



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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de Licenciada en Pedagogía del Idioma Inglés.**

Theme:

Rhymes and the Speaking Skill

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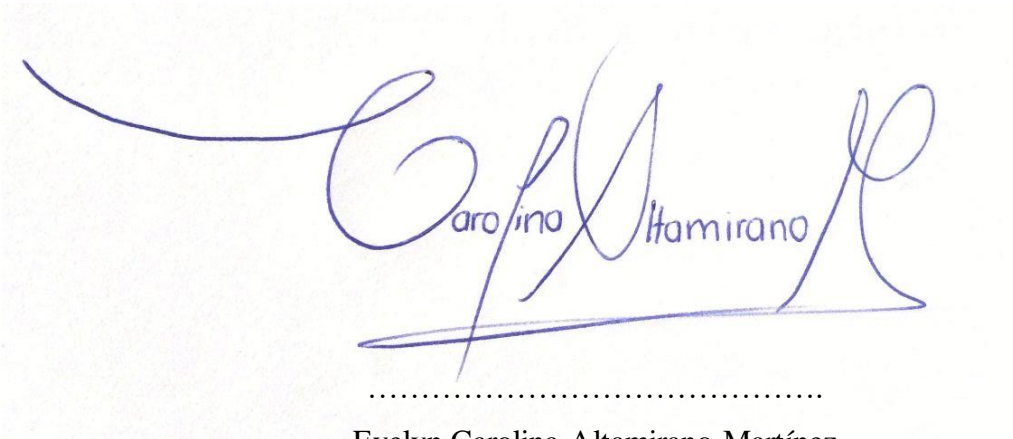
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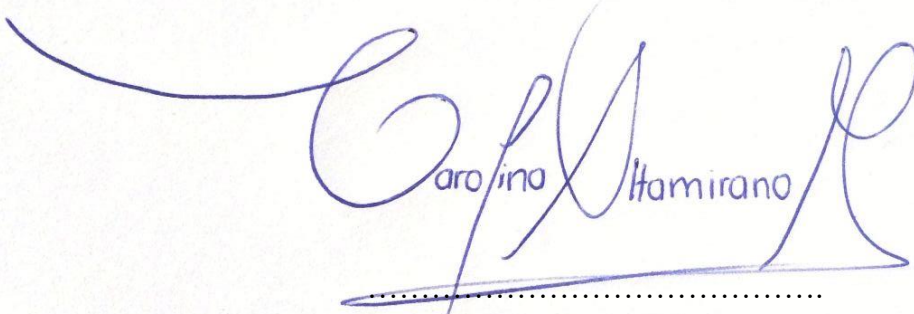
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DEDICATION

*To God and the Virgin Mary who helped me
and gave me the necessary strength to
complete it successfully.*

*To my parents Pablo and Olga who have
been a fundamental support in my life.*

*To my grandparents Luis, Noemi, Cesar, and
Carmen.*

Evelyn Carolina

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With love!

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TABLE OF CONTENTS

SUPERVISOR APPROVAL.....	2
DECLARATION PAGE	3
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	4
COPYRIGHT REUSE.....	5
DEDICATION.....	6
AKNOWLEDGEMENTS	7
INDEX OF TABLES.....	10
INDEX OF FIGURES	10
RESUMEN	11
ABSTRACT	12
CHAPTER I.....	13
THEORETICAL FRAMEWORK.....	13
1.1 Investigative Background	13
1.2 Scientific Foundation.....	14
1.2.1 Rhymes (Independent Variable).....	14
1.2.3 Sounds in rhymes	15
1.2.4 History of rhymes	15
1.2.5 Types	15
1.2.6 Benefits of rhymes.....	16
1.2.7 Phonological Awareness	17
1.2.8 Speaking Skill (Dependent Variable)	17
1.2.9 Speak and interact.....	18
1.2.10 Vocabulary	19
1.2.11 Pronunciation.....	19
1.3 Objectives.....	20
1.3.1 General Objective	20
1.3.2 Specific Objectives	20
CHAPTER II	21
METHODOLOGY	21
2.1 Resources	21
2.2 Basic Method of Research	21
2.2.1 Research Approach.....	21

2.3 Research Modality	21
2.3.1 Procedure	21
2.3.2 Pre – Experimental Research.....	22
2.3.3 Bibliographic – documentary	22
2.3.4 Field	22
2.4 Population and Sample	23
2.5 Techniques and Instruments.....	23
CHAPTER III.....	24
RESULTS AND DISCUSSION.....	24
3.1 Pre – test results	24
3.2 Post – test results.....	26
3.3 Comparative results.....	28
3.4 Hypothesis verification	30
CHAPTER IV.....	34
CONCLUSIONS AND RECOMMENDATIONS.....	34
4.1 Conclusions	34
4.2 Recommendations.....	35
BIBLIOGRAPHIC REFERENCES	36
ANNEXES.....	38
Annex 1: Lesson Plans	38
Annex 2: Rhymes.....	45
Annex 3: Pre-A1 Starters (Cambridge).....	46
Annex 4: Pictures	48

INDEX OF TABLES

Table 1: Communication Skills	18
Table 2: Population	23
Table 3: Pre - test results	24
Table 4: Post - test results	26
Table 5: Comparative results	28
Table 6: Descriptives	30
Table 7: Tests of Normality	31
Table 8: Paired Samples Statistics	32
Table 9: Paired Samples Correlations.....	32
Table 10: Paired Samples Test	32

INDEX OF FIGURES

Figure 1: Vocabulary about fruits	19
Figure 2: Pre – test results	24
Figure 3: Post – test results	26
Figure 4: Comparative results.....	28

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

El presente trabajo de investigación tiene como principal objetivo determinar la influencia de las rimas en el desarrollo del habla en los estudiantes de segundo grado de educación básica de la Unidad Educativa “Darío Guevara”. Para el desarrollo de la investigación se utilizó un diseño pre – experimental a un grupo de 6 estudiantes. Debido a la pandemia del COVID – 19 el estudio se realizó de manera virtual a través de las plataformas Zoom y Microsoft teams con una duración de 4 semanas. Para cumplir con los objetivos de este trabajo investigativo los estudiantes realizaron un pre y post test de Cambridge que evaluaba 3 criterios: vocabulario, pronunciación e interacción. Al principio del pre – experimento los estudiantes obtuvieron un promedio general de 2,49 sobre 5 puntos. Mientras que después de haber realizado el pre – experimento se obtuvo 3,77 sobre 5 puntos. De esta manera, se evidencia la efectividad del pre - experimento. Así mismo los métodos estadísticos utilizados en esta investigación mostraron que el p-value es ,009, un resultado menor ue 0,05, lo que significa que se rechaza la hipótesis nula y se acepta la hipótesis alternativa la cual menciona que las Rimass influyen en el desarrollo de la habilidad oral.

