for learners to discriminate the phonemes that make up words. For instance, oral blending exercises aid students to hear how phonemes are put together to make words. Decoding will come out through these activities, in which students begin sounding out or blending words independently. The difficulty in blending words orally will also become the difficulty in blending, or sounding out, words while reading.

Oral blending exercises begin with blending larger word parts, such as syllables, and progress to blending onsets and rimes, and finally whole words sound by sound. The first oral blending exercises use words that begin with continuous consonants, such as s, m, l, f, r, and z. These consonant sounds can be sustained without distortion which makes it easier for learners to hear the distinct sounds and to model efficiently the principle of oral blending. For example, the word pot can be stretched out and sung like this: ppppppoooot. Movements can also be added to help students note when the speaker goes from one sound to the next. These visual cues can be very helpful to learners as well.

Oral segmentation activities assists learners to separate words into sounds. These exercises begin with a focus on syllables, which are easier to differentiate than individual phonemes. Segmentation activities will lead to spelling, in which students begin segmenting words into their component phonemes in order to write them. Students having difficulty in
orally segmenting words will also experience difficulty in breaking apart words in order to spell them.

The PA training may have a significant impact on the reading and writing development of EFL learners within the addition of oral blending and segmentation instruction. In fact, some traits of the PA skills continue to develop through high school.

Research demonstrates that once a basic level of PA is achieved within the effectiveness of phonics instructions, the skills related to phonics and phonemic awareness will enjoy a reciprocal relationship, enhancing each other where the combination of blending and segmenting sounds and learning sound-spelling correspondences has proven to be very powerful.

As cited by (Blevins, Scholastic Teaching Resources, 2010) "phonics instruction can benefit phonemic awareness development, phonemic awareness can help phonics instruction, and both can be enriched by whole word learning as well" (Adams, Torgesen, Wagner, & Rashotte, 1994). Consequently, the importance of phonemic awareness is not “owned” by phonics instruction or whole language approach; instead, it is an important variable both in traditional and whole language classrooms.

2.2.2.5. WHAT TEACHERS NEED TO KEEP IN MIND

It is very important for teachers to keep in mind that PA is not related to print (alphabet principle). Hence, most PA activities are oral, written words or letters should not be the focus of these
activities until students can easily identify the letters of the alphabet. However, once students know the letters of the alphabet, these visual cues will benefit them.

Although, the PA activities may provide some evaluative information on the progress of learners it is relevant to avoid using these activities as assessments and just keeping them fun and informal.

Learning is enhanced through games, there comes the relevance to keep students engaged in playing with language and not preparing them to be or feel assessed the whole time. Favorable and enthusiastic answers to this learning approach have been encountered.

Great advantage can be taken out from ahead planning of cooperative and collaborative work groups where students can be able to participate in and enjoy the language. However, it is important to remember that the progress learners will achieve through PA activities will vary at different rates. Monitor continuously and vary patterns of difficulty over time.

The modeling process of how to accomplish the various phonemic awareness tasks must be done continuously. Likewise; giving corrective feedback will help the learning process to develop.
PA is not an approach of importance to only primary grade teachers. Teachers at the intermediate grades should also be aware of the poor or non-phonemic awareness skills their students have not been able to develop yet. Some of the faced difficulties might be traced back to a lack of phonological sensitivity. Therefore, high scholars will benefit from phonemic awareness training not just in order to enhance their reading and writing skill but also in the accurate production of the speech sounds which will motivate students to produce orally the language with self-confidence.

2.2.3. EPISTEMOLOGICAL FOUNDATION

As Aristotle stated once, “human inquiry is grounded in wonder” and it is through this wonder where the basis of epistemology roots the study of how people learn and how language is reflected somehow in assumptions. This study includes the characteristics and structures of concepts involved in the process of learning. Therefore, opinions, ideas, experiences and feelings gathering similar information are taken into account letting the researcher associate thinking along reality and determine if the research is suitable or not.

When learning arises, senses utter in the understanding whereas the stimulus received by the brain is assumed, even though is right or not and how others might interpret it. In other words, learning can be perceived in many different ways by each person submerged into the learning process.
Learning is now considered as developmental, which means it is a cognitive process. By understanding the way students view knowledge, teachers will help students become active agents in their own learning. Consequently, the Phonemic Awareness Approach intends to influence on the oral production of students within the implementation of a didactic guide based on well-structured and scaffold PA activities in order to enhance their fluency and pronunciation in the English language.

2.2.4. LINGUISTICS FOUNDATION

“When people study human language, they are approaching what some might call the human essence, the distinctive qualities of mind that is, so far as it is known, unique to man”, as cited by (Chomsky, 2006). Referring to the only living being on earth able to communicate within the usage of a language and all the implications this study brings to mankind.

The aim in the study of any language is communication and the breadth of speaking in a language context is to boost communicative competence; learners actually need to use the language as correctly as possible and with a purpose. Detriment in speaking in terms of distribution is not argument in the value students give to the skill, however regularly learners insight more uneasiness concerned to their oral production. As the oral skill is co-dependent to the other skills, the progress outcome of one, is the progress outcome of the others as well.
In order to teach language is important to know about language and teachers have a significant responsibility to understand the structure and nature of human language itself. For language teachers, then, it is imperative to be familiar with answers to specific linguistic questions such as: What constitutes a possible language? What is the range of variation in language? How does language restructure and change? Here, the term language includes both phonology and syntax.

All linguistic theories include a ranked structure of apparent yet mutual units that blend to form what language is. For the phonological aspect of language, in particular, linguists fixate on sounds and their analysis into distinctive lineaments, phonemes and their use in contrasting meaning, and morphemes and their representation in the mental lexicon. Phonological theory is specifically concerned with three basic questions about language: (1) What are the basic structural properties that distinguish among sounds? ; (2) Of those structural properties that differentiate sounds, which are used to distinguish meaning? ; (3) How are these functional properties that distinguish meaning organized in the representation of morphemes in the mental lexicon?

To describe the basic structure of language or to determine certain properties which necessarily constitute a possible language is one of the objectives of the linguistic theory. In particular, Phonology aims on the identification of universal patterns of sound systems in which students along the manipulation of sounds, phonemic awareness will not only be able to enhance their reading and writing skill as it is, but also to produce English sounds perfectly.
The English language includes forty-four phonemes which are encoded using the twenty-six letters of the alphabet. Phonemic awareness should be developed in students by manipulating and identifying phonemes, and using exercises such as: Phonemic Blending - the student combines /t/ /o/ /p/ to make the word top. Phonemic Segmentation - the student separates tap into /t/ /a/ /p/. Phonemic Isolation - the student says the first sound in a word, such as /d/ in dog. Phonemic Identity - the student identifies the sound that is the same in different words, such as tall, top, and tuck.

Since isolated phonemes are not naturally discovered by many students, a true mental revolution will have to take place before the learner finds out that speech can be broken down into phonemes, and that the sound /ba/ is made up of two phonemes /b/ and /a/. Students make this discovery by being shown how sounds are produced by forming the mouth into various positions and turning on and off the voice box. According to Mc Guinnes, 2004 the ability to isolate and analyze phonemes is crucial to the student understanding the purpose of the alphabet.

When students are explicitly taught phonemic awareness, they begin to develop the phonological processing pathways in the brain which sound out words. When the knowledge of the phonemes is combined with the corresponding phonograms and the rules that govern their usage, students are given access to a phonemic code that facilitates the storage of speech sounds in memory.

The English language has 44 sounds and only 26 letters to represent them, resulting in an opaque orthography. The 44 English
sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. They can be classified along three major dimensions: 1) Voicing, which specifies whether the vocal folds vibrate or not, dividing them into voiced by involving the vocal cords vibration ex: b, m, th (as in then), v, l, r, z, j (as in Jane) and voiceless by the no vibration of the vocal cords ex: p, t, k, s, sh, ch and th (as in thin); 2) Place of Articulation, which describes where speech sounds are produced ex: bilabial (b, p, m), labio-dental (f, v), etc. and 3) Manner of Articulation, which describes how the air stream is released during the production of a speech sound ex: stops (b, p, k, g, t, d), fricatives (f, v, th, z, s, h), etc.

In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made. They depend on the position of the tongue and lips. Vowels are all voiced and can be produced by raising the tongue high, keeping it in the middle, or low in the mouth; also the tongue can be moved to the front, center or back and the lips can be rounded or unrounded. This parameters for vowels are: 1) Tense vs. Lax (vowel length, short or long sound); 2) Tongue Height (space between the tongue and the roof of the mouth divided into high, low and mid); 3) Tongue Backness (position of the tongue tip from the back of the mouth divided into front, central and back); and 4) Lip Rounding (presence or absence of lip rounding. (Roach, 2010)

Additionally, diphthongs are vowel sounds produced by two adjacent vowels whose sounds blend together to create a new sound. When pronouncing diphthongs, there is a quality sound at the start of the pronunciation and a different quality of sound at the end.
of the pronunciation. So far, the sequence of three vowels sounds in
the same syllable, one in each side working as semivowels and one
in the middle working as the vowel itself is known as triphthongs.

The phonemic chart presented as follows shows more
specifically the 44 Standard British English sounds with examples of
common spelling represented by their phonetic symbols and
classification.

[Phonemic Chart Image]

According to Diggory 1992, being taught the sounds that each
phonogram makes, students should be taught the rules governing
where a phonogram may be used within a word and what sound it
will make in different word positions. With explicit instruction in these
rules, learners are able to understand letter patterns and reach
fluency more easily. As students develop in phonemic awareness
and the alphabetic principle, the understanding that sounds are
anchored to letters or strings of letters, should be explicitly taught
how to decode words. Researchers have repeatedly demonstrated
that readers who read fluently are able to map phonograms to their
sounds automatically, as stated by Yoncheva, 2015.
In summary, this research does not only visualizes phonemic awareness as a single and unattached approach for developing the speaking skill although to be seen as an approach that co-relates along the development of the reading and writing skill as well, where the linguistic foundation is set as the study of “language” as a whole.

2.2.5. PSYCHOLOGICAL FOUNDATION

The “science of mind and behavior” is known as Psychology, defined by (Silverman, 1874) psychology is "the science that seeks to describe and explain and on decision, to change the behavior of man and other animals." Education also means change in the behavior of an individual. Without understanding the psychology of a learner, teachers cannot educate in the true sense of the word.

The psychological foundation of education plays a crucial role in the process of teaching and learning. The psychology used specifically in education is called educational psychology. We can say both, psychology and education are interrelated. Education is the shaping of behavior, whereas psychology is the study of how, when and why to shape these behaviors. Therefore, Educational Psychology is an applied branch of psychology that deals with the application of the principles of general psychology to the problems of education.

Educational psychology explains the changes that take place in individuals in their various stages of development. Without the
proper study of educational psychology it is impossible to impart education correctly. Psychology forms the basis for education. It is helpful in understanding the individual differences among learners. According to Pestalozzi the objective of education is the harmonious natural and progressive development of the pupil. In order to fulfill this aim the teacher must have an insight into the working of the mind of the learner.

