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Sound Words; a Phonemic Strategy for the Development of Pronunciation in Kindergarten Students.

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Abstract

The present research explores the didactic teaching strategy of *sound words* which implements the teaching of vowels through rhythmic syllables. This strategy aims to develop students' phonemic awareness for the development of their pronunciation skills by making it more interactive and encouraging greater engagement. Therefore, the aim is to investigate the impact of implementing the *sound word* strategy on the development of phonemic awareness in a group of kindergarten students learning English as a foreign language and its influence on their pronunciation skills. Based on this, the study adopted an action research approach to collect data on implementing phonemic teaching strategies with a group of William Kilpatrick kindergarten teachers through semi-structured interviews. The analysis will be conducted using an action research approach. It is thus expected that a curricular unit will be implemented to observe the functioning of this teaching strategy and enable students to be better able to recognize and produce the sounds of the language, which, in turn, could improve their pronunciation competence, understanding the impact of implementing phonemic strategies at an early stage and its contribution to the English language learning process

Keywords: Phonemic awareness, learning strategies, pronunciation

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Chapter I: Introductory remarks

1.1 Introduction

Teaching phonemic awareness to young children in kindergarten is crucial for their language and literacy development. Research has shown that phonemic awareness tasks are strong predictors of success in reading acquisition (Antonacci & O'Callaghan, 2012). However, teaching phonemic awareness can be challenging for teachers, especially with children who are still developing their communication skills and may not have a solid foundation in phonemic awareness. Additionally, some preschool teachers may lack the necessary training, resources, or support to teach phonemics effectively in their classrooms.

This research project aims to address these challenges by implementing a phonemic teaching strategy called the *sound words* strategy. The objective is to help students in their reading process by allowing them to identify the different sounds of vowels. The strategy involves using rhythmic syllables associated with visual representations to facilitate learning and interpretation through reading (Poeppel & Assaneo, 2020) By implementing this strategy, it is expected that students will develop their phonemic awareness and understanding the impact on pronunciation.

In conducting an extensive literature review, it became evident that finding effective and engaging teaching strategies for preschool students' phonemic awareness is a common challenge. Traditional methods such as memorizing sounds or phonetic symbols may not be effective or engaging for young children. Moreover, differentiation and individualization in phonemic teaching are essential due to the diverse learning needs and styles of students. Implementing strategies that address these different learning types is crucial for improving academic performance (Greiff et al., 2020)

This research project will be carried out in the William Kilpatrick kindergarten, located in the municipality of Cajicá. The kindergarten serves ten early childhood students between the ages of 2 and 6, covering kindergarten, preschool, and kindergarten levels. The institution follows a project-based approach, tailoring activities to the student's age and cognitive process. The research will involve working closely with three teachers, one of whom specializes in English and democracy.

To gain insight into the current phonemic teaching strategies used at the William Kilpatrick kindergarten, a semi-structured interview was conducted with the Spanish and English teachers. The interview revealed that interactive exercises, songs, and multimedia resources are commonly employed to teach phonics. However, it was noted that these strategies can become monotonous over time and may not cater to all types of student learning.

Given the challenges identified and the need for effective phonemic teaching strategies, this research project aims to propose a comprehensive action plan that incorporates various phonemic teaching strategies suitable for kindergarten students during English classes. The objective is to enhance students' phonemic awareness, a fundamental skill that prepares them for reading. By developing their ability to hear, identify, manipulate, and change phonemes in spoken words, students can improve their reading skills and facilitate their acquisition of a second language (Elish-Piper, 2010; Wei, 2006).

The research will explore the implementation of the *sound word* strategy, which utilizes rhythmic syllables and multisensory materials to help students identify the different sounds of vowels. By integrating visual and auditory components, this strategy aims to engage students and enhance their phonemic awareness. Through this research, we seek to answer specific research

questions and achieve the proposed objectives outlined in the subsequent sections. The following lines illustrate the content found in each chapter of this research work.

1.2 Statement of the Problem

The importance of implementing didactic strategies for the development of phonemic awareness in young children in kindergarten is essential to their language and literacy development. According to Antonacci & O'Callaghan (2012), phonemic awareness tasks are the best predictors of students' success with pronunciation production. However, it can be a difficult task for teachers, as children of this age are still developing their communication skills and may not have a solid foundation of phonemic awareness. In addition, some preschool teachers may lack the training, resources, or support necessary to teach phonemics in their classrooms.

To determine decisions about strategies that would help ensure the development of phonemic awareness and aid in pronunciation production, a semi-structured interview was conducted with two teachers from William Kilpatrick Kindergarten. The interviews covered a series of questions, including what strategies they implement for students' phonemic production. One of the participating teachers responded to this specific question, as can be seen in the following excerpt:

> Well, uh, in English, what I, uh, performed is songs. I teach them the sound of each letter of the alphabet. Then they learn to recognize the sound and some words that can also be written with the different letters, eh? In addition to this, they also handle, uh, lottery, sorry, in which, well, they relate e, image, word, and then also the pronunciation with my help. In the same way, we also use... upstairs in the technology room, there is a magnetic board. So they learn how to put words together or put words together. In addition to that, they learn how to spell, so through these activities, they can do the following activities. (Interview in William Kilpatrick Kindergarten to the Spanish & English Teacher, March 2023, own translation)

In this excerpt, the influence of strategies is identified when teaching phonemics to early childhood students. Teachers tend to implement songs that according to Wei (2006) offer a

variety of pronunciation that is a characteristic of speaking skill, which is an integrated and integral part of language learning, but includes the elements of rhythm and intonation. Thus, makes it more complex for students to differentiate sounds. Therefore, the variability in the pronunciation of rhythm according to the song can make this confusing for learners as they tend to repeat what they hear but there is no process with the songs for them to understand the variability of the vowels in each word.

Another challenge is the need for differentiation and individualization in phonemic teaching since in the classroom can find students with different types of learning which leads teachers to implement strategies that can meet the different needs and learning styles of their students, and this is another difficulty that according to Greiff (2020) can find since sometimes it is difficult to have a strategy that suits all types of student learning, but it is necessary since the implementation of strategies that address all types of learning is important since it improves academic performance.

On the other hand, another question was posed during the interview with the main objective of finding out the strategies that the teachers implemented when teaching phonics: 'How do you evaluate that process of the students about the understanding of the phonetic concept, learned in class and how the students react to this?'. Subsequently, one of the educators interviewed answered this question, as evidenced in the following excerpt:

> Mm, let's say that, uh, if they get some vowels mixed up. Well, as I was saying. It changes the sound. So, let's say that yes, they do get a little confused, however, I think that the best strategy, as I was saying, is the songs because they are acquiring, uh, like a vocabulary after that, uh?. (Interview in William Kilpatrick Kindergarten to the Spanish & English Teacher, March 2023, own translation)

Taking into account this answer it can be evidenced that kindergarten students have difficulty identifying the different variations of vowel sounds in English, which affects their

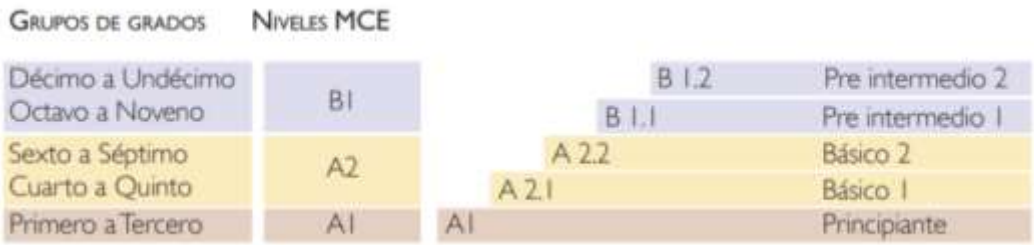
process in the development of pronunciation, this is a problem that occurs due to the greater complexity found in the length of the vowels (Swadesh & Voegelin, 2015) vowels tend to have a reduplication which consists of repeating the root vowel, that is, the first vowel of the root, before the word, in another case, it is presented that the sound of the vowel is duplicated or in some cases take other forms (Swadesh & Voegelin, 2015).Therefore, students tend to confuse these vowel variations which make their pronunciation process more complex by not being able to identify at what point varies the sound of the words.

According to Laurence (1996), this type of problem is known as *Phonological Deficiency*, that is the difficulty that students have in distinguishing between similar sounds or incoherent pronunciation patterns, which can have a significant impact on both the learning process and language development since the accurate pronunciation of vowels is essential for good communication. This problem is usually common in early childhood, however, most of the time the teachers in charge of phonics classes do not identify this type of problem since they think that it is due to the age of the students and that later they will reach a greater phonemic awareness that will allow them to understand different vocal sounds (Crespo-Eguílaz et al., 2006).

In addition, although didactic strategies are important in the teaching of a second language, in Colombia there is a great challenge because in the Ministry of Education (Henforth referred as MEN by its initials in Spanish) which is the one who provides the tools of what and how to teach, there is no bilingualism booklet for kindergartens that indicates a basic learning standard (Osorio de Sarmiento, et al, 2020). For example, in the following image we can see that in the Guide 22 of the Basic Standards of Competence in Foreign Languages: English, that is what teachers use to govern themselves and teach students, there are three levels of learning

which start from first to third grade, omitting kindergarten students, in this sense it makes it difficult for teachers to find strategies that promote phonemic awareness so that they can work on pronunciation from an early age. Therefore, teachers are faced with the task of creating their strategies, which can become a problem for the quality of teaching provided to early childhood children who are supposed to receive a solid foundation to eventually be able to develop in the second language and thus comply with the development of bilingualism in Colombia.