Palabras clave: habilidad oral, interacción, lengua materna, pronunciación, rimass, sonidos, vocabulario.

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ABSTRACT

The main objective of this research work is to determine the influence of rhymes in the development of speaking skill in second grade students of basic education at Unidad Educativa “Dario Guevara”. For the development of the research, a pre-experimental design was used for a group of 6 students. Due to the Covid-19 pandemic, the study was carried out virtually through the Zoom and Microsoft Teams platforms with a duration of 4 weeks. To achieve the objective of this work, the students took a pre and post – test from Cambridge that evaluated 3 criteria: vocabulary, pronunciation, and interaction. At the beginning of the pre-experiment, the students obtained an average of 2,49 over 5 points. While after having carried out the pre-experiment, 3,77 over 5 points were obtained. In this way, the effectiveness of the pre - experiment was evidenced. In the same way the statistics results show that the p-value is ,009, this result is lower than the significance 0,05. This means that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted that is Rhymes influence in the development of Speaking skill.

Key words: interactions, mother tongue, pronunciation, rhymes, sounds, speaking skill, vocabulary.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Sayakhan & Bradley (2019) in their work “Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language” said how nursery rhymes could be used in the classroom and how teachers can use this to teach. The authors defined concepts, types, history, and the principles characteristics of nursery rhymes. This experimental work presented how a group of children of five years old used rhymes to develop the four language skills listening, writing, reading and the main for this work speaking. The work showed that early learning of nursery rhymes, rhymes, and song poems significantly improves reading skills in children who are in kindergarten through third grade.

Victoria (2020) in her work entitled “Exploring rhymes and songs strategies in improving spoken English language skills among lower primary school pupils” proved that rhymes and songs are effective and adequate to improve English language speaking skill. Three trained English teachers worked with school pupils from primary, the rhymes and songs were projected on the boards for the students to read. In this way, reading, spelling, speaking, and singing were practiced. This study lasted approximately six weeks and was quantitative research as the data was necessary to test the hypothesis.

Pourkalthor & Akhavan Tavakoli (2017) in their article with the title “Nursery Rhymes and Language Learning: Issues and Pedagogical Implications” explained the effectiveness of nursery rhymes on the language acquisition. The work showed the role of nursery rhymes for pedagogical purposes. The article was a descriptive work and with the help of literature, it proved that nursery rhymes can broaden the understanding and motivation of learning especially in young children.

Mullen (2017) in their work entitled “More Than Words: Using Nursery Rhyme and Songs to Support Domains of Child Development” mentioned that rhymes can not only be used for pedagogical purposes but also as a tool to aid physical health and well-being, communication skills, language and cognitive development, and general knowledge, emotional maturity, and social competence. This article is from the field since the experience of twenty years with oral rhymes, nursery rhymes and storytelling give the

author of this article the assurance of saying that rhymes are effective and invites parents and teachers to promote their use.

Teksan & Yilmaz-Alkan (2020) in their article “The Effects of Nursery Rhymes on Improving Reading Fluency of Fourth-Grade Primary School Students” determined the effects of nursery rhymes on improving reading fluency with fourth -grade primary school students. Two groups were used to carry out the research, a control, and an experiment with 22 students each. Before the study a post test was applied which consisted of a text that the students had to read. Then, the activities with nursery rhymes were administered to the experimental group for 15 weeks, while the students in the control group continued their regular education. After this time a pretest was applied. Reading rate scores, accurate reading scores, and data obtained from the Prosodic Reading Scale were analyzed with SPSS, paired-sample t-tests and independent group t-tests showed that accurate reading skills of the students in the experimental group improved.

1.2 Scientific Foundation

1.2.1 Rhymes (Independent Variable)

Children at an early age think about one thing: to have fun. Under this statement school results as a boring place for them, since they do not have a formed conscience and cannot assimilate that going to school is a responsibility. Nevertheless, as the most important thing is that the child acquires new knowledge, teachers work to find interactive pedagogical strategies that help children learn while having fun. One of these pedagogical strategies are rhymes. Rhymes are fun, improve confidence when speaking the language and improve memory, because they are short and easy to remember. Bécquer (2002) stated that:

Rhyme is a repetition of a series of sounds, gives rhythm to the sentences or final words of the same, accentuating them with rhythm and emphasis. In rhymes we find similarity or repetition constant sounds is the same words or similar words. (p.17)

In other words, rhymes allow the understanding of words, because by means of the repeating the same sounds or words helps and entertains children with pronunciation, understand and learn new or difficult-to-pronounce words.

1.2.3 Sounds in rhymes

Alliteration is a figure that is committed by using voices in a clause in which one or the same letters are frequently repeated, which, if it does not have intended to produce some imitative harmony, or if it occurs independently of the writer's will, it is not a figure of speech, but vice of language, contrary to euphony. (Real academy of the Spanish language, 2018).

In turn, alliteration can be presented in two ways: *assonance* is defined as the repetition of vowels (a,e,i,o,u, y, w – and combinations) in two or more words immediately succeeding each other, in the line of at the end of the line. *Consonance* this sound occurs when a consonant is repeated in the sentence without putting the sound only at the beginning of a word. This term is derived from the Latin word *assonantem*, which means to resound.

1.2.4 History of rhymes

The rhyme arises in the Middle Age. The first rhymed verses are found in religious hymns and later in romantic literature. There are references to rhymes in popular Latin texts of both assonance and consonant rhymes. The rhymes have a romantic past associated with poetry and have a lot of the Hispanic culture. Before the arrival of the Spanish to the American continent, rhymes were practiced when incantations were performed. However, the rhymes are related to the innocence of children and the magic of trials. These peoples consider the power that words have and the effect they can create in reality.