This research has outlined the importance of Educational Psychology on the already mentioned problem situation in chapter I where students around the age of 11 to 12 years old are exposed to non-comfortable and stressful situations in order to accomplish the required speaking or communicative approach of a foreign language they are not interested in and knowledgeable of. The subjects of study encounter themselves in the beginning stage of adolescence experiencing physical changes which reverberate significant effects on the identity of the individual.

Along with all the other changes in puberty come changes in the brain and neurological system that affect personal and social development. Throughout adolescence, changes in the brain increase the computational skills as well as the ability to control behavior in both low-stress and high-stress situations, to be more purposeful and organized, and to inhibit impulsive behavior. But these abilities are no fully developed until the early 20s, thus adolescents may “seem” like adults, at least in low-stress situations, but their brains are not fully developed. In fact, adolescents appear to need more intense emotional stimulation than either children or adults, so these young people are set up for taking risks or seeking thrills.
As students move into adolescence, cognitive processes are expanding while developing capabilities for abstract thinking and the capacity to understand the perspectives of others. So, with developing minds and bodies, young adolescents must confront the central issue of constructing an identity that will provide a firm basis for adulthood. In pursuit of identity, the self-concept and self-esteem areas appear within the individual.

In psychology, self-concept generally refers to the knowledge and beliefs of the individual about itself – its ideas, feelings, attitudes and expectations as stated by Pajares and Schunk, 2001. It can be considered that self-concept is our attempt to explain ourselves to ourselves, to build a scheme that organizes our impressions, feelings and beliefs about us. But this model or scheme is not permanent, unified or unchanging. Our self-perceptions vary from situation to situation and from one phase of our lives to another.

However, Pintrich and Schunk, 2002 stated that self-esteem is an affective reaction – an evaluative judgment of self-worth – for example, feeling good about your basketball skills. If people evaluate themselves positively – if they “like what they see” – we say that they have high self-esteem.

Self-concept and self-esteem are often used interchangeably, even though they have distinct meanings. Self-concept is a cognitive structure, a belief about who you are – for example, a belief that you are a good basketball player. Sometimes self-esteem is considered one aspect of self-concept – the evaluative part. Self-esteem,
According to Bandura, 1997 is influenced by whether the culture around you values your particular characteristics and capabilities.

During the middle-school years, students grow more self-conscious. At this age, self-concepts are tied to physical appearance and social acceptance as well as school achievement. In academics, students compare their performance with their own standards – their performance in math to their performance in English and science, for example – to form self-concepts in these areas. Also the social comparison can be seen as the most influential one to form self-concepts whereas students compare themselves to the achievements of their peers or by comments made by their classmates. In regards to William James, 1890, he determined that self-esteem is how successful we are in accomplishing tasks or reaching goals we value. If a skill or accomplishment is not important, incompetence in that area does not threaten self-esteem. Students must have legitimate success with tasks that matter to them. The way individuals explain their success or failures also is important. Students must attribute their success to their own actions, not to luck or to special assistance, in order to build self-esteem.

The feedback given by teachers, grading practices, evaluations and communication of caring for students can make a difference in how students feel about their abilities in particular subjects. But the greatest increases in self-esteem come when students grow more competent in areas they value – including the social areas that become so important in adolescence. Thus a teacher great challenge is to help students achieve important understandings and skills in which the foundation of the phonemic awareness approach is based by enhancing the fluency and
pronunciation of students while making them feel confident in the usage of the acquired knowledge transcending into a perfect ESL communicative performance that is the aim of this research.

2.2.6. LEGAL FOUNDATION

(The Constitution of the Republic of Ecuador, 2008), as cited in its article 26, stipulates that "education is a right of people throughout their lives and a duty of inescapable and inexcusable nature of the State " and, in its article 343, recognizes that the center of the educational processes is the learning subject; on the other hand, in this same article states that "the national education system will integrate a intercultural diversity in line with the geographical, cultural and linguistic diversity of the respect for the rights of communities, peoples and nationalities. " In accordance to these articles every Ecuadorian has the right to be educated following the appropriate teaching-learning processes within the integration of the cultural, geographical and linguistic diversity of the subjects of study.

(The Organic Law of Intercultural Education), as cited in its Article 2, "guarantees the right of the people to an education of quality and warmth, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in its systems, levels, sub-levels or modalities; and to include permanent evaluations. It also guarantees the conception of the student as the center of the educational process, with flexibility and ownership of contents, processes and methodologies that suits their needs and fundamental realities. Promotes conditions respect, tolerance and affection that generate a school atmosphere propitious in the learning process". As
stated in the cited article from the LOEI, an education of quality must be given to every Ecuadorian by following the required methods, methodologies and processes in a contextualized teaching-learning environment under the conditions of good values.

In this context, as cited by article 19 of the same law establishes that an objective of the National Education Authority is “to design and ensure the mandatory application of a national curriculum, both in public, municipal, private and fiscomisionales, in its diverse levels: initial, basic and baccalaureate, and modalities. The curricular design will always consider the vision of a plurinational and intercultural state. The Curriculum can be complemented in accordance with the cultural specificities and peculiarities of the region, province, canton or community of the various Educational Institutions that are part of the National Education System”.

In addition, the Organic Law of Intercultural Education, in article 22, literal c), establishes as competence of the National Educational Authority: "Formulate and implement Education policies, the national compulsory curriculum at all levels and modalities and standards of quality of educational provision, in accordance with the principles and purposes of this law in harmony with the objectives of the Development Regime and National Development Plan, the constitutional definitions of the Inclusion and Equity System and in coordination with the other instances defined in this Law. " On the other hand, the Regulation to the Organic Law of Intercultural Education, in its article 9, points out the compulsory nature of national curricula " in all institutions Educational level of the country, regardless of its sustainability and modality "and, in article 11, states that the content of the "national curriculum contains the basic
requirements for students of the National Education System”. Lastly, Article 10 of the same regulation stipulates that “National curricula can be complemented in accordance with cultural specificities and peculiarities of the various educational institutions that are part of the National System of Education, depending on the particularities of the territory in which they operate”.

In accordance to the cited articles mentioned above, the Ecuadorian Educational System is based entirely on the follow up of a National Curriculum Guidelines which can be balanced with the teaching-learning specificities of the Institution studied along this research, giving the opportunity to enhance the development of students on certain areas where learning deficiencies are encountered.

As stated in chapter I of this research, these laws are complemented with a new English Language curriculum designed for students in EGB (2nd to 10th) and Unified Baccalaureate (1st to 3rd), whose mother tongue is not English. Since the Ecuadorian population is composed of groups from different cultural and linguistic backgrounds, the Ecuadorian Curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities. In keeping with the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate educational inclusion of learners regardless of their L1. Built with monolingual and multilingual learners in mind, including those who speak Spanish and those who have little or no Spanish. It aims to support the policy of developing citizens in
Ecuador that can communicate effectively in today’s globalized world. The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning.

The curriculum has been designed to stimulate linguistic intelligence through language analysis and the comprehension of oral and written texts, which require critical thinking skills such as inference, analysis, and synthesis. Recognizing that the competencies based on the four macro-skills are indispensable tools for verbal reasoning, the EFL curriculum guides learners towards being able to communicate and learn through a foreign language, in this case English, by placing importance on clear oral expression according to international standards of the Common European Framework (CEFR). The strong emphasis placed on verbal communication through group work and the development of problem-solving skills has the purpose of strengthening learners’ ability to interact socially in a variety of situations, thus fortifying principles such as tolerance and social inclusion. Foreign language learning harnesses the processes needed to establish logical relationships between different notions and concepts. Studies show that foreign language learning foments critical thinking skills, creativity, and flexibility of mind in young children. As such, the EFL curriculum contributes to the development of logical, critical, and creative thinking.

The EFL curriculum includes a thread called Communication and Cultural Awareness and another called Language through the Arts. Both contribute significantly to students’ approaching the socio-cultural reality of the country in a thoughtful and inquisitive way by
exposing students to other cultures and languages, so as to better understand and strengthen their own sense of identity. The Language through the Arts and Communication and Cultural Awareness threads also encourage the use of the Information and Communication Technologies (ICT) to awaken intellectual curiosity and breed tolerance and interculturality through the use of authentic language.

Learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR). At this level, they will be able to communicate in everyday situations in English, able to solve basic problems, and communicate basic needs in situations such as travel, school, and work. Thus, the EFL curriculum has a two-fold purpose: develop future global citizens aware of their national and personal identity, as well as provide future opportunities for work, travel, academic scholarship, and access to information and resources through (ICT). Through the EFL curriculum, learners will be given opportunities to discover how linguistic diversity contributes to the construction of an intercultural and multinational society and world.

It should be taken into account that although learners are expected to reach a certain level of English when graduating from Educación General Básica Media, in this case graduating from 7th EGB with an A2 level, a large amount of the language learned in these levels will be recycled in the first years of Educación General Básica Superior (8th, 9th, 10th EGB) but within a different context and combined with new language, more appropriate in this case for young teenagers. Consequently, learners in their first years of secondary education will be taught what they have already learned.
in terms of grammar and vocabulary, with new, context-specific vocabulary being added. One of the main reasons for this being the case is the gap between stronger and weaker learners, which increases in secondary education, due to the coming together of students from different primary schools. It also needs bearing in mind that when learners move from primary to secondary school, they also experience important changes in methodology and teaching approaches. As primary learners, they are instructed mainly through games, songs, rhymes, and playful activities. When in secondary school, teaching becomes more formal, assessment is more demanding, the pace of the lesson is often faster, and students benefit by recycling language previously seen.

According to the level of proficiency stipulated by the national curriculum based on the CFR the 8th EGB learners start developing the A1.1 level of English proficiency in which at the end of the year students will be able to: (1) Have a very basic repertoire of words and phrases related to their personal and educational background. (2) Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their personal and educational background. (3) Use basic expressions to impart and elicit factual information as well as socialize (e.g. greetings, addressing forms, introducing oneself and others, and saying ‘good-bye’, etc.). (4) Link words or groups of words with very basic linear connectors like and or or. (5) In simple spoken texts, understand expressions, words, and sentences related to the learner’s personal and educational background (e.g. personal information, house, daily life activities, curricular subjects, classroom equipment, classroom commands, etc.). (6) Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains. (7) Understand and identify very simple informational texts (e.g. labels,
messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. (8) Extract the gist and key information items from very simple informational texts. (9) Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, errors, etc.) (10) Interact in a simple way by asking and answering simple questions about the learners’ personal and educational background. (11) Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair. (12) Produce very simple informational texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error. (National Curriculum Guidelines English as a Foreign Language, 2014)

Within the Ecuadorian EFL Curriculum and the CFR standards in which this project is sustained along with the legal foundations of the Ecuadorian Constitution, the LOEI and the “National Plan for Good Living” it is imperative to demonstrate that the Phonemic Awareness instruction given to 8th EGB students in a 10 minute daily class period of time will enhance students oral production while excelling their English pronunciation and fluency. Skills that are stipulated into the Content Language Integrated Learning methodology stated into the National Curriculum. The same is divided into five curricular threads. The second Curricular Thread or The Oral Communication Thread is divided into three sub-threads: (1) Listening Skills (2) Spoken Production and (3) Spoken Interaction.