Graphic 1. Grades and levels of English according to Guide 22



In conclusion, according to the interviews, students tend to have difficulties with vowel variations, which affects pronunciation and communication skills. However, the implementation of didactic strategies for phonemic awareness is crucial for language and literacy development, as they allow working on students' pronunciation. However, teaching phonics to young children is challenging due to their developmental stage and lack of resources, as Colombian educational guidelines lack specific standards for bilingual preschool education, making it difficult for educators to develop effective strategies. Therefore, early development of phonemic awareness should be prioritized, providing support and resources to kindergarten educators. Establishing clear bilingual education guidelines will allow teachers to ensure that young students receive a solid foundation for language, fostering bilingualism in Colombia.

1.3 Justification

Teaching phonemic awareness to young children in kindergarten is essential for their language and literacy development; research indicates that phonemic awareness tasks are the best predictors of students' success in developing communicative skills (Antonacci & O'Callaghan, 2012). Therefore, this research is important because it allows us to demonstrate how through new teaching strategies such as *sound words* we can help the development of phonemic awareness and thus help students in their pronunciation learning process so that they can identify the different vowel sounds.

However, in Colombia the Ministry of National Education (MEN) in terms of bilingualism in kindergartens lacks the necessary resources or support for teachers to teach phonemics in their classrooms. Therefore, this research project aims to implement a phonemic teaching strategy called *sound words* that will help students in their pronunciation process. Teaching strategies in the acquisition of a second language help facilitate students' learning, which promotes their participation and improvement in the development of their skills (Castillo,A.2015).With this in mind, this study allows addressing the gap of the absence of bilingual education standards for kindergartens in Colombia, since, not having specific guidelines from the Ministry of Education (MEN), further complicates the situation. Educators are left to design their own strategies, potentially compromising the quality of teaching and hindering students' language development.

Therefore, this research is important in providing strategies that help teachers in English language education (Henforth referred as ELE) to have a guide when looking for strategies that help the development of phonemic awareness for the pronunciation of kindergarten students and also to observe the impact of the implementation of new phonics teaching strategies in the

development of language and literacy in early childhood education students, as well as contributing to the improvement of the teaching of bilingualism in Colombia in order to meet the basic learning standards.

Finally, this research is important because it contributes to the field of local research in Colombia, since there is not much material about phonemic awareness research in kindergartens, which allows educators to have a better understanding of how phonemic awareness has an influence on the learning of their students and also the students enhance their communicative skills and improve their understanding when acquiring a second language.

1.4 State of the art

In this part, we will present the state of the art where we will conduct a comprehensive analysis that allows us to identify gaps in the existing literature and justify the relevance of this research. By exploring the most relevant previous research, it allows us to establish a solid foundation for the new contribution. An analysis of international, national, and local articles will allow a better understanding of the main concepts of this research, thus serving as an indispensable starting point to contextualize and substantiate the research work, guiding the direction and value of the research.

In order to provide an overview of the literature reviewed, phonemic awareness, learning strategies, and early childhood pronunciation were considered as key words to connect the implementation of strategies for the development of phonemic awareness and its influence on students' pronunciation. For the general presentation of these articles, a table is presented in which the title, year, author, institution, scope (international, national and local) of each article reviewed for the delimitation of the theory that supports the topic of this research is specified (see Annex 1).

To start from the international side Fajri, Z. et al (2022) in the article *The Implications of Naturalist Illustration Image Media on Early* investigates the impact of naturalistic illustration media on early childhood learning concentration and motivation. The authors note that young children are often distracted and lose focus during classroom instruction, which hinders learning. To address this problem, the researchers used naturalistic illustration media as a teaching tool to engage children's interest and attention. The study involved 28 preschool children aged 4 to 5 years who were taught using these media as a primary tool for four weeks. The results showed a positive impact on the children's concentration and motivation, allowing them to focus better on the lesson and demonstrate a greater interest in learning. In conclusion, this study is useful for this research because it allows us to give more importance to the use of naturalistic illustration to improve the concentration and motivation of children because it allows us to improve and have an impact on students at the time of the application of this study.

In the second, Munro, J (1998) in his article *Phonological and phonemic awareness: Their impact on learning to read prose and to spell* explores the role of phonological and phonemic awareness in literacy development. This article, the author highlights the importance of phonological and phonemic awareness in reading and writing development, noting that these skills are fundamental to learning to read and write in any language. Munro reviews research demonstrating a strong correlation between phonological and phonemic awareness and success in reading and writing, noting that phonemic awareness is an important predictor of early reading ability. Finally, this article contributes to this study by highlighting the importance of phonological and phonemic awareness in literacy development, thus ensuring that all students acquire the skills necessary to succeed in the development of language skills from phonemic awareness.

In a third study, Pransiska (2017) in the article *Benefits of Bilingualism in Early Childhood: A Booster of Teaching English to Young Learners*, argues that bilingualism offers numerous benefits for young learners, specially in reinforcing English language instruction. The positive impact of bilingualism on academic achievement, language development, and social identity is discussed, as well as the unique challenges faced by bilingual students. It is emphasized that bilingualism can provide a foundation for language development, which can transfer to academic language proficiency in English. The article also highlights the benefits of bilingual education programs for language minority students and recognizes the specific challenges faced by heritage language learners. In conclusion, this article allows this research to see the benefits that the implementation of this type of studies has on bilingualism for young students, underlining the importance of effective bilingual education programs to take into account the needs of language minority students and promote academic success.

Also, Wei, M. (2006) in the article *A Literature Review on Strategies for Teaching Pronunciation* examines different approaches to teaching pronunciation in second language (L2) learning. He begins by highlighting the importance of pronunciation in this process, noting that it is often a neglected area despite its crucial role in effective communication. Wei reviews various strategies, from traditional approaches such as minimal pair exercises to more contemporary methods that incorporate technology and multimedia resources, highlighting that the latter can offer greater engagement and motivation for learners. In addition, he emphasizes the importance of a learner-centered approach that is tailored to individual needs and preferences, including authentic materials and focusing on communication rather than pronunciation accuracy. Also, this study connects with this research as it explores the role of feedback in pronunciation teaching, it allows to analyze various methods, such as self-assessment, peer feedback and

teacher feedback for the time of implementation of this study with students to provide specific, timely and understandable feedback.

On the other hand, Crespo-Eguílaz, N. et al (2006) in the *article Medida de atención sostenida y del control de la impulsividad en niños: Nueva modalidad de aplicación del Test de Percepción de Diferencias "Caras"* presents a new method for assessing sustained attention and impulse control in children using the Faces Difference Perception Test. They adapted this widely used test to assess visual perception in children, including a measure of sustained attention and impulse control through a condition in which the child must resist the temptation to touch the screen when a target stimulus appears. This study adds to the existing literature on the assessment of attention and impulse control in children, offering a new method for assessing these skills and highlighting the importance of developing effective methods in this field. In conclusion, this study provides a valuable contribution to this research by highlighting the importance of developing effective methods to assess attention and impulse control in children, which is expected to be achieved in students through the creation of new strategies.

Now from the national level the first article that we found in the table (annex 1) about *Early EFL instruction and L1 Literacy* where Lindahl, M. & Sayer, P. (2018) explores the impact of Primary English Language Teaching (PELT) programs on kindergarten-aged English as a Foreign Language (EFL) learners' L1 literacy development in public schools. It discusses the increasing trend of introducing English in primary school curricula and the need for early English instruction to enhance communicative competence. The study compares the literacy skills of students who received early EFL instruction with those who did not, highlighting the potential benefits of PELT programs on overall literacy development. The results suggest that early exposure to EFL can positively influence students' L1 literacy skills, thus highlighting the

importance of the present research and emphasizing the importance of investigating the effectiveness of PELT programs in EFL contexts.

Therefore, Palacio, C. (2010) in the study *Strategies to Help ESL Students Improve Their Communicative Competence and Class Participation: A Study in a Middle School* explained the effectiveness of various strategies, including storytelling, role-playing, information gap exercises, and peer tutoring, in improving ESL students' oral skills and class participation. The study conducted in a North Carolina high school showed positive results in language proficiency and attitudes toward reading when these strategies were implemented, along with access to books in the school's multimedia center. Finally, this article allows this research to take into account the need for administrators and teachers to support the use of these strategies, and highlights the importance of patience and teacher training in guiding students through oral activities.

In other hand, Velasquez, E & Cardona, A (2021) in the article *Theoretical foundations for the assessment of bilingualism in the early childhood* addresses the lack of assessment of bilingualism in early childhood education in Colombia, focusing on the need for adequate tools and methods to assess children's bilingual education. Policies, standards and theoretical frameworks in Colombia are discussed, as well as the importance of observation as a formative assessment tool. This study connects with the present study as it allows us to analyze the importance of assessing vocabulary knowledge and emergent literacy skills in young children. In addition, it shows us assessment instruments such as the Peabody Picture Vocabulary Test and the Get Ready to Read test that can be taken into account when implementing this research in the classroom.

In the same way, Montes, N(2018) in the *article lessons based on visual aids for vocabulary learning* focuses on the development of contextualized materials using visual aids to

enhance the vocabulary learning of fourth grade students in a public school. The research used a materials development framework and found that visual aids and contextualized lessons had a positive impact on students' vocabulary. The paper is a thesis that focuses on the development of contextualized materials using visual aids to enhance the vocabulary learning of fourth grade students in a public school. The research allows this study to take into account the development of materials and to find that visual aids and contextualized lessons have a positive impact on students' vocabulary, which can benefit students' pronunciation.

