Phonic Rhymes: An Early Literacy Approach to Develop Oral Reading Fluency in EFL Students by Means of Systematic Phonics

Angie Melissa Marín

John Alejandro Sánchez

Facultad de Ciencias y Educación, Universidad Distrital Francisco José de Caldas

165: Licenciatura en Educación Básica con Énfasis en Inglés

M.A. Yanneth Cristina Montero

2024

Phonic Rhymes: An Early Literacy Approach to Develop Oral Reading Fluency in EFL Students by Means of Systematic Phonics

Angie Melissa Marín Parada

John Alejandro Sánchez

THESIS DIRECTOR: Yanneth C Montero Londoño

This research project is submitted as a requirement to obtain the degree Bachelor in Basic Education Majoring in English

Facultad de Ciencias y Educación, Universidad Distrital Francisco José de Caldas

165: Licenciatura en Educación Básica con Énfasis en Inglés

2024

Note of acceptance:

_____

_____

_____

Director

_____

Yanneth Cristina Montero Londoño

Juror

_____

Acuerdo 19 de 1988 del Consejo Superior Universitario

Artículo 177: “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en esta tesis.”

Acknowledgement

We thank the one and only almighty God for his blessings, his holy and purposive works, good and perfect gifts. We also thank our family for their unconditional support, and our thesis director for her astounding guidance and assistance.

Abstract

This mixed action research proposal inquiries about the impact in oral reading fluency of using nursery rhymes based on systematic phonics aimed at developing oral reading fluency in EFL fourth graders from a private school in Bogotá. The importance of this study lies in the lack of literature related to systematic phonics to teach English to Spanish speakers; moreover, the National Bilingual Plan is not considering either pronunciation or phonics in their suggested curricula which makes teachers of English neglect the pronunciation of the English language at the early learning process.

By means of oral reading fluency tests, questionnaires and observations, the researchers determined there were areas of opportunity regarding focus on reading in the English classes of a private school in Bogota. They designed and implemented nursery rhymes based on systematic phonics along with other total physical response activities and tested the oral reading fluency skills of the students again. The findings indicate that, overall, there was no significant improvement in the oral reading speed of the students, but there was a significant increase in accuracy.

Key words: Oral reading fluency, phonics, rhymes, short vowels, systematic phonics.

Abstract **6**

List of tables **11**

List of figures **11**

Introduction **13**

Rationale **15**

CHAPTER I: Problem Statement **17**

1.1 Context **17**

1.2 Problem description **17**

1 .3 Purpose statement **18**

1.4 Research question **19**

1.5 Objectives ***19***

1.5.1 General objective ***19***

1.5.2 Specific objectives ***19***

1.6 Overview of the structure ***19***

CHAPTER II: Literature Review. **21**

2.1 Reading **21**

2.1.1 Reading in EFL context **22**

2.2 Oral reading fluency **23**

2.2.1 Oral Reading Fluency in the EFL Context. ***25***

2.3 Reading with EFL kids: nursery rhymes **27**

2.4 Characteristics of the nursery rhymes **28**

2.5 Systematic phonics **29**

2.5.1 Types of systematic phonics. ***30***

2.6 Theories **31**

2.6.1 Automaticity theory ***32***

2.6.2 Ehri and McCormick Word Learning Theory ***33***

CHAPTER III. Research methodology **37**

3.1 Research paradigm **37**

3.2 Type of study: Action Research **38**

3.3 Setting and participants **38**

3.4 Role of the researchers **39**

3.5 Data collection instruments **39**

3.5.1 Observations ***40***

3.5.2 Test ***41***

3.5.3 Questionnaire ***46***

3.5.4 Pedagogical intervention journal ***48***

CHAPTER IV. Pedagogical Design **51**

4.1 Learning Theory: Natural approach **51**

4.2 Language theory: Monitor theory **52**

4.3 Instructional design **52**

4.3.1 Total Physical Response ***53***

4.4 Instructional objective **53**

4.5 Lesson Plan **54**

4.6 Assessment **55**

4.7 Evidence of outcomes **55**

4.8 Learners' role **56**

4.9 Teacher's role **56**

CHAPTER V: Data analysis **58**

5.1 Descriptive Analysis **58**

5.2 Content Analysis **58**

5.3 Data Management **59**

5.3.1 Phase 1: Observation ***59***

5.3.2 Phase 2: Pre-intervention results ***61***

5.3.3 Phase 3: During intervention. ***66***

5.3.4 Phase 4: Post-intervention results. ***68***

5.3.5 Phase 5: Reflect. ***73***

5.4 Findings **82**

CHAPTER VI. Conclusions **84**

6.1 Pedagogical implications **86**

6.2 Limitations and further research **86**

References **88**

List of Appendices **96**

Appendix A: Observation rubric format **96**

Appendix B: Examiner's sheet **97**

Appendix C: Vowel sounds description sheet **98**

Appendix D: Students' sheet **99**

Appendix E: Questionnaire for teachers **100**

Appendix F: Students' questionnaire **101**

Appendix G: Journal format **102**

Appendix H: Lesson plan format **103**

Appendix I: Lesson plans **104**

Appendix J: Pre-test students' responses **112**

Appendix K: Post-test students' responses **117**

Appendix L: Students' questionnaire responses **122**

Appendix M: Teacher's questionnaire responses **127**

Appendix N: Students' workshops **128**

Appendix O: Researchers' observations **134**

Appendix P: Researchers' journals **135**

Appendix Q: Nursery rhymes lyrics **147**

Appendix R: Parents' / tutors' consent form **153**

List of tables

Table 1: Observation results 59

Table 2: Pre-intervention reading aloud assessment 62

Table 3: Accuracy per sound before intervention 63

Table 4: Accuracy per word before intervention 64

Table 5: Reading aloud time spent 65

Table 6: Performance per student during intervention 67

Table 7: Performance per sound during intervention 68

Table 8: Post-intervention DIBELS test results 69

Table 9: Accuracy per sound after intervention 71

Table 10: Accuracy per word after intervention 71

Table 11: Post-intervention reading aloud speed and accuracy 72

Table 12: Correctly read words per sound before and after the intervention 74

Table 13: Accuracy percentage per sound before intervention versus after intervention 75

Table 14: Correctly read words before intervention versus after intervention 77

Table 15: Time in seconds before intervention, after intervention and accuracy difference 78

Table 16: Questionnaire results 80

List of figures

Figure 1: Observation rubric format 41

Figure 2: Examiner's sheet 44

Figure 3: Vowel sound description sheet. 45

Figure 4: Students' sheet 45

Figure 5: Questionnaire for the teacher 47

Figure 6: Students' questionnaire. 48

Figure 7: Journal format 50

Figure 8: Lesson plan format 55

Figure 9: Correct words per student per sound before intervention. 63

Figure 10: Correct words per student per sound after intervention 70

Figure 11: Improvement percentage per sound 76

Figure 12: Questionnaire summary 81

Introduction

When teaching English in a EFL context, there are several challenges teachers and students will face such as the limited exposure to an environment where the target language is used, and the lack of need to interact using the target language outside the classroom and the practice of pronunciation when reading as well as the fear of being ridiculed (Viáfara, 2011).

In some countries where English is the native language such as United States, England and Australia, phonics instructions have been developed in order to help students in the process of decoding. In the United States, where there is a high number of Spanish-speaking immigrants, the National Reading Panel supports Systematic phonics based on the fact that figuring out the connection between the phoneme and grapheme will be difficult for kids since the English Language is more variable than other languages (Ehri, 2003). Besides, systematic phonics' lessons are carried out with a scope and sequence and can include word analogies and spelling generalization (Shanahan, 2018).

Regarding Spanish as a native language, it is possible to say that it has a more direct relationship between morpheme and grapheme which makes the process of decoding the text easier for students and teachers in their classes when it comes to pronunciation. On the other hand, the English language has 20 vowel phonemes that may represent an additional challenge for English teachers and learners in an EFL context where the native language is Spanish.

Additionally, most research has determined that phonics approaches have helped students decode words better while reading (Cohen, 1998, as cited in Ehri & Flugman, 2018). However, concerning the local context of Bogotá, there is not enough research to determine how phonics instruction may impact students in our EFL classrooms.

Evidence gathered through observation in a private school in Bogotá demonstrates that there is not much focus on pronunciation when decoding text in primary schools. This enables students to be fluent when reading, giving them the ability to recognize each word, leading to accuracy, acquisition of new words, and speed in reading (Ehri and Wilce, 1983, as cited in Breznitz, 2006).

In this research project, readers will be able to explore the impact of systematic phonics by means of nursery rhymes since it helps teachers develop engaging classes where kids have fun. Additionally, nursery rhymes help students lower their affective filter while learning new vocabulary (Long & Mustafa, 2020).

This project implemented an action research design over 8 sessions, using audio and video recordings to analyze the effectiveness of the sessions and the influence of Systematic Phonics on the oral reading process. Furthermore, this project aims to contribute to the literature and foster interest in this method, encouraging further research so that it can be integrated into school curricula.

Below, as part of the first chapter, it is possible to find the rationale of this research project followed by the problem statement and the purpose statement. The second chapter provides insights into important concepts that structured this research, such as reading, oral reading fluency, reading with kids through rhymes, and systematic phonics. Afterward, the same chapter presents the theories associated with the research, followed by the instructional design, data analysis, and finally, the conclusion.

Rationale

Fluency in oral reading is an essential part of reading competence since it allows students to understand textual material in an effortless, seamless, and automatic way (Schreiber, 1980, as cited in Breznitz, 2006). Due to the fact that there might be more than one sound per phoneme, countries where English is the native language have developed phonics instructions in order to foster an early literacy that helps students to decode the text.

Previous reading research by the Australian government has found that mastering the alphabetic code at an early age is essential to develop reading competence through intensive instruction in Phonemic Awareness, Phonics, Vocabulary, Reading Strategies, and Reading fluency (Jolliffe, Waugh, & Gill, 2019). Studies focused on Reading Fluency suggested a skilled reader is classified as fluent once his accurate processing is fast enough (Breznitz, 2006). Chall (1984) also alleged fluency in reading is developed during the second and third grades since individuals have consolidated their decoding skills and word recognition automaticity and phonemic awareness may help young readers achieve fluency.

To develop reading fluency, phonics instructions have been effective in several research conducted with students who are developing early literacy. Those students are usually given phonics instruction which helps them develop better phonemic awareness when compared to a control group who had not received phonic instructions. Additionally, research has found that memory for vocabulary words is enhanced when spellings attach to meaning and pronunciation (Ehri, 2020).

When taking into consideration that oral reading must be intelligible (since there is a listener), it is necessary to understand that the pronunciation plays a meaningful role because

there must be a match between the speaker's intention and the receiver (Schiavetti, 1992, as cited in Munro, 2018), therefore, Systematic phonics will be important since students will receive instruction on how to decode the text by means of it. Besides, among the different phonic instructions, systematic phonics is one of the most effective based on research (Buckingham, 2020).

CHAPTER I: Problem Statement

This chapter presents the context of the school and the students who were participants in the project, the problem description, and the purpose statement of this paper. It then introduces the research question, the research objectives, the specific objectives that guided the project, and finally, an overview of the structure of the monograph.

1.1 Context

Based on the researchers' experience in the educational context as both students and pre-service teachers, they encountered difficulties in identifying the correct pronunciation of words when reading. Additionally, through observation and personal experience, they identified a lack of focus on reading strategies beyond teacher correction when a word is mispronounced.

1.2 Problem description

Considering the researchers' observations of a lack of focus on oral reading and pronunciation in different primary schools, they sought to determine if the same pattern existed in a private school in Bogotá. After observing three English classes, the researchers concluded that there were areas for improvement related to reading aloud activities and pronunciation. These observations (Appendix O) took place in a school located in the south of the city, serving families with incomes around the minimum wage. The school assigns a head teacher to each group, who is responsible for teaching English among other subjects.

During the observations (Appendix O), the researchers noted that English classes primarily relied on the school's English textbook, with most of the class time devoted to resolving exercises from the textbook. Typically, the teacher would commence by introducing

the vocabulary or expressions to be studied, followed by students practicing the exercises outlined in the book. Throughout the observation (Appendix O), researchers observed that students engaged in reading aloud primarily during the introduction of vocabulary/expressions and in certain instances when they had questions about pronunciation or mispronounced a word while asking a question, prompting the teacher to provide correction.

The researchers were also interested in understanding the teacher's perspectives towards reading aloud and systematic phonics. In the survey (Appendix E), the head teacher responded by stating that she dedicates time in her classes to practice reading. However, she also mentioned that she would only implement systematic phonics lessons as part of orthography instructions since, according to her, teaching the full word is better for students to pronounce correctly. Despite not disregarding pronunciation teaching and reading practice, the teacher focuses more on memorizing how individual words sound rather than teaching how to read aloud.

1 .3 Purpose statement

To address the lack of interest in the use of phonics instructions among EFL students in primary school, this mixed research project aims to explore the impact of Systematic Phonics on oral reading fluency. This will be achieved through the creation of nursery rhymes using vocabulary based on the participants' level (A1), focusing on short vowels.

This project aims to examine the effectiveness of implementing nursery rhymes designed using Systematic Phonics in fourth graders learning English as a Foreign Language (EFL). Furthermore, we aim to contribute to the literature on the implementation of this method in EFL and encourage further research by fostering researchers' interest in including this method in the

curriculum. This will enhance students' reading skills, particularly in terms of pronunciation and oral reading fluency.

1.4 Research question

To what extent does the use of Systematic phonics focused on the pronunciation of short vowels impact oral reading fluency in fourth graders in a private school in Bogota?

1.5 Objectives

1.5.1 General objective

To analyze the impact in oral reading fluency when implementing nursery rhymes based on systematic phonics focused on short vowels with fourth graders in a private school in Bogotá.

1.5.2 Specific objectives

- To analyze the criteria that should be used when designing nursery rhymes.
- To describe stages followed in a pedagogical intervention to use systematic phonics to teach reading skills in English as a foreign language.

1.6 Overview of the structure

This research project consists of six chapters. The first chapter’s objective is to establish the background of the issue being studied taking into consideration some author’s perspectives to show the introduction, the problem statement, the research question and its objectives. The second chapter presents a conversation among different authors with related studies that help the reader have a better understanding of the relevance of the issue studied, constructs and the theoretical framework considered for this project. The third chapter shows the reader the type of research, the settings the research was conducted on including participants as well as data

collections instruments and the role of the researchers. The fourth chapter outlines the theories on which the authors rely to conduct the research, instructional design, lesson plans and activities designed for the lessons. The chapter five presents the data analysis distributed by stages. Lastly, the chapter six shows the researcher's conclusions, limitations, and suggestions for further research.

CHAPTER II: Literature Review.

This chapter presents a conversation with different authors about the literature review related to this research project. The researchers approach the concepts of reading, oral reading fluency, oral reading fluency in EFL context, and reading with kids with nursery rhymes. This chapter also provides an overview of the characteristics of nursery rhymes, systematic phonics, and the types of systematic phonics. Finally, it presents the theories considered by the authors.

2.1 Reading

Reading is a process where information encoded in the language is received and interpreted by means of print (Urquhart & Weir, 2013). However, Ashby et al (2006) affirm to describe reading, it is essential to take into account the skills that are being performed at the moment of reading. (Ashby et al, 2006). This idea is also supported by some authors that identify some characteristics and they are divided into nine categories (Carver, 1990; Pressley, Gaskins, & Fingeret, 2006; Rayner & Pollatsek, 1989, as cited in Grabe, 2009):

1. Reading is a rapid process since a person is able to read 250-300 wpm unless the information is new for the reader.
2. Reading is an effective process, in which word recognition, syntactic parsing, and other features are coordinated and automated.
3. Reading skill is a comprehensive process since we read to understand what the author means by writing.
4. Reading is an interactive process by means of cognitive processes that are involved during the interaction between the writer and the reader.

5. Reading is seen in its fifth characteristic as a strategic process due to the fact that the reader should choose keywords, organize and summarize relevant information.
6. Reading is flexible in the sense that the reader sets goals and processes.
7. Reading is purposeful when the reader aligns and signs out goals.
8. Reading is an evaluation process is the eight characteristics that are carried out every time in order to understand how we respond to the text; it is tied to flexibility and purpose.
9. Reading is a linguistic process in which reading is possible when we are able to make grapheme and morpheme connections by recognizing and organizing the words.

From the characteristics above and taking into account the research question and objectives, this project approaches five characteristics (1, 2, 4, 7, and 9) as the axes for the instructional and methodological design. Besides, this research takes into consideration that there are differences when it comes to early literacy in the native language and a foreign language. Therefore, we will explore reading in the EFL context.

2.1.1 Reading in EFL context

According to Nation (2008), when reading in an EFL context, students usually know close to five thousand words in their first language. Even though some of the words in the new language are similar to words in the first language, students will not identify the word in the foreign language. Based on the previous information, Nation (2008) states EFL students need a more controlled environment when reading since the teacher will need to determine what the appropriate vocabulary is, taking into consideration the students' skill level in EFL and the need for further teaching prior to reading.

In respect to the Colombian context, Montero Londoño et al (2021), concluded that the government education department (Secretaria de Educación) should work on developing reading comprehension strategies due to the fact that students in their last grade in public school did not have a good performance according to the "Saber 11" test results. In their article they explained the lack of reading comprehension skills is an obstacle for students to improve their communicative skills and highlight the importance of updating the suggested Curriculum for English teaching.

2.2 Oral reading fluency

According to Rasinski (2009), DiSalle & Rasinsky (2017), and Samuels (2007), reading fluency is the ability to 'read a text aloud accurately with natural speed.' This definition is complemented by Rasinsky (2014) when he states that oral fluency involves various aspects such as correct and incorrect words, pauses, repetition of words or phrases, as well as the mean of utterance (Rasinski 2009; DiSalle and Rasinski, 2017; and Samuels, 2007, as cited in Aldhanhani & Abu-Ayyash, 2020).

In line with the aforementioned, it is necessary to point out the different perceptions that emerge regarding reading fluency. Meyer and Felton (1999, as cited in Breznitz, 2006) state that reading fluency results from oral words and connected text divided into linguistic components, which can be acquired in stages, and its automaticity constitutes fluency. Additionally, the authors assert that reading is a biological and cognitive process, while fluency pertains to speed.

Samuels (2007) also provides his perspective on fluency and proposes that there are three main components that are essential: accuracy, automaticity, and prosody.

- Accuracy refers to the ability to decode words precisely by learning the principles of the alphabet. In words of Samuels (2007), accuracy is “the ability to decode the word precisely.” In order to do so, the reader needs to identify words individually first; this step requires the identification of the alphabet (grapheme and morpheme) and decoding isolated words.
- Automaticity is the ability to decode and recognize words effortlessly (Rasinski, 2014, and Samuels, 2007). It is attained once the reader achieves accuracy and enhances reading comprehension. Through automaticity, prosody can be developed.
- Prosody refers to 'reading smoothly with expression and intonation that conveys the meaning and comprehension of connected text' (Rasinski, Rikli, & Johnston, 2009). Moreover, studies have shown that when a reader includes expressivity while reading, it enhances their reading comprehension, text meaning, and speaking skills (Rasinski, Rikli, & Johnston, 2009).

Regarding the importance of reading fluency, according to Pikulski and Chard (2005), reading fluency has become more important as research demonstrates there is a relationship between reading fluency and comprehension, and even though reading fluency by itself is not enough to ensure reading comprehension, Pikulski and Chard (2005) affirm reading fluency is more than important in order to comprehend the text. Pikulski and Chard (2005) also state in the same paper that readers with low fluency use to focus their attention on the process of decoding the text and that may affect reading comprehension while fluent readers could even decode the text by means of a brief sight (closing).

When decoding the text aloud, students may also carry out one of the characteristics of

reading that involves a linguistic process when making connections between morpheme and grapheme (Carver, 1990; Pressley, Gaskins, & Fingeret, 2006; Rayner & Pollatsek, 1989, as cited in Grabe, 2009) and reading aloud that connection.

Despite the fact the speed of the reader is not an essential aspect to determine what the effectiveness of systematic phonics is, it helps us get a better understanding and evaluation regarding the automation process needed to get students more focused on the meaning of the text once the decoding of the text is dominated. Therefore, this research also explores reading fluency in the EFL context.

2.2.1 Oral Reading Fluency in the EFL Context.

Dowd and Bartlett (2019) state that the correct words per minute (CWPM) are usually what matters most when determining if a reader is fluent in the EFL context. However, there should be a different standard for multilingual students since they need to focus on other aspects of reading fluency. For instance, Dowd and Bartlett (2019) also agree that the CWPM is a measure of how skillful someone is when reading, and they highlight that the speed at which an individual reads a text may vary per language and suggest measuring accuracy.

In respect of reading fluency when reading aloud in the EFL context, Huang (2010) states that there are some benefits teachers can take advantage of when teaching. One of the benefits is the practice of pronunciation. While reading aloud, students are encouraged to read properly taking into consideration intonation, stress, and rhythm. Additionally, Huang affirms the EFL may have students from different locations hence reading aloud will help them to find the best way to adapt their dialect.

Huang (2010) also states that students can improve their speaking by reading aloud and asserts that students focus their language learning on reading and writing, while reading aloud provides a chance for EFL students with low confidence in their spoken English to practice and develop good pronunciation, as well as overcome other difficulties related to fluency when reading. Additionally, reading aloud may improve the atmosphere of the classroom, as students tend to be quiet while listening to their classmates or teacher, gain a better understanding of the text, and practice correct pronunciation, rhythm, and intonation, thereby strengthening their knowledge.

As reviewed, reading fluency is important since fluent readers will have a reduced focus on decoding the text and will work on understanding the meaning of what is being read through automaticity, which is reached when readers naturally apply their knowledge of decoding the target language text.

Based on the fact the researchers were working in an EFL environment with students whose native language is Spanish, the researchers will have an understanding of oral reading fluency reached when the reader achieves a natural speed were both readers and listeners feel comfortable with, along with accuracy while reading in terms of the sound produced focused on the sounds of short vowels that will be reviewed in the lessons in order to reach automaticity while reading.

According to Polgárdi (2015) Glides set categorization between vowels and consonants. Findings in this study reveal the difference between long and short vowels goes beyond pronunciation since glides happen only after long stress vowel sounds. Regarding the changes in the English Language, Schlüter (2016) states that in modern English the most notable change has

been the short vowel sounds.

With a focus on short vowels, in this research the aim was to develop pronunciation by means of systematic phonics. Hence, traditional classes were not an option due to the fact researchers needed to get the students' attention. Therefore, taking into consideration strategies to engage students into reading was necessary.

2.3 Reading with EFL kids: nursery rhymes

As mentioned by Huang (2010), EFL students will benefit from reading aloud and Nation (2008) affirms there should be a clear purpose included learning and having fun. Going along with them, Long & Mustafa (2020) inquired about the perspectives of English teachers regarding vocabulary learning and found out most of the teachers-participants agreed on the idea that the best way to teach vocabulary to kids was by means of having fun in engaging activities and most of the participants supported the use of nursery rhymes in classes as well.

According to Temple, Martinez, and Yokota (Cited in Sayakahan &Bradley, 2019), nursery rhymes are short poems or songs aimed at children, that are "highly rhythmic and tightly rhymed" making them appealing and favored. A large number of countries consider rhymes as "traditional poems for children" written by anonymous authors most of the time.

Being rhymes essential for children while learning English, not only for the characteristics mentioned by Temple et al. but also because of its repetitive patterns (Abdellah 2002, cited in Taçi, (2018), allows rhymes to be "acquired and understood" effortlessly (Tuan and Ann, 2010, as cited in Taçi, 2018). Furthermore, nursery rhymes have positive effects in the brain being it the bridge between the brain hemispheres while lowering the affective filter.

Besides, nursery rhymes increase the potential for language learning in EFL classrooms since signing generates great enthusiasm as an approach to foreign cultures (Pourkalhor & Tavakoli, 2017).

2.4 Characteristics of the nursery rhymes

Gonzales (2016) identifies five characteristics of nursery rhymes that are important for children's language development: pitch interval, phrase length, contour, harmony, and meter.

Gonzales (2016) explains that most nursery rhymes have small variations in their pitch, which are described as the highness or lowness of sounds. These slight changes in tone help children retain the rhyme more easily. Additionally, children typically remember a short rhyme rather than a long monologue. Therefore, a nursery rhyme needs to be simple and easy to remember, which is a similar principle related to phrase length described by Gonzales in the same paper as a part of the song that should be easily identified by children.

Gonzales (2016) also describes Harmony as an important aspect of nursery rhymes because they provide a special momentum to the song, including chords (different notes sounding together). He also asserts that children have better focus on language when the harmony of the nursery rhyme is repetitive and comprehensible.

Regarding Contour, Gonzales (2016) states that it is important to consider the tone of the song, which should be interesting for children. Most of the nursery rhymes analyzed by him had a rising tone followed by a descending tone. Despite the absence of a specific pattern in nursery rhymes regarding the contour of the song, Gonzales analyzed the melodic tone and established four categories: ascending, descending, arch (melody ascending, then descending until it reaches

the same starting point), and inverted arch (melody descending, then ascending until it reaches the same starting point). Gonzales indicates that in 57% of the rhymes, the phrasing started with an arch (either inverted or not inverted), and 66.6% ended with a descending phrase (p. 20).

Regarding meter, which is the organization of the beat in groups, Gonzales did not find a standard in the nursery rhymes analyzed; hence, we will not consider it an important aspect when creating the nursery rhyme.

Taking into consideration fourth graders, nursery rhymes are important for developing engaging and fun classes while students learn to read specific vocabulary. Nursery rhymes are expected to help students face the challenges of the EFL classroom regarding pronunciation.

Regarding pronunciation, the researchers did not use nursery rhymes in this research to teach pronunciation, but rather as a means. The researchers utilized systematic phonics to develop pronunciation hence the types of phonics are presented in the next section.

2.5 Systematic phonics

With respect to teaching reading, the National Reading Panel in the United States determined that systematic phonics helps students improve their reading performance when compared to control groups that have not had phonics instruction demonstrating effectiveness (Ehri, 2003).

Among the benefits of systematic reading instruction, The National Reading Panel described in their findings report (2000) that students who had not received phonics instruction, where their phonemic awareness was developed, underperformed the students who had a more developed phonemic awareness in terms of reading. They also highlighted the importance of

systematic phonics instruction when it comes to generating phonemic awareness, based on the fact that the writing system of the English language is more variable and complex than some other languages, and learners may struggle with figuring out the phoneme-grapheme connection by themselves.

According to Shanahan (2018), systematic phonics instruction has a scope and sequence, and teachers should not just teach the sounds they want at the moment. Additionally, it can be implemented through activities such as word analogies and rhyming groups.

Building on Shanahan (2018), systematic phonics should include elements of various explicit phonics instructions within its lessons, as students learn in different ways. Hence, one type of phonics may not benefit some students while it works for others. Therefore, it is important to have a better understanding of the types of phonics.

2.5.1 Types of systematic phonics.

Systematic phonics is not just one way of teaching. There are two systematic phonics approaches that are widely used by teachers known as Analytic phonics and synthetic phonics. On the other hand, Embedded phonics is not as used or researched (Drew, 2021).

- Analytic phonics is one of the systematic phonics instructions that, along with synthetic phonics, has produced the best results. Despite the fact that synthetic phonics is usually mentioned as the approach that enables students to read faster, analytic phonics also considers context, which is important in modern teaching (Drew, 2021). Additionally, since analytic phonics allows for word analogies or guessing, research has found that classes where analytic phonics was implemented had a better environment compared to classes that did not. In analytic

phonics, young readers are exposed to words by decoding them and identifying the sounds, usually within a context. This exposes them to words that are similar to each other, meaning a series of words can be used, and students will discover what they have in common with their teacher's support. For instance, with the short vowel words asp, bat, and ant, students, with their teacher's guidance, recognize they have the sound /æ/ in common (Drew, 2021)

- Systematic synthetic phonics focuses on the relationship between graphemes and phonemes in order to decode words by identifying their sounds, even if the word is unknown (Johnston & Watson, 2005, as cited in Wheldall et al., 2019). Researchers typically assert that synthetic phonics is more effective based on their results. However, concerning the class, the activities that can be included are limited to explicitly teaching the relation between grapheme and phoneme individually without context. (Drew, 2021).

- Embedded phonics is implemented during class while teachers and students review authentic material, and teaching of the sounds occurs when the need arises. It is a more implicit method and occurs during reading. A negative consequence of only using this method is that important information or sounds may be missed without a step-by-step structured class, and at some point, more explicit phonics instruction might be needed (Drew, 2021).

2.6 Theories

This section discusses the theories that researchers considered important in the development of the present research project, such as automaticity theory and Ehri and McCormick's Word Learning Theory.

2.6.1 Automaticity theory

Automaticity theory focuses on word recognition, involving decoding and comprehending a text simultaneously. Despite the various skills associated with reading, there are three main skills every reader undergoes: decoding, comprehension, and attention. Attention is the effort applied to decoding or comprehension. The more attention devoted to decoding; the less attention remains for comprehension. The repeated reading strategy, designed based on Automaticity Theory, reduces the attention given to decoding the text (Samuels, 2007; Tracey and Morrow, 2012; as cited in Aldhanhani & Abu-Ayyash, 2020).

