UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INFORME FINAL DEL TRABAJO DE TITULACIÓN EN LA MODALIDAD PRESENCIAL

TEMA:

Jolly Phonics Method to Boost Vocabulary in Second–Grade Students at Teodoro Gomez de la Torre School

Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención inglés.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

Autor/es: Brayan Bladimir Sopa Tigse, Milena Mishel Vallejo Narváez

Director: MSc. Marcel Elizabeth Alarcón Ramos

Ibarra, 2023

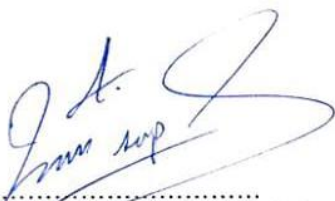| DATOS DE LA OBRA	
TÍTULO:	Jolly Phonics Method to Boost Vocabulary in Second-Grade Students at Teodoro Gómez de la Torre School
AUTOR (ES):	Sopa Tigse Brayan Bladimir Vallejo Narváez Milena Mishel
FECHA: DD/MM/AAAA	18/10/20023
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ **PREGRADO** ☐ **POSGRADO**
TITULO POR EL QUE OPTA:	Licenciada en pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés
ASESOR /DIRECTOR:	**MSc.** Alarcón Ramos Marcela Elizabeth

CONSTANCIA

Los autore manifiestan que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que son los titulares de los derechos patrimoniales, por lo que asumen la responsabilidad sobre el contenido de la misma y saldrán en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 18 días del mes de octubre de 2023

LOS AUTORES:

Firma

....
Nombre: Sopa Tigse Brayan Bladimir

Firma

....
Nombre: Vallejo Narváez Milena Mishel

CERTIFICACIÓN DEL DIRECTOR
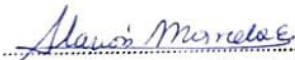
Ibarra, 18 de octubre de 2023

Msc. Alarcón Ramos Marcela Elizabeth
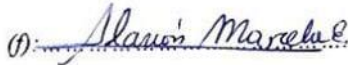
DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

Msc. Alarcón Ramos Marcela Elizabeth
C.C.: 100192923-9

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación Jolly Phonics method to boost vocabulary in second-grade students at Teodoro Gomez de la Torre school elaborado por Sopa Tigse Brayan Bladimir y Vallejo Narváez Milena Mishel previo a la obtención del título de Licenciado/a en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

(f): _____

MSc. Marcela Elizabeth Alarcón Ramos

C.C.: 1001929239

Director

(f): _____

MSc. Amyra Gabriela Bastidas Amador

C.C.: 1002238499

Asesor

DEDICATORY

This research is dedicated to all the students who want to start learning English and to the teachers who need to teach the language in a creative and exciting way through the interesting Jolly Phonics method, mainly to the second-grade students of the Teodoro Gómez de la Torre school and their teachers who allowed us to carry out this research.

ACKNOWLEDGEMENT

ABSTRACT

The present research project, Jolly Phonics method to boost vocabulary in second-grade students, was developed at the Teodoro Gómez de la Torre school in Ibarra City, province of Imbabura, during the academic period 2022-2023 with the collaboration of English teachers and students. The main objective was to analyze the Jolly Phonics method to boost the English vocabulary of second-grade students of the Teodoro Gómez de la Torre school. The methodology of this research was mixed: the qualitative method was used for the teachers, in which a semi-structured interview was applied, and the quantitative method for the students through a survey. Therefore, a didactic guide was created based on the five skills of the Jolly Phonics method, which facilitates the construction of knowledge and skills by the teacher to the students; it contains interactive activities that help to enhance the vocabulary of students who begin their process of learning English as a foreign language.

Keywords: Jolly Phonics method, vocabulary, English.

RESUMEN

El presente proyecto de investigación, el método Jolly Phonics para potenciar el vocabulario en estudiantes de segundo de básica, se desarrolló en el colegio Teodoro Gómez de la Torre de la ciudad de Ibarra, provincia de Imbabura, durante el periodo académico 2022-2023 con la colaboración de docentes de inglés y estudiantes. El objetivo principal fue analizar el método Jolly Phonics para potenciar el vocabulario en inglés de los estudiantes de segundo grado del colegio Teodoro Gómez de la Torre. La metodología de esta investigación fue mixta: se utilizó el método cualitativo para los profesores, en el que se aplicó una entrevista semiestructurada, y el cuantitativo para los alumnos a través de una encuesta. Por ende, se elaboró una guía didáctica basada en las cinco habilidades del método Jolly Phonics, que facilita la construcción de conocimientos y habilidades por parte del docente a los alumnos; esta contiene actividades interactivas que ayudan a potenciar el vocabulario de los alumnos que inician su proceso de aprendizaje del inglés como lengua extranjera.

Palabras clave: Método Jolly Phonics, vocabulario, inglés.

INDEX OF CONTENTS

INDEX OF FIGURES

INDEX OF TABLES

INTRODUCTION

English is one of the most influential languages in the world, which is why it is considered the universal language. According to Mahu (2012), "English is the most spoken language around the world, 1 out 5 persons understands it" (p.374). Therefore, in most Latin American countries, English is learned as the preferred foreign language to facilitate communication between nations. Moreover, English is considered essential in Ecuador because the Ministry of Education has included it in the curriculum.

To acquire English as a foreign language, developing a wide variety of vocabulary is necessary. According to De Groot & Van Hell (2005) "On acknowledging the importance of vocabulary and fast access to and retrieval of this knowledge for fluent FL use, teachers and FL learners appear to face an immense and daunting task" (p.10). Therefore, in the English language learning process, it is not only important to focus on the four skills (reading, writing, listening, and speaking), it is also essential to master a wide range of words in order to achieve fluency, especially when considering the richness and variety of the English lexicon.

Using methods helps teachers organize and structure activities during the teaching process to achieve positive and reliable results, Cerezal (1995) mention that "methods are considered representations of language knowledge for pedagogical purposes and are part of a paradigm (a unit of theory, research, and practice), which means a predominant way of building up theories, doing research, and carrying out classroom activities" (p.112). Consequently, the use of methods and techniques in language teaching is of great importance to provide quality education. For example, the use of the Jolly Phonics method through its five skills facilitates the learning process through the correct pronunciation and form of words, which allows for easy vocabulary acquisition.

Description of the problem

The English language is the language that is in tending at the world level and the one that gives us the facility to communicate between countries. Gonzales et al, (2017) mentions that "English vocabulary is essential for learning and teaching English because, without sufficient vocabulary knowledge, people cannot understand others or express their ideas". So today the lack of vocabulary is more evident and this causes the level to be low in those who wish to acquire English as their second language.

English is immersed throughout the world and is so necessary for communication that "English is the most studied language in the world followed by French and Spanish according to a study conducted by the language learning application Duolingo" Europapress (2016). Through research conducted years ago, it becomes clear that few non-native speakers are fluent in English. For example, Fernández (2022) mentions that "English is in 2022 the most spoken language globally, with more than 1.4 billion speakers. Of these, approximately 379 are native speakers, while the rest have learned this language as a second language". Thus, showing this, the English language is the language that very few people master perfectly, except for the natives themselves.

The low level of English is a problem that is present in Latin America and that is why (Cronquist Kathryn, sf) mentions that "test results indicate that English proficiency is very low On the one hand, through an educational innovation project, granted by the Ministry of Education, Culture and Universities of the Region of Murcia in Colombia, it is concluded that "the students who have more difficulties are usually those who do not have help at home and usually bring homework without doing it because they do not understand some part and get lost in the autonomous work". Isabel (2016).

Ecuador is a country that is located in Latin America it has immersed a variety of native languages and also over time has acquired a foreign language which is English, This has been considered the low lowest-level gauge in this country according to worldwide research by The EF English Proficiency Index who mentions that Ecuador has long remained a country with the worst level of English proficiency And in the 2011 research has not changed the statistics (Index, 2021). For this reason, as future teachers, we have tried to implement methodologies or strategies in schools where children start learning the English language to improve it.

In elementary schools, there are many cases of a lack of vocabulary in students. Such is the case of the school "Teodoro Gómez de la Torre" morning shift in the city of Ibarra, where there is no study that shows the level of English in this institution, but there is a visual diagnosis made during the pre-professional practices of the school year 2021-2022. Where it has been possible to observe the lack of vocabulary in the classroom, the little interest in acquiring a new language, and the little responsibility with the activities assigned during the class and the activities to be done at home.

The problem Ecuador faces is inefficient early English literacy and is due to social, educational, linguistic, teaching-learning and knowledge factors. The influence of these elements causes preschoolers to be the most affected (Delgado). "There are more and more people who question its effectiveness and believe that innovative methodologies are needed, which are more motivating to students, where they actively participate in the construction of knowledge" Ruíz et al. (2017). That is why the questions to be answered are: How would Jolly Phonics help improve vocabulary in second graders? How Jolly Phonics would help boost vocabulary in children in the EU. Teodoro Gomez de la Torre?

Justification

This research focuses on underage students who would benefit from a methodology that has existed for years but has not been applied until before the pandemic when the need arises to use the Jolly Phonics technique. Nuria (2016) mentions that Jolly phonics is the "resource with which he intends to teach the different phonemes of the English language and in turn associate it with its corresponding grapheme so that later the students can read and write" In this way the English level will increase in second-grade children who will enhance vocabulary thanks to this technique.

This research is important because it is focused on improving the learning of the English language by boosting the vocabulary in children because currently the education system does not advance and does not provide a better quality of learning this language, also the hours per week are very few, children spend their free time playing online games, then with this technique whereas teachers could increase the use of teaching materials in class hours and also leave them activities at home.

Currently, it is believed that learning English is very important for children to have a better lifestyle in terms of job opportunities, education, and even social life. It is for this reason that children from an early age have to learn good pronunciation, writing, and reading; so that when they are of considerable age, they can master English in the best way and acquire all this knowledge and vocabulary at an early age, the best option is Jolly phonics. This technique will help students have good phonetics generating high-quality skills in learning the English language.

To solve this problem, a didactic guide will be created where words will be represented with images, how they are written and how they sound, this guide is made for children from 8 to 10 years old who can read, observe and pronounce words in the English language. , after this, the

guide will be classified into topics to be guided with the vocabulary and the students will have to search for a topic that they like or that interest them and they will find the appropriate vocabulary to improve their English.

This research has several benefits, attracting students' attention to grow English language learning by increasing vocabulary in interactive classes where students feel comfortable with themselves and their knowledge. Then, the students will spend their free time completing the content that they like, which will be with color and without color where they can color and in other parts only observe the color, the benefits of this research will be present in the students and teachers, who are directly involved with the issue. This research will bring several benefits since it is an active technique for efficient vocabulary learning, thus benefiting the teacher and student by creating an environment of knowledge and security for efficient collaborative work.

To conclude, the use of the Jolly Phonics technique aims to increase vocabulary through the use of a didactic guide. It is a methodology that is possibly efficient to capture the attention of children and achieve effective learning of a foreign language, which in this case is English. It should be noted that this technique is closely related to the teacher, the family and the students, if one of these three is not present in the process, perhaps the learning is deficient and does not work. However, this methodology is focused on achieving a good acquisition of English since it is necessary since it is currently found in all educational spaces and even to get a job it is necessary to know this language.

When referring to English as a foreign language different from the native one, it is necessary to consider the learning process that this language requires and that the student does not normally apply in his or her daily life. For this reason, the direct beneficiaries of this research are the second-grade students and teachers of the school "Teodoro Gómez de la Torre "the process of

learning English, where various activities and exercises are used to monitor the student's performance in this language. In addition, the indirect beneficiaries are the school and teachers of other areas who will benefit from new teaching strategies and parents of the students who will have less economic expenses by not enrolling students in extra courses to acquire the English language.

Objectives

General objective

- Analyze the Jolly Phonics Method to Boost Vocabulary in Second-Grade Students at Teodoro Gómez de la Torre School

Specific objectives

- Gather information about the Jolly Phonics method that will help to boost vocabulary in second-grade students.

- Select appropriate vocabulary to work with second-grade students at Teodoro Gómez de la Torre school.

- Develop an academic guide the Jolly Phonics method to improve vocabulary in second-grade students at Teodoro Gómez de la Torre school.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. ENGLISH AS A FOREIGN LANGUAGE (EFL)

English is the language that is trending worldwide, so it is necessary that every one of the citizens acquire this language to improve in the social, professional, and educational fields. When

we talk about learning English as a foreign language, it means learning part of the culture of another country, which in this case would be a language that does not belong to ours. Teaching foreign languages in educational institutions has an important function where it pretends that the student has an objective to reach with some instrumental intention, for example: to speak with friends or tourists, to read or write in English with ease and confidence (Rustamov, 2022).

Another important aspect is the pedagogical history of acquiring English as a foreign language. According to (Sánches, 2009), the evolution of the methodology has generated that in terms of education, the techniques, mechanisms, and processes during the acquisition of this language have great importance in the pedagogues who seek to improve the quality of their work field (p. 55). Every day, teachers strive to improve their teaching strategy and make students acquire a foreign language with ease, and all this happens thanks to the evolution that takes place day after day worldwide and without neglecting the educational field.

Finally, English as a foreign language is essential in educational development. Being immersed worldwide, it aims to improve people's lives by enhancing their social, work, and academic lives. Moreover, over the years, the evolution of teaching this language through methods and techniques that provide ease and effectiveness to students has benefited and improved.

1.2. ENGLISH AS A FOREIGN LANGUAGE IN ECUADOR

Ecuador is a country that, over the years, has had rulers who try to improve the quality of education, and this also emphasizes the learning of the English language. English is essential nowadays since it is a global language and those who know this foreign language can improve their lifestyle, their economy, and their educational status. However, a study conducted by (English Proficiency Index, 2022) has concluded that Ecuador is in 82nd place out of 111 countries in the

world ranking of English proficiency, determining that the level could be shallow at the national level.

Figure 1.

The English level in each Ecuador province shows that the level is shallow, except for Guayaquil, which is in an intermediate state.
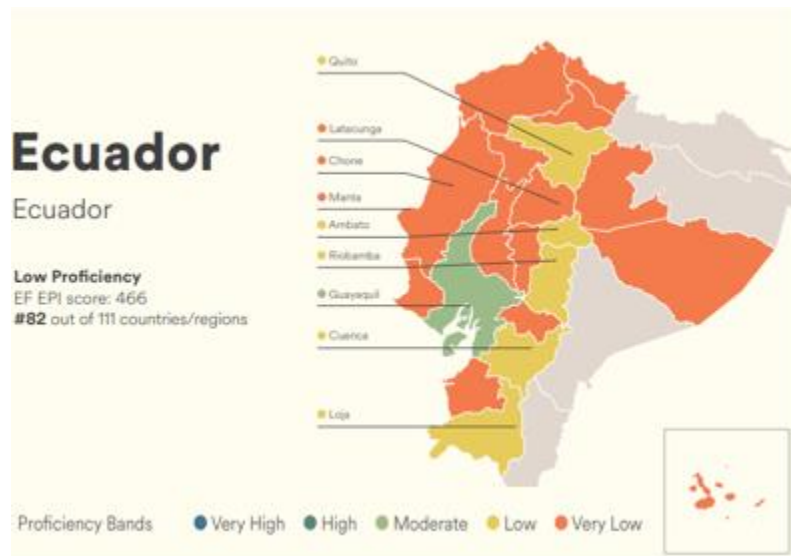
Note: Ecuador ranked 83 out of 111 countries.   Taken from: (English Proficiency Index, 2022)

Since the level of English in Ecuador is very low, some factors that affect the status of the English language are the level of English proficiency of teachers. For this reason, in the LOEI regulation (2023) in Article 200, it has been established that "Applicants who wish to fill a vacancy in the specialty of foreign language, must present a certificate attesting to level B2, according to the Common European Framework of Reference for Languages" (p.61), so that teachers reach a higher level of proficiency than the student when teaching classes and thus improve the quality of the foreign language.

To conclude, Learning English has become one of the most important factors over the years, and like any language, it is essential to start with the acquisition of vocabulary to facilitate comprehension. "In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items play a vital role in all language skills (i.e., listening, speaking, reading, and writing)" (Nation I.S.P., 2013 quoted by AlQahtani, 2015, p. 22). Therefore, vocabulary focuses on all four English language skills as a primary foundation and helps students confidently communicate academically and socially.