Furthermore, in the article *La gamificación y el fortalecimiento de la habilidad oral en inglés a niños de primera infancia*, Vergara, C., Niño, J & Vega, J (2021) addresses the implementation of gamification as an educational strategy to strengthen early childhood students' oral proficiency in English. A gamified educational material was developed and initial and final tests were conducted on 50 students between 4 and 6 years old. The results showed a significant improvement in oral expression in English, suggesting that gamification can be effective in strengthening this skill in young children. Both students and their parents responded positively to the gamified material, demonstrating a positive impact on learning. This article connects with this study as it allows to study the inclusion of more gamified materials in the educational sector to increase the motivation and desire to learn of students and thus implement it for the creation of strategies that help the production of pronunciation in students.

Finally, on the local part Ordoñez, C. (2012) in the article *Teaching English to very young learners through authentic communicative performances* discusses a qualitative research study on the impact of a bilingual curriculum that integrates learning in Spanish and English for young learners in a kindergarten setting. The curriculum is designed based on constructivist and communicative principles, emphasizing authentic communicative performances to enhance

language learning. Teachers implemented various activities such as role-playing games, story reading, and songs to engage students and improve their oral skills in English. The study evaluates how these authentic performances influenced students' attitudes towards English classes and their learning outcomes. Finally, this article allows this study to analyze the positive impact that the curriculum has on the development of students' language and their participation in the learning process, in order to create a curricular unit that allows the development of this.

Nonetheless, Arias, R (2020) in the thesis *The Impact of Phonemic Awareness in Pronunciation and Language Development in English Language Learners* explores the impact of phonemic awareness on pronunciation and language development in English as a Second Language (ESL) students. The author presents a project that includes a virtual classroom with strategies to improve phonemic awareness and pronunciation. Through her experience as an ESL teacher and observing her daughter's learning, Arias highlights the importance of explicitly teaching English phonemes to improve students' oral proficiency. This thesis connects with this study because it focuses on the need to incorporate phonology and phonemic awareness into the ESL curriculum to help students communicate effectively and understandably, which highlights the importance of research and seeing which is a topic that other teachers have worked on in Colombia.

Thus, In the study *Language awareness and second language pronunciation: a classroom study* Kennedy, S. & Trofimovich, P analyzed the linguistic competence and linguistic awareness of 10 university students who were learning English as a second language. The students were assessed on speaking skills, pronunciation, and linguistic awareness through dialogue diaries. The importance of possessing technical language skills and understanding language in context to achieve effective language learning is highlighted. In addition, the

relationship between linguistic awareness, pronunciation, and language development in second language learners is discussed. This study allows the present research to have even more relevance since it highlights that linguistic awareness plays a crucial role in learning pronunciation and language development, and that students need to achieve a certain level of competence in listening to a second. language to improve its pronunciation, which is sought by developing phonemic awareness to improve students' pronunciation..

Meanwhile, Monsalve, S & Correal, A. (2006) in the study *Children's Oral Communication in English Class Activities: An Exploratory Study* addresses the relevance of enhancing children's oral communication skills in English classes, highlighting the importance of teachers in creating meaningful activities that foster effective communication. A qualitative case study approach was used to examine children's oral production in an English course at the National University of Colombia. The results showed that connecting prior knowledge with new knowledge and engaging children in imaginative activities were key factors in promoting oral communication. The connection of this article to this study is the importance of providing a conducive environment and effective strategies to develop oral communication skills in children, whether through focusing on accurate pronunciation or by creating a supportive environment that encourages confidence and motivation in students.

Finally, in the article *Pedagogical Factors that Influence EFL Teaching: Some Considerations for Teachers' Professional Development* addresses the pedagogical factors that impact the teaching of English in Colombian public schools, focusing on communicative competence, interlanguage and the native language effect. It is highlighted that teachers' beliefs, attitudes and perceptions play a crucial role in shaping their teaching practices. It is mentioned that teachers with a low linguistic self-image may avoid teaching skills in which they feel less

competent, while those with a positive attitude towards English tend to seek and apply effective teaching strategies. Therefore, the article and this study are connected since it allows us to see that for the strategies to be effective, it is also crucial to address the teachers' perceptions and beliefs, since these can influence how implement these strategies in the classroom, so we see the importance of training teachers in both specific teaching techniques and the more subjective aspects that influence teaching practice when implementing this study.

In conclusion, these studies allow us to obtain an overview about the importance of phonemic awareness and how it influences the pronunciation of students, on the other hand the analysis of these documents allows us to identify that locally we have a gap about the implementation of bilingualism in kindergartens, likewise, there are not many studies that address the issue of phonemic awareness and strategies to work this in early childhood students in order to improve pronunciation. Therefore, for this research project it is important to identify these gaps in order to contribute significantly to the field of bilingual education in kindergartens and to give them the corresponding importance so that they have a solid foundation in the acquisition of a second language through strategies that develop their phonemic awareness and so they can work on pronunciation.

1.5 Research Question:

What does the implementation of *sound word* strategy reveal about the phonemic awareness of a group of kindergarten students when developing their pronunciation skills in English as a foreign language?

1.6 General research objective:

To analyze the impact of implementing the *sound words* strategy on the phonemic awareness of kindergarten students in the context of learning English as a foreign language**.**

1.6.1 Specific research objectives:

- To create a curricular unit that allows the implementation of the *sound word* strategy.
- To apply the *sound word* strategy to support the phonemic awareness.
- To understand the impact of the phonemic awareness in students' pronunciation.

Chapter 2: Conceptual Framework

In this second chapter called the development of theories and concepts, the theoretical, conceptual, and legal spaces that support this research project will be explored. Focusing mainly on the three main constructs that make up this research, which are: phonemic awareness, pronunciation, and rhythmic syllables. Legally, the study includes the ethical aspects of carrying it out, taking into account its relation with early childhood education and children, as well as legal and ethical considerations.

2. 1 Phonemic Awareness

Phonological awareness is the area of oral language that relates to the ability to think about the sounds in a word (Mehigan, n.d.), in other words, is the broader construct for knowing speech sounds, rhyming, and alliteration (Antonacci & O'Callaghan, 2012). On the other hand, phonemic awareness is the ability to focus on and manipulate phonemes in the spoken word (Antonacci & O'Callaghan, 2012) which mean that students can understand that there are sounds at the beginning, middle, and end that can be manipulated (Phillips and Torgesen, 2006). In conclusion, phonological awareness is the knowledge of sound patterns and phonemic awareness is the knowledge of individual speech sounds (Munro, n.d.)

Taking into account the above, this research project focuses on phonemic awareness since it responds to the problems of phonological impairment where students present distortions within the phonemes (Laurence, 1996) which are the small units in the speech of language and are studied and developed through phonemic awareness.

The connection between phonemic awareness and pronunciation is that phonemic awareness allows one to identify and manipulate the different sounds. Therefore, this can

positively impact pronunciation because the students can easily disassemble the tones of the word and compose the phonemes of the word (Lai et al., 2007) this helps to heighten sensitivity to phonemes and can lead to improved accuracy in pronouncing words. Therefore, for my study, pronunciation is a characteristic of speking skill, which can be worked on through the development of phonemic awareness as it allows students to have a better understanding of the sound and production of phonemes.

2. 2 Pronunciation

Pronunciation in English is the production of individual sounds and words that is used for making meaning (Gilakjani, 2016), for this reason, the target of teaching pronunciation is to develop learners' phonetic competencies, taking into account that pronunciation is not to make the learners sound like native speakers of English, the realistic approach is to enable the learners to pronounce the language without detracting from the ability to comprehend the message. (Akhatovna, n.d.). Also, pronunciation is a progressive construction in children because they only repeat what they have heard. For this reason, it's important to teach through simple sounds because they speak for a long time using sounds that cannot be recognized as the words that adults use in speech (Ozfidan & Burlbaw, 2019).

The connection between pronunciation and the strategies of *sound words* is that these strategies use the implementation of rhythmic syllables which aid pronunciation by guiding the stress patterns of words. Also, the students can identify which syllables should be stressed or emphasized when pronouncing words, this improves the accuracy of pronunciation and clarity of communication as it allows for greater fluency.

2. 3 Sound words

It is a strategy that involves using rhythmic syllables associated with visual representations to facilitate learning and interpretation of the different words when speaking, this strategy seeks students to develop their phonemic awareness through rhythmic syllables which are important in the construction of intelligible speech since auditory perception is enhanced for rhythmic acoustic signals which happen to be the same range of privileged by the speech production system (Poeppel & Assaneo, 2020).

This strategy is the adaptation of the strategy Jumping beans which consists of a colored mat assigning a sound to each color and according to the word that is given to students should jump by the phonemic sounds of that word the second strategy is singing sounds which consists of listening to words through poems, stories or songs using different voices like a whisper or shout for students to begin to differentiate the sounds that are being read these strategies are created by Pamela Koutrakos (2020). The *sound word* strategy of working with rhythmic syllables aids in the learning and interpretation of words, which helps students develop phonemic awareness by highlighting rhythmic patterns that align with the speech production system, improving pronunciation accuracy and communication fluency.

2. 4 Legal Framework

The present legal framework will make known the set of laws, rules, and regulations that are governed throughout the research process of this work to ensure that it is ethical and legal research. This legal framework includes national and international laws, as well as specific regulations of the institution for education in Colombia.

Therefore, this legal framework is made to guarantee that the research is carried out ethically and responsibly and that the rights of the participants and institutions that will be named in this research are respected.

Taking into account that the research is carried out touching different ethical aspects, the present legal framework will be divided into five sections which are Education in Colombia, Private Education (Institution), Early Childhood Education, Bilingual Preschool Education, and Treatment of Personal Data. For these categories, the Colombian Political Constitution of 1991, the General Education Law 115 of 1994, Law 1581 of 2012, the DBA, and the Belmont Report will be contemplated, these main laws, articles, and decrees, among others that serve this research will be presented in the following table called "Important legal aspects" (see table 1).