LaBerge and Samuels (1974, as cited in Bernitz, 2006) also stated that students who face the task of comprehension and word recognition will struggle if they are unskilled readers, as they do not focus their attention on one task but go back and forth between tasks. This switching makes it difficult for memory and represents an obstacle for comprehension. Therefore, LaBerge and Samuels (Samuels, 2007; Tracey and Morrow, 2012; as cited in Aldhanhani & Abu-Ayyash, 2020) indicate that automaticity in word recognition can be improved through practice, which will help the reader save cognitive resources and focus on meaning.

LaBerge and Samuels (1974, as cited in Rasinski et al., 2009) agree on the importance of automaticity and assert that it is essential for the teacher to ensure that the student recognizes all the letters before recognizing the sound, through repeating and correcting errors as well as using other strategies such as choral drilling, audio recording, etc. They also highlight that automaticity theory has been criticized for not showing how prosody can be improved.

Automaticity is developed to avoid dual-task interference, which means that once two processes are accomplished at the same time, one of them is performed automatically, generating

the least effort (Logan, 1978, 1979; Schneider & Fisk, 1982, 1984, as cited in Bresnitz, 2006). Schiller (1966, as cited in Bernitz, 2006) conducted a study in which he had some students read color names printed sometimes with the ink matching the name of the color and sometimes not matching. Schiller found that second-grade students, who were more fluent readers than first-grade students, were more accurate at naming the color.

The importance of automaticity in information decoding can even be observed in university education. For instance, Montero & Arango (2019) found a lack of reading comprehension among university students when discourse analysis is presented, as information decoding was not being addressed in the classroom (p. 105). Additionally, they mentioned that students had difficulties accepting different interpretations emerging from the text analysis process.

Regarding students with difficulties in reading, automaticity theory helps students who are struggling with reading speed through the use of easier texts and repetition (Pikulski & Chard, 2005; Samuels, 1979, as cited in Aldhanhani & Abu-Ayyash, 2020). LaBerge and Samuels (1966, as cited in Bernitz, 2006) agree on developing automaticity through practice and repetition in order to avoid slow attention switching. Additionally, Samuels (1979, as cited in Aldhanhani & Abu-Ayyash, 2020) suggest using rubrics to measure students' progress regarding automaticity.

2.6.2 Ehri and McCormick Word Learning Theory

Ehri identified four stages for developing word reading: pre-alphabetic (preschool), partial-alphabetic (kindergarten), full-alphabetic (first grade), and consolidated-alphabetic

(second grade) (Ehri, 1995, as cited in Aldhanhani and Abu-Ayyash, 2020). Later, Ehri and McCormick (1998, as cited in Aldhanhani and Abu-Ayyash, 2020) added a new phase called automatic-alphabetic (beyond second grade). Each stage determines instructional implications based on its characteristics to promote fluent word reading.

Pre-Alphabetic phase: According to Ehri and McCormick (1998), in the pre-alphabetic phase, there is no alphabetic knowledge; hence, readers rely on cues from the environment. This helps them recognize some words through logos or images due to their frequent exposure. When the logo is removed, children do not recognize the word, but when one character of the word is changed, children can still identify what the correct word was. Due to the lack of knowledge regarding the association between letters and sounds, children may guess the word based on cues rather than actually reading.

The Partial-Alphabetic phase: In this stage, children (usually kindergartners or first graders) identify words by sight. Although their lack of knowledge is not as significant as in the previous stage, students often make mistakes when reading words that are similar to the ones they have already learned to identify by sight. Additionally, students combine context cues such as images and logos with letters. However, they might confuse unknown words with known words when the text they see does not match the context.

Full-Alphabetic phase: In contrast to the previous stages, readers have the required knowledge to decode familiar and unfamiliar words. Familiar words are stored in their memory to be read by sight in the future, and unfamiliar words are read through letter-sound connections as well as by analogy to words that are already familiar to them. Decoding initially occurs slowly, and decoding frequency increases with practice. Although word analogies help readers,

they should have decoding skills, including vowels, in order to understand that even if a word is similar, it is not identical to the previously stored word.

Consolidated-Alphabetic phase: It starts with the full-alphabetic phase, and as its name indicates, it is a consolidated stage where readers have a wider decoding knowledge, which allows them to decode more unfamiliar words. Also, analogies are not limited to short words, and it is easier to recognize patterns between words. On top of that, reading by sight can even include chunks.

Automatic phase: In this stage, the reader is able to effortlessly read words in an automatic way regardless of the context, and they have more than one strategy to identify words. When the reader is in the automatic phase, reading strategies are carried out unconsciously. Additionally, in the words of Ehri and McCormick, 'Automatic, fluent word recognition frees the reader's attention to focus on text meaning' (p. 157).

In that sense, the first three phases intend to build 'knowledge of letters, sounds, graphemes, phonemes, and phonics'. During the consolidated-alphabetic phase, reading-aloud strategies are used, and during the automatic-alphabetic phase, automaticity and speed are developed regardless of whether the words are familiar or unfamiliar. Ehri (2002, as cited in Aldhanhani & Abu-Ayyash, 2020) states that it is important to assess regularly, and knowledgeable teachers are essential for building strong literacy skills foundations. Additionally, the classroom environment plays an important role; having printed words on the wall improves students' vocabulary knowledge.

Now that concepts of reading, reading in EFL context, oral reading fluency, oral reading fluency in EFL context, reading with EFL kids: nursery rhymes, and characteristics of nursery

rhymes, systematic phonics, and types of systematic phonics have been reviewed, it is important to review the research methodology in the next chapter.

CHAPTER III. Research methodology

In this chapter, the researchers present the research paradigm upon which this paper is based. Afterwards, the researchers discuss the type of study conducted, settings, and participants, as well as the role of the researchers and the data collection instruments, which include observation, tests, and questionnaires.

3.1 Research paradigm

This research focuses on a mixed research paradigm based on the fact that both qualitative and quantitative data will be taken into consideration (Sampieri, 2018). Chen (2006, as cited in Sampieri, 2018) describes it as a systematic way to integrate qualitative and quantitative paradigms, allowing them to retain their original structures or adapt them to carry out the research. Chen also states that mixed approaches are appropriate when seeking a broader perspective regarding the phenomenon being researched. Hence, the data that can be used in mixed research include symbolic, numerical, textual, verbal, or visual data, as well as other kinds of data that may help understand the problem.

Additionally, as indicated by Sampieri and Collado (2014), the sequential explanatory design is developed when gathering both quantitative or qualitative data and a second data gathering phase. Finally, findings from both phases are analyzed. Usually, one type of data is given more importance than the other, and sometimes they are given equal importance. Sampieri and Collado also state that qualitative data is used to support the analysis of the findings from the quantitative data.

3.2 Type of study: Action Research

According to Sampieri et al. (2014), action research is carried out when working on the understanding and resolution of a problem of a group of people related to an environment. Action research also works on implementing theory to provide information that might be useful for structural change.

Based on the fact that this research seeks a better understanding of the impact systematic phonics has on young readers in the EFL context when working on the pronunciation of short vowels, action research is the type of study the researchers conducted. Additionally, the authors aim to provide valuable information to be considered when searching for reading strategies that encourage students to read accurately. Following Sampieri et al. (2014), this action research includes spiral phases aimed at rethinking the problem. The steps of this research are planning, fact-finding, analysis, implementation, and evaluation.

3.3 Setting and participants

This research involved a population of fourth-grade students aged between 8 and 12 years old, as systematic phonics instruction needs to be developed in early stages when teachers can work on early literacy skills in young readers. One student was 8 years old; three students were 9 years old; two students were 10 years old; two students were 11 years old, and one student was 12 years old, totaling 9 students—3 girls and 6 boys. The students' families are at a low to low-medium socio-economic level, and all of them live near the school. Additionally, all of the students were born in Colombia to Colombian families. The school's schedule was from 6:00 am to 1:20 pm, with the students having two breaks of 20 minutes during the shift. Their head

teacher was also their English teacher and taught other subjects such as biology and math. The English level of the teacher is not certified, and she has a bachelor's degree in primary education.

3.4 Role of the researchers

Because this is an action research project, the researchers had the freedom to observe, experiment, and analyze the results of the experiment. Creswell (2012) states that action researchers can purposefully experiment, monitor the settings, and interpret the results, which serve as the basis for future research. Thus, the researchers in this project oversaw observation, planning, and experimentation, monitored the development of the implementation, and interpreted the information gathered.

3.5 Data collection instruments

Because the research required gathering both qualitative and quantitative data, the following data collection instruments were adapted from the literature review previously presented: observation, tests, and questionnaires.

Firstly, the researchers observed 3 classes with an observation guide adapted from Nation (2008) and Huang (2010) in order to have a better understanding of the students' context in regard to reading activities. The guide for the observation considers items such as the frequency of reading aloud activities, the purpose of the reading activities, the vocabulary used in class in respect to the students' skill level, and the scope and sequence of the class to determine if there was preparation. These items are considered important by Huang (2010) to develop reading activities in an EFL classroom. Additionally, the English teacher answered a questionnaire to gather information such as studies, English certificates, requirements complied with to get the

position, and interest in pronunciation.

Afterward, the researchers carried out a test during a class aiming to determine the students' skills concerning pronunciation and fluency. The test used is an adaptation limited to short vowels of a standardized test called DIBELS, which measures oral reading fluency. In this test, both words per minute and accuracy of the sounds are tracked. The same test was conducted after the pedagogical intervention to identify the impact of synthetic phonics on their pronunciation. Once students had completed their exams, they were interviewed to have a better understanding of their experience while practicing pronunciation with systematic phonics.

3.5.1 Observations

To describe guidelines regarding the use of systematic phonics in the classroom, the authors decided to consider the differences between the EFL classroom without the implementation of systematic phonics and the classroom that implements synthetic phonics. They decided to describe those characteristics through observations.

Among the different perspectives regarding class observations, some authors consider class observations as a strategy to enhance the quality of teaching. These observations can be conducted by a peer, who might not exclusively be a colleague but also a supervisor or an expert in the field, or even an undergraduate student (Atkinson & Bolt, 2010; Harris & Cullen, 2008, as cited in Alsahli, 2019). Even though Gosling (2002, as cited in Alsahli, 2019) identifies three models of observation (evaluation, developmental, and peer review), he also affirms that the objective of the class observation is determined by the context.

In this study, the researchers conducted a developmental observation since this research

aims to have an educational objective focused on improvement and development. Additionally, the observation was guided by a rubric that took into consideration the characteristics of an EFL classroom described by Nation (2008) and Huang (2010), including four categories: reading aloud activities, purpose of the activity, vocabulary used in class, and scope and sequence, as seen in Figure 1.

In the rubric, the examiner will have four categories available: reading aloud activities, purpose of the activity, vocabulary used in the class, and scope and sequence. The examiner will place an X next to the description that best matches how each category was developed during the class. Each description has a score from 1 to 5, and the higher the score is, the closer it will be to what is considered appropriate for reading activities in an EFL classroom. On the right side, the observer writes down the score in number, and next to it writes down a comment.

Figure 1:

Observation rubric format

Class observation rubric.
Objective: Determine the characteristics of the class developed without focus on systematic phonics.
1. Write down the class information as requested.
2. Make sure you are grading the correct category, read the description of the score ad place and x on the line located bext ot the description of the text.
3. On the total box, write down the score selected in number and next to it, write down a comment if needed.

eacher's ame:				Student's age range: From ___ to ___		Number of girls in class.		
bserver's name				Grade:		Number of boys in class.		
chool:				Date		Total number of students.		
	Reading aloud activities.	1. There were no reading aloud activities during the class. ____	2. Students did read aloud ocasionally. ____	3. There was a reading aloud activity but not enough time was given for it. ___	4. There were reading aloud activities, but more time could have been given. ___	5. There were reading aloud activities with enough time for students to practice to read in the foreign language. ___	Total	Comments
		1. The activity did not have a clear purpose	2. The activity did have a purpose but it was	3. The purpose of the activity is slightly clear	4. The purpose of the activity is clear but there might be	5. The purpose of the activity is clear and it can be	Total	Comments

Observation rubric adapted from Nation (2008) and Huang (2010).

3.5.2 Test

In order to align with the objective of determining the impact of synthetic phonics on

students after the implementation of systematic phonics, the authors needed to establish a way to find out if there is any difference in fluency before and after the implementation of systematic phonics. They decided that the best way to do this was through a test.

Shuttleworth (2008) affirms a test may have different purposes including the measurement of language proficiency, the discovery of how successful students are in relation to reaching goals, identifying strengths and weaknesses of students, and determining the appropriate level of ability for a program. In this study, the researchers will apply a test for measuring the students' language proficiency and identifying strengths and weaknesses regarding oral reading fluency and pronunciation.

As indicated by Samuels (1979, as cited in Aldhanhani & Abu-Ayyash, 2020), rubrics are the best option for measuring students' progress regarding automaticity in reading. Chowdhury (2019) also states that holistic rubrics are appropriate for summative assessment. Therefore, a rubric was used, taking into consideration the speed of the reader and accuracy regarding pronunciation as recommended by Dowd and Bartlett (2019). Thus, the researchers decided to measure the students' skills by means of the DIBELS test.

The researchers carried out a paired t-test prior and after the implementation of systematic phonics with nursery rhymes. The students read some words from an adaptation of the standardized test for the measurement of reading fluency and oral reading fluency called DIBELS (Dynamic indicators of Basic Early Literacy Skills). The text included words with each vowel sound and students were told to read the words (see figure 2). For this test, the students had not received any systematic phonics instruction and only know the text is written in English. During the test, the researchers considered the following criteria for the accuracy of the short

vowels' sounds.

- The vowel /æ/ is pronounced as a low sound. The tongue is positioned low in the mouth and moved to the front. Lips are relaxed.
- The vowel /ɛ/ is pronounced as a mid-front vowel. The tongue should be positioned at mid-height in the mouth, and both lips and mouth need to be relaxed.
- The vowel /ɪ/ is pronounced as a high-front sound. The tongue is positioned high in the mouth and pushed to the front. Lips should be relaxed and slightly open.
- The vowel /ɑ/ is pronounced as a low, central vowel. The tongue should be relaxed, and lips should not be rounded while opened.
- The vowel /ʌ/ is pronounced as a mid-central sound. The tongue must be mostly loosened and at the center of the mouth. The tongue should be at mid-height with partially open lips.

The DIBELS test can be conducted while considering the benchmarks of a pedagogical process. Therefore, it was suitable for the paired-t test approach. The rubric for the test can be seen in Figure 2 that was adapted from DIBELS 8th edition, along with the sound description sheet in Figure 3 that was adapted from Wingate (2024), and the students' sheet can be found in Figure 4. The students' sheet includes directions in both English and Spanish to ensure that students understand how to take the test.

In this test, students read from left to right as best as they can, and the examiner uses a check mark if correct or an x if the word was incorrectly pronounced. The examiners had a sheet with images of the appropriate movement of the mouth to produce the sound. The students had a minute to read, and the timer started when they said the first word. If they do not say the word,

the examiner waits 5 seconds and proceeds to tell them the correct pronunciation, marks the word as it was incorrect and tells the student to continue. There is a total of 48 words and the higher the number of correct words is, the better reading fluency the student will have.

Despite the fact reading is done at 250-300 wpm unless the information is new for the reader usually (Carver, 1990; Pressley, Gaskins, & Fingeret, 2006; Rayner & Pollatsek, 1989, as cited in Grabe, 2009), the researches considered that in an EFL classroom the speed of the reader needed to have a different criterion going along with Dowd and Bartlett (2019) who say multilingual students should have a different standard that may vary per language.

Figure 2:

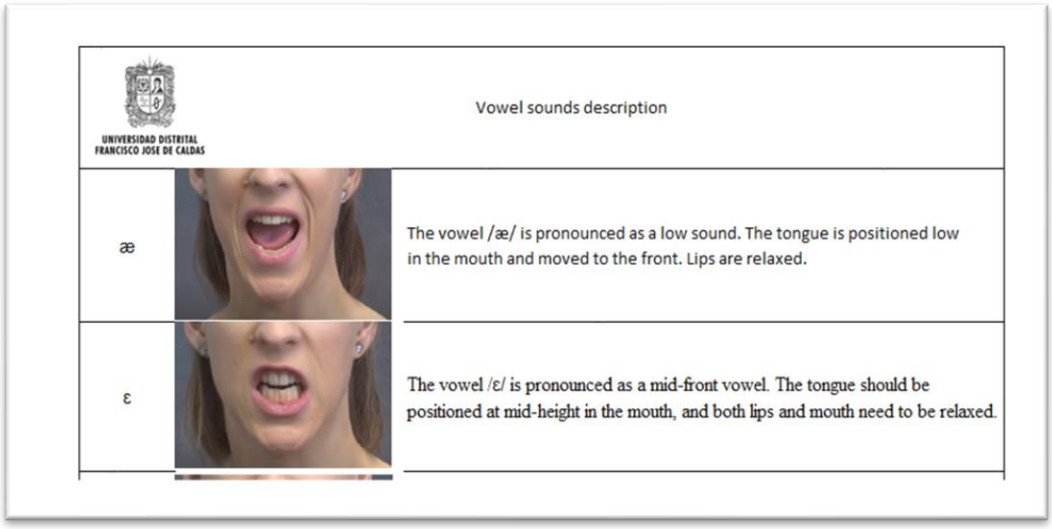
Examiner's sheet

Reading fluency test: Examiners' sheet							
UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS	Student's Name: _____ Student's age: ____ Student's gender: M___ F___ Examiner's name:_____		Date: _____ Grade: _____ School's name: _____ Objective: Determine the speed/accuracy of the reader regarding oral fluency.				
Examiner Script			Reminders				
Pleease read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.			Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.				
æ	ɛ	ɪ	ɑ	ʌ	ʊ	Total	
cat	elephant	is	stop	cup	look	/6	
lab	else	it	job	must	cook	/6	
bad	any	middle	doctor	summer	put	/6	

Adapted from DIBELS 8th edition.

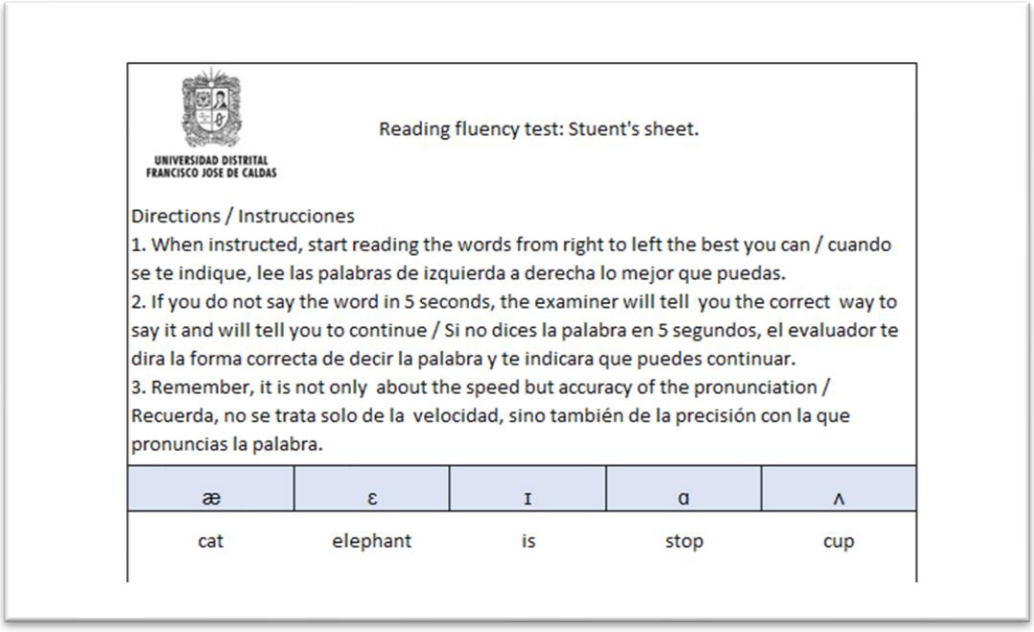
Figure 3:

Vowel sound description sheet.



Note: Adapted from Wingate (2024).

Figure 4: *Students' sheet*



Note: Adapted from DIBELS 8th edition.

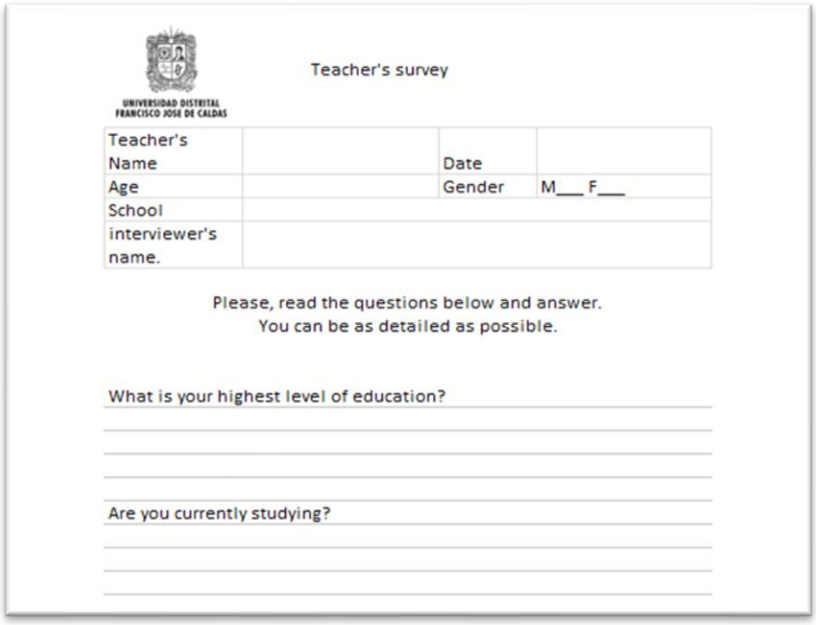
3.5.3 Questionnaire

As indicated by Alvaro et al (1994, as cited in Rodriguez and Salazar, 2021), the main objective of a questionnaire is to gather information about suggestions, knowledge, opinions, or attitudes of a "study subject." Hence, the authors will gather information about the English teacher aiming to have a better understanding of the student's context in the classroom regarding pronunciation activities.

The questionnaire (Figure 5) had questions related to the teacher's studies, English proficiency certificate, requirements complied with to get the position as an English teacher and the teacher's interest in teaching pronunciation by means of synthetic phonics. These questions were asked taking into consideration Ehri (2002, as cited in Aldhanhani & Abu-Ayyash, 2020) states knowledgeable teachers are important to develop literacy skills.

Figure 5:

Questionnaire for the teacher



UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Teacher's survey

Teacher's Name		Date	
Age		Gender	M___ F___
School			
interviewer's name.			

Please, read the questions below and answer.
You can be as detailed as possible.

What is your highest level of education?

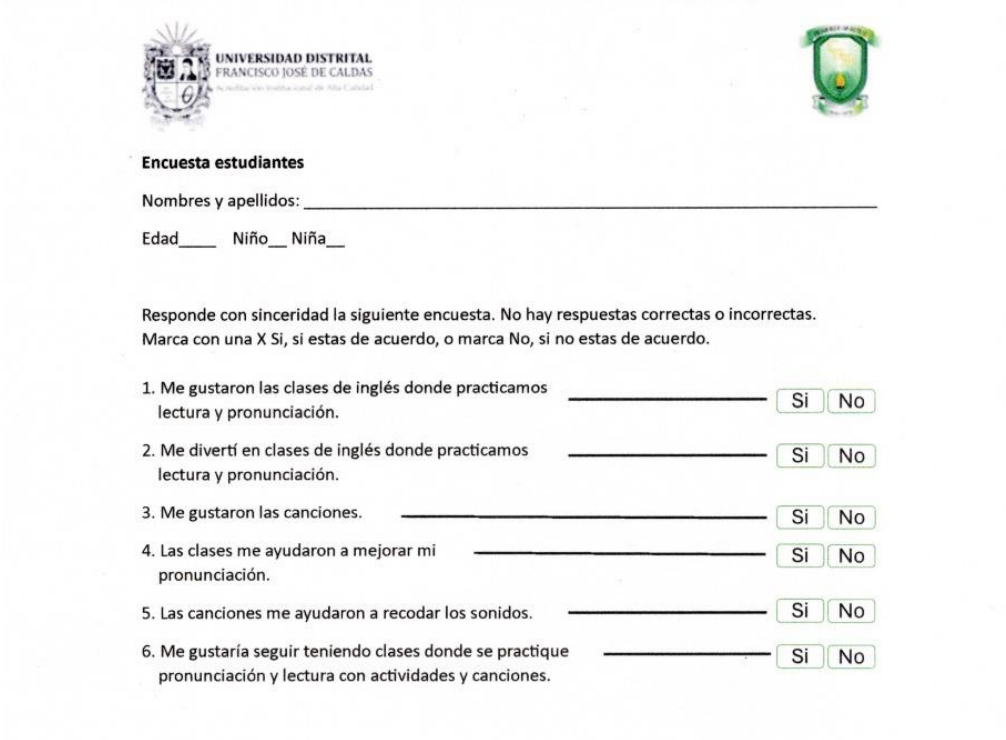
Are you currently studying?

Note: Adapted from Ehri (2002, as cited in Aldhanhani & Abu-Ayyash, 2020).

Additionally, going along with one of the specific objectives that aim to describe the criteria that should be used when designing nursery rhymes based on systematic phonics, the researchers presented a questionnaire to the students asking questions about the lessons and the implementation of the nursery rhymes (See figure 6).

Figure 6:

Students' questionnaire.



UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

Encuesta estudiantes

Nombres y apellidos: _____

Edad____ Niño__ Niña__

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación.	Si	No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación.	Si	No
3. Me gustaron las canciones.	Si	No
4. Las clases me ayudaron a mejorar mi pronunciación.	Si	No
5. Las canciones me ayudaron a recodar los sonidos.	Si	No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones.	Si	No

Note: Adapted from Pourkalhor & Tavakoli (2017).

3.5.4 Pedagogical intervention journal

Merç (2015) cited by Guantiva (2023), states that the classroom observation are useful for the reflective process about how the implementation of an instructional method was carried out and the learner´s reactions to it. Hence, the researchers understand that it was important to also gather information about the development of the systematic phonic lessons and the reception from the students.

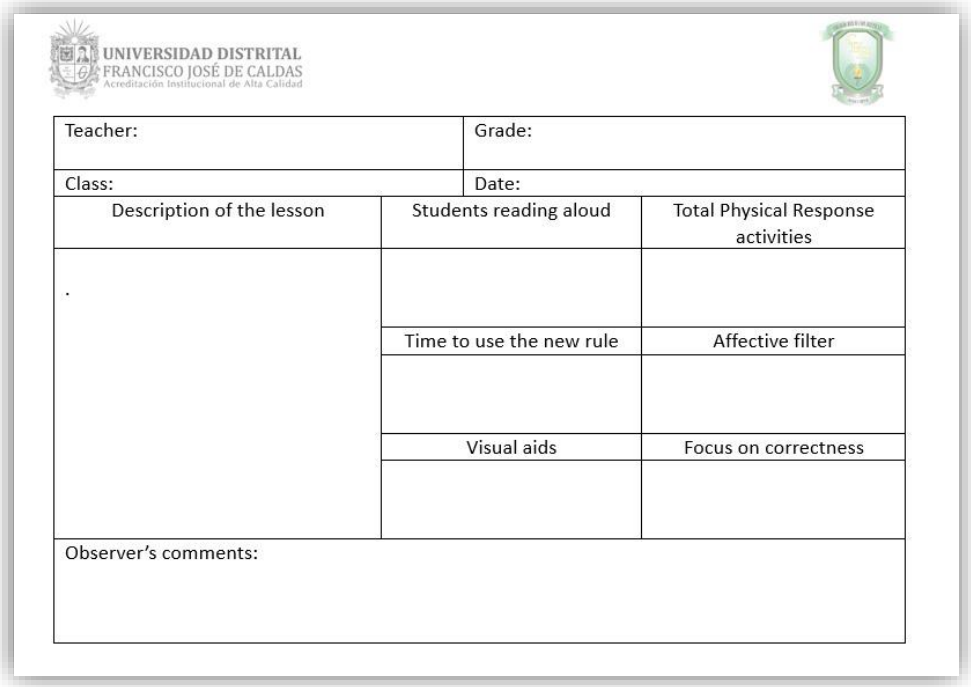
The journal the researchers adapted from Richards and Rodgers (2014) includes the following

items:

- Description of the lesson: The steps followed by the researchers during the class.
- Students reading aloud: Description of the time given for reading aloud.
- Total physical response activities:
- Time to use the new rule: Description of the time students had to practice the new sound.
- Affective filter: How students feel about the class.
- Visual aids: Description of the visual aids used during the class.
- Focus on correctness: Description of corrections made during the class.
- Additional comments: Interesting information not included in the main items / highlighted information.

Figure 7:

Journal format



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

Teacher:	Grade:	
Class:	Date:	
Description of the lesson	Students reading aloud	Total Physical Response activities
.		
	Time to use the new rule	Affective filter
	Visual aids	Focus on correctness
Observer's comments:		

Note*:* Adapted from Richards and Rodgers (2014).

In this chapter we reviewed the research paradigm, which is mixed, the type of study that is action research, the settings and participants, the role of the researchers, and the data collection instruments that include observation of the English classes, the test DIBELS before and after the implementation, and questionnaires. In the next chapter the researchers approach the pedagogical design.

CHAPTER IV. Pedagogical Design

This chapter presents an overview of the learning theory, language theory, the instructional design, an overview of total physical response and the instructional objective. It also includes a description of the lesson plans developed for the implementation as well as the assessment, evidence of outcomes, learner's role, and teacher's role.