1.2.5 Types

Garcia & Rubio, 2015 said that there are many and different types of rhymes and songs to use as a pedagogical tool

- rhymes and songs about character sketches: they develop a sense of rhythm.
- rhymes and songs about scenes or incidents: they support the acquisition of gesture meaning and the use of non-verbal expressions
- rhymes riddles: they introduce the sounds and rhythms of English.
- rhymes and songs that use color words: they develop the children's senso-motor abilities
- rhymes and songs that use telling the time: these songs train the children's concentration

- rhymes and songs that use days of the week: they also help develop the children's concentration.
- rhymes and songs that use months of the year: they help children develop their memory and concentration.
- rhymes and songs that mention holidays: these songs are suitable for deepening the special vocabulary and for celebrating these occasions in the school (Rudolph the red-nosed reindeer)
- rhymes and songs that use the alphabet: they are useful to train the sounds of the English alphabet.
- rhymes and songs that discuss about the weather: these songs support the acquisition of vocabulary according to a special topic (How is the weather?)
- rhymes and songs that use numbers: these songs support the learning of numbers and are often connected with the use of fingers.

1.2.6 Benefits of rhymes

Children who start learning a foreign language from an early age have an innate ability to learn. Nonetheless, if children find this learning process boring, they will quickly lose interest. Many authors affirm that the use of authentic material (rhymes, songs, tongue twisters ...) within the classes are a source of stimulation and motivation. For that, rhymes are considered to have multiple benefits when learning a foreign language.

The benefits can be summarized under two concepts: linguistic factors and affective factors. *Linguistic factors* the use of rhymes helps children to develop the four language skills: listening, speaking, reading, and writing. In addition, it helps to learn vocabulary, introduces a new topic, improves pronunciation, also learn language functions, and helps them to feel familiar with the foreign language and compare it with their mother tongue. *Affective factors* the use of rhymes in a foreign language class helps teachers to create bonds of trust with their students, motivates them to participate, motivates them to be interested in learning a second language, because, as mentioned in the previous paragraphs, students at an early age are only looking for one thing and that is to have fun and what better way to have fun while they learn. (Garcia & Rubio, 2015)

This word game called rhymes becomes a very creative and motivating method when it comes to learning a foreign language as it allows developing creative and

innovative children. In addition, children strengthen the muscles of the mouth - tongue when performing repetitive movements, and that same repetition helps develop various skills in different areas of improvement, which helps children learn the way in which sounds are formed to create words and phrases, they begin to understand the sequence of the rhythm and modulation of the tongue, and all this set helps the learning of a foreign language

1.2.7 Phonological Awareness

Oral language is a communication system that is culturally transmitted and acquired naturally, while reading and writing languages are skills whose learning requires explicit teaching. At present, the relationship between the spoken language and the written language is known, since both share the same system, hence the importance of the development of the oral language as a fundamental means for access to the learning of the written language.

Phonological awareness is the metalinguistic ability that allows reflect on oral language and refers to the ability to intentionally identify, segment or combine suberic units' words, that is, syllables, tetrasyllabic units, and phonemes (Gutiérrez & Diéz, 2018).

Defior (1996) said that “rhymes are a fundamental element in the process of Phonological Awareness, it is the ability to be aware of the units in which speech is divided” (p.51). Rhymes help children learn how sounds combine to form words and phrases and begin to understand rhythm and inflection in language. All these components of nursery rhymes help in learning the language and in the subsequent acquisition of literacy. Rhythmic structures offer the child different sensations in front of words, since rhythm, sound, musicality, etc. appear, very attractive elements for them, since in a very playful way they access the written lexicon and incorporate it both audibly as visually, without hardly realizing it, which encourages them to read meaningful words. In addition, learning rhymes at an early age improves language, both expressive and comprehensive, and benefits memory capacity, as it improves the ability to remember.

1.2.8 Speaking Skill (Dependent Variable)

Probably the greatest goal of a foreign language learner is to be able to speak it fluently and with proper pronunciation, being able to create a precise sentence to communicate is undoubtedly a great achievement when learning a language. Speaking

skill is one of the most important keys to master the language (Rao, 2019). All human beings have the innate need to communicate, and speech is a universal means of communication and is part of the social development of every human being. This need arises from the point of view of, universality, productivity, utility, adaptability, and teachability. Communication is a sharing of feelings, ideas, and opinions with others (Riyaz, 2016). Under this statement, it is properly to say that speak it's not only words in the air. Rather, it is a whole process that begins with the first babbling of a baby and ends with the last breath at the moment of death.

Table 1: Communication Skills

Communication Skills	
Productive Skills	Receptive Skills
Speaking and writing	Listening and reading

Note: Table 1 Communication Skills

Speak involves the use of many parts of the body like lungs, vocal cords, vocal track, tongue, teeth, and lips. This process could be formal and informal. Formal language is generally used with people we do not know, older people, authorities, teachers, academic situations, when we apply for a job and informal language is used with friends, family, in more relaxed situations and with people we have trust.

1.2.9 Speak and interact

Speech involves an interaction between the speaker and the listener. To achieve a good interactive communication, it is important to consider three aspects. The first aspect to consider is to actively listen and respond. Thus, to have a good conversation it is mandatory to give ideas, suggest and mention different points of view. The second aspect is to have the initiative to start the conversation. The third aspect involves the ability to achieve an objective with the conversation, for example: to meet in going out to eat something, to say hello, and any type of information in any context that is being given (Sweetman, 2020).

In order to have effective communication, it is necessary for the teacher to apply strategies that help students lose their fear of speaking in English, such as rhymes. Why rhymes? Because, as mentioned in the previous paragraphs, rhymes play an important role in the development of phonological awareness, which is responsible for allowing effective oral communication.

1.2.10 Vocabulary

Learning vocabulary plays a very important role when acquiring a second language. Vocabulary refers to all the words that a second language learner knows in order to communicate, and the more vocabulary he or she knows, the more proficient he or she will have over the language. Learning vocabulary is one of the first tasks that the teacher has to carry out with language learners, how to carry out this first stage is the question. The teacher has different strategies to carry out this task and the limits are in his or her imagination. Susan (2004) said that the rhymes open the children's minds to new ideas. The more rhymes they know, the more ideas they have to think about. The use of rhymes to teach vocabulary is a pedagogical strategy that teachers can use in their classes, rhymes being short verses with musicality have a positive impact since it remains in the memory of the L2 learners.

Figure 1: Vocabulary about fruits



Resource: Fruits (picture) by *Edu Fichas*, 2013.

1.2.11 Pronunciation

As is known, oral expression is a very complex activity made up of various processes and numerous strategies. Pronunciation appears as one more component of oral expression since it is the essential component of the process of articulating the utterance and is present in production strategies. Pronunciation has two levels: segmental and

suprasegmental. The first level is related to consonants and vowels. On the other hand, the second level is related to word stress, sentence stress, pitch levels, etc. (Irawan & Tampubolon, 2020). As native Spanish speakers it is not possible to obtain a pronunciation equal to that of a native English speaker. Nevertheless, it is possible to produce an understandable pronunciation to maintain proper oral interaction ((Pardede, 2018). Therefore, strategies are sought that make the process of acquiring good pronunciation more effective, rhymes can be an effective pedagogical strategy when carrying out this process since it is known that rhymes cause the muscles of the mouth to move, achieving that the tongue will be able to pronounce the words correctly.