Table 1.Important legal aspects

Education in Colombia	**Private Education**	**Early childhood education**	**Early childhood bilingual education**	**Processing of personal data**
Colombian Political Constitution of 1991 (Article 67)	Colombian Political Constitution of 1991 (Article 68)	Law 115 of 1994 (Article 16)	DBA (Fundamental learning)	Belmont report
				Law 1581 of 2012 (Article 7)

Source: Own elaboration

In this table, we can observe the condensation of the legal framework which shows that the present research, when dealing with a population that is part of bilingual early childhood education, uses legal and ethical bases that correspond to them. In addition, the importance of

legal principles, constitutional rights, and ethical guidelines are also taken into account to shape the research process, guaranteeing the protection of children's rights, and taking into account the legal bases that respond to their ages.

2. 4 1 Education in Colombia

In this first section, we talk about the legal aspects of education in Colombia,

therefore, it is important to mention the political constitution of Colombia of 1991, which guarantees the rights and talks about the duties, freedoms, and limits of each Colombian individual, in this way, we can find article 67 which tells us that education is a right of people and also a public service with a social function, This article is important for the development of this research work because when working with issues related to education, we must take into account that through this research work, we correspond to this article to provide students access to knowledge, goods and different values of culture to the children of the country, as inferred in Article 67.

Article 67 of the Constitution establishes the State's responsibility to provide quality education for all, with special attention to the protection of the best interests of the child. These constitutional principles are the basis for all subsequent laws and policies related to education. In addition, Article 67 states that education is a right and a public service of the individual. Therefore, it is essential to take these regulations into account in research projects that focus on educational practices and seek to guarantee a quality educational service from the early childhood stage.

2.4 2 Private Education

Article 68 of the Colombian Constitution is a vital provision that addresses the right to education in Colombia, including private education. It enshrines the universal right to education as a fundamental right for all Colombian citizens, irrespective of their socioeconomic background. This encompasses access to both public and private educational institutions, emphasizing equal access without discrimination based on race, gender, religion, or economic status.

Likewise, according to Article 68, it acknowledges the importance of private education while allowing government regulation and oversight to ensure educational standards are met. This regulatory role helps maintain educational quality and ensures private institutions fulfill their educational mission. In some cases, the government may offer financial support to private educational institutions, particularly when serving underserved or disadvantaged populations, making private education more accessible.

Article 68 also safeguards the freedom of teaching, allowing private educational institutions to develop their educational philosophies, curricula, and methods. This encourages innovation and diversity in the education sector. Lastly, it provides the legal framework for private educational institutions, defining their rights and responsibilities within Colombia's education system.

Considering the above, the present research project aligns with Article 68 of the Colombian Constitution by emphasizing universal access to quality education. By employing multisensory materials, the project caters to diverse linguistic backgrounds, promoting equal access and protecting cultural diversity. This innovative approach also resonates with Article 68's emphasis on educational freedom and diversity in teaching methods. Additionally, the project's

adherence to educational standards reflects the constitutional provision for government regulation and oversight. Overall, the research contributes to the constitutional goals of providing inclusive and effective pre-reading education for all students, particularly in bilingual kindergarten settings.

2. 4 3 Early childhood education

Law 115 of 1994 is about the provision of education services at different levels of schooling, including preschool, which is the population of this degree work, therefore Article 16 is relevant because it tells us about the specific objectives of preschool education and one of them is to develop creativity, skills, and abilities of their age, which seeks to implement strategies to help the development of a second language, considering the skills and abilities of early childhood students.

In addition, law 1098 of 2006 about the Code of Childhood and Adolescence, which talks about the importance of recognizing the rights of children and the fulfillment of the same, plays an important role in the development of this work, since it is relevant to developing the project respecting the rights and needs of students, on the other hand this law promotes a comprehensive approach in the development of children, which in the design of teaching strategies is relevant because it allows us to take into account the physical, emotional, social and cognitive aspects of the students..

The article also highlights the importance of play in children's education, promoting the use of play-based learning activities that enable children to explore, experiment, and interact with their environment. This approach is not only engaging for children but also effectively stimulates their cognitive and social development. In this sense, the current research contributes to fulfilling this article, since through the implementation of the *sound words* strategy, children

will be able to participate in more didactic classes that favor the development of their learning interactively.

2. 4 4 Early childhood bilingual education

Basic Learning Rights (DBA for its initials in Spanish) constitute a fundamental concept in education policy that applies to all levels of education, including early childhood education. In the context of early childhood bilingual education, these basic learning rights carry significant contributions and importance.

First, these rights underscore the principle of equal access to quality education for all students, including those in the early childhood phase. This is particularly relevant for bilingual education, as it ensures that children from diverse linguistic backgrounds have an equal opportunity to receive a high-quality education. Additionally, these basic learning rights often include standards and indicators for educational quality. Within early childhood bilingual education, such standards ensure that programs meet high-quality educational benchmarks, offer appropriate language development support, and maintain cultural sensitivity in their curriculum.

Thus, DBA provides a comprehensive framework for equal access to quality education, cultural and linguistic inclusivity, setting educational quality standards, involving parents and communities, promoting teacher training, monitoring progress, and implementing inclusive education practices in early childhood bilingual education. These rights are essential for creating effective and inclusive bilingual education programs that meet the needs of diverse student populations.

DBA emphasizes the fundamental principle of equal access to quality education for all students, irrespective of their linguistic background. In the context of the research project, this principle ensures that bilingual kindergarten students have equitable access to effective pre-

reading skills development, regardless of their level of language proficiency. It underscores the project's commitment to addressing phonemic awareness needs comprehensively.

Additionally, quality standards and accountability mechanisms, often associated with DBA, are equally important in the research project. These standards are essential for assessing the effectiveness of the multisensory materials employed to enhance phonemic awareness. By aligning with these quality standards, the project ensures that the intervention meets the requirements of a high-quality educational program, benefiting bilingual kindergarten students.

Chapter 3. Research Design

In this chapter addresses the paradigm that has been implemented in this research, which is qualitative research, that allows us to carry out the approach to be used (action research). Also, it is found how the data will be collected, the three categories of learning to be taken into account for the unit to be implemented, then the explanation of the ethical aspects that were taken into account for this implementation and finally the population in which this whole process will be carried out.

3.1 Qualitative Research

This study will be conducted using the qualitative paradigm which, according to Maxwell (2008), interprets or describes social phenomena from a holistic perspective. It is also characterized by its emphasis on interpreting and understanding data through the experiences, perceptions, and meanings of the participants. Qualitative research according to Lisboa (2018) uses a series of representations that allow understanding and making sense of the phenomena encountered, among them we have narratives, interviews, and diagrams, among others.

This type of research is important for the development of this work because it allows us to have a better understanding of how through the rhythmic syllables a curricular unit can be implemented which allows us to see and understand the experience of students when developing phonemic awareness to improve their pronunciation, therefore, it allows us to adapt the *Sound words* strategy as the experience is observed, to have a better understanding of the experiences of students, to adapt the strategies to the needs of the participants and to implement the necessary materials.

3.2 Action Research

The type of study to be carried out is action research, according to Cohen & Manion (1994) is a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention. Therefore, this type of study allows teachers to reflect on a problem they encounter in their classroom, to later have social or political effects through the influence of a change in what is done in the classroom (Fischer, 2001), therefore, action research allows us as teachers to investigate an event we see in the classroom to reflect on them and seek ways to implement a change.

This study is conducted following McTaggart's model (1988), which is carried out in four phases; the *plan* in which the problem is identified, its causes and we begin to execute a plan that allows us to solve the problem, then we have the *act* in which we implement the design of the action plan that we want to implement in the classroom and along with this the *observe* where the researcher takes notes of the results and actions that students present at the time of implementation of the lesson plan, so finally reflect on the *implementation* that took place and to redirect the action and make new planning.

3.3 Data management instruments

The data collection method is the process used to obtain specific or relevant information from the research (Cohen & Morrison, 2007). For this research the instruments of data management that are taken into account are the participant observation and audio recording, the observation will be done in order to obtain a detailed record about the implementation in the classroom that allows us to analyze the experience of the participants and the audio recording will allow us to capture how the pronunciation of students is varying in each implementation and thus obtain greater accuracy for analysis.

3.3.1 Audio recording

This instrument allows us to record the oral activities of the participants (Brown & Rodgers, 2002), the audio recording is usually an accurate tool since it can be implemented according to Kasper (1998) in two moments, the first when the participant reads aloud and the second when a retrospective report is made in which the participants verbalize their thoughts. Therefore, for data collection, the first moment will be implemented in order to capture the pronunciation of the students and keep a record of it during the six classes.

3.3.2 Observation

This instrument allows us as researchers to collect data directly from the implementation in situ (Robson, 2002), the observation also allows us to record the non-verbal, natural, or artificial behavior of the students. Therefore, to carry out an observation it is necessary to implement a Schedule in which, according to Cohen & Morrison (2007), we must decide the focus of the observation, the frequency with which we will observe, and the categories of analysis that will allow us to analyze the data more easily and accurately.

Graphic 2. Field diary format for pedagogical intervention

Observation Format N°		
Name of observer:		
Date:	**Class:**	
Aim of lesson:		
Activities:	**Difficulties:**	**Pronunciation:**
Comments:		

Connection with theory:

Source: Own elaboration

This observation form will allow you to record important observations during the implementation of each lesson. It includes fields such as the name of the observer, the date, the class observed, and the objective of the lesson. In addition, it allows us to detail the activities performed in class, identify difficulties encountered, evaluate the students' pronunciation, and provide feedback on various aspects of the lesson, thus allowing us to collect detailed data that can be used to analyze and allow us to improve teaching practices and adapt lessons according to the needs of the students.