4.1 Learning Theory: Natural approach

In contrast with phonemic awareness programs, phonics instructions do not completely focus on the study and manipulation of the sounds in spoken words but more than that. Phonics programs include reading words with and without a context (Ehri & Nunes, 2001). This expanded the possibilities about the development of the class. The National Center on Improving Literacy (2002) indicates that there is no specific way to develop a systematic phonics class. However, when it comes to language learning it is widely considered that most of the learning should be implicit, and a small portion of the learning process should be left to explicit learning (Vanpatten & Smith, 2022).

With the natural approach, students are exposed to the target language in the classroom allowing students to acquire the knowledge instead of just trying to learn (Richards & Rodgers, 2014). Richards and Rodgers (2014) summarize the characteristics of the Natural in four main characteristics:

- The input that is presented should be comprehensible.
- Visual aid or other resources that help comprehension should be used.
- Listening and Reading are the focus skills and speaking skills can emerge.

- Input needs to be interesting to help keep the class relaxed by means of lowering the affective filter.

4.2 Language theory: Monitor theory

Richards and Rodgers (2014) indicate that for Krashen and Terrel language is a mean of communication for delivering meaning and that acquisition occurs when messages in the target language are understood. Additionally, they state Krashen and Terrel consider that language is learnt in stages adding one level of difficulty that can be acquired by students.

Going along with the natural approach, in the monitor theory language is acquired and conscious learning occurs when it is needed to correct the output (Richards and Rodgers, 2014) and according to Richards and Rodgers, there are three requirements that need to be met:

- Time: There should be enough time for learners to use the new rule.

- Focus on form: The learner needs to focus on correctness.

- knowledge of the rules: The learner needs to know the rule and those rules need to be simple to describe and not complex to carry out.

4.3 Instructional design

Going along with Smith and Ragan (1993), the instructional design is about taking into consideration the educational theory and expertise to create activities that help students take advantage of the lessons. In words of Smith and Ragan, “The term instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials” (Smith & Ragan, 2004, p. 4). This instructional design section will include the description of the Total Physical Response techniques and activities that were

implemented throughout the present research project.

4.3.1 Total Physical Response

When learning a language, learners often rely on their body language to make themselves understood when they don't know the word. This is the premise of Total Physical Response (TPR) according to Richards & Rodgers (2014). TPR emphasizes the importance of physical commands before producing speech. It also considers the affective filter as an important aspect of language learning, thus emphasizing the significance of play-like movements when developing TPR in classes. Katona (1940) cited by Richards & Rodgers (2014) states TPR is linked to learning through repetition, as the more an action is repeated, the easier it becomes to remember, involving choral drills and association with motor activities.

Asher (1977) cited in Richards & Rodgers (2014) indicates that TPR activities require learners to be given a lot of opportunities to learn. Then learners are encouraged to produce speech once they feel ready. TPR activities also includes Roleplays and imperative drills that allows them to elicit their knowledge through physical actions.

The following activities were carried out in the pedagogical intervention of this project.

4.4 Instructional objective

Going along with the research objective of this paper, the researchers kept in mind the speaking fluency of the learners and to what extent it is influenced by systematic phonics by means of nursery rhymes. Hence, the instructional objective of this research was determined as follows:

- By the end of the pedagogical intervention, students will be able to produce the short vowel

sounds accurately.

4.5 Lesson Plan

The Lesson plan format used by the researchers is detailed by Montero (2016), cited by Guantiva (2023) and contains the following elements.

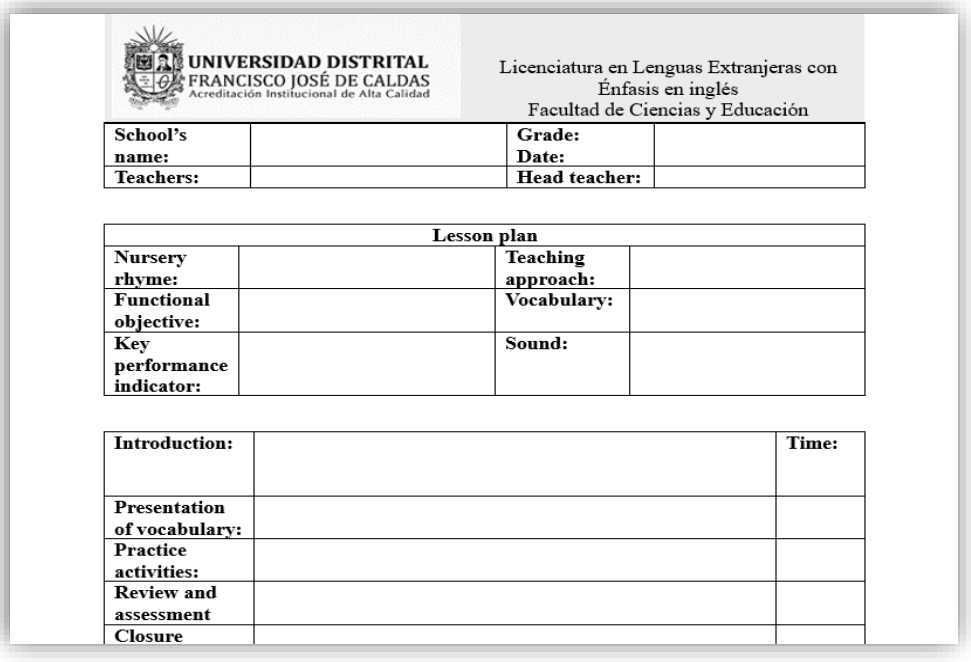
1. Topic:
2. Teaching approach and method used by the researchers
3. Communicative / Functional objective
4. Grammatical objective
5. Vocabulary
6. Cultural Dimension
7. Basic Learning Right
8. Programmatic content
9. Key Performance indicator

Taking into consideration the researchers worked on systematic phonics, the researchers decided to take from Montero the items called functional objective, teaching approach and key performance indicator and vocabulary. They also added the items nursery rhyme and sound.

The researchers also considered important to keep all lesson plans the learner's and teacher's role described above in mind, hence, each lesson plan contained an activity for learners to be introduced to the sound, practice the sound, and communicate using the words that include the sound of the lesson.

Figure 8:

Lesson plan format



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

Licenciatura en Lenguas Extranjeras con Énfasis en inglés
Facultad de Ciencias y Educación

School's name:		**Grade:** **Date:**	
Teachers:		**Head teacher:**	

Lesson plan			
Nursery rhyme:		**Teaching approach:**	
Functional objective:		**Vocabulary:**	
Key performance indicator:		**Sound:**	

Introduction:		**Time:**
Presentation of vocabulary:		
Practice activities:		
Review and assessment		
Closure		

Note: Adapted from Montero (2016), cited by Guantiva (2023)

4.6 Assessment

Going along with the natural approach described earlier in the chapter, the researchers did practice with the learners and focused on correctness in the appropriate part of the session. However, due to the nature of this research, the actual assessment did not occur more than the initial assessment and the final assessment with the DIBELS exam to measure the impact that systematic phonics by means of nursery rhymes had on the students.

4.7 Evidence of outcomes

The researchers' intention as stated in the general objective was to find out what the actual impact of systematic phonics by means of nursery rhymes was. To achieve that, the

researchers carried out two sessions in which learners read some specific words, selected according to the vowel sound they include. To keep track of the performance of the learners, the researchers recorded their reading and kept their scores in the answer sheet. Due to the fact that recording their faces is not needed for this project, only audio was recorded. Additionally, learners delivered the completed workshops they worked on before the nursery rhymes sessions.

4.8 Learners' role

Based on the natural approach where the learner is not supposed to acquire information in the traditional fashion since language is acquired naturally, the researchers identified the following roles of the learner.

The learner is a processor of the comprehensible input received in activities with meaningful communication being the learner challenged by new input that is beyond his current knowledge (Richards and Rodgers, 2014).

The learner in the natural approach, according to Richard and Rodgers (2014), participates in activities such as filling in charts, use single words or short phrases, use physical commands to answer questions. In the production stage of the class, they can participate in games, do roleplays, work on problem solving exercises and share personal information or opinions.

4.9 Teacher's role

The teacher in the natural approach, according to Richards and Rodgers (2014) has three main roles during the lessons. These three main roles are related to communication, and they aim to facilitate a good environment for students to receive appropriate input since there should be

enough time for it.

1- The teacher is the primary source of input for students. Teachers need to produce input by means of language and other communication clues for students to understand such as signs or other kinesthetic resources available.
2- Teachers should be friendly and generate an environment that allows students to lower affective filter. Strategies to do this may include not asking students produce speech before they are ready, limiting the correction of errors and providing high interest content.
3- The teacher is the one in charge of selecting and adapting the material for the class to be developed. This variety of materials are usually selected based on the students' preferences rather than the likes of the teacher.

The researchers considered the two most important roles for this project were the first one (Teacher as the primary source of input for students) and the number three (Teacher as the one in charge of selecting and adapting the material) due to the fact that this project did not have too much focus on the affective filter but on the impact systematic phonics has on students. The researchers also innovated by creating and adapting the material since there is no material available for nursery rhymes based on systematic phonics.

This chapter presented the learning theory that is the natural approach, and the language theory which is the monitor theory. It also reviewed the instructional design, an overview of total physical response with its activities and the instructional objective. Additionally, it presented the description of the lesson plan, assessment, evidence of outcomes, the learner's role and the teacher's role. The next chapter will cover the data analysis of this project.

CHAPTER V: Data analysis

The chapter 5 presents a description of the types of analysis that are descriptive analysis and content analysis. It also presents a report of the data gathered in the 4 phases of the research project that are observation (phase 1), pre-intervention results (phase 2), during intervention (phase 3), post-intervention results (phase 4), and reflect (phase 5). Finally, the researchers present the findings of this study.

5.1 Descriptive Analysis

According to Cote (2024), the descriptive analysis is generally used when it comes to organizing historical and current data to “Identify trends and relationships”. The author states that descriptive analysis is a very simple way of analyzing data since it does not require to go deeper. This type of analysis is very convenient in the sense that it allowed the researchers to use the tools they use frequently like Microsoft office which is easy to use. Bush (2020) indicated that there are different categories for descriptive analysis including Measures of Position, Measures of Dispersion, Measures of Central Tendency and Measures of Frequency. From those, the researchers considered the Measures of Central Tendency to be the most appropriate to determine the impact of systematic phonics since it allowed them to find the mean (average), median (middle value) and, mode (frequency) of the data. The quantitative data gathered by the researchers is the answers of the questionnaire, and the results from the DIBELS test.

5.2 Content Analysis

Content analysis can be usually found in qualitative research projects due to its helpful approach towards the analysis of the information. It is used to identify the existence of concepts,

themes, or words in the qualitative data (Columbia University Irving Medical Center, 2024). In this research project, the researchers took advantage of content analysis to determine the implications systematic phonics had on students and their reading fluency beyond the results of the quantitative data by means of surveys.

5.3 Data Management

To organize the data, the authors organized it in different sections that help understand the chronological order of the research's development. It is divided into observation (phase 1), pre-intervention (phase 2), during intervention (phase 3), post-intervention (phase 4), and reflect (phase 5).

5.3.1 Phase 1: Observation

Before starting any intervention, the researchers carried out a class observation to find out if there was lack of focus on reading activities during the classes. The table 1 shows the results of the observation.

Table 1:

Observation results

Item	First Observation		Second Observation	
	Score	**Description**	**Score**	**Description**
Reading Aloud activities	2	Students did read aloud occasionally.	3	There was a reading aloud activity but not enough time was given for it.

Purpose of the activity	2	The activity did have a purpose but it was difficult to identify when the activity was developed	3	The purpose of the activity is slightly clear
Vocabulary used in class	4	There were some words that were not appropriate to the students' skill level	5	Most of the vocabulary was appropriate to the students' skill level
Scope and Sequence	2	The class did have a scope and sequence that was not followed	4	The class was developed mostly based on a scope and sequence

According to table 1, the items where more areas of opportunity were detected were reading aloud activities and purpose of the activity getting each one 2 points out of 5 in the first class and 3 out of 5 in the second class. The observers' comments indicate the following about reading aloud activities in the first class: "Students were asked to read some instructions and the teacher had to lead the reading given that most of the students were afraid of making pronunciation mistakes" (Appendix O). Regarding the purpose of the activity in the first class, the observers' comments state that "Even though the teacher mentioned at the beginning the students were going to learn greetings and farewells, the activity used to practice (Chinese Whispers) didn't fulfill the purpose since the students couldn't remember the vocabulary and didn't know how to pronounce it" (Appendix O).

During the second class, similar areas of opportunity were identified. The observers commented on the item reading aloud activities that "Even though the students used the book to read aloud the vocabulary and exercises related to them, there wasn't enough time for all the

students to practice" (Appendix O). Regarding the purpose of the activity, the observers commented that "During this class the purpose was clearer, however, the teacher did not provide clear instructions in some activities. Therefore, the students could barely work on the activities more easily" (Appendix O).

Based on the observations, there is a scope and sequence and that the vocabulary students learn is appropriate to their level yet there is a noted deficiency in focus on reading aloud; it's not practiced independently but only when it doesn't interfere with other activities. To offset that, the researchers planned activities described in chapter 4 such as the nursery rhymes, matching games, mimics, and listening activities all those activities including reading aloud. However, the researchers needed to know the student's current level by means of the DIBELS test.

5.3.2 Phase 2: Pre-intervention results

As indicated in previous chapters, with the objective of determining the reading aloud skills of the learners, the researchers conducted the DIBELS test. The researchers told the students to read 48 words the best they can reminding them we are not looking for the fastest reader and just wanted to know their actual reading skills. The researchers recorded their reading and determined the accuracy of the sound based on the examiner's guide. Each correct word was marked with a checkmark on the form and each incorrect word was marked with a cross.

Learners were a little nervous before reading, hence, the examiners joked with them to have them feel at ease and be as relaxed as possible since they said they had never faced a similar test. Yet they continued with the exercise and read the words as expected (Appendix P). Results are presented in table 2.

Table 2*:*

Pre-intervention reading aloud assessment

Pre-intervention DIBELS Reading Fluency Assessment							
Sound	**æ**	**ɛ**	**ɪ**	**ɑ**	**ʌ**	**ʊ**	**Total**
Student							
S1	8	8	4	6	4	6	36
S2	1	5	4	1	0	7	18
S3	1	4	4	2	0	4	15
S4	1	6	2	2	0	6	17
S5	1	7	5	4	0	5	22
S6	1	2	3	1	0	4	11
S7	4	4	4	1	0	4	17
S8	7	5	5	2	0	4	23
S9	4	5	6	0	0	5	20
S10	3	4	3	1	0	6	17
Total Sound without	30	45	36	19	4	44	178

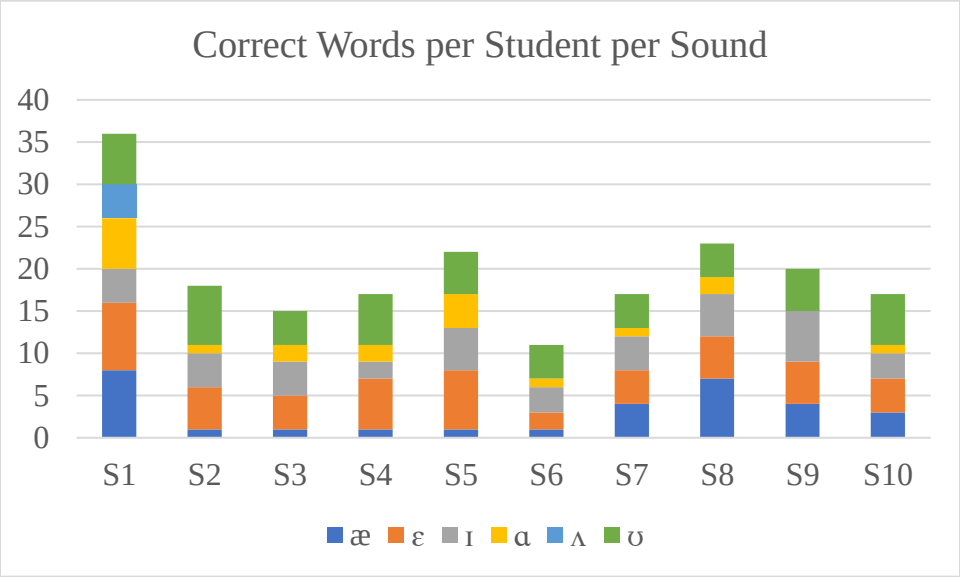
According to Table 2, 178 correctly read words out of 432 possible that means the accuracy of the group was 41.20%. Even though the difference is not significant. The average of the group was 19,77 correct words and the student with highest accuracy was the student 1 with 36 correct words out of 48, and the student 6 had the lowest accuracy with a total of 11 correctly read words out of 48 that demonstrates the researchers were working with a wide range of skill level.

Regarding sounds, the sound students struggled the most was /ʌ/ with a total of only 4 correctly read sounds among all the students, while the sound /ɛ/ was the one the students correctly read the most with a total of 45 correctly read words out of 72. Figure 9 shows a

comparison between students.

Figure 9:

Correct words per student per sound before intervention.



From the DIBELS test it was also possible for the researchers to determine the accuracy of the group regarding each sound as presented in table 3.

Table 3:

Accuracy per sound before intervention

Sound	Accuracy before intervention
æ	38,75%
ɛ	62,50%
ɪ	50,00%
ɑ	25,00%
ʌ	5,00%
ʊ	63,75%

According to table 3, the sound with the lowest accuracy in general was /ʌ / which presented some of the words with the biggest differences compared to how the sounds are pronounced in Spanish. The second sound with the lowest accuracy was /ɑ / which also presented challenging words with pronunciation that contrasts a lot with the sound in Spanish. The sound /æ / was the third sound with the lowest accuracy, followed by /ɪ /, /ɛ /, and /ʊ/ that was the sound with the highest accuracy in the pre-intervention test.

The researchers were also able to determine what times the words were correctly read during the Pre-intervention DIBELS test as it can be seen in table 4.

Table 4:

Accuracy per word before intervention

Sound	Word	Times Correctly read	Sound	Word	Times Correctly read	Sound	Word	Times Correctly read
æ	cat	4	**ɛ**	elephant	6	**ɪ**	is	4
	lab	3		else	2		it	7
	bad	2		any	1		middle	1
	sad	6		never	7		fish	5
	half	4		pet	9		chicken	8
	laugh	1		red	7		deer	0
	bag	5		left	6		insect	6
	back	5		bed	7		pig	5
ɑ	stop	2	**ʌ**	cup	1	**ʊ**	look	7
	job	1		must	1		cook	8
	doctor	1		summer	0		put	7
	far	4		want	1		good	4
	father	7		month	0		foot	3
	block	3		country	1		sugar	8
	hot	1		blood	0		book	3
	bottle	0		cut	0		woman	4

Based on table 4, the words students read accurately the most were pet, correctly read 9 times, followed by each one correctly read 8 times were chicken, cook and, sugar. On the other hand, the pre-intervention DIBELS test determined the sounds with the lowest number of times read correctly with a total of 0 times were deer, bottle, summer, month, blood and, cut. Also, based on the number of times a word was correctly read, it is correct to say that the media of times a word was correctly read is 3.7, while the mode is correctly read one (1) time with a count of 10 words (laugh, any, middle, job, doctor, hot, cup, must, want, country) that were correctly read by only one student.

To determine any impact on the students' reading fluency it was also needed to take into consideration the time they took to read the list of words of the pre-intervention DIBELS test.

Table 5:

Reading aloud time spent

Student	Time (Seconds)	Accuracy
S1	45	75,00%
S2	96	31,25%
S3	71	35,41%
S4	59	45,83%
S5	121	22,91%
S6	73	35,41%
S7	79	47,91%
S8	52	41,60%
S9	71	35,41%

As indicated in table 5, the student who completed the pre-intervention DIBELST test the fastest was student 1 with a total of 45 seconds, while the student who completed the test the slowest was student 6 with a total of 121 seconds. The average time of the group was 74.11

seconds.

When comparing the time taken by students versus the accuracy they had when reading, the researchers obtained the following results. The table 5 shows the student with the highest accuracy is also the student with the lowest time while the student that has the least accuracy is also the one with the longest time spent in reading.

5.3.3 Phase 3: During intervention.

Since the researchers obtained most of the data that helps them determine the impact of systematic phonics, during the intervention not too much data was obtained. The objective of the classes was to practice the sounds by means of the activities proposed and the nursery rhymes developed by the researchers in an environment where it was not bad to make mistakes and that what really mattered was participating. Based on that, the researchers did not deliver any grades to the students.

Even though students were not asked for good grades, they participated in activities to practice the vocabulary of the lesson and received instant feedback when the meaning of the words was incorrect. Additionally, the researchers kept track of their performance in the worksheets, they graded the worksheets even if the students were not supposed to see the grades to have a better perspective of the process.

The table 5 shows the performance of the students in the worksheets they worked on during the intervention. It is important to consider reading aloud was not measured or graded but only meaning (the learner's performance associating the word with its meaning) and Listening (the learner's performance in listening activities). Additionally, in all the worksheet activities

learners were allowed to work in pairs if they wanted.

Table 6*:*

Performance per student during intervention

Performance per student		
Student	**Meaning**	**Listening**
S1	100,00%	100,00%
S2	86,95%	91,66%
S3	100,00%	72,91%
S4	78,26%	79,16%
S5	76,08%	75,00%
S6	97,82%	97,91%
S7	84,78%	85,41%
S8	84,78%	81,25%
S9	89,13%	95,93%

Based on table 6, the student with the highest performance during the intervention was the student 1 with a performance of 100% in both Meaning and Listening which means all the activities the student 1 did were correct. On the other hand, the learner with the lowest performance was the student 5 with a performance of 76.08% in meaning and 75% in listening. The average performance in meaning was 88.64% and 86.58% for listening.

Regarding sounds, the table 7 shows the performance per sound. Given that the production of the sound was not graded during the intervention, the data portrays the performance regarding the vocabulary that was included in the lesson of its corresponding sound.

Table 7:

Performance per sound during intervention

Performance per sound		
Sound	**Meaning**	**Listening**
æ	82,81%	75,00%
ɛ	79,68%	95,31%
ɪ	100,00%	91,66%
ɑ	100,00%	87,50%
ʌ	90,27%	94,44%
ʊ	100,00%	94,44%

According to table 7, the best performance in activities focused on meaning were related to the group of words of the sounds / ɪ /, / ɑ / and / ʊ / with a performance of 100%. On the other hand, the lowest performance was related to the group of words of the sound / æ / with a performance of 79.68%. Regarding listening activities, the group of words the students performed the best was the sound / ɛ / with a performance of 95.31% while the lowest performance was related to the group of words of the sound / æ /.

5.3.4 Phase 4: Post-intervention results.

When the researchers completed all the 6 lessons (1 sound per lesson), they carried out the DIBELS test to identify the impact that systematic phonics had on the students. In the session, students were not as nervous as they were at the first DIBELS session and most of them remembered the directions of the first session. (Appendix P). Additionally, they were interested in knowing if they read well, something that did not happen in the first session since then they just left the room.

The process for the post-intervention DIBELS test was the same one followed for the pre-

intervention DIBELS test. The researchers recorded the learners reading aloud the list of words and based on the examiner's guide (Appendix B), the researchers marked the words as correct with a checkmark, and incorrect with a cross. The table 8 shows the results of the post-intervention DIBELS test.

Table 8:

Post-intervention DIBELS test results

Post-intervention DIBELS Reading Fluency Assessment							
Sound	**æ**	**ɛ**	**ɪ**	**ɑ**	**ʌ**	**ʊ**	**Total**
Student							
S1	8	8	8	7	7	6	44
S2	7	7	6	3	2	5	30
S3	5	6	7	3	0	6	27
S4	7	8	8	8	6	8	45
S5	6	5	7	3	2	6	29
S6	6	6	7	5	1	8	33
S7	6	6	8	5	1	5	31
S8	7	5	8	3	1	6	30
S9	6	6	8	4	5	5	34
Total	58	57	67	41	25	55	303

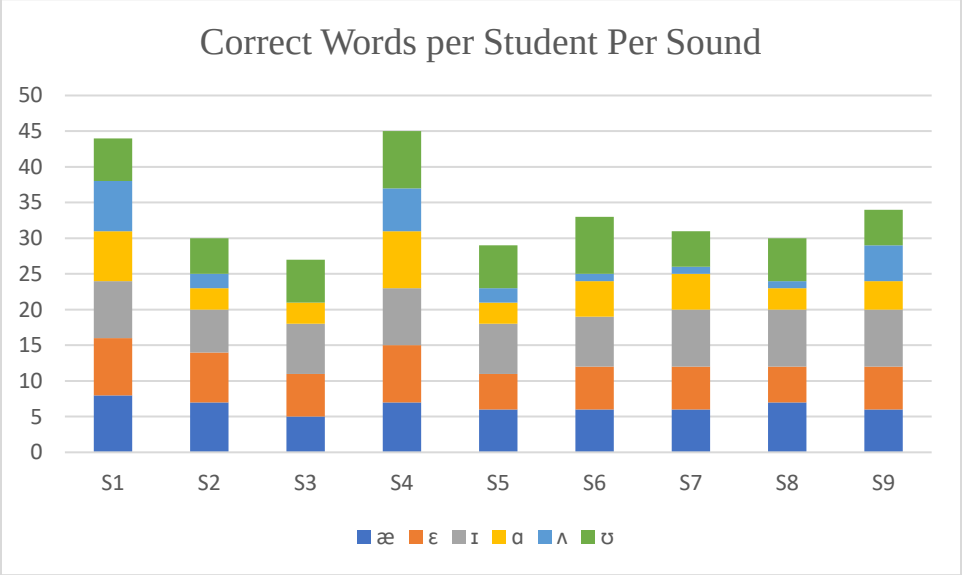
Based on table 8, a total of 303 words were correctly read and the student with the highest score was student 4 with a total score of 45 correctly read sounds out of 48 possible, followed by the student 1 with a total score of 44 correctly read words. The third highest score went to the student 9 with a total of 34 correctly read words, then the fourth highest score was for the student 6 with 33 correctly read words. Student 7 got 31 correctly read words and then the third lowest score was for students 2 and 8 both students with a score of 30 correctly read words. The second lowest score was for student 5 with 29 correctly read sounds and the lowest score

went for the student 3 who scored 27 correctly read sounds.

Regarding sounds, the sound learners performed the best was / ɪ / with 67 correctly read words. The second sound students performed the best with was / æ / with 58 correctly read words followed by / ɛ / with 57 correctly read words. The third sound students struggled the most with was / ʊ / with 55 correctly read words, / ɑ / was the second lowest scoring sound being / ʌ / the first sound students struggled the most with a score of 25 correctly read words. Figure 10 shows a comparison between students.

Figure 10:

Correct words per student per sound after intervention



The researchers also obtained the accuracy of the group per sound which is presented in table 9.

Table 9:

Accuracy per sound after intervention

Sound	Accuracy after intervention
æ	72,50%
ɛ	71,25%
ɪ	83,75%
ɑ	51,25%
ʌ	31,25%
ʊ	68,75%

Table 9 shows that the sound with the highest accuracy was / ɪ / with an accuracy of 83.75%, followed by / æ / with 72.50% and / ɛ / with 71.25%. The third sound with the least percentage of accuracy is / ʊ / with 68.75%, followed by / ɑ / with 51.25%, and the sound with the lowest percentage of accuracy was / ʌ / with an accuracy of 31.25%. The average accuracy of the group was 63.13%.

The table 10 shows the results per word indicating how many times a word was correctly read.

Table 10:

Accuracy per word after intervention

Sound	Word	Correctly read	Sound	Word	Correctly read	Sound	Word	Correctly read
æ	cat	9	**ɛ**	elephant	8	**ɪ**	is	9
	lab	9		else	5		it	9
	bad	9		any	3		middle	5
	sad	7		never	8		fish	9
	half	4		pet	7		chicken	9
	laugh	3		red	9		deer	9

	bag	9		left	8		insect	9
	back	8		bed	9		pig	8
ɑ	stop	5	ʌ	cup	3	ʊ	look	9
	job	2		must	2		cook	7
	doctor	6		summer	3		put	5
	far	9		want	7		good	9
	father	9		month	2		foot	7
	block	5		country	4		sugar	9
	hot	2		blood	2		book	4
	bottle	3		cut	2		woman	5

Table 10 shows that there were not words that no one could read. Instead, all the words were read correctly by at least 2 students as it is the case for the words job, hot, must, month, blood and cut. On the other hand, the post-intervention DIBELS test determined the mode is 17 words correctly read 9 times which means the mode is also the highest possible number of times a word could be correctly read by students. The mean is the average of times a word was read correctly that is 6.31.

The researchers also determined the reading aloud speed of the learners with the post-intervention DIBELS test. The table 11 shows how long in terms of seconds did each student take reading all the words.

Table 11:

Post-intervention reading aloud speed and accuracy

Student	Time	Accuracy
S1	54	91,60%
S2	77	62,50%
S3	71	56,25%
S4	88	93,75%
S5	110	60,41%

S6	78	68,75%
S7	58	64,58%
S8	66	62,50%
S9	74	70,83%

The table 11 shows that the learner with the fastest reading aloud was the student 1 with 54 seconds, followed by student 7 who read all the words in 58 seconds while the student with the longest time spent reading the 48-word list was student 5 who took 110 seconds. The second student with the longest time spent reading aloud was student 4 with 88 seconds. The average time spent by the group was 75.11 seconds.

