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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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DEDICATION

TO:

God, for giving me the wisdom and patience to be able to continue day by day and never give up. Your guidance kept me on the path of good and to be able to finish this stage of my life, my parents, my little brother, my son, and my boyfriend, who are essential pillars in my life. Without their constant support and valuable advice. I wouldn't have achieved what I have achieved until today.

Nicole.

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ABSTRACT

English is considered one of the most spoken languages in the world, and vocabulary is fundamental for good communication as it is an essential part of language learning. For this reason, the main objective of this study was to analyze the impact of the Jolly Phonics method on vocabulary learning, the study focused on first-year students, consisting of 20 participants (8 males and 12 females) from the Basic Education School “Los Nogales”. This study was pre-experimental since the research was conducted with a single group, with a quantitative approach since a pre-test and a post-test were used. The main instrument used was A1 Starters of Cambridge English YLE (Young Learners Exams) Sample papers 1 and 2, the questions were taken from the reading and writing sections (parts 1, 3, and 4) for a total of 30 questions, and the same test was used for the post-test, using different vocabulary words. Both test was taken orally and data were collected from the responses obtained from the students. Six interventions were carried out, introducing new vocabulary words focusing on the phonetic sound of the letters and using flashcards, songs, rhymes, and didactic material. In addition, the Practical Presentation and Production (PPP) teaching method was used in each lesson plan to teach new vocabulary. For the statistical analysis, Statistical Package for the Social Sciences (SPSS) was used to compare the results obtained and verify the hypothesis using the Wilcoxon nonparametric test. The results highlighted the effectiveness of the method; the students showed a positive influence on vocabulary learning.

Keywords: Jolly Phonics method. English language, vocabulary learning, phonetic sounds, letters.

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RESUMEN

El idioma inglés es considerado como uno de los idiomas más hablados a nivel mundial, y el vocabulario es fundamental para tener una buena comunicación ya que constituye una parte esencial en el aprendizaje de un idioma. Por tal motivo, este estudio tuvo como objetivo principal analizar el impacto del método Jolly Phonics en el aprendizaje de vocabulario, el estudio se centró en estudiantes de primer año, conformado por 20 participantes (8 varones y 12 mujeres) de la escuela de Educación Básica “Los Nogales”. Este estudio fue pre-experimental ya que la investigación se realizó con un solo grupo, con un enfoque cuantitativo porque se utilizó pruebas previas y posteriores. El instrumento principal que se utilizó fue A1 Starters del Cambridge English YLE (Young Learners Exams) Sample papers 1 and 2, las preguntas fueron extraídas de las secciones de lectura y escritura (partes 1, 3 y 4) sumando un total de 30 preguntas, de igual manera para la prueba posterior se utilizó el mismo examen, usando diferentes palabras de vocabulario. Ambos exámenes se tomaron de manera oral y los datos se recopilaron a partir de las respuestas obtenidas de los estudiantes. Se llevo a cabo seis intervenciones, introduciendo nuevas palabras de vocabulario centrándose en el sonido fonético de las letras y usando tarjetas, canciones, rimas, y material didáctico. Además, se utilizó el método de enseñanza Presentación Práctica y Producción (PPP) en cada plan de clase, para enseñar nuevo vocabulario. Para el análisis estadístico se utilizó Statistical Package for the Social Sciences (SPSS) para comparar los resultados obtenidos y verificar la hipótesis mediante la prueba no paramétrica de Wilcoxon. Los resultados destacaron la efectividad del método, los estudiantes mostraron una influencia positiva en el aprendizaje de vocabulario.

Palabras clave: Método de Jolly Phonics. idioma inglés, aprendizaje de vocabulario, sonido fonético, letras.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

To conduct this study on the effect of using the Jolly Phonics method for teaching writing and reading new vocabulary different studies, and databases such as Scielo, Google Scholar, and Virtual Learning Resources Center were used to support the development of this research.

A study conducted by Ahmad and Yunus (2019) emphasized the problem students have in recognizing words. This problem has prevented teachers from teaching and students from understanding any information or task conveyed. The main objective was to evaluate the effectiveness of using Jolly Phonics Blending Phonemes where the participants were 30 students, the mixed method of qualitative and quantitative research was used using a pre-test and post-test to analyze the effect of Jolly Phonics phonemes on the experimental group and the control group. The results revealed that the experimental group showed an increase in students' interest in phonics instruction compared to the control group that used the traditional method of phonics instruction. Jolly Phonics Blending Phonemes influenced students' performance.

Studies carried out in Eastern countries affirm that parents should start educating their children to learn English from an early age. From the point of view of Srikanth and Yon (2021) the Jolly Phonics method helped students' progress in reading and writing about letter sounds applying to ten K2 level students (age 5 years). The type of research carried out was qualitative and experimental methods for obtaining data, two cycles were used, and each cycle was divided into four stages: plan, observe, improve, and practice. The data obtained qualitatively and quantitatively showed that the Jolly Phonics method could improve: (1) the ability of students to remember the letter that represents each sound taught with an action, (2) the ability of students to pronounce correctly letter sounds, (3) students' ability to spell words correctly. After data collection, it was concluded that the students had much greater achievements in both reading and writing concerning letter sounds.

Majeed (2020) managed research whose main objective was to discover the effect of using phonics songs and flashcards to teach learning skills to 36 primary education students in Iraq, the experimental design and a post-test were used to collect data where two were selected: groups, experimental, and control. The researcher concluded that the

students in the experimental group achieved and obtained better results than those in the control group since the songs and flashcards provided interactive learning, a suitable environment for the students to interact and participate.

Teaching a new language, especially to children, requires interesting and fun activities for young students to improve their skills in learning new vocabulary. If teachers do not use proper teaching methods to teach English vocabulary, the learning process may not work well. Getruida and Vera (2020) led research focused on the effect of the phonetic method to improve the English vocabulary of younger students. The study used a qualitative approach and was carried out on 15 students aged 4 and 5 years. The data for this research were learning activities with the sound of a single letter divided into activities 1 and introducing a letter and its phonic sound and 2 Acquisition of new words. The results showed that the young students found it easy to pronounce correctly and remember the letters, sounds, and words. It also showed that the phonetic method could improve the vocabulary of these young students.

The research background of the Jolly Phonics method has been based on several previous studies. Some of these studies show the effectiveness of the Jolly Phonics method in teaching writing and reading, especially to children, and the following study is no exception. The research work aimed to share the techniques on how to implement the Jolly Phonics methodology to teach and develop children's English literacy. The study employed the descriptive qualitative method, using observation, documentation, and interviews to collect data in a bilingual school in Denpasar, Bali, applying the five skills of this method. The results verified that the Jolly Phonics skills that were taught to the students improved the children's English literacy. Similarly, to get the best result, the teacher should plan carefully considering the needs and abilities of the children (Ariati et al., 2018)

Furthermore, Faustina and Syukr (2014) conducted a study that further elaborated on the effectiveness of Jolly Phonics in teaching children to read texts. This study was quantitative as the researcher used the Early Reading Screening Instrument (ERSI) to measure the reading ability of 15 4-year-old students from a school in Indonesia. The ERSI test consists of teaching word concept, phoneme awareness, and word recognition that was applied in 20 weeks in interventions, and then a post-test was applied. The results

revealed that the student's scores improved, revealing that Jolly Phonics is effective in teaching students to read regular-sounding and blended words.

Regarding the impact of the Jolly Phonics method for teaching English, especially in reading and writing, Limsukhawat et al. (2016) explored how students can develop phonics learning effectively. This study was quantitative, developed a reality-compatible mobile game application based on the Jolly Phonics method and conducted an experiment with 36 elementary school students to examine the effectiveness of this mobile game application. The researchers mentioned that the students learned with the application and improved their phonics learning. The results of this study provided an effective learning approach to improve the phonics efficiency of students who are learning English as a second language.

These previous studies, support this investigation and demonstrated the Jolly Phonics method can positively influence vocabulary learning by teaching students letter sounds and writing not only enhances their ability to recognize and write words, but also facilitates comprehension and memorization when learning new words. The results of the studies examined also suggest the application of the Jolly Phonics method not only to improve language proficiency but also to foster vocabulary learning by making it more accessible and dynamic.

1.2 Theoretical Foundation of the Variables

Independent Variable: Jolly Phonics method

1.2.1 English Teaching Methods

Inside the educational environment, there are different types of methods, strategies, and approaches that help students to understand and comprehend better. Therefore, teachers use different teaching methods depending on the age of the students, the number of students, and the equipment available in the classroom. However, there are many teaching strategies and methods, but some cannot guarantee a teaching environment that is interactive and innovative. Moreover, the incorporation and implementation of these teaching methods are innovative and interactive thus improving the quality of education and more importantly it should be a fun experience for the students (Wickramasinghe & Upeksha, 2016).

Nicolaides (2012) argues education is an important instrument for social change, teaching methods that are interactive and innovative are the only ways to push for quality education. Yazid (2016) mentions that education is in a critical situation that needs a variety of solutions to overcome the challenges and needs of students and we must take into consideration innovative teaching methods. Shuguo (2012) affirms, that education should be characterized by practical and innovative ideas that are intended to change the old methods of English language teaching and these methods could establish a goal-oriented education to meet the objectives. Hashim et al. (2019) considers that many factors can affect the teaching methods, whether the classroom environment, students' needs, etc. Azman et al. (2018) points out that English teaching methods used by teachers are very traditional in their teaching and follow the conventional method, where students come to school, take the course materials and memorize the necessary information, which is an outdated teaching method.

Torres et al. (2023) state English teaching methods are organized approaches created primarily to facilitate the learning of a second language and are intended to improve the educational process. The most prominent methods for teaching are:

Grammar-translation Method

Considered the most traditional approach, however, it is used for English language teaching. According to Calderon (2006), this method focuses on grammar and its grammatical rules, vocabulary lists, and translation exercises. These important components were used as the main technique to explain new grammatical structures. This method helped incorporate new words, establishing a direct connection to language acquisition. This method is used in a mother-tongue sentence, which was then translated into English.

Audio Lingual Method

Over time and in the right way, new methodologies are developed and strengthened with the integration of physical and virtual technologies, thus improving the learning process. According to Mato (2011), the audio-lingual method is associated with images through repetitive exercises, emphasizing oral expression and pronunciation. This method is still used today in the teaching of a language, either through native speakers or teacher audio, but currently focuses on pronunciation.

Total Physical Response Method

Another method used in English language teaching is Total Physical Response and its main objective is to make learning fun. According to Silva (2018), it combines speech with action and proposes to teach the language through physical activity. This method follows a natural process that is used to learn the mother tongue. The teacher's role is to guide the students' behavior and serve as a role model.

Suggestopedia

Campoverde (2019) indicates that this method employs natural and welcoming environments, is accompanied by sensory stimuli such as colors, images, music, and focuses on both the teaching content and the learning environment. It focuses on the presentation of vocabulary and its translation as the linguistic context becomes more important, it emphasizes memorization through listening and repetition between the second language and the mother tongue.

1.2.2 Synthetic Phonetic Method

The Synthetic Phonetic Method is one of the most used when developing reading skills in children because it is very easy to use and learn for both teachers and students. According to Segura (2022), the phonetic method is relevant in the learning of literacy in primary school children, this method is based on the actual sound of each letter, positioning itself as a proposal to counteract the shortcomings of the main base of the alphabetic method, and also stimulates phonological awareness of great importance in reading and writing. Sanmillan et al. (2019) states that the teaching of the synthetic phonetic method has greater relevance in 6 and 7-year-olds, as it provides more successful results in their school performance.

Rose (2018) points out that knowledge, skills, and understanding should be taught in a way that places the primary focus on learning. The work of the synthetic phonetic method is designed to be set within a broad and rich curriculum in which the use of language is most important and must consider the development of the four most important aspects of language learning, which are: speaking, listening, reading, and writing.

Downing (1988) mentions that the phonetic method has as its main foundation phonetics, the science of speech sounds, in the program Bunakov included three improvements which are (1) it was adapted to contemporary knowledge of phonetics, (2) it focused on the learning difficulties of children (3) the most difficult words had a clearer appearance. Therefore, according to Garrido (2020), the objective of teaching the synthetic phonetic method is first to learn simple sounds and then to combine several sounds to progressively achieve the acquisition of reading and writing, that is, it goes from the simplest to the most complex, thus teaching students to read in a different but more comprehensive way, especially if it is a language where the sounds and letters are not related to each other, as is the English language.

1.2.3 Jolly Phonics Method

To know what the Jolly Phonics methodology consists of it is important to know the principles on which it is based and how English is taught step by step, especially to children.