3.4 Categories

Based on the three main theoretical perspectives presented in the previous chapter, the data collected is analyzed keeping in mind its functionality in the students' learning process.

Table 2. Categories considered for the intervention

Unit of analysis	Categories	Indicators
Pronunciation ability	Development of pronunciation ability through phonemic awareness	● Measure the learner's ability to accurately identify and separate individual phonemes. ● Evaluate the learner´s capacity to differentiate between similar phonemes.
	Phonemic awareness is a determinant factor in improving pronunciation skills (linguistic ability)	● Demonstrate the learner´s ability to decode and encode sounds accurately

	Rhytmic vowel to allow the development of phonemic awareness	• Evaluate the learner´s ability to accurately repeat rhythmic vowel patterns.

Source: Own elaboration

This table provides a detailed framework for analyzing the unit of analysis and measuring students' progress in developing their pronunciation skills, focusing on phonemic awareness and accuracy in reproducing rhythmic vowel patterns. In this case, the focus is on the student´s pronunciation skills. They are divided into specific categories and clear indicators are provided for each.

3.5 Ethical Considerations

This research Project will be carried out in compliance with the law 1581 of 2012, which is the Personal Data Protection Law, this plays a fundamental role in this research work, especially when interacting with teachers, students, and parents. Its importance lies in ensuring the privacy of individuals in the handling of their data, as research involves the collection of thoughts or opinions. Therefore, this law focuses on safeguarding the rights and privacy of individuals about their data, giving them fundamental rights such as the right to know, update, and rectify their data, revoke consent, access their data, and lodge complaints with the data protection authority.

This law, together with the Belmont Report, establishes three ethical principles, allows us to guarantee people the importance of protecting their rights and welfare in research, and therefore includes informed consent (Annex 2), which allows us to minimize the risk that participants may present and maximize the benefits, finally, as researchers, it allows us to guarantee that our work complies with the ethical principles already established.

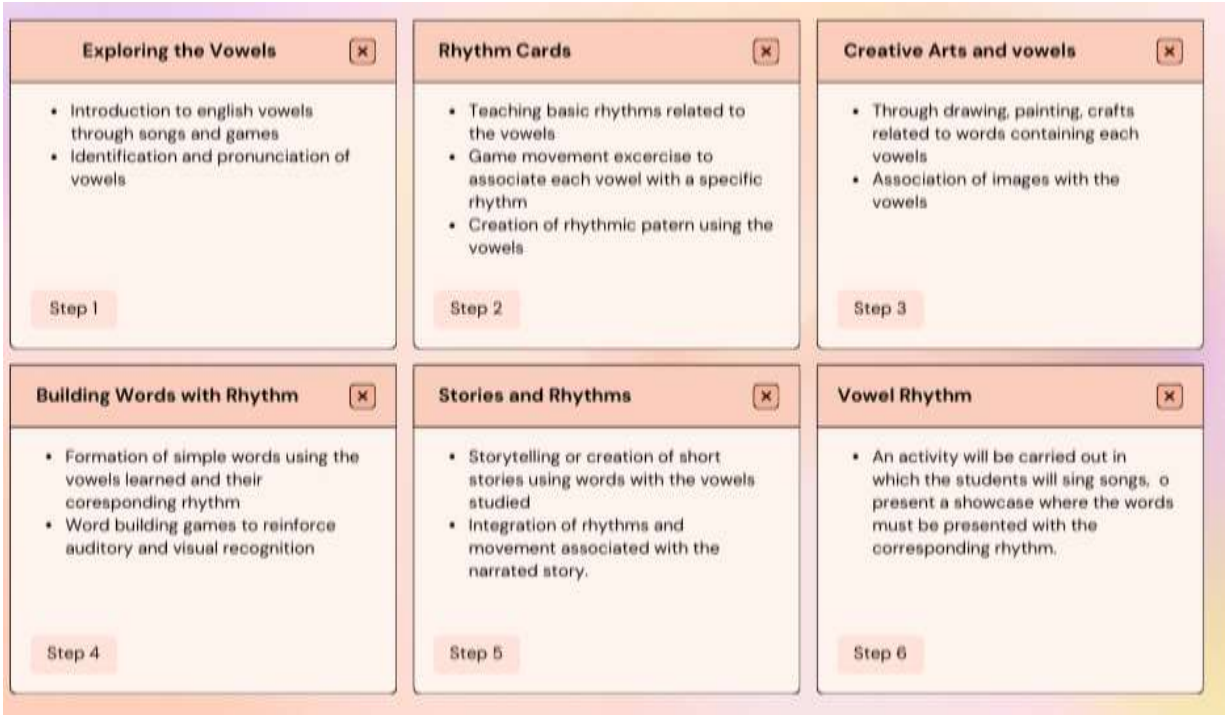
3.6 Population and Sampling

The population is often students between 3 and 6 years of age, of the William Kilpatrick kindergarten located in the town of Chuntame Veracruz, Cajicá, this institution has three teachers, one for English, Spanish, and mathematics. In addition, a project methodology is implemented, which seeks to enhance the capabilities of students, allowing them to learn to work as a team and are formed through play and communication.

Chapter 4. Pedagogical Intervention and Implementation

In this chapter will present the activities, resources, vision of language and learning, roles of the researcher and the participants in this research, the evaluation vs. assessment and how it will be implemented, the instructional design, the timetable taking into account the phases of action research, and finally the lesson planning. This will be carried out taking into account a curricular unit designed based on activities where the *sound words* strategy is implemented, this unit consists of six classes, in which we seek to identify the effectiveness of the strategy, which is expected to allow through the rhythmic syllables to stimulate the development of phonemic awareness and thus students to recognize individual sounds can improve their pronunciation when learning a second language.

Graphic 3. Curricular Unit



Source: Own elaboration

This curricular unit will be developed over six classes with the objective of introducing kindergarten students to the learning of vowels through the strategy of *sound words*, which works with rhythmic syllables. In the first stage, the focus will be on introducing vowels through songs and games, followed by vowel identification and pronunciation. The second stage will involve teaching basic rhythms associated with the vowels, along with movement exercises to relate each vowel to a specific rhythm and the creation of rhythmic patterns using the vowels. Then, in the third stage, we will be associating pictures with the vowels. In the fourth stage, students will construct simple words using the learned vowels and their corresponding rhythms through word-building games to reinforce auditory and visual recognition. The fifth stage will focus on storytelling or creating short stories using words with the vowels studied. Finally, in the sixth stage, students will participate in activities where they will sing songs or present an exhibition where the words must be presented with the corresponding rhythm.

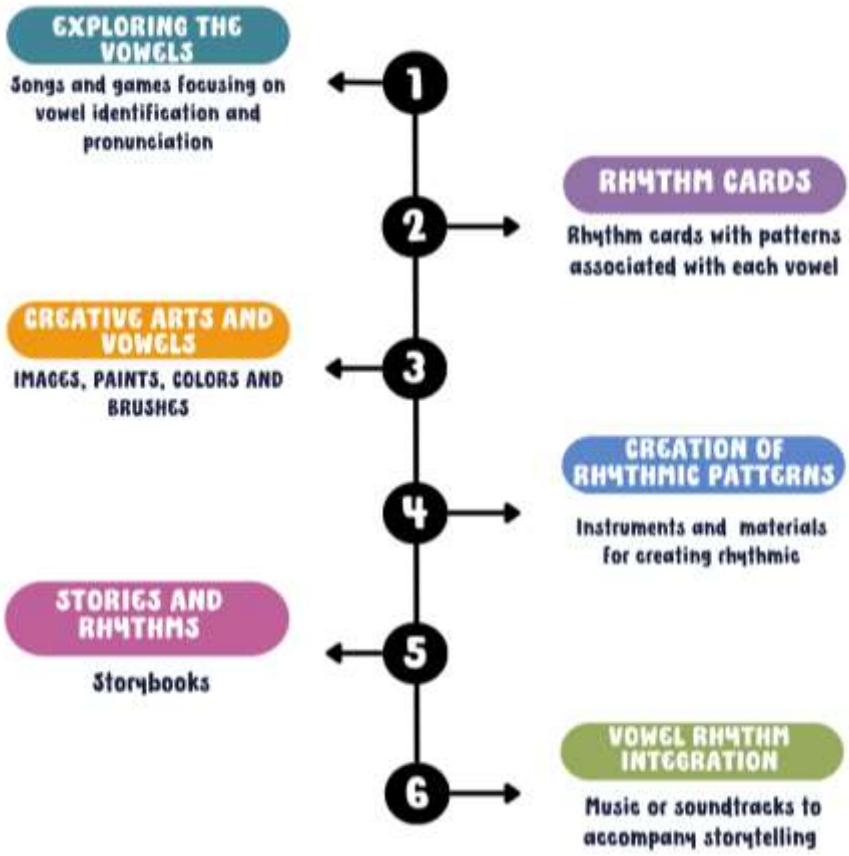
4.1 Activities and Resources

The choice of activities and resources to be implemented during the learning process of an early childhood child is important since, according to Cooper (199), these are designed to facilitate knowledge in students and motivate their participation in the teaching/learning process. Cooper 1999 explains that three spheres should be considered when creating teaching/learning activities: cognitive, affective, and behavioral. For this research, the cognitive sphere was taken into account since it is the one that allows students to remember information, in this case through the relationship between symbols and sounds.