1.3 Objectives

1.3.1 General Objective

To determine how rhymes influence in the development of speaking skill.

1.3.2 Specific Objectives

To identify the main elements of rhymes for the speaking skill.

To determine the level of speaking skill development in the students at Unidad Educativa “Dario Guevara”

To establish the relationship between rhymes and speaking skill.

To identify the main elements that rhymes use for the development of oral skills, different bibliography extracted from books, articles, reports, journals, etc. were used. These elements were analyzed during the development of chapter IV, fulfilling the objective.

Then, to determine the level of speaking in the students at the “Dario Guevara” Educational Unit, a Cambridge instrument was used as a pre-test that evaluated three parameters: interaction, vocabulary, and pronunciation.

Finally, to establish the relationship between the rhymes and the speaking skill, the same Cambridge instrument was used this time in the post-test role and in this way, it was shown that the rhymes and the speaking skill have a relationship.

CHAPTER II

METHODOLOGY

2.1 Resources

This research work had the support of many resources such as: human resources, technological resources, economic resources, and physical resources. All these together helped to carry out and culminate the work.

2.2 Basic Method of Research

2.2.1 Research Approach

Mixed approaches combine the quantitative and qualitative perspective in the same study, with the aim of giving depth to the analysis when the research questions are complex (Hamui, 2013). The following research shows a mixed approach. It is quantitative because it seeks to collect data through an oral pre and post-test in order to know the level that students have in speaking skills at Unidad Educativa “Dario Guevara”. In addition, statistical methods helped meet the objectives and reach a result. Furthermore, it is qualitative because it seeks to establish and analyze the influence that rhymes have on English language learners, especially in their oral skills.

2.3 Research Modality

2.3.1 Procedure

For the elaboration of the following research work, the researcher opted for the application of a pre and a post-test, endorsed by Cambridge for a Pre - A1 Pre - Starters level. The author took the last part of the test that evaluates oral skills, this part contains two extracts.

First the examiner asks the children for their names and age. Then he introduces the first image that represents a familiar scene and asks questions like: *Where is the door?* at the end of the first extract, the examiner asks questions related to the people and objects that the image shows, such as: *What is this?*

The second extract consists of a series of flash cards and, as in extract number one, the examiner asks questions such as: *What is this?* Of at least three flash cards. To conclude the test, the examiner ends with a question such as: *What is your favorite color?* The scale considered three bands: vocabulary, pronunciation, and interaction.

The author used ten interventions, six synchronous hours and four asynchronous hours due to this virtual modality, in which different activities were used; activities based on the age, needs and level of the participants in this project.

2.3.2 Pre – Experimental Research

Pre-experiments serve to approximate the phenomenon under study, administering a treatment or stimulus to a group to generate hypotheses and then measure one or more variables to observe its effects (Campbell, 1969). This research work was developed to establish the relationship between Rhymes and the Speaking Skill. For this research the author applied an appropriate pre – experiment to fulfill the general and specific purposes. To develop this investigation the researcher used a pre and post - test, under the standards of Cambridge Exams for Pre-A1 Starters.

As the skill of this work mentioned, the author extracted the last part of the test, which consists of oral expression. This part consists of two extracts in which the examiner scores under three bands: vocabulary, pronunciation, and interaction and with a duration of three to five minutes. Under these parameters the participants of second grade “A” from Unidad Educativa “Dario Guevara” were evaluated twice, it means the same pre and post - test to measure the results.

2.3.3 Bibliographic – documentary

Palella and Martins (2010) stated that, “this design is based on the systematic, rigorous, and deep review of the documentary material of any kind. When opting for this type of study, the researcher uses documents, collects them, selects, analyzes, and presents consistent results” (p.87). The present research has this modality because the information was taken from sources like for example: academic papers, journals, books, etc. The information collected helped to analyze the two variables presented in this research work that are Rhymes and the Speaking Skill.

2.3.4 Field

Palella and Martins (2010) stated that, “field research consists of collecting data directly from the reality where the events occur” (p.88). Under this statement the researcher looked for achieve a real contact with their group. Nonetheless, due to the covid – 19 pandemic the researcher had to seek for non – traditional methods to collect information such as virtual platforms (Zoom App and Microsoft Teams). The research project was carried out with students of Second Grade “A” from Unidad Educativa “Dario

Guevara” of Ambato City, Tungurahua Province, with the objective of identify the relationship between rhymes and speaking skill.

2.4 Population and Sample

To carry out this research, the help of nine 5-year-old students was needed, corresponding to the second grade of basic general education with a Pre - A1 English level from Unidad Educativa "Dario Guevara" belonging to the city of Ambato, Tungurahua province.

Table 2: Population

Population	Pre - experimental group	Total	Percentage
Female	3	3	33,3%
Male	6	6	66,6%
TOTAL	9	9	100%

Note: Table 2 Population

2.5 Techniques and Instruments

As the previous paragraphs mentioned this work was developed by a test under Cambridge Standards. The research used the oral section of Cambridge Test for Pre – A1 Starters English Learners. The time used was three to five minutes with two extracts in which the examiner evaluated the pronunciation, vocabulary, and interaction with the help of a set of images.

CHAPTER III

RESULTS AND DISCUSSION

Analysis and discussion of results

The following chapter analyze the results obtained from a group of 6 second-grade basic education students from the Unidad Educativa "Dario Guevara" in the city of Ambato, province of Tungurahua. In addition, this chapter will show the average obtained at the beginning and at the end of the pre-experiment.