This research is based on the second sub-thread, spoken production. According to the National Curriculum, the Spoken Production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through
motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy (or we could say meaning over form) will also increase learners’ self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2. Studies have shown that in young children, inhibition is low and the tendency to imitate is high. Thus, in EGB, learners will start on their journey of spoken production through imitation, using songs, rhymes, tongue twisters, and chants. As learners develop more cognitive and social skills, they will engage in more direct forms of spoken production, such as can be developed in short dialogues, role plays, and speeches. Spoken production is also closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression. Therefore, the proposal of this project sets up within the instruction on Phonemic Awareness is completely correlated to the aims that the National Curriculum of Ecuador is looking forward to as well.
CHAPTER III

METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS

3.1. METHODOLOGICAL DESIGN

This study is based on a mixed methodological research which represents more of an approach to examine the problem in question rather than a methodology. For this research some characteristics were taken into account to focus on the problem: (1) examination of real-life contextual understandings, multi-level perspectives, and cultural influences which were highly observed in five class periods in different days; (2) an intentional application of rigorous quantitative research assessing magnitude and frequency of constructs resulting into the utilization of some research instruments such as, surveys, and interviews. Also a rigorous qualitative research exploring the meaning and understanding of the constructs was made by analyzing and synthetizing the different perspectives provided by the students; and, (3) an objective of drawing on the strengths of quantitative and qualitative data gathering techniques to formulate a holistic interpretive framework for generating possible solution or new
understandings of the problem which determined the necessity of a didactic guide with Phonemic Awareness activities in order to influence on the oral production of the students of 8th EGB parallel C of The Province of Bolivar High School.

Additionally, to the methodological research, the Empirical Research, was also established in consequence of the empirical evidence collected during this project investigation, by means of direct and indirect observation. A combination of both ways of analysis, the qualitative and quantitative form, gave a better answer to the question, how does the Phonemic Awareness Approach influence on the development of the Oral Production in 8th EGB learners of Technical Fiscal High School Province of Bolivar? Therefore, the accurate analysis of data using standardized statistical methods in scientific studies is critical to determining the validity of empirical research. In this case the statistical formula of chi square, analyses of variances probability, was fundamental to forming logical and valid conclusions. If the empirical data reach significance under the appropriate statistical formula, the research hypothesis is supported. If not, the null hypothesis is supported (or, more accurately, not rejected), meaning no effect of the independent variable was observed on the dependent one. The outcome of empirical research using statistical hypothesis testing is never proof. It can only support a hypothesis, reject it, or do neither. These methods yield only probabilities.

In conjunction with the last two mentioned research methodologies, the Theoretical Research enables the researcher to explore and discuss a "research object" on the basis of abstract theoretical structures and philosophical concepts used to define and outline conceptual models, explanations and structures of the chosen topic with the help of research literature. This project grounded its theoretical research on the existing
English teaching-learning difficulties found in the 8th EGB students of the Province of Bolivar High School. Thus far, the foundations in Epistemology, Linguistics, Psychology, Pedagogy, Didactics and Legal area were strictly studied, analyzed, explained and structured in order to defend the great amount of relevance between the studied independent variable, phonemic awareness approach, has on the dependent one, oral production.

3.2. TYPES OF THE INVESTIGATION

There are three main types of investigation used by scientists.

3.2.1. DESCRIPTIVE INVESTIGATION

The descriptive investigation provides factual, accurate and systematic descriptions of phenomena intending not to infer causal relationships. It does not answer questions about the how, when, or why a particular phenomenon occurred. It is based on a foundation for building new knowledge and theory, by providing rigorously conducted qualitative information on phenomena that are difficult to capture with quantitative methods.

3.2.2. COMPARATIVE INVESTIGATION

The comparative investigation involves compiling data on different organisms/objects/features, or under different conditions in order to make a comparison. In comparative investigations
similarities and differences are contrasted over the time and under various circumstances by scientists through the observation of patterns or trends.

3.2.3. EXPERIMENTAL INVESTIGATION

The experimental investigation comprises a process in which a “fair test” is designed and variables are actively manipulated, controlled, and measured in an effort to gather evidence to support or refute a causal relationship among them and in determining how the independent variable affects the dependent one.

Among the three main investigation types defined above, this project founded on the comparative and experimental investigation whereas in an attempt to generate ideas about the educational phenomenon it also established preferences to get a relation between the two variables in order to demonstrate the influence of the Phonemic Awareness Approach, independent variable, in the development of the Oral Production skill, dependent variable.

In relevance to the purpose of study and under the Educational Investigation types there is the Applied Investigation.

3.2.4. APPLIED INVESTIGATION

This type of research deals with solving practical problems and in general it employs empirical methodologies through the basic elements of research. Since, Applied Research has a provisional
close to the problem and close to the data orientation it may also use a more provisional conceptual framework such as working hypothesis or pillar questions. However, the purpose of applied studies is closely associated with the solution of specific problems which in the case of this study, is the low level of L2 oral production in the classroom from the educator to its students and vice versa.

3.3. **POPULATION AND SAMPLE**

The population refers to the subjects or objects with the same characteristics, items or events of interest for some questioning or experiment. The benefited population within the results of this research are the 8th EGB graders of the Province of Bolivar High School.

Table 1  
Population of School Authorities and students in 8th EGB parallels A, B, C and D.

<table>
<thead>
<tr>
<th>N°</th>
<th>Detail</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Authorities</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>English Teacher</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>8th EGB Parallels A, B, C and D 24 students per classroom</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Students from Province of Bolivar High School
On the other hand, the sample is the group of individuals who participated in the study. In this case, because the population were 100 individuals, no statistical formula was required to take out the sample thus the 8th EGB parallel C, the English Teacher in charge of the same parallel, the school director, the vice-director and the English Coordinator were considered the subjects of study in this research. The sample was submitted to an interview which was the case of the school authorities and English Teacher, likewise the 8th EGB parallel C students and their English Teacher were submitted to class observation and to a survey.

Table 2 Sample taken from the 8th EGB grades of the Province of Bolivar High School.

<table>
<thead>
<tr>
<th>N°</th>
<th>Detail</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8th “C”</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Students from Province of Bolivar High School
3.4. **OPERATIONALIZATION OF VARIABLES.**

Table 3 Operationalization of Variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **INDEPENDENT VARIABLE:** | Definition | • Phonological Awareness definition.  
• Phonemic Awareness definition. |
| **PHONEMIC AWARENESS APPROACH** | Importance | • Alphabetic Principle  
• Study of Phonemes  
• Study of Graphemes  
• Phonemic Awareness Activities |
| | Phonemic Awareness Development | • Skills to be developed  
• Direct and Indirect PA instruction |
| | How to teach Phonemic Awareness | • The Natural Playful Trait  
• Oral Blending exercises  
• Segmentation activities  
• Sound-spelling correspondence |
| | What teachers need to keep in mind | • Relation to print.  
• Relation to Evaluative processes  
• Relation to Games  
• Relation to Cooperative and Collaborative activities  
• Field of Relevance |
| | Definition | • Oral Skill  
• Oral Production |
| | Importance | • Significant Components  
• Skills Integration |
| **DEPENDENT VARIABLE:** | Characteristics | • Fluency Trait  
• Accuracy Trait  
  o Grammatical Structure  
  o Vocabulary  
  o Pronunciation |
| ORAL PRODUCTION | Factors affecting the oral production | • Linguistic Factor  
  o Phonology  
  o Syntax  
  o Vocabulary  
  o Semantics  
• Psychological Factor  
  o Motivation  
  o Personality Traits  
  ▪ Anxiety  
  ▪ Inhibition  
  ▪ Risk Taking |

**Source:** Interpretative Analysis of the variables.  
**Author:** Graciela Celleri Garcia

### 3.5. METHODS OF THE INVESTIGATON

This study based its research in the scientific method carried out along the process of this educative project which is considered the basis for any educational research as it is.

### 3.5.1. THE SCIENTIFIC METHOD

The usage of direct questions and the systematically manipulation of variables helped on the teaching and learning process investigation which in this scenario inquiries are answered by the analysis of the collected data. The presented hypotheses are written and subsequently proved or disproved by data which leads to the creation of new hypotheses.
Considering that educational research covers other disciplines like psychology, sociology, anthropology, science, and philosophy, as well as, it is applied in a wide variety of contexts it is inevitable for researchers to use "multiple research approaches and theoretical constructs. This far, a combination of qualitative and quantitative research was required, thus the usage of common research methodologies, which were mentioned and described subsequently at the beginning of this chapter.

3.5.1.1. The Qualitative Research

Uses the data which is descriptive in nature. Among of the many types of qualitative research to be used, this study focused in the Historical one, which involved collecting, verifying, and synthesizing evidence from the cited work of other researchers to establish facts about the set variables in order to defend or refute the proposal of this project, information that can be encountered in chapter II.

3.5.1.2. The Quantitative Research

Uses numerical data and is based on the assumption that the numbers will describe a single reality. Through the encountered types of quantitative research, this study based itself on the descriptive one, which involved gathering data that described certain encountered events in the usage of 8th EGB, parallel C students, as well as, organizing, tabulating, depicting, and describing the data collection. To carry out this method,
observational and survey methods were used to collect the descriptive data.

3.6. TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

In order to obtain information and carry out this research, some common techniques and instruments of investigation were used in order to collect qualitative data, which include:

3.6.1. Classroom observations

Students of 8th EGB, parallel C of the Province of Bolivar High School were observed in a real-life situation in five different periods of class time, along with their English Teacher. During observation, a conducting teaching material analysis, and analyzing the participation of students in the mist of their oral production and proficiency was also required.

3.6.2. Conducting interviews

The school authorities; the director, vice-rector, the English Coordinator and the English Teacher were interviewed on a series of open-ended questions based on the two variables of this project. In addition, these inquiries were searched for investigating the quality of basic-level knowledge related to the Phonemic Awareness
Approach (independent variable) and Oral Production (dependent variable) and the methods applied by the English teacher.

As this study is a combination of research methodologies it was also required to obtain quantitative data that include:

3.6.3. Survey

A survey based on an attitude measurement scale or Likert-type scale questionnaire was conducted to 8th EGB, parallel C students in order to determine their attitude towards their English comprehension, oral production, feelings, used methodologies and the usage of dynamic playful activities.

3.7. ANALYSIS AND INTERPRETATION OF DATA

According to the collected data through the Likert-type scale questionnaire mentioned above, a complete analysis and interpretation of the results are given as follows.