For the choice of activities and resources, the cooper filter was taken into account, which first analyzes the population to which these activities will be implemented, the purpose for which we carry out this lesson, the time when we are going to implement it and the resources, we need

[1]and have. Therefore, for this research, we seek to implement activities and resources with rhythmic syllables to develop phonemic awareness, allowing students to improve their pronunciation skills.

Graphic 4. Activities and materials are to be implemented during each classroom implementation.



Source: Own elaboration

[1] On the following link, you will have access to more samples of the materials intended for implementation in alignment with the lesson plans.

https://docs.google.com/document/d/1IRVEe0VLXzKfTS9DImuhntc6jv1AFkjPjCm2Ju_rRb4/edit?usp=sharing

This map explores the activities and materials that will be used during the implementation of the curriculum unit, focusing on vowel identification and pronunciation. It includes songs and games designed for this purpose, as well as visual activities, such as pictures, flash cards as shown in Annex 9, paints, and colors, using paintbrushes. In addition, storybooks and rhythm cards are mentioned that present patterns associated with each vowel. Finally, the creation of rhythmic patterns using various instruments and materials is sought.

4.2 Vision of Language and Learning

Ortega (2011) underscores the dynamic and intricate nature of language, not merely as a tool for communication but also as a social and cultural construct deeply linked to identity and power dynamics. Language evolves continuously, influenced by social context, history, and personal experiences. Fairclough (2013) adopts a critical discourse perspective, revealing how language mirrors and reinforces social disparities and dominant ideologies. He advocates for scrutinizing language use across various social spheres to expose power dynamics and societal norms, promoting a critical language approach to societal change. Regarding language acquisition, Tarone (2013) and Sato & Lara (2019) offer insights into effective learning strategies and pedagogical methods. Tarone stresses learner autonomy and individual differences, endorsing communicative and task-based teaching to foster active engagement and reflection. Sato & Lara (2019) advocate for culturally sensitive instruction, proposing a sociocultural approach that empowers learners to navigate diverse linguistic and cultural contexts confidently.

4.3 Roles of research and participants

The researcher professor plays an important role in this research since, according to Bernal (2016), conducting research in the classroom makes the researcher take a reflective role

in the pedagogical practice to carry out a transformation where the factors that affect the training process of both students and teachers are decentralized, Therefore, the researcher plays a role in which he acquires rigor in the process and avoids alterations of the context studied, balancing the perception of the observation of the participants and the research interest (Sandoval & Lozano, 2006) that is planned to be implemented in the group of participants that was selected.

On the other hand, the participants which are the students of the kindergarten also play an important role since, according to Greenwood (2000), the participants are the main source of data for our research, since thanks to their participation we can have greater precision of the information to analyze the data and design the implementation that we wish to carry out and thus be able to address the problems found by responding to their needs.

4.4 Evaluation and Assessment

Evaluation and assessment are processes that seek to understand the progress of students. However, these are different terms which are important to understand in order to choose the right tools for the classroom. Therefore, evaluation according to Kislik (2012) is the superordinate term for both measurement and testing and typically involves a comprehensive analysis of a program, project, product, or process to determine its strengths, weaknesses, and overall impact. On the other hand, the assessment involves gathering and evaluating data evolving from planned learning activities or programs (Slater, n.d), this is important because it drives students learning (Brissenden & Slater, n.d), also the assessment allows teachers to determine whether or not the established objectives are being achieved.

According to McAlpine (2002), there are different types of assessment in this case we will consider process vs. product assessment because through process assessment we can analyze

detailed information at the moment the student is learning a new skill which allows us to provide formative information to improve their performance. In the present research, we plan to implement the assessment rubric which according to Kizlik (2012) allows us to provide feedback to improve learning or performance during the process of skill development, the criteria for the expected learning in the activities.

Graphic 5. Observation Rubric

Analysis Category	**Excellent**	**Good**	**Acceptable**	**Needs Improvement**
Articulation of sounds	The student pronounces all sounds correctly.	The student pronounces most sounds correctly	The student pronounces some sounds correctly.	The student has difficulty pronouncing sounds.
Phoneme distinction	The student distinguishes and accurately produces all phonemes.	The student distinguishes and produces most phonemes accurately.	The student accurately distinguishes and produces some phonemes.	The student has difficulty distinguishing phonemes
Intonation and rhythm	The student uses natural and appropriate intonation and rhythm.	The student uses appropriate intonation and rhythm on most occasions.	The student shows effort in intonation and rhythm but needs improvement.	The student has difficulty with intonation and rhythm.
Fluidity and speed	The student speaks fluently and quickly, without excessive pauses.	The student speaks fluently and at an appropriate rate on most occasions.	The student shows effort in maintaining fluency and speed.	The student has difficulty speaking fluently.

Source: Own elaboration

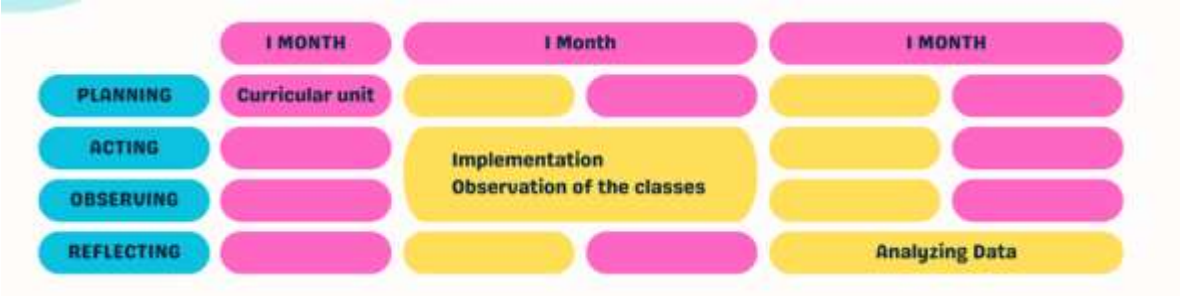
This rubric will allow you to assess student progress throughout the six lessons, and is designed to assess four key categories: articulation of sounds, phoneme distinction, intonation

and rhythm, and fluency and speed. Each category is divided into four levels of performance: Excellent, Good, Fair, Acceptable, and Needs Improvement. For example, for sound articulation, the rubric will assess whether the student pronounces all sounds correctly, the student's ability to distinguish and produce phonemes, and the student's ability to use intonation and rhythm naturally. The purpose of this rubric is to provide a comprehensive and specific assessment of students' linguistic performance, allowing for the identification of areas of strength and opportunities for improvement, and then to analyze and adapt implementations to meet the individual needs of each student.

4.6 Timetable

The timetable is divided according to the four stages of the research (Plan, act, implement, observe, and reflect), the time stipulated for each stage is one month, however, it is subject to change considering that some factors may arise that do not allow the implementation in the stipulated time. In the first month, we will develop the planning where the curricular unit will be created which will be implemented in the acting phase, and at the same time the observing will be carried out to analyze the data collected during the interventions that will be implemented during the implementation in the classroom in the third month.

Graphic 7. Timetable



Source: Own elaboration

This timetable is fundamental since it provides a clear and organized temporal structure for the development of the implementation of the curricular unit. This timetable allows me to establish an efficient follow-up and management of the stages of the research process. In addition, by implementing a timetable that reflects the four phases of action research (planning, action, observation, and reflection), we can more effectively carry out each phase, taking into account the time and importance of each phase.

4.7 Lesson Planning

According to Milkova (2012), a lesson plan is a map that allows us to know what students need to learn and how we are going to make the objectives of this during class time, to carry out an effective lesson plan three components must be taken into account: learning objectives, teaching/learning activities, and strategies to verify that students are understanding.

For this study, six lesson plans were designed (see annex 3, 4, 5, 6, 7 and 8) taking into account that kindergarten classes last between 40-45 minutes, in addition to activities that allow identifying the function of rhythmic syllables through different activities. An example of a lesson plan to be implemented in the first class is as follows (see table N°3)

Table 3. Example of Lesson plan

Exploring Vowels through Songs and Games
Teacher: English teacher of the William Killpatrick Kindergarten **Course:** Kindergarten students
Time: 50 minutes

Objective:

- Students will be able to identify and pronounce English vowels.
- - Students will engage in interactive activities and games to reinforce vowel recognition and pronunciation

Materials Needed:

- Songs with vowel emphasis (e.g., "The Vowel Song")
- Picture cards or flashcards with images of objects containing vowels
- Props for vowel-related games (e.g., foam letters, bean bags)
- Whiteboard or chart paper and markers

1. Warm-Up (5 minutes):

- Greet the students and gather them in a circle.
- Sing a familiar song with vowel sounds, such as "Old MacDonald Had a Farm," emphasizing the vowels in the animal names.

2. Introduction to Vowels (10 minutes):

- -Show the students a set of picture cards with objects containing vowels (e.g., apple, elephant, umbrella).
- - Hold up each card one by one, saying the word aloud and emphasizing the vowel sound

3. Vowel Song (10 minutes):

- Teach the students a vowel song, such as "The Vowel Song," using gestures or movements to represent each vowel.

- Sing the song together as a class, emphasizing the pronunciation of each vowel sound.

4. Vowel Identification Game (10 minutes):
• - Divide the class into small groups. • - Scatter picture cards with different objects around the room • Call out a vowel sound, and students must find an object containing that vowel and bring it back to their group. • Encourage students to say the name of the object and the vowel sound as they retrieve it.
5. Closure (5 minutes):
• -Gather the students back together in a circle. • - Review the vowel sounds learned during the lesson • - Sing the vowel song one final time, allowing students to showcase their understanding of vowel pronunciation.