Regarding accuracy versus time spent, there is not a clear pattern that indicates most accurate students were the fastest or the slowest since the fastest student was also the most accurate. However, student 4 had a higher accuracy than student 2 yet he spent longer reading aloud the words.

5.3.5 Phase 5: Reflect.

This phase is focused on complying with the research objective which aims to analyze the impact of phonics rhymes on oral reading fluency on EFL students of 4th grade from a private primary school in Bogotá. Hence, this phase shows a comparison between the pre-intervention DIBELS test and the post-intervention DIBELS test. Additionally, the result from the surveys is also analyzed as well as the survey answered by the headteacher to provide context to the reflection.

5.3.5.1 DIBELS comparison pre versus post intervention.

Since the researchers wanted to know the impact of phonics rhymes based on systematic

phonics, it was important to reflect on the results delivered by the DIBELS test before and after the intervention. The table 12 shows a comparison between the DIBELS test results before and after the intervention regarding the times a word of a certain sound was read correctly.

Table 12:

Correctly read words per sound before and after the intervention

Sound	Before intervention	After intervention	Difference
æ	27	58	31
ɛ	41	57	16
ɪ	33	67	34
ɑ	18	41	23
ʌ	4	25	21
ʊ	38	55	17
Total	161	303	142
AVG	26,83	48,83	23,66

Table 12 shows that more words were correctly read in the DIBELS test after intervention. The sound with the highest difference respect to the results before intervention is the sound / ɪ / which students read 34 more correct words with this sound. Not too far is the sound / æ / with 31 more correct words that had this sound. The second smallest difference is for the sound / ʌ / with 21 more correct words than the results in the pre-intervention phase and the sound with the smallest difference was / ʊ / with a difference of 17 more correct words compared to the results before intervention. In average, the difference between the results before intervention and after intervention is 23.66 more correct words which demonstrates students read the words with higher accuracy after the implementation of phonic rhymes based on systematic phonics.

Table 13 shows the information of table 12 in terms of percentage to have a different perspective about their performance.

Table 13:

Accuracy percentage per sound before intervention versus after intervention

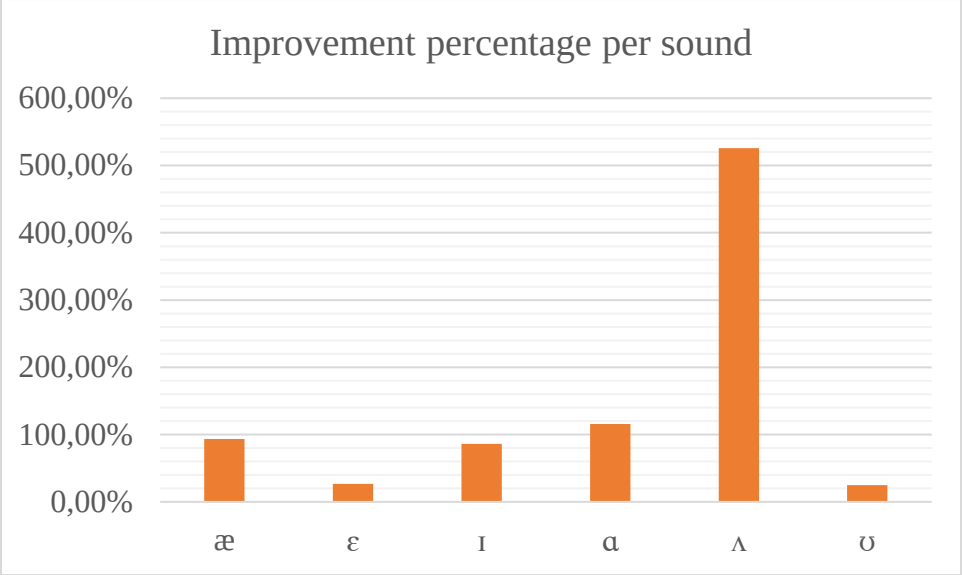
Sound	Accuracy before intervention	Accuracy after intervention	Difference	Improvement percentage
æ	41,66%	80,55%	38,89%	93,35%
ɛ	62,50%	79,16%	16,66%	26,66%
ɪ	50,00%	93,05%	43,05%	86,10%
ɑ	26,38%	56,94%	30,56%	115,85%
ʌ	5,55%	34,72%	29,17%	525,59%
ʊ	61,11%	76,38%	15,27%	24,99%
Average	41,20%	70,13%	28,93%	70.22%

According to the table 13, in the pre-intervention DIBELS test students had an average accuracy of 41,20% being the sound / ɛ / the one the group was the most accurate with while the sound / ʌ / was the sound the group was the least accurate with. In contrast, after the intervention the results were higher in all sounds. The post-intervention DIBELS test shows that in average, the group had an accuracy of 70,13% being the sound / ɪ / the one the group was most accurate with, and the sound / ʌ / the one the group was the least accurate with. The biggest difference was the sound / ɪ / with 43,05% and the smallest difference was for sound / ʊ / with 15,27%.

It is interesting to see the sound the group performed better with changed from / ɛ / to / ɪ / while the sound / ʌ / had the lowest accuracy in both before and after intervention. However, when it comes to improvement percentage there is a different perspective towards the group's progress. Figure 11 shows how much the group improved per sound.

Figure 11:

Improvement percentage per sound



Based on figure 11, it is correct to say that even though / ʌ / was the sound with the lowest accuracy in both before and after intervention DIBELTS test results, it was the sound the group improved the most with an improvement percentage of 525,59% which is more than 4 times higher than the second most improved sound which was / ɑ / that improved 115,85%.

It is also important to note that the sounds / ɛ / and / ʊ / that had the best accuracy in the pre-intervention DIBELS test results, were also the sounds with the lowest improvement whereas / ʌ / and / ɑ / were the two sounds with the lowest accuracy and the best improvement at once. It means that the higher the area for improvement there is, the higher the improvement percentage might be.

The table 14 shows a comparison per word between the times a word was correctly read before the intervention and after the intervention. In table 14, S refers to sound, Bi refers to

before intervention, Ai is after intervention and Diff is difference.

Table 14:

Correctly read words before intervention versus after intervention

S	Word	BI	AI	Diff	S	Word	BI	AI	Diff
æ	cat	4	9	5	ɛ	elephant	6	8	2
	lab	3	9	6		else	2	5	3
	bad	2	9	7		any	1	3	2
	sad	6	7	1		never	7	8	1
	half	4	4	0		pet	9	7	-2
	laugh	1	3	2		red	7	9	2
	bag	5	9	4		left	6	8	2
	back	5	8	3		bed	7	9	2
S	**Wd**	**BI**	**AI**	**Diff**	**S**	**Wd**	**BI**	**AI**	**Diff**
ɪ	is	4	9	5	ɑ	stop	2	5	3
	it	7	9	2		job	1	2	1
	middle	1	5	4		doctor	1	6	5
	fish	5	9	4		far	4	9	5
	chicken	8	9	1		father	7	9	2
	deer	0	9	9		block	3	5	2
	insect	6	9	3		hot	1	2	1
	pig	5	8	3		bottle	0	3	3
S	**Wd**	**BI**	**AI**	**Diff**	**S**	**Wd**	**BI**	**AI**	**Diff**
ʌ	cup	1	3	2	ʊ	look	7	9	2
	must	1	2	1		cook	8	7	-1
	summer	0	3	3		put	7	5	-2
	want	1	7	6		good	4	9	5
	month	0	2	2		foot	3	7	4
	country	1	4	3		sugar	8	9	1
	blood	0	2	2		book	3	4	1
	cut	0	2	2		woman	4	5	1

According to table 14, the words *pet* and *put* had a difference of minus two (-2), that means two students did it correctly before the intervention and failed to correctly read those

words after the intervention. The word *cook* also got a difference of -1 that indicates one student read it correctly before the intervention and did not do it correctly after the intervention. And the last word without improvement, was *half* that was correctly pronounced by the same number of students in both before and after the intervention.

On the other hand, the words *sad*, *chicken*, *must*, *never*, *job*, *hot*, *sugar*, *book* and *woman* had a difference of one (1) that means one student more read it correctly after the intervention. The words laugh, *it*, *cup*, *month*, *blood*, *cut*, *elephant*, *any*, *red*, *left*, *bed*, *father* and *block* got a difference of two (2). The words *back*, *insect*, *pig*, *summer*, *country*, *else*, *stop* and *bottle* got a difference of three (3). The words *bag*, *middle*, *fish*, and *foot* got a difference of four (4). Words cat, is, doctor, far and good had a difference of five (5). The words *lab* and *want* got a difference of six (6). The word *bad* had a difference of seven (7), and the only word *deer* was the only one that got a difference of nine (9) which means no one read it correctly before the intervention and then all the students read it correctly after the intervention.

In relation to time performance, the table 15 shows a comparison between the time taken by students before the intervention (Time BI) and after the intervention (Time AI). It also shows the time difference and the accuracy difference.

Table 15:

Time in seconds before intervention, after intervention and accuracy difference

Student	Time BI	Time AI	Time Difference	Accuracy difference
S1	45	54	9	16,60%
S2	96	77	-19	31,25%
S3	71	71	0	20,84%
S4	59	88	29	47,92%

S5	121	110	-11	37,50%
S6	73	78	5	33,34%
S7	79	58	-21	16,67%
S8	52	66	14	20,90%
S9	71	74	3	35,42%
AVG	74,11	75,11	1	28,94%

According to table 15, there were some students who took more time to read the list of words in the post intervention DIBELS test than the pre-intervention test. The student 4 completed the post-intervention DIBELST test in 29 seconds more. Interestingly, student 4 was also the one with the highest Accuracy difference. The student 8 did it 14 seconds slower in the post-intervention test and the difference in accuracy was 20.90%. The student 1 did it 9 seconds slower in the second test and the accuracy difference was 16.60%. the student 6 did it 5 seconds slower in the second test and its accuracy was 33,34% higher than the first DIBELS test. Finally, the student 3 did take the same time in both pre-intervention and post-intervention tests.

On the other hand, the students who did it faster in the post-intervention DIBELS test were student 5 who did it 11 seconds faster and its accuracy was 37.50% higher, student 2 that did it 19 seconds faster with an accuracy of 31.25% higher, and student 7 who did it 21 seconds faster with an accuracy of`16.67% higher than the pre-intervention DIBELS test.

Even though there were 3 students that read faster and 6 that did it slower or did not change their reading speed, it was clear that all of them did improve their accuracy. According to (Appendix P), some of the students when told to read “as best as they can” they even asked if they did it fast. However, in the post-intervention DIBELS test just read and focused more on doing it more accurately than before (Appendix P).

The learners also completed a survey where they answered some questions related to the pedagogical intervention. Since the students did not have the language skills to read complex questions in English neither answer them, the questions of the survey were written in their native language (Spanish). The questions were a statement and learners indicated if the sentence was true by writing *Yes*, or false by writing *No*. Table 16 shows a summary of the survey's results. The statements are reflected on the table as "Q" along with the number of the statement.

Table 16:

Questionnaire results

Student	Q1	Q2	Q3	Q4	Q5	Q6
S1	Yes	Yes	Yes	Yes	Yes	Yes
S2	Yes	Yes	Yes	Yes	Yes	Yes
S3	Yes	Yes	Yes	Yes	Yes	Yes
S4	Yes	Yes	No	Yes	No	Yes
S5	Yes	Yes	Yes	Yes	Yes	Yes
S6	Yes	Yes	Yes	Yes	Yes	Yes
S7	Yes	Yes	No	Yes	No	Yes
S8	Yes	Yes	Yes	No	Yes	Yes
S9	Yes	Yes	Yes	Yes	No	Yes

According to table 16, most of the answers were positive. However, in some of the statements there were a couple of students that did not agree. Here is the description of the answers of the survey.

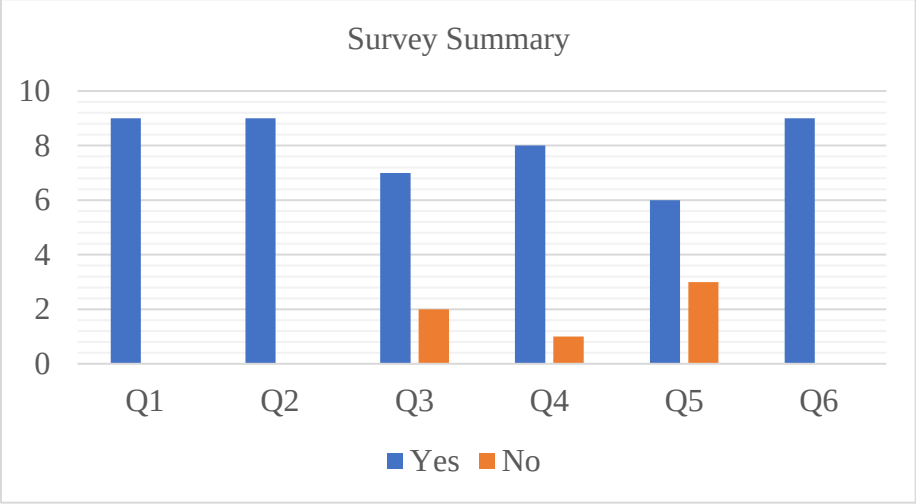
- The first statement was "I liked the classes where we practiced reading and pronunciation".
- The second statement was "I had fun during the English classes where we practiced reading and pronunciation".

- The third statement was “I liked the songs”.
- The fourth statement was “The classes helped me improve my pronunciation”.
- The fifth statement was “The songs helped me remember the sounds”.
- The sixth statement was “I would like to keep having classes where we practice pronunciation and reading with activities and songs”.

The figure 12 shows a summary of the answers. Each question is referred as Q along with its question number.

Figure 12:

Questionnaire summary



According to figure 12, the perception from the students regarding the classes is mostly positive. The first and second question are all positive which means all the students liked the classes based on the answers of the first question and had fun during the classes according to the answers to the question two which goes along with what the researchers had observed during the

classes (Appendix P).

In the third question, 7 students liked the songs and 7 did not. Additionally, the field notes from the intervention (Appendix P) confirm that some students sang the songs with joy and even requested their repetition. The researchers had also identified in their field notes that two of them did not use to sing the songs and preferred to participate quietly at the moment of the song.

The question four had 8 students who answered positively and only one student who did not agree with the statement of question four. It is surprising since all the students had an improvement in terms of accuracy when reading hence the student might not be aware of his progress thanks to the classes.

In question five, 6 students agreed that the songs helped them remember the sounds practiced in the class while 3 of them did not agree with that statement. It also goes along with the field notes the researchers did take note of when those students said they did not practice the song at home (Appendix P).

In question six, all the students indicated they agree with the statement which means all of them would like to keep having classes focused on reading and pronunciation. The answers to this question are coherent with the results of the first two questions and imply the dynamic of the classes motivated them as indicated in the field note (Appendix P) where students stated they enjoyed the classes.

5.4 Findings

Since the research objective was to analyze the impact in oral reading fluency when implementing nursery rhymes based on systematic phonics focused on short vowels with fourth

graders in a private school in Bogotá, the researchers decided to divide the findings in two categories to determine the impact in oral reading fluency: Accuracy and speed.

In terms of accuracy, it was clear that there was an improvement in the way students read the words, trying to produce the sounds as they practiced in the class. AS evidenced in the results reports, in general the students read accurately more words in the post-intervention DIBELS test than the pre-intervention one. Additionally, some students were able to improve their reading accuracy drastically.

In terms of time, students read the full list of words taking a similar time in both pre-intervention and post-intervention DIBELS test being the difference between them just 1 second. Despite the students did not show as many signals as nervousness in the post-intervention test as they did in the pre intervention test, they were one second slower in the second test which means there is not enough data to determine this implementation of systematic phonics had a significant impact on the speed of the student's oral reading fluency.

This chapter presented the types of analysis the researchers used such as the descriptive analysis and the content analysis. It also presented the description and results of the 4 phases this research project had that included observation, pre-intervention results, during intervention, post-intervention results, and a reflection of the information gathered.

CHAPTER VI. Conclusions

This chapter will present the conclusions obtained from the development of this research project that, besides, includes the pedagogical implications of the conclusions portrayed in this chapter as well as the limitations faced by the project and suggestions for further research.

This mixed action research looked for analyzing the impact the use of nursery rhymes based on systematic phonics had on the oral reading fluency of fourth grade students in a private school in Bogota. Results indicate that students improved their accuracy in almost all words and sounds with just a very few exceptions in certain words. Data shows that all students improved their oral reading accuracy in all the practiced sounds in an average of 70,22% improvement rate. Results also demonstrate that the fourth-grade students involved in this research did not present a significant change when it comes to oral reading speed. The researchers concluded that the results of the implementation of nursery rhymes based on systematic phonics were positive owing to, even though students did not present a difference in oral reading speed, they did have significant improvements in terms of oral reading accuracy which means their oral reading fluency was positively impacted.

This research project also aimed to analyze criteria that should be used when creating nursery rhymes due to the fact that there is a lack of literature about the creation of nursery rhymes focused on systematic phonics. Hence, the researchers present this innovation since they had to create and adapt the material including flashcards, worksheets, lyrics, and songs. Therefore, the researchers concluded that the items that should be considered in this regard are a meaningful story, few changes in tone, repetitive pattern, fun, and appropriate vocabulary.

- The meaningful story can be created from scratch or adapted from existing ones.

Since it is aimed at kids, it should usually promote values.

- The tone of the nursery rhyme should have few changes throughout the song.
- A repetitive pattern should be easy to identify since it helps listeners to remember it.
- It should be fun due to its audience and its objective, which is lowering the student's affective filter.
- Appropriate vocabulary is also important since the main words of the nursery rhyme should have the target sound of the lesson and it should be vocabulary appropriate for initial stages of language learning in EFL. Additionally, the vocabulary with the target sound is highlighted for students to easily find them.

Additionally, the objective of this research was to describe the stages followed in a pedagogical intervention to use systematic phonics to teach reading skills in English as a foreign language. Since the lessons were designed around the nursery rhymes, they firs created the nursery rhymes and then designed the stages for the implementation of systematic phonics taking into consideration the natural approach and following the principles of total physical response. In this regard, the researchers carried out 6 stages in every class.

1- Warm up activity to engage with students and get familiar with the vocabulary including puzzles and matching games designed to easily identify the meaning of the word.
2- Introduction to the sound to explain the mouth and tongue position to make the sound.
3- Vocabulary presentation. The researcher presents the vocabulary with flashcards and checks students pronounce them correctly.
4- Worksheet activity. Solidify knowledge about the meaning of the vocabulary and

listening activity.

5- Nursery rhyme signing. First, students listened to the song without singing. Then the researchers motivated them to sing at least the highlighted words and they were free to sing the rest of the song. The students participated in activities with cards while listening to the song.

6- Movement. The students participated in activities related to movement like mimics or sketches using the vocabulary of the lesson.

It is important to mention that to comply with the systematicity of the process, the lessons were designed as a routine with minor changes in their activities like the shapes of the figures used in the puzzles.

6.1 Pedagogical implications

Automaticity theory states that as students automatize the pronunciation of words, they become more fluent since they will not spend too much time trying to remember how a word is pronounced. In this implementation, students did not improve their oral reading speed, yet they improved their oral reading accuracy meaning this kind of pedagogical interventions with nursery rhymes based on systematic phonics will be useful for teachers seeking improvements when it comes to intelligibility and pronunciation.

6.2 Limitations and further research

The implementation of the nursery rhymes based on systematic phonics faced different challenges that included the school's availability given that the school already has its own English curriculum that they needed to keep conducting. In consequence, the implementation had

to be developed as a side class not related to the actual English class. Additionally, researchers only had 1 hour per session. Therefore, it was not possible to allow additional time for some activities requested by students like more time to practice the songs and students had to get additional practice at home on their own.

As for further research, the researchers evidenced that students tried to read fast in the pre-intervention DIBELS test while they did focus more on accuracy in the post-intervention DIBELS test. Accordingly, for further research the researchers propose the analysis of additional areas where nursery rhymes based on systematic phonics may have an impact on such as class engagement, confidence when reading and students' behaviors before and after the implementation of nursery rhymes based on systematic phonics related to phonemic awareness and their approach towards oral reading.

Regarding oral reading fluency, the researchers considered it is important to keep analyzing the impact that nursery rhymes based on systematic phonics have on students of different ages, and with different sounds as well as the impact on different group sizes.

This final chapter approached the conclusions the researchers made it to. Additionally, the researchers presented the pedagogical implications that this research introduces to the state of the art related to nursery rhymes based on systematic phonics and its influence in oral reading fluency. Finally, the researchers displayed the limitations faced by them and their recommendations for future research.

References

Aldhanhani, Z. R., & Abu-Ayyash, E. A. (2020). Theories and Research on Oral Reading Fluency: What Is Needed? . *Theory and Practice in Language Studies,*, 10(4), 379-388.

Alsahli, F. (2019). Teacher's Classroom Observation: A Study of Attitudes and Best Practices . *International Journal of Innovation, Creativity and Change.* , Volume 6, Issue 11, 150-166.

Bargainnier, S. (2003). Fundamentals of rubrics. *Pacific Crest*, 1-4 .

Breznitz, Z. (2006). *Fluency in reading: Synchronization of processes.* New Jersey: Lawrence Erlbaum Associates, Inc., Publishers .

Buckingham, J. (2016). *Focus on phonics: Why Australia should adopt the year 1 phonics screening check.* Sydney: Centre for Independent Studies.

Buckingham, J. (2020). Systematic phonics instruction belongs in evidence-based reading programs: A response to Bowers. *The Educational and Developmental Psychologist*, 37(2), 105-113.

Buckle, J. (2024, February 11). *Panorama Education*. Retrieved from https://www.panoramaed.com/blog/comprehensive-guide-21st-century-skills

Cadena, F., Ortega, J., & Cadena, A. (2019). Daily 6: An Approach to Foster Oral Fluency of English as a Foreign Language in Adolescents. *Profile Issues in TeachersProfessional Development*, 21(2), 30-44.

Carver, R. (1990). *Reading rate: A review of research and theory. Academic Press.* Academic Press.

Chall, J. (1984). Stages of reading development. *Cambridge University Press*, 285-292.

Chowdhury, F. (2019). Application of rubrics in the classroom: A vital tool for improvement in assessment, feedback and learning. *International Education Studies,* 12(1), 61-68.

Columbia University Irving Medical Center. (2024, 04 27). *Columbia Mailman School of Public Health*. Retrieved from Content Analysis Overview: https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis#:~:text=Courses-,Overview,words%2C%20themes%2C%20or%20concepts.

Cote, C. (2024, 04 27). *Business Insights Blog - Harvard Business School Online*. Retrieved from https://online.hbs.edu/blog/post/descriptive-analytics

Creswell, J. (2013). *Qualitative inquiry and research design : choosing among five approaches. .* Thousand Oaks. : Sage.

DiSalle, K., & Rasinsky, t. (2017). Impact of short-term intense fluency instructions on students' reading achievement: a classroom-based, teacher-initiated research study. *Journal of Teacher Action Research,* 3(2), 1-13. .

Dowd, A. J., & Bartlett, L. (2019). The Need for Speed: Interrogating the Dominance of Oral Reading Fluency in International Reading Efforts. *Comparative Education Review*, 63(2), 189-212.

Drew, C. (2021, April 29). *What Is Analytic Phonics? – A Simple Explanation*. Retrieved from helpfulprofessor.com: https://helpfulprofessor.com/analytic-phonics/

Ehri, L. (1995). Phases of Development in Learning to Read Words by Sight. *Journal of Research in Reading* , 18(2), 116–125.

Ehri, L. C. (2003). *Systematic Phonics Instruction: Findings of the National Reading Panel.* New York: Graduate Center of the City University of New York.

Ehri, L. C. (2020). The Science of Learning to Read Words: A Case for Systematic Phonics Instruction. *Reading Research Quarterly*, 55, S45-S60.

Ehri, L. C., & Flugman, B. (2018). Mentoring teachers in systematic phonics instruction:. *Reading and Writing*, 425-456.

Ehri, L., & Nunes, S. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of educational research*, pp. 393-447.

Glazzard, J., & Stokoe, J. (2017). *Teaching Systematic Synthetic Phonics and Early English.* Glasgow: Critical publishing.

Gonzalez, A. (2016). *Music and Language Development: Traits of Nursery Rhymes and Their Impact on Children's Language Development.* San Luis Obispo: California Polytechnic State University.

Grabe, W. (2009). Key Issues in L2 Reading. *Proceedings of the 4th CELC Symposium for English Language Teachers-Selected Papers*, 8-19.

Guantiva, S. (2023). Cooperative Learning Techniques to Address Oral Communication Apprehension and Enhance Speaking Fluency with Ninth Graders. 51.

Hardy, A. (2014). *An investigation to establish the impact of Synthetic Phonics on teaching children with English as an additional language to read.* Kent: Canterbury Christ Church University.

Hernandez Sampieri, R., & Fernandez Collado, C. (2014). *Metodología de la Investigación. Sexta Edición.* Mexico D.F. : Mcgrawhill.

Hernandez Sampieri, R., Fernandez Collado, C., & Baptista Lucio, M. (2014). *Metodología de la*

investigación sexta edición. México D.F.: McGRAW-HILL Education.

Hidajat, L., Susanto, Y., & Iskandar, A. (2017). The Effect of Synthetic Phonics on the Development of Reading Skills in L1 and L2. *The Journal of AsiaTEFL*, 398–413.

Huang, L. (2010). *Reading Aloud in the Foreign Language Teaching.* Zhenjiang: English Department, Zhenjiang Watercraft College of PLA.

Johnston, R., & Watson, J. (2014). *Teaching Synthetic Phonics in Primary Schools* . London: Learning Matters.

Jolliffe, W., Waugh, D., & Gill, A. (2019). *Teaching systematic synthetic phonics in primary schools.* London: Learning matters.

Long, o. L., & Mustafa, M. C. (2020). Early childhood teachers' perspectives on the effectiveness of teaching vocabulary through nursery rhymes. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan,* 9, 9-17.

Machin, S., McNally, S., & Viarengo, M. (2018). Changing How Literacy Is Taught: Evidence on Synthetic Phonics. *American Economic Journal: Economic Policy*, 10(2), 217-41.

Martinez, A. (2011). Explicit and Differentiated Phonics Instruction as a Tool to Improve Literacy Skills for Children Learning English as a Foreign Language. *GIST Education and Learning Research Journal*, 5, 58-49. DOI:10.26817/16925777.73.

Montero Londoño, Y., Álvarez Barreto, M., Moreno Bojacá, H., García Contreras, A., & Arango Ramírez, L. (2021). Impact of some pefagogical interventions to enhance English teaching in public schools in Bogotá on students' "Saber 11" test results. In M. A. Álvarez Barreto, N. Angarita Ortiz, L. Arango Ramírez, C. E. Carrillo Cruz, D. M. Cespedes Roncancio, J. Cuesta Alfaro, . . . C. Onatra Chaparro, *Innovation in ELT* (pp. 63-78).

Bogota: Universidad Libre.

Montero, Y., & Arango, L. (2019). “Leer no es comprender y escribir no es redactar”: Uso de la codificación y análisis del discurso con estudiantes de primer semestre del programa de Lenguas Modernas-Universidad Ecci. In C. Carrillo, J. Rodríguez, C. Onatra, J. D. Palacios, F. Pulido, M. Ramírez, . . . Y. Pinzón, *Innovación Educativa: Una visión sobre la investigación universitaria en Colombia.* (pp. 89-106). Bogotá, D.C., Colombia: ILTA.

Munro, M. J. (2018). How Well Can We Predict Second Language Learners' Pronunciation Difficulties? *CATESOL journal*, 30(1), 267-281.

Nation, I. (2008). *Teaching ESL/EFL Reading and Writing.* New York: Routledge.

Núñez, A., Téllez, M. F., & Castellanos, J. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers.* Bogotá : Books, Universidad Externado de Colombia, Facultad de Ciencias de la Educació.

Panel, N. R. (2000). *National Reading Panel: Teaching Children to Read: an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.* https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf : National Institute of Child Health and Human Development, National Institutes of Health.

Pikulski, J., & Chard, D. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. *The Reading Teacher*, 510-519.

Polgárdi, K. (2015). Vowels, glides, off-glides and on-glides in English: A Loose CV analysis. *Lingua*, 158, 9-34.

Pourkalhor, O., & Tavakoli, M. A. (2017). Nursery rhymes and language learning: Issues and pedagogical implications. *International Journal of English Language & Translation Studies*, 5(1), 111-116.

Pourkalhor, O., & Tavakoli, M. A. (2017). Nursery rhymes and language learning: Issues and pedagogical implications. *International Journal of English Language & Translation Studies*, 111-116.

Pressley, M., Gaskins, I., & Fingeret, L. (2006). Instruction and Development of Reading Fluency in Struggling Readers. *International Reading Association.*, 47–69.

Rasinski, T. (2009). Reading Fluency: More Than Automaticity? More Than a Concern for the Primary Grades? *Literacy Research and Instruction*, 4, 350-361.

Rasinski, T., Rikli, A., & Johnston, S. (2009). Reading Fluency: More Than Automaticity? More Than a Concern for the Primary Grades? *Literacy Research and Instruction*, 48(4), 350-361.

Rasinsky, T. (2014). Fluency Matters . *International Electronic Journal of Elementary Education*, 7(1), 3-12.

Reber, A. (1989). Implicit Learning and tacit knowledge. *Journal of Experimental Psychology: General*, 118(3), 219-235.