The questionnaire was developed in order to determine the attitude of students toward 4 different aspects of an L2 learning process. The first analyzed aspect in questions 1 and 2, is related to the student personal feeling against the subject of English and the confidence in applying the L2 orally.
The second aspect to be analyzed within questions 3 to 4 is related to the input “L2 comprehension” has in students from different sources. Then, the third aspect to be analyzed in questions 5 to 8 is related to the oral production relevancy toward the teaching-learning community.

Finally, the fourth aspect analyzed in questions 9 to 10 consider the existence of a methodological dynamic set of activities worked to improve the oral skill of students.
SURVEY ANALYSIS

Table 4

<table>
<thead>
<tr>
<th>Item N° 1</th>
<th>I like learning English.</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Totally agree</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neither agree nor disagree</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totally disagree</td>
<td>10</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

Figure 1

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

COMMENT: It is a fact that the 63% of students do not like learning English and only the 25% like learning English. Within this results it is determined that students are not motivated or engaged into the learning process of the L2.
**Table 5**

<table>
<thead>
<tr>
<th>Item N° 2 I feel confident while talking in English.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Frequency</td>
<td>Percentages</td>
</tr>
<tr>
<td>Totally agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>42%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

**Author:** Graciela Celleri Garcia

**Figure 2**

**Item N° 2 I feel confident while talking in English.**

![Pie chart showing the distribution of responses to Item N° 2.]

**Source:** Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

**Author:** Graciela Celleri Garcia

**COMMENT:** As expected, the 63% of students do not feel confident while talking in English, leaving just the 18% of them confident enough to communicate in the L2.
Table 6

<table>
<thead>
<tr>
<th>Item N° 3</th>
<th>I comprehend almost everything when the teacher speaks in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Frequency</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

Figure 3

Item N° 3 I comprehend almost everything when the teacher speaks in English.

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

COMMENT: Just the 20% of students comprehend almost everything when the teacher speaks in English while the 67% of them is unaware of what the teacher intends to communicate, expecting her to translate into their L1.
Table 7

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Disagree</td>
<td>12</td>
<td>50%</td>
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<tr>
<td>Totally disagree</td>
<td>8</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

Figure 4

Item N° 4 I understand almost everything when I listen to a native English speaker talking, like in the audio CDs or in videos.

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

COMMENT: In co-relation to item 3 and 4 it is understandable that the 83% of students are unable to understand the audios or videos used in class while only the 17% of them can do it by means of several playbacks.
Table 8

<table>
<thead>
<tr>
<th>Item N° 5 I can express my ideas and personal information in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>Totally agree</td>
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<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Totally disagree</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

Figure 5

- Totally agree
- Agree
- Neither agree nor disagree
- Disagree
- Totally disagree

Item N° 5 I can express my ideas and personal information in English.

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School
Author: Graciela Celleri Garcia

COMMENT: The 79% of students are incapable of producing oral information in English while just the 17% of them can express ideas and personal information with little fluency, syntax, pronunciation or semantic mistakes.
Table 9

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td>17%</td>
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<tr>
<td>Disagree</td>
<td>11</td>
<td>46%</td>
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<tr>
<td>Totally disagree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

Author: Graciela Celleri Garcia

Figure 6

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

Author: Graciela Celleri Garcia

COMMENT: The 67% of students are aware of the little knowledge they have in the pronunciation of English words, while only the 16% of them is able to say clearly the words in English.
Table 10

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>15</td>
<td>63%</td>
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<tr>
<td>Agree</td>
<td>5</td>
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<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
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<td>1</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

Author: Graciela Celleri Garcia

Figure 7

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

Author: Graciela Celleri Garcia

COMMENT: In co-relation to item 6 and 7, the 84% of students pronounce the words in English as they are written, like they do in Spanish while just the 12% of them know that the English words have a different phonological system to the one used in Spanish.
Table 11

<table>
<thead>
<tr>
<th>Item N° 8 The English Teacher corrects my pronunciation mistakes when speaking.</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally agree</td>
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<td>0%</td>
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<td></td>
<td>Agree</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Totally disagree</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School  
**Author:** Graciela Celleri Garcia

Figure 8

![Pie chart](Image)

Source: Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School  
Author: Graciela Celleri Garcia

**COMMENT:** Only the 13% of students are provided with some feedback while the 67% of them agrees on not having any feedback from their teacher when speaking.
Table 12

**Item N° 9** The English Teacher makes me work on activities that can help to improve my pronunciation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>15</td>
<td>63%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

**Author:** Graciela Celleri Garcia

Figure 9

**Item N° 9** The English Teacher have me work on activities that can help improve my pronunciation.

- Totally agree: 0%
- Agree: 0%
- Neither agree nor disagree: 8%
- Disagree: 29%
- Totally disagree: 63%

**Source:** Survey taken to students from 8th EGB, parallel C students of Province of Bolivar High School

**Author:** Graciela Celleri Garcia

**COMMENT:** The 92% of students determined that the teacher does not provide them with activities that can help them improve their English pronunciation, while the other 8% of them do not care.
Table 13

**Item N° 10** I need the English Teacher to come up with dynamic activities in order to improve my English pronunciation and oral proficiency.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>83%</td>
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<tr>
<td>Agree</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8\(^{th}\) EGB, parallel C students of Province of Bolivar High School  
**Author:** Graciela Celleri Garcia

**Figure 10**

**Item N° 10** I need the English Teacher to come up with dynamic activities in order to improve my English pronunciation and oral proficiency.

**Source:** Survey taken to students from 8\(^{th}\) EGB, parallel C students of Province of Bolivar High School  
**Author:** Graciela Celleri Garcia

**COMMENT:** The 100% of students agree on the implementation of dynamic activities in order to improve their English pronunciation and oral proficiency.
3.8. GENERAL HYPOTHESIS TEST

Objective: To show statistically if there is relation between the independent and dependent variable.

Independent variable: Phonemic Awareness Approach

Dependent variable: Oral Production

3.8.1. HYPOTHESIS FORMULATION

This educative project has based its research under the empirical methodology. In order to validate the obtained empirical qualitative data from the Likert Scale Questionnaire given to students of 8th EGB, parallel “C” of the Province of Bolivar High School, it is strictly necessary to use standardize methods, like the Chi Square Test. This method aims to find a relationship among the two established qualitative variables within this project. Considering, that “H1” refers to the Alternative Hypothesis or the hypothesis with a positive relationship among the variables; in this research case, the independent variable - Phonemic Awareness Approach, and that “H0” refers to the Null Hypothesis or the hypothesis with no relationship among the variables; in this research case, the dependent variable - Oral Production. Consequently, the hypothesis formulation is determined as follows:

H1: The Phonemic Awareness Approach is related to the Oral Production skill.
**H0:** The Phonemic Awareness Approach is not related to the Oral Production skill.

### 3.8.1.1. CHI SQUARE ANALYSIS

<table>
<thead>
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<th>PHONEMIC AWARENESS</th>
<th>ORAL PRODUCTION</th>
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</tr>
</tbody>
</table>

71
The Chi-Square Test results determined that the level of significance is less than 0.05 (0.000<0.05) the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, so in conclusion within a level of significance of the 0.05 the Phonemic Awareness Approach is related to the Oral Production skill.

### 3.9. CONCLUSIONS

The previous given analysis of the collected data from the used instrument of investigation on this research leaves in conclusion that the students of 8th EGB of the Province of Bolivar High School are not confident enough while talking in English, especially when the majority of them do not like the subject or do not feel motivated to learn it.

Additionally, most of the students do not comprehend the oral input neither the instructions given by their teacher or from a recorded audio, so far they are unable to express themselves accurately nor clearly enough in
order to communicate their personal desires and expectations on a daily basis.

Lastly, due to a very marked deficiency on adequate oral feedback, as well as, on pronunciation and oral production based activities on the behalf of their teacher, students believe that their English classes do not have a satisfactory teaching-learning process for them.

3.10. RECOMENDATIONS

Working on the extrinsic motivation of students by invigorating the teaching-learning process with dynamic, fun, and age appropriate activities would motivate them to learn the language and consequently feel confident enough to speak.

The proper given instruction of students into the Phonemic Awareness Approach, by means of teaching them the correct sounds of the English words, would provide them with self-awareness, accuracy and fluency, required for the improvement of their oral production skill.

The development of a didactic guide based on Phonemic Awareness Approach in the English Lab classes, would fulfill students requirements to a better oriented language learning process by giving them and their teacher the necessary feedback and accurate pronunciation of the English words.
CHAPTER IV

THE PROPOSAL

4.1. TITLE

Didactic Guide with Phonemic Awareness Activities.

4.2. JUSTIFICATION

According to the different problem situations encountered in the 8th EGB students of the Province of Bolivar High School, mentioned before in chapter I; the implementation of a didactic guide with dynamic and fun PA activities arose as the proposed solution to the low level of L2 oral production in the classroom from the educator to its students and vice versa. Becoming a valuable tool by complementing and making learning more dynamic in order to enhance the little usage and inadequate teaching techniques or approaches used in the development of oral production.
This didactic guide uses creative didactic strategies that simulate the presence of the tutor and generate a dialogue in order to offer students different possibilities to improve their understanding and self-discovery learning. This way the student is the protagonist of his or her own learning process within the use of practical guides which enable students to manage their own time, goals, techniques, contents and evaluation where the limited or inadequate use of physical, educational and/or technological resources due to unknowing usage or either way to the abridged time for implementation will no longer be a problem. Within the phonemic awareness instruction from twenty to thirty minutes per day, students will improve their ability to hear, distinguish, recognize and manipulate sounds within words.

At the middle and high school grades, teachers generally assume that their students have acquired the fundamental skills of phonemic awareness, phonics, decoding, and spelling in the primary grades. However, the Ecuadorian curriculum focuses the Spoken Production sub-thread on the principle of fluency over accuracy regardless on the level of study, reason why the phonemic awareness is critical in the development of oral language. Students who can focus more easily on recognizing the individual sounds in words are able to recognize large numbers of spoken words as well. In addition it provides support for the acquisition of the alphabetic principle: When readers have a large store of words in their oral vocabularies, they are better able to sound out, read, and understand these words when they see them in print (National Reading Panel, 2000).

Thus far, not only students will benefit from this proposal. Teachers and parents are adults who have learnt to spell by rote and memory and pretty often do not find these tasks easy. The ability to spell gets in the way. They need to temporarily regress and focus on the sounds in the word, not the letters. To be able to help a student learn these skills, it is first needed to master them. Educators and parents who are submerged into the teaching activity need to prepare ahead in order to say the English sounds
accurately and clearly which is by now one of the most common problems in the Ecuadorian public teaching community due to the low level of fluency and accuracy teachers present on their oral skill.

Within this project proposal the whole teaching-learning community of the Technical Fiscal High School Province of Bolivar, located at District #5, zonal #8 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas in the present school year 2017 – 2018 will confidently ensure well prepared and outstanding results by exposing not only their 8th EGB graders to the Phonemic Awareness Approach but as well to the whole school guaranteeing their IB program certification and students exit profile.