1.3. VOCABULARY

English vocabulary refers to the set of words that a person knows and understands in the English language. It includes words from different grammatical categories, such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and more (Nemati, 2010). Furthermore, vocabulary is divided into two groups such as active and passive vocabulary, to distinguish between words a person can actively use in communication and words they can understand but not necessarily use actively.

1.3.1. Active Vocabulary

Active vocabulary is that which allows people to communicate with ease and fluency when handling a language. Active vocabulary comprises words that can be used automatically, without forcing to remember, and without translating when speaking or writing (Dakhi & Fitria, 2019). Furthermore, active vocabulary encompasses all those words that we have already internalized through study and practice, which helps the learner to express themselves with more excellent quality, accuracy, and fluency; therefore, when the learner has an extensive active vocabulary, they are ready to advance to the next step called passive vocabulary.

1.3.2. Passive Vocabulary

Passive vocabulary encompasses words that are more complex to understand and are therefore used infrequently by language learners. Active vocabulary refers to terms people understand when they hear or read them but cannot necessarily use when expressing themselves (Dakhi & Fitria, 2019). When the learner is unfamiliar with complex words and encounters them in context, they can understand them but do not actively use them in their production. In addition, it is essential to consider that passive vocabulary, through constant use and practice, can become active vocabulary.

1.3.3. Vocabulary in English language teaching

Vocabulary learning is one of the most determining factors foreign language learners faces, yet teachers must focus more on this aspect. According to Ahmadi et al. (2012) "Vocabulary learning used to be a neglected aspect of language learning. In recent years, however, interest in this area has grown enormously" (p. 186). Furthermore, language teachers and professionals in the field have used the best techniques, methods, and activities to facilitate vocabulary learning and understanding of a word's form and meaning while learning a new language. Finally, teaching and learning vocabulary focusing on EFL is essential to facilitate the understanding and developing skills that contain the new language.

Not using methods, techniques, approaches, and phonetics well proves to be an obstacle when learning new vocabulary, as knowing the meaning and usage of a new language is necessary. However, this can change if the teacher applies and uses methods, techniques, approaches, and phonetics during a foreign language class. All this will help the learner learn new vocabulary, as they will find the right word for every occasion, regardless of the skill they are developing. Finally,

practicing and using the correct techniques and activities helps to acquire new vocabulary effectively in an EFL class.

1.4. WAYS TO BOOST VOCABULARY

1.4.1. Through Techniques

Research conducted by an English teacher about vocabulary has discovered that using techniques is essential to achieve the student's acquisition of new words in a language. (Alqahtani, 2015), said that in this research, some techniques were used, such as:

- **Using Objects:** Use natural objects, visual aids, and demonstrations.

- **Drawing:** Objects can be drawn on the blackboard or flash cards.

- **Using Illustrations and Pictures**: Help clarify a word's meaning while learning it.

- **Contrast:** Shows what is between two words.

- **Enumeration:** The teacher lists various objects to help generate meaning.

- **Mime, Expressions, and Gestures:** These refer to oral and facial expression that helps indicate a word's meaning.

- **Guessing from Context:** Guessing from context is the form of unknown vocabulary.

- **Eliciting:** Giving a list of words and motivating students to memorize them.

- **Translation:** helps learners learn complicated words.

Students learn at different times, processes, and rhythms, so it is necessary to have a variety of techniques. By offering a variety of learning techniques, more opportunities are generated for

students since they can choose which is the best to acquire their vocabulary effectively and, above all, feel comfortable learning and using the words while learning a new language.

1.4.2. Through Approaches

Vocabulary teaching can be carried out using a variety of approaches to language teaching because, through these, educators can help students acquire vocabulary appropriate to their needs. An approach is based on understanding how a language is taught and learned. It is also axiomatic because it establishes the fundamental principles that guide teaching related to the theory and learning of a language (Richards & Rodgers, 2014). There are a variety of essential approaches that help to generate ease in the vocabulary learning process among which we can find the Lexical Approach.

- **Lexical Approach**

The lexical approach focuses on teaching EFL through chunks, which focuses on helping students acquire vocabulary through chunks; students learn by using phrases and not a list of independent words (Lackman, 2011). It helps students acquire a wide variety of vocabulary in a contextualized way which consequently helps develop communication skills and fluency. Moreover, the use of the lexical approach helps the teacher to encourage the learner to go deeper into known and unknown words, to be able to create blocks with them, and to have the ability to use them.

1.4.3. Through Methods

The method seeks to achieve a specific objective with efficient results and can be focused on science, research, and mainly in education. (Sánchez M. M., 2009) Mentions that the application of a method in research, science, and education can bring positive results to find

answers to problems that have developed over time and thus provide ease in the acquisition of knowledge in any field; however, it also mentions that those who use a method to transmit knowledge can help or harm since those who know how to use it are more likely to achieve the proposed objective. Still, those who need to learn how to use it may fail and not obtain positive results (p. 62). The use of a method in foreign language teaching facilitates the learning of vocabulary and the transmission of knowledge through a structured development of steps, techniques, and strategies to be followed to achieve quality results.

- **Methods in the teaching-learning Process**

A method is a set of strategies and techniques a teacher uses to transmit his knowledge to students and allow him to achieve effectiveness in teaching-learning. According to (Elizabeth, 2010), in the teaching-learning process, a method is essential because a teacher who uses a technique attracts students' attention, generating ease of knowledge acquisition and, as a result, good learning. In addition, he found that all teachers seek to teach through methods that allow them to easily include elements such as the sequence of content, pedagogical strategies, evaluation techniques, and resources used to facilitate learning since the selection of the correct method helps a teacher to be successful in the teaching process. A teaching method allows good results in the educational field, providing the facility to acquire new knowledge more efficiently and, in this case, a new language.

Throughout the history of foreign language teaching, various methods and approaches have been developed to meet students' learning styles. It is essential to mention that language teaching is becoming increasingly modern and combines different methods and approaches to achieve quality learning in educational institutions. Nazirova (2020) says that "The use of innovative methods in educational institutions has the potential not only to improve education but also to

empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country" (p. 56); therefore, the use of methods in English language teaching enhances the quality of education and facilitates teaching and learning to achieve quality results creatively and effectively.

The methods and approaches in language teaching are constituted by necessary teaching resources that are contemplated, planned, organized, executed, and evaluated by the teaching and learning processes that must be coordinated; therefore, they are responsible for directing and supporting the teacher toward the objectives and pre-written guidelines. It is essential to mention that teaching methods differ from teaching approaches which are much broader since they are the means teachers use for teaching. In addition, teachers are those who select the method or approach they will use to teach English as a Foreign Language learners according to the needs of the learners and the needs that the teacher has to fulfill by using them.

Table 1

Methods of language teaching

Method	Procedure	Teachers' role	Students' role	Materials role	Objective
Communicative language teaching	Discusses techniques and classroom management procedures associated with several CLT classroom procedures (e.g., group activities, language games, role plays)	-Facilitate the communication process between all participants with various activities and texts. -Act as an independent participant within the learning-teaching group.	-Interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes.	-The materials have the primary function of promoting the communicative use of the language. -Text-based materials: designed to direct and support -Task-based materials	It is divided into five levels. 1. Integrative and content. 2. Linguistic and instrumental. 3. An effective level. 4. Individual learning needs. 5. General extra-linguistic goals.
Suggestopedia	It has historical and individual variants and it is used to form a discussion, review the dialogue, and translate into the native language.	-Show absolute confidence in the method. -Maintain a solemn attitude toward the session.	-Enunciate mind-altering substances. -Maintain a pseudo-passive state.	-Support materials: tapes, music, etc. -Use the classroom with an appropriate appearance**.**	It aims to facilitate the teaching-learning process in which the student has to understand and not memorize in a calm.

15

Total physical response	-Providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. -Controls the language input. -Allow speaking abilities.	-Learners in Total Physical Response have the primary roles of listener and performer. -They Listen attentively and respond physically to commands.	Lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities.	Teach oral proficiency at the beginning level. Teach basic speaking skills.

Note: The table shows the methods of language teaching   Taken from: (Richards & Rodgers, 2014)

1.5. PHONETICS

Phonetics deals with the production and study of speech sounds, which is related to linguistics, although they function independently. Therefore, phonetics deals with the study of speech, and linguistics with the study of language (Laver, 1994). Phonetics transcribes the sound that human beings produce when speaking. The standard language phonetics uses for its transcription of sounds is the IPA (International Phonetic Alphabetic). It is composed of 44 sounds, and these are divided into some groups, as shown below.

Figure 2.

International Phonetic Alphabetic Chart

Note: The Sounds of English.   *Taken from:* (English Club, s.f.)

Finally, phonetics is fundamental for studying and understanding the diversity of sounds produced by humans when speaking in different languages and dialects. It also has applications in areas such as language teaching, pronunciation correction, and linguistic research in general.

1.6. JOLLY PHONICS

1.6.1. Method origin

Jolly Phonics is a language teaching method created in the UK by Christopher Jolly and Sue Lloyd in 1987. Sue Lloyd was a primary school teacher who, through her experience, realized that children had problems during writing and reading due to the difference between pronunciation and writing, so she created a systematic and sequential system to teach the 42 sounds of English without alphabetical order according to the sound produced by each letter. On the other hand, Christopher Jolly, director and owner of Jolly Learning, who used this teaching technique, discovered that children who needed to learn to read and write also needed to learn about spelling, punctuation, grammar, and above all, vocabulary, consequently decided to develop The Phonics Handbook which gave birth to what we know today as Jolly Phonics Method.

1.6.2. Jolly Phonics in English language teaching

Jolly phonics method helps to learn a language by applying multisensory learning. Besides, this method is characterized by having 42 sounds of English divided into seven groups composed of six letters each (Farokhbakht & Nejadansari, 2015). Through the Jolly Phonics method, the student learns five skills which are: learning the 42 sounds of the alphabet, diagraphs, learning the formation of letters, blending, segmentation, and the irregular spelling of complicated words, which helps to develop the ability that allows the student to pronounce the phonemes correctly. It also helps to develop listening and speaking skills so that new vocabulary can be introduced to the students as they learn the language.

The 42 English sounds precise when using the Jolly Phonics method are divided into seven letter groups divided by six letters each (Ariati et al., 2018). During the teaching of the sounds of

each letter that are located in their different groups, it should be emphasized that the letters are located in a specific order and not alphabetically with the aim of children beginning to form words and read them early in the learning of a language, in addition to this, the teacher must do a thorough job helping their students to review them constantly and thus reinforce learning.

1.6.3. Skills

There are five skills that the Jolly Phonics method takes into account.

- **Learning the letter sound**

The Jolly Phonics method has been used for English acquisition because it is written in one way but pronounced in another, generating confusion when writing or pronouncing a word correctly. To acquire vocabulary and apply it to reading and writing through Jolly Phonics, children must know the sounds of the letters. Children learn faster when the sound is related to something; it can be a favorite animal or an action for teaching the English language, there is a grouping where the 42 letter sounds are written with the Jolly Phonics method and are divided into seven groups.

Table 2

The seven groups of letters in the Jolly Phonics order.

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

Note: Groups of Jolly Phonic.　　　　*Taken from:* (Ahmad & Yunus, 2019)

After this group structure, it is necessary to move on to practice, where some techniques are required for children to acquire the ability to identify the sound. Three techniques were applied: story reading, songs and action, and games to teach through the Jolly Phonics method. The first was through story reading, and the children enjoyed the story while listening to the sound of the English words. The second was through song & action, where the children imitated something while singing. Finally, the game technique, where the teacher allowed the students to play with an electronic device that allowed them to observe the image, read the word and listen to the sound (Ariati et al., 2018).

- **Letter Formation**

Learning letter formation is the beginning of learning to write, pronounce and identify vocabulary with the Jolly phonics method in English. The teacher guides the formation of the letters to the students, where the teacher seeks to improve the fluency in writing, spelling, and sound of each word learned through the continuous movement of the body or hands. The teacher instructs the students on how to carry out the process; in addition, the teacher has to have a posture that accurately shows the student the process and does not generate confusion by indicating "up, down, and cross" when they are writing the words. On the other hand, part of this learning process is drawing, where the students relate the graphic, the writing, and the sound, generating effective learning where they remember the words by the image generated in their mind and the sound they heard while they were drawing it. In addition, the teacher develops the confidence to pronounce correctly and retain the learning (Ariati et al., 2018).

- **Blending**

Blending is the process where students receive instruction to combine sounds to form comprehensible words to learn essential reading and writing skills. This skill can begin after the teacher has conducted the first group of sounds consisting of six letters (Ahmad & Yunus, 2019). During the teaching of blending in the Jolly phonics method, teachers use different fundamental dynamics, such as the use of cards with only one letter each, and ask the students to place them (Google Scholar & EDP Sciences database, 2018)in the correct order to form words from the most basic to the most complicated; It is possible to develop these dynamics to achieve the comprehension of students who are in the process of learning a second or foreign language. Finally, blending helps to understand the correct use of the different letters in the Jolly Phonics method by

allowing them to join them and form words in the target language, spontaneously introducing new vocabulary to the learners.

- **Segmenting**

The identification of sounds in words, also known as segmentation, helps them to develop writing and reading skills as the word "sat" must be divided in the following way "s, a, t," creating the ability to hear the sounds of a word correctly which is called phonological awareness (Calvo Pérez, 2014). The use of segmenting in students can be developed in the following way; children must remember the spoken word as well as listen and identify the sounds to write them; these activities are carried out during this process to improve listening skills so that the students know where each letter is placed (at the beginning, in the middle or at the end), in addition, the teacher can use activities such as; pronouncing a word out loud raising a finger for each sound pronounced. Moreover, it must be considered that the teacher should start with concise words that may consist of three letters and then, through practice, add more complex and longer words. To conclude, it can be identified as segmenting, distinguishing the number of sounds part of a word using the target language.

- **Tricky words**

Difficult words are those that children have difficulty memorizing because they are irregular. Once children have learned the fourth group of letters and can relate them to sounds and symbols, they are ready to remember difficult words. For a teacher to teach these words in class, activities such as word murals, words within pictures, and decorating the classroom with the terms can be done so that through observation and repetition, they acquire the necessary vocabulary with the correct pronunciation (Calvo Pérez, 2014). With all the strategies mentioned above through the

Jolly phonics method, students will acquire a more significant amount of vocabulary of the English language, which will allow them to understand and speak it with ease.

According to (Calvo Pérez, 2014). When children have been taught to listen for the short vowel and can identify it in words, they will understand that:

A short word with a short vowel ending with a "c" sound is written like a "ck," as in "duck, black, neck, tick, tock." but if it has not had a short vowel, then it is just "k" as in "look, dark."

A short word with a short vowel ending with "f, l, s, z" needs a double stop, as in "cliff, spill, miss, buzz."

In the suffixes "ing, ed, er, y" are added to a word with a short vowel, there have to be at least two consonants before the suffix is added, as in "running, chopped," but if the word does not have a short vowel, no doubling of the consonant is needed.

It is essential to work on tricky words carefully and thoroughly because they are complex words that can be difficult for children to learn. One way to facilitate learning these difficult words is for the teacher to opt for practical and interactive activities such as drawings or pictures. In addition, this new learning can provide more context or information about the topic and relate it with the previous knowledge that students have to achieve and facilitate reading comprehension, writing, and correctly communicating the words without distorting them. To conclude, pronouncing words is very important when learning a new language.

CHAPTER II: METHODOLOGY

2.1. RESEARCH TYPE

In this research, the mixed methodology was used, encompassing the qualitative and quantitative approaches for collecting and interpreting data, according to Allison & Smith (2017) "A mixed method is a research approach whereby researchers collect and analyze quantitative and qualitative data within the same study" (p. 74). On the one hand, the qualitative method is used through an interview to collect necessary information, examine the information and write up the results. On the other hand, the qualitative method is used through basketing that, allows to identify the cause of the problem. In addition, the quantitative approach allows data analysis using numerical and statistical graphs.

Firstly, "The qualitative method is the analytical instrument par excellence of those concerned with understanding meanings (observing, listening, and understanding). It requires a rigorous systematization of the different techniques and instruments that make up the methodological heritage" (Sánchez, 2005) will be carried out through observation and narration.

Secondly, "data collected through quantitative methods have sometimes been considered more objective and accurate because they are obtained using standardized methods, which can be reproduced and analyzed through statistical procedures." (Pole, 2019). In such a way, the results obtained in the surveys are accurate statistical data.