Jolly Phonics is a synthesized phonics method used to teach English literacy. It was created in the United Kingdom in 1989 by Sue Lloyd and Christopher Jolly with the

help of other authors. Both worked on improving English teaching methodologies and due to successful publications, the Jolly Phonics method was developed.

Wernham and Lloyd (1989) state that this method consists of learning 42 sounds instead of the letters of the alphabet. The sounds are organized into seven groups consisting of six sounds, some of these sounds are formed by two letters, and each sound is associated with a gesture and a song that is defined in the materials and resources proposed by the method. Lloyd (1989) suggests Jolly Phonics is a complete and proven program based on synthetic phonics. This multisensory method enables children to write and read from an early age.

Coral (2012) presents five basic skills for reading and writing, which are: (1) Learning letter sounds, (2) Learning letter formations, (3) Letter blending or synthesizing, (3) Identifying word sounds, and (5) Spelling trick words. From Kwan's (2005) point of view, with this method, students are involved in a learning process associated with an action for each of the sounds.

As described by Wernham and Lloyd (1989), each skill is explained below:

1. Learning letter sounds:

Lloyd (1989) mentions that in the first stage, the 42 main sounds distributed in the English language are taught. The sounds are divided into seven groups and are not in alphabetical order as they are based on the frequency of three-letter words and each word formation. The seven groups are presented below:

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 >
6. < y >, < x >, < ch >, < sh >, < th >
7. < qu >, < ou >, < oi >, < ue >, < er >, < ar >

Lloyd (1989) suggests that the name of the letters should not be presented until the first three groups have been completed and recommends doing so by singing or reciting.

2. Learning letter formations:

Lloyd (1989) points out that Jolly Phonics method begins this phase by teaching proper pencil holding and hand position on the table, which is taught innovatively as students are told to hold the pencil as if they have "froffy legs" and their movement is up and down. Then the children must learn to form letters following some steps: the teacher writes the letter on the board and repeats the direction of the letter in the air while saying it out loud. The students try to repeat the sound and finally, the children practice using the worksheet and then they try to form the letter.

3. Letter blending or synthesizing

George (2012) indicates that students in this phase must learn to put sounds together to form words. This is called synthesizing the process, the sounds individually and putting them together to create a word.

The teacher begins by phonologically reading words with no more than three sounds and the students will try to guess; it is very important to emphasize the first word and pronounce the rest quickly. On the other hand, teachers must teach them to pronounce correctly the digraphs which are two words with only one sound.

4. Identifying word sounds

Jamal (2017) points out this is the ability that helps the child to break down words into sounds to write them, it is necessary to perform auditory discrimination exercises that allow them to identify how many sounds a word has. The writing of simple words (consonant, vowel, consonant) that children can relate to the sounds and to start writing they must be able to identify the sounds contained in the word, for example, the word c-a-t has three sounds, if the child can recognize the sounds, they will be able to write the word.

5. Tricky words

As mentioned by Zee and Campbell (2015), this stage focuses on teaching irregular words and begins when the child already knows the four-letter groups, a strategy suggested by these authors is to look, cover, write, and check, where the child observes the word, he/she wrote to identify irregularities, also decorating the classroom with posters containing vocabulary words is very useful for the child to practice and memorize.

Manchon (2001) argues that Jolly Phonics can be used until the end of high school and in some cases, it is recommended to start quickly since children are more apt to create brain structures to be able to learn a new language.

Comet (2014) comments Jolly Phonics is a method that focuses mainly on the pronunciation of phonemes and comprehension is in second place, he also mentioned that it will not always have a communicative purpose since the encoding and decoding activities do not constitute a real communication that the child can apply in other contexts outside the classroom. However, Callinan and Van der Zee (2010) note that this method helps especially in the acquisition of phonological and phonemic awareness.

Farokhbakht and Nejadansari (2018) consider that Jolly Phonics adds to children's learning a multisensory approach, where information is conveyed through the senses, which is very suitable for teaching young children. Lloyd and Wernham (2015) conclude that through various experiments, synthesized methods are the best way to improve reading, spelling, and comprehension. It is the best teaching method for children because it teaches them to read and write using alphabetic sounds.

These authors mention that one of the distinctive features of this method is its focus on the use of actions and gestures to represent each phonemic sound. This helps children to visually associate the sound with a physical gesture, which enhances the strength of learning and memory. In addition, the method uses songs, games, and visual materials to make learning more interactive and engaging for children.

Dependent Variable: Vocabulary

1.2.4 English Language Learning

According to Krashen and Terrel (1983), learning a language is similar to learning our mother tongue. Since we were children, we have been acquiring our language without any entertainment. In other words, when it comes to language learning, most learners already possess some knowledge. This prior knowledge allows them to put it into practice in the classroom and students can learn grammatical rules associated with the language and then memorize them and put them into practice.

According to Meijis and Arts (2022), English is a critical and widely used language that is evolving and has become a major or secondary language worldwide. English is one of the languages with the largest number of speakers and has taken part in the fields of tourism, communication, medicine, and technology. Prasanna (2023) states that the most significant aspect of English is its position as a global lingua franca that promotes communication, allows access to opportunities, and links people and cultures around the world.

1.2.5 Lexis

Lexicon is an essential part of language and its development. Spratt et al., (2005) mention lexicon refers to individual words or a set of words, parts of vocabulary that have a specific meaning. Limited lexical knowledge can lead learners to frustration and demotivation. Caro (2017) points out that to reach a higher level of the development of the four communicative skills students must have a lexical foundation. Neglecting the teaching of structured vocabulary is one of the potential barriers to the continuous improvement of communication skills.

The term lexicon, from the Greek meaning "word", refers to all the words and vocabulary of a language. Plato and Aristotle define the lexicon in terms of how the words of a language can be used effectively. Likewise, Jackson and Amvela (2000) suggest that vocabulary and lexicon are synonymous, this idea is supported by Freeman and Decarrico (2010), who write that vocabulary/lexical includes not only syntax and morphology but also phonics, phonology, semantics, and lexicon in other words vocabulary.

However, other authors such as Vlack (2013) distinguish between vocabulary and lexicon. When people think of vocabulary, they relate it to words and meanings, but the

lexicon is not only associated with words but expands to include other branches of lexical knowledge. A broader definition of lexicon is needed to go beyond the conventional idea of vocabulary (words and meanings) and thus help to consolidate the concept of lexicon.

Laufer and Goldstein (2004) define lexicon as vocabulary knowledge, the set of words that are part of a specific language. Alqahtani (2015) mentions that lexical knowledge is considered a fundamental tool for students to learn a new language because having a poor lexicon impedes successful communication. Wilkis (1972) considers that people have little ability to produce sentences because their lexicon is insufficient to convey what they want to say.

1.2.6 Vocabulary

According to Decarrico (2001), vocabulary learning is essential for the acquisition of a language, although vocabulary has not always been recognized as an essential part of language teaching, the learning of a second language (L2) has spread rapidly in recent years, the interest in this topic is evident in a set of experimental studies. Vocabulary is fundamental to a language; People cannot communicate when they do not have a large vocabulary. According to Yokubjonova (2020), word knowledge is progress in language acquisition and literacy development. Nation (2001) suggests that vocabulary instruction be systematic and responsive, to ensure that students continue to learn new words while understanding the structure of the language and practicing their pronunciation.

Incidental and intentional vocabulary learning

According to Laufer and Hulstijn (2001), Incidental vocabulary learning occurs because of another activity where its objective is not vocabulary learning, such as a reading activity or writing written texts, in that sense, it is learning. unconscious of vocabulary. This learning is of great interest in the field of applied linguistics and has given rise to much research. A great advantage of this learning is that students can take advantage of everyday life situations, such as greeting, saying good morning, waiting their turn in the store, etc., this serves to teach children appropriate behaviors and complex concepts. Falcon (2015) argues that incidental learning is fueled by the natural process of knowledge acquisition since it can interact with the environment and through real-world experiences.

Agustin (2013) points out that intentional learning involves conscious learning on the part of students and is accompanied by activities aimed at giving students information about lexical elements and their characteristics without semantics, syntax, etc. It can occur through a text where the student decides to memorize or learn words that she has summarized from the context of the story and decides whether to look up the words she does not know in the dictionary. Intentional learning is characterized by the variety of teaching methods and techniques, also because the teacher can use activities such as multiple-choice exercises, relating synonyms, antonyms, collocation exercises, translation, sentence construction, and memorization techniques, these activities are suitable for teaching and practicing vocabulary.

Gru (2003) states that intentional vocabulary learning is very effective since students have the probability of learning several vocabulary words. Still, it is very costly in terms of the time it requires, and in some cases, it is impossible to teach or learn explicitly all vocabulary words. In addition, there are words that students have learned without being taught before, that is, they have acquired it.

In other words, Laufer (2010) distinguishes between incidental learning and intentional learning. It refers to incidental learning when a student learns vocabulary by performing tasks and aims not to memorize the words. The applied activities are usually concrete and have a communicative purpose, such as, for example, students reading a text or listening to an audio and then answering comprehension questions. On the other hand, intentional learning is the memorization of vocabulary and is achieved through lists or glossaries, tasks of connecting words, etc.

This learning requires memorization of vocabulary and usually occurs without communicative activity. Beltran et al. (2010) confirm that although they are two different types of learning, a combination of both processes is necessary for the acquisition of vocabulary. Intentional learning is generally criticized for being less effective because it occurs in isolation.

Types of vocabulary

Loraine (2009) mentions that during the first years of life, as babies begin to say their first words, it is easy to observe their vocabulary growth. When teachers and speech-language pathologists talk about vocabulary, they are referring to the words that the child

knows and can say. Vocabulary is divided into two types: receptive vocabulary and productive vocabulary. Clark (2008) points out that receptive vocabulary reacts to external stimuli, which means that we recognize it when we see or hear it, but we do not remember it without that external support, they are words those students understand and use when they speak or write. It refers to the words the student can understand and use in tasks. On the other hand, Burgos (2018) defines productive vocabulary as the number of words that the child can recognize and understand when faced with a stimulus. In accordance with Romero and Marquez (2018), productive vocabulary is made up of all those words that a person is capable of understanding, those that he has already learned previously, and those that he could learn depending on the context. It is the vocabulary that a person can understand personally but is not able to use to communicate.

Vocabulary strategies

Lopez (2000) mentions that vocabulary strategies refer to the actions that are carried out to achieve vocabulary mastery in learning a new language. There are several strategies to learn vocabulary, such as the use of flashcards, word games, readings, real objects, vocabulary cards, audiovisual resources, mnemonic techniques, word grouping, repetition strategies, sensory strategies, and semantic strategies. These techniques are used by students to understand the meaning of new words, memorize them, retrieve them in comprehension and apply them in oral or written communication. There are several strategies to learn vocabulary.

Griva et al. (2009) affirm that vocabulary strategies are activities that students use to know the meaning of new words, remember them, learn them, and then use them in communicative production. Vocabulary strategies are essential in the development of lexical use, so some learners recognize the need to use them to expand their lexical repertoire and improve their communicative effectiveness. Kafipour (2009) expresses that vocabulary strategies serve to compensate for the lack of lexical knowledge, and their objective is to keep the learner in communication by improving some vocabulary words that they do not know. Vocabulary learning strategies are divided into metacognitive, cognitive, memory, and activation strategies.

In compliance with Burden (2005), metacognitive vocabulary strategies are a group of learning strategies that allow students to plan, control, and evaluate the development of their learning. They allow the student to observe their process, they are

characterized by having a triple knowledge in other words the student is aware of how they learn, how they know, how they will learn better, and know what they are like, their emotions, and their attitudes. On the other hand, cognitive strategies consist of activities and mental processes that students carry out consciously or unconsciously. Through these strategies, students improve reading comprehension and memory.

Farmer and Matlin (2019) define memory as maintaining information over time. On the other hand, it is considered that through memory strategies, students use their brains to remember the information or knowledge they obtain in the learning process. English learners use memory strategies to learn, store, and retrieve information when necessary. These are divided into rehearsal strategies where students apply techniques such as making lists and repeating information until they are memorized, Coding strategy refers to the set of procedures that connect previous knowledge, making it broader and transporting it to long-term memory, and also includes methods such as creating connections, creating mental images, and thinking about how a word sound.

On the other hand, Ghazal (2007) mentions that activation strategies are activities where students apply newly acquired words in various situations, for example, students can create sentences with words they learned in class. This type of strategy is used to apply and actively use newly acquired words in real life, where they also involve putting into practice learned vocabulary by creating a conversation with your classmate and writing sentences or texts using the recently learned word.