4.3. OBJECTIVES

4.3.1. GENERAL OBJECTIVE

Develop the basic phonological skills in students of 8th EGB parallel C of the Province of Bolivar High School, throughout fun, age appropriate games and activities based on the Phonemic Awareness Approach instruction.

4.3.2. SPECIFIC OBJECTIVES

To identify phonemes, isolate and distinguish individual sounds.

To categorize similar sounds and recognize phonemic patterns: this includes the ability to recognize rhyming words and the ability to recognize similarities and differences in a group of words.
To segment, blend and delete phonemes in a word.

To manipulate phonemes by making changes/substitutions.

To link the phonemic awareness skills to the alphabetic awareness skills by using the essential oral phonemic awareness (hearing/recognizing the sounds) directly to the printed letters in order to help students to sound out printed words fluently and accurately while reading orally.

4.4. THEORETHICAL ASPECTS

This project proposal founds itself on four theoretical aspects which are the basis of the intended objectives described before on chapter I. Along to the inquiries of how people learn, how language is acquired and how language can be taught; blooms a wide spread variety of epistemological, linguistic and pedagogical aspects to be mentioned and worked out as the main core of this didactic guide.

According to the epistemological aspect, it is believed that learning arises from the stimulus perceived from our senses becoming into “knowledge” when received in our brains. Therefore, the L1 acquisition is completed before you ever come to school, and this development normally takes place without any conscious effort due to the significant exposure they have to their L1. In regards, to the L2 acquisition, learners are older and no longer have the same natural ability or the significant exposure to the L2, which involves many different conditions and processes. Reason why, learning an L2 is seen as a cognitive process whereas their prior knowledge
in their L1 will become actively engaged to the knowledge they will acquire in their L2. So far, the stimulus or exposure given to students within this didactic guide based on PA activities, they will learn to discriminate among those sounds that make a difference in the meaning of English words, and they will learn to disregard those that do not.

The second aspect to be taken into account and the most important of all three, is the linguistic aspect encountered within the development of this proposal. What is it that we learn when we learn a language? In accordance to some linguists, languages are systematic, symbolic and social. Systematic, because they consist of recurrent elements which occur in regular patterns of relationship in which this proposal is set, whereas the sounds produced in oral English and the orders in which they occur, are systematically organized. Symbolic, due to the sequences of sounds or letters that do not inherently possess meaning but become meaningful through the tacit agreement of a group of speakers. And Social, because it is used to communicate. The activities set on this didactic guide are commonly based on the linguistic division of Phonology that is intentionally directed to the identification of universal patterns of sound systems in which students within the manipulation of sounds, phonemic awareness approach, will not only be able to enhance their reading and writing skill as it is, but also to produce English sounds perfectly.

The pedagogical aspect is strongly influenced by the theories of three major heavy-weights in the science of human development: Jean Piaget's cognitive theory of development, Lev Vygotsky and Jerome Bruner's social interaction and cultural theory. These theorists have laid a foundation for pedagogy where sequential development of individual mental processes—such as recognizing, recalling, analyzing, reflecting, applying, creating, understanding, and evaluating—are scaffold. This proposal is centered on how the Phonemic Awareness is taught and how the encountered activities in the didactic guide will be worked out. Teachers can help students develop
phonemic awareness with simple oral activities. These activities or ‘sound games’ include listening, sound identification, sound discrimination, word play and rhyming activities. These activities will help students learn how to hear, recognize and manipulate sounds in words. These oral sound activities can easily be played for 20 to 30 minutes a week and are systematically organized from simple to complex, in accordance to the skills development. Educators should always demonstrate the activity, showing students exactly what is intended to be done. Showing learners how to do something is more effective than telling them instructions.

The last but not the least important of all four theoretical aspects taken into consideration along this proposal, is the didactic one, which is viewed as, the teaching theory, whereas an specific “knowledge” is presented in a dynamic and practical style in order to accomplish with the teaching-learning processes. In other words, the didactic method follows a consistent scientific approach or educational style to present information to students. Consequently, this proposal has based these activities in a dynamic, fun, practical and age appropriate educative style within the help of the Phonemic Awareness Approach, which is consistent to what the didactic method looks for.

4.5. FEASIBILITY OF THE PROPOSAL

4.5.1. FINANCIAL

The financial feasibility of this proposal is economically practical and desirable because it generates low costs in photocopiable material, as well as, the utilization of a common used
software encountered in any computer containing the Microsoft Windows package.

4.5.2. TECHNOLOGICAL

The Technological Feasibility of the proposal is set on the usage of the Microsoft Power Point software developed by the Microsoft Company, due to its availability and free access. Also, the Province of Bolivar High School counts on with an English Laboratory equipped with a laptop, a projector and speakers that will facilitate the Didactic Guide Activities projection and listening instructions.

4.5.3. HUMAN

The Human Feasibility was in charge of the whole educational community, authorities, teachers, students, parents, service staff and researchers who assisted with their help when needed.

4.5.4. LEGAL

This project is legally feasible because it has been set under the foundations of The Constitution of the Republic of Ecuador in its article 26 and 343, as well as, in the Organic Law of Intercultural Education, articles 2, 9, 19 and 22, complemented by the Ecuadorian National English Curriculum, the EFL framework guidelines and the CEFR standards.

Additionally, the proposal is mostly based and under the copyright statements of The Specific Learning Difficulties Association of South Australia, which is a non-profit organization that provides advice and services to children and adults with specific learning
difficulties and those who care for, teach, and work with them. Founded in 1969 and run by a council, whose members include parents, teachers, accountants, lawyers, psychologists, optometrists, doctors, speech pathologists and other interested professionals. The services this non-profit organization provides have been created for the purpose of helping students develop phonological awareness skills. They are structured using the same sequence of sounds taught in Jolly Phonics, which is a fun and student-centered approach to teaching literacy through synthetic phonics, and can be used as a part of a class activity, small group work or intensive remedial program. This resources are freely available on their website page and come with an instruction sheet that gives clear and concise steps in how to use the resource, so parents, teachers and Learning Support staff can easily follow.

4.6. DESCRIPTION

This didactic guide has been worked out for older struggling students that have never been taught the English sounds, who have mostly relied on memorizing words and can see no logic behind English. Therefore, this didactic guide will help them see that English is a code which takes the sounds we speak and translates them via symbols into marks on a page so others who know the code can change them back into speech. For it, the educator needs to begin teaching students the code, and help them learn to blend the sounds to read and segment the sounds in order for them to pronounce the words accurately. Old strategies of guessing need to be replaced by blending and segmenting right through a word. There are 42 (44) sounds in English but only 26 letters represent these sounds therefore, combinations of letters (digraphs) must be used to represent some sounds. Once students have learnt the code then they will be able to pronounce
words accurately, as well as, to read and write the majority of words in English—even the long ones.

The set of activities on this didactic guide were designed and based on the Jolly Phonics Framework, so they are grouped according to the order of sounds that are presented in the Jolly Phonics program. The sounds are taught in a specific order (not alphabetically) which enables students to begin building words as early as possible. The first group (s,a,t,i,p,n) has been chosen because they make more simple three-letter words than any other six letters. The set groups of sounds to be taught are illustrated on the image below, taken from the Jolly Phonics Program website.

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

Also, the free resource of SPELD SA, SOS (Spelling for Older Students) was used as basis for these activities which attempt to teach older students the code in an age appropriate fashion. Designed to be presented in a twenty to thirty minute period of time during the English Lab classes, this didactic guide is divided into the first three basic set of sounds, used in the Jolly Phonics Program within and overall of eighteen lessons, containing the lesson instruction, a power point presentation with the introduced sound, and the lesson assessment. Each lesson introduces a sound per week and students will be evaluated every 6 weeks at the end of each set of sounds. So, a total of twenty-one weeks of the II Quimester in the school period 2017
– 2018, students of the 8th EGB of the Province of Bolivar High School will be instructed in the Phonemic Awareness Approach throughout the use of this didactic guide activities in order to influence on their Oral production by means of fluency and pronunciation.

How to do it? The teacher who will be using this didactic guide most make the sessions fast and fun by including competitiveness, build in rewards, games and prizes, so far, students will join in and create the correct teaching-learning atmosphere in order to help students feel self-confident and motivated.

The table below shows the distribution content of the proposal for better understanding and used of the sequenced dynamic based activities in order to introduce the English phonemes to students of 8th EGB of the Province of Bolivar High School.

<table>
<thead>
<tr>
<th>SET OF PHONEMES BY LESSONS</th>
<th>INTRODUCTION OF THE PHONEMES IN A POWER POINT PRESENTATION ACTIVITY BASED</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
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<tr>
<td>Lesson 1 – S s</td>
<td>Slide 1: Title - Lesson number and the sound of study.</td>
</tr>
<tr>
<td>Lesson 2 – A a</td>
<td>Slide 2: Counting the words in a sentence.</td>
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<tr>
<td>Lesson 3 – T t</td>
<td>Slide 3: Song with the introduced sound.</td>
</tr>
<tr>
<td>Lesson 4 – Pp</td>
<td>Slide 4: Isolating the learnt sound.</td>
</tr>
<tr>
<td>Lesson 5 – I i</td>
<td>Slide 5 and 6: Multisensory Learning, feeling the formation of the sound in the articulatory organ.</td>
</tr>
<tr>
<td>Lesson 6 – N n</td>
<td>Slides 7 to 9: Differentiating the sound in the beginning middle or ending sound position of a word.</td>
</tr>
<tr>
<td>Evaluation Test</td>
<td>Slide 10: Aural Blending.</td>
</tr>
<tr>
<td></td>
<td>Slide 11: Guided Oral Reading to discriminate the voiced, unvoiced, short or long sound.</td>
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<tr>
<td></td>
<td>Slide 12 to 15: Lesson - Assessment</td>
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<tr>
<td>Unit 2</td>
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<tr>
<td>Lesson 7 – C c, K k, ck</td>
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<td>Lesson 8 – E e</td>
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<td>Lesson 9 – H h</td>
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<td>Lesson 10 – R r</td>
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<td>Lesson 11 – M m</td>
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<td>Lesson 12 – D d</td>
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<tr>
<td>Evaluation Test</td>
<td></td>
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</tbody>
</table>

| Slide 1: | Title - Lesson number and the sound of study. |
| Slide 2: | Counting the words in a sentence |
| Slide 3: | Song with the introduced sound. |
| Slide 4: | Isolating the learnt sound. |
| Slide 5 and 6: | Multisensory Learning, feeling the formation of the sound in the articulatory organ. |
| Slides 7 to 9: | Differentiating the sound in the beginning middle or ending sound position of a word. |
| Slide 10: | Aural Blending. |
| Slide 11: | Guided Oral Reading to discriminate the voiced, unvoiced, short or long sound. |
| Slide 12 to 15 | Lesson - Assessment |