Source: Own elaboration

This table N°3 is an example of the lesson plans that will be implemented, each lesson plan is designed taking into account the population which is students between 3 and 6 years of age, of the William Kilpatrick Kindergarten located in the town of Chuntame Veracruz, Cajicá, In addition, it was taken into account the project methodology, which seeks to enhance the capabilities of students, allowing them to learn to work in teams and is formed through play and communication. On the other hand, each plan was designed with the same structure and will be carried out at the same time, following the description of each activity to be performed, the evaluation will be done according to the performance of the students in each class to analyze how their process has been since the implementation of the first lesson plan, it is intended that the activities are performed progressively to observe more accurately how the rhythmic syllables

can help the development of phonemic awareness and thus identify changes in the pronunciation skills of students.

Each activity will have a time of 5 to 10 minutes since, according to Crespo-Eguílaz (2006), students between 3 and 6 years old tend to have a shorter concentration span, therefore, short activities will be used to get their attention and thus they will be able to carry out each of the activities implemented by the English teacher.

Chapter 5. Preliminary Conclusions and Expected Results

This section provides an overview of the expected results and initial findings of the present research project. Therefore, this section offers insight into the effectiveness of the implementation of *Sound Words*. This strategy through the use of rhythmic syllables provides the development of phonemic awareness and pronunciation skill development among kindergarten students, as well as the preliminary conclusions based on the review and analysis of the relevant literature and the preliminary data obtained during the initial phase of the research will be condensed. Finally, the expected results will be described following the general goals and objectives of the research.

The introductory chapter lays the groundwork for the research project by highlighting the fundamental role of the implementation of didactic strategies that allow the development of phonemic awareness to develop pronunciation skills. Therefore, it first provides a theoretical basis for the development of the study through a review of the related literature, then poses the problem of phonological instruction, identifies the challenges in teaching phonemic awareness and how it affects the development of pronunciation skills in kindergarten students, and finally, emphasizes the importance of the development of phonemic awareness in the development of pronunciation skills in kindergarten students. Finally, it emphasizes the context in which the research was conducted, which is the William Kilpatrick kindergarten in Cajicá (Colombia), and presents excerpts from the semi-structured interviews that were conducted with two kindergarten teachers, which provided information on how phonological input is presented in the students.

Then, the second chapter provides a conceptual framework that gives us a theoretical perspective on the main constructs related to the present study: phonemic awareness, pronunciation, and rhythmic syllables. In addition, this chapter also allows us to see the

connection between the previous concepts and how these strategies can improve the teaching of a second language. Finally, it also allows us to read about the legal framework which talks about the normative theoretical perspective on the main constructs related to the present study which are education in Colombia, private education, early childhood education, early childhood bilingual education, and processing of personal data.

The third chapter analyzes the methodological design, which is carried out within the qualitative paradigm and employs action research. The qualitative paradigm is an emphasis on the interpretation and understanding of data through the experiences, perceptions, and meanings of the participants. Action research, on the other hand, allows teachers to reflect on a problem they encounter in their classroom. This research employs audio recording, participant observation as instruments, and artifacts such as photographic recordings of the student's work, which will allow us a more concrete analysis of the data. Finally, we specify the population of the research, which is carried out at William Kilpatrick Kindergarten, with the participation of 10 students from 3 to 6 years old and three teachers.

The fourth chapter, about the pedagogical intervention, explains the materials and resources that will be used in the implementation of the curricular unit which seeks to develop six classes using the didactic strategy of *sound words.* In addition, it allows us to see a vision about language, teaching, and the role of the researcher and the participants in this research. Therefore, it allows us to analyze how the evaluation process will be carried out and describes the calendar with the phases that will be taken into account for the implementation of the curricular unit. Finally, it gives us a glimpse of the lesson plans that will be implemented for the students of the kindergarten taking into account the methodology of the institution and its class times.

Taking into account the research question, what does the implementation of *sound words* strategy reveal the phonemic awareness of a group of kindergarten students when developing their pronunciation skills in English as a foreign language? it is expected that through the implementation of the curricular unit, data can be collected which will allow us to observe an improvement in the phonemic awareness of the students, which will also help them in the development of pronunciation skills, since focusing on the rhythmic syllables and individual vowel sounds it is expected to improve their accuracy and fluency in pronouncing the words, finally through this it is expected to contribute to the improvement of the teaching and learning of English as a foreign language in early childhood education levels.

This research offers several benefits starting in early childhood education in Colombia by providing a tool to improve phonemic awareness and pronunciation in children from an early age. This strengthens these fundamental language skills and lays the foundation for stronger learning and effective communication in the future. Second, the William Killpatrick Kindergarten by implementing this type of strategy will innovate its educational program and offer its students more enriching and meaningful learning experiences. Finally, *Sound Words* can become a tool to improve English pronunciation from an early age, which opens new opportunities for children to acquire solid language skills and become better prepared to face the challenges of the globalized world.

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Annexes

Annex 1. Summary chart of articles considered in the state of the art

ARTICLES	TITLE	YEAR	AUTHOR	INSTITUTION	AMBIT
1	The Implications of Naturalist Illustration Image Media on Early	2022	Fajri, Z., Toba, R., Muali, C.; Ulfah, M. & Zahro.	Jurnal Obsesi	International
2	Phonological and phonemic awareness: Their impact on learning to read prose and to spell. Munro's article explores the role of phonological and phonemic awareness in literacy development.	1998	Munro, J.	Australian Journal of Learning Disabilities	International

3	Benefits of Bilingualism in Early Childhood: A Booster of Teaching English to Young Learners.	2017	Pransiska, R.	Atlantis Press	International
4	A Literature Review on Strategies for Teaching Pronunciation.	2006	Wei, M.	University of Maryland	International
5	Medida de atención sostenida y del control de la impulsividad en niños: Nueva modalidad de aplicación del Test de Percepción de Diferencias “Caras.”	2006	Crespo-Eguílaz, N., Narbona, J., Peralta, F., & Repáraz, R.	Universidad de Navarra	International
6	Early EFL instruction and L1 Literacy	2018	Lindahl, M. & Sayer, P.	Colombian applied linguistics journal	National

7	Teaching English to very young learners through authentic communicative performances	2012	Ordoñez, C.	Universidad Nacional	Local
8	Strategies to Help ESL Students Improve Their Communicative Competence and Class Participation: A Study in a Middle School	2010	Palacio, C.	Universidad de antioquia	National
9	The Impact of Phonemic Awareness in Pronunciation and Language Development in English Language Learners	2020	Arias, R.	Greensboro College ProQuest Dissertations	International
10	Language awareness and second language pronunciation: a classroom study	2010	Kennedy, S. & Trofimovich, P.	Taylor & Francis	International

11	Theoretical foundations for the assessment of bilingualism in the early childhood	2021	Velásquez, E & Cardona, A.	Facultad de Bellas Artes y Humanidades, Universidad Tecnológica de Pereira	National
12	Lessons based on visual aids for vocabulary learning	2018	Montes, N.	Universidad Externado de Colombia	National
13	La gamificación y el fortalecimiento de la habilidad oral en inglés a niños de primera infancia	2021	Vergara, C., Niño, J. & Vega, J.	Revista de investigacion, Desarrollo e innovacion	National
14	Children's Oral Communication in English Class Activities: An Exploratory Study	2006	Monsalve, S & Correal, A.	Universidad Nacional de Colombia	Local
15	Pedagogical Factors that Influence EFL Teaching: Some Considerations for Teachers' Professional Development	2012	Abad, Jose.	Fundacion universitaria Luis Amigo.	Local

Annex 2. Document used to get parents' consent for students to be part of my study

FUNDACIÓN UNIVERSITARIA
JUAN N. CORPAS

CONSENTIMIENTO INFORMADO

Estimado(a) Padre de Familia
Por medio del presente me permito solicitar su autorización y consentimiento para la participación de su hijo(a) en el proyecto de investigación Sound Words a Phonemic Strategy for the Development of speaking Skills in Students of the William Kilpatrick Kindergarten. Desarrollado por Maria Paula Torres Piraquive, este proyecto se está desarrollando como monografía de pregrado en la licenciatura en lenguas extranjeras (inglés-portugués) de la fundación universitaria Juan N Corpas. Esta investigación tiene como objetivo buscar e implementar estrategias de enseñanza que permitan a los estudiantes de primera infancia tener una mayor conciencia fonética la cual les permita mejorar su aprendizaje en el inglés.

De esta forma, su hijo(a) participará en el desarrollo de una clase observación no participante la cual será grabada como parte del proceso de recolección de datos e interpretación de los mismos. Dichos datos serán usados únicamente para propósitos académicos, garantizando la confidencialidad y respeto hacia sus opiniones e historias. Por este motivo, se usarán seudónimos para proteger su identidad si así lo desea. 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. Si lo desea, nuestro hijo(a) informaría los motivos de dicho retiro al equipo de investigación

Por otro lado, posterior a la culminación de la investigación, los resultados serán publicados bajo la modalidad de proyecto de grado como requisito de grado. En caso de tener alguna duda o inquietud de este proceso, no dude en comunicarse conmigo.

En total convencimiento que esta experiencia contribuirá al desarrollo profesional y humano de las partes involucradas, agradecería la participación de su hijo(a) en esta iniciativa.

Atentamente,

María Paula Torres Piraquive
Licenciado en Lenguas Extranjeras con Énfasis en Inglés y Portugués
Fundación Universitaria Juan N. Corpas.
Mariap-torres@juanncorpas.edu.co

Consentimiento:

Yo: _____, 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 Sound Words a Phonemic Strategy for the Development of speaking Skills in Students of the William Kilpatrick Kindergarten.