All the authors mentioned above focus on vocabulary strategies as methods and techniques used to teach new vocabulary, to remember and learn them. These strategies are important for developing language comprehension, and language production.

1.3 Objectives

General objective

To analyze the impact of Jolly Phonics method on vocabulary learning.

Specific objectives

- To diagnose the level of student's vocabulary learning.
- To determine the effectiveness of the Jolly Phonics method in vocabulary learning.
- To identify how the stages of the Jolly Phonics method help students learn vocabulary.

1.4 Fulfillment of objectives

The main objective of this research was to analyze the impact of the Jolly Phonics method on vocabulary learning and to achieve this, three specific objectives were set.

Regarding the first specific objective, a pre-test was used as a diagnostic tool to evaluate the basic level of the students. The pre-test revealed that the students had limited vocabulary in their writing, in the post-test the students improved their writing and learning vocabulary. To achieve the second objective, six interventions were carried out with activities designed to engage the students' interest. The activities were repetitive, typical of the Jolly Phonics method, and were important to reinforce learning and increase the vocabulary of the students. At the end of the sessions a positive result was observed, since some students improved not only in writing but also in pronunciation. Finally, the third objective was achieved through the implementation of the different stages of the method, which included the teaching of sounds, word formation, reading practice, and writing. It was observed that the students improved not only in the identification and pronunciation of individual sounds but also improve vocabulary.

CHAPTER II. METHODOLOGY

2.1 Materials

In this study, some sources were considered such as materials, and human financial resources. In terms of materials, lesson plans, worksheets, cards, pencils, markers, didactic material, projector, laptop, board, speaker, and cell phones were used. As for human resources, the people who participated in this research were the students of the Escuela de Educación Básica "Los Nogales", and finally, financial resources were required for printing, photocopying, and transportation.

2.2 Methods

2.2.1 Research Approach

Creswell (2014) defines quantitative research as research that deals with a social or human problem, aiming to test a theory composed of variables, measured with numbers, and analyzed with statistical procedures to determine if the research is true. Therefore, the present research used a quantitative approach based on collecting and analyzing numerical data collected through pre and post-tests so that the results are as accurate as possible.

2.2.2 Pre-experimental research

Bruce (2012) states that a pre-experimental study is a controlled study that takes place in a special treatment setting and is very effective. It is used to demonstrate whether a treatment can give positive results, where it involves manipulating or introducing an independent variable and seeing the effects on a dependent variable. According to Muamar et al., (2022), pre-experimental studies are frequently used for preliminary research, to generate hypotheses or to analyze cause and effect relationships, generally consisting of a single group or subject and focused on exploring relationships or effects without employing an experimental design.

This research was pre-experimental because it involved a single group of first year students from the Escuela de Educación Básica los "Nogales". The assessment was carried out using the Pre-A1 Starters test (YLE Starters), with an emphasis on the reading and writing sections to measure the students' vocabulary level, conducted at the beginning and at the end of the treatment.

2.2.3 Techniques and tools

As for the method used to collect information, the researcher used a pretest and posttest instrument which involved assessing the participants before and after the treatment, the research instrument was a test based on the Cambridge Young Learners Starters Test (YLE) reading and writing sections and focused on parts 1, 3 and 4 of the sample tests. The information from the two tests was collected so that each part consisted of 10 questions. The first part consisted of selecting the correct answer (10 items), the second part consisted of writing the words on the lines (10 items) and finally filling in the blanks (10 items) with a total of 30 items that were answered in 40 minutes. Finally, a post-test was used in the same way, only the Reading and Writing sections, parts 1, 3, and 4 of different sample tests were used to determine the influence of the Jolly Phonics Method on vocabulary learning. However, although the tests were written, the researcher administered them orally. While the students gave their answers, the teacher took notes.

2.2.4 Procedure

This study began with the search for the appropriate instrument, which turned out to be the Pre-A1 Starters (YLE Starters) test in the reading and writing sections, parts 1, 2 and 4. The teacher explained each question and the students answered orally, while the teacher took notes of their answers. Students had 45 minutes to complete the test.

- ✓ The first session focused on vocabulary related to zoo animals and aimed to identify the /s/ sound at the end of the lesson. Afterward, the teacher presented some cards related to zoo animals and the letter /s/, where the students had to repeat each vocabulary word correctly with the teacher's help. Eventually, the Students read the sentences with the teacher's help and identify the /s/ sound, then the teacher checks the answers and asks students to randomly state their answers in which part of the sentence they found the /s/ sound.

The second session focused on the sounds of the letters /æ/ and /t/, the teacher applied a dynamic warm-up where the students had to dance to a song and when the music stopped, the teacher showed a vocabulary card and the students had to guess what word it was. Then the teacher presented slides with the new vocabulary and for practice the teacher said a few sentences for the students to pronounce the letter sounds correctly and to make their learning more dynamic. For the first worksheet, the teacher reads vocabulary words aloud and the students repeat after the teacher, and then randomly the

teacher asks her students to read the sentences after the teacher. In the next activity, the students worked in groups where they had to cut out pictures related to letter sounds æ/ and /t/ from magazines. Finally, some songs were used to reinforce pronunciation.

For the third session, the teacher implemented a lesson on place vocabulary related to the sound of the letters /t/ and /p/. The teacher presented a video related to the city and introduced the letter sounds for the students to repeat the sounds. The students worked in a single group sitting in a circle, where the teacher put the vocabulary cards and pointed to each vocabulary that the teacher said, or the students said the missing card, and the pronunciation was also corrected. Ultimately, the students completed the worksheet the students must color the picture with the /t/ and /p/sounds and circle the vocabulary words that the teacher says. and then compared and checked their answers in groups, and the teacher used songs to reinforce them.

The fourth session focused on teaching the sounds of the letters /e/ /h/ and /d/, where the teacher applied a fun warm-up so that the students would remember the vocabulary previously learned. The teacher created slides with vocabulary related to these letters, this helped the students to repeat correctly the sound of each letter so that later they could remember which word they found most interesting, draw it on a small card, and then paste it on the wall saying which vocabulary word it was, the teacher corrected errors in the pronunciation of the students. To conclude this intervention, should say the vocabulary words corresponding to the sounds of the letters /e/ /h/ /d/ next to each picture. Then review the answers collectively.

The fifth session focused on the sounds of the letters /g/ /f/ and /b/, and an interactive activity “The Magic Box” was used to review previously learned vocabulary. Then the teacher introduced some songs and the students had to repeat the action. The teacher used the “Magic Box” activity to introduce new vocabulary, where students had to practice pronunciation with the teacher's help. At last, the students must color the pictures and with the teacher's help order the letters to form the correct words, and then to correct the answers the teacher applied a game of “hot potato”. The student who was chosen had to answer the questions and the teacher corrected the other students.

In the sixth session, the teacher showed interactive vocabulary slides related to the sounds of the letters /j/, /ð/, /ʃ/, and then the students formed groups of five to sort cards with sentences. Students completed the worksheet where the teacher helped, fill in

the blanks by writing on the board and the students copy the answers., to check answers the teacher used the sentence “Eenie Meenie, miney moe” to choose a student randomly to write the answer, if the answer was incorrect the teacher with the help of the other students will correct the answer.

In the last session, the researcher applied the post-test, which was similar to the pre-test but with different vocabulary words. The researcher explained how to answer each question, and the test was conducted orally, with the teacher taking note of the answers. This allowed the researcher to evaluate the effectiveness of the method after each session. At the end, the teacher presented a diploma to the students for their participation in each session.

2.2.5 Population

For this research, the selected population was twenty first-year students of E.G.B from Escuela de Educacion Basica "Los Nogales" in Ambato. The students were 6 men and 8 women between 6 and 7 years old with an A1 English language proficiency level.

Table 1. *Population 1*

Population	Participants	Percentage
Male	8	40%
Female	12	60%
Total	20	100%

Note. Total, number of participants of Escuela de Educacion Basica “Los Nogales”

2.2.6. Hypothesis

Null Hypothesis

Jolly's phonetic method does not have a positive effect on vocabulary learning.

Alternative hypothesis

Jolly's phonetic method has a positive effect on vocabulary learning.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter focuses mainly on analyzing and interpreting the data collected in the pre-test and post-test. The pretest was based on the Cambridge English YLE (Young Learners Exams) A1 Starters and the post-test with different vocabulary words.

The information collected from the pre-test and post-test was divided into three parts and scored as follows: matching questions (10 points), labeling questions (10 points), and fill-in-the-gaps questions (10 points). These questions were graded out of 30 and a three-point rule of three was made to get a score of 10. The tests were taken orally and the teacher took notes of their answers.

Table 2. *Pre-test results*

N	Valid	20
	Missing	0
Mean		5,810
Minimum		3,3
Maximum		9,3

Note: Results of 10 students over 10 points.

Analysis and interpretation

Table 2 shows the results of 20 student pre-tests, data obtained from the post-test taken to evaluate the vocabulary level. Data analysis reveals that the mean score obtained by the students was 5,810 out of 10. The lowest score was 3.3 out of 10, while the highest was 9.3 out of 10. In conclusion, the results show that the students exhibited a deficiency in their vocabulary learning. The vocabulary level as shown by the results was low with a score of less than 5 points, so the students presented limited vocabulary knowledge.

Table 3. *Frequency of pre-test*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,3	1	5,0	5,0	5,0
	4,0	3	15,0	15,0	20,0
	4,3	1	5,0	5,0	25,0
	5,0	2	10,0	10,0	35,0
	5,3	8	40,0	40,0	75,0
	8,0	1	5,0	5,0	80,0
	8,6	1	5,0	5,0	85,0
	9,0	1	5,0	5,0	90,0
	9,3	2	10,0	10,0	100,0
Total		20	100,0	100,0	100,0

Note: The table shows the students' scores at the beginning of the study.

Analysis and interpretation

Table 3 shows a more detailed analysis of the pretest results, which includes the frequency distribution of the scores obtained. It indicates that 8 students, or 40% of the population, scored 5.3 out of 10 points. The results reflect that a relevant proportion of students obtained a score below the minimum grade. In conclusion, only 5 students, 2 with scores of 8 and 8.6, and 9 and 9.3 obtained a score above 7, which implies that a limited number of students have a wide vocabulary knowledge.

Table 4. *Post-test results*

N	Valid	20
	Missing	0
Mean		7,485
Minimum		5,0
Maximum		9,3

Note: The table shows the results of the post-test over 10 points.

Analysis and interpretation

Table 4 shows students' vocabulary levels using the Cambridge English YLE (Young Learners Exams Writing and Reading) A1 Starters test but with different vocabulary words. The main objective was to measure the students' vocabulary level after the treatment. Table 4 reveals that the average score obtained by the students was 7.48 out of 10 points and the lowest was 5 out of 10 points. Finally, the maximum score was 9.5 out of 10 points. In conclusion, the results show that the students improved their vocabulary level, the test results propose that the method effectively improved vocabulary after the 6 interventions.

Table 5. *Frequency of post-test*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5,0	2	10,0	10,0	10,0
	5,3	2	10,0	10,0	20,0
	6,3	2	10,0	10,0	30,0
	8,0	10	50,0	50,0	80,0
	9,0	3	15,0	15,0	95,0
	9,5	1	5,0	5,0	100,0
Total		20	100,0	100,0	

Note: The table shows the students' grades after the study.

Analysis and interpretation

Table 5 shows that 50% of the population (10 students) scored 8 out of 10 points, and 15% of the students (3 students) scored 9 out of 10 points. Finally, 5% of the population, which was 1 student, obtained a score of 9.5 out of 10 points.

These results show that 14 students achieved a higher passing grade, while only 7 students obtained scores below the minimum grade. Table 5 shows the results of the post-test which indicates that more than half of the students obtained a grade higher than 7, which indicates that they were close to reaching the passing grade. Students have the same level of vocabulary but can now understand and use everyday expressions and very basic phrases, they also improved their pronunciation, write basic words and can interact in a simple way.

Table 6. *Comparison of pre-test and post*

Comparison-over 10			
	Pre-test	Post-test	Expected average
	5,8	7,4	10
Percentage	58%	74%	100%

Note: Comparison of results over 10 between pre and post-test.

Analysis and interpretation

In Table 6, the results of the test before and after applying the Jolly Phonics method were analyzed. The average obtained by the 20 students in the pretest, evaluated over 10 points, was 5.8 points, equivalent to 58%. In the post-test the students made significant progress, reaching 7.4 points out of 10, representing an increase of 74%. This indicates improvement in learning vocabulary based on letter sounds.