Finally, this mixed methodology is the approach that combines qualitative and quantitative aspects of the research, thus allowing for a deeper and more holistic understanding of the issues studied. In addition, the mixed method offers the possibility of complementing and validating the findings obtained through different techniques and approaches, allowing the combination of

qualitative and quantitative data to provide greater rigor and reliability in the results while capturing the opinion and subjectivity of the experiences and perspectives of the participants.

2.2. METHODS

Two different methodologies were employed in this study to facilitate an in-depth analysis of the problem under investigation and to generate insights that are related to the study variables. Therefore, the methods employed comprise inductive and deductive approaches, each of which is described in more detail below.

2.2.1. Inductive Method

The inductive method according to Blackstone (2012) "the inductive approach involves beginning with a set of empirical observations, seeking patterns in those observations, and then theorizing about those patterns" (p.30). In this field, the inductive approach involves moving from concrete observations to broader generalizations and theories. Besides, it allows for the exploration of the experiences, perceptions, and meanings attributed by the participants to the phenomenon under study without starting from pre-established assumptions. In this case, the inductive method was applied to examine and make sense of the set of data collected in an interview conducted with the English teachers of the Institution Teodoro Gomez de la Torre.

2.2.2. Deductive Method

The deductive method according to Blackstone, (2012) "the deductive approach involves beginning with a theory, developing hypotheses from that theory, and then collecting and analyzing data to test those hypotheses" (p.30). In this context, the deductive approach helps identify precise information by starting from general concepts or theories and then applying them to particular cases or situations. Furthermore, the deductive research allows obtaining a general

knowledge of the English vocabulary teaching strategies used at Teodoro Gomez de la Torre school.

2.3. TECHNIQUES

The techniques used for using the Jolly Phonics for vocabulary boosting in teaching the English language are surveys and interviews. These options allow for obtaining accurate data on the subject of the investigation and collecting information required to carry out the analysis and presentation. Besides, the survey lets to examine a situation or value to collect data to analyze some aspects. Finally, the interview to get more information to help in the research process.

2.4. INSTRUMENTS

The instruments used in this work are questionnaires and interviews with structured and semi-structured questions. The instruments allow data collection to facilitate instrument standing, apprehension, and subsequent analysis of the material obtained. First, questionnaires for data acquisition and recording the instrument applied for research that can cover quantitative and qualitative aspects. Then, structured and semi-structured interview questions to individual conversations with an English teacher to investigate some viewpoints.

2.4.1. Survey

The survey is a quantitative method of data collection that allows collecting information from a group of people through a series of questions with a purpose, which help to measure opinions, attitudes, behaviors, or characteristics of a specific population (Schilling, 2013). In this context, in this research, a six-question survey was applied to second-grade students at parallel A and C to identify the activities that most interest and call their attention when learning new vocabulary in English classes, as well as questions related to the methodology used by the teacher.

This instrument was applied to 69 students in a physical form with multiple-choice questions. Moreover, the survey was administered after validation by a teacher expert in the field.

2.4.2. Interview

The interview is a qualitative data collection method in which there is direct interaction between the researcher and the research participant(s). In research, interviews help to gather detailed and specific information about a topic or question (Schilling, 2013). Therefore, in this research, a semi-structured interview was applied with two English teachers to know and collect information about the use and application of the Jolly phonic method in English language teaching to recognize better the strategies they use to teach vocabulary and which are the difficulties that are presented during this process.

2.5. RESEARCH QUESTIONS

How does the use of the Jolly Phonics method boost English vocabulary?

What are the benefits of using the Jolly Phonics method to boost vocabulary?

2.6. STUDY SITE

For this research, the Teodoro Gómez de la Torre school was chosen with AMIE (Archivo Maestro de Instituciones Educativas) code: 10H00118. This institution is located in Ibarra city in the parish of San Francisco with address 3101 Teodoro Gomez Avenue and Pedro Vicente Maldonado Street in the Imbabura province. This is a public institution with a face-to-face mode that has different two sessions which are morning and afternoon.

2.7. POPULATION & SAMPLE

In this research, the population is students of second-grade students in parallel A and C at Teodoro Gomez de la Torre school in the academic period 2022-2023. There are about 35 students for each course; in addition, two English teachers participated, resulting in a population of 71 participants. For this reason, the sample was not applied in this research because the population is less than 100.

Table 3

The population at Teodoro Gomez de la Torre School into account in this research.

Place	Students parallel A	Students parallel C	English Teachers	Total
Teodoro Gomez de la Torre School	34	35	2	71

Note: Research elaboration

2.8. PROCEDURES

For the development of this research, the Theoretical Framework was used as a starting point for data collection and analysis. It was developed to collect reliable information through previous research works. First, this research used the mixed method, a combination of qualitative and quantitative methods, where an interview and a survey were used to test the research theory. A semi-structured interview with six questions was applied with two teachers of English. A survey with six questions was applied to second-grade students in parallel A and C. Second, these research

instruments were applied after the validation of expert teachers of the English area at Universidad Técnica del Norte, in addition, a letter of authorization was requested from the secretary of the University Dean's Office, which were presented at Teodoro Gomez de la Torre school to obtain permission to apply them. Finally, after applying the instruments, the results were analyzed through the survey tabulation for the quantitative part, and the interview was interpreted for the qualitative part, obtaining the necessary information for the research development.

Results

This chapter explains the results obtained from the survey applied to the second-grade students at parallel A and C, which are represented by a graph, as well as an interpretation of the arguments collected from the interview applied to the English teachers at Teodoro Gomez de la Torre school. Consequently, the results of the present investigation reveal significant findings that contribute substantially to the existing knowledge in this field of study.

3.1. QUANTITATIVE INTERPRETATION

3.1.1. Students Survey

- **Question 1: How much do you like the teacher's material during the English class?**

Figure 3

The materials teacher uses during the class.
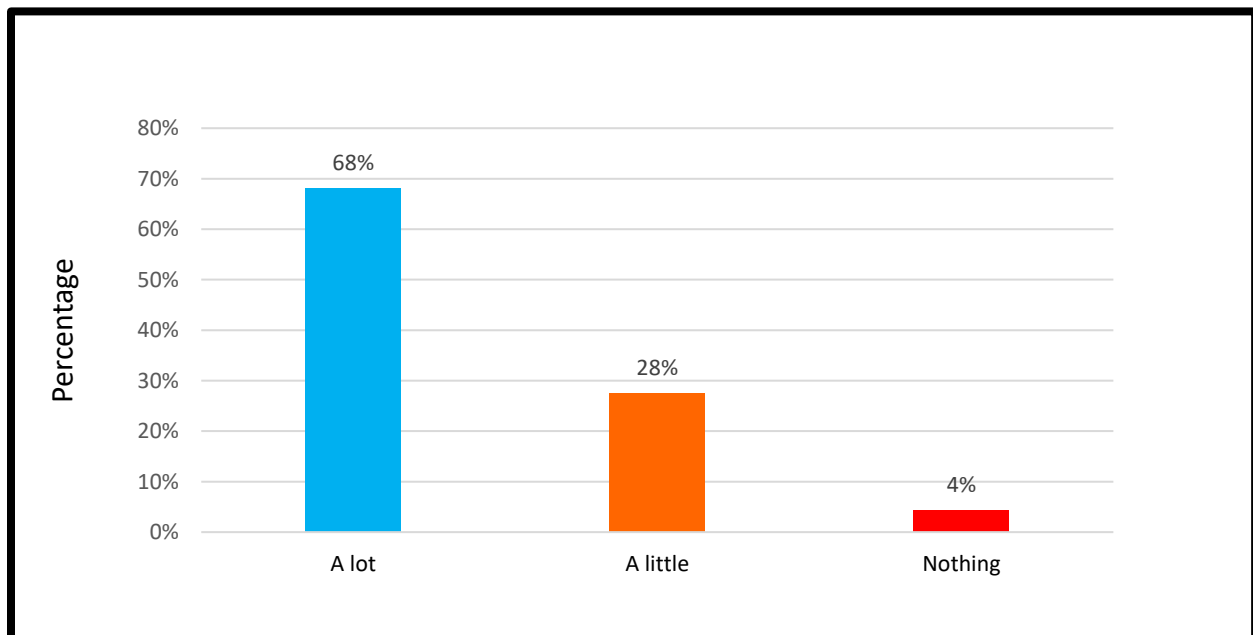
Note: Source: Elaborated by Sopa and Vallejo; July 2023.

The graph illustrates the students' liking for using the teacher's material during the English class. Most students feel very comfortable with the resources used by the teacher, representing 68% of the total population. However, 28% of the total population of students mention that they like the material used by the teacher a little. In addition, a few students feel uncomfortable with the resources used, resulting in 4% of the total number of students. Therefore, the graph shows that more than half of the student population of the second grade at parallel A and C feel attracted to the didactic resources used by the teacher in English classes.

- **Question 2: Do you find it difficult to learn new words in English?**

Figure 4

Range of difficulty in learning new words.
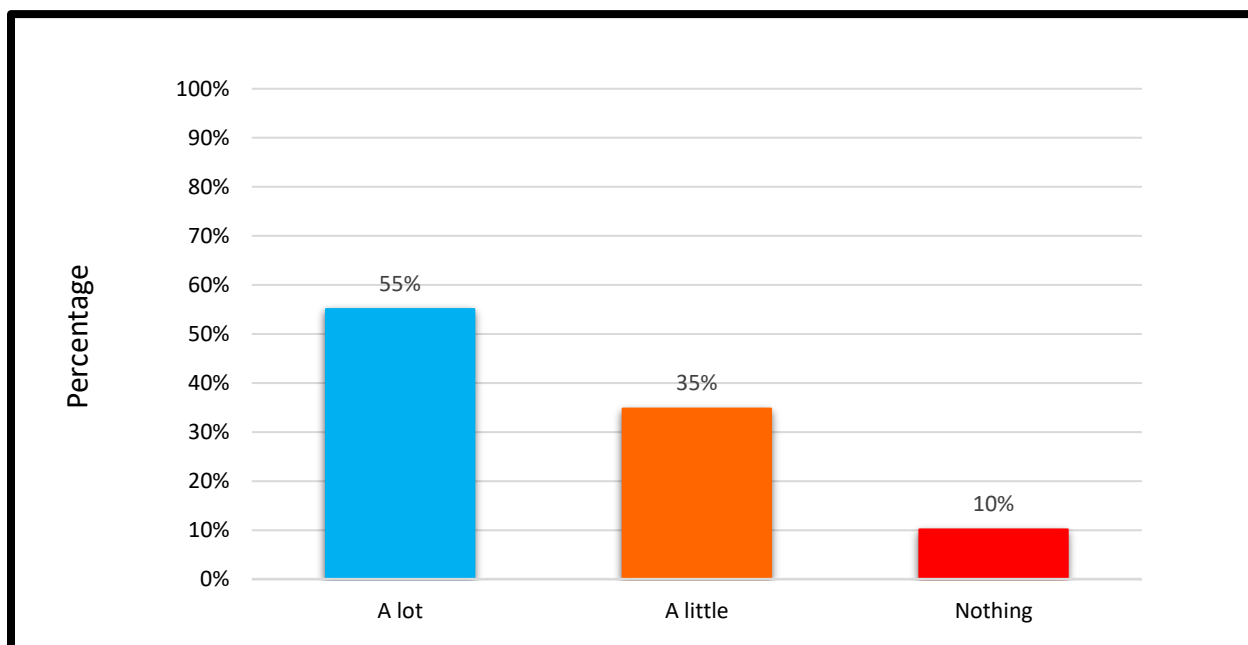
Note: Source: Elaborated by Sopa and Vallejo; July 2023.

This graph bar shows the range of difficulties children have when learning a new word in English. More than half of the population mentions that learning a new word in English is difficult, representing 55%. Although, 35% of the respondents said learning new words is relatively

complex. However, 10% of the students surveyed found it easy to learn new words. In summary, most than half of second-grade students find it relatively difficult to learn new vocabulary, although a small number say it is easy for them.

- **Question 3: in the following list of English topics select YES (if you like it) or NO (if you do not like it) according to your preference.**

Figure 5

The favorite topic of students.
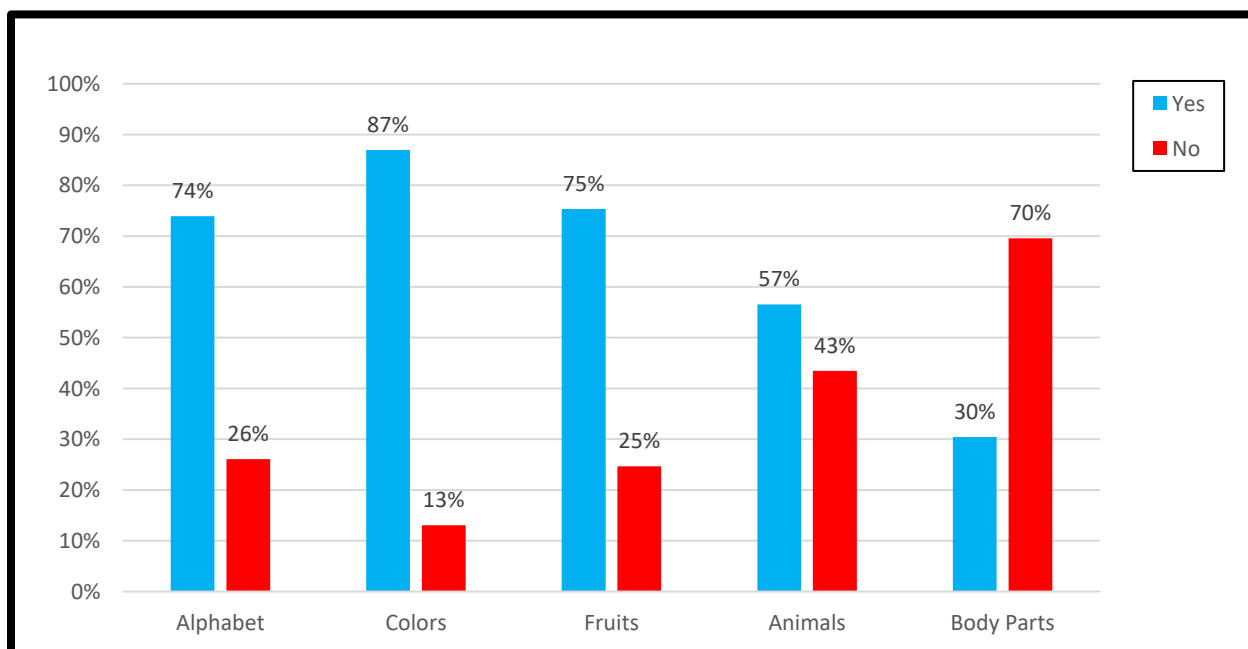
Note: Source: Elaborated by Sopa and Vallejo; July 2023.

The chart shows the introductory topics to the English language in which the pre-A1 level is immersed. Moreover, it is important to remember that the pre-A1 level focuses on the most essential topics, where simple expressions are used with single words with the help of body language (Alexiou & Stathopoulou, 2021). Consequently, it illustrates that most of the topics presented in the survey are liked by the students, mainly the topic of colors, representing 87% of acceptance. However, the topic of most minor student approval is the body parts with 70% of the

population. In summary, most second-grade students mention that they like the topics exposed in the initial process of learning a new language, and a minority of students say that these topics are not to their liking.