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<th>Unit 3</th>
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<tr>
<td>Lesson 13 – G g</td>
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<td>Lesson 14 – O o</td>
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<td>Lesson 15 – U u</td>
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<td>Lesson 16 – L l</td>
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<td>Lesson 17 – F f</td>
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<td>Lesson 18 – Bb</td>
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<td>Evaluation Test</td>
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| Slide 1: | Title - Lesson number and the sound of study. |
| Slide 2: | Counting the words in a sentence |
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| Slide 11: | Guided Oral Reading to discriminate the voiced, unvoiced, short or long sound. |
| Slide 12 to 15 | Lesson - Assessment |
4.7. CONCLUSION

In conclusion, it can be stated that the benefits this didactic guide will offer to the students of 8th EGB of the Province of Bolivar High School, are strongly related to the observed problem situations encountered in this research. Therefore, students will highly increase their oral production by means of well awareness, self-correction and confidence within the usage of these guided activities centered in phonemic awareness approach resulting into the improvement of students’ accuracy, fluency and pronunciation of the English words.
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ANNEXE ONE
DOCUMENTATION
SOLICITUD PARA REALIZACION DE PROYECTO EN COLEGIO
TECNICO FISCAL PROVINCIA DE BOLIVAR
Oficio No. 365
Guayaquil, 12 de Septiembre del 2017

Doctora
SONIA AMAYA PELAEZ
RECTORA DEL COLEGIO FISCAL "PROVINCIA DE BOLÍVAR"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente para que la estudiante: CÉLLEM GARCÍA GRACIELA RAFAELA, de la Escuela de Lenguas y Lingüística, Sistema Semipresencial, pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: "INFLUENCIA DE LA CONCIENCIA FONOLOGICA PARA EL DESARROLLO DE LA EXPRESION ORAL"

PROPOSAL: DISEÑO DE UNA GUÍA DIDÁCTICA CON ACTIVIDADES DE CONCIENCIA FONOLOGICA.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la institución que usted acertadamente dirige: aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipó mi reconocimiento.

DIRECTOR DE LA ESCUELA DE LENGUA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística
AUTORIZACION PARA REALIZACION DEL PROYECTO EDUCATIVO
EN COLEGIO TECNICO FISCAL PROVINCIA DE BOLIVAR
GUAYAQUIL, 11 DE SEPTIEMBRE DEL 2017

MSc.
SILVIA MOI-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION.
PRESENTE.

De mis consideraciones:

La Unidad Educativa Colegio Técnico Fiscal Provincia de Bolívar, da constancia de que la Sra. GRACIELA RAFAELEA CELLERI GARCIA realizó su Proyecto Educativo durante los meses de Noviembre del 2016 hasta Febrero del 2017, bajo la previa autorización de la rectora a cargo y quién en esas fechas se encontraba en labores, la Msc. AMPARO MERCHAN.

En prueba de las observaciones áulicas, entrevistas correspondientes y encuesta a los alumnos, el personal docente que colaboró con la persona en cuestión da fidelidad del trabajo realizado en base al Proyecto Educativo presentado en su momento con el tema, Influencia de la Conciencia Fonológica para el desarrollo de la Expresión Oral y su posterior aplicación en nuestros salones de Octavo de Educación General Básica Superior con la propuesta de una Guía Didáctica con actividades de Conciencia Fonológica a inicios del segundo cuatrimestre del año escolar en curso, 2017 – 2018.

MUY ATENTAMENTE,

Dra. SONIA AMAYA PELÁEZ
Rectora Colegio Técnico Fiscal Provincia de Bolívar
GUAYAQUIL, 12 de Julio del 2017

MSc.

JACQUELINE LOPEZ LOPEZ

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: CELLERI GARCÍA GRACIELA RAFAELA

TOPIC: “HOW DOES THE PHONEMIC AWARENESS APPROACH INFLUENCE ON THE DEVELOPMENT OF THE ORAL PRODUCTION IN 8 EGB LEARNERS OF TECHNICAL FISCAL HIGH SCHOOL PROVINCE OF BOLIVAR.”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

Ledo. Alfonso Sánchez Ávila, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada Master, JACQUELINE LOPEZ LOPEZ, tutora del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por GRACIELA CELLENI GARCIA con C.I: 0913328985 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención en Lenguas y Lingüística Inglesa.

Se informa que el trabajo de titulación:
TOPIC: THE INFLUENCE OF THE PHONEMIC AWARENESS APPROACH FOR THE DEVELOPMENT OF THE ORAL PRODUCTION IN THE STUDENTS OF EIGHTH GRADE OF GENERAL BASIC EDUCATION AT THE TECHNICAL FISCAL PROVINCE OF BOLIVAR HIGH SCHOOL. PROPOSAL: THE DESIGN OF A DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES, ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUND quedando el 8% de coincidencia.

MSc. JACQUELINE LOPEZ LOPEZ
Consultora Académica
CI: 0907913115
FORMATO DE PRESENTACIÓN DE TEMAS DE INVESTIGACIÓN

SISTEMA______________________
EXTENSIÓN____________________

APELIDOS Y NOMBRES DEL ESTUDIANTES: GRACIELA RAFAELA CELLERI GARCIA

ESPECIALIZACIÓN: LENGUAS Y LINGUÍSTICA AÑO QUE EGRESÓ: 2016
EMAIL: gachi_22sep@yahoo.com TELÉFONO: 2732519 - 2210502 - 0994132860
DISTRITO: #5 ZONA: #8 CIRCUITO: ______________________

DENUNCIAS DEL TEMA DE INVESTIGACIÓN

| DISTRITO | Technical Fiscal High School Province of Bolivar” located at District # 5, zonal # 8 in the communal area of Sauces 5 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas |
| ASPECT | CONCORDANCE |
| TITLE OF THE INVESTIGATION | INFLUENCE OF THE PHONEMIC AWARENESS APPROACH FOR THE DEVELOPMENT OF THE ORAL PRODUCTION. |
| CONFLICT SITUATION | The students of 8th EGB, parallel C were observed during five class periods in which the listening, reading, writing and speaking skills were worked out through the book exercises. It was determined that the majority of the students have poor or any basic instruction in English, reason why they do not feel confident during the Second Language (L2) subject. Is extremely difficult for them to communicate appropriately without using their First Language (L1) or using a combination of L1 and L2 at the same time with inadequate pronunciation, no fluency pace, or syntax accuracy. Consequently demotivation, low average participation and no oral or written production were seen in most of the learners, plus no interest to clarify their doubts along to the teacher. |
| SCIENTIFIC FACT | Ecuador, entered into a strengthening and updating curriculum bias since 2008 based on a skilled and competency teaching-learning methodology which has been in continuous evolution up to the present days. According to the 2016 – 2017 Foreign Language Curriculum of Ecuador uploaded in the Ministry of |
Education of Ecuador website, it is based on “English as a Foreign Language Curriculum” (EFL Curriculum) that states on Content Language Integrated Learning divided into 5 threads; 1) communication and cultural awareness; 2) oral communication, 3) reading, 4) writing and 5) language through arts where students will be able to focus on the language and language use rather than knowledge of content. However, the still present insufficiency in the proper development of any curriculum, base itself on the poor preparation given to the teaching working force and to its learners, especially on a proper Oral Production (OP) by means of an excellign Phonemic Awareness (PA) preparation that consequently will not only influence the reading skill in further years, but as well the teaching-learning OP.

**CAUSES**

- Low level of L2 oral production in the classroom from the educator to its students and vice versa.
- Little usage and inadequate teaching techniques or approaches for the development of oral production.
- Limited or inadequate use of physical, educational and / or technological resources due to unknowing usage or either way to the abridged time for implementation.
- Inadequate classroom environments for the teaching-learning process.

**FORMULATION OF PROBLEM**

How does the Phonemic Awareness Approach influence on the development of the Oral Production into 8th EGB learners of Technical Fiscal High School Province of Bolivar, located at District # 5, zonal # 8 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas in the present school year 2017 – 2018?

**OBJECTIVES OF THE INVESTIGATION**

**GENERAL OBJECTIVE**

Apply the Phonemic Awareness Approach to influence on the development of Oral Production through a didactic guide with Phonemic Awareness activities.

**SPECIFIC OBJECTIVES**

- To implement the Phonemic Awareness Approach through the instruction of sound isolation, phonemic blending and phoneme segmentation to notice and manipulate sounds in spoken language.
- To develop the Oral Production by means of accuracy and haste in order to provide the speaker well awareness, self-correction and confidence.
- To design a didactic guide with Phonemic Awareness activities to help teachers and students produce speech sounds accurately.
<table>
<thead>
<tr>
<th>JUSTIFICATION</th>
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<tr>
<td>This project bases its research on the influence of PA approach in order to develop the teaching-learning community OP in EFL classrooms through the presentation of a didactic guide based on PA activities with high school appropriate and interesting content connected to the EFL Ecuadorian Curriculum 2017 – 2018 that will facilitate the acquisition of well-awareness, self-correction and confidence in OP. The whole teaching-learning community, teachers and students, will benefit themselves through the application of PA approach into the teaching-learning processes on a daily basis practice in order to provide them with the necessary instruction on sound isolation, phonemic blending and phoneme segmentation to notice and manipulate sounds in spoken language which will develop their OP accuracy and haste while bringing self-confidence communication in an EFL environment. Furthermore the institutions IB student exit profile which states the importance of oral communication in other languages will be achieved and excelled by means of exposing their students to this PA approach into their 8th EGB graders, who consequently will bring throughout the years not just the notorious space in the technical field with their technical baccalaureate in accounting, computer science and marketing but as well into the acquisition of an excelling foreign language, in terms of an IB program certification. Additionally, the Constitution of the Republic of Ecuador (2008), in its article 26, stipulates that &quot;education is a right of people throughout their lives and an inevitable and inexcusable duty of the State” along with the Intercultural Organic Law of Education (LOEI) which states in its article 10 that, “The national curricula can be complemented in accordance with cultural specificities and peculiarities of the various educational institutions that are part of the National System of Education, depending on the particularities of the territory in which they operate”. These laws are complemented with a new English Language curriculum designed for students in EGB (2nd to 10th) and Unified Baccalaureate (1st to 3rd), whose mother tongue is not English that aims to support the policy of developing citizens in Ecuador that can communicate effectively in today’s globalized world, skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.</td>
</tr>
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ANNEXE TWO

SURVEY TO STUDENTS

INTERVIEWS TO THE SCHOOL DIRECTOR, ENGLISH COORDINATOR AND TEACHER
SURVEY TO STUDENTS

APPLICATION OF THE INVESTIGATION INSTRUMENTS

Write an “X” in the box of the answer you consider the most appropriate on each one of the questions. Follow the scale below:

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<tbody>
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<td>2. Disagree</td>
<td>1. Totally Disagree</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I feel confident while talking in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I comprehend almost everything when the teacher speaks in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I understand almost everything when I listen to a native English speaker talking, like in the audio CDs or in videos.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can express my ideas and personal information in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. I say clearly the words in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I pronounce the words in English as they are written like I do in Spanish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The English Teacher corrects my pronunciation mistakes when speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The English Teacher makes me work on activities that can help improve my pronunciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I need the English Teacher to come up with dynamic activities in order to improve my English pronunciation and oral proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE SCHOOL’s DIRECTOR & ENGLISH COORDINATOR

1. Do you know the applied methodology used to teach English in this School?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Do you believe, the English Program used in the school focuses on the development of the whole English Skills?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Which of these four abilities do you believe the English school program must be based in first place? Why?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Do you consider the English Teachers are well prepared and have the right level of English to transmit their knowledge to students?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Does the school provide any material required for the teaching of English? Which are they?
   ____________________________________________________________
   ____________________________________________________________
6. Does the institution count on with an English Laboratory that can be used for listening purposes?