In conclusion, a considerable difference of 16% was observed between the pretest and posttest, meaning that implementing the Jolly Phonics method played a crucial role on improving vocabulary learning.

3.2 Verification of Hypotheses

During the research process, the hypothesis was validated using IMB SPSS. The initial test consisted of evaluating the distribution of the data to determine whether a parametric or non-parametric test was necessary. Student's mean Wilcoxon Test was used and finally, the hypothesis in this study was confirmed.

Null Hypothesis

Jolly's phonetic method does not positively affect vocabulary learning.

Alternative hypothesis

Jolly's phonetic method has a positive influence on vocabulary learning.

Table 7. Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST RESULTS	,356	20	<,001	,811	20	,001
POST-TEST RESULTS	,342	20	<,001	,833	20	,003

a. Lilliefors Significance Correction

Note: Shapiro Wilk and Smirnov Normality test- Taken from SPSS

Analysis and interpretation

Table 7 shows the results of an evaluation to determine the reliability of the data and that its distribution is normal. Since the sample is less than 50 participants, it is advisable to use the Shapiro-Wilk and Kolmogorov-Smirnov statistical normality tests. Analysis of the data indicated that there was a significant level of 0.001 for the pre-test and 0.003 for the post-test, inferring that both sets have a normal distribution. To validate the observation, a nonparametric test (Wilcoxon test) was performed to test whether the hypothesis should be accepted or rejected.

Table 8. Non-parametric test

Null Hypothesis	Test	Sig. ^{a,b}	Decision
The median difference between PRE-TEST RESULTS and POST-TEST RESULTS equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Note: This table shows the Wilcoxon hypothesis test summary and the decision of the hypothesis testing.

Analysis and Interpretation

The results in Table 8 show that the pretest and posttest results were <.001. This means that the null hypothesis that the Jolly Phonics method does not positively influence vocabulary learning was rejected, and the alternative hypothesis was accepted. Thus, the Jolly Phonics method positively influences vocabulary learning, especially on children.

3.3 Discussion

After analyzing the above data, main findings revealed that the application of the Jolly Phonics method in teaching vocabulary effectively improved the spelling and pronunciation of new words.

First, the results indicate that the implementation of the Jolly Phonics method was effective in improving vocabulary teaching in children, we can evidence a significant increase in the pre-test scores with the post-test. This research demonstrated that the Jolly Phonics method improved vocabulary learning through its effective association of sounds and letters. Students increased their scores on the post-test and their performance was positive after the implementation of the sessions. Furthermore, Torres (2014) points out that the Jolly Phonics method should be implemented from the first schooling, that is when children are beginning to read and write, since they will relate the words with the action and phonemes, improving pronunciation from an early age, which later benefits children in elementary school to speak English at a high level.

Secondly, the Jolly Phonics method presents multiple benefits in teaching reading and writing, as evidenced by the progress of the students after its implementation. According to Herrero (2016), this method considerably improves reading and writing skills, since it adapts to the individual needs and personal interests of each student. In addition, the Jolly Phonics method not only strengthens the ability to read and write, but also contributes to improve listening, speaking and vocabulary in the language being learned. The effectiveness of this method lies in its three fundamental pillars: image, movement and sound. These elements facilitate a multisensory learning experience that improves retention and comprehension of information, making learning more interactive and engaging for children. In short, the Jolly Phonics method offers a comprehensive approach that goes beyond literacy, promoting the overall development of students' language and communication skills.

Moreover, Reardon (2014) emphasized the importance of developing students' creativity and imagination, crucial aspects for comprehensive learning. The Jolly Phonics phonics method is based on teaching the sounds of letters rather than their names, since sounds form the basis for reading and writing in English. This method uses songs accompanied by gestures to help students learn and remember sounds effectively, emphasizing a multi-sensory approach involving sight, sound and movement, making the learning process both more effective and more entertaining. The researcher used a variety

of visual techniques and interactive activities, such as songs, rhymes, cards and games. These strategies recognize that the incorporation of dynamic and participatory elements plays a key role in creating a vibrant and effective learning environment. The use of songs and rhymes not only facilitates memorization of sounds, but also fosters a playful environment that stimulates students' imagination and creativity. In addition, the cards and interactive games allow students to practice in a practical and engaging way, consolidating their knowledge of sounds and their ability to apply them in reading and writing. This comprehensive and multifaceted approach not only improves students' phonetic skills, but also promotes greater enthusiasm for learning, increasing their motivation and active participation in the educational process.

Finally, the results obtained in the post-test showed that the use of Jolly Phonics was effective in vocabulary learning because higher scores were obtained. In each intervention, dynamic activities and songs were used to make it easier for the students to remember and learn, and reading activities were also used so that the students could correct their pronunciation errors. This teaching method has provided several benefits to the students, mainly highlighting its ability to facilitate vocabulary learning. In conclusion, this method and the activities implemented in the process were successful in this research.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the data collected on the Jolly Phonics method and its impact on vocabulary learning, the following conclusions and recommendations were derived.

- Through the pre-test, the level of vocabulary knowledge of the students was determined. The results showed that the students presented difficulties with the use of basic vocabulary. Some were unable to pronounce certain words and short phrases, evidencing a need to improve pronunciation and fundamental vocabulary knowledge.
- After data collection and analysis, the results showed the effectiveness of the Jolly Phonics method and vocabulary learning. In addition, after the six sessions that included visual aids, such as slides, flashcards, songs, rhymes, posters, and worksheets, a significant improvement was observed. Students repeated basic words, increased their vocabulary through repeated exposure to new words, learned to blend sounds, form words, and improved their pronunciation.
- This study has shown how the different stages of the Jolly Phonics method are associated with successful vocabulary learning, from the introduction of basic sounds to their application in reading and writing activities, but due to the short time it was not possible to apply all the stages. By combining visual, auditory, flashcards, and songs with phonics, the Jolly Phonics method facilitated students' vocabulary learning.

4.2 Recommendations

- Examining the integration of the Jolly Phonics method in vocabulary teaching programs can provide significant advantages and help make learning more effective and long-term since the implementation of these methods in educational contexts where English is taught as a foreign language is of great importance. It is also essential that teachers use resources such as flashcards, songs, posters, etc. to make learning more fun.
- It is essential that English teachers explore new strategies and activities that help students expand their vocabulary and feel motivated to learn. Teachers must be in continuous training on how to apply the Jolly Phonics Method in the classroom. Comprehensive knowledge of this topic allows students to begin building words at a very early age.
- Use a variety of educational materials such as pictures, phonics games, books, and interactive activities to support multisensory learning. This creates a positive and motivating learning environment where students feel safe to experiment with the new language. Implementing these strategies can significantly enhance the impact of the Jolly Phonics method on students' vocabulary development, contributing to dynamic, effective, and long-lasting learning.

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ANNEXES

Annex 1: Carta de Compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, febrero 29, 2024

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Klever Gustavo Cañar Favicela, en mi calidad Rector Encargado de la Escuela de Educación Básica "Los Nogales", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Jolly Phonics Method and Vocabulary" propuesto por la estudiante Segura Pilatasig Nicole Abigail, portadora de la Cédula de Ciudadanía, 180398395-4 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcdo. Klever Gustavo Cañar Favicela, Mg.
Rector Encargado

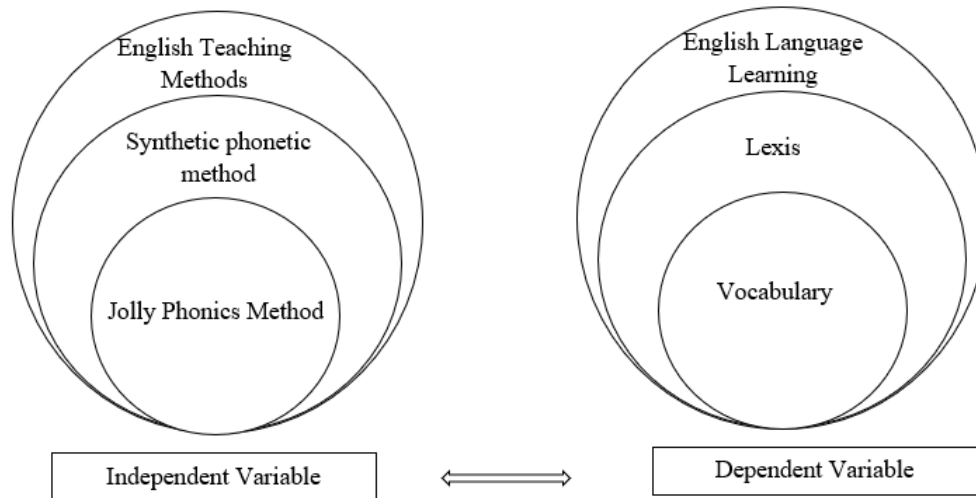
1804768008

0995188370

klevcre24@hotmail.com



Key Categories



Annex 2: Pre-test



UNIVERSIDAD TECNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PRE-TEST

Young Learners Starters Test (YLE): Reading and writing part

Level: A1

Class: First E.G.B

Time: 40 minutes

Objective: To identify the vocabulary level of first-grade E.G.B students.

General Instructions:

- There are 30 questions.
- You need only a pen and an eraser.

Name: _____ **Date:** _____

Section 1 Part 1 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 1-10. The teacher will read out each image and you must choose the correct answer. Put a check (✓) or a cross (X) in the box. There is one example.



These are grapes. ☒



This is a house. ☐

Questions

1.



This is a helicopter.

☐

2.



This is a clock.

☐

3.



These are shells.

☐

4.



This is a sock.



5.



These are chairs.



6.



This is a mat.



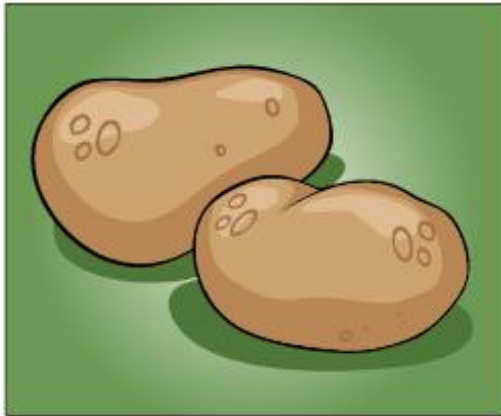
7.



This is an ear.



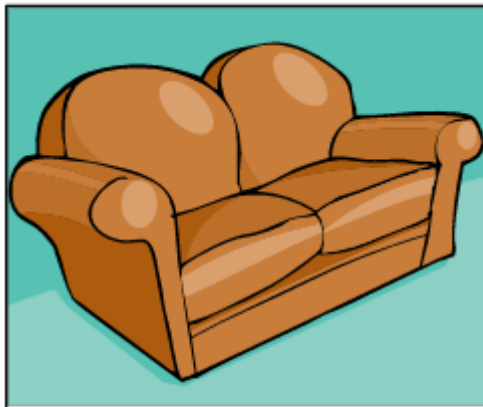
8.



These are coconuts.



9.



This is a sofa.



10.



These are helicopters.



Section 2 Part 3 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 11-20. The teacher will ask you questions about what animal you can look at on the sheet and you must answer out loud. There is an example.



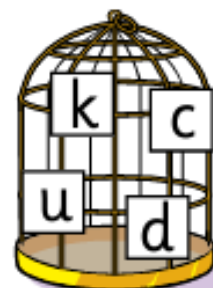
s n a k e



Questions

11.





12.





13.





14.





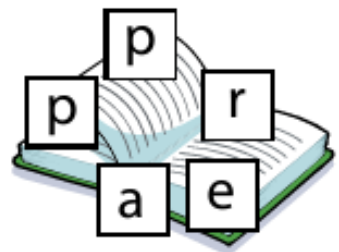
15.



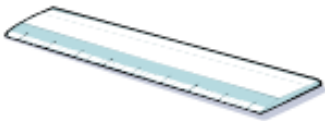


16.



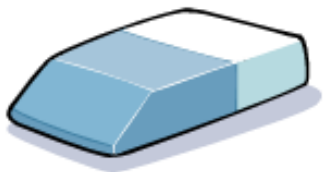


17.





18.





19.





20.