- **Question 4: What activities in English class help you most to learn vocabulary? Select three options and put a check ✓**

Figure 6

The activities help students to learn new vocabulary.
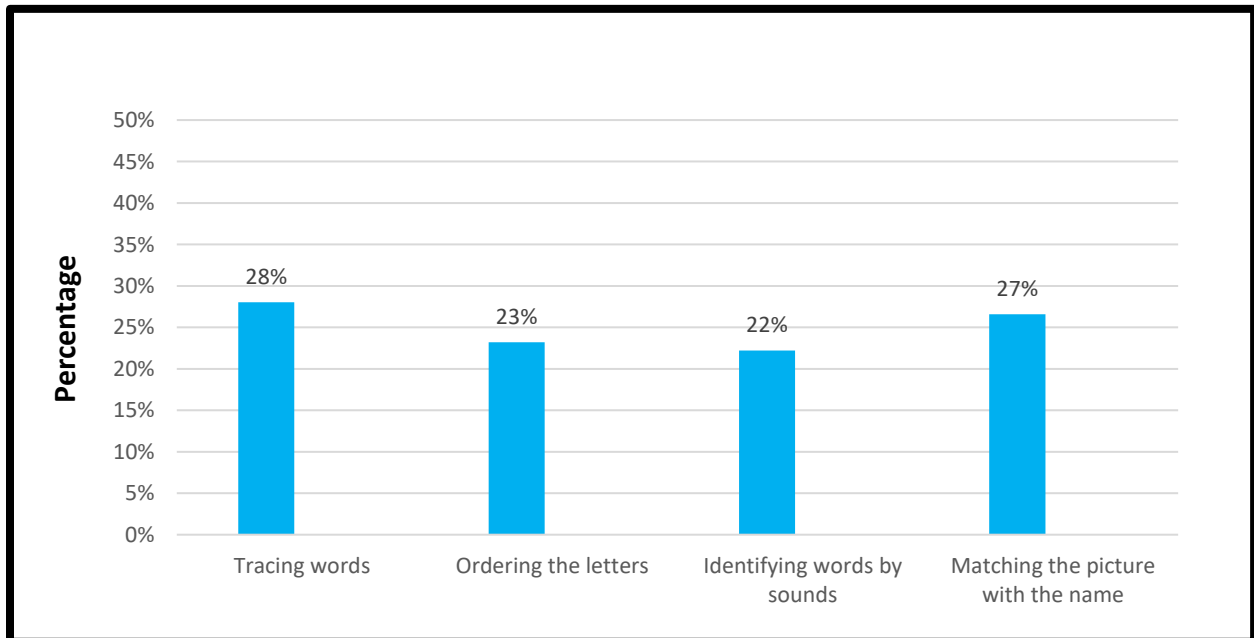
Note: Source: Elaborated by Sopa and Vallejo; July 2023.

According to the graph, there are some activities involving the five skills developed with the Jolly Phonics method. 28% of the students select tracing words as one of the activities that help them acquire vocabulary better, followed by matching pictures with the name with 27%, ordering the letters with 23% of the respondents, and finally identifying words by sounds with 22%. In summary, it is observed that there is an even distribution of the choices where all the activities

receive a similar number of votes, indicating that the students have an equal preference towards each of them.

- **Question 5: What activities would you like your teacher to use in English classes? Select YES (if you like it) or NO (if you do not like it)**

Figure 7

Activities students prefer in the learning process.
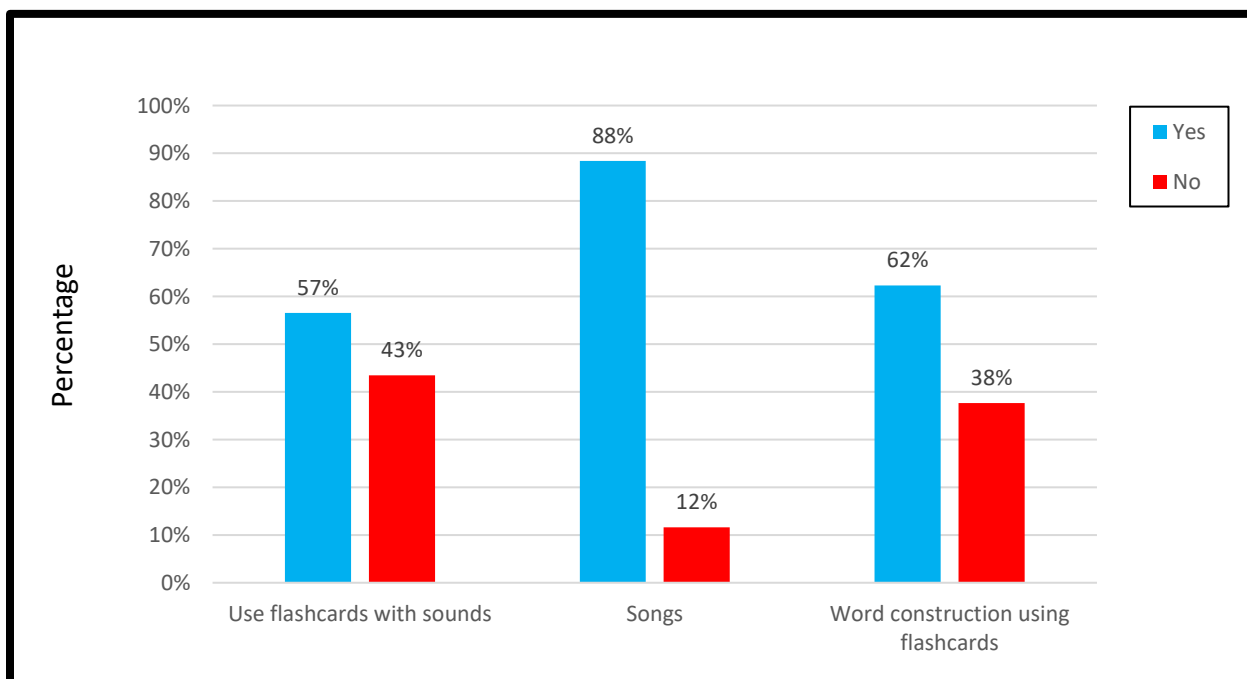
Note: Source: Elaborated by Sopa and Vallejo; July 2023.

This image represents the activities that children would like the teacher to use in English classes. Three types of activities are mentioned as having great relevance for children who are beginning to study a foreign language; there are likes and dislikes for each of these topics on the part of the students. Thus, in the use of flashcards with sounds, 57% of the students mention that they like it; however, 43% do not prefer it. On the other hand, the use of songs by the teacher is one of the most accepted activities, representing 88%, although 12% are not interested. Finally, in

the word-building activity using flashcards, the population affirms that they like learning vocabulary, representing 62% and 38% who do not like it. In sum, the majority of the students liked these three learning activities, obtaining a majority percentage of responses of acceptance for the teacher to use them during the English class.

3.2. QUALITATIVE INTERPRETATION

3.2.1. Teacher's interview

- **Question 1: Do you use the Ministerio de Educación modules designed to teach English? Yes / No Why?**

Teacher A

I do not use it physically, but I do use it to guide me with the English class topics so the children do not have this material during the classes. Still, all the activities are developed through a guide of the modules the Ministerio de Educación (MINEDUC) has at our disposal.

Teacher B

I do not use the government modules to teach in my English classes, but I do use them to guide me with the content because the modules provide the contextualization of the national curriculum, and these can be adapted to the reality and needs of each student.

Analysis

Both teachers agree that they do not use the module developed by the MINEDUC directly; it happens because MINEDUC does not deliver this material physically in this institution, but students can acquire it digitally. However, it is used by teachers as a guide that allows them to

dictate their classes with different topics of study in a structured manner and with a specific order to facilitate student learning.

- **Question 2: From your personal experience, what activities and resources do you use during your English classes to help your students learn new vocabulary?**

Teacher A

During my English classes, in order for my students to acquire new vocabulary, I do some activities such as dictionary games in which sound is also found. The children learn to pronounce the words well from a young age, selection of new words and constant repetition, exercises to complete words and make a graph that represents it to enhance their memory. The student can easily remember the meaning. On the other hand, the resources I use are worksheets, songs, short stories, and images.

Teacher B

During my ten years of work experience in this institution, I have used some tools and have done some activities to help my students acquire more vocabulary. The tools I currently use are digital tools, in which I perform activities where I show the students educational and animated videos, songs, games, pronunciation practice, and vocabulary repetition. However, when I do not use digital tools, I usually use crossword puzzles, word searches, or word games so that the student becomes familiar with the writing and pronunciation of new words.

Analysis

The teachers interviewed agree that using different resources is of great relevance to promote vocabulary building in students through the use and application of various fun activities used by teachers in English classes according to the needs of each classroom. Fun activities

generate benefits in students since they allow them to create deeper and more meaningful knowledge, which helps them to participate without any fear and develop the ability to produce meanings of unknown words (Bavi, 2018). In addition, the use of resources by the teacher makes students feel attracted and motivated, which helps them to expand their vocabulary effectively during the learning process. It is essential to consider that the low use of resources becomes a challenge in the classroom as the teacher must find a way to create a strong relationship between the learner and the resources used to help them find a purpose for learning (Guaqueta & Castro-Garce, 2018). In conclusion, teachers mention that through their experience teaching EFL, it is crucial to use didactic and digital resources accompanied by interactive activities that help students undo their low interest in learning a new language.

- **Question 3: Are you familiar with phonics?**

Teacher A

Yes, I am familiar with phonetics because since I studied my university career, I have had knowledge of it, and I still have the ability today because phonetics is essential to know the pronunciation of words and differentiate the sounds they produce.

Teacher B

Yes, I am very familiar with the phonetics of English because I constantly update my knowledge through courses and practice with native teachers to improve my pronunciation.

Analysis

The teachers of this institution are familiar with phonetics since they are constantly preparing and updating their knowledge. First, teacher A mentions that she has had knowledge of phonetics since her university years and considers it essential for pronunciation and sound

differentiation. Second, teacher B says that she is in constant training to implement the ability to speak English fluently. Finally, the teachers agree that they are familiar with phonetics and mention the importance of phonetics in teaching and learning the sounds of the English language to acquire good pronunciation.

- **Question 4: Have you used multisensory strategies or methods that work with sounds, pictures, and movement, e.g., Jolly Phonics?**

Teacher A

Yes, I have worked with some methods related to sounds, images, and movements; for example, the Total Physical Response and Jolly methods.

Teacher B

Yes, I have worked using methods, and I consider that each teacher has a teaching method. Furthermore, I have also done it individually with sounds, images, and movements.

Analysis

The second-grade teachers affirm that they have worked with teaching methods concerning sounds, images, and movements. Using methods is essential to attract students' attention during the learning process because it guides the teacher to orient themselves while imparting knowledge. In addition, a teacher who uses a method is considered a good teacher (Murari Sundari, 2010). In conclusion, second-grade teachers have knowledge of the methods and if they use them to teach English at the institution.

- **Question 5: Would you be interested in using Jolly Phonics to help your students learn new vocabulary?**

Teacher A

Yes, from my point of view, it is a suitable method for children to acquire new vocabulary because it is a fun method and brings many interesting activities that awaken curiosity in children. Some years ago, I used this method because the module of the MINEDUC of Ecuador included topics of phonetics to teach the youngest children of the institution, and it was adequate to get the attention of students and attract them to the language by adapting it to each activity that is used.

Teacher B

It catches my attention, although I have little knowledge of the method in general. However, as it is related to phonetics, it is a perfect tool that helps me to teach the correct pronunciation of the new vocabulary that I teach my students and even more to children who are just learning English.

Analysis

Both teachers say that they would use the Jolly Phonics method to teach their English classes related to new vocabulary. However, teacher A mentions that she has sufficient knowledge of this method and that she has used it and considers it adequate to improve children's learning of new words. In contrast, teacher B mentions that she has little knowledge of this method but sees it as applicable to teaching new vocabulary and its correct pronunciation to the youngest children of the institution. In addition, it is essential to teach phonics at the beginning of the educational process; when the student starts learning a new vocabulary, phonics should be presented correctly before the child acquires more than three thousand words in his vocabulary (Atkins, 1926). In

conclusion, both teachers state that they would use the Jolly Phonics method to help their students acquire new vocabulary and know the proper pronunciation of each word learned.

- **Question 5: Would you like to use a teaching guide based on the Jolly Phonics English language teaching method?**

Teacher A

Using a didactic guide would be an excellent tool to teach the English language to the youngest children of this institution because it allows me to develop an orderly and structured learning process based on the needs of the student and what I want to achieve as a teacher. Besides, I consider that it will facilitate the teaching of the language with activities and creations of interest to them and thus get the attention of my students. Therefore, I would like to use a didactic guide.

Teacher B

It would be perfect; I consider that with this tool, I could manage the teaching method in a fluid and much more effective way, in such a way to support the increase of knowledge towards the students in a good way by implementing meaningful activities that help the development of their language ability.

Analysis

Both teachers recognize the usefulness of using a teaching guide to teach English to children. Teacher A highlights how a structured guide adapts to the teaching needs and objectives, creating an orderly and attractive learning process through different activities. Teacher B agrees that this tool would facilitate the learning process, favoring an effective increase in knowledge through meaningful activities that would contribute to the educational development of the students.

In brief, both educators value the teaching guide as an excellent resource that helps to improve the quality of English teaching in their institution.

3.3. GENERAL DISCUSSION

Vocabulary is fundamental in foreign language learning because, in many cases, it refers to the meaning of unknown words found during the educational process, either in books or the classroom (Alqahtani, 2015). The study findings show that most students and teachers find it essential to acquire and expand vocabulary to improve English language learning.

On the one hand, the survey data show that it is relatively complicated for pupils to learn English. However, the use of different techniques with fun activities by the teacher facilitates the learning process. Therefore, it is shown that vocabulary acquisition is essential to understand the language they are learning since understanding meanings allows them to have fluency and ease when communicating, reading, or writing. Vocabulary encompasses the full range of terms necessary to convey concepts and shape the meaning of those communicated verbally (Alqahtani, 2015).

On the other hand, the interview with the teachers was based on the methods used in the process of teaching English vocabulary. After the findings, the teachers emphasize the importance of using strategies for language teaching, considering that they help them develop a class in an adequate and guided way when teaching a new language. Therefore, preparing good techniques and using appropriate materials allow teachers to achieve the proposed objectives (Alqahtani, 2015). That is why teachers are interested in applying methods to improve skills and promote interest in expanding their students' vocabulary.

To sum up, the data collected through the survey and the interview show that students and teachers consider it essential to use appropriate methods and techniques to facilitate the teaching-learning process.

CHAPTER IV: ACADEMIC PROPOSAL

This chapter presents the proposal based on the Jolly Phonics method to boost English vocabulary in second-grade students at Teodoro Gómez de la Torre School, Academic period 2022-2023.

Title

Jolly Phonics Method to Boost English Vocabulary

Introduction

The English language has become a fundamental skill in the global world, and acquiring the necessary vocabulary at an early age facilitates communication and lays the foundation for successful lifelong language learning. Consequently, there is a need to explore innovative pedagogical approaches that help teach and learn English to children starting school. Therefore, the proposal of this research project was developed based on the English teaching method Jolly Phonics to enhance the acquisition of vocabulary in second graders at the Teodoro Gómez de la Torre School. This proposal aims to contribute significantly to the educational field by implementing appropriate activities that help pupils develop effective and adequate learning according to their needs. During the data collection stage of this study, academic activities were selected according to the likes and preferences of students, which are based on the acquisition of vocabulary through the Jolly Phonics method that makes up this didactic guide.

Justification

Given the significant challenge of developing students' vocabulary and initiating their learning process, it is essential to identify specific activities that can effectively enrich their vocabulary. Therefore, this didactic guide aims to provide guidance to teachers seeking to improve

their students' vocabulary so that, when children begin their educational process, they will feel that learning a new language is fun. In addition, this guide will simplify the task of teaching vocabulary to educators, improving students' language skills and their disposition to incorporate new expressions in and out of the classroom.

Objectives

General objective

- Boost English vocabulary of second-grade students through the use of the Jolly Phonics Method.

Specific objectives

- Develop activities according to the groups of Jolly Phonics method.

- Design didactic activities adapted to the student's level of understanding.

Link of the propose:

https://www.canva.com/design/DAFtf-uf1bI/rV6xIPH5uESTRkME2asTGQ/watch?utm_content=DAFtf-uf1bI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

ENGLISH VOCABULARY

Jolly Phonics

Jolly Phonics Method to Boost English Vocabulary
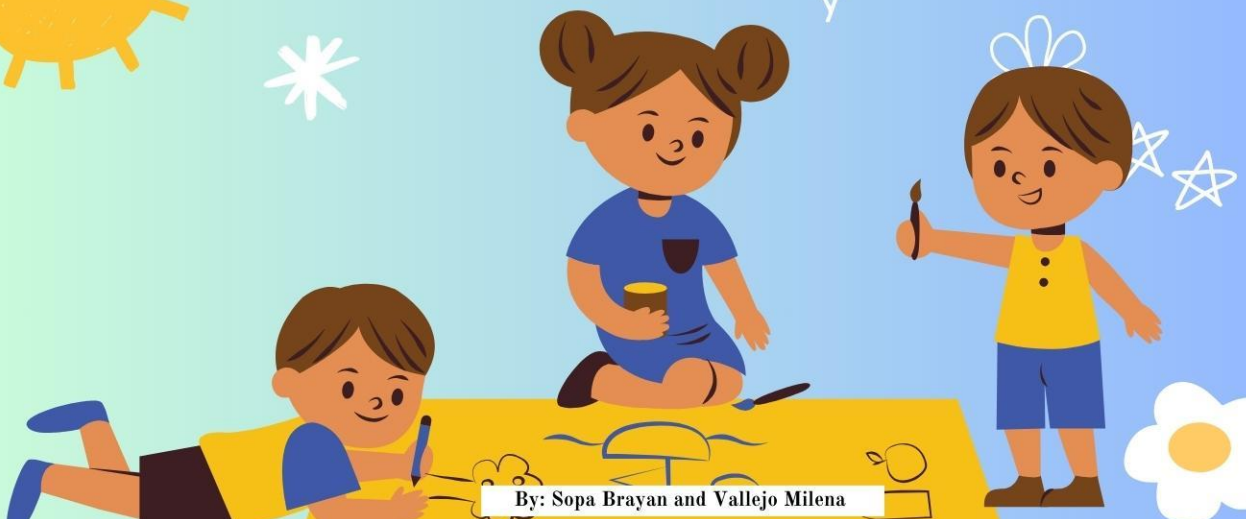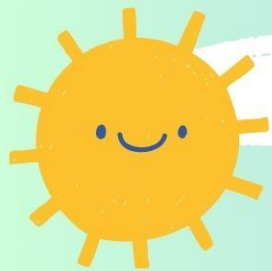
By: Sopa Brayan and Vallejo Milena

Jolly Phonics

What is Jolly Phonics?