3.1 Pre – test results

Table 3

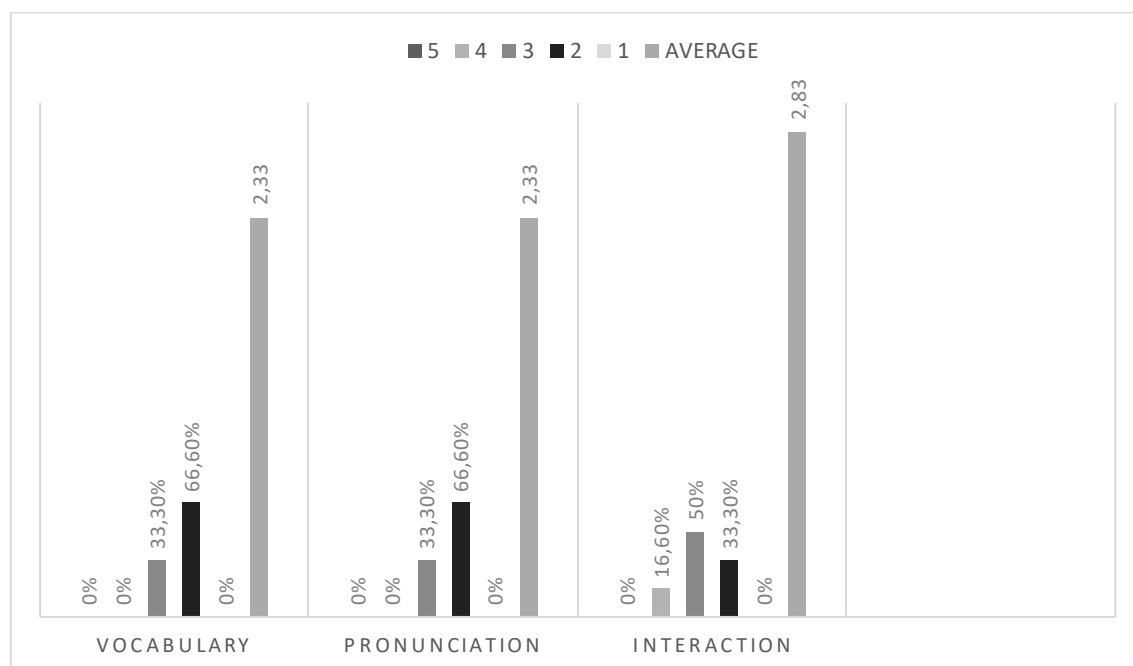
Pre - test results

CRITERIA	SCALE					Percentage	Average
	5	4	3	2	1		
Vocabulary	0%	0%	33,3%	66,6%	0%	100%	2,33
Pronunciation	0%	0%	33,3%	66,6%	0%	100%	2,33
Interaction	0%	16,6%	50%	33,3%	0%	100%	2,83
Total							2,49

Note: This table was elaborated by C. Altamirano, 2022. Table 3 Pre – test results.

Figure 2

Pre – test results



Note: This figure was elaborated by C. Altamirano, 2022. Fig. 2 Pre - test results.

Analysis and Interpretation of results

The table and the figure show the results obtained from the pre-test for Pre-A1 Starters of Cambridge that evaluates the oral skills of a group of 6 second-grade students of basic education from Unidad Educativa “Dario Guevara”. This group of students were evaluated under 3 parameters: vocabulary, pronunciation, and interaction. In addition, each of these criteria was evaluated with 5 points, 1 being the lowest and 5 the highest. The general average obtained was 2,49 over 5 points.

The results obtained under the vocabulary criterion show that 66.6% obtained the scale of 2, and 33.3% the scale of 3. While for the scales of 5, 4 and 1, 0% was obtained. In addition, the average obtained shows a 2.33 over 5, which indicates that this group of students do not master the vocabulary that the pre-test required.

The second criterion that evaluates pronunciation shows that 66.6% obtained the scale of 2, 33.3% the scale of 3 and, as in the first criterion, the scales of 5, 4 and 1 obtained 0%. Under this criterion an average of 2.33 over 5 was obtained, this result shows that students have pronunciation problems which in turn delays language learning.

Under the last criterion that speaks of interaction, the following results are obtained: 50% obtained the scale of 3, 33.3% were located on the scale of 2 and 16.6% on the scale of 4. While any student was located on the scale of 5 and 1. Finally, the average obtained was 2,83 over 5, a slight increase compared to the previous two parameters but still low.

3.2 Post – test results

Table 4

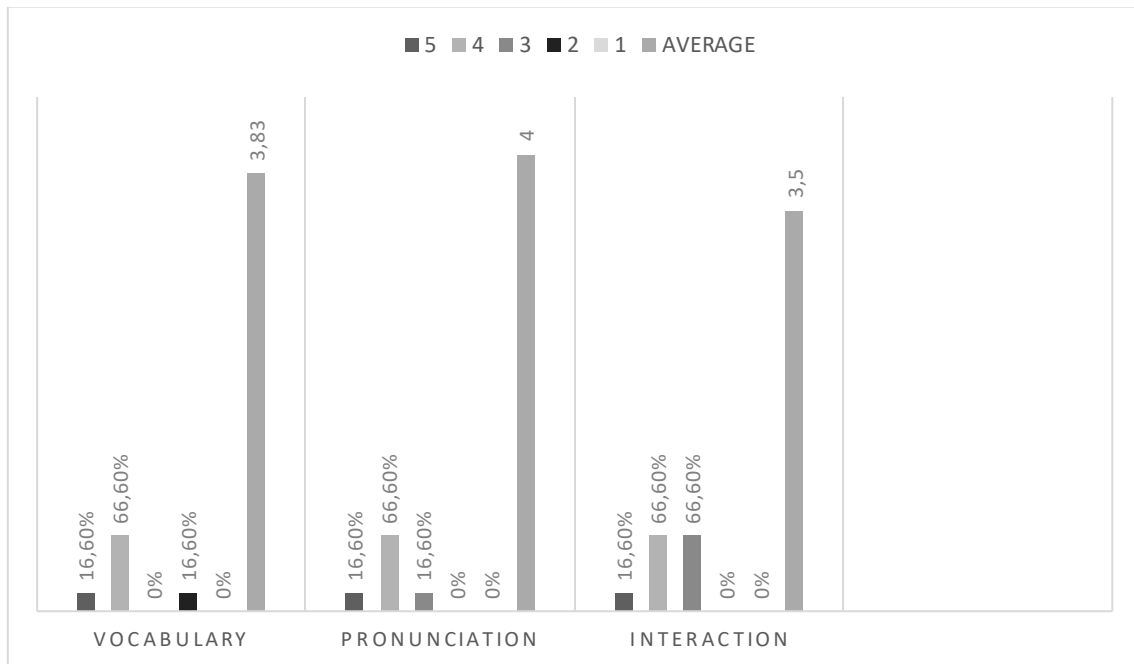
Post - test results

CRITERIA	SCALE					Percentage	Average
	5	4	3	2	1		
Vocabulary	16,6%	66,6%	0%	16,6%	0%	100%	3,83
Pronunciation	16,6%	66,6%	16,6%	0%	0%	100%	4
Interaction	16,6%	16,6%	66,6%	0%	0%	100%	3,5
Total							3,77

Note: This table was elaborated by C. Altamirano, 2022. Table 4 Post test results.