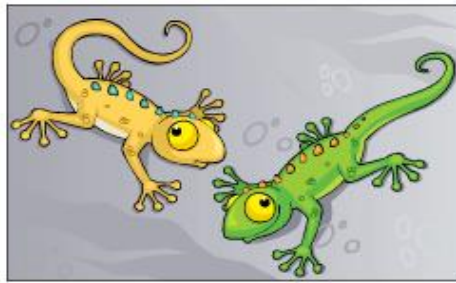


Section 3 Part 4 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 21-30. The teacher will read the following text and with your help, you must say aloud a word from the box to complete the text.

Lizards



Lots of lizards are very small**animals**..... but some are really big.

Many lizards are green, grey, or yellow. Some like eating **(21)**
and some like eating fruit.

A lizard can run on its four **(22)** and it has a long.

(23) at the end of this body.

Many lizards live in **(24)** but, at the beach, you can find
some lizards on the **(25)** Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

A horse



Horses are beautiful animals. The one in the picture has four long**legs**....., two big **(26)** and a long face. It has a brown **(27)** on its body too. Lots of **(28)** enjoy riding horses. Some families have a horse for a pet. At the end of the **(29)** they clean their horse and give it **(30)** and water. Horses like eating apples and carrots!

Example



legs



people



food



balloon



eyes



door



day



tail

!!Thank you for your collaboration!!



Taken from: Young Learners English Test (YLE) sample papers 1 and 2. CAMBRIDGE ENGLISH 2018

ANSWER KEY

Section 1 Part 1 of Young Learners Starters Cambridge Test

1. X
2. ✓
3. ✓
4. X
5. ✓
6. X
7. ✓
8. X
9. ✓
10. ✓

Section 2 Part 3 of Young Learners Starters Cambridge Test

11. duck
12. mouse
13. hippo
14. monkey
15. chicken
16. paper
17. ruler
18. eraser
19. pencil
20. teacher

Section 3 Part 4 of Young Learners Starters Cambridge Test

21. spiders
22. legs

- 23. tail
- 24. trees
- 25. sand
- 26. eyes
- 27. tail
- 28. people
- 29. day
- 30. food

Taken from: Young Learners English Test (YLE) sample papers 1 and 2. CAMBRIDGE
ENGLISH 2018

Annex 3: Post-test



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



POST-TEST

Young Learners Starters Test (YLE): Reading and writing part

Level: A1

Class: First E.G.B

Time: 40 minutes

Objective: To identify the vocabulary level of first-grade E.G.B students.

General Instructions:

- There are 30 questions.
- You need only a pen and an eraser.

Name: _____ **Date:** _____

Section 1 Part 1 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 1-10. The teacher will read out each image and you must choose the correct answer. Put a check (✓) or a cross (X) in the box. There is one example.

Examples



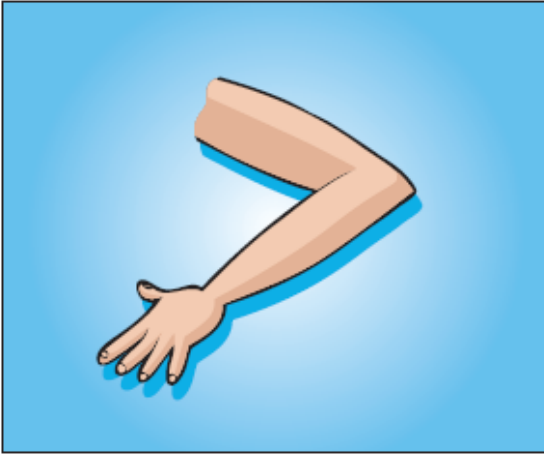
This is a jacket. ☒



This is a lemon. ☐

Questions

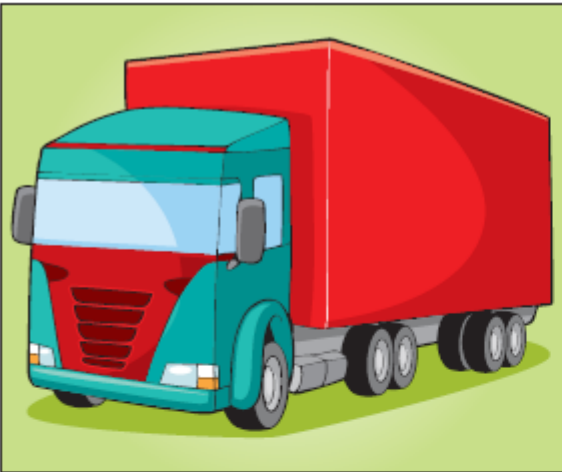
1.



This is a face.

☐

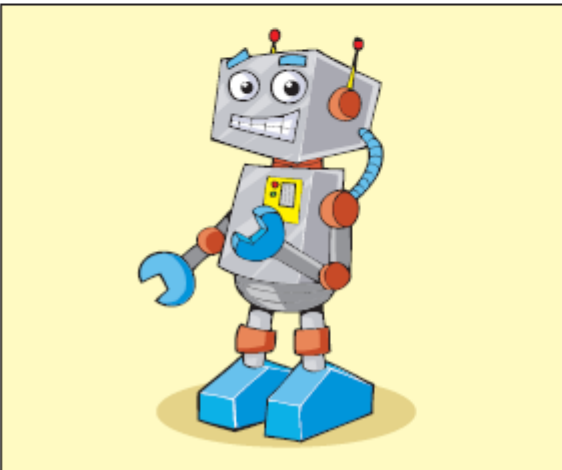
2.



This is a lorry.

☐

3.



This is a robot.

☐

4.



This is a burger.



5.



This is a shop.



6.



This is a lizard.



7.



This is a bike.



8.



This is a pineapple.



9.



This is a television.



10.



This is a guitar.



Section 2 Part 3 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 11-20. The teacher will ask you questions about what animal you can look at on the sheet and you must answer out loud. There is an example.



s o f a



Questions

1.



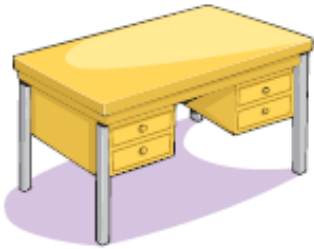


2.





3.





4.





5.





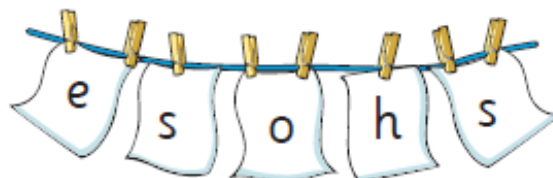
6.





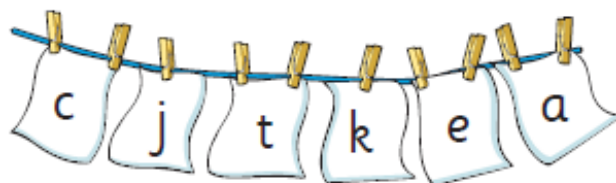
7.





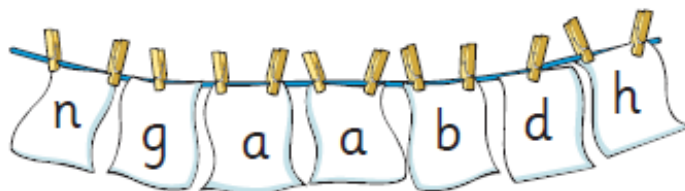
8.





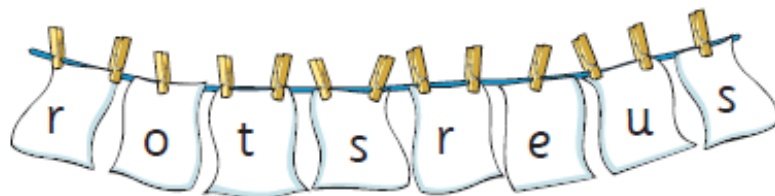
9.





10.





Section 3 Part 4 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 21-30. The teacher will read the following text and with your help, you must say aloud a word from the box to complete the text.

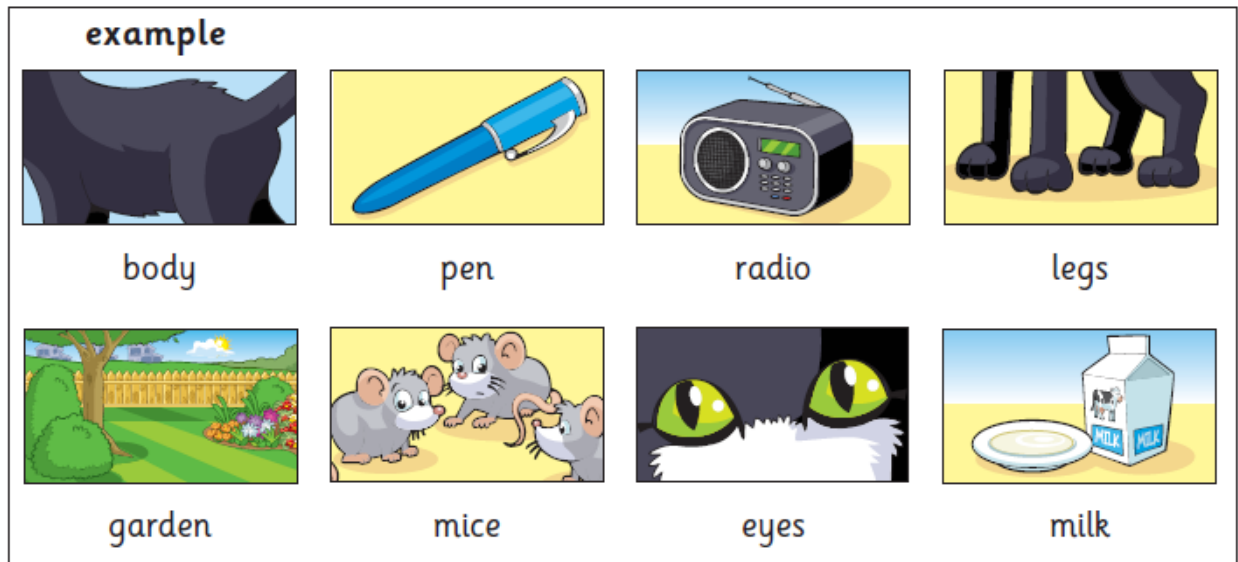
A cat



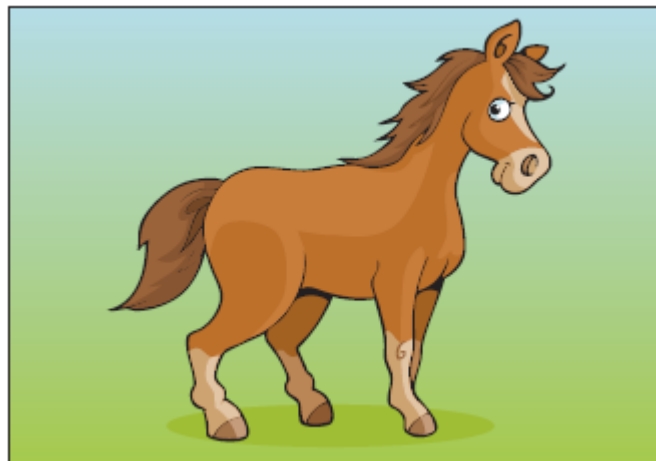
I live with Sam. My**body**..... and tail are black. I see with my two green **(21)** I walk and run on my four **(22)** and I live in Sam's **(23)** I like eating meat and fish and I drink **(24)** I sleep a lot in the day and I catch **(25)** at night.

What am I?

I am a cat.