Acording to, Nasrawi & Dina (2017) Jolly Phonics uses the synthetic phonics strategy for teaching the sounds of letters in a way that is funny and multi-sensory, with actions for each of the 42 letter sounds (p. 107). In addition, it is a phonetic learning method that helps to improve listening, speaking and vocabulary through image, movement and sound.

How does it apply to English language teaching?

For the method to be effective, it must be applied from early childhood education, where children have their first approach to the English and allows them to retain the information in long-term memory. Furthermore, it is taught through the five English language skills, the difficulty of which increases as the level of education progresses and creates interest in the student.

The five skills of the Jolly Phonics method

In order to use Jolly Phonics during the process of language and literacy acquisition, five phases must be followed:

Learning letters sound: children must learn the main sounds of the language. These are 42 sounds that are separated into 7 groups. They will be taught in a specific order that does not correspond to the alphabetical order.

1. s, a, t, i, p, n
2. ck, 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, oi, ue, er, ar

Learning letters sound: children must learn the main sounds of the language. These are 42 sounds that are separated into 7 groups. They will be taught in a specific order that does not correspond to the alphabetical order.

Learning letter formation: Learning the spelling of letters and their directionality.

Blending: understand and correctly use the different letters, joining them and forming the corresponding words.

Identifying sounds in words: Identify the sounds so that they can understand and differentiate the sounds that are part of the graphemes of the word.

Tricky words: In this last phase is where they acquire the Tricky words, which are those words that are more difficult to assimilate, write and read.

TABLE OF CONTENTS

Jolly Phonics Method to Boost English Vocabulary

Jolly Phonics

UNIT 1
GROUP ONE
s a t i p n

English Language Skills

| Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

49

Listen and repeat.

S s

Can you say /s/?
This **snake** says, '**sssss**'!

🔊 **1.1.** These images contain the /s/ sound

sun

six

soup

socks

snail

sit

Read and circle
- Sara sits on her seat to eat soup.
- Sara feels sad when she sees a snake.

S S S S S S

S S S S S S

50

A a
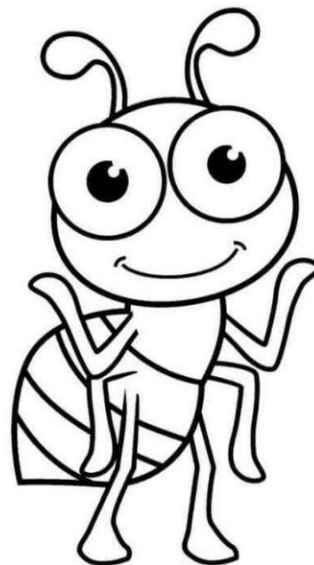
Can you say /a/?
This **ant** is, 'red'!

💿 **1.2.** These images contain the /a/ sound

apple	**a**lligator	**a**rt
axe	**a**nchor	**a**stronaut

Read and circle
- The ant admires the art of the alligator.
- Ana eats apples when she travels by airplane.

a a a a a a · · · · · ·

a a a a a a · · · · · ·

T t
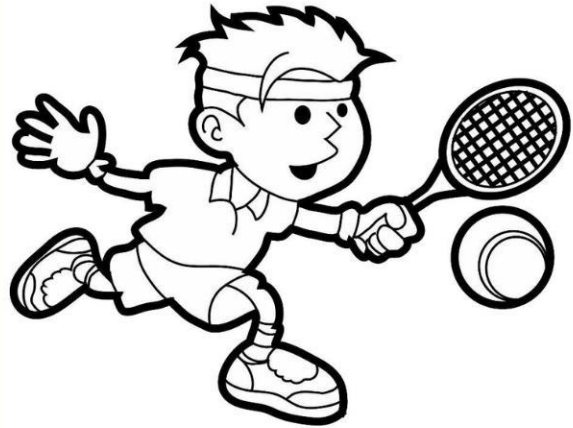
Can you say /t/?
The tennis is a, 'sport'!

💿 1.3. These images contain the /t/ sound

tree

ten
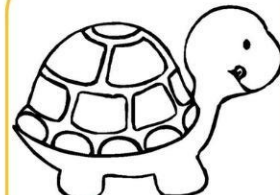
turtle

toucan

tiger

tomato

Read and circle
- The toucan lives in the tree.
- The turtle is timid when he sees ten tigers.

t t t t t t

t t t t t t

🔊 **Listen and repeat.**

I i
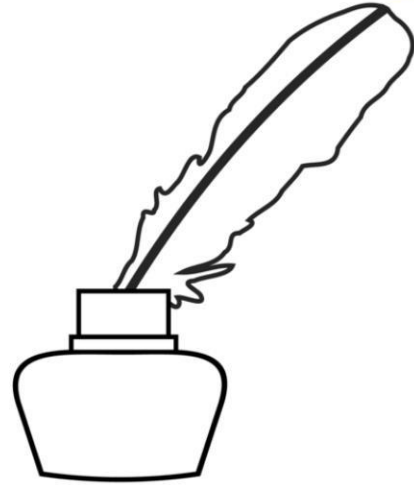
Can you say /i/?
This ink is, 'black'!

💿 **1.4. These images contain the /i/ sound**
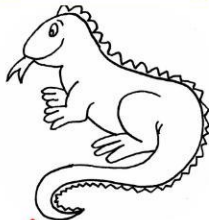
iguana
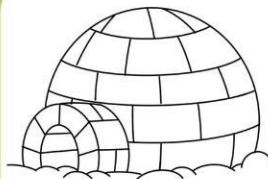
igloo
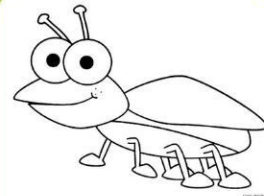
insect

ill

image

ignore

Read and circle

● There is an insect in the image.

● Isabel draws an iguana with ink.

i i i i i i

i i i i i i
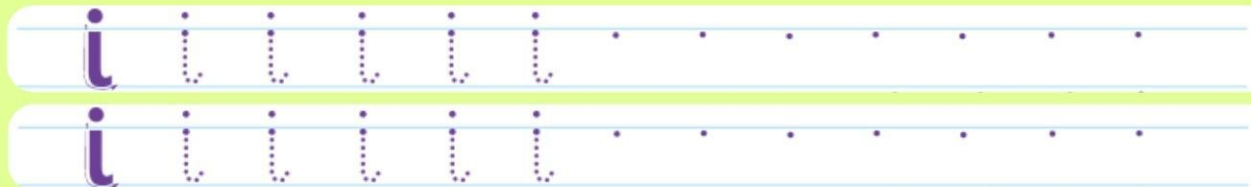
🔊 **Listen and repeat.**

P p

Can you say /p/?
This cloud says, '**puff**'!

💿 **1.5. These images contain the /p/ sound**

panda

penguin
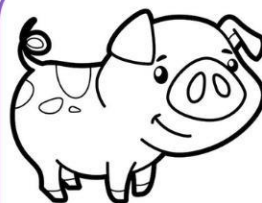
pig

pan
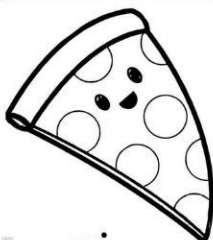
pizza

pen

Read and circle

- The penguin and the panda are neither pink nor purple.
- Pedro has a piece of pizza in the pan.

p p p p p p

p p p p p p

🔊 Listen and repeat.

N n

Can you say /n/?
My friends have a '**net**'!

💿**1.6.** These images contain the /n/ sound

nap

nest

nail

night

ninja

nurse

Read and circle

● The nurse takes a nap every nine hours.
● Naty cuts her nails at night.

n n n n n n n · · · · · · ·

n n n n n n n · · · · · · ·

TIME TO PRACTICE

Instructions:

Write over the dotted words.
Then, color the picture.

Example:
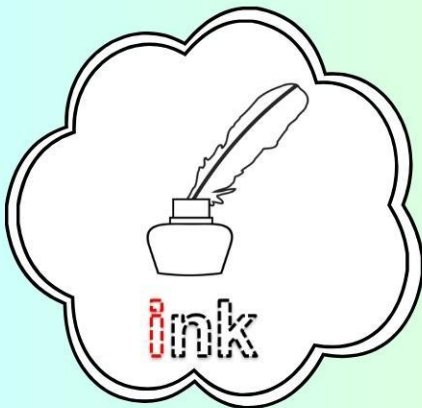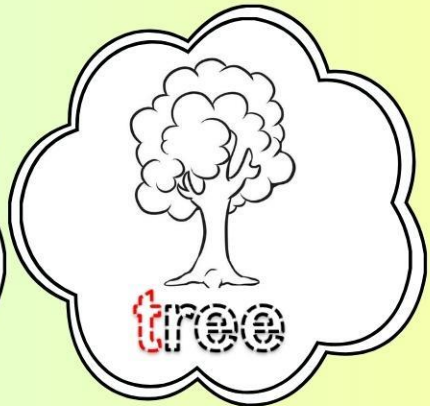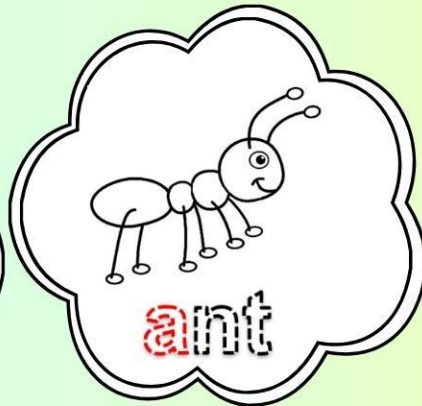
sit

ant

tree

ink

pan

nap

Jolly Phonics

TIME TO SING

Instructions:
1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly Phonics | Group 1 Songs | S A T I P N | Phase 1 sounds | Jingles | Animated songs

This video contains all the songs in Group 1 Jolly Phonics. Let's teach the sounds of the English alphabet to our kids in a fun & multisensory way.

YouTube / 4:21

Link:

https://youtu.be/wxGcIdUaBR8?si=y7NrsLwCelft631b

Unit 2

Group Two

D E C K M R H

Specific objectives

Memorize the second letters and sounds group to learn new vocabulary.

Recognize new vocabulary with the second letters and sounds group.

Time to practice

Students will cut out, assemble, and glue the puzzle in this activity. After that, a video shows each letter with its respective sound in a fun way.

Materials

Didactic guide
Electronics devices
Colors
Markers
Pencil
Eraser
Scissors
Glue

Audio

To access the audio, you must scan the QR code, where you will find two folders in which sounds and vocabulary are divided.

English Language Skills

Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

🔊 **Listen and repeat.**

Cc Kk

Can you say /c-k/?
This is an orange cat.
Trace this word.

cat

💿 **2.1. These images contain the /c-k/ sound**
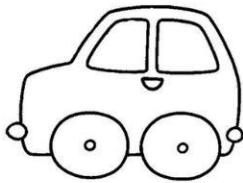
car
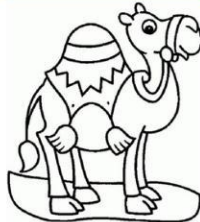
camel

camera
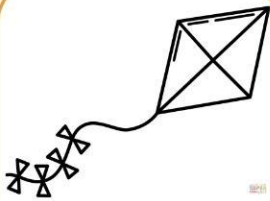
kite
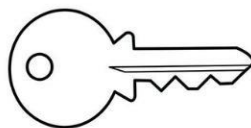
key
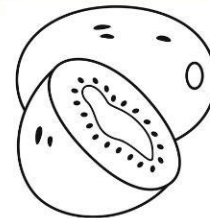
kiwi

Read and circle
- The car key is small.
- The cat sees a kite flying.

c c c c c c

k k k k k k

🔊 **Listen and repeat.**

E e

Can you say /**e**/?
This is a happy **egg**.
Trace this word.

egg

💿 **2.2.** These images contain the /**e**/ sound

elephant

earth

enjoy
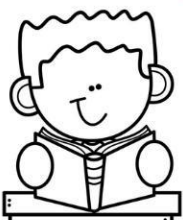
education

eight
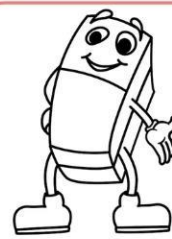
eraser

Read and circle

● Erika enjoys being beside an elephant.
● There are eight educational books in the classroom.

e e e e e e · · · · ·

e e e e e e · · · · ·

61

🔊 **Listen and repeat.**

H h

Can you say /**h**/?
This rabbit is going to **hop.**
Trace this word.

hop

💿 **2.3. These images contain the /h/ sound**
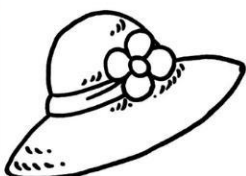
hat
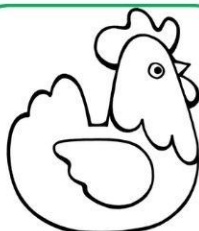
hen
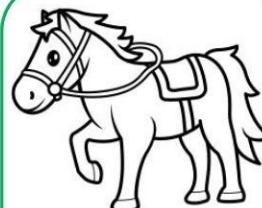
horse
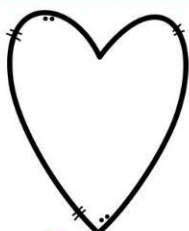
heart

home
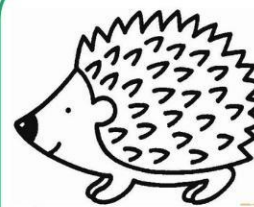
hedgehog

**Read
and circle**

● The hen and the horse have no hands.
● The hedgehog has a very hot house.

h h h h h h h

h h h h h h

◁») Listen and repeat.

R r

Can you say /r/?
This is a yellow **rag**.
Trace this word.

rag

2.4. These images contain the /r/ sound
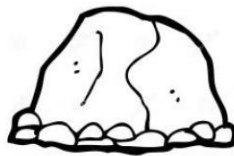
rat	**r**ock	**r**abbit
river	**r**uler	**r**aven
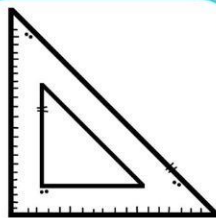
Read and circle
- Robert loves his rabbit.
- There is a rat near the river.

r r r r r r
r r r r r r

M m
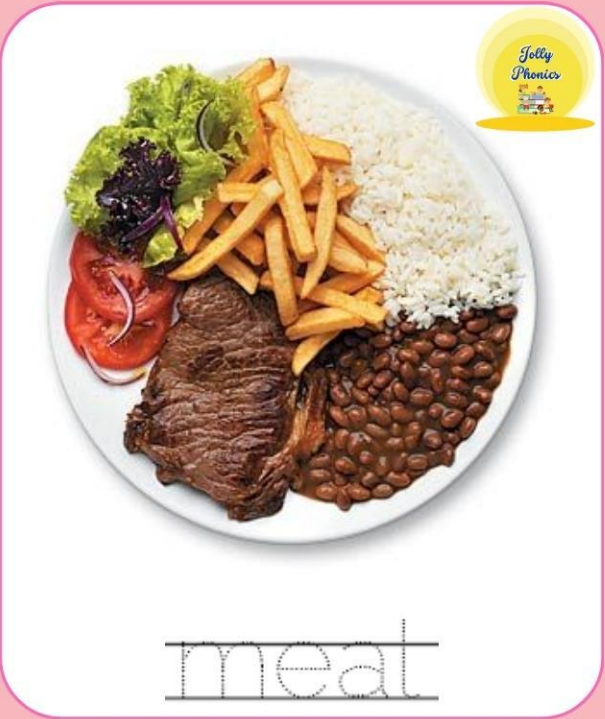
Can you say /**m**/?
This is a **meal.**
Trace this word.

meat

💿 **2.5. These images contain the /m/ sound**

monkey

milk

mouse

map

music

man

**Read
and circle**

● The man plays music every morning.
● The mouse and the monkey do not like milk.

m   m m m m m m

m   m m m m m m

D d

Can you say /d/?
This is a red drum.
Trace this word.

drum

2.6. These images contain the /d/ sound

dog

duck

dad
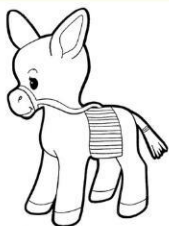
donkey

devil

date

Read and circle
- My dad protects me from the devil.
- The duck and dog are domestic animals.

d d d d d d · · · · · ·

d d d d d d · · · · · ·
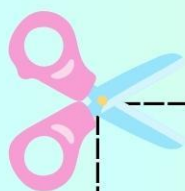
TIME TO PRACTICE

Instructions:
- Cut out the parts of the puzzle.
- Then, order the pieces of each animal.
- After that, glue them on the next page.
- Finally, trace the name of each one.