Rebuschat, P. (2015). *Implicit and explicit learning of languages (Vol 48).* John Benjamins Publishing Company.

Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching (3rd ed.).* Cambridge: Cambridge University Press.

Sampieri, R. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta.*

Celaya, Mexico. : McGraw Hill México.

Samuels, J. (2007). The DIBELS tests: Is speed of barking at print what we mean by reading fluency? *Reading Research Quarterly*, 42(4), 563–566.

Sayakhan, N., & Bradley, D. H. (2019). A Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language. *Journal of University of Raparin*, 6(1), 44-55.

Schlüter, J. (2016). *Early Modern English: Phonology.* Bamberg: University of Bamberg. English and Historical Linguistics.

Shanahan, T. (2018, 07 10). *Reading Rockets*. Retrieved from Reading Rockets: https://www.readingrockets.org/blogs/shanahan-literacy/synthetic-phonics-or-systematic-phonics-what-does-research-really-say

Shanahan, T. (2018, July 10). *Synthetic Phonics or Systematic Phonics? What Does Research Really Say?* Retrieved from Reading Rockets: https://www.readingrockets.org/blogs/shanahan-literacy/synthetic-phonics-or-systematic-phonics-what-does-research-really-say

Smith, L., & Ragan, J. (2004). *Instructional Design.* Westford: John Wiley & Sons, Inc.

Taçi, J. (2018). *Nursery rhymes and their importance in teaching English to Preschool children.* Gjirokastër: Eqrem Çabej University.

Tomlinson, B. (2003). *Developing Materials for Language Teaching.* New York: Continuum.

Tracey, D., & Morrow, L. (2017). *Lenses on reading: An introduction to theories and models.* New York: Guilford Press.

Treiman, R. (2018). Teaching and Learning Spelling. *Child Development Perspectives*, 12(4), 235-239.

Urbanová, L. (2016). *Effectiveness of teaching synthetic phonics to EFL students.* Prague: Univerzita Karlova, Pedagogická fakulta.

Urquhart, S., & Weir, C. (2013). *Reading in a Second Language: Process, Product, and Practice.* New York: Rouletdge.

Vanpatten, B., & Smith, M. (2022). *Explicit and implicit learning in second language acquisition.* Cambridge University Press.

Viáfara, J. J. (2011). How Do EFL Student Teachers Face the Challenge of Using L2. *Profile Issues in Teachers` Professional Development*, 13(1), 55-74.

Wheldall, K., Bell, N., Wheldall, R., Madelaine, A., & Reynolds, M. (2019). Performance of Australian children on the English Phonics Screening Check following systematic synthetic phonics instruction in the first two years of schooling. *Australian Journal of Learning Difficulties*, 131-145.

Wingate, C. (2024, 03 29). *American English Sounds*. Retrieved from American English Sounds: https://www.americanenglishsounds.net/

Young, C., Mohr, K., & Rasinski, T. (2015). Reading Together: A Successful Reading Fluency Intervention. *Literacy Research and Instruction*, 54(1), 67-81.

Zimmerman, B., Rasinski, T., Was, C., Rawson, K., Dunlosky, J., Kruse, S., & Nikbakht, E. (2019). Enhancing Outcomes for Struggling Readers: Empirical Analysis of The Fluency Development Lesson. *Reading Psychology*, 40(1), 70-94. .

List of Appendices

Appendix A: Observation rubric format

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS	Class observation rubric. Objective: Determine the characteristics of the class developed without focus on systematic phonics. 1. Write down the class information as requested. 2. Make sure you are grading the correct category, read the description of the score ad place and x on the line located bext ot the description of the text. 3. On the total box, write down the score selected in number and next to it, write down a comment if needed.							
Teacher's Name:				Student's age range: From ___ to ___		Number of girls in class.		
Observer's name				Grade:		Number of boys in class.		
School				Date		Total number of students.		
Class	Reading aloud activities.	**1**. There were no reading aloud activities during the class. _____	**2**. Students did read aloud ocasionally. _____	**3**. There was a reading aloud activity but not enough time was given for it. ____	**4**. There were reading aloud activities, but more time could have been given. ____	**5**. There were reading aloud activities with enough time for students to practice to read in the foreign language. ____	Total	Comments
	Purpose of the activity	**1**. The activity did not have a clear purpose. ____	**2**. The activity did have a purpose but it was difficult to identify when the activity was developed. ___	**3**. The purpose of the activity is slightly clear. ____	**4**. The purpose of the activity is clear but there might be some difficulties to identify while the activity is developed. ____	**5**. The purpose of the activity is clear and it can be identified when the activity is carried out. ____	Total	Comments
	Vocabulary used in class.	**1**. The vocabulary used in classs did not match the students' skill level. ____	**2**. Most of the vocabulary used in class did not match the students' skill level. ____	**3**. Some vocabulary was not appropriate for the students' skill level. ____	**4**. There were some words that were not appropriate to the students' skill level. ____	**5**. Most of the vocabulary was appropriate to the setudents' skill level. ____	Total	Comments
	Scope and sequence.	**1**. The class did not have a scope and sequence. ____	**2**. The class did have a scope and sequence that was not followed. ____	**3**. The class did have a scope and sequence not all of it was followed. ____	**4**. The class was developed mostly based on a scope and sequence. ____	**5**. The class was developed based on the scope and sequence. ___	Total	Comments

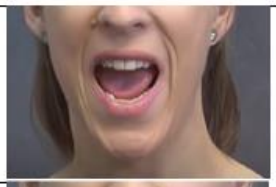
Note: Observation rubric designed by researchers. Adapted from Nation (2008) and Huang (2010).

Appendix B: Examiner's sheet

Reading fluency test: Examiners' sheet						
UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS	Student's Name: _____ Student's age: ___ Student's gender: M___ F___ Examiner's name:_____		Date: _____ Grade: _____ School's name: _____ Objective: Determine the speed/accuracy of the reader regarding oral fluency.			
Examiner Script			Reminders			
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.			Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.			
æ	ɛ	ɪ	ɑ	ʌ	ʊ	Total
cat	elephant	is	stop	cup	look	/6
lab	else	it	job	must	cook	/6
bad	any	middle	doctor	summer	put	/6
sad	never	fish	far	want	good	/6
half	pet	chicken	father	month	foot	/6
laugh	red	deer	block	country	sugar	/6
bag	left	insect	hot	blood	book	/6
back	bed	pig	bottle	cut	woman	/6
/8	/8	/8	/8	/8	/8	Total: /48

Note: Adapted from DIBELS 8th edition.

Appendix C: Vowel sounds description sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS		Vowel sounds description
æ		The vowel /æ/ is pronounced as a low sound. The tongue is positioned low in the mouth and moved to the front. Lips are relaxed.
ɛ		The vowel /ɛ/ is pronounced as a mid-front vowel. The tongue should be positioned at mid-height in the mouth, and both lips and mouth need to be relaxed.
ɪ		The vowel /ɪ/ is pronounced as a high-front sound. The tongue is positioned high in the mouth and pushed to the front. Lips should be relaxed and slightly open.
ɑ		The vowel /ɑ/ is pronounced as a low, central vowel. The tongue should be relaxed, and lips should not be rounded while opened.
ʌ		The vowel /ʌ/ is pronounced as a mid-central sound. The tongue must be mostly loosened and at the center of the mouth. The tongue should be at mid-height with partially open lips.
ʊ		The vowel /ʊ/ is pronounced as a high, back, lax vowel. The tongue must be lifted high in the mouth, and shifted toward the back. Lips should be relaxed and slightly open. Vocal cords should vibrate as air is pushed out of the mouth.

Note: Adapted from https://www.americanenglishsounds.net/

Appendix D: Students' sheet

UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

Reading fluency test: Stuent's sheet.

Directions / Instrucciones

1. When instructed, start reading the words from right to left the best you can / cuando se te indique, lee las palabras de izquierda a derecha lo mejor que puedas.
2. If you do not say the word in 5 seconds, the examiner will tell you the correct way to say it and will tell you to continue / Si no dices la palabra en 5 segundos, el evaluador te dira la forma correcta de decir la palabra y te indicara que puedes continuar.
3. Remember, it is not only about the speed but accuracy of the pronunciation / Recuerda, no se trata solo de la velocidad, sino también de la precisión con la que pronuncias la palabra.

æ	ɛ	ɪ	ɑ	ʌ	ʊ
cat	elephant	is	stop	cup	look
lab	else	it	job	must	cook
bad	any	middle	doctor	summer	put
sad	never	fish	far	want	good
half	pet	chicken	father	month	foot
laugh	red	deer	block	country	sugar
bag	left	insect	hot	blood	book
back	bed	pig	bottle	cut	woman

Note: Adapted from DIBELS 8th edition.

Appendix E: Questionnaire for teachers

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Teacher's survey

Teacher's Name		Date	
Age		Gender	M___ F___
School			
interviewer's name.			

Please, read the questions below and answer.
You can be as detailed as possible.

What is your highest level of education?

Are you currently studying?

Do you have an English proficiency certificate?

What requirements did you meet to be a teacher at this school?

Do you teach pronunciation?

Would you be interested in applying synthetic phonics in your classes?

Note: Adapted from Ehri (2002, as cited in Aldhanhani & Abu-Ayyash, 2020).

Appendix F: Students' questionnaire

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Encuesta estudiantes

Nombres y apellidos: _____

Edad____ Niño__ Niña__

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación.	Si	No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación.	Si	No
3. Me gustaron las canciones.	Si	No
4. Las clases me ayudaron a mejorar mi pronunciación.	Si	No
5. Las canciones me ayudaron a recodar los sonidos.	Si	No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones.	Si	No

Note: Adapted from Pourkalhor & Tavakoli (2017).

Appendix G: Journal format

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Teacher:	Grade:	
Class:	Date:	
Description of the lesson	Students reading aloud	Total Physical Response activities
.		
	Time to use the new rule	Affective filter
	Visual aids	Focus on correctness
Observer's comments:		

Note: Adapted from Richards and Rodgers (2014).

Appendix H: Lesson plan format

School's name:		**Grade:** **Date:**	
Teachers:		**Head teacher:**	

Lesson plan			
Nursery rhyme:		**Teaching approach:**	
Functional objective:		**Vocabulary:**	
Key performance indicator:		**Sound:**	

Introduction:	**Warm up:**	**Time:**
Presentation of vocabulary:		
Practice activities:	Modelling: Guided practice: Independent practice:	
Review and assessment		
Closure		

Note: Designed by researchers. Adapted from Montero (2016), cited by Guantiva (2023)

Appendix I: Lesson plans

School's name:	Colegio Hermanos Beltrán	**Grade:** **Date:**	Forth March 1st,2024
Teachers:	Angie Melissa Marín John Alejandro Sanchez	**Head teacher:**	

Lesson plan			
Nursery rhyme:	Mat's Meal	**Teaching approach:**	Natural approach Systematic phonics
Functional objective:	Students will learn and demonstrate understanding of associated vocabulary to the sound /æ/ through the nursery 'Mat's Meal'	**Vocabulary:**	cat, lab, bad, sad, half, laugh, bag, back
Key performance indicator:	The student will be to perform the sound as indicated: Pronounced as a low sound. the tongue is positioned low in the mouth and moved to the front. Lips are relaxed.	**Sound:**	/æ/

Introduction:	**Warm up:** • Students will get in pairs and take the cards. • Students will find the match of the pictures related to the vocabulary around the classroom. • Students will coral rill the words 	**Time:** 5 min
	• The teacher is going to show the flashcards and the students are going to repeat each word.	10 min

Presentation of vocabulary:	 • The students will make a worksheet. First, they are going to match the word with its correspondent picture, finally the teacher is going to dictate the words, the students must number them in the right order. 	
	Modelling: • The teacher is going to play the nursery rhyme. The students will follow the lyrics and they will try to sing along emphasizing the target vocabulary by saying it louder.	30 min *10 min* *10 min*

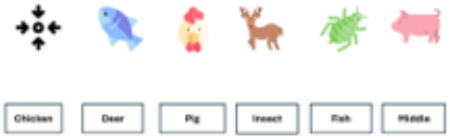
Practice activities:	 MAT'S MEAL He is Mat, he is a cat, He is Mat, he is sad, Because his meal is now just a half. He is Brad, he is a cat, He is Brad, bad is his laugh Because Mat's meal is now just a half. He's brad, he's in his lab, he has Mat's meal, in his bag Poor Mat, he is a sad cat He is afraid, that Brad is back. He is Mat, he is a cat, He is Mat, he is sad, Because his meal is now just a half He is Brad, he is a cat, He is Brad, bad is his laugh Because Mat's meal is now just a half. Just a bit, tried Brad, Bye his mood, bye his laugh, Now Mat, is not a sad cat, Because Brad is sick, and he's a sad cat. He is Mat, he is a cat, He is Mat, he is sad, Because his meal is now just a half Guided practice: • The students are going to listen to the rhyme again. • They will have flashcards with the vocabulary target. • The students are going to raise the word they listen to. • The students are going to repeat the word.  /æ/ sad, /æ/ cat, /æ/ lab, /æ/ bad /æ/ half, /æ/ laugh, /æ/ bag, /æ/ back Independent practice: • The students are going to stand up. • The teacher is going to say a word and they will have to run and choose the picture that corresponds to the word they listen.	*10 min*

	• They students have to pronounce the word correctly as they choose it. 	
Review and assessment	• Students will be asked to show a movement related to the word they like the most. • The other students will have to guess the word. • The teacher will verify and make pronunciation corrections.	10 min
Closure	• The teacher will have students say the words they remember from the lesson.	5 min

School's name:	Colegio Hermanos Beltrán	**Grade:** **Date:**	Forth March 13th,2024
Teachers:	Angie Melissa Marín John Alejandro Sanchez	**Head teacher:**	

Lesson plan			
Nursery rhyme:	Who is Nick?	**Teaching approach:**	Natural approach Systematic phonics
Functional objective:	Students will learn and demonstrate understanding of associated vocabulary to the sound /ɪ/ through the nursery 'Who is Nick?'	**Vocabulary:**	Is, it, middle, fish, chicken, deer, insect, pig.
Key performance indicator:	The student will be to perform the sound as indicated: Pronounced as a high-front sound. The tongue is positioned high in the mouth and pushed to the front. Lips should be relaxed and slightly open.	**Sound:**	/ɪ/

Introduction:	**Warm up:** • Students are going to get in pairs. • Students are going to make the puzzle. They have to complete each animal with 4 pieces. They can guide with the pictures in each puzzle. • Students will choral drill the words 	**Time:** 5 min
	• The teacher is going to show the flashcards and the students are going to repeat each word. 	10 min

Presentation of vocabulary:	• The students will make a worksheet. First, they are going to match the word with its correspondent picture, finally the teacher is going to dictate the words, the students must number them in the right order. I • Match the image with the correct word  Chicken Deer Pig Insect Fish Middle **Now listen to your teacher and write a number next to each word based on the order you hear it.** In It Middle Fish Chicken Deer Insect Pig	
Practice activities:	Modelling: • The teacher is going to play the nursery rhyme. The students will follow the lyrics and they will try to sing along emphasizing the target vocabulary by saying it louder.	30 min *10 min* *10 min* *10 min*



WHO IS NICK?

Do you know Who Nick is?
Yes, I know who he is!
Do you know who Nick is?
Yes, Nick is a pig.
No, no, no, replied the pig
My name is Finn, I am the pig.

Do you know who Nick is?
Yes, I Know who he is!

Do you know who Nick is?
Yes, I know who he is!
Do you know who Nick is?
Yes, a chicken he is!
No, no, no, the chicken is here!
I am the chicken, I'm not Nick.

Do you know who Nick is?
Yes, I Know who he is!

Not a chicken, not a pig,
Do you know who he is?
Not a chicken, not a pig,
I know the deer he is!
No, no, no, said the deer.
I'm Carl, I'm not Nick.

Do you know who Nick is?
Yes, I Know who he is!

Not a pig, chicken, or deer.
Do you know who he is?
Not a pig, chicken, or deer.
Yes, he is the fish!
No, no, no, said the fish.
I am Peter, I'm not Nick!
Do you know who Nick is?
Yes, I Know who he is!

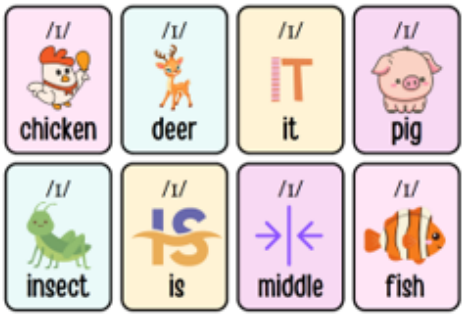
No one left, I don't see Nick.
I don't know who Nick is!
No one left, I don't see Nick.
I don't know who Nick is!
He is Nick, don't you see?
Nick, the insect, in the middle he is.

Do you know who Nick is?
Yes, the insect he is!

Do you know who Nick is?
Yes, in the middle he is!

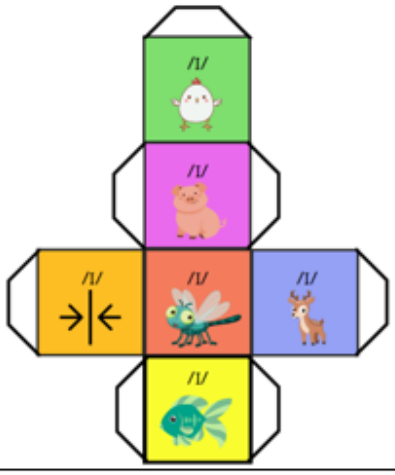
Guided practice:

- The students are going to listen to the rhyme again.
- They are going to have flashcards with the vocabulary target.
- The students are going to listen to each word, and they are going to organize the cards in the order mentioned.

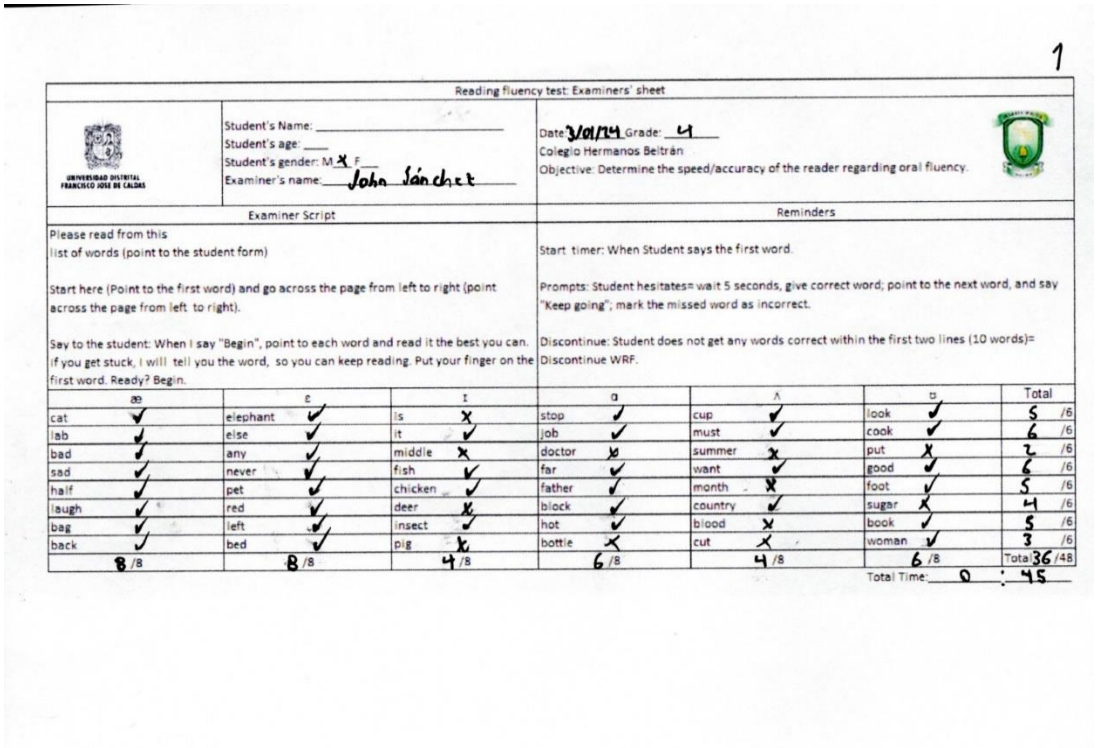


Independent practice:

- The students are going to get in pairs.
- One student is going to roll the die and they will create a movement or a sign according to the word they get

	• The other student has to say the word with the correct pronunciation.  	
Review and assessment	• Students will be asked to show one of the movements / signs they created. • The other students will have to guess the word. • The teacher will verify and make pronunciation corrections.	10 min
Closure	• The teacher will have students say the words they remember from the lesson.	5 min

Appendix J: Pre-test students' responses



1

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F__
Examiner's name: John Sánchez

Date: 3/01/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going", mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	X	stop	✓	cup	✓	look	✓	5 /6
lab	✓	else	✓	it	✓	job	✓	must	✓	cook	✓	6 /6
bad	✓	any	✓	middle	X	doctor	✓	summer	X	put	X	2 /6
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6 /6
half	✓	pet	✓	chicken	✓	father	✓	month	X	foot	✓	5 /6
laugh	✓	red	✓	deer	X	block	✓	country	✓	sugar	X	4 /6
bag	✓	left	✓	insect	✓	hot	✓	blood	X	book	✓	5 /6
back	✓	bed	✓	pig	X	bottle	X	cut	X	woman	✓	3 /6
8 /8		8 /8		4 /8		6 /8		4 /8		6 /8		Total 36 /48

Total Time: 0 : 45

4

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M___ F_X_
Examiner's name: John Sánchez

Date: 3/01/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	X	elephant	✓	is	X	stop	X	cup	X	look	✓	2 /6
lab	X	else	X	it	✓	job	X	must	X	cook	✓	2 /6
bad	X	any	X	middle	X	doctor	X	summer	X	put	✓	2 /6
sad	X	never	✓	fish	X	far	X	want	X	good	✓	2 /6
half	X	pet	✓	chicken	X	father	✓	month	X	foot	X	2 /6
laugh	X	red	✓	deer	X	block	✓	country	X	sugar	✓	3 /6
bag	✓	left	✓	insect	X	hot	X	blood	X	book	X	2 /6
back	X	bed	✓	pig	✓	bottle	X	cut	X	woman	✓	3 /6
1 /8		6 /8		2 /8		2 /8		0 /8		6 /8		Total: 19 /48

Total Time: 1 : 11

3

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M___ F_X_
Examiner's name: John Sánchez

Date: _____ Grade: _____
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	X	elephant	X	is	✓	stop	X	cup	X	look	✓	2 /6
lab	X	else	X	it	X	job	X	must	X	cook	✓	2 /6
bad	X	any	X	middle	X	doctor	X	summer	X	put	✓	2 /6
sad	✓	never	✓	fish	X	far	✓	want	X	good	X	3 /6
half	X	pet	✓	chicken	✓	father	✓	month	X	foot	X	3 /6
laugh	X	red	X	deer	X	block	X	country	X	sugar	✓	2 /6
bag	X	left	✓	insect	✓	hot	X	blood	X	book	X	2 /6
back	X	bed	✓	pig	✓	bottle	X	cut	X	woman	X	2 /6
1 /8		4 /8		4 /8		2 /8		0 /8		4 /8		Total: 15 /48

Total Time: 1 : 36

5

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M_X_ F___
Examiner's name: John Sánchez

Date: 3/01/19 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	X	elephant	✓	is	✓	stop	X	cup	X	look	✓	3 /6
lab	X	else	✓	it	X	job	X	must	X	cook	✓	2 /6
bad	X	any	X	middle	X	doctor	✓	summer	X	put	✓	2 /6
sad	X	never	✓	fish	✓	far	✓	want	X	good	✓	4 /6
half	X	pet	✓	chicken	✓	father	✓	month	X	foot	X	3 /6
laugh	X	red	✓	deer	X	block	✓	country	X	sugar	✓	3 /6
bag	X	left	✓	insect	✓	hot	X	blood	X	book	X	2 /6
back	✓	bed	✓	pig	✓	bottle	X	cut	X	woman	X	3 /6
1 /8		7 /8		5 /8		4 /8		0 /8		5 /8		Total: /48

Total Time: 0 : 59

6

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M___ F_X_
Examiner's name: John Sánchez

Date 3/01/19 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	X	elephant	✓	is	X	stop	X	cup	X	look	X	1 /6
lab	X	else	X	it	✓	job	X	must	X	cook	X	1 /6
bad	X	any	X	middle	✓	doctor	X	summer	X	put	✓	2 /6
sad	X	never	X	fish	X	far	X	want	X	good	X	0 /6
half	✓	pet	✓	chicken	✓	father	✓	month	X	foot	✓	5 /6
laugh	X	red	X	deer	X	block	X	country	X	sugar	✓	1 /6
bag	X	left	X	insect	X	hot	X	blood	X	book	✓	1 /6
back	X	bed	X	pig	X	bottle	X	cut	X	woman	X	0 /6
1 /8		2 /8		3 /8		1 /8		0 /8		4 /8		Total: 11 /48

Total Time: 1 : 09

7

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F
Examiner's name: John Sánchez

Date: 3/01/14 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✗	is	✗	stop	✗	cup	✗	look	✗	1 /6
lab	✗	else	✗	it	✓	job	✗	must	✗	cook	✓	2 /6
bad	✗	any	✗	middle	✗	doctor	✗	summer	✗	put	✓	1 /6
sad	✓	never	✓	fish	✗	far	✗	want	✗	good	✗	2 /6
half	✗	pet	✓	chicken	✓	father	✓	month	✗	foot	✗	3 /6
laugh	✗	red	✓	deer	✗	block	✗	country	✗	sugar	✓	2 /6
bag	✓	left	✗	insect	✓	hot	✗	blood	✗	book	✓	3 /6
back	✓	bed	✓	pig	✓	bottle	✗	cut	✗	woman	✗	3 /6
4 /8		4 /8		4 /8		1 /8		0 /8		4 /8		Total 17 /48

Total Time: 1 : 13

8

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F
Examiner's name: John Sánchez

Date: 3/01/14 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	✗	look	✓	5 /6
lab	✓	else	✗	it	✓	job	✗	must	✗	cook	✓	3 /6
bad	✓	any	✗	middle	✗	doctor	✗	summer	✗	put	✗	1 /6
sad	✓	never	✓	fish	✓	far	✓	want	✗	good	✓	5 /6
half	✓	pet	✓	chicken	✓	father	✗	month	✗	foot	✗	3 /6
laugh	✗	red	✓	deer	✗	block	✗	country	✗	sugar	✓	2 /6
bag	✓	left	✗	insect	✓	hot	✗	blood	✗	book	✗	2 /6
back	✓	bed	✓	pig	✗	bottle	✗	cut	✗	woman	✗	2 /6
7 /8		5 /8		5 /8		2 /8		0 /8		4 /8		Total 23 /48

Total Time: 1 : 19

9

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F
Examiner's name: John Sánchez

Date: 3/01/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	X	is	✓	stop	X	cup	X	look	✓	3 /6
lab	✓	else	X	it	✓	job	X	must	X	cook	✓	3 /6
bad	X	any	X	middle	X	doctor	X	summer	X	put	✓	1 /6
sad	✓	never	✓	fish	✓	far	X	want	X	good	X	3 /6
half	X	pet	✓	chicken	✓	father	X	month	X	foot	✓	3 /6
laugh	X	red	✓	deer	X	block	X	country	X	sugar	X	1 /6
bag	X	left	✓	insect	✓	hot	X	blood	X	book	X	2 /6
back	✓	bed	✓	pig	✓	bottle	X	cut	X	woman	✓	4 /6
	4 /8		5 /8		6 /8		0 /8		0 /8		5 /8	Total 30 /48

Total Time: 0 : 52

10

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F
Examiner's name: John Sánchez

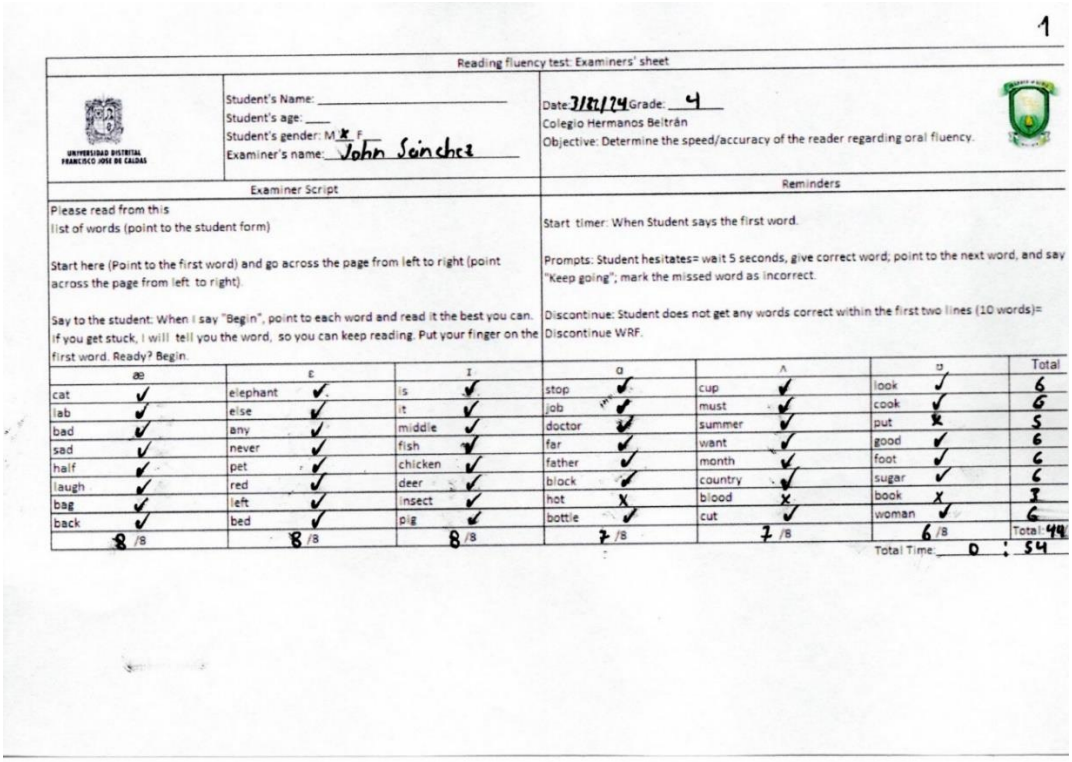
Date: 7/03/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	X	elephant	✓	is	X	stop	X	cup	X	look	✓	2 /6
lab	X	else	X	it	✓	job	X	must	X	cook	✓	2 /6
bad	X	any	X	middle	X	doctor	X	summer	X	put	✓	1 /6
sad	✓	never	X	fish	✓	far	X	want	X	good	X	2 /6
half	✓	pet	✓	chicken	✓	father	✓	month	X	foot	✓	5 /6
laugh	X	red	✓	deer	X	block	X	country	X	sugar	✓	2 /6
bag	✓	left	✓	insect	X	hot	X	blood	X	book	X	2 /6
back	X	bed	X	pig	X	bottle	X	cut	X	woman	✓	1 /6
	3 /8		4 /8		3 /8		1 /8		0 /8		6 /8	Total 17 /48

Total Time: 1 : 11

Appendix K: Post-test students' responses



1

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F
Examiner's name: John Sanchez

Date: 7/12/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script

Please read from this list of words (point to the student form)

Start here (Point to the first word) and go across the page from left to right (point across the page from left to right).

Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.

Reminders

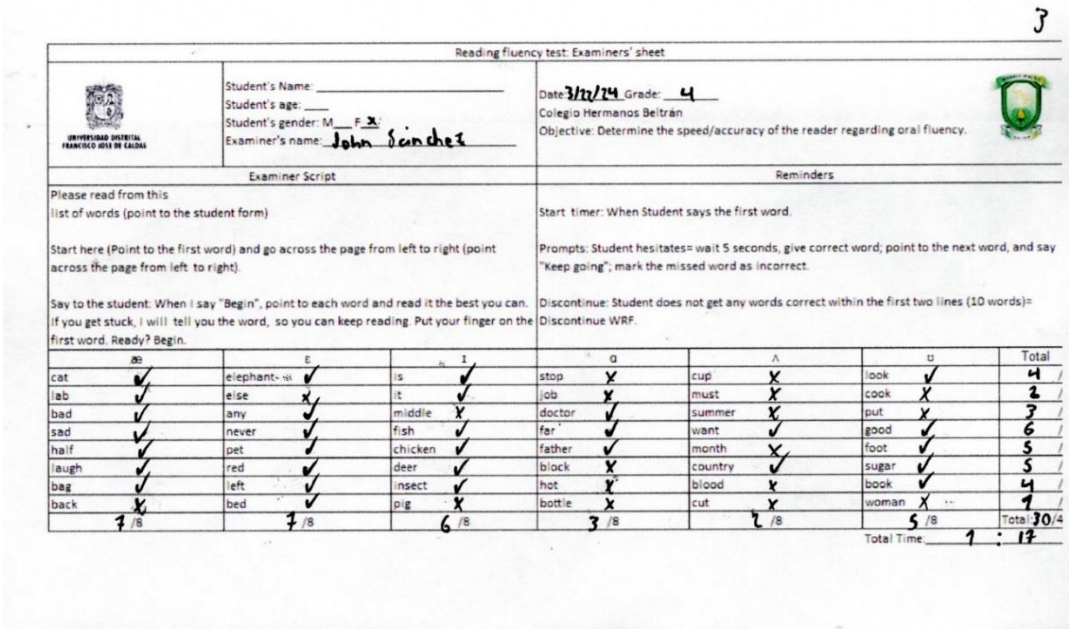
Start timer: When Student says the first word.

Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect.

Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	✓	look	✓	6
lab	✓	else	✓	it	✓	job	✓	must	✓	cook	✓	6
bad	✓	any	✓	middle	✓	doctor	✓	summer	✓	put	X	5
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6
half	✓	pet	✓	chicken	✓	father	✓	month	✓	foot	✓	6
laugh	✓	red	✓	deer	✓	block	✓	country	✓	sugar	✓	6
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	X	3
back	✓	bed	✓	pig	✓	bottle	✓	cut	✓	woman	✓	6
8 /8		8 /8		8 /8		7 /8		7 /8		6 /8		Total: 49

Total Time: 0 : 54



3

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M__ F X
Examiner's name: John Sanchez

Date: 3/12/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script

Please read from this list of words (point to the student form)

Start here (Point to the first word) and go across the page from left to right (point across the page from left to right).

Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.

Reminders

Start timer: When Student says the first word.

Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect.

Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	X	cup	X	look	✓	4
lab	✓	else	X	it	✓	job	X	must	X	cook	X	2
bad	✓	any	✓	middle	X	doctor	✓	summer	X	put	X	3
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6
half	✓	pet	✓	chicken	✓	father	✓	month	X	foot	✓	5
laugh	✓	red	✓	deer	✓	block	X	country	✓	sugar	✓	5
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	✓	4
back	X	bed	✓	pig	X	bottle	X	cut	X	woman	X	1
7 /8		7 /8		6 /8		3 /8		2 /8		5 /8		Total: 30/4

Total Time: 1 : 17

4

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M___ F_X
Examiner's name: John Sánchez

Date: 3/22/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	X	is	✓	stop	X	cup	X	look	✓	3 /8
lab	✓	else	✓	it	✓	job	X	must	X	cook	✓	4 /8
bad	✓	any	X	middle	X	doctor	X	summer	X	put	✓	2 /8
sad	X	never	✓	fish	✓	far	✓	want	X	good	✓	4 /8
half	X	pet	✓	chicken	✓	father	✓	month	X	foot	✓	4 /8
laugh	X	red	✓	deer	✓	block	✓	country	X	sugar	✓	4 /8
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	X	3 /8
back	✓	bed	✓	pig	✓	bottle	X	cut	X	woman	X	3 /8
5 /8		6 /8		7 /8		3 /8		0 /8		6 /8		Total: 29/4

Total Time: 1 : 11

5

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M_X F___
Examiner's name: John Sánchez

Date: 3/22/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	✓	look	✓	6 /8
lab	✓	else	✓	it	✓	job	✓	must	X	cook	✓	5 /8
bad	✓	any	✓	middle	✓	doctor	✓	summer	✓	put	✓	6 /8
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6 /8
half	✓	pet	✓	chicken	✓	father	✓	month	X	foot	✓	5 /8
laugh	X	red	✓	deer	✓	block	✓	country	✓	sugar	✓	5 /8
bag	✓	left	✓	insect	✓	hot	✓	blood	✓	book	✓	6 /8
back	✓	bed	✓	pig	✓	bottle	✓	cut	✓	woman	✓	6 /8
7 /8		8 /8		8 /8		8 /8		6 /8		8 /8		Total: 95

Total Time: 1 : 28

6

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M___ F_X_
Examiner's name: John Sánchez

Date: 3/22/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✗	cup	✗	look	✓	4
lab	✓	else	✓	it	✓	job	✗	must	✗	cook	✓	4
bad	✓	any	✗	middle	✗	doctor	✗	summer	✗	put	✓	2
sad	✗	never	✗	fish	✓	far	✓	want	✓	good	✓	4
half	✗	pet	✓	chicken	✓	father	✓	month	✗	foot	✓	4
laugh	✓	red	✓	deer	✓	block	✗	country	✗	sugar	✓	4
bag	✓	left	✗	insect	✓	hot	✓	blood	✓	book	✗	4
back	✓	bed	✓	pig	✓	bottle	✗	cut	✗	woman	✗	3
6 /8		5 /8		7 /8		3 /8		2 /8		6 /8		Total: 29

Total Time: 1:30

7

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M_X_ F___
Examiner's name: John Sánchez

Date: 3/22/24 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	✗	look	✓	5
lab	✓	else	✗	it	✓	job	✗	must	✗	cook	✓	3
bad	✓	any	✗	middle	✗	doctor	✓	summer	✗	put	✓	3
sad	✓	never	✓	fish	✓	far	✓	want	✗	good	✓	5
half	✗	pet	✓	chicken	✓	father	✓	month	✓	foot	✓	5
laugh	✗	red	✓	deer	✓	block	✓	country	✗	sugar	✓	4
bag	✓	left	✓	insect	✓	hot	✗	blood	✗	book	✓	4
back	✓	bed	✓	pig	✓	bottle	✗	cut	✗	woman	✓	4
6 /8		6 /8		7 /8		5 /8		1 /8		8 /8		Total: 33/

Total Time: 1:18

8

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M: X F: ___
Examiner's name: John Sánchez

Date: 3/22/14 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	X	look	✓	5
lab	✓	else	X	it	✓	job	X	must	X	cook	✓	3
bad	✓	any	X	middle	✓	doctor	✓	summer	X	put	X	3
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6
half	X	pet	✓	chicken	✓	father	✓	month	X	foot	X	3
laugh	X	red	✓	deer	✓	block	X	country	X	sugar	✓	3
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	X	3
back	✓	bed	✓	pig	✓	bottle	✓	cut	X	woman	✓	5
6 /8		6 /8		8 /8		5 /8		1 /8		5 /8		Total: 31

Total Time: 0 : 58

9

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M: X F: ___
Examiner's name: John Sánchez

Date: 3/22/14 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	X	cup	X	look	✓	4
lab	✓	else	X	it	✓	job	X	must	X	cook	✓	3
bad	✓	any	X	middle	✓	doctor	X	summer	X	put	X	2
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6
half	X	pet	X	chicken	✓	father	✓	month	X	foot	X	3
laugh	X	red	✓	deer	✓	block	✓	country	X	sugar	✓	4
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	✓	4
back	✓	bed	✓	pig	✓	bottle	X	cut	X	woman	✓	4
7 /8		5 /8		8 /8		3 /8		1 /8		6 /8		Total: 30/4

Total Time: 1 : 06

10

Reading fluency test: Examiners' sheet

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Student's Name: _____
Student's age: ___
Student's gender: M X F___
Examiner's name: John Sánchez

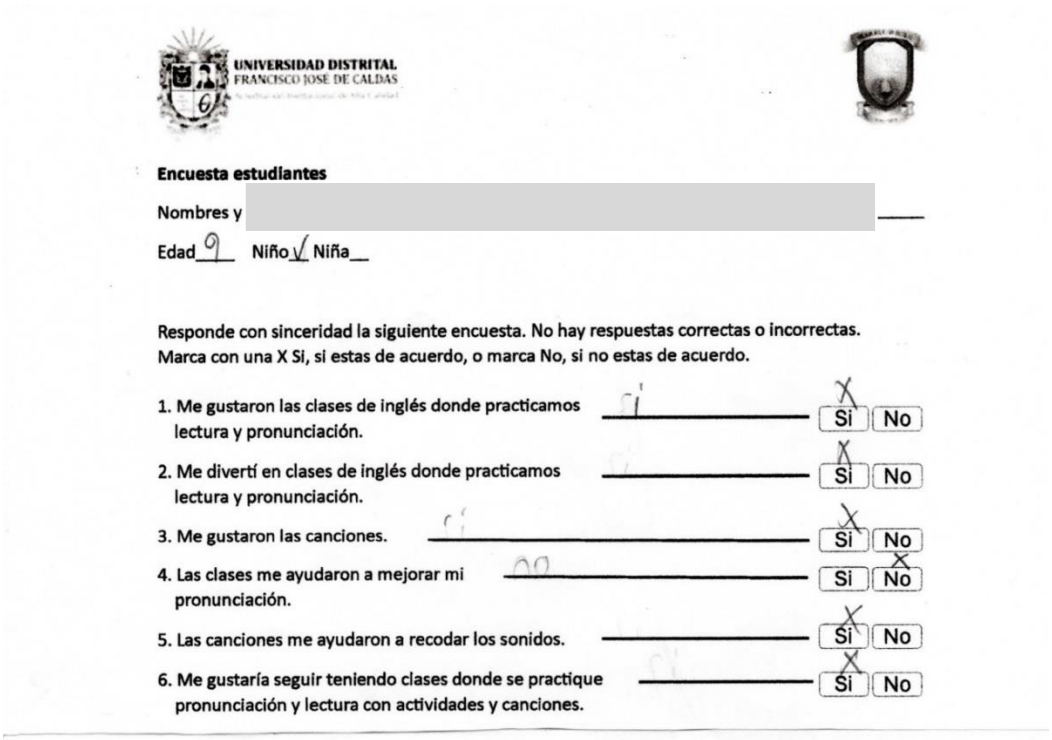
Date: 3/11/19 Grade: 4
Colegio Hermanos Beltrán
Objective: Determine the speed/accuracy of the reader regarding oral fluency.

Examiner Script	Reminders
Please read from this list of words (point to the student form) Start here (Point to the first word) and go across the page from left to right (point across the page from left to right). Say to the student: When I say "Begin", point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.	Start timer: When Student says the first word. Prompts: Student hesitates= wait 5 seconds, give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect. Discontinue: Student does not get any words correct within the first two lines (10 words)= Discontinue WRF.

æ		ɛ		ɪ		ɑ		ʌ		ʊ		Total
cat	✓	elephant	✓	is	✓	stop	✓	cup	✓	look	✓	6 /
lab	✓	else	✓	it	✓	job	X	must	✓	cook	X	4 /
bad	✓	any	X	middle	✓	doctor	✓	summer	✓	put	✓	5 /
sad	✓	never	✓	fish	✓	far	✓	want	✓	good	✓	6 /
half	X	pet	X	chicken	✓	father	✓	month	X	foot	✓	3 /
laugh	X	red	✓	deer	✓	block	X	country	✓	sugar	✓	4 /
bag	✓	left	✓	insect	✓	hot	X	blood	X	book	X	3 /
back	✓	bed	✓	pig	✓	bottle	X	cut	X	woman	X	3 /
6 /8		6 /8		8 /8		4 /8		5 /8		5 /8		Total: 34/4

Total Time: 1 : 14

Appendix L: Students' questionnaire responses



UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

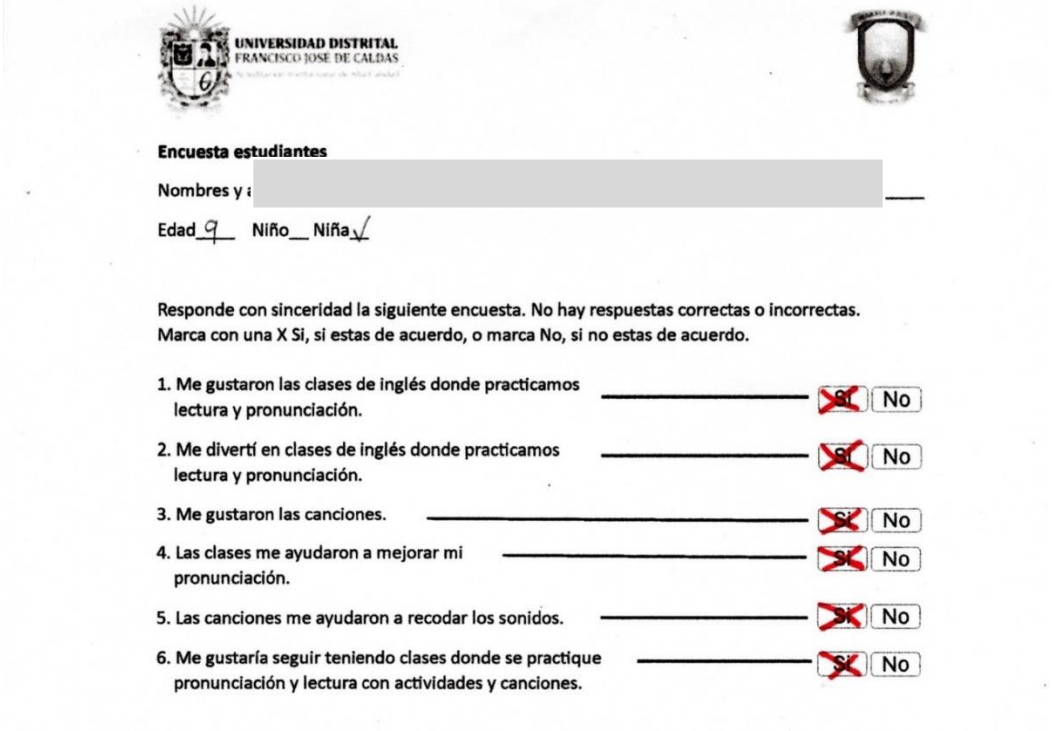
Encuesta estudiantes

Nombres y [redacted]

Edad 9 Niño √ Niña __

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. — Si X / No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. — Si X / No
3. Me gustaron las canciones. — Si X / No
4. Las clases me ayudaron a mejorar mi pronunciación. — Si / No X
5. Las canciones me ayudaron a recodar los sonidos. — Si X / No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. — Si X / No



UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

Encuesta estudiantes

Nombres y [redacted]

Edad 9 Niño __ Niña √

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. — Si X / No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. — Si X / No
3. Me gustaron las canciones. — Si X / No
4. Las clases me ayudaron a mejorar mi pronunciación. — Si X / No
5. Las canciones me ayudaron a recodar los sonidos. — Si X / No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. — Si X / No

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Encuesta estudiant

Nombres y apellido[redacted]

Edad 11 Niño √ Niña X

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. ____ Si No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. ____ Si No
3. Me gustaron las canciones. ____ Si No
4. Las clases me ayudaron a mejorar mi pronunciación. ____ Si No
5. Las canciones me ayudaron a recodar los sonidos. ____ Si No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. ____ Si No

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Encuesta estudian[redacted]

Nombres y apellid[redacted]

Edad 10 Niño √ Niña__

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. Si Si No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. Si Si No
3. Me gustaron las canciones. Si Si No
4. Las clases me ayudaron a mejorar mi pronunciación. Si Si No
5. Las canciones me ayudaron a recodar los sonidos. Si Si No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. Si Si No

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Encuesta estudiantes

Nombres y apellidos [redacted]

Edad 10 Niño__ Niña ✓

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. — Si / No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. — Si / No
3. Me gustaron las canciones. — Si / No
4. Las clases me ayudaron a mejorar mi pronunciación. — Si / No
5. Las canciones me ayudaron a recodar los sonidos. — Si / No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. — Si / No

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

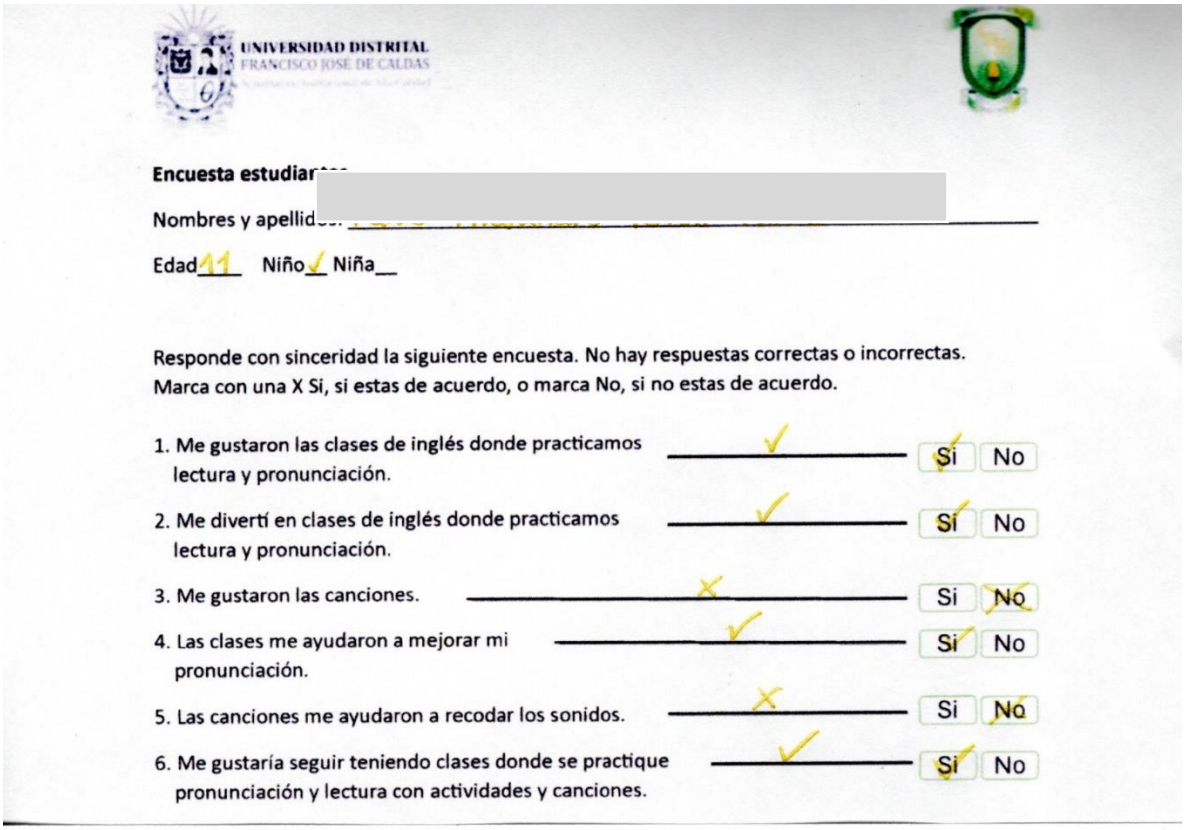
Encuesta estudiantes

Nombres y apellidos [redacted]

Edad 8 Niño ✓ Niña__

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. — ✓ Si / No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. — ✓ Si / No
3. Me gustaron las canciones. — ✓ Si / No
4. Las clases me ayudaron a mejorar mi pronunciación. — ✓ Si / No
5. Las canciones me ayudaron a recodar los sonidos. — ✓ Si / No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. — ✓ Si / No



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

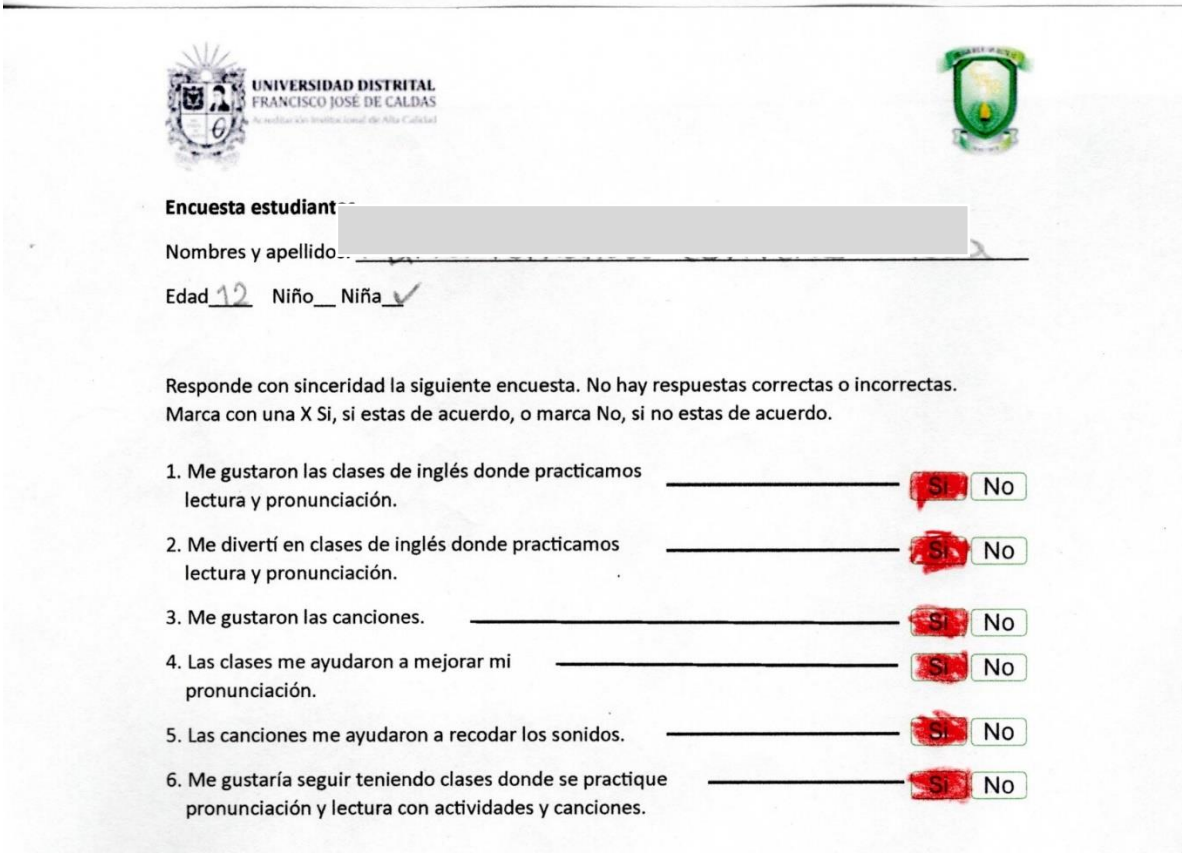
Encuesta estudiantes

Nombres y apellidos: [redacted]

Edad 11 Niño ✓ Niña __

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. ✓ Si No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. ✓ Si No
3. Me gustaron las canciones. X Si No
4. Las clases me ayudaron a mejorar mi pronunciación. ✓ Si No
5. Las canciones me ayudaron a recodar los sonidos. X Si No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. ✓ Si No



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

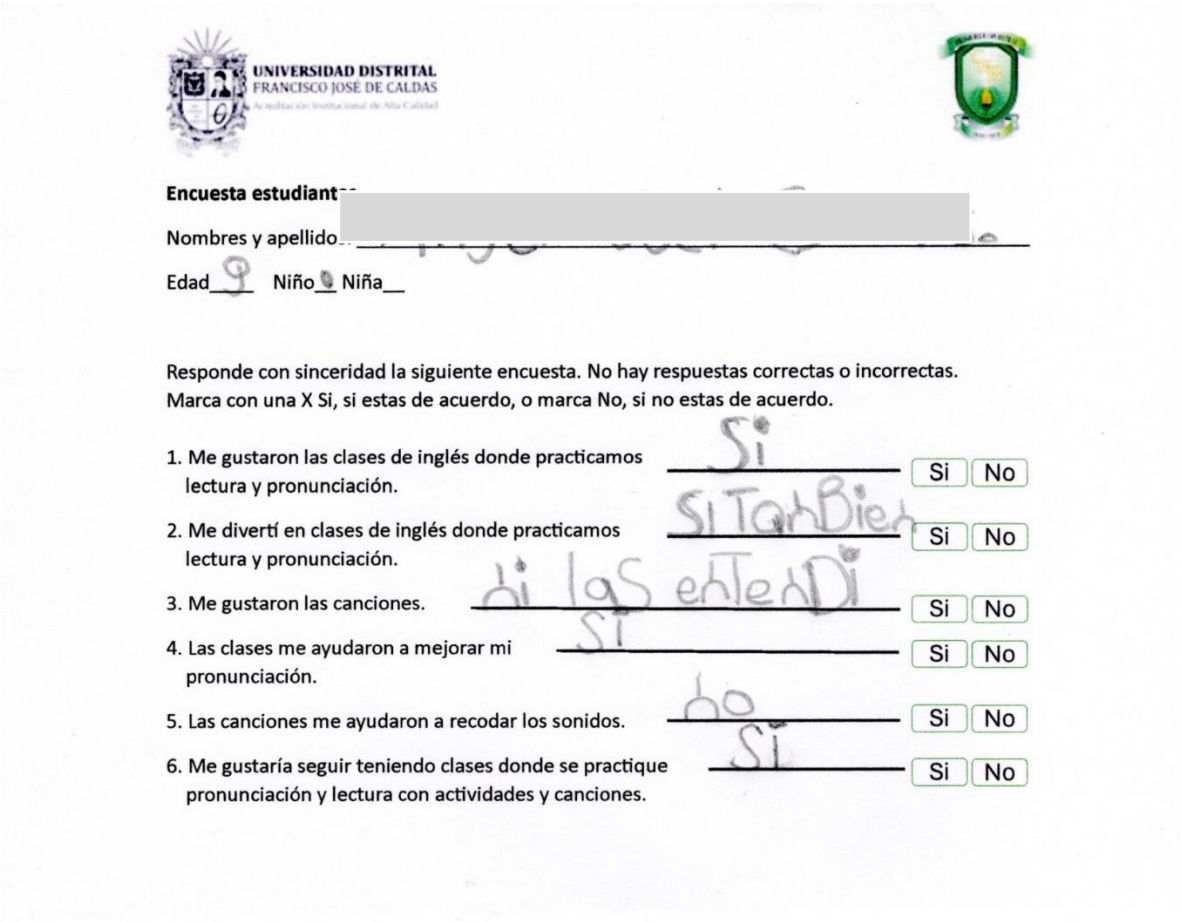
Encuesta estudiantes

Nombres y apellidos: [redacted]

Edad 12 Niño __ Niña ✓

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. Si No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. Si No
3. Me gustaron las canciones. Si No
4. Las clases me ayudaron a mejorar mi pronunciación. Si No
5. Las canciones me ayudaron a recodar los sonidos. Si No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. Si No



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Encuesta estudiant

Nombres y apellido

Edad 9 Niño Niña

Responde con sinceridad la siguiente encuesta. No hay respuestas correctas o incorrectas.
Marca con una X Si, si estas de acuerdo, o marca No, si no estas de acuerdo.