A horse



I've got four**legs**....., two ears, two eyes, and long

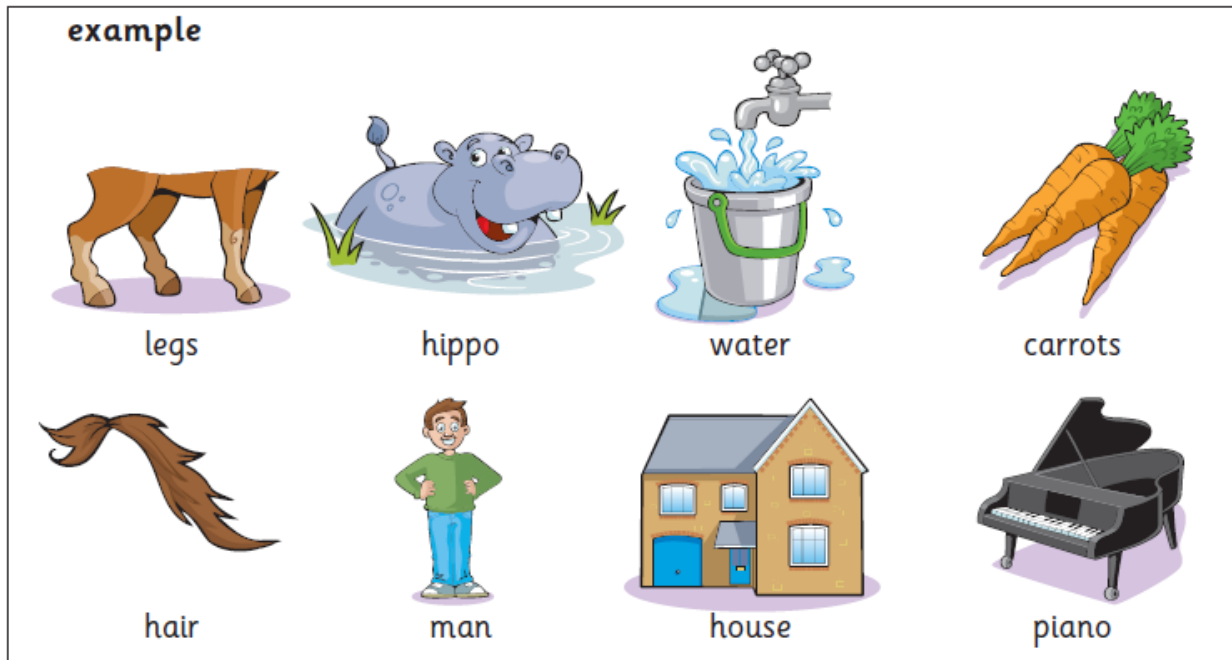
(26) on my head. I'm a big animal. I don't live in a

(27) or a garden. I like eating (28) and

apples. I drink (29) A woman, a (30) or a

child can ride me.

What am I? I am a horse.



!!Thank you for your collaboration!!



Taken from: Young Learners English Test (YLE) sample papers 1 and 2. CAMBRIDGE ENGLISH 2018

ANSWER KEY

Section 1 Part 1 of Young Learners Starters Cambridge Test

1. X
2. ✓
3. ✓
4. X
5. ✓
6. X
7. ✓
8. ✓
9. X
10. ✓

Section 2 Part 3 of Young Learners Starters Cambridge Test

11. door
12. bath
13. desk
14. clock
15. mirror
16. jeans
17. shoes
18. jacket
19. handbag
20. trousers

Section 3 Part 4 of Young Learners Starters Cambridge Test

21. eyes
22. legs

23. garden

24. milk

25. mice

26. hair

27. house

28. carrots

29. water

30. man

Taken from: Young Learners English Test (YLE) sample papers 1 and 2. CAMBRIDGE
ENGLISH 2018



UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDOMAS NACIONALES Y EXTRANJEROS

LESSON PLAN 1		
Teacher's Name: Nicole Segura		Time: 45 minutes
		Number of students: 20
Class: First-grade E.G.B		Date: 25 – 04 – 2024
Topic: Pre-Test		
Methodology used:		
PROCEDURE		
STAGES AND TIME	TEACHER'S ACTIVITIES	MATERIALS
40 minutes	- The teacher introduces himself and presents the thesis topic and what it is about. - Teacher gives the instructions about the pre-test and the time to develop it. Annex 1 - Teacher explains each part of the test. ✓ In Part 1, students will look at the pictures, listen to the teacher carefully read the sentences, and then students should put a tick or a cross in the box. (e.g., T: This is a helicopter? Ss: Write a check or a cross.) ✓ In part 2, students must look at the images and say which vocabulary image they observe. (e.g., e n a s k – snake) ✓ In part 3 the teacher will read a short text and students will have to say which vocabulary word from the chart corresponds. (e.g., animal)	- Pre-test. Annex 1. - Pencil. - Eraser.

ANNEX 1

Pre – test



Escuela de Educación Básica "Los Nogales"
CAMBRIDGE ASSESSMENT ENGLISH
PRE-POST-TEST



Starters (Level A1)

Class: First E.G.B

Time: 30 minutes

Objective: To identify the vocabulary level of first-grade E.G.B students before and after applying the Jolly Phonics method.

General Instructions:

- There are 20 questions.
- You need only a pen and an eraser.

Name: _____ Date: _____

PART 1

Instructions: (10 marks)

- For questions 1-10 choose the correct answer.
- Look and read. Put a tick (✓) or a cross (X) in the box.
- There is one example.



These are grapes. ☒



This is a house. ☒

Questions

1.



This is a helicopter. ☐

2.



This is a clock. ☐

3.



These are shells. ☐

4.



This is a sock.

☐

5.



These are chairs.

☐

6.



This is a mat.

☐

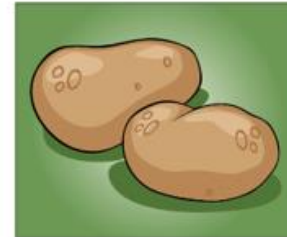
7.



This is an ear.

☐

8.



These are coconuts.

☐

9.



This is a sofa.

☐

PART 2

Instructions: (10 marks)

- For questions 11-20 choose the correct words and write them on the lines.
- Look at the pictures. Look at the letters. Write the words.
- There is an example.



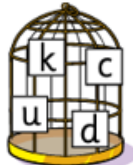
s n a k e



Questions

11.





12.





14.





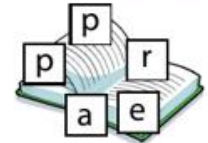
15.





16.





17.





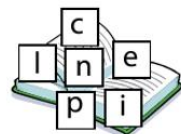
18.





19.





20.





Section 3 Part 4 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 21-30. Read the texts. Choose a word from the box. Write the correct word next to the numbers.

Lizards



Lots of lizards are very smallanimals..... but some are really big.

Many lizards are green, grey, or yellow. Some like eating (21) and some like eating fruit.

A lizard can run on its four (22) and it has a long.

(23) at the end of this body.

Many lizards live in (24) but, at the beach, you can find some lizards on the (25) Lizards love sleeping in the sun!

Example





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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDOMAS NACIONALES Y EXTRANJEROS

LESSON PLAN 2		
Teacher's Name: Nicole Segura		Time: 45 minutes
Class: First-grade E.G.B		Number of students: 20
		Date: 26 – 04 – 2024
Topic: Zoo Animals		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to identify the letter /s/ sound.		At the end of the lesson, students will be able to:
		✓ To practice vocabulary words related to the topic. ✓ To use vocabulary words about zoo animals. ✓ To recognize the /s/ sound in sentences.
PROCEDURE		
STAGES AND TIME	TEACHER'S ACTIVITIES	MATERIALS
Lead in 10 minutes	✓ The teacher begins by welcoming the class. ✓ The teacher gives an example of what animal he likes when he visits the zoo, and the students answer the questions. (e.g., T: My favorite animals when I visit the zoo are sheep, snakes, monkeys, etc. Ss: My favorite animals are....., etc.)	
Presentation 10 minutes	✓ The teacher shows some vocabulary flashcards with the zoo animals' names and asks students to repeat the animals and the students repeat after the teacher. Flashcards 1	✓ Flashcards of zoo animals. Flashcards 1 ✓ Board. ✓ Adhesive tape.

	After reviewing the vocabulary, the teacher chooses and describes two animal flashcards. Flashcards 1 (e.g., It's a snake, it's short, it's green. It's a spider, it has a long leg, it's black) ✓ Then, paste the flashcards on the board and ask the students to describe any animal in the zoo.	
Practice 10 minutes	✓ The teacher presents a flashcard with the letter /s/ sound. Flashcard 2 (e.g., T: Can you say /s/? This snake says, “sssss”! ✓ The teacher helps students correctly pronounce vocabulary and the letter sound /s/. ✓ Students repeat the sound of the letter /s/ after the teacher and repeat the vocabulary related to the /s/ sound.	✓ Speaker. ✓ Flashcard letter S. Flashcard 2
Production 15 minutes	✓ The teacher hands out a worksheet and asks the students to read after the teacher. (e.g., sun, six, soup, socks, snail, sit). Worksheet 1 ✓ Ask students to listen carefully and listen to the sentences read by the teacher. Audio 1.1 ✓ Students read the sentences with the teacher's help and identify the /s/ sound, then the teacher checks the answers and asks students to randomly state their answers in which part of the sentence they found the /s/ sound. ✓ Finally, the class ends by playing the song “The Snake Ss in the Grass”. Song 1	✓ Audio 1.1 /s/ vocabulary. ✓ Worksheet 1 ✓ Colors. ✓ Pencil. ✓ Song letter /s/ sound.

ANNEX

FLASHCARDS 1 Flashcards about zoo animal



Spider



Snake



Sheep



Lions

FLASHCARD 2



WORKSHEET 1 Take from: Jolly Phonics method to boost English vocabulary by Sopa Brayan and Vallejo Milena.

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 S S

AUDIO 1.1 /s/ vocabulary

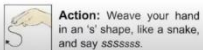
[S vocabulary.wav](#)

SONG 1

Letter /s/ sound <https://www.youtube.com/watch?v=zwupro4AVsY>

S (Tune: The Farmer in the Dell Trac)

The **snake** is in the grass
The snake is in the grass.
/sss/! /sss/!
The snake is in the grass.

 Action: Weave your hand in an 's' shape, like a snake, and say sssssss.





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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDOMAS NACIONALES Y EXTRANJEROS

LESSON PLAN 3		
Teacher's Name: Nicole Segura		Time: 45 minutes Number of students: 20
Class: First-grade E.G.B		Date: 1 – 05 – 2024
Topic: /æ/ and /t/ sound		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to identify the letter /æ/ and /sound.		At the end of the lesson, students will be able to: • To learn new vocabulary. • To recognize letters /æ/ and /t/ in sentences. • To practice letter sounds.
PROCEDURE		
STAGES AND TIME	TEACHER'S ACTIVITIES	MATERIALS
Warm Up 5 minutes	• The teacher begins the class with a greeting. • She asks her students to stand up and the teacher places a little paper boat for one of her students to dance to the song "Little Sailor Dance", the students must pass the little paper boat to the others and when the song stops the teacher shows a vocabulary card and the student who has the little paper boat must say the word that if he/she does not there is a penalty. Flashcards 1.	• Speaker. • Song. • Paper boat. • Flashcards 1.
Presentation 10 minutes	✓ The teacher presents some slides related to new vocabulary and asks students to repeat each word after her. Canva Slides	✓ Canva slides. ✓ Computer.

Practice 10 minutes	✓ The teacher presents a flashcard with the letters /æ/ and /t/ sound. (e.g., T: Can you say /æ/? This ant is red!) Flashcard 3. (e.g., T: Can you say /t/? The tennis is a “sport”!) Flashcard 4. ✓ The teacher helps students correctly pronounce vocabulary and the letter sounds/æ/ and /t/. ✓ Students repeat the sound of the letter /æ/ and /t/ after the teacher and repeat the vocabulary related to the /æ/ and /t/sounds.	✓ Flashcard 3. ✓ Flashcard 4.
Production 20 minutes	✓ Teacher gives a worksheet and reads the vocabulary words aloud, students repeat after the teacher. (e.g., T: apple, alligator, art, axe, anchor, astronaut). Worksheet 1 ✓ Ask students to listen carefully and the students read each sentence after the teacher. Audio 1.2 ✓ Students identify the /æ/ sound in the sentences and circle it. ✓ For the next activity the teacher draws the letters /æ/ and /t/ on a poster board and students cut out pictures related to the sounds of the letters /æ/ and /t/ from magazines and glue them inside each letter, and students read which images they pasted on each letter. ✓ Finally, the class ends by playing the songs “Ants on my arm” and “Tennis Game” Song 1 and 2.	✓ Worksheet 1 ✓ Audio 1.2 a vocabulary. ✓ Colors. ✓ Pencil. ✓ Poster. ✓ Magazines. ✓ Scissors. ✓ Glue. ✓ Song letter /æ/ and /t/

ANNEX

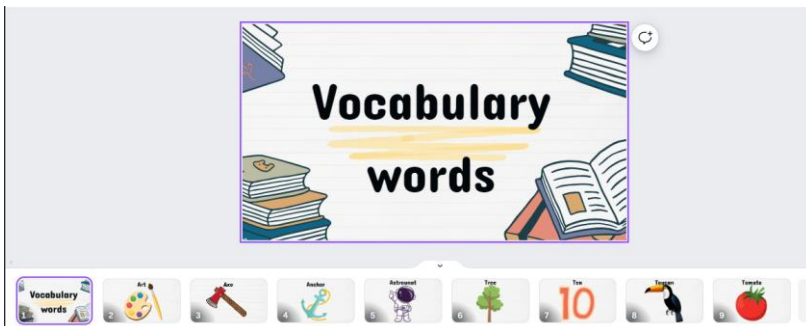
Flashcards 1



Canva Slides

[https://www.canva.com/design/DAGB3JscdDg/D13v-](https://www.canva.com/design/DAGB3JscdDg/D13v-7bXd7gJGRyJDjAIJg/edit?utm_content=DAGB3JscdDg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

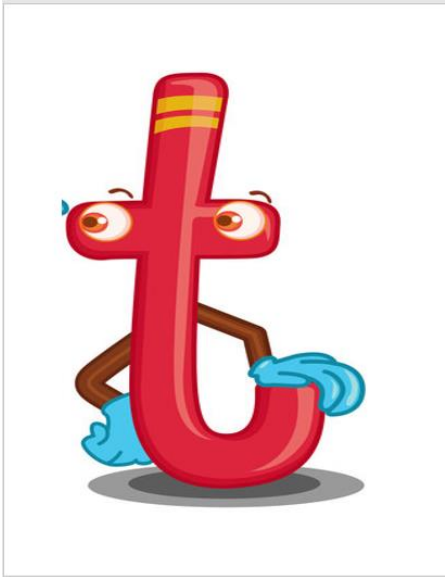
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Flashcard 1



Flashcard 2



Worksheet 1 Take from: Jolly Phonics method to boost English vocabulary by Sopa Brayan and Vallejo Milena

Listen and repeat.