Ёж
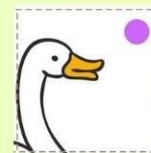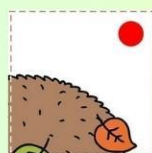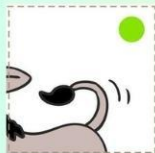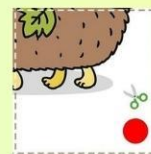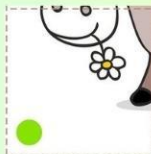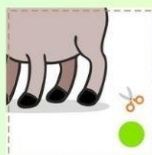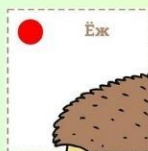
TIME TO PRACTICE

horse

duck

donkey

hedgehog

TIME TO SING

Instructions:
1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly phonics Group 2 songs | C/K E H R M D | Animated video | Group 2 Jingles

Link:

https://youtu.be/nh3RRjx-rSA?si=FbJjCdFlajethVw3

UNIT 3
GROUP THREE

u l

o f

Jolly
Phonics

g b

g o u l f b

Apply the thrid letters and sounds group based on the Jolly Phonics method to learn English vocabulary.

Specific objectives

Memorize the thrid letters and sounds group to learn new vocabulary.

Recognize new vocabulary with the thrid letters and sounds group.

Time to practice

IIn this activity, students will listen, circle, and write the corresponding letter in each literal. After that, a video shows each letter with its respective sound in a fun way.

Materials

Didactic guide
Electronics devices
Colors
Markers
Pencil
Eraser

Audio

To access the audio, you must scan the QR code, where you will find two folders in which sounds and vocabulary are divided.

English Language Skills

Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

G g

Can you say /g/?
A **gurgle** occurs when water boils.
Color it and trace the word.

gurgle

💿 **3.1. These images contain the /g/ sound**

goat

dra**g**on

giraffe

bur**g**er

guitar

ghost

Read and circle
- The goat and the dragon live in the forest.
- The ghost steals the hamburger

g g g g g g · · · · · ·

g g g g g g · · · · · ·

🔊 **Listen and repeat.**

O o
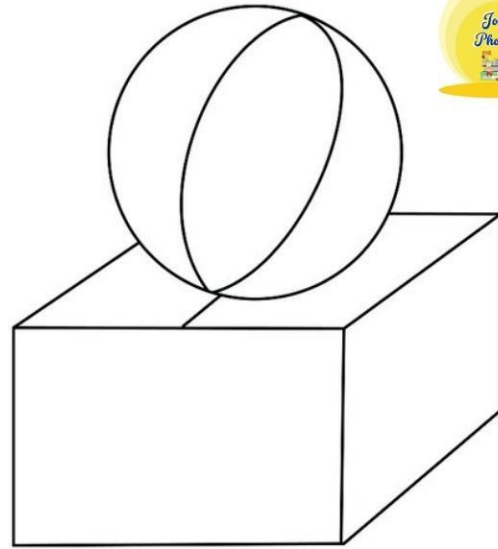
Can you say /o/?
The ball is on the box.
Color it and trace the word.

on

💿 **3.2. These images contain the /o/ sound**

| one | octopus | owl |
| ostrich | orange | oven |

Read and circle
● The ostrich eats an orange.
● Pedro uses his oven to make a cake.

O o o o o o

O o o o o o

U u

Can you say /u/?
This umbrella is useful.
Color it and trace the word.

umbrella

3.3. These images contain the /u/ sound

under

cup

sun

ugly

unicorn

bus
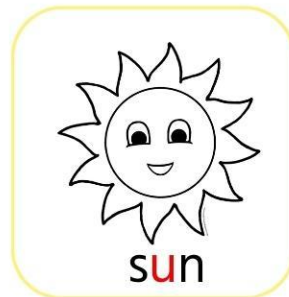
Read and circle

● The cup of coffee is under the bus.
● The unicorn is happy with the sun.

u u u u u u u · · · · · ·

u u u u u u u · · · · · ·

🔊 **Listen and repeat.**

L l

Can you say /**l**/?
It is a delicious **lollipop.**
Color it and trace the word.

lollipop

💿 **3.4.** These images contain the /**l**/ sound

lion

lamp

letuce

lemon

ladder

lips
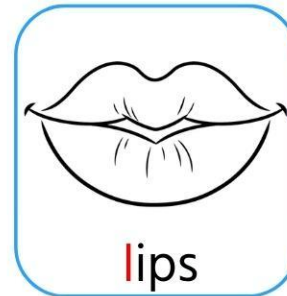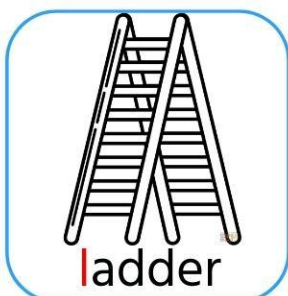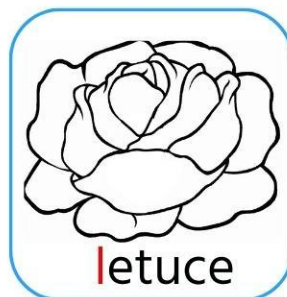
Read and circle

● The lettuce and lemon grow on the farm.
● There is a lamp on the ladder.

l l l l l l l

l l l l l l l

🔊 **Listen and repeat.**

F f
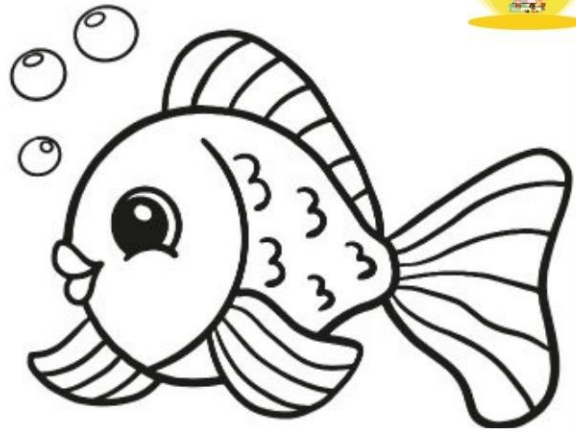
Can you say /f/?
The fish lives in the sea.
Color it and trace the word.

fish

💿 **3.5. These images contain the /f/ sound**

five

coffe

finger
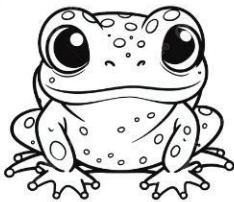
frog
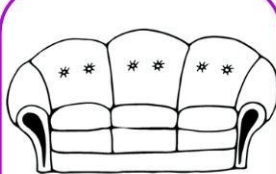
sofa

four

Read and circle

● I have five fingers in my hands.

● I drink a coffee at four o'clock on the sofa.

f
f   f   f   f   f   f

f   f   f   f   f

75

🔊 **Listen and repeat.**

B b

Can you say /b/?
The bat flies at night.
Color it and trace the word.

bat

💿 **3.6. These images contain the /b/ sound**
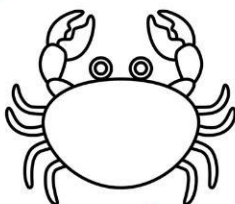
bed	crab	bag
rabbit	butterfly	book

Read and circle
● My favorite book is in my bag.
● The rabbit and butterfly are on the bed.

b b b b b b

b b b b b b

TIME TO PRACTICE

3.7. **Listen, Circle, and write the corresponding letter in each literal.**

a. G g

b.

c.

d.

e.

f.

TIME TO SING

Instructions:

1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly Phonics Group 3 Songs | g o u l f b | Group 3 jingles | animated video

This musical video contains all the songs in Jolly Phonics. Let's teach the sound of the English letters to our kids in a fun and multisensory way. #Jollyphonicsphase2 #kindergartenphonic...

▶ YouTube / 4:50

Link:

https://youtu.be/7xYDU5MdSLE?si=cIk8Tt4LcQqlXSdv

UNIT 4

GROUP FOUR

ai, J, oa, ie, ee, or

GROUP FOUR
ai j oa ie ee or

English Language Skills

| Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

ai

Can you say /ai/?
This man has a pain.
Can you write this word?

💿 **4.1.   These images contain the /ai/ sound**

train	paint	rain
snail	tail	nail
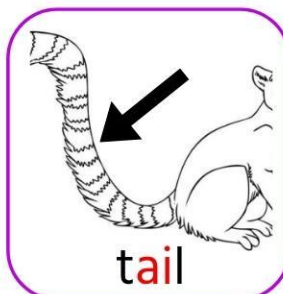
Read
and circle

● Jorge paints a train in the rain.
● The snail climbs on a nail.

ai   ai   ai   ai   ai   ai   .   .
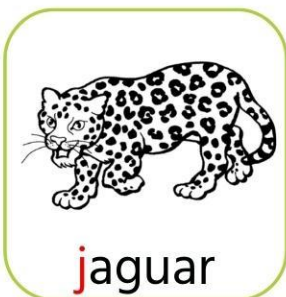
ai   ai   ai   ai   ai   ai   .   .

J j

Can you say /j/?
It is a delicious strawberry jam.
Can you write this word?

💿 **4.2.** These images contain the /j/ sound

jacket	jaguar	jeans
jellyfish	juice	jump

Read and circle

● I wear a jacket and jeans at work.
● I drink juice to jump the rope.
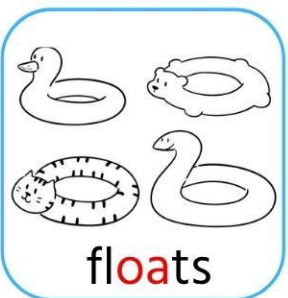
j j j j j j

j j j j j j

🔊 **Listen and repeat.**

oa

Can you say /oa/?
It is a happy goat.
Can you write this word?

💿 **4.3. These images contain the /oa/ sound**

b**oa**t

s**oa**p

c**oa**t

fl**oa**ts

r**oa**d

c**oa**ch

Read and circle

○ The coat is on the boat near the float.

○ The coach runs on the road.

oa oa oa oa oa oa

oa oa oa oa oa

ie

Can you say /**ie**/?
The blue **tie** is plain.
Can you write this word?
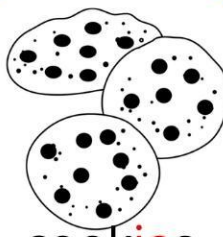
💿 **4.4.** These images contain the /**ie**/ sound

p**ie**

al**ie**n

fr**ie**nd

sold**ie**r

cook**ie**s

f**ie**ld

Read and circle

◯ I eat a pie with my friend after working in the field.

◯ The soldier fights against the alien.

ie *ie ie ie ie ie* · ·

ie *ie ie ie ie ie* ·

🔊 **Listen and repeat.**

ee

Can you say /ee/?
Look at this beautiful bee.
Can you write this word?

💿 **4.5.** These images contain the **/ee/** sound

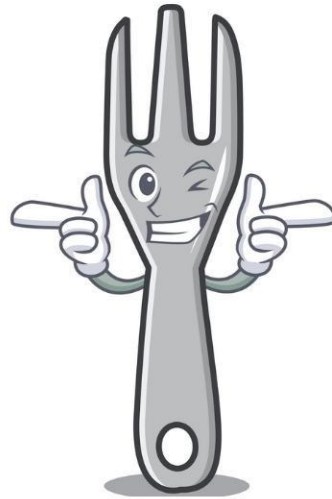|		
s**ee**d	gr**ee**n	sl**ee**p
f**ee**t	t**ee**th	wh**ee**l

Read and circle

● The seed will be a green plant in three days.
● My feet and my teeth are very strong.

ee ee ee ee ee ee . .

ee ee ee ee ee ee . .

🔊 **Listen and repeat.**

or

Can you say /or/?
It is a silver **fork.**
Can you write this word?

💿 **4.6. These images contain the /or/ sound**

c**or**n

anch**or**

t**or**ch

h**or**se

doct**or**

st**or**e

**Read
and circle**

• The torch illuminates the horse at night.
• Jorge buys corn and vegetables in the store.

or or or or or or

or or or or or or

TIME TO PRACTICE

Listen, check, and write the corresponding word to each picture.

a.
train ☑   rain ☐   snail ☐   train

b.
juice ☐   jeans ☐   jacket ☐

c.
road ☐   boat ☐   soap ☐

d.
alien ☐   field ☐   pie ☐

e.
seed ☐   feet ☐   teeth ☐

f.
anchor ☐   store ☐   doctor ☐

TIME TO SING

Instructions:

1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly Phonics Group 4 Songs | ai j oa ie ee or | Group 4 jingles | animated video

This musical video contains all the songs in Jolly Phonics. Let's teach the sound of the English letters to our kids in a fun and multisensory way. #Jollyphonicsphase4 #kindergartenphonic...

▶ YouTube / 3:23

Link:

https://youtu.be/g2wqKCwRpJY?si=eCcAsyO-ChKX6M6j

UNIT 5

GROUP FIVE

z, w, ng, v, oo, oo

General objective

Apply the fifth letters and sounds group based on the Jolly Phonics method to learn English vocabulary.

GROUP FIVE

z w ng v oo oo

Specific objectives

Memorize the fifth letters and sounds group to learn new vocabulary.

Recognize new vocabulary with the fifth letters and sounds group.

Time to practice

In this activity, students will write over dotten words. Then, they will color the pictures. After that, a video shows each letter with its respective sound in a fun way.

Materials

Didactic guide
Electronics devices
Colors
Markers
Pencil
Eraser

Audio

To access the audio, you must scan the QR code, where you will find two folders in which sounds and vocabulary are divided.
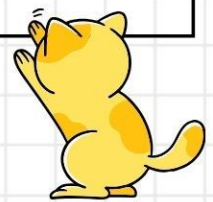
English Language Skills

| Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

90

Z z

zbzu

____

Can you say /z/?
This is a **buzz**.
Order the letters correctly.

💿 **5.1. These images contain the /z/ sound**

zoo

zebra

zipper

zombie

zigzag

quiz
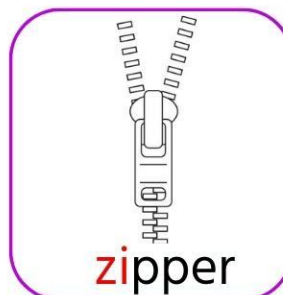
Read and circle

● There is not a zebra in the zoo.

● The zombie walks in a zigzag.
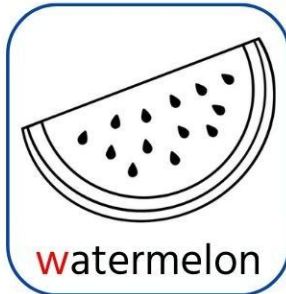
Z Z Z Z Z Z

z z z z z z

91

🔊 **Listen and repeat.**

W w

Can you say /w/?
There are gusts of wind.
Order the letters correctly.

wdin

_ _ _ _

💿 **5.2.** These images contain the /w/ sound

wolf

watermelon

window

weep

write

walk

Read and circle

● The children write near the window.
● Watermelon is not white.
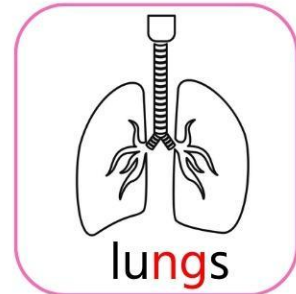
W w w w w w

W w w w w w

🔊 **Listen and repeat.**

ng

Can you say /**ng**/?
He is a **strong** boy.
Order the letters correctly.

snrtog

_ _ _ _ _ _

💿 **5.3. These images contain the /ng/ sound**

ki**ng**

ri**ng**

lu**ng**s

si**ng**er

ha**ng**er

earri**ng**s

Read and circle

⦿ The singer has beautiful earrings.