Annex 3. Lesson plan 1st class

Exploring Vowels through Songs and Games
Time: 50 minutes
Objective: ● Students will be able to identify and pronounce English vowels. ● - Students will engage in interactive activities and games to reinforce vowel recognition and pronunciation
Materials Needed: ● Songs with vowel emphasis (e.g., "The Vowel Song") ● Picture cards or flashcards with images of objects containing vowels ● Props for vowel-related games (e.g., foam letters, bean bags) ● Whiteboard or chart paper and markers
1. Warm-Up (5 minutes):
● Greet the students and gather them in a circle. ● Sing a familiar song with vowel sounds, such as "Old MacDonald Had a Farm," emphasizing the vowels in the animal names.
2. Introduction to Vowels (10 minutes):
● -Show the students a set of picture cards with objects containing vowels (e.g., apple, elephant, umbrella). ● - Hold up each card one by one, saying the word aloud and emphasizing the vowel sound
3. Vowel Song (10 minutes):
- Teach the students a vowel song, such as "The Vowel Song," using gestures or movements to represent each vowel.

- Sing the song together as a class, emphasizing the pronunciation of each vowel sound.
4. Vowel Identification Game (10 minutes):
● - Divide the class into small groups. ● - Scatter picture cards with different objects around the room ● Call out a vowel sound, and students must find an object containing that vowel and bring it back to their group. ● Encourage students to say the name of the object and the vowel sound as they retrieve it.
5. Closure (5 minutes):
● -Gather the students back together in a circle. ● - Review the vowel sounds learned during the lesson ● - Sing the vowel song one final time, allowing students to showcase their understanding of vowel pronunciation.

Annex 4. Lesson plan 2nd class

Exploring Rhythm with Vowels
Time: 50 minutes
Objective: Children will learn basic rhythms related to vowels and develop their understanding of rhythm through movement and creative activities.
Materials Needed: ● Rhythm cards (cards with different rhythmic patterns) ● Large letters of vowels (A, E, I, O, U) ● Music player or instrument for rhythmic accompaniment ● Open space for movement activities
1. Warm-up Game (10 minutes):

Play a game where each vowel is associated with a specific movement or action. For example:

- A (Jump)
- E (Clap)
- I (March in place)
- O (Spin around)
- U (Pat knees)

Call out a vowel and have the children perform the associated movement to the rhythm of a simple beat.

2. Rhythm Card Activity (15 minutes):

- Show the children rhythm cards with different patterns.
- Demonstrate how to clap or tap out the rhythm of each card.
- Divide the children into small groups and distribute rhythm cards to each group.
- Have the children practice clapping or tapping out the rhythms on their cards.
- Encourage them to focus on the pattern of sounds and silences.

3. Creation of Rhythmic Patterns (10 minutes):

- Provide each child with a set of large letters of vowels.
- Ask the children to create their own rhythmic patterns using the vowels. They can arrange the letters to represent different rhythms.
- Play rhythmic accompaniment music in the background to inspire creativity.
- Allow the children to experiment and explore different rhythmic patterns.

Annex 5. Lesson plan 3rd class

Creative Arts and Vowels
Time: 50 minutes
Objective: Children will explore vowels through creative arts activities such as drawing, painting, and crafts related to words containing each vowel. They will also strengthen their association of images with the vowels.
Materials Needed: ● Drawing paper ● Crayons, markers, or colored pencils ● Paints and brushes ● Craft materials (such as construction paper, glue, scissors, cotton balls, etc.) ● Pictures or flashcards depicting words containing each vowel (e.g., apple for "A", elephant for "E", igloo for "I", octopus for "O", unicorn for "U") ● Large letters of vowels (A, E, I, O, U) ● Glue or tape
1. Creative Arts Activities (30 minutes):
● Divide the class into small groups or pairs. ● Provide each group with drawing paper and crayons, markers, or colored pencils. ● Assign each group a vowel and ask them to draw and color pictures related to words containing that vowel. For example: ● A (apple, airplane, alligator) ● E (elephant, egg, envelope) ● I (igloo, ice cream, insect) ● O (octopus, orange, owl) ● U (unicorn, umbrella, up) ● Encourage the children to be creative and use their imagination. ● After they finish drawing, allow them to share their artwork with the class.
2. Painting Activity (15 minutes):
● Provide each child with a piece of paper and paints. ● Show pictures or flashcards depicting words containing each vowel. ● Ask the children to choose one picture and paint it on their paper. ● Remind them to focus on the details and colors of their chosen picture.

- After they finish painting, display their artwork around the classroom.

3. Craft Activity (10 minutes):

- Provide each child with a large letter of a vowel (A, E, I, O, U).
- Show pictures or flashcards depicting words containing each vowel.
- Ask the children to choose one picture and glue or tape it onto their corresponding vowel letter.
- Encourage them to decorate the letter and picture with craft materials if desired.
- Once they finish, display their vowel crafts in the classroom.

4. Association of Images with Vowels (5 minutes):

- Gather the children in a circle and show them the vowel crafts they created.
- Point to each vowel craft and ask the children to identify the corresponding vowel sound.
- Encourage them to say words that start with each vowel sound.

Annex 6. Lesson plan 4th class

Building Words with Rhythm

Time: 50 minutes

Objective:

Children will learn to form simple words using the vowels they have learned and their corresponding rhythm. They will engage in word building games to reinforce auditory and visual recognition of these words.

Materials Needed:

- Large letters of vowels (A, E, I, O, U)
- Picture cards depicting words containing the vowels
- Rhythm instruments (e.g., tambourines, rhythm sticks, bells)
- Music player or instrument for rhythmic accompaniment
- Blank cards or paper for word building activities

1. Warm-up (5 minutes):

- Gather the children in a circle and review the vowels they have learned (A, E, I, O, U).
- Explain that today, they will learn how to build words using these vowels and their corresponding rhythm.

2. Formation of Simple Words (15 minutes):

- Show the children the large letters of vowels.
- Demonstrate how to create simple words by combining the vowels with consonants. For example:

  A + T = "at"

  E + G = "eg"

  I + N = "in"

  O + T = "ot"

  U + P = "up"

- Emphasize the rhythm of each word as you say it aloud.
- Have the children repeat the words after you, focusing on the rhythm.

3. Word Building Games (20 minutes):

- Divide the children into small groups.
- Give each group a set of blank cards or paper.
- Show picture cards depicting words containing the vowels.
- Ask the children to build the words using the large letters of vowels and their corresponding consonants.
- Provide rhythm instruments and play rhythmic accompaniment music in the background to add excitement to the activity.
- Encourage the children to say the words aloud as they build them, focusing on the rhythm.

Annex 7. Lesson plan 5th class

Stories and Rhythms
Time: 50 minutes
Objective: Children will engage in storytelling or the creation of short stories using words containing the vowels studied. They will integrate rhythms and movement associated with the narrated story, enhancing their language skills and rhythmic understanding.
Materials Needed: ● Picture books or story cards containing words with the vowels studied ● Large letters of vowels (A, E, I, O, U) ● Rhythm instruments (e.g., drums, shakers, tambourines) ● Open space for movement activities
1. Warm-up (5 minutes):
● Gather the children in a circle and review the vowels they have studied (A, E, I, O, U). ● Explain that today, they will be using these vowels to create stories and integrate rhythms and movement into their storytelling.
2. Storytelling or Creation of Short Stories (15 minutes):
● Show the children picture books or story cards containing words with the vowels studied. ● Model storytelling by narrating a short story using words with the vowels. ● Encourage the children to take turns either telling a story they know or creating a short story using the words with the vowels. ● Provide support and guidance as needed, helping them incorporate the vowels into their stories.
3. Integration of Rhythms and Movement (20 minutes):

- After each child tells or creates their story, ask them to choose a rhythm instrument.
- Play rhythmic accompaniment music corresponding to the mood or theme of the story.
- Encourage the children to listen to the rhythm and move their bodies in response to the story.For example, they can march to a lively beat, sway gently to a calming rhythm, or mimic the actions of characters in the story.
- Emphasize the connection between the rhythm of the music and the flow of the story.

Annex 8. Lesson plan 6th class

Vowel Rhythm
Time: 50 minutes
Objective: Children will explore vowel rhythm through engaging activities. They will sing songs and present a showcase where words are presented with the corresponding rhythm, reinforcing their understanding of vowels and rhythm.
Materials Needed: ● Song lyrics containing words with the vowels (A, E, I, O, U) ● Musical instruments (optional) ● Props or visuals for the showcase ● Large letters of vowels (A, E, I, O, U)
1. Warm-Up (5 minutes):
● Gather the children in a circle and review the vowels they have learned (A, E, I, O, U). ● Explain that today, they will explore vowel rhythm through singing songs and presenting a showcase.
2. Singing Songs (20 minutes):
● Start by teaching the children simple songs that contain words with the vowels studied. ● Sing the songs together as a group, emphasizing the rhythm and pronunciation of the vowel sounds. ● Encourage the children to clap or tap along with the rhythm of the songs. ● Optionally, provide musical instruments for the children to play along with the songs.

3. Showcase Preparation (25 minutes):
● Divide the children into small groups. ● Assign each group a vowel (A, E, I, O, U). ● Provide props or visuals related to words containing their assigned vowel. ● Instruct the children to create a showcase where they will present these words with the corresponding rhythm. ● They can use large letters of vowels to display prominently during their presentation.
4. Showcase Presentation (10 minutes)
● Gather the children to present their showcases to the rest of the class. ● Each group will take turns showcasing their words with the corresponding rhythm. ● Encourage the audience to clap along with the rhythm and cheer for their classmates.

Annex 9. Example of materials to be implemented