A a

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

1.2. These images contain the /a/ sound

apple, alligator, art, axe, anchor, astronaut

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

Audio 1.2

[A vocabulary.wav](#)

Song 1

Letter sound /t/: <https://www.youtube.com/watch?v=Rg4t5cUeZZo>

t (Tune: The Muffin Man Track 3)

When I watch the **tennis** game,
/t/-/t/-/t/,
/t/-/t/-/t/...
...when I watch the tennis game,
my head goes back and forth.

Action: Turn your head from side to side, as if you are watching tennis, and say t, t, t, t.

Song 2





a (Tune: Skip to My Lou)

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





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





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LESSON PLAN 4		
Teacher's Name: Nicole Segura		Time: 45 minutes
		Number of students: 20
Class: First-grade E.G.B		Date: 2 – 05 – 2024
Topic: Around the town letters /i/ and /p/		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to recognize vocabulary words related to the town with the /i/ and /p/ sounds.		At the end of the lesson, students will be able to: • To learn new vocabulary words. • To practice vocabulary words related to the topic. • To identify /i/ and /p/ sounds in vocabulary words.
PROCEDURE		
STAGES AND TIME	TEACHER'S ACTIVITIES	MATERIALS
Warm Up 5 minutes	• The teacher begins the class by greeting and singing an action song and students repeat each action in the video. Song 1	• Speaker. • Song 1.
Presentation 10 minutes	• The teacher presents a video related to places in the city. Video 1 • Next, the teacher introduces some words related to the /i/ and /p/ sounds. Flashcards 1. • Students in the review repeat each vocabulary word after the teacher.	• Computer. • Video 1 • Flashcards 1

Practice 15 minutes	- The teacher places the cards with the new vocabulary on the floor with the picture facing up. Flashcards 1. - The students should sit in a circle. - The teacher presents a flashcard with the letters /i/ and /p/ sound. Flashcard 2 and Flashcard 3. - The teacher helps students pronounce vocabulary and the letter sounds /i/ and /p/ correctly. - To continue the class teacher says, "Touch the pencil", "Touch the park", etc., and the student who knows the correct answer touches the correct card with his or her hand. - Then the teacher asks the students to close their eyes, the teacher removes a card, says "Open your eyes" and everyone should shout out the missing card. They continue playing with all the cards in the same way until they practice all the vocabulary.	- Flashcards 1. - Flashcard 2 and Flashcard 3.
Production 15 minutes	- The teacher gives a worksheet, and the students must color the picture with the /i/ and /p/sounds and circle the vocabulary words that the teacher says. Worksheet 1. - The teacher asks students to make groups of four and compare their answers, then the teacher goes through each group asking students to tell the answers they choose. - To end the class, the teacher plays songs related to the /i/ and /p/ sounds. Song 1 and Song 2.	- Worksheet 1. - Poster. - Glue. - Song 1 and Song 2.

ANNEX

Song 1

<https://www.youtube.com/watch?v=dUXk8Nc5qQ8>

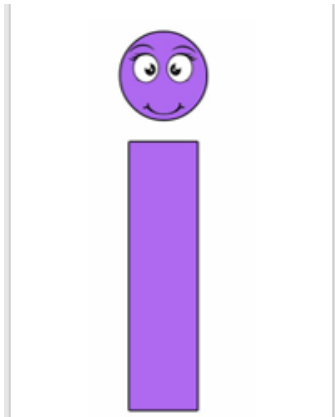
Video 1

<https://www.youtube.com/watch?v=EfD2k9beP-4>

Flashcards 1



Flashcard 2



Flashcard 3



Worksheet 1

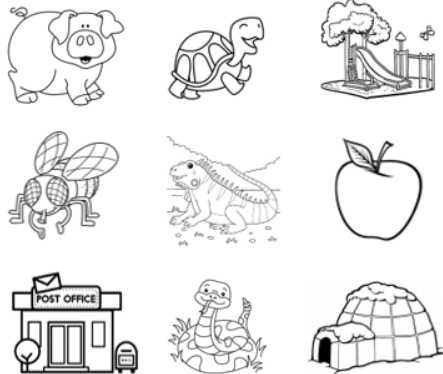


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WORKSHEET 1

Name:

Date:

Instructions: Color the pictures. Listen carefully to your teacher and circle the vocabulary words with the /i/ and /p/ sounds that she mentions.



Song 1

Letter sound /i/: <https://www.youtube.com/watch?v=3xxne8DHvwA>

i (Tune: *Hickory Dickory Dock*)

Inky the mouse is my pet.
 She spilt the **ink** and got wet.
 The ink it spread
 all over the desk.
/i/-i/-i/-i/-i/
 – Inky's wet!




Action: Wiggle your fingers at the end of your nose, like the whiskers on a mouse, and squeak, *i, i, i, i*.

Song 2

Letter sound /p/: <https://www.youtube.com/watch?v=ul4N3f-heFM>

Pp 

Puff out the candles
 on the pink pig cake.
/p/-/p/-/p/,
/p/-/p/-/p/.
 Puff out the candles
 on the pink pig cake.
 Puff! Puff! Puff!




Action: Hold up your finger, as if it as candle,
 And pretend to puff it out, saying p, p, p.



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LESSON PLAN 5

LESSON PLAN 5		
Teacher’s Name: Nicole Segura		Time: 45 minutes Number of students: 20
Class: First-grade E.G.B		Date: 8 – 05 – 2024
Topic: Letters sound /e/ /h/ /d/		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to recognize vocabulary words related to letters sound /e/ /h/ /d/.		At the end of the lesson, students will be able to: ➤ To learn new vocabulary words. ➤ To produce vocabulary words. ➤ To complete the vocabulary words.
PROCEDURE		
STAGES AND TIME	TEACHER’S ACTIVITIES	MATERIA LS
Warm Up 5 minutes	➤ The teacher starts the class with a greeting and an activity where the children must dance to different musical styles and when the teacher says "frozen" the children should not move. When the song stops the teacher shows a flashcard of vocabulary that the students learned earlier. Song 1. (e.g., T: How do you say "parque" in English? Ss: Park!!)	➤ Speaker. ➤ Song 1.
Presentation	➤ The teacher asks students to listen carefully to the sounds of	➤ Canva slides.

15 minutes	the letters /e/ /h/ /d/, then shows the Canva slides with the letter sounds and asks them to repeat. Canva slides. ➤ After reviewing, the teacher asks her students to repeat these vocabulary words.	➤ Computer. ➤ Projector.
Practice 10 minutes	➤ The teacher asks the students to draw a picture of the vocabulary word they liked the most that they saw in the Canva presentation and asks them to color their drawing and name it. Worksheet 1 ➤ After the students finish drawing, the teacher asks each student to say the words and paste them on the wall.	➤ Worksheet 1. ➤ Pencil. ➤ Colors. ➤ Adhesive tape.
Production 15 minutes	➤ Finally, students must complete a worksheet. ➤ They should say the vocabulary words corresponding to the sounds of the letters /e/ /h/ /d/ next to each picture. Then review the answers collectively. Worksheet 2.	➤ Worksheet 2. ➤ Pencil.

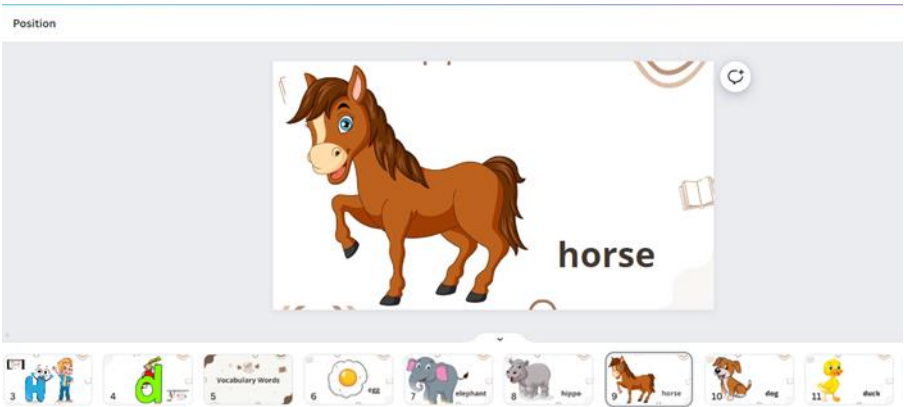
ANNEX

Song 1

<https://www.youtube.com/watch?v=z6DoPp-LkTA>

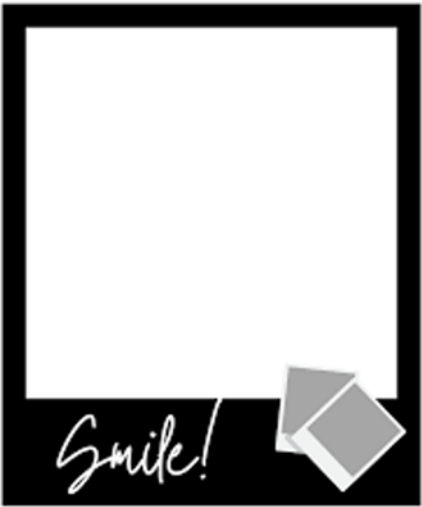
Canva slides

https://www.canva.com/design/DAGCWpkOyZ8/D0nBB1HohE6GfA6jQQsZig/edit?utm_content=DAGCWpkOyZ8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Worksheet 1

Worksheet 1



Worksheet 2



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WORKSHEET 2

Name:

Date:

Instrucciones: Write the name of each vocabulary word next to each picture.



d _ _ _



h _ _ _



e _ _



p _ _



s _ _ _



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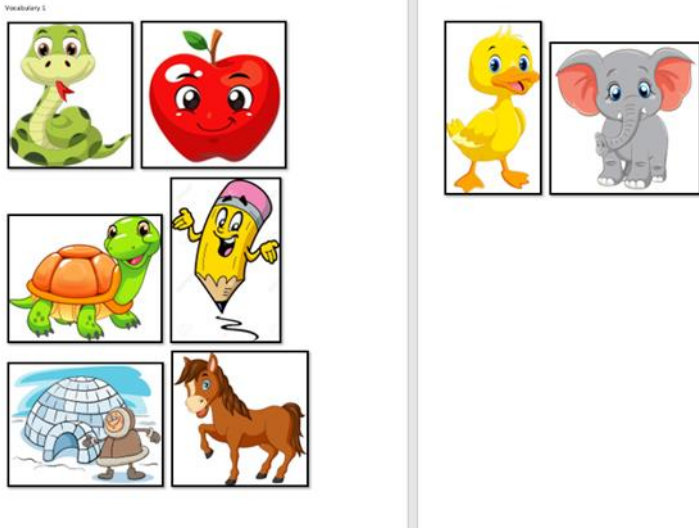
LESSON PLAN 6

LESSON PLAN 6		
Teacher’s Name: Nicole Segura		Time: 45 minutes Number of students: 20
Class: First-grade E.G.B		Date: 9 – 05 – 2024
Topic: Letters sound /g/ /f/ /b/		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to recognize vocabulary words related to the /g/ /f/ /b/ sounds.		At the end of the lesson, students will be able to: ❖ To practice the previous vocabulary. ❖ To learn new vocabulary words. ❖ To order and write words from the vocabulary learned.
PROCEDURE		
STAGES AND TIME	TEACHER’S ACTIVITIES	MATERIA LS
Lead in 10 minutes	❖ The teacher begins the class by greeting and asking how her students are feeling. ❖ Then the teacher goes out to the playground with her students to play "The Magic Word Box". ❖ Students make a circle and ask each one to come up and take a picture out of the magic box and ask them to say what word it	❖ The Magic Word Box. ❖ Vocabulary 1.

	is. Vocabulary 1.	
Presentation 10 minutes	❖ The teacher introduces the letter sounds with a song. Flashcards 1. ❖ Students repeat the action performed by the teacher. Songs 1, 2, and 3.	❖ Flashcards 1. ❖ Songs 1, 2, and 3.
Practice 10 minutes	❖ The teacher plays "The Magic Word Box" again, but with vocabulary related to the sounds of the letters /g/ /f/ /b/. ❖ The teacher pulls out a vocabulary card and asks her students to repeat after her. Flashcards 2. ❖ The teacher plays "The Magic Word Box" again, but with vocabulary related to the sounds of the letters /g/ /f/ /b/.	❖ Flashcards 2. ❖ The Magic Word Box. ❖ Adhesive tape ❖ Board. ❖ Markets.
Production 15 minutes	❖ The students must color the pictures and with the teacher's help order the letters to form the correct words. Worksheet 1. ❖ Then to correct the answers the teacher plays “hot potato” the student who keeps the ball must answer what answer he/she chooses.	❖ Worksheet 1. ❖ Pencil. ❖ Colors.