Figure 3

Post – test results



Note: This figure was elaborated by C. Altamirano, 2022. Fig. 3 Post test results

Analysis and Interpretation of results

The table and the figure show the results obtained from the post - test for Pre-A1 Starters of Cambridge that evaluates the oral skills of a group of 6 second-grade students of basic education from Unidad Educativa “Dario Guevara”. It is mandatory to mention that both tests are the same to have a comparison. As the previous stage, this group of students was evaluated under 3 parameters: vocabulary, pronunciation, and interaction. In addition, each of these criteria was evaluated with 5 points, 1 being the lowest and 5 the highest. In this case, the general average obtained was 3,77 over 5 points, the results show an increase of 1.28 points which indicates the effectiveness of the pre-experiment.

The vocabulary criterion shows that 66.6% obtained the scale of 4, 16,6% the scale of 5, and 16,6% obtained the scale of 2. While for the scales of 3, and 1, obtained 0%. Moreover, the average obtained shows a 3,83 over 5, which indicates that this group of students demonstrated a control of the vocabulary that the post - test evaluated.

The second criterion that evaluates pronunciation shows that 66.6% obtained the scale of 4, 16,6% the scale of 5 and, 16,6% the scale of 3. The scales of 2 and 1 obtained 0%. This criterion obtained 4 over 5 points, this result shows a clear improvement in pronunciation if we compare it with the 2.33 over 5 obtained in the pre-test. It is important to mention that this parameter obtained the highest average.

The following results obtained under interaction criterion shows that 66,6% obtained the scale of 3, 16,6% were located on the scale of 5 and 16,6% on the scale of 4. While any student was located on the scale of 2 and 1. In addition, the average obtained was 3,5 over 5. Thus, students were able to maintain a sufficient interaction during the post – test.

3.3 Comparative results

Table 5

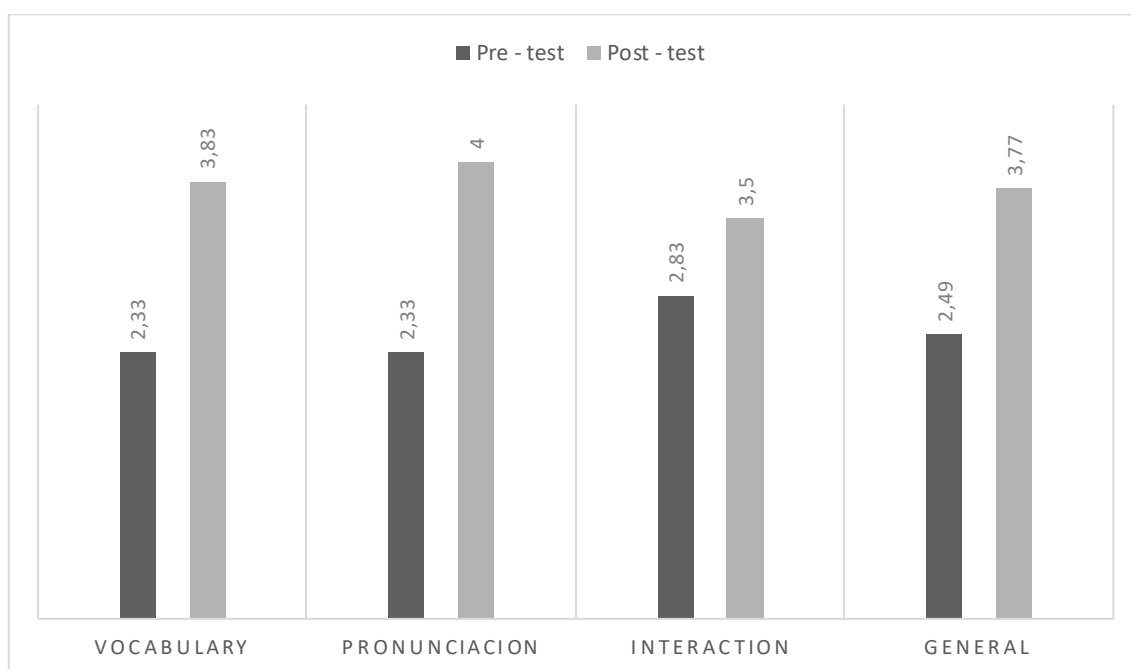
Comparative results

Criteria	Pre – test average	Post – test average
Vocabulary	2,33	3,83
Pronunciation	2,33	4
Interaction	2,83	3,5
Total	2,49	3,77

Note: This table was elaborated by C. Altamirano, 2022. Table 5 comparative results

Figure 4

Comparative results



Note: This figure was elaborated by C. Altamirano, 2022. Fig. 4 comparative results

Analysis and Interpretation of results

The table and the figure show the results obtained in the pre and post - test that was evaluated under three parameters: vocabulary, pronunciation, and interaction. The progress of the students can be evidenced by comparing the results obtained at the beginning and at the end of the pre-experiment.

In the vocabulary criterion, an average of 2,33 over 5 points was obtained at the beginning, after the interventions this average rose to 3,83 over 5 points. Likewise, the average of the pronunciation at the beginning of the pre-experiment was 2,33 over 5 points and at the end 4 over 5 points were obtained. Finally, under the interaction criterion, in the pre-test a score of 2,83 over 5 points was obtained, while in the post-test a score of 3,5 over 5 points was obtained.

At the beginning of the pre-experiment, the average obtained was 2.49. Nonetheless, after the interventions and the different activities carried out, there is evidence of a notable improvement in the students in the areas of vocabulary, pronunciation, and interaction. That progress is observed in the average obtained at the end, which was 3.77.

3.4 Hypothesis verification

Alternative (H0)

Rhymes influence in the development of Speaking skill, in students from second - grade of basic education from Unidad Educativa “Dario Guevara”.

Null (H1)

Rhymes do not influence in the development of Speaking skill, in students from second grade of basic education from Unidad Educativa “Dario Guevara”.