1. Me gustaron las clases de inglés donde practicamos lectura y pronunciación. Si — Si / No
2. Me divertí en clases de inglés donde practicamos lectura y pronunciación. Si Tambien — Si / No
3. Me gustaron las canciones. Si las entendi — Si / No
4. Las clases me ayudaron a mejorar mi pronunciación. Si — Si / No
5. Las canciones me ayudaron a recodar los sonidos. no — Si / No
6. Me gustaría seguir teniendo clases donde se practique pronunciación y lectura con actividades y canciones. Si — Si / No

Appendix M: Teacher's questionnaire responses

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Survey English teacher.

Name [redacted] Age: __ Gender: M__ F_X

For how long have you been an English Teacher? / ¿Por cuánto tiempo has sido profesor(a) de inglés?

2 años

Have you certified your english proficiency with an international exam? / ¿Has certificado tu nivel de inglés con un examen internacional?

NO

What is your highest level of education? / ¿Qué nivel educativo alcanzaste?

Profesional

Are you currently studying? / ¿Estas estudiando actualmente?

NO

What requirements did you meet to be a teacher in this school? / ¿Qué requisitos cumpliste para ser profesor(a) en este colegio?

Ser profesional, manejo de grupo, tener los conocimientos de las diferentes áreas

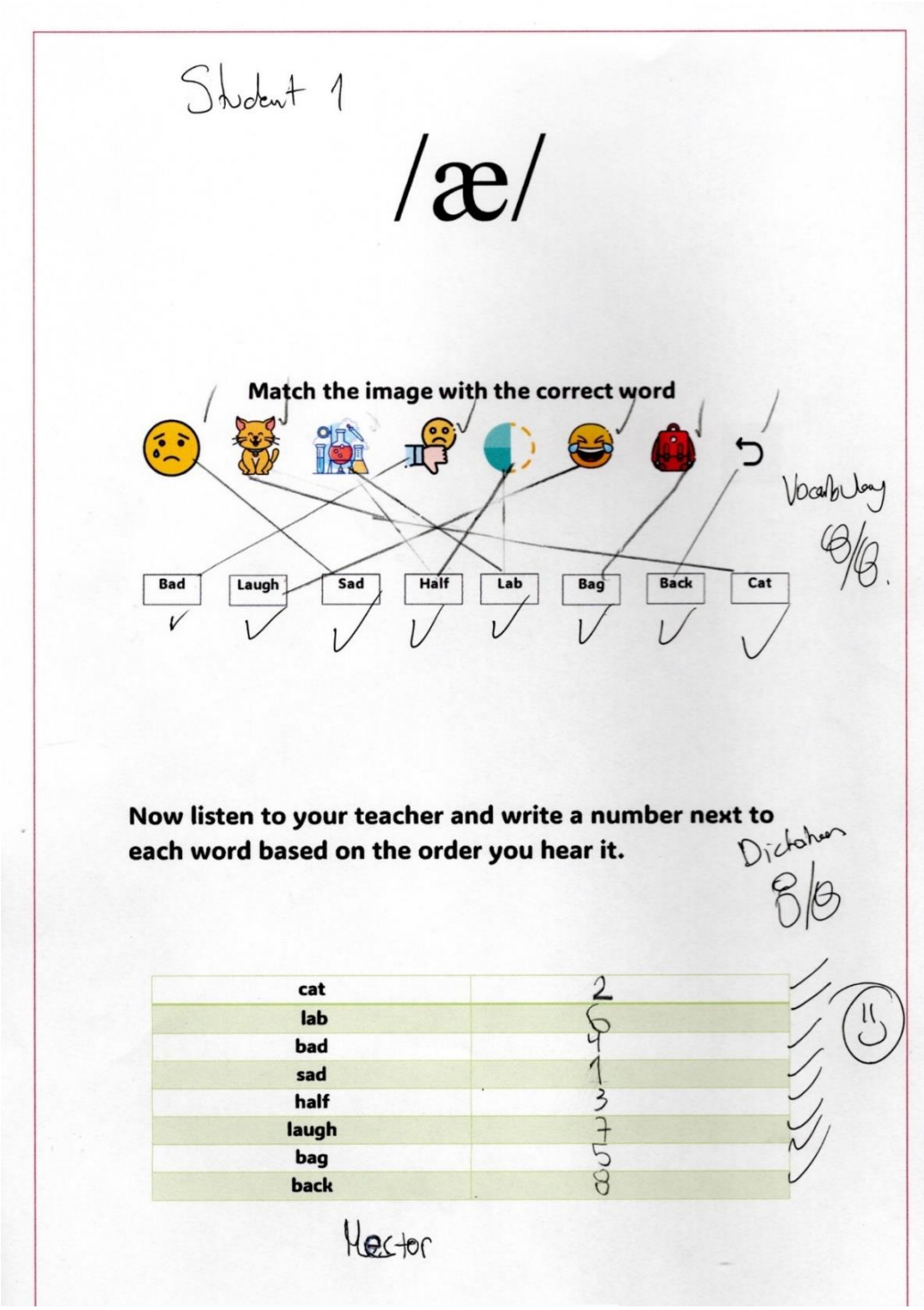
Do you spend some time practicing pronunciation and reading in your classes? / ¿Dedicas un tiempo en tus clases a practicar pronunciación y lectura?

Si

Would you like to implement systematic phonic lessons in your classes? What challenges would you face? ¿Te gustaría implementar "systematic phonics" en tus clases? ¿Qué retos enfrentarías?

Si, pero como parte de la ortografía, no para enseñar por los fonemas ya que como en español es mejor impartir la palabra completa. para su correcta pronunciación

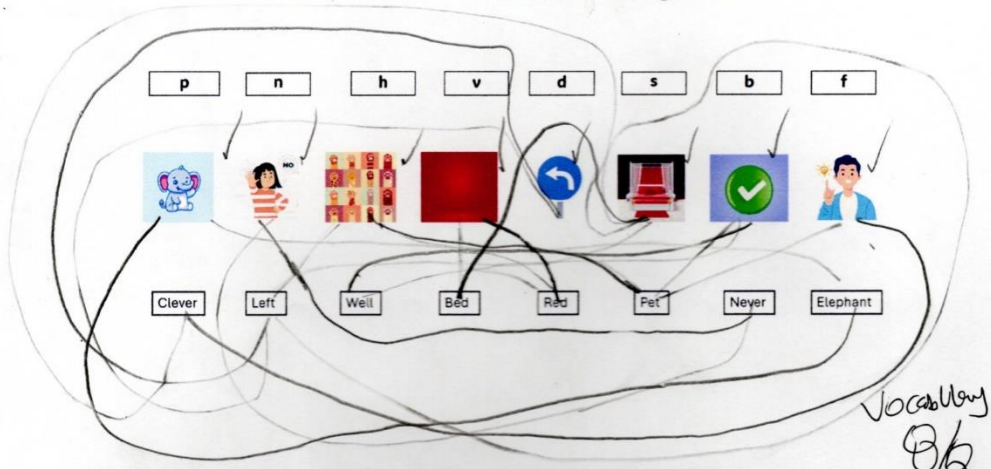
Appendix N: Students' workshops



Student 7

/ɛ/

Match the word with the missing letter



Vocabulary 8/8

Now listen to your teacher and write a number next to each word based on the order you hear it.

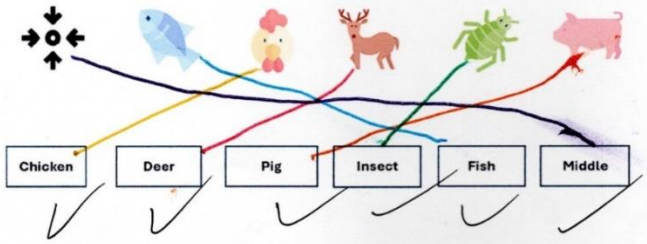
Dictation 8/8

Elephant	3
Well	5
Clever	2
Never	6
Pet	1
Red	7
Left	8
Bed	4

Student 5

I

• Match the image with the correct word



Vocabulary 6/6

Dictation 8/8.

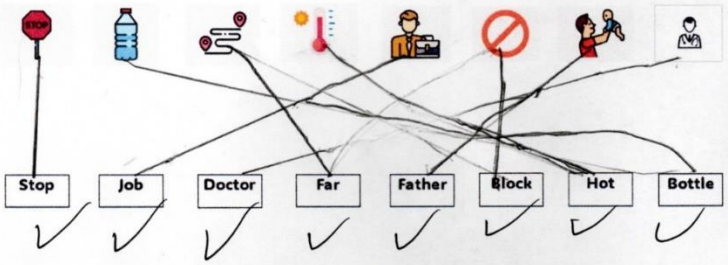
Now listen to your teacher and write a number next to each word based on the order you hear it.

Is 7	
It 8	
Middle 2	
Fish 4	
Chicken 1	
Deer 5	
Insect 6	
Pig 3	

Student 10

a

Match the image with the correct word



Vocabulary 8/8

Dictation 8/8

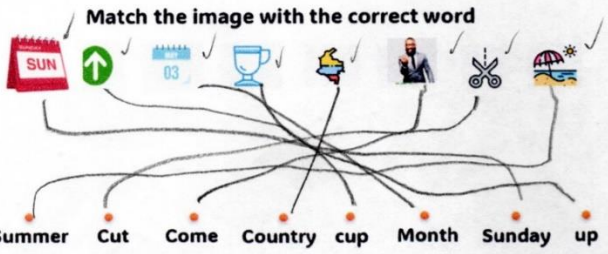
Now listen to your teacher and write a number next to each word based on the order you hear it.

Stop	4
Job	8
Doctor	5
Far	7
Father	3
Block	1
Hot	2
Bottle	6

11

Student 9

Match the image with the correct word



Summer Cut Come Country cup Month Sunday up

Vocabulary 8/8

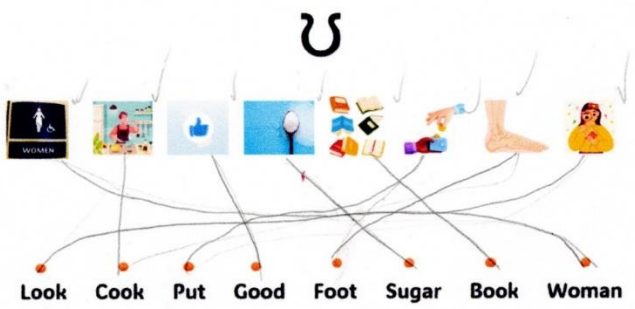
Dictation 8/8

Now listen to your teacher and write a number next to each word based on the order you hear it.

Summer	5
Cut	2
Come	6
Country	3
Cup	8
Month	4
Sunday	7
Up	1

11

Student 3



Vocabulary 8/8

Dictation 8/8

Now listen to your teacher and write a number next to each word based on the order you hear it.

Look	4
Cook	6
Put	8
Good	5
Foot	7
Sugar	1
Book	2
Woman	3

Appendix O: Researchers' observations

	Class observation rubric. Objective: Determine the characteristics of the class developed without focus on systematic phonics. 1. Write down the class information as requested. 2. Make sure you are grading the correct category, read the description of the score ad place and x on the line located next to the description of the text if it is the correct option. 3. On the total box, write down the score selected in number and next to it, write down a comment if needed.							
Teacher's Name:	Stephany			Student's age range: From ___ to ___		Number of girls in class.	4	
Observer's nam	John Alejandro Sanchez / Angie Melissa Marin			Grade:	4th	Number of boys in class.	5	
School:	Colegio Hermanos Beltran			Date	February 21st, 2024	Total number of students.	9	
Class	Reading aloud activities.	**1**. There were no reading aloud activities during the class. _____	**2**. Students did read aloud ocasionally. __X___	**3**. There was a reading aloud activity but not enough time was given for it. ____	**4**. There were reading aloud activities, but more time could have been given. ____	**5**. There were reading aloud activities with enough time for students to practice to read in the foreign language. ____	Total 2	Students were asked to read some instructions and the teacher had to lead the reading given that most of the students were afraid of making pronunciation mistakes.
	Purpose of the activity	**1**. The activity did not have a clear purpose. ____	**2**. The activity did have a purpose but it was difficult to identify when the activity was developed. _X_	**3**. The purpose of the activity is slightly clear. ____	**4**. The purpose of the activity is clear but there might be some difficulties to identify while the activity is developed. ____	**5**. The purpose of the activity is clear and it can be identified when the activity is carried out. ____	Total 2	Even though the teacher mentioned at the beginning the studetns were going to learn greetings and farewells, the activity used to practice (Chinese Whispers) didn't fullfil the purpose since the students couldn't remember the vocabulary and didn't know how to pronunce it.
	Vocabulary used in class.	**1**. The vocabulary used in classs did not match the students' skill level. ____	**2**. Most of the vocabulary used in class did not match the students' skill level. ____	**3**. Some vocabulary was not appropriate for the students' skill level. ____	**4**. There were some words that were not appropriate to the students' skill level. __X__	**5**. Most of the vocabulary was appropriate to the setudents' skill level. ____	Total 4	The teacher presented the vocabulary and brainstormed some other with the students, nevertheless, the teacher didn't clarify some greetings and farewells such as 'How's it going' 'see you' and the students got confused wht the other greetings.
	Scope and sequence.	**1**. The class did not have a scope and sequence. ____	**2**. The class did have a scope and sequence that was not followed. __X__	**3**. The class did have a scope and sequence not all of it was followed. ____	**4**. The class was developed mostly based on a scope and sequence. ____	**5**. The class was developed based on the scope and sequence. ___	Total 2	The teacher devoted too much time on the warm up exercise, which was brainstorming some greetings, hence, the students didn't have enough time to practice the vocabulary seen, instead, the teacher asked them to write down most of the vocabulary and work on a Total Physical Response activity called 'Chinese whispers' and some students couldn't pronounce the word correctly given that they didin't practice its meaning and correct pronunciation.

	Class observation rubric. Objective: Determine the characteristics of the class developed without focus on systematic phonics. 1. Write down the class information as requested. 2. Make sure you are grading the correct category, read the description of the score ad place and x on the line located next to the description of the text if it is the correct option. 3. On the total box, write down the score selected in number and next to it, write down a comment if needed.							
Teacher's Name:	Stephany			Student's age range: From to		Number of girls in class.	4	
Observer's nam	John Alejandro Sachez / Angie Melissa Marin			Grade:	4th	Number of boys in class.	5	
School:	Colegio Hermanos Beltrán			Date	February 28th, 2024	Total number of students.	9	
Class	Reading aloud activities.	**1**. There were no reading aloud activities during the class. _____	**2**. Students did read aloud ocasionally. _____	**3**. There was a reading aloud activity but not enough time was given for it. __X__	**4**. There were reading aloud activities, but more time could have been given. ____	**5**. There were reading aloud activities with enough time for students to practice to read in the foreign language. ____	Total 3	Even though the students used the book to read aloud the vocabulary and exercises related to them, there wasn't enough time for all the students to practice.
	Purpose of the activity	**1**. The activity did not have a clear purpose. ____	**2**. The activity did have a purpose but it was difficult to identify when the activity was developed. ___	**3**. The purpose of the activity is slightly clear. __X__	**4**. The purpose of the activity is clear but there might be some difficulties to identify while the activity is developed. ____	**5**. The purpose of the activity is clear and it can be identified when the activity is carried out. ____	Total 3	During this class the purpose was clearer, however, the teacher didn't provide clear instructions in some activities. Therefore, the students could barely work on the activities more easily
	Vocabulary used in class.	**1**. The vocabulary used in classs did not match the students' skill level. ____	**2**. Most of the vocabulary used in class did not match the students' skill level. ____	**3**. Some vocabulary was not appropriate for the students' skill level. ____	**4**. There were some words that were not appropriate to the students' skill level. ____	**5**. Most of the vocabulary was appropriate to the setudents' skill level. _X__	Total 5	Since the teacher recycled the vocabulary seen in the previous class, and when the teacher introduced the new vocabulary (commands) using examples the students understood and
	Scope and sequence.	**1**. The class did not have a scope and sequence. ____	**2**. The class did have a scope and sequence that was not followed. ____	**3**. The class did have a scope and sequence not all of it was followed. ____	**4**. The class was developed mostly based on a scope and sequence. __X__	**5**. The class was developed based on the scope and sequence. ___	Total 4	There was a clear Scope and sequence since the teacher reviewed the vocabulary previously seen (greetings and farewells), later, the teacher devoted time to introduce the vocabulary about commands using examples with the school supplies and had the students practice with a Total Physical Response activity like mimics and a crossword puzzle where they had to find the vocabulary seen.

Appendix P: Researchers' journals

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

Teacher: John Alejandro Sanchez Angie Melissa Marín		Grade: 4th
Class: /æ/		Date: March 1ST,2024
Description of the lesson	Students reading aloud	Total Physical Response activities
10:20 The teachers greeted the students and introduced themselves, they explained the class rules and the students translated some of the vocabulary about rules. 10:30 The teachers organized the students in pairs, they had to do a matching activity where they could easily identify most of the vocabulary. The students used dictionary to find words like 'half', 'back' and 'laugh'. The students were asking about the pronunciation of the words. 10:40 The teachers presented the sound, explained how to do it, and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. Most of the students were afraid since they didn't know the patterns to pronounce the words. 10: 50 The students worked on the worksheet. The students with more understanding read the instruction, in the matching activity most of them did well, others couldn't recall the vocabulary and made mistakes. In the dictation activity some students faced difficulties since they neither understood the instruction nor heard the correct word.	Few students participated since they were afraid of making mistakes, given that, they mentioned they had never been exposed to classes in English.	❖ 'Hear un run': The students had to hear a word the teacher said, and they had to run to touch the card that had the word. ❖ Mimics
	Time to use the new rule	Affective filter
	Students devoted enough time to use the rule. However, some students were easily unfocussed and didn't use all the time allotted to practice.	Some students were reluctant to participate in some of the reading and pronunciation exercises owing to the fac that they were afraid of making mistakes. Some students repeated several times they never had full classes in English, therefore, they weren't confident at the moment to participate.
	Visual aids	Focus on correctness
	Flashcards, Matching cards, printed worksheets, printed lyrics, and cards with the vocabulary.	The teachers frequently corrected pronunciation mistakes and they fostered on the students' awareness on the shape of their mouths and position of their tongue to make the sound correctly

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary, the students had to raise the word as they listen, they repeated the words after the teacher. 11:00 The students stood up and they had to run and touch a card as they heard the word. The students had fun and they could easily identify recycled words for them like 'sad', 'cat' and 'lab' but they got confused with words like 'bag' and 'back'. 11: 10 The students made a movement related to the word they liked the most, their partners had to guess the word.		
Observer's comments: - Half of the class was afraid to participate. - The students get distracted easily.		

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

<table>
<tr><td colspan="2">Teacher: John Alejandro Sanchez
Angie Melissa Marín</td><td>Grade: 4th</td></tr>
<tr><td colspan="2">Class: /ɛ/</td><td>Date: March 8th,2024</td></tr>
<tr><td>Description of the lesson</td><td colspan="2">Students reading aloud</td><td>Total Physical Response activities</td></tr>
<tr><td rowspan="6">10:20 The teachers greeted the students and asked them about the sound seen in the last class. The students provided some examples, and the teacher asked them to remind the mouth shape and tongue position.

10:30 The teachers organized the students in pairs, they had to do a puzzle where they could easily identify most of the vocabulary. The students used dictionary to find words like ‘left’ and ‘clever’. The students were asking about the pronunciation of the new words.

10:40 The teachers presented the sound, explained how to do it, and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. The students were confident since they considered the pattern was easy.

10: 50 The students worked on the worksheet. One student read the instructions, in the matching activity most of them did well, others couldn’t recall the vocabulary and made mistakes. In the dictation activity, few students faced difficulties but this time the students understood the instruction and the vocabulary better.</td><td colspan="2">More students participated since they could relate the sound with the sound in Spanish and it was easy for them to remember the shape of the mouth and position of the tongue.</td><td>❖ Mimics</td></tr>
<tr><td>Time to use the new rule</td><td>Affective filter</td></tr>
<tr><td>Students devoted enough time to use the rule. Students were more focused this time, however, 2 students were distracted and had difficulties understanding how to perform the sound.</td><td>2 students were reluctant to participate in some of the pronunciation exercises due to their lack of confidence. Nevertheless, the teachers encouraged them to do it.</td></tr>
<tr><td>Visual aids</td><td>Focus on correctness</td></tr>
<tr><td>Flashcards, Puzzle, printed worksheets, printed lyrics, and cards with vocabulary.</td><td>The teachers frequently corrected pronunciation mistakes and they fostered on the students’ awareness on the shape of their mouths and position of their tongue to make the sound correctly</td></tr>
</table>

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary, the students had to raise the word as they listen, they repeated the words after the teacher. 11:00 The students stood up and the teachers put a card on the student's forehead, their partners mimicked the word and the student had to guess. The students could easily guess most of the words, some had difficulty guessing the words 'never' and 'left'. 11: 10 The students made a movement related to the word they remembered; their partners had to guess the word. The students could guess the words.		
Observer's comments: - The students are getting used to the class structure. - Most of the students help each other.		

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

<table>
<tr><td colspan="2">Teacher: John Alejandro Sanchez
Angie Melissa Marín</td><td>Grade: 4th</td></tr>
<tr><td colspan="2">Class: /ɪ/</td><td>Date: March 13th,2024</td></tr>
<tr><td>Description of the lesson</td><td>Students reading aloud</td><td>Total Physical Response activities</td></tr>
<tr><td rowspan="6">10:20 The teachers greeted the students and the students started talking about the previous class rhyme, they mentioned some words learnt the previous class.

10:30 The teachers organized the students in pairs, they had to do a puzzle, the students could finish first the words that had a picture of animals and had difficulties with the isolated words ‘is’ and ‘it.’

10:40 The teachers presented the sound, explained how to do it and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. The students participated and tried to pronounce the words correctly.

10: 50 The students worked on the worksheet. One student read the instruction, in the matching activity most of them did well, others got confused with few words. In the dictation activity some students got confused with words like ‘it’ and ‘is’.

10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary; the students had to organize the cards in the order they heard the words, they repeated the words</td><td>More students were motivated to participate and read the words aloud along with the song and isolatedly.</td><td>❖ Mimics</td></tr>
<tr><td>Time to use the new rule</td><td>Affective filter</td></tr>
<tr><td>The students were actively practicing the rules during the class, since they got used to the routine, they could manage time better and had more time to repeat more words.</td><td>3 students were reluctant to sing the rhyme, they just confined themselves to organizing the cards and repeat some words isolatedly.</td></tr>
<tr><td>Visual aids</td><td>Focus on correctness</td></tr>
<tr><td>Flashcards, Puzzle, printed worksheets, printed lyrics, die with pictures and cards with the vocabulary.</td><td>The teachers frequently corrected pronunciation mistakes and they fostered on the students’ awareness on the shape of their mouths and position of their tongue to make the sound correctly.</td></tr>
</table>

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

after the teacher. 11:00 The students got in pairs and took the die that had some pictures with the vocabulary seen, they had to roll it and make a movement with the word the got and pronounce the word correctly. 11: 10 The students made a movement related to the word they liked the most, their partners had to guess the word.		
Observer's comments: - 3 students were reluctant to sing the song. - Students are getting used to the routine.		

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

<table>
<tr><td colspan="2">Teacher: John Alejandro Sanchez
Angie Melissa Marín</td><td>Grade: 4th</td></tr>
<tr><td colspan="2">Class: /ɑ/</td><td>Date: March 15th,2024</td></tr>
<tr><td>Description of the lesson</td><td>Students reading aloud</td><td>Total Physical Response activities</td></tr>
<tr><td rowspan="6">10:20 The teachers greeted the students, and the students mentioned some examples of words seen in the previous class.

10:30 The teachers organized the students in pairs, they had to do a puzzle, the students could guide with the picture they could see on the strips of paper. Some of them look up the meaning of the word ‘far’ in the dictionary.

10:40 The teachers presented the sound, explained how to do it, and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. The students participated actively.

10: 50 The students worked on the worksheet. One student read the instruction, and in the matching activity most of them did well since some words were familiar to them.

10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary; the students had to raise the card as they heard the word. After that the students choral drilled the words.

11:00 The students stood up; the teachers put a card on their</td><td>The students were reading the words aloud and they paid attention to the mouth shape to make the sound correctly.</td><td>❖ Mimics</td></tr>
<tr><td>Time to use the new rule</td><td>Affective filter</td></tr>
<tr><td>Students devoted enough time to use the rule. 1 student was distracted and needed help from 1 of the teachers to perform the sound correctly.</td><td>The students were confident and participated in all the activities.</td></tr>
<tr><td>Visual aids</td><td>Focus on correctness</td></tr>
<tr><td>Flashcards, Puzzle, printed worksheets, printed lyrics, and cards with the vocabulary seen.</td><td>The teachers frequently corrected pronunciation mistakes and they fostered on the students’ awareness on the shape of their mouths and position of their tongue to make the sound correctly.</td></tr>
</table>

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

foreheads. The other students made movements to represent the word. The student had to guess the word and pronounce it correctly. 11: 10 The students made a movement related to the word they liked the most, their partners had to guess the word.		
Observer's comments: - All the students sang the song after the teacher motivated the ones that didn't want to.		

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

<table>
<tr><td colspan="2">Teacher: John Alejandro Sanchez
Angie Melissa Marín</td><td>Grade: 4th</td></tr>
<tr><td colspan="2">Class: /ʌ/</td><td>Date: March 20th,2024</td></tr>
<tr><td>Description of the lesson</td><td>Students reading aloud</td><td>Total Physical Response activities</td></tr>
<tr><td rowspan="6">10:20 The teachers greeted the students, and the students mentioned some examples of words seen in the previous class.

10:30 The teachers organized the students in pairs, they had to do a puzzle, the students could guide with the picture. Some of them look up the meaning of the word ‘summer’ and ‘up’ in the dictionary.

10:40 The teachers presented the sound, explained how to do it, and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. The students participated actively.

10: 50 The students worked on the worksheet. One student read the instructions, and in the matching activity most of them did well due to the fact that they already consolidated the vocabulary.

10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary; the students had to raise the card as they heard the word. After that the students choral drilled the words.

11:00 The students stood up in</td><td>The students were reading the words aloud and they paid attention to the mouth shape to make the sound correctly.</td><td>❖ Mimics</td></tr>
<tr><td>Time to use the new rule</td><td>Affective filter</td></tr>
<tr><td>Students devoted enough time to use the rule. The students were concentrated and were asking for corrections.</td><td>The students were confident and helped their partners in all activities.</td></tr>
<tr><td>Visual aids</td><td>Focus on correctness</td></tr>
<tr><td>Flashcards, Matching cards, printed worksheets, printed lyrics, and cards with the vocabulary.</td><td>The teachers frequently corrected pronunciation mistakes and they fostered on the students’ awareness on the shape of their mouths and position of their tongue to make the sound correctly</td></tr>
<tr><td colspan="2"></td></tr>
</table>

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

line; the teachers made a movement and the student who guessed the word and pronounced it correctly went to the board and made a movement for the other students to guess the word. 11: 10 The students made a movement related to the word they liked the most, their partners had to guess the word.		
Observer's comments: - 2 students refused to sing the song at the beginning, however, they choral drilled the words.		

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

<table>
<tr><td colspan="2">Teacher: John Alejandro Sanchez
Angie Melissa Marín</td><td>Grade: 4th</td></tr>
<tr><td colspan="2">Class: /ʊ/</td><td>Date: March 22nd,2024</td></tr>
<tr><td>Description of the lesson</td><td>Students reading aloud</td><td>Total Physical Response activities</td></tr>
<tr><td rowspan="6">10:20 The teachers greeted the students, and the students mentioned some examples of words seen in the previous class.

10:30 The teachers organized the students in pairs, they had to do a puzzle, the students could guide with the picture. Some of them look up the meaning of the word ‘sugar’, ‘look’ and ‘put’ in the dictionary.

10:40 The teachers presented the sound, explained how to do it, and practice the sound isolated, after that they presented the vocabulary; the teachers showed the flashcards and asked some students to repeat the words. The students participated actively.

10: 50 The students worked on the worksheet. One student read the instruction, and in the matching activity most of them did well as they asked for clarification of vocabulary.