⦿ The king gave a ring to the queen.

ng ng ng ng ng ng

ng ng ng ng ng ng

V v

nva

_ _ _

💿 **5.4. These images contain the /v/ sound**

Can you say /v/?
This is a van.
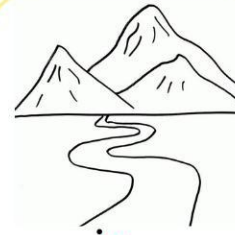**Order the letters correctly.**

vest

violin

vixen

vulture

devil

river

Read
and circle
- The vulture and the vixen live near the river.
- The devil feels fear when a violin plays.

V v v v v v v

V v v v v v v

🔊 **Listen and repeat.**

oo
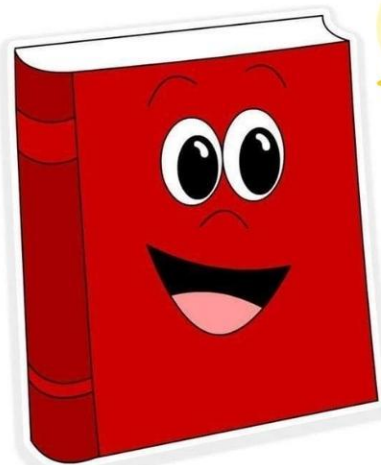
okob

_ _ _ _

Can you say short /**oo**/?
This is a **book**.
Order the letters correctly.

💿 **5.5.** These images contain the /**oo**/ sound

c**oo**kie	f**oo**t	c**oo**k
f**oo**tball	w**oo**d	g**oo**d

Read and circle

- The chef prepares good food.
- Marco plays football with his right foot.

 Listen and repeat.

OO

onmo

_ _ _ _

🔊 **5.6.** These images contain the **/oo/** sound
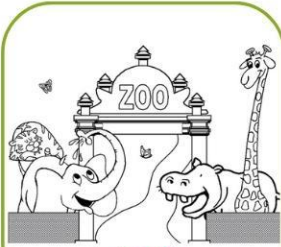
z**oo**

sch**oo**l
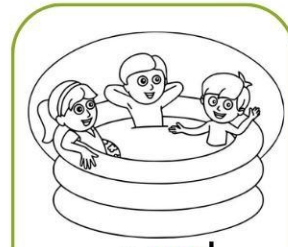
p**oo**l

g**oo**se

t**oo**th

b**oo**t

Can you say long **/oo/**?
This is a **moon**.
Order the letters correctly.
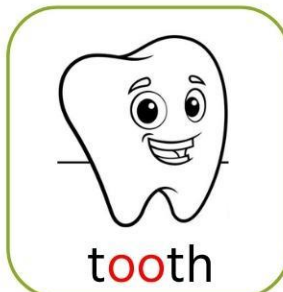
Read and circle
● There is a goose in the zoo.
● The school has a swimming pool for children.

TIME TO PRACTICE

● **Solve the Puzzle.**

The heart is red.

TIME TO SING

Instructions:
1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly Phonics Group 5 Songs | z w ng v oo OO | Group 4 jingles | animated video

This musical video contains all the songs in Jolly Phonics. Let's teach the sound of the English letters to our kids in a fun and multisensory way. #Jollyphonicsphase5 #kindergartenphonic...

▶ YouTube / 3:55

Link:

https://youtu.be/IaS-zMNQxEg?si=pJ9FiFWTM5WgUBhU

UNIT 6

GROUP SIX

y,x,ch,sh,th,th

GROUP SIX

y x ch sh th th

General objective

Apply the sixth letters and sounds group based on the Jolly Phonics method to learn English vocabulary.

Specific objectives

Memorize the sixth letters and sounds group to learn new vocabulary.

Recognize new vocabulary with the sixth letters and sounds group.

Time to practice

In this activity, students will find and color the words that correspond to each image. After that, a video shows each letter with its respective sound in a fun way.

Materials

Didactic guide
Electronics devices
Colors
Markers
Pencil
Eraser

Audio

To access the audio, you must scan the QR code, where you will find two folders in which sounds and vocabulary are divided.

English Language Skills

Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

100

🔊 **Listen and repeat.**

Y y

Can you say /y/?
This is a yogurt, color it
and complete its name.
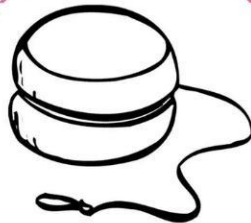
◯ ◯ ◯ ◯ ◯ **t**

💿 **6.1. These images contain the /y/ sound**

yellow

yoyo

yarn

yacht

yak

yes

yes

Read
and circle

- The yarn and the yoyo are yellow.
- The yacht yields loud sounds in the sea.

y y y y y y

y y y y y y

101

🔊 **Listen and repeat.**

X x

Can you say /x/?
This is a fox, color it and complete its name.

◯ ◯ x

💿 **6.2.** **These images contain the /x/ sound**

box	x-ray	axe
wax	xylophone	six

Read and circle

● There are six X-rays in the box.
● Ximena waxes her legs.

X X X X X X · · · · · ·

X X X X X X · · · · · ·

ch
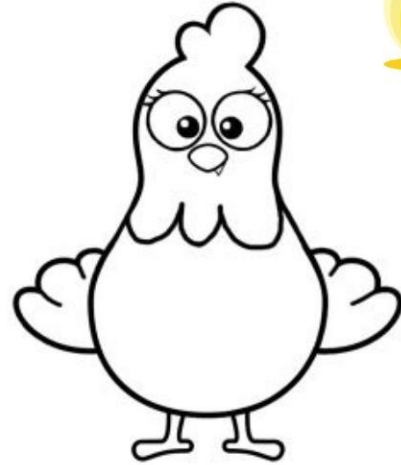
Can you say /ch/?

This is a chicken, pint it and complete its name.

◯◯◯◯◯◯ n
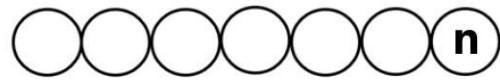
💿 **6.3.   These images contain the /ch/ sound**

chair
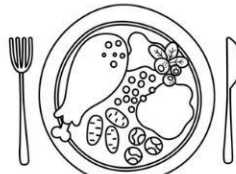
lunch
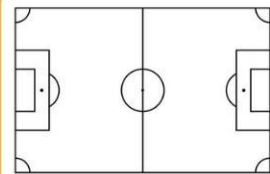
pitch
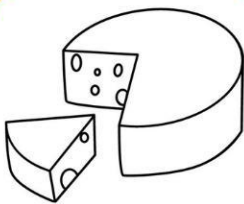
cheese

chalk
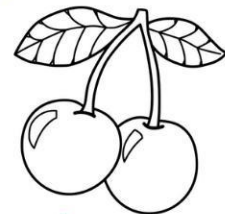
cherries

Read and circle

• The cherries and the chalk are red.

• The cheese and the chair are yellow.

ch   ch   ch   ch   ch   ch   ·

ch   ch   ch   ch   ch   ch   ·

🔊 **Listen and repeat.**

sh
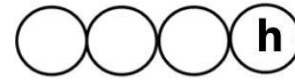
Can you say **/sh/**?
The child says **"hush"**.
Paint the boy and complete
the word.

◯ ◯ ◯ ◯ **h**

💿 **6.4.** These images contain the **/sh/** sound

fi**sh**	**sh**ark	fi**sh**erman
shoes	di**sh**	ca**sh**ier
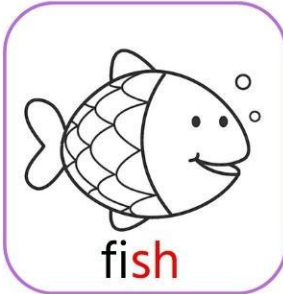
Read and circle

● The cashier has purple shoes.
● The fisherman has a fish in his hands.

sh   sh   sh   sh   sh   sh   .

sh   sh   sh   sh   sh   sh   .

104

🔊 **Listen and repeat.**

th

Can you say /th/?
The teacher says "this book is good".
Paint it and complete the word.

○ ○ ○ **s**

💿 **6.5. These images contain the /th/ sound**
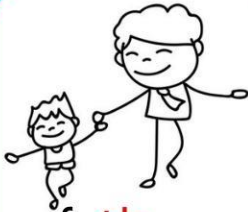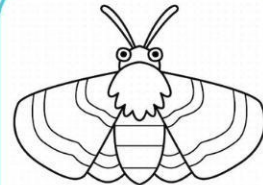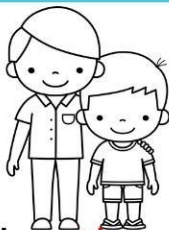
father	mother	moth
brother	feather	weather

Read and circle

● My father and mother go for a walk when the weather is sunny.

th th th th th th

th th th th th th

🔊 **Listen and repeat.**

th
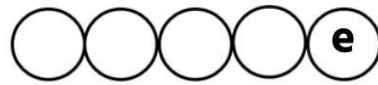
Can you say /th/?
This is a three, pint it and complete its name.

3

◯ ◯ ◯ ◯ e

💿 **6.6. These images contain the /th/ sound**
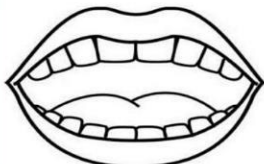
mou**th**

ba**th**room

thick

sou**th**

thumb

theatre

Read
and circle

● The mouth and thumb are parts of the human body.
● This book is thick.

th th th th th th

th th th th th th

TIME TO PRACTICE

Instructions:
1.- Find words you know and paint them in different colors.
2.- Look at the pictures below the circle of letters.
3.- Write the word that corresponds to each picture.

threethickmothersixdishmouthcherriesyoyofatherfishyogurtshoesbrotherfoxyellowlunchcheese

cheese _____

_____

_____

_____

_____

_____

107

TIME TO SING

Instructions:
1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Link:

https://youtu.be/FDGFNtqjlGU?si=Lxekl_SjDIHfq-f6

108

UNIT 7
GROUP SEVEN

qu,ou,oi,ue,er,ar

GROUP SEVEN

qu ou oi ue er ar

English Language Skills

Skills	teacher's activities	Student's activities
Listening	- Play the audio of each letter and its respective vocabulary.	- Listen to the sound that each letter makes. - Listen to the vocabulary related to each letter.
Speaking	- Help students with the correct pronunciation of vocabulary and the letters sound.	- Repeat the sound of the letters after the teacher. - Repeat the vocabulary related to each letter.
Reading	-Read the sentences aloud. - ask students to listen carefully. - Ask students to identify the learned sound within the words and circle it.	- Listen to the sentences read by the teacher. -Identify the learned sound within the words and circle it.
Writing	- Ask students to trace and write each letter learned.	- Trace and write each letter learned.
General activity	- Ask students to color in the images according to their preferences.	- Color the pictures.

110

🔊 **Listen and repeat.**

qu

Can you say /**qu**/?
This duck says "**quack**"
Write and trace its name.

_____ ack

💿 **7.1. These images contain the /qu/ sound**

queen

s**qu**id

li**qu**id

quiz
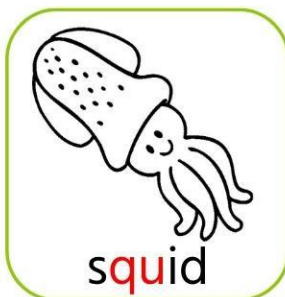
s**qu**ash

quail

Read and circle

- The queen lives in the castle.
- The quail does not eat squash.

qu ⟍ qu qu qu qu qu ·

qu ⟍ qu qu qu qu qu ·

ou

Can you say /ou/?
This tooth says "ouch".
Write and trace its name.

_____ch

💿 **7.2. These images contain the /ou/ sound**

cloud

mouse

soup

four

house

toucan
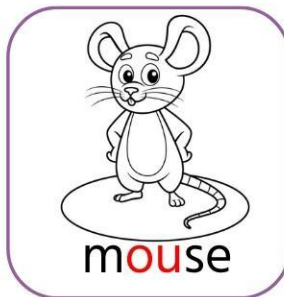
Read
and circle

• There are four noodles in the soup.

• There is a mouse in the house.

ou   ou   ou   ou   ou   ou .

ou   ou   ou   ou   ou   ou .

🔊 **Listen and repeat.**

oi

Can you say /**oi**/?
This is a **oil**.
Write and trace its name.

............|

💿 **7.3. These images contain the /oi/ sound**

oink **oink**	**toilet**	**point**
foil	**boil**	**tortoise**

**Read
and circle**

● Pig says oink.

● The tortoise walks near a black point.

| oi | oi | oi | oi | oi | oi | . |

| oi | oi | oi | oi | oi | oi | . |

113

🔊 **Listen and repeat.**

ue

no biting

no spitting

no bumping

no touching

Can you say /oe/?
This is a cue.
Write and trace its name.

c..............

7.4. These images contain the /oe/ sound

blue

glue

rue

flue

true
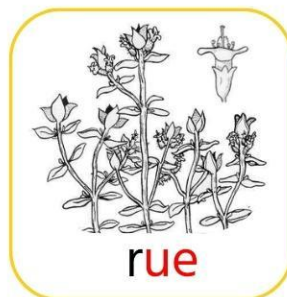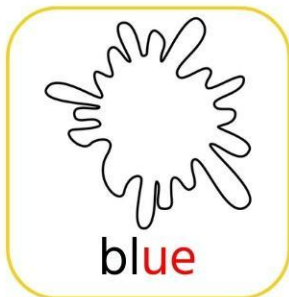
statue

Read and circle

- The paint flue is blue.
- The statue is giant.

ue   ue   ue   ue   ue   ue

ue   ue   ue   ue   ue   ue

114

🔊 **Listen and repeat.**

er

Can you say /**er**/?
This is a **mixer**.
Write and trace its name.

mix..........

💿 **7.5.** These images contain the /**er**/ sound

tig**er**

wat**er**

spid**er**

p**er**fume

p**er**son

pap**er**

Read and circle
● A person uses perfume.
● Water fell on the paper.

er er er er er er er er .

er er er er er er er er .

🔊 Listen and repeat.

ar

Can you say /**ar**/?
This is a **arm**.
Write and trace its name.

...........m

💿 7.6 These images contain the /**ar**/ sound

st**ar**
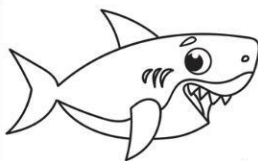
sh**ar**k

f**ar**m

p**ar**k

art

c**ar**

Read and circle

● The shark does not live on the farm.
● The car is near the park.

ar ar ar ar ar ar ar ar

ar ar ar ar ar ar ar ar

116

TIME TO PRACTICE

🔘 **7.7. Listen, circle and write.**

🔘 **a.**

🔘 **b.**

🔘 **c.**

🔘 **d.**

🔘 **e.**

🔘 **f.**

TIME TO SING

Instructions:
1.- Go to the Youtube application.
2.- Enter the link found below the image.
3.- Click to watch the video.
4.- Sing and have fun.

Jolly Phonics Group 7 Songs | qu ou oi ue er ar | Group 7 jingles | animated video

This musical video contains all the songs in Jolly Phonics. Let's teach the sound of the English letters to our kids in a fun and multisensory way. FIND US ON...

▶ YouTube / 3:30

Link:

https://youtu.be/HdV01-WAE8s?si=ZrI0u_I4TBWgQijl

CONGRATULATIONS

THIS CERTIFIES THAT

Has successfully completed the course

Jolly Phonics Method to Boost English Vocabulary

Teacher

119

Jolly Phonics

Didactic guide to boost English vocabulary in Pipuls

Authors:

Sopa Tigse Brayan Bladimir

Vallejo Narváez Milena Mishel

CONCLUSION

Vocabulary instruction from an early age is essential for building a solid foundation for second language learning. Besides, vocabulary mastery is fundamental because it facilitates effective communication and comprehension. Learners have the facility to access a variety of strategies at their disposal in the process of acquiring words and expressions in a language other than their native language, in which the incorporation of interactive and contextual activities is highly effective in helping to develop deep and lasting learning of new vocabulary.