________________________________________________________

________________________________________________________

________________________________________________________

7. What other resources does the English teacher use besides the Audio CD that comes in the Teacher's book?

________________________________________________________

________________________________________________________

________________________________________________________

8. Inside the English Area, the students or 3rd baccalaureate count on with an exit profile at the end of their High School studies, what would be the exit profile for the students of 8th EGB?

________________________________________________________

________________________________________________________

________________________________________________________

9. Do you think that the music, movies, short films, etc. would be helpful for students' aural comprehension and through it they will rich a better oral proficiency?

________________________________________________________

________________________________________________________

________________________________________________________

10. Do you believe that a didactic guide for the teacher and students with phonemic awareness activities can develop the oral production inside the classrooms?

________________________________________________________

________________________________________________________

________________________________________________________
1. What methodology do you use for the English teaching?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Do your classes focus on the development of the four English skill? Which one do you believe need to be enhanced more in class?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What is your goal at the end of the school year with the students of 8th EGB?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What activities and resources do you use for the development of the oral skill?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. How many listening activities do you use daily for your students of 8th EGB to develop their oral skill?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. Why do you believe students have difficulties working on the book’s listening and speaking activities?

________________________________________________________
________________________________________________________
________________________________________________________

7. Do you consider that a didactic guide for the teacher and students would be helpful to develop the concern areas?

________________________________________________________
________________________________________________________
________________________________________________________

8. Do you think that according to your schedule you would be able to provide 30 minutes a week from your regular classes on listening activities that can help to develop your students’ oral communication in class?

________________________________________________________
________________________________________________________
________________________________________________________
ANNEXE THREE
PHOTOS OF EVIDENCE
PHOTOS OF EVIDENCE

TECHNICAL FISCAL PROVINCE OF BOLIVAR HIGH SCHOOL

SCHOOL BUILDING

Title: High School Province of Bolivar

Source: Picture taken from the exterior of the school.
Author: Graciela Céleri García

Exterior front entry of the Technical Fiscal High School Province of Bolivar” located at District # 5, zonal # 8 in the communal area of Sauces 5 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas.
BUILDING INTERIOR FACILITIES

Title: School’s Courtyard

Source: Picture taken from the interior facilities of the school. Author: Graciela Célleri García

Title: Pre-School and Elementary School Area

Source: Picture taken from the interior facilities of the school. Author: Graciela Célleri Garcia.
BUILDING INTERIOR FACILITIES

Title: School’s Administration Area

Source: Picture taken from the interior facilities of the school. Author: Graciela Célleri García

Title: Director's Office – Teacher’s Room – Vice Rector office

Source: Picture taken from the interior facilities of the school. Author: Graciela Célleri Garcia.
CLASS OBSERVATION

Students of the 8th EGB parallel “C” were observed during five different class periods. Here they are working on a grammar activity about the singular and plural form of nouns. Their English Teacher, Miss Blanca Rosado is giving feedback to students on the board while the rest of the class tries to work on the book activity.

During students’ observation they went to the English laboratory to work on the listening activities provided by their English book.
Title: Conducting Survey to students

Source: Picture taken from the interior of 8th parallel C classroom. Author: Graciela Célleri Garcia.

After the corresponding observations and interviews made to the school's director, the English Coordinator and the English Teacher, a survey based on an attitude measurement scale or Likert-type scale questionnaire was conducted to 8th EGB, parallel C students in order to determine their attitude towards their English comprehension, oral production, feelings, used methodologies and the usage of dynamic playful activities.
EDUCATIVE PROJECT TUTORINGS

Title: Tutoring

Source: Picture taken from the administration area of the School of Languages of University of Guayaquil. Author: Graciela Céleri Garcia.

Here with Msc. Jacqueline Lopez, helping me with the final editions of my educative project. Along this three months of work seven tutorships were required.
ANNEXE FOUR

PROPOSAL

DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES

On this section you may find attached:

1. The Teacher’s Instructional Resource for the Students’ Didactic Guide
2. Lesson 1 and 2 of the students’ didactic guide with their corresponding lesson assessment and teacher’s instructional page. Due to the extension of the Didactic Guide the other 16 lessons can be found in the attached CD.
DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES

Teachers Resource Guide for the use of Students’ Didactic Guide Activities.

For 8th EGB graders of the Technical Fiscal Province of Bolivar High School

School Year

2017 - 2018

Created for SPELD SA by Jan Polkinghorne, 2015
Re-designed by Graciela Céllerí García, 2017
This didactic guide uses creative didactic strategies that simulate the presence of the tutor and generate a dialogue in order to offer students different possibilities to improve their understanding and self-discovery learning. This way the student is the protagonist of his or her own learning process within the use of practical guides which enable students to manage their own time, goals, techniques, contents and evaluation where the limited or inadequate use of physical, educational and/or technological resources due to unknowing usage or either way to the abridged time for implementation will no longer be a problem. Within the phonemic awareness instruction from twenty to thirty minutes a week, students will improve their ability to hear, distinguish, recognize and manipulate sounds within words.

At the middle and high school grades, teachers generally assume that their students have acquired the fundamental skills of phonemic awareness, phonics, decoding, and spelling in the primary grades. However, the Ecuadorian curriculum focuses the Spoken Production sub-thread on the principle of fluency over accuracy regardless of the level of study, reason why the phonemic awareness is critical in the development of oral language. Students who can focus more easily on recognizing the individual sounds in words are able to recognize large numbers of spoken words as well. In addition it provides support for the acquisition of the alphabetic principle: When readers have a large store of words in their oral vocabularies, they are better able to sound out, read, and understand these words when they see them in print (National Reading Panel, 2000).
Thus far, not only students will benefit from this proposal. Teachers and parents are adults who have learnt to spell by rote and memory and pretty often do not find these tasks easy. The ability to spell gets in the way. They need to temporarily regress and focus on the sounds in the word, not the letters. To be able to help a student learn these skills, it is first needed to master them. Educators and parents who are submerged into the teaching activity need to prepare ahead in order to say the English sounds accurately and clearly which is by now one of the most common problems in the Ecuadorian public teaching community due to the low level of fluency and accuracy teachers present on their oral skill.

Within this project proposal the whole teaching-learning community of the Technical Fiscal High School Province of Bolivar, located at District # 5, zonal # 8 in the city of Guayaquil; parish Tarqui; canton Guayas; province of Guayas in the present school year 2017 – 2018 will confidently ensure well prepared and outstanding results by exposing not only their 8th EGB graders to the Phonemic Awareness Approach but as well to the whole school guaranteeing their IB program certification and students exit profile.
This proposal has been worked out for older struggling students that have never been taught the English sounds, who have mostly relied on memorizing words and can see no logic behind English. Therefore, this didactic guide will help them see that English is a code which takes the sounds we speak and translates them via symbols into marks on a page so others who know the code can change them back into speech. For it, the educator needs to begin teaching students the code, and help them learn to blend the sounds to read and segment the sounds in order for them to pronounce the words accurately. Old strategies of guessing need to be replaced by blending and segmenting right through a word. There are 42 (44) sounds in English but only 26 letters represent these sounds therefore, combinations of letters (digraphs) must be used to represent some sounds. Once students have learnt the code then they will be able to pronounce words accurately, as well as, to read and write the majority of words in English—even the long ones.

The set of activities on this didactic guide were designed and based on the Jolly Phonics Framework, so they are grouped according to the order of sounds that are presented in the Jolly Phonics program. The sounds are taught in a specific order (not alphabetically) which enables students to begin building words as early as possible. The first group (s,a,t,i,p,n) has been chosen because they make more simple three-letter words than any other six letters.
Also, the free resource of SPELD SA, SOS (Spelling for Older Students) was used as basis for these activities which attempt to teach older students the code in an age appropriate fashion. Designed to be presented in a twenty to thirty minute period of time during the English Lab classes, this didactic guide is divided into the first three basic set of sounds, used in the Jolly Phonics Program within and overall of eighteen lessons, containing the lesson instruction, a power point presentation with the introduced sound, and the lesson assessment. Each lesson introduces a sound per week and students will be evaluated every 6 weeks at the end of each set of sounds. So, a total of twenty-one weeks of the II Quimester in the school year period 2017 – 2018, students of the 8th EGB of the Province of Bolivar High School will be instructed in the Phonemic Awareness Approach throughout the use of this didactic guide activities in order to influence on their Oral production by means of fluency and pronunciation.

How to do it? The teacher who will be using this didactic guide most make the sessions fast and fun by including competitiveness, build in rewards, games and prizes, so far, students will join in and create the correct teaching-learning atmosphere in order to help students feel self-confident and motivated.
1. The 18 lessons included on this didactic guide were designed and edited within the usage of the power point software tool. Each lesson contains 14 slides divided into:

- **Slide 1:** Title - Lesson number and the sound of study.
- **Slide 2:** Counting the words in a sentence.
- **Slide 3:** Song with the introduced sound.
- **Slide 4:** Isolating the learnt sound.
- **Slide 5:** Multisensory Learning, feeling the formation of the sound in the articulatory organ.
- **Slides 6 to 8:** Differentiating the sound in the beginning middle or ending sound position of a word.
- **Slide 9:** Aural blending.
- **Slide 10:** Guided Oral Reading to discriminate the voiced, unvoiced, short or long sound.
- **Slides 11 to 14:** Lesson - Assessment

2. This didactic guide also contains an instructional power point presentation for students. It will help them understand beforehand some technical words that will be seen along the proposal and some information regarding to the phonemic awareness approach and how activities are developed.

3. Every lesson contains an instruction sheet of how to teach and work on the guided activities presented on the power point presentations. The
instructions follow a scaffolding methodology and require of the
teacher’s early preparation.

4. The audio bottoms on each slide contain the instructions and words for
students’ recognition of the sound of study. It is advisable to click on
them just one time and then repeat the instruction a second time with
the teacher’s voice. This will help students assimilate and get accustom
to the different accents each individual makes.

5. Each slide contains a green box with answers on it. Remember that after
developing each activity an appropriate feedback is required. Click on
the answer box, contrast to students’ answers, check and correct.

6. The Aural blending or sound blending activities found in this didactic
guide will help students within the ability to build words from individual
sounds by blending the sounds together. The teacher in charge needs
to practice this ability beforehand, this way students will feel confident
trough the correct feedback given by their teacher.