Table 6

Descriptives

			Statistic	Std. Error
Pre_Test_Results	Mean		7.50	.563
		Lower	6.05	
	95% Confidence	Bound		
	Interval for Mean	Upper	8.95	
		Bound		
	5% Trimmed Mean		7.50	
	Median		7.50	
	Variance		1.900	
	Std. Deviation		1.378	
	Minimum		6	
	Maximum		9	
	Range		3	
	Interquartile Range		3	
	Skewness		.000	.845
Kurtosis		-2.299	1.741	
Post_Test_Results	Mean		11.67	.803
	95% Confidence	Lower	9.60	
	Interval for Mean	Bound		

	Upper Bound	13.73	
5% Trimmed Mean		11.63	
Median		11.50	
Variance		3.867	
Std. Deviation		1.966	
Minimum		9	
Maximum		15	
Range		6	
Interquartile Range		2	
Skewness		.693	.845
Kurtosis		1.917	1.741

Note: This table was elaborated by C. Altamirano, 2022. Descriptives

Table 7

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test_Results	.195	6	.200*	.861	6	.191
Post_Test_Results	.266	6	.200*	.924	6	.535

Note: This table was elaborated by C. Altamirano, 2022. Tests of Normality

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Analysis and Interpretation of results

This table shows the level of significance according to Shapiro – Wilk in the pre – test is .191. While this value in the post – test is the .535. Thus, normality exists.

SPSS Paired Sample T-test

Table 8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test_Results	7.50	6	1.378	.563
	Post_Test_Results	11.67	6	1.966	.803

Note: This table was elaborated by C. Altamirano, 2022. Paired Samples Statistics

Table 9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Test_Results & Post_Test_Results	6	-.074	.890

Note: This table was elaborated by C. Altamirano, 2022. Paired Samples Correlations

Analysis and interpretation of results

Table 8 shows that the average obtained in the pre-test is 7,50, whereas the average obtained in the post-test is 11,67. Thus, to find out if there is a difference in significance, a T-student is applied.

Table 10

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test_Results - Post_Test_Results	-4.167	2.483	1.014	-6.773	-1.561	-4.110	5	.009

Note: This table was elaborated by C. Altamirano, 2022. Paired Samples Test

Final discussion

The present research work prior to obtaining the title of Licenciada en Pedagogia del Idioma Ingles revolved around two variables, rhymes and speaking, the researcher wanted to verify if the use of rhymes has any type of influence on the development of the skill oral.

Defior (1996) said that “rhymes are a fundamental element in the process of Phonological Awareness, it is the ability to be aware of the units in which speech is divided” (p.51). Under this statement it is properly to say that phonological awareness plays an important role in the development of speaking skill and an important element inside it are rhymes and everything is connected.

Thanks to statistics methods the results show that the p-value is ,009, this result is lower than the significance 0,05. This means that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted that is Rhymes influence in the development of Speaking skill, in students from second grade of basic education.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The main elements of rhymes for speaking skill were identified during the development of chapter I of this research work, such as assonance and consonance. And in the interventions made to the children of the second grade of basic education from Unidad Educativa “Dario Guevara”
- The level of development in the speaking skill of the second-grade students of basic general education at Unidad Educativa "Dario Guevara" was determined through the application of a test for Pre-A1 Pre - Starters of Cambridge, obtaining the following results: 2,49 over 5 in the pre – test and 3,77 over 5 in the post – test.
- The relationship between the rhymes and the speaking skill and the influence of the first on the second was established through the use of an evaluation instrument for Pre-A1 Starters from Cambridge, that instrument acted as a pre and a post test, yielding results that through the statistics showed that there is a relationship and a significant influence between the rhymes and the speaking skill.

4.2 Recommendations

- Time and dedication are important when it comes to meeting our goals. For this reason, it is recommended to increase the hours of English so that students have greater exposure to the second language.
- It is recommended to use instruments such as songs, sung rhymes, and of course rhymes to teach. All this because they help students to acquire the second language in a didactic and effective way.
- It is recommended to carry out more activities in English and use this language as the main language during English hours and avoid use Spanish, so that children can use as much English as possible.

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ANNEXES

Annex 1: Lesson Plans



UNIVERSIDAD TÉCNICA DE AMBATO
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros



UNIDAD EDUCATIVA “DARIO GUEVARA” WEEKLY PLANING					
Student teacher: Carolina Altamirano					
General objective:	- To determine how rhymes influence in the development of speaking skill.	# of beneficiaries:	6		
Specific objectives:	<ul style="list-style-type: none"> - To identify the main elements of rhymes for the speaking skill. - To determine the level of speaking skill development in the students at Unidad Educativa “Dario Guevara”. - To stablish the relationship between rhymes and speaking skill 	Grade:	Second grade EGB “A”		
MONDAY - SPEAKING SKILL					
STAGE	Teacher’s activities	Students’ activities	MATERIALS	TIME	

Warm up	<ul style="list-style-type: none"> - Teacher presents to the students a song entitled “if you are happy” 	<ul style="list-style-type: none"> - Students listen carefully to the song and try to sing. 	https://www.youtube.com/watch?v=l4WNrvVjiTw https://www.youtube.com/watch?v=G6k7dChBaJ8	5
Procedure	<ul style="list-style-type: none"> - Teacher presents them a PPP with the topic “Family Members” - Teacher asks them to repeat each name. 	<ul style="list-style-type: none"> - Students pay attention to the explanation. - Students repeat the names. - Students repeat the nursery rhyme. 	Rhyme My friend My friend is nice. We like to play, We play together every day. We laugh and cry And laugh again, Because you see, We are friends, friends, friends.	15
Consolidation	<ul style="list-style-type: none"> - Teacher presents them the nursery rhyme about “Family Members” - Teacher asks them to match the image with the correct name. - Teacher presents them the previous nursery rhyme about Family Members. 	<ul style="list-style-type: none"> - Students match the image with the correct word. - Students repeat the nursery rhymes. 		10
MONDAY – SPEAKING SKILL				
STAGE	Teacher’s activities	Students’ activities	MATERIALS	TIME

Warm up	<ul style="list-style-type: none"> - Teacher presents to the students a song entitled “if you are happy” 	<ul style="list-style-type: none"> - Students listen carefully to the song and try to sing. 	https://www.youtube.com/watch?v=l4WNrvVjiTw https://www.youtube.com/watch?v=XWZwfhgvxqY From 0.00min to 2.40min	5
Procedure	<ul style="list-style-type: none"> - Teacher presents them a PPP with the topic “Daily Routine” - Teacher asks them to repeat each name. 	<ul style="list-style-type: none"> - Students pay attention to the explanation. - Students repeat the names. - Students repeat the nursery rhyme. 		15
Consolidation	<ul style="list-style-type: none"> - Teacher presents them the nursery rhyme “This is the way” - Teacher asks them to match the image with the correct name. - Teacher presents them the previous nursery rhyme. 	<ul style="list-style-type: none"> - Students match the image with the correct word. - Students repeat the nursery rhymes. 		10
MONDAY – SPEAKING SKILL				