The Jolly Phonics method is an effective method for teaching vocabulary to children who are beginning the English language learning stage since, from an early age, students learn the pronunciation and decoding of words. Some authors mention that it is effective because it has five specific skills (learning the letter sounds, learning letter formation, blending- for reading, identifying sounds in words-for writing and tricky words), these are focused on certain functions according to each child's process and learning level.

The methodology applied in this research was mixed, in which an interview of teachers and a survey of students were used. The teachers' interview showed they know the importance of phonics and teaching methods in English classes. While the student survey showed that it is difficult for students to learn English, studies have shown that students prefer interactive activities, didactic material, and playful activities that attract their attention to facilitate their learning.

The proposal presented is a didactic guide created to guide teachers in teaching English vocabulary through sounds. Furthermore, it includes all the necessary resources to facilitate its appropriate use.

RECOMMENDATIONS

During the vocabulary learning process, it is recommended to use interesting academic resources that facilitate comprehension and attract attention so that students are attracted and thus generate interest in learning the new language. In addition, it is recommended to teach vocabulary from the angle of phonetics, which allows for good pronunciation and easy comprehension of the words from the beginning of the acquisition of English as a foreign language.

The use of methods helps to guide where you want to go through teaching, so it is recommended to use them when you want to achieve good results in the academic field. In addition, it is encouraged to use methods that include phonetics to create and transmit knowledge interestingly and interactively with the correct production of sounds. It contributes significantly to the retention of vocabulary and the enjoyment of the learning process.

The mixed methodology helps combine quantitative and qualitative data that help to understand the subject of study effectively. Therefore, using mixed methodology is recommended to obtain accurate and necessary results. Moreover, both the survey and interview help to understand in depth the use of Jolly Phonics in English teaching.

It is recommended to use the didactic guide based on the Jolly Phonics method, which allows vocabulary acquisition in a fun and interesting way. The guide has several interesting resources such as audios with the phonics sounds, images, fun and playful activities, lessons, and videos to help boost the English vocabulary of children and facilitate their comprehension. This guide can be effective for the teacher to correctly orient the pronunciation, form, and creation of words to children who are beginning to learn a new language.

References

Ahmad, Z., & Yunus, M. M. (2019). The effectiveness of using Jolly Phonics blending phonemes to year 3 English language classroom. *International Journal of Humanities, Philosophy and Language, 2*(8), 150-162. https://doi.org/10.35631/ijhpl.280011

Ahmadi, M. R., Hairul, N. I., & Muhammad Kamarul, K. A. (2012). Improving vocabulary learning in foreign language learning through reciprocal teaching strategy. *International journal of learning and development, 2*(6), 186-201. https://doi.org/10.5296/ijld.v2i6.2882

Alexiou, T., & Stathopoulou, M. (2021). *The pre-A1 level in the Companion Volume of the Common European Framework of Reference for Languages.* Research Papers in Language Teaching and Learning.

Allison, S., & Smith, J. (2017). Mixed methods research: expanding the evidence base. *Evidence-Based Nursing, 20*(3), 74-75. https://doi.org/http://dx.doi.org/10.1136/eb-2017-102699

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education, 3*(3), 21-34. https://doi.org/10.20472/TE.2015.3.3.002

Ariati, N. P., Padmadewi, N. N., & Wayan, S. (2018). Jolly phonics: effective strategy for enhancing children english literacy. *In SHS Web of Conferences, 42*(00032), 1-7. https://doi.org/https://doi.org/10.1051/shsconf/20184200032

Atkins, R. E. (1926). An analysis of the phonetic elements in a basal reading vocabulary. *The Elementary School Journal, 26*(8), 596-606. https://doi.org/https://www.journals.uchicago.edu/doi/pdf/10.1086/455952

Bavi, F. (2018). The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level. *ournal of Language Teaching and Research, 9*(3), 629-639. https://doi.org/http://dx.doi.org/10.17507/jltr.0903.24

Calvo Pérez, A. (2014). *Jolly phonics: a method to teach English reading and writing in preschool.* Universidad Pública de Navarra Nafarroako Unibertsitate Publikoa. Obtenido de https://academica-e.unavarra.es/handle/2454/14346

Cerezal, F. (1995). Foreign language teaching methods: Some issues and new moves. *Encuentro: revista de investigación e innovación en la clase de idiomas., 8*, 110-132.

Cronquist Kathryn, F. A. (sf). *El aprendizaje del inglés.* EL DIÁLOGO Liderazgo para las Américas.

Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English teaching , 5*(1), 11. https://doi.org/https://ssrn.com/abstract=3378646

De Groot, A., & Van Hell, J. (2005). Handbook of Bilingualism: Psycholinguistic Approaches. In A. De Groot, & J. Van Hell, *The learning of foreign language vocabulary.* (pp. 9-29). Oxford University Press.

Delgado, D. (s.f.). Método Jolly Phonics en el desarrollo de la lectoescritura del idioma. *Método Jolly Phonics en el desarrollo de la lectoescritura del idioma .* Universidad Central del , Quito.

Elizabeth, M. (2010). *Methods of teaching English.* Discovery Publishing House.

English Club. (s.f.). *English Club.* Obtenido de English Club: https://www.englishclub.com/pronunciation/phonemic-chart.php

English Proficiency Index. (2022). *El ranking mundial más grande según su dominio del inglés*. Obtenido de EF: https://www.ef.com.ec/epi/

Europapress. (9 de 5 de 2016). *Estos son los idiomas más estudiados en cada país del mundo*. Obtenido de Estos son los idiomas más estudiados en cada país del mundo: https://www.europapress.es/sociedad/noticia-son-idiomas-mas-estudiados-cada-pais-mundo-20160509120804.html

Farokhbakht, L., & Nejadansari, D. (2015). The effect of using synthetic multisensory phonics in. *International Journal of Research Studies in Education, 4*(4), 39-52. https://doi.org/https://doi.org/10.5861/ijrse.2015.1196

Fernández, R. (13 de 07 de 2022). *Los idiomas más hablados en el mundo en 2021*. Obtenido de (hablantes y hablantes nativos, en millones): https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/

Gonzales, O., Cárdenas, R., & Chiluisa, M. (2017). Actividades de enfoque léxico para aumentar el vocabulario básico de los estudiantes. *Polo del Conocimiento*, 403-443.

Google Scholar, & EDP Sciences database. (2018). Jolly phonics: effective strategy for enhancing children english literacy. *Ni Putu Pebri Ariati, Ni Nyoman Padmadewi and I Wayan Suarnajaya, 42*(00032), 7. https://doi.org/https://doi.org/10.1051/shsconf/20184200032

Guaqueta, C. A., & Castro-Garce, A. Y. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *English Language Teaching, 11*(2), 61-71. https://doi.org/ 10.5539/elt.v11n2p61

Index, E. E. (22 de noviembre de 2021). *Smyth Academy*. Obtenido de Informe EF EPI 2021, el mayor ranking mundial de nivel de inglés:

https://www.smythacademy.com/11384/informe-ef-epi-2021-el-mayor-ranking-mundial-de-nivel-de-ingles/

Isabel, G. (2016). FLIPPED CLASSROOM IN ENGLISH IN PRIMARY EDUCATION. *EDUTEC. Revista Electronica de Tecnología Educativa*, 4.

Lackman, K. (2011). *Lexical Approach Activities.* Ken Lackman & Associates Educational Consultants.

Laver, J. (1994). *Principles of Phonetics.* Cambridge university press. Obtenido de bit.ly/3PzjnjM

Mahu, D. P. (2012). Why is learning English so beneficial nowadays? *International Journal of Communication Research, 2*(4), 374-376.

Murari Sundari, E. E. (2010). *Methods of teaching English.* Discovery Publishing House. https://doi.org/8171418090, 9788171418091

Nazirova, O. (2020). TEACHING ENGLISH: METHOS AND TEACHER'S ROLE. *The Scientific Heritage, 49*(3), 56-57.

Nemati, A. (2010). Active and Passive Vocabulary Knowledge: The Effect of Years of Instruction. *The Asian EFL Journal Quarterly, 12*(1), 30-46. https://doi.org/http://hdl.handle.net/10072/32233

Nuria, S. (2016). Grado en Educación Infantil. *"LA TÉCNICA JOLLY PHONICS COMO HERRAMIENTA PARA LA ENSEÑANZA DE LA LECTO-ESCRITURA EN EDUCACIÓN INFANTIL".* Universidad de Valladolid, Soria.

Pole, K. (2019). Mixed methods designs. *60*, 37-42.

Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching.* Cambridge University press.

Ruiz, C. (2014). *Evaluation of Jolly Phonics as a method for teaching literacy and EFL in the bilingual classroom. Proposal of improvement [Tesis de Licenciatura, Universidad Zaragoza].* Repositorio Institucional. Obtenido de https://zaguan.unizar.es/record/16919/files/TAZ-TFG-2014-2132.pdf

Ruíz, C., Mnazano, A., Martínes, I. C., & Lozano, D. C. (2017). EL MODELO FLIPPED CLASSROOM. *Revista de Psicología*, 261-266.

Rustamov, I. (2022). TEACHING ENGLISH AS A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики, 4*(4), 1-3.

Sánches, M. (2009). Historia de la metodología de enseñanza de lenguas extranjeras/History of Foreign Language Teaching Methodology. *TEJUELO. Didáctica de la Lengua y la Literatura. Educación/TEJUELO. Didactics of Language and Literature. Education, 5*, 54-70.

Sánchez, M. (2005). Mundo siglo XXI. *Revista del centro de Investigaciones, Administrativas y Sociales del Instituto Politécnico Nacional*, 116-118.

Sánchez, M. M. (2009). Historia de la metodología de enseñanza de lenguas extranjeras/History of Foreign Language Teaching Methodology. *TEJUELO. Didáctica de la Lengua y la Literatura. Educación/TEJUELO. Didactics of Language and Literature. Education, 5*, 54-70.

Schilling, N. (2013). *Surveys and Interviews.* Research methods in linguistics.

ANNEXES

Annexes 1. Teacher's interview

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: Jolly Phonics Method to Boost Vocabulary in Second-Grade Students at Teodoro Gómez de la Torre School, Academic Period 2022-2023

INTERVIEW FOR TEACHERS

Objective: The present interview aims to collect information on using the Jolly Phonics method at Teodoro Gómez de la Torre school in second-grade students.

Directions:

1. The interview consists of five questions.

2. Read the questions and answer truthfully.

3. The interview is anonymous; your answers will be kept confidential.

4. The information obtained will be used exclusively for research purposes.

INTERVIEW

1. Do you use the Ministry of Education modules designed to teach English? Yes / No Why?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………..

2. From your personal experience, what activities and resources do you use during your English classes to help your students learn new vocabulary?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………..

3. Are you familiar with phonics?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………..

4. In what ways do you think phonics helps a child master English vocabulary?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………..

5. Have you used multisensory strategies or methods that work with sounds, pictures, and movement, e.g., Jolly Phonics?

    ………………………………………………………………………………………

    ………………………………………………………………………………………

    ………………………………………………………………………………………..

6. Would you be interested in using Jolly Phonics to help your students learn new vocabulary?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………..

7. Would you be interested in creating a teaching guide for you to use this phonics tool in your classroom?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………..

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: Jolly Phonics Method to Boost Vocabulary in Second-Grade Students at Teodoro Gómez de la Torre School, Academic Period 2022-2023

SURVEY FOR STUDENTS

Objective: This survey is directed to second-grade students to collect information about using the Jolly Phonics method at "Teodoro Gómez de la Torre" school.

Directions:

1. The survey consists of six questions.

2. Read the questions and answer truthfully.

3. Put a check ☑ in the correct answer.

4. The survey is anonymous; your answers will be kept confidential.

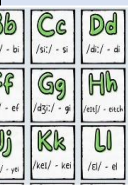5. The information obtained will be used exclusively for research purposes.

SURVEY

1. **Do you like the teacher's material during the English class? Put a check ☑.**

☐ A lot	☐ A little	☐ Nothing
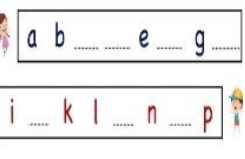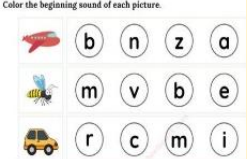
2. **Do you find it easy to learn new words in English? Put a check ☑.**

☐ A lot	☐ A little	☐ Nothing
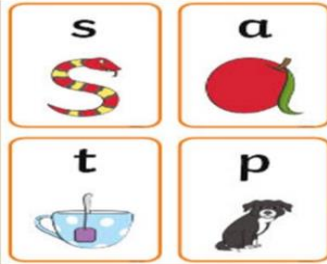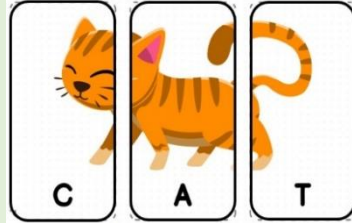
3. **In the following list of English topics select YES (if you like it) or NO (if you do not like it) according to your preference. Put a check ☑.**

Alphabet		Colors		Fruits		Animals		Body Parts	
☐ YES	☐ NO	☐ YES	☐ NO	☐ YES	☐ NO	☐ YES	☐ NO	☐ YES	☐ NO

4. **What activities in English class help you most to learn vocabulary? Select three options and put a check ☑.**

Tracing words	ing the letters	fying words by sounds	ing the picture with the name
☐	☐	☐	☐

5. What activities would you like your teacher to use in English classes?

Use flashcards with sounds.		Songs		Word construction using flashcards	
☐ YES	☐ NO	☐ YES	☐ NO	☐ YES	☐ NO

THANK YOU FOR YOUR COOPERATION

Annexes 3. Approbation of instruments

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

....
....
....
....

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO			
CRITERIOS DE EVALUACIÓN			**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6				
7				
8				
9				
10				

MSc. Fernando Narváez
C.C.: 1001758026

Apellidos y nombres completos	Franklin Fernando Narváez Vega
Título académico	Magíster en Educación
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502

Fecha de envío para la evaluación del experto:	25 de mayo del 2023
Fecha de revisión del experto:	25 de mayo del 2023

Annexes 4. Permission and acceptance to collect data in the institution

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2023-0093-O
Ibarra, 06 de junio de 2023

ASUNTO: **TRABAJO DE INTEGRACIÓN CURRICULAR SRES: BRAYAN BLADIMIR SOPA TIGSE y MILENA MISHEL VALLEJO NARVÁEZ**

Magíster
Sandra Hidalgo
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que los estudiantes: BRAYAN BLADIMIR SOPA TIGSE y MILENA MISHEL VALLEJO NARVÁEZ, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtengan información y apliquen los instrumentos de investigación a los estudiantes de segundo año de Educación General Básica paralelo "A", que se requieren para el desarrollo del trabajo de integración curricular: "JOLLY PHONICS AS AN ACTIVE METHOD TO BOOST VOCABULARY IN SECOND-GRADE STUDENTS AT TEODORO GÓMEZ DE LA TORRE SCHOOL, ACADEMIC PERIOD 2022-2023"

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ   Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2023.06.06 15:53:24 -05'00'

MSc. José Revelo Ruiz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800   RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

138

Annexes 5. Turnitin analysis

turnitin

Identificación de reporte de similitud: oid:21463:278070761

NOMBRE DEL TRABAJO

SOPA-VALLEJO INFORME FINAL.docx

AUTOR

SOPA-VALLEJO BRAYAN

RECUENTO DE PALABRAS

8985 Words

RECUENTO DE CARACTERES

48556 Characters

RECUENTO DE PÁGINAS

41 Pages

TAMAÑO DEL ARCHIVO

290.7KB

FECHA DE ENTREGA

Oct 17, 2023 3:19 PM GMT-5

FECHA DEL INFORME

Oct 17, 2023 3:19 PM GMT-5

● **6% de similitud general**
El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada bas

- 4% Base de datos de Internet
- Base de datos de Crossref
- 4% Base de datos de trabajos entregados

- 0% Base de datos de publicaciones
- Base de datos de contenido publicado de Cros

● **Excluir del Reporte de Similitud**

- Material bibliográfico
- Material citado
- Fuentes excluidas manualmente

- Material citado
- Coincidencia baja (menos de 8 palabras)

Annexes 6. Application of the instruments