ANNEX

Vocabulary 1



Flashcards 1



Songs 1, 2 and 3

Letter sound /g/s: <https://www.youtube.com/watch?v=BKBBmnQB2Y>

Letter sound /f/: https://www.youtube.com/watch?v=o2zRjc9h_ZY

Letter sound /b/: <https://www.youtube.com/watch?v=oIKTaqbfo9Y>

Flashcards 2



Worksheet 1



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WORKSHEET 1
Name: _____
Date: _____
Instruction: Color the pictures and order the letters to form the correct words. Write the answers on the lines.

	h-i-s-f	
	l-b-a-l	
	t-r-a-i-u-g	

	r-w-f-o-l-e	
	s-b-u	



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LESSON PLAN 7

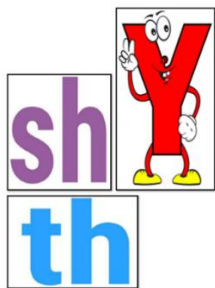
LESSON PLAN 7		
Teacher’s Name: Nicole Segura		Time: 45 minutes Number of students: 20
Class: First-grade E.G.B		Date: 16 – 05 – 2024
Topic: Letters sound /j/ /ð/ /f/		
Methodology used: Presentation practice and production (PPP)		
General objective:		Specific Objectives:
At the end of the lesson, students will be able to recognize vocabulary words related to the /j/, /ð/, /f/ sounds.		At the end of the lesson, students will be able to: - o To learn new vocabulary words. - o To pronounce correctly the sound of the letters. - o To recognize /j/ /ð/ /f/ letter sounds while completing sentences.
PROCEDURE		
STAGES AND TIME	TEACHER’S ACTIVITIES	MATERIALS
Warm-up 5 minutes	o The teacher begins the class by saying hello and then the students sing a song. Song 1	o Song 1.
Presentation 10 minutes	- o The teacher introduces the letter sounds with a song. Flashcards 1. - o Students repeat the action performed by the teacher. Songs 1, 2, and 3. - o The teacher presents Canva slides with new vocabulary and asks her students to repeat after her. Canva slides.	- o Flashcards 1. - o Songs 1,2 and 3.

Practice 15 minutes	- o The teacher, with the help of the students, arranges the sentences and they practice pronunciation. Flashcard 2 - o The teacher then chooses a student at random to repeat the reading of the sentence after the teacher.	- o Canva slides. - o Flashcards 2. - o Board. - o Adhesive tape.
Production 15 minutes	- o The teacher then gives out a worksheet on which the students, with the teacher's help, fill in the blanks by writing on the board and the students copy the answers. Worksheet 1. - o When the students finish, the teacher chooses a student at random by saying the following phrase “Eenie meenie, miney moe. Catch a Tiger by the toe, if he hollers, let him go, Eenie meenie, miney moe” The student who is selected must repeat the pronunciation of the vocabulary words they completed before.	- o Worksheet 1. - o Pencil. - o Colors.

ANNEX

Song 1: <https://www.youtube.com/watch?v=dUXk8Nc5qQ8>

Flashcards 1



Songs 1,2 and 3

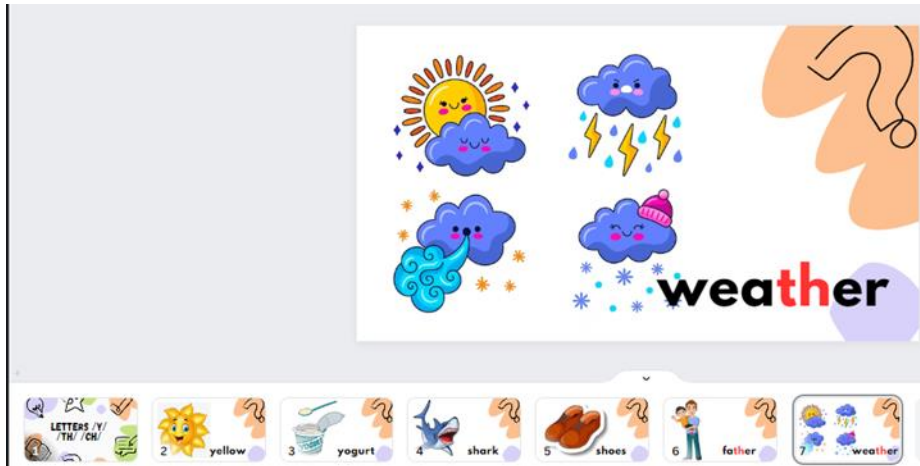
Letter sound /j/: <https://www.youtube.com/watch?v=2Fr4dL3jmK0>

Letter sound /ð/: <https://www.youtube.com/watch?v=XNtDhtnjPgA>

Letter sound /f/: <https://www.youtube.com/watch?v=hE1Ln3dJ6dQ>

Canva slides

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Flashcards 2

The sun is yellow.	I love my father.
I like the yogurt.	The weather is nice.
The shark is blue.	
My shoes are brown.	

Worksheet 1

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WORKSHEET 1

Name: _____

Date: _____

Instructions: Fill in the gaps with the vocabulary words in the box. Then, color the images.

sun – yellow

like – yogurt

shark – blue

shoes – brown

love – father

weather – nice

1. The is

2. I the

3. The is

4. My are

5. I my

6. The is



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LESSON PLAN 8

Teacher's Name: Nicole Segura

Time: 45 minutes

Number of students: 20

Class: First-grade E.G.B

Date: 17 – 05 – 2024

Topic: Pre-Test

Methodology used:

General objective:

By the end of the lesson, students will be able to complete the YLE exam.

Specific Objectives:

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	MATERIALS
40 minutes	- Teacher star the class greeting. - Teacher gives the instructions about the post-test and the time to develop it. Annex 2 - Teacher explains each part of the test. ✓ In Part 1, students will look at the pictures, listen to the teacher carefully read the sentences, and then students should put a tick or a cross in the box. (e.g., T: This is a face? Ss: Write a check or a cross.) ✓ In part 2, students must look at the images and say which vocabulary image they observe. (e.g., a-o-f-s – sofa) ✓ In part 3 the teacher will read a short text and students will have to say which vocabulary word from the chart corresponds.	- Post-test. Annex 1. - Pencil. - Eraser.

	(e.g., body)	
	Finally, the teacher says goodbye to her students and thanks them for their participation, and gives them a diploma for having completed the Jolly Phonics method of vocabulary course.	Diploma.

ANNEX

Post-test



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POST-TEST

Young Learners Starters Test (YLE): Reading and writing part

Level: A1

Class: First E.G.B

Time: 40 minutes

Objective: To identify the vocabulary level of first-grade E.G.B students.

General Instructions:

- There are 30 questions.
- You need only a pen and an eraser.

Name: _____ Date: _____

Section 1 Part 1 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 1-10. Choose the correct answer. Look and read. Put a tick (✓) or a cross (X) in the box.

There is one example.

Example



Is it a cat? ☒



Is it a cat? ☐

Questions

1.



This is a face.

☐

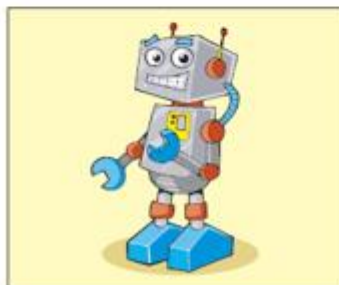
2.



This is a lorry.

☐

3.



This is a robot.

☐

4.



This is a burger.

☐

7.



This is a bike.

☐

5.



This is a shop.

☐

8.



This is a pineapple.

☐

6.



This is a lizard.

☐

9.



This is a television.

☐

10.



This is a guitar.



Section 2 Part 3 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 11-20. Look at the pictures. Look at the letters. Write the words in the lines.
- There is an example.



s o f a



Questions

1.





2.





3.





4.





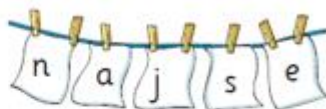
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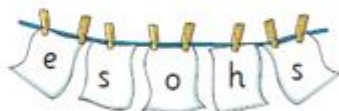
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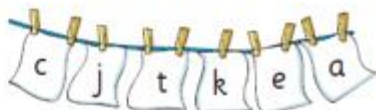
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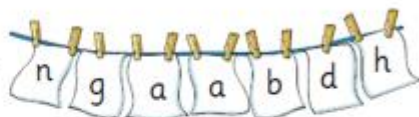
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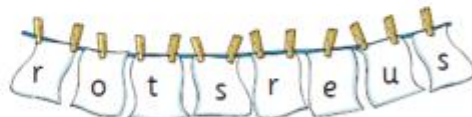
9.





10.





Section 3 Part 4 of Young Learners Starters Cambridge Test

Instructions: (10 marks)

- For questions 21-30. Read the texts. Choose a word from the box. Write the correct word next to the numbers.

A cat



I live with Sam. My**body**..... and tail are black. I see with my two green (21) I walk and run on my four (22) and I live in Sam's (23) I like eating meat and fish and I drink (24) I sleep a lot in the day and I catch (25) at night.

What am I?

I am a cat.



A horse



I've got four**legs**....., two ears, two eyes, and long

(26) on my head. I'm a big animal. I don't live in a

(27) or a garden. I like eating (28) and

apples. I drink (29) A woman, a (30) or a child can ride me.

What am I? I am a horse.



!!Thank you for your collaboration!! 🧡

Taken from: Young Learners English Test (YLE) sample papers 1 and 2. CAMBRIDGE ENGLISH 2018

Diploma



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THEME: Jolly Phonics Method and Vocabulary
AUTHOR: Nicole Abigail Segura Pilarisig
TUTOR: Leticia Ximena Alexandre Calero Sánchez Mg

ABSTRACT

English is considered one of the most spoken languages in the world, and vocabulary is fundamental for good communication as it is an essential part of language learning. For this reason, the main objective of this study was to analyze the impact of the Jolly Phonics method on vocabulary learning; the study focused on first-year students, consisting of 20 participants (8 males and 12 females) from the Basic Education School "Los Nogales". This study was pre-experimental since the research was conducted with a single group, with a quantitative approach; since a pre-test and a post-test were used. The main instrument used was A1 Starters of Cambridge English YLE (Young Learners Exams). Sample papers 1 and 2, the questions were taken from the reading and writing sections (parts 1, 3, and 4) for a total of 30 questions, and the same test was used for the post-test, using different vocabulary words. Six interventions were carried out, introducing new vocabulary words focusing on the phonetic sound of the letters and using flashcards, songs, rhymes, and didactic material. In addition, the Practical Presentation and Production (PPP) teaching method was used in each lesson plan to teach new vocabulary. For the statistical analysis, Statistical Package for the Social Sciences (SPSS) was used to compare the results obtained and verify the hypothesis using the Wilcoxon nonparametric test. The results highlighted the effectiveness of the method; the students showed a positive influence on vocabulary learning.

Keywords: Jolly Phonics method, English language, vocabulary learning, phonetic sounds, letters.

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