7. The Guided Oral Reading activities will help students assimilate,
contrast, check and correct what they already know about the sound of
study and how it is produced correctly in our vocal track.

8. At the end of each lesson students will be assess informally on the new
knowledge. This is for the teacher to evaluate if students will be needing
more activities on the sound of study. Remember that the importance of
the Phonemic Awareness is to be able to hear, identify and manipulate
phonemes, the smallest units of sound that can differentiate meaning.
9. Also, at the end of each unit, students will be evaluated formally on the learnt sounds of study. Within this evaluation, the teacher will be able to measure if the Phonemic Awareness Approach on students has influenced or not students’ Oral Production by means of their fluency and pronunciation.
DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES

General Instructions for Students

Created for SPELD SA by Jan Polkinghorne, 2015 & Re-designed by Graciela Céleri García, 2017
What is Phonemic Awareness?

In order to say a word we need to put together individual sounds to make it. So, the individual sounds...

/m/ - /a/ - /n/

together in a word is said

/man/
What is Phonemic Awareness?

Phonemic awareness is the ability to hear, identify, and manipulate individual English sounds or phonemes in spoken words.

For example:

The letter “M m” sounds /m/
The letter “A a” sounds /a/
The letter “N n” sounds /n/
Why is Phonemic Awareness important?

Students need to become more aware of how the sounds in the English words work. Some students produce the English sounds as they do in Spanish when the English Language pronunciation of words is very different from our language.

They must understand that words are made up of speech sounds, or phonemes (the smallest parts of sound in a spoken word that make a difference in a word’s meaning).
Why is Phonemic Awareness important?

This way students will be able to hear, identify, manipulate and produce the individual English sounds to make oral words.

This ability will also help you to comprehend, read and write better in English as well.
What is this didactic guide with phonemic awareness activities for?

This Didactic Guide will help you understand, learn, and practice the different sounds that the English Language has, through a weekly practice on several dynamic, fun and age appropriate activities. This way you will make yourself understand better to others while speaking because of your good pronunciation and fluency.
What does this didactic guide contain?

This Didactic Guide is divided into three units, each unit contains a set of 6 lessons, each of them introduce you to one English sound, and at the end of each lesson you will be assessed on the sound you learnt.
How am I going to learn the English sounds?

The sounds you will learn are the basic phonemes of the English Language, within them you will be able to identify, blend, segment and manipulate those sounds to form new oral words.

For example:

What is the letter “Pp” sound in the word “police”? This is what we call to **identify the individual sound**.
Practice the English sounds

In order, for you to learn the three basic sets of the English sounds displayed in each unit click on the instructional videos.

Unit 1
Lesson 1 /s/
Lesson 2 /ɑ/
Lesson 3 /t/
Lesson 4 /i/
Lesson 5 /p/
Lesson 6 /n/
Practice the English sounds

Unit 2
Lesson 1 /c/ /k/
Lesson 2 /e/
Lesson 3 /h/
Lesson 4 /r/
Lesson 5 /m/
Lesson 6 /d/
Practice the English sounds

Unit 3
Lesson 1 /g/
Lesson 2 /o/
Lesson 3 /u/
Lesson 4 /I/
Lesson 5 /f/
Lesson 6 /b/
What other skills will I learn within this didactic guide?

After identifying the individual sounds, you will start blending the individual sounds into spoken words, like this:

What word do I get from the sounds /d/ /o/ /g/?

Of course you will say is the word /dog/.

This is what we call, the aural blending skill.
What other skills will I learn within this didactic guide?

Once, you are able to recognize the sounds in a word then you will be able to start segmenting them, like this:

What is the **middle** sound in the word /pan/?

This is what we call **segmentation of the sounds** in a word. In order to segment you need to know how sounds are placed in a word.
The CVC pattern is a word formed of three sounds:

/k/  /a/  /t/

consonant sound  vowel sound  consonant sound
The CVC Pattern

So, by using the CVC pattern words, you will be able to segment sounds in a word easily.

What is the ending sound in the word /pot/?
The CVC Pattern

The pattern will help you understand where sounds are placed in a word.

Click on the phones to know the answer.

- **Beginning Sound**: The first sound or sounds in a word.
- **Middle Sound**: The sound or sounds in the middle of a word.
- **Ending Sound**: The last sound or sounds in a word.
What other skills will I learn within this didactic guide?

And finally, you will be able to manipulate those sounds and make up new words, like this:

What other word can I get from changing the sounds order in the word /pan/?

This is what we call to manipulate the sounds to create new meanings.
What other activities will I see on this didactic guide?

Well, everyone loves singing, especially nowadays songs from our favorite singers. What about it! You will karaoke in class in order to recognize the lesson sound. Isn’t it great?
Another activity that will help you identify sounds is to listen to some sentences. Within them you will be able to count the words and listen to the most repeated sounds in the sentences. Like this:

What sound does this sentence’s words have in common?

Click on me to find out
What do I need to remember?

PHONEMIC AWARENESS IS ABOUT SOUNDS, NOT LETTERS.
DIDACTIC GUIDE WITH PHONEMIC AWARENESS ACTIVITIES

Lesson 1 Ss

Created for SPELD SA by Jan Polkinghorne, 2015 & Edited by Graciela Céleri García, 2017
Listen to each sentence.
Play each sound button as many times as you need. Count the words in the sentence. Click the ⭐️ to check your answer.

a. Now take turns with a friend. One says a sentence and the other counts words, then swap.

b. What all these sentences have in common?

c. Click on the box for the answer
Let's sing it!

Sing the song. Take note of the words with the /s/ sound.

Click on the box for the answers

Beyoncé
I Was Here
Lyrics
What is the same about all these pictures?
Say the words aloud.

Click on the box for the answer
Vowel or Consonant

All letters in our alphabet belong to one of two groups

The letter **Ss** can be said with 2 different sounds.
Unvoiced /s/ – like the hissing sound of a snake /ssss/
Voiced /z/ – like the bee buzzing sound /zzzz/
this /z/ sound is often heard at the end of words like is, pins, dogs.

Put your fingers on your throat.
Say snail, snip - there is no movement.
Now say is, pins, dogs - your throat vibrates showing it is a voiced sound.

Click on [here](#) to watch a video about the letter **Ss** beginning sound.
Vowel or Consonant
All letters in our alphabet belong to one of two groups

Now, let's watch a video about the words ending in s pronunciation.
Which pictures begin with /s/?
Which pictures end with /z/?
Sort these pictures into those that begin with /s/ and those that end with /z/.

Click on the box for answers.
Listen and blend the sounds your teacher makes to form a word, then point to the picture and say how many sounds each word has.
Guided Oral Reading.
While reading aloud touch your throat, then color red the unvoiced sound /s/ and yellow the voiced /z/ sound.

It is a sunny morning, and Sam is taking his dog, Samson, for a walk. They like to walk down to the pond. Sam looks around as they walk along. He sees a toadstool, a red and yellow caterpillar, and a blackbird on her nest. When they get to the pond, they spend some time watching the fish swim around. After a while, Samson goes off and snuffles around in the grass. He finds a stick, which he brings back to Sam. He barks at Sam, and Sam throws the stick for Samson to fetch. Samson runs around, looking for the stick in the grass.

Suddenly, Samson starts barking, "Woof, woof, woof!" Sam skips over to see what Samson has found. "Sssss!" In front of Samson is a spotty snake. It is rearing up and is hissing loudly. Sam grabs hold of Samson, and the snake slithers quickly away.
LESSON #1 ASSESSMENT

1. Listen and mark with an (X) the picture that has the /s/ beginning sound.
2. Listen and mark with an (X) the picture that has the /z/ ending sound.
LESSON #1 ASSESSMENT

3. Listen, count and blend the sounds, write the word.

a. ____________  
b. ____________  
c. ____________
**LESSON #1 ASSESSMENT**

4. Read aloud the following sentences and write how many voiced and unvoiced ‘s’ sounds there are.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Voiced /z/</th>
<th>Unvoiced /s/</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The boys and girls smiled at the silly sight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. My mother roasted seven turkeys for the Thanksgiving feast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The boys stacked snowballs and made a snowman.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listen to each sentence.
Play each sound button as many times as you need. Count the words in the sentence. Click the star to check your answer.

Now take turns with a friend. One says a sentence and the other counts words, then swap.

What all these sentences have in common?

Click on the box for the answer
What is the same about all these pictures?
Say the words aloud.

\[
\begin{array}{c}
5 \\
+ 7 \\
\hline
12
\end{array}
\]
Vowel or Consonant
All letters in our alphabet belong to one of two groups

All vowels can be said in 2 ways:
Short vowel /a/ as in apple.
Long Vowel pronunciation is /ei/ as in ape.

Put your fingers on your throat. There is little or no movement.
Vowels are formed by changing the shape of our lips and the tongue position in our mouth. Watch a partner’s lips as you say the sound ‘a’.
What do you notice about how we say /a/ and /ei/?
We round our lips to pronounce the short /a/ sound.
We do not round our lips to pronounce the long /ei/ sound.

Click on here to watch a video about the short ‘a’ sound.
Vowel or Consonant
All letters in our alphabet belong to one of two groups

Now, let's watch a video about the long /ei/ sound.
Click on here
Which pictures begin with short /a/ and long /ei/ sound?
Which pictures have the middle short /a/ and long /ei/ sound?
Sort these pictures into those that begin with the short /a/ and long /ei/ sound as those with the middle short and long sound.

Click on the box for answers.
Listen and blend the sounds your teacher makes to form a word, then point to the picture and say how many sounds each word has.
Guided Oral Reading.
While reading aloud look at your lips, then color red the short sound /a/ at the beginning of words and yellow in the middle of words.

The Smith family is going on a picnic. The children help their mother pack the food. Adam packs the apples. Annie helps to make the jam sandwiches. At last, they are ready and set off for the picnic. When they arrive, they sit down, spread out a cloth and lay the food on it. Annie rubs her arm. “Something is tickling me,” she says. “Something is tickling me, too,” says Adam, eating his apple. Annie shouts “a, a, a, ants!” They all look at Annie and see some ants crawling up her arm. They all jump up. There are ants all over the picnic cloth! “Oh dear,” says Dad. “We must have put our cloth over an ants’ nest.” They pack up their things and move to a nicer spot.
1. Listen and mark with an (X) the picture boxes that have the beginning short /a/ sound and tick (√) on the picture boxes that have the beginning long /ei/ sound.
2. Listen and mark with an (X) the picture boxes that have the middle short /ɑ/ sound and tick (✔) on the picture boxes that have the middle long /ei/ sound.
LESSON #2 ASSESSMENT

3. Listen, count and blend the sounds, write the word.

a. ____________________

b. ____________________

c. ____________________
4. Read aloud the following sentences and write how many beginning and middle short /a/ and long /ei/ sound there are in each sentence.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Beginning</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dad ate a tuna sandwich on the table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Sam and Max aid Annie’s cat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. At the zoo an ape was taking a nap.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>