STAGE	Teacher's activities	Students' activities	MATERIALS	TIME
Warm up	<ul style="list-style-type: none"> - Teacher presents to the students a song entitled "if you are happy" 	<ul style="list-style-type: none"> - Students listen carefully to the song and try to sing. 	https://www.youtube.com/watch?v=l4WNrvVjiTw https://www.youtube.com/watch?v=7i68cD70dEE from 0.00 min to 4.44 min	5
Procedure	<ul style="list-style-type: none"> - Teacher presents them the nursery rhyme about colors and fruits. 	<ul style="list-style-type: none"> - Students pay attention to the explanation. 	Rhyme Roses are red. Violets are blue. Honey is sweet. And so are you.	15
Consolidation	<ul style="list-style-type: none"> - Teacher presents them a game similar with the nursery rhyme that they listened before. - Teacher presents them a short rhyme to end the class. 			10
MONDAY – SPEAKING SKILL				
STAGE	Teacher's activities	Students' activities	MATERIALS	TIME

Warm up	<ul style="list-style-type: none"> - Teacher presents to the students a song entitled “if you are happy” 	<ul style="list-style-type: none"> - Students listen carefully to the song and try to sing. 	https://www.youtube.com/watch?v=35D0tpEPSvo	5
Procedure	<ul style="list-style-type: none"> - Teacher presents them a PPP with the topic “Parts of the body” 	<ul style="list-style-type: none"> - Students pay attention to the explanation. 		15
Consolidation	<ul style="list-style-type: none"> - Teacher asks them to repeat each name. - Teacher presents them the nursery rhyme “This is the way” - Teacher asks them to match the image with the correct name. - Teacher presents them the previous nursery rhyme. 	<ul style="list-style-type: none"> - Students repeat the names. - Students repeat the nursery rhyme. - Students match the image with the correct word. - Students repeat the nursery rhymes. 		10
FRIDAY - SPEAKING				

STAGE	Teacher's activities	Students' activities	MATERIALS	TIME
<p>Warm up</p> <p>Procedure</p> <p>Consolidation</p>	<ul style="list-style-type: none"> - Teacher presents a game called "Simon Says" - Teacher presents them a PPP with the topic "Parts of the body" - Teacher asks them to repeat each name. - Teacher presents them the rhyme "I Have Two Eyes" 	<ul style="list-style-type: none"> - Students play the game. - Students pay attention to the explanation. - Students repeat the rhyme. 	<p style="text-align: center;">Rhymes</p> <p style="text-align: center;">"I Have Two Eyes"</p> <p style="text-align: center;">I have two eyes to see with, I have two feet to run, I have two hands to wave with, But nose I have one. I have two ears to hear with, And a tongue to say, "Good day".</p>	
ASYNCHRONOUS HOURS				

- **To search 3 pairs of words that rhyme.**
- **To draw the elements of the following rhyme:**
 - Red apple
 - Yellow bee
 - Blue sky
 - Green tree
- **To search a rhyme.**
- **To record an audio of the following rhyme:**
 - Roses are red.
 - Violets are blue.
 - Honey is sweet.
 - And so are you.

Note: The lessons plans were elaborated by C. Altamirano, 2022.

Annex 2: Rhymes

Roses are red.
Violets are blue.
Honey is sweet.
And so are you.

I have two eyes to see with,
I have two feet to run,
I have two hands to wave
with,
But nose I have one.
I have two ears to hear with,
And a tongue to say, "Good
day".

My friend
My friend is nice.
We like to play,
We play together every day.
We laugh and cry
And laugh again,
Because you see,
We are friends, friends, friends.

Red apple
Yellow bee
Blue sky
Green tree

Source: RhymeZone

Annex 3: Pre-A1 Starters (Cambridge)



Pre A1 Starters 25

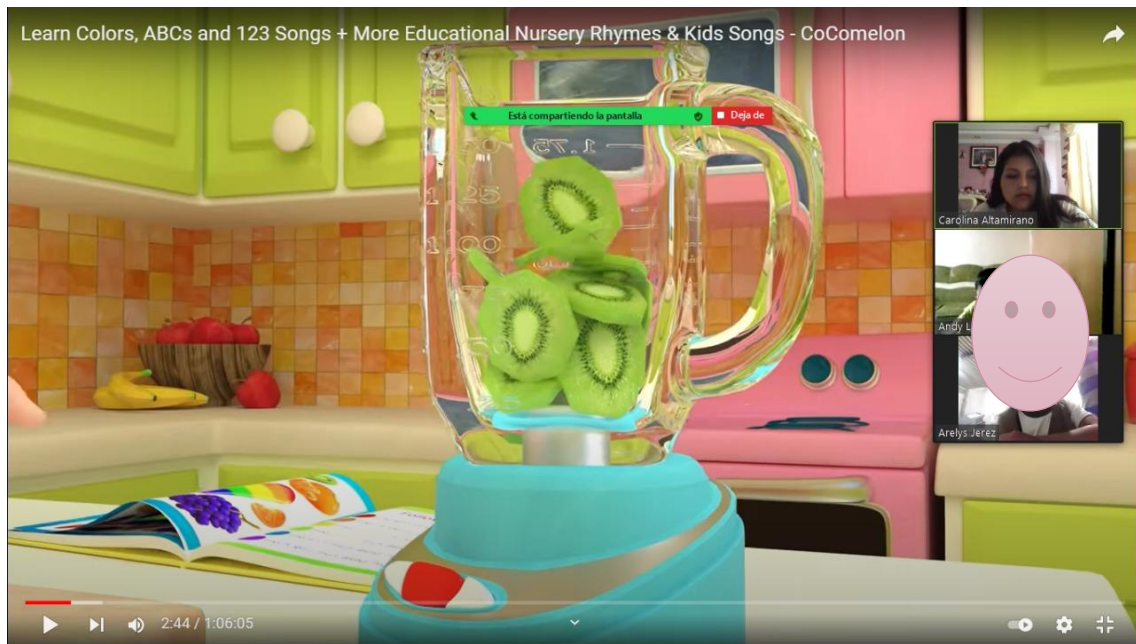
Source: Cambridge Advanced English

Pre A1 Starters Speaking



Source: Cambridge Advanced English

Annex 4: Pictures



Source: ZoomMeeting



Source: ZoomMeeting

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