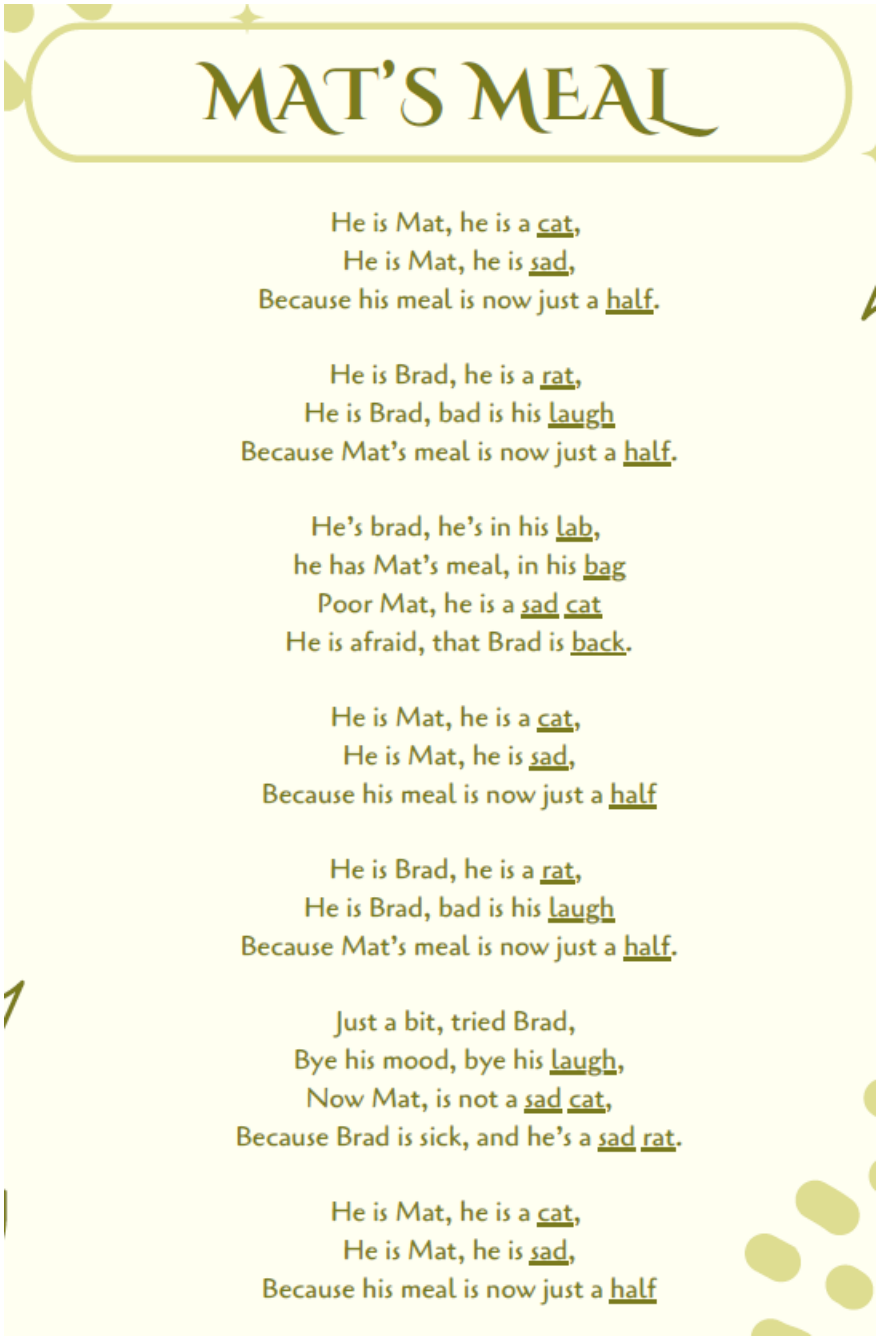
10: 55 The teacher presented the rhyme. The students listened to it once and they got some cards with the target vocabulary; the students had to organize the words as they heard them. After that the students choral drilled the words.

11:00 The students made a circle; the teachers mimicked a</td><td>The students were reading the words aloud and were asking for the correct pronunciation.</td><td>❖ Mimics</td></tr>
<tr><td>Time to use the new rule</td><td>Affective filter</td></tr>
<tr><td>Students devoted enough time to use the rule. Few students had trouble pronouncing the word ‘look’ but they repeated several times until they got the correct sound.</td><td>The students participated actively and were willing to explain the sound to their partners.</td></tr>
<tr><td>Visual aids</td><td>Focus on correctness</td></tr>
<tr><td>Flashcards, Matching cards, printed worksheets, printed lyrics, and cards with the vocabulary.</td><td>The teachers frequently corrected pronunciation mistakes and they fostered on the students’ awareness on the shape of their mouths and position of their tongue to make the sound correctly</td></tr>
</table>

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

word and the students had to raise their hand to participate. The student that pronounced the word correctly went to the board and mimicked a word so as to their partners could guess it. 11: 10 The students made a movement related to the word they remembered; their partners had to guess the word.		
Observer's comments: - The students sang the rhyme and participated in the TPR activities actively.		

Appendix Q: Nursery rhymes lyrics



MAT'S MEAL

He is Mat, he is a cat,
He is Mat, he is sad,
Because his meal is now just a half.

He is Brad, he is a rat,
He is Brad, bad is his laugh
Because Mat's meal is now just a half.

He's brad, he's in his lab,
he has Mat's meal, in his bag
Poor Mat, he is a sad cat
He is afraid, that Brad is back.

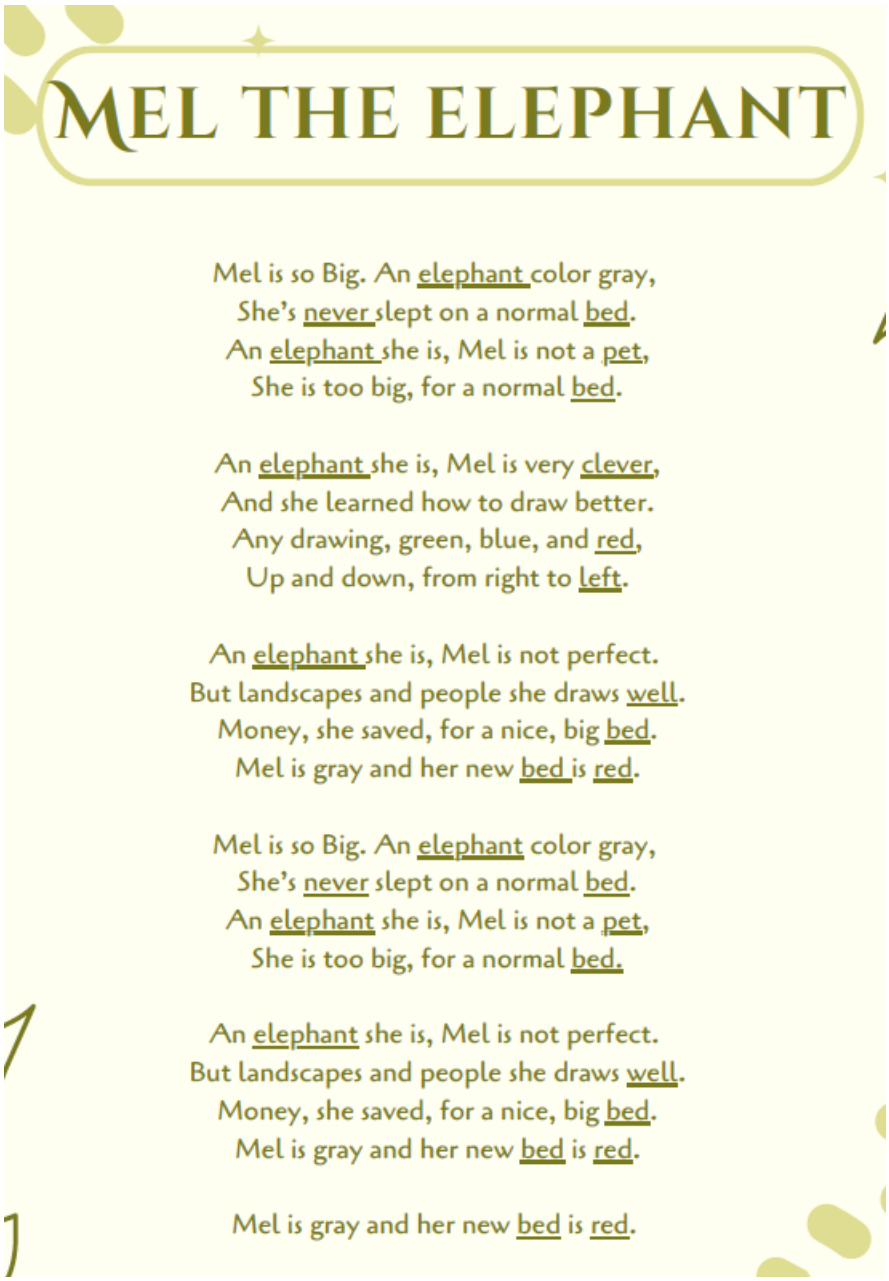
He is Mat, he is a cat,
He is Mat, he is sad,
Because his meal is now just a half

He is Brad, he is a rat,
He is Brad, bad is his laugh
Because Mat's meal is now just a half.

Just a bit, tried Brad,
Bye his mood, bye his laugh,
Now Mat, is not a sad cat,
Because Brad is sick, and he's a sad rat.

He is Mat, he is a cat,
He is Mat, he is sad,
Because his meal is now just a half

Note: Created by researchers



MEL THE ELEPHANT

Mel is so Big. An elephant color gray,
She's never slept on a normal bed.
An elephant she is, Mel is not a pet,
She is too big, for a normal bed.

An elephant she is, Mel is very clever,
And she learned how to draw better.
Any drawing, green, blue, and red,
Up and down, from right to left.

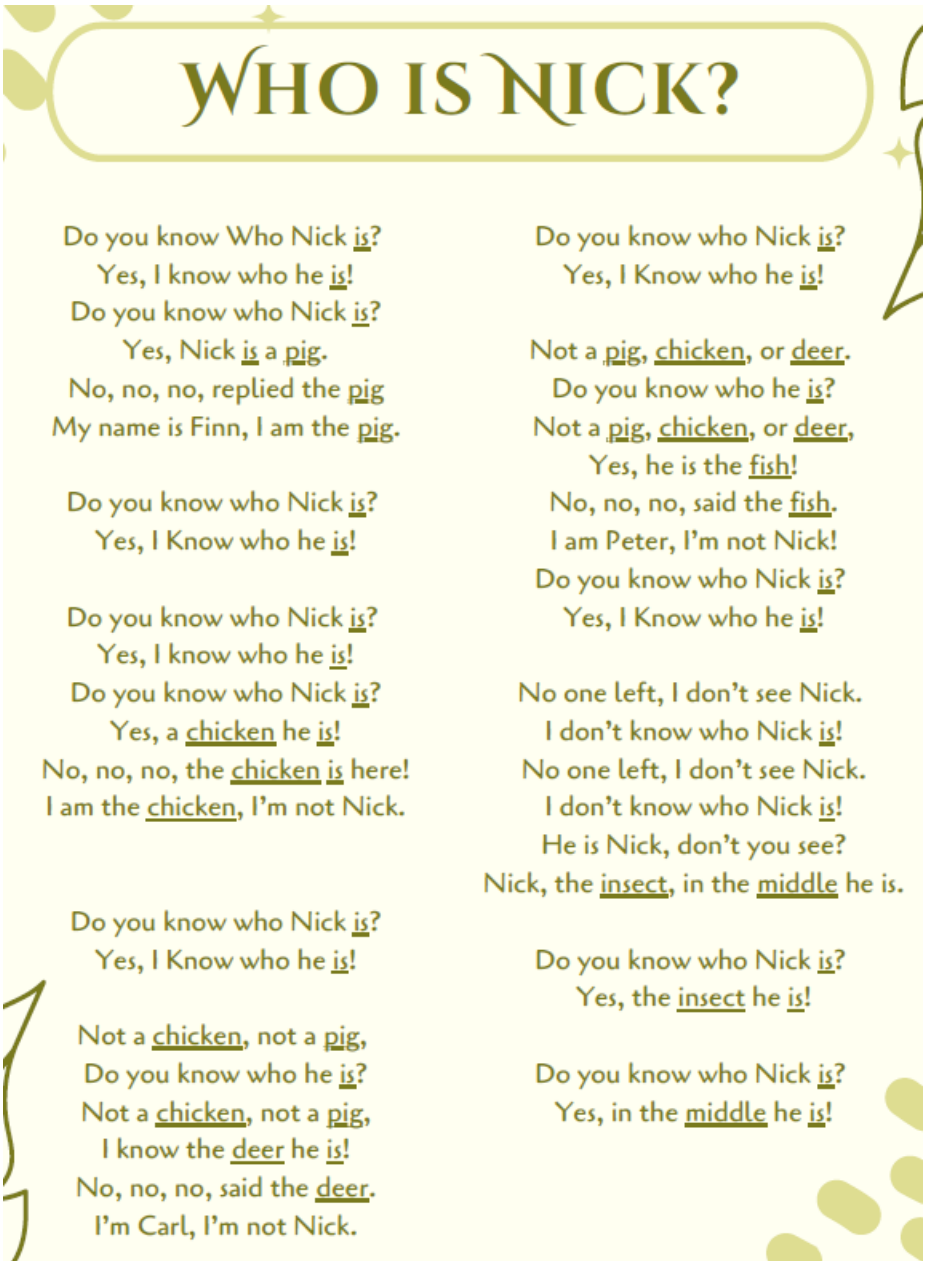
An elephant she is, Mel is not perfect.
But landscapes and people she draws well.
Money, she saved, for a nice, big bed.
Mel is gray and her new bed is red.

Mel is so Big. An elephant color gray,
She's never slept on a normal bed.
An elephant she is, Mel is not a pet,
She is too big, for a normal bed.

An elephant she is, Mel is not perfect.
But landscapes and people she draws well.
Money, she saved, for a nice, big bed.
Mel is gray and her new bed is red.

Mel is gray and her new bed is red.

Note: Created by researchers



WHO IS NICK?

Do you know Who Nick is?
Yes, I know who he is!
Do you know who Nick is?
Yes, Nick is a pig.
No, no, no, replied the pig
My name is Finn, I am the pig.

Do you know who Nick is?
Yes, I Know who he is!

Do you know who Nick is?
Yes, I know who he is!
Do you know who Nick is?
Yes, a chicken he is!
No, no, no, the chicken is here!
I am the chicken, I'm not Nick.

Do you know who Nick is?
Yes, I Know who he is!

Not a chicken, not a pig,
Do you know who he is?
Not a chicken, not a pig,
I know the deer he is!
No, no, no, said the deer.
I'm Carl, I'm not Nick.

Do you know who Nick is?
Yes, I Know who he is!

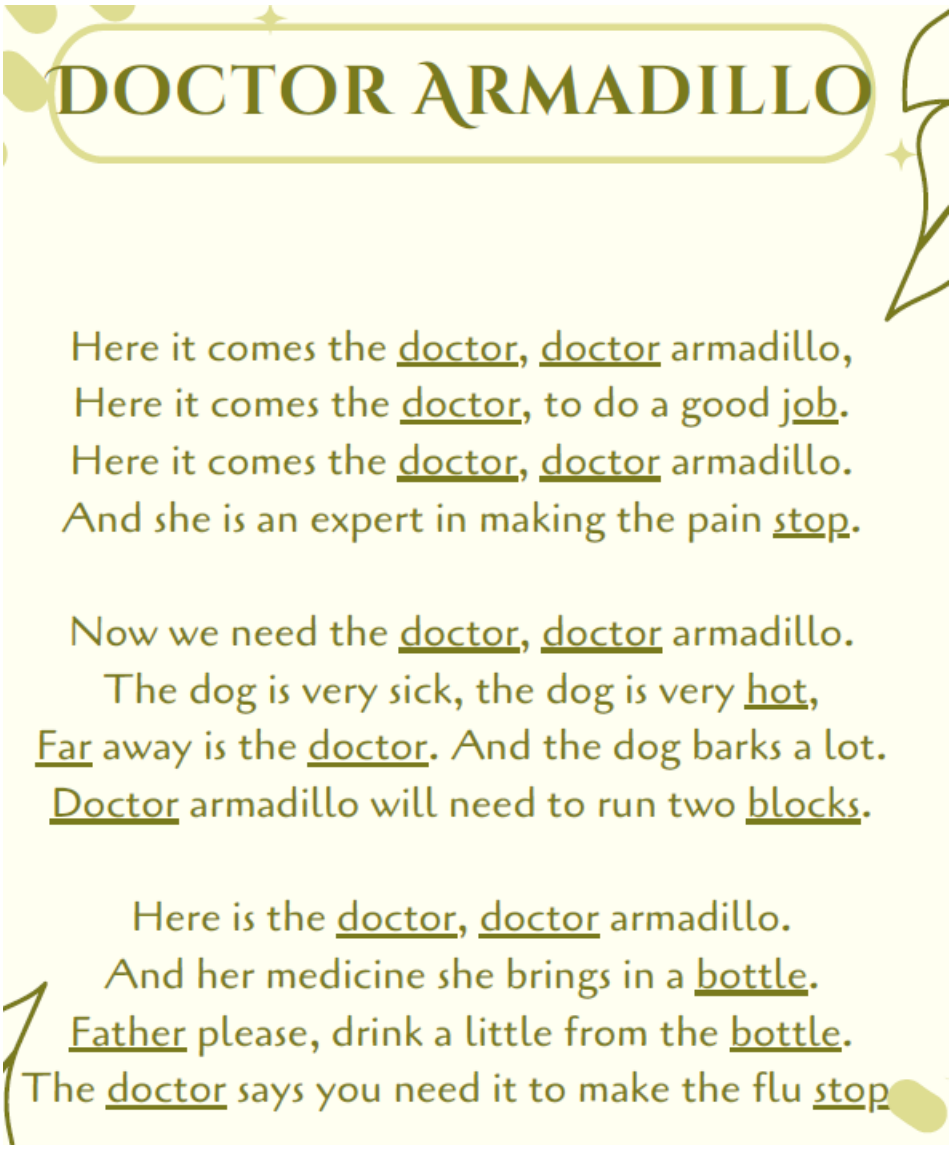
Not a pig, chicken, or deer.
Do you know who he is?
Not a pig, chicken, or deer,
Yes, he is the fish!
No, no, no, said the fish.
I am Peter, I'm not Nick!
Do you know who Nick is?
Yes, I Know who he is!

No one left, I don't see Nick.
I don't know who Nick is!
No one left, I don't see Nick.
I don't know who Nick is!
He is Nick, don't you see?
Nick, the insect, in the middle he is.

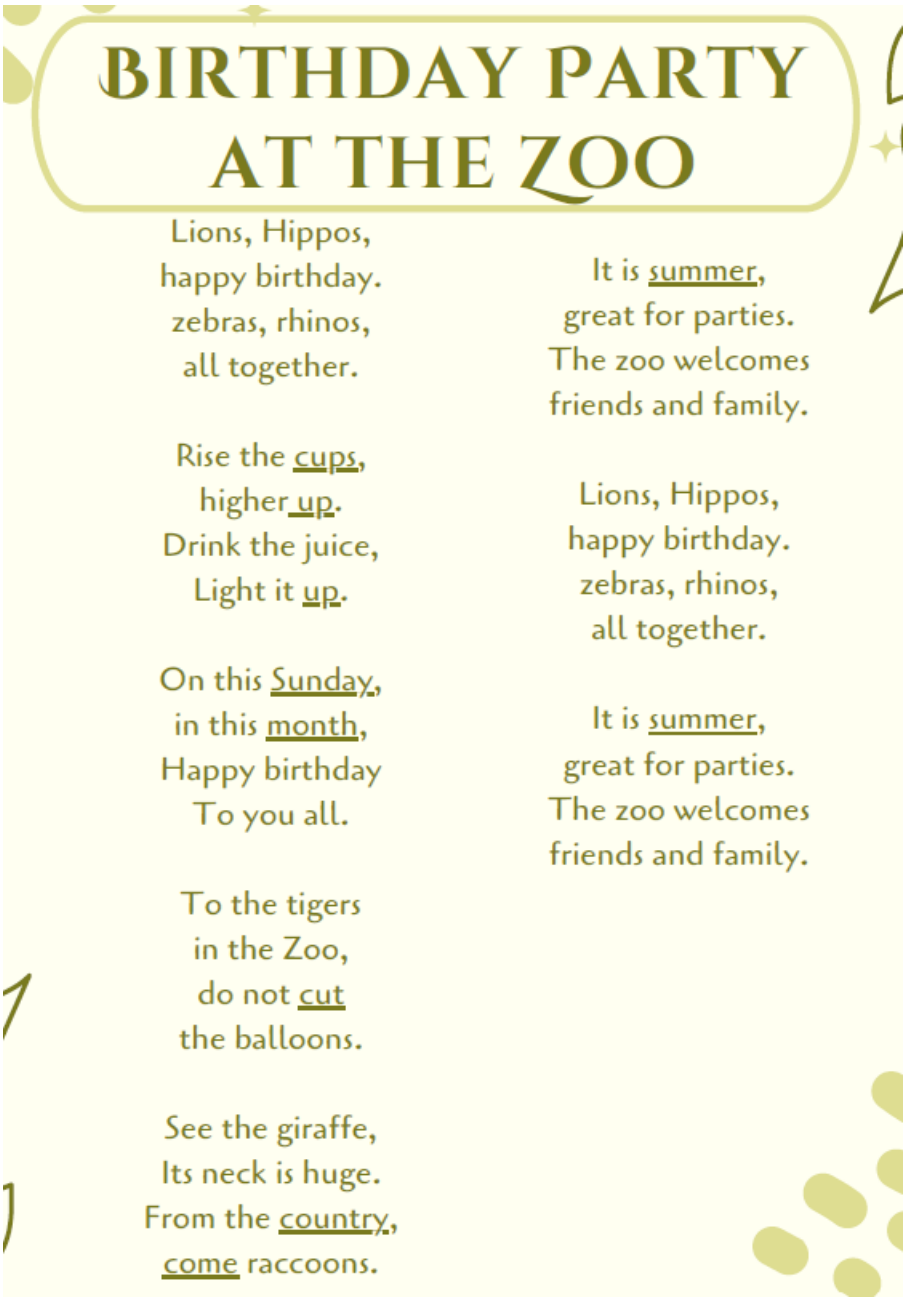
Do you know who Nick is?
Yes, the insect he is!

Do you know who Nick is?
Yes, in the middle he is!

Note: Created by researchers



Note: Created by researchers



BIRTHDAY PARTY AT THE ZOO

Lions, Hippos,
happy birthday.
zebras, rhinos,
all together.

Rise the cups,
higher up.
Drink the juice,
Light it up.

On this Sunday,
in this month,
Happy birthday
To you all.

To the tigers
in the Zoo,
do not cut
the balloons.

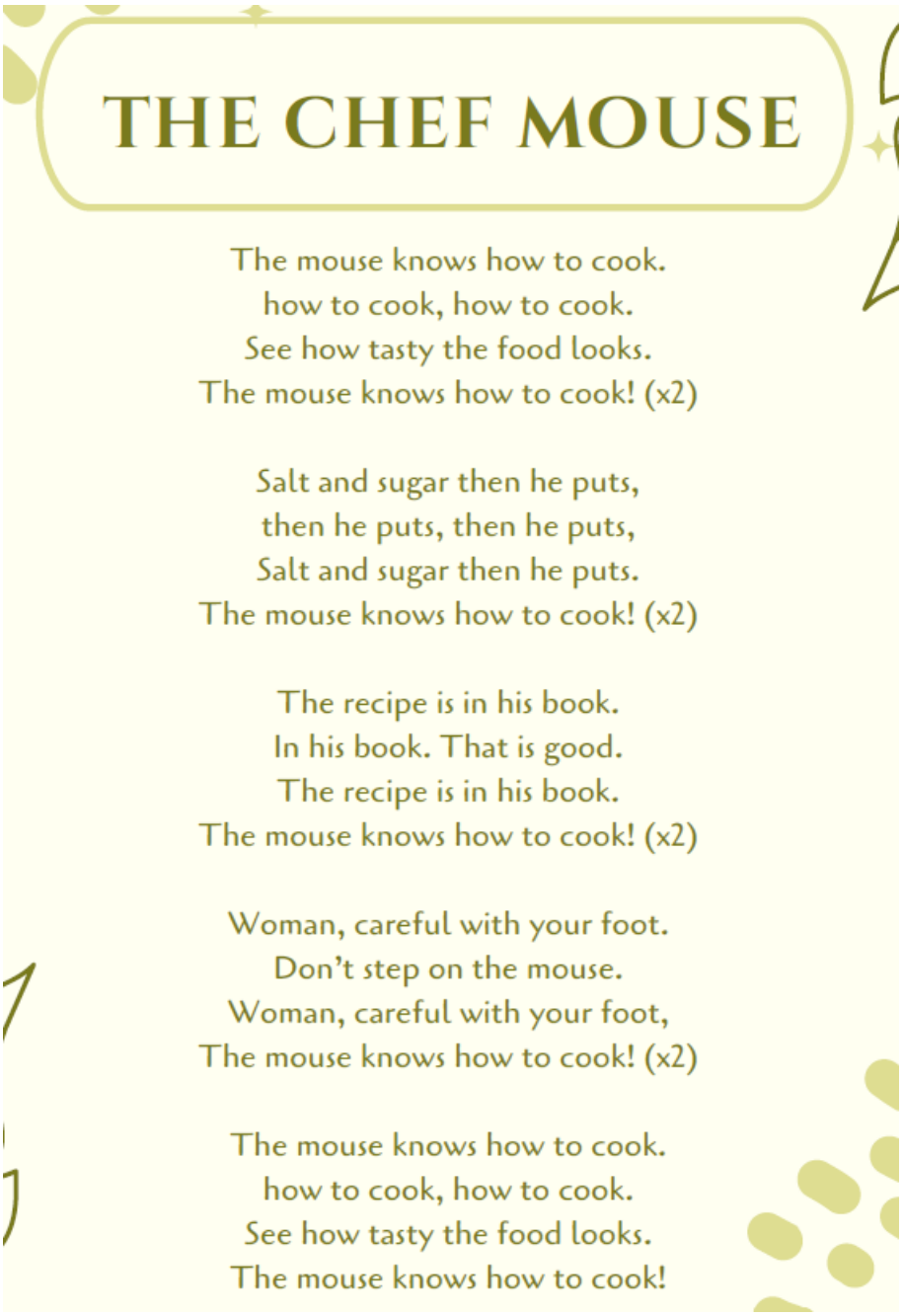
See the giraffe,
Its neck is huge.
From the country,
come raccoons.

It is summer,
great for parties.
The zoo welcomes
friends and family.

Lions, Hippos,
happy birthday.
zebras, rhinos,
all together.

It is summer,
great for parties.
The zoo welcomes
friends and family.

Note: Created by researchers



Note: Created by researchers

Appendix R: Parents' / tutors' consent form

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Acreditación Institucional de Alta Calidad

FORMATO DE CONSENTIMIENTO INFORMADO

Nosotros: _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, y _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, de _____, deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos la justificación, los objetivos, los procedimientos y las posibles molestias y beneficios implicados en la participación de nuestro hijo(a), en el proyecto de investigación: ""*Phonic rhymes: an early literacy approach to develop oral reading fluency in EFL Students by means of systematic phonics.*",", que se describe a continuación:

Equipo De Investigación

El equipo lo conforman: Angie Melissa Marín Parada y John Alejandro Sánchez Zambrano, del proyecto Licenciatura en lenguas extranjeras con énfasis en inglés de la Facultad de Ciencias y Educación de la Universidad Distrital Francisco José de Caldas.

Objetivo:

Determinar el impacto que el método de enseñanza para la lectura temprana "Systematic Phonics" tiene sobre los estudiantes de inglés como lengua extranjera en grado cuarto (4) de primaria.

Procedimiento:

Participar en las sesiones de systematic phonics llevadas a cabo durante la clase de inglés, las cuales incluyen actividades de escucha, canciones, asociación de palabras y reconocimiento de patrones de sonido en el idioma inglés, además de participar en dos evaluaciones que medirán la fluidez de lectura en inglés antes de la implementación de "systematic phonics" y después de la implementación de "systematic phonics" para poder medir su impacto, requiriendo estas evaluaciones tener grabaciones de audio, video y fotografías de mi hijo(a).

Participación Voluntaria

La participación de nuestro hijo(a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea, nuestro hijo(a) informaría los motivos de dicho retiro al equipo de investigación.

Riesgos De Participación

El riesgo por participar en este estudio está relacionados a la frustración, o poca voluntad de participación en las actividades propuestas.

Confidencialidad

La información suministrada por nuestro hijo(a) **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro. En bases de datos, todos los participantes serán identificados por un código que será usado para referirse a cada uno. Además, toda la información recolectada o solicitada a mi hijo(a) estará relacionada al desarrollo del método "systematic phonics" y su impacto, y no estará relacionada a temas no especificados en este permiso como religión, política, género, sexualidad, o demás temas que puedan ser sensibles.

Así mismo, declaramos que fuimos informados suficientemente y comprendemos que tenemos derecho a recibir respuesta sobre cualquier inquietud que mi hijo(a) o nosotros tengamos sobre dicha investigación, antes, durante y después de su ejecución; que mi hijo(a) y nosotros tenemos el derecho de solicitar los resultados de los cuestionarios y pruebas que conteste durante la misma. Considerando que los derechos que mi hijo(a) tiene en calidad de participante de dicho estudio, a los cuales hemos hecho alusión previamente, constituyen compromisos del equipo de investigación responsable del mismo, nos permitimos informar que consentimos, de forma libre y espontánea, la participación de nuestro hijo(a) en el mismo.





Este consentimiento no inhibe el derecho que tiene mi hijo(a) de ser informado(a) suficientemente y comprender los puntos mencionados previamente y a ofrecer su asentimiento informado para participar en el estudio de manera libre y espontánea, por lo que entiendo que mi firma en este formato no obliga su participación.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____,

Firma _____
Nombre _____
C. C. No. _____**de** _____

Firma: _____
Nombre _____
C. C. No. _____**de** _____