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SCIENCE AND HUMANITIES FACULTY  
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**Universidad de El Salvador**  
*Hacia la libertad por la cultura*

"USING PHONETICS TO TEACH CHILDREN BETWEEN THE AGES 10 TO 12 OF THE "CENTRO INFANTIL Y GUARDERIA LA FLORIDA" TO READ IN FRENCH AT A BASIC LEVEL (LEVEL A1, ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES), YEAR 2016".

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There is no substitute for hard work

-Thomas A. Edison

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*“If thou shalt ask, thou shalt receive revelation upon revelation, knowledge upon knowledge, that thou mayest know the mysteries and peaceable things—that which bringeth joy, that which bringeth life eternal”. (Doctrine and Covenants 42:61)*

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## I. INTRODUCTION

The present project is an investigation related to the use of Phonetics as a method to teach children of “Centro Infantil y Guarderia La Florida” San Salvador, to read in French to help them achieve the A1 level according to the Common European Framework of Reference for Languages. Phonetics is the branch of Linguistics that studies the articulate language in human speech (Bertil Malmberg “La Fonética”, 1977). In the opinion of linguists such as James Gibson, Phillip Gregory, and many others, this discipline is strongly connected to the ability of children to learn to read, if it is applied with the correct techniques and methods.

This work is divided in 10 chapters. The first chapter there is the introduction, in which a general description of the whole work is presented. In the second chapter the Objectives which guided the Investigation are explained. In the third chapter, the Problem visualized by the researchers, and which the starting point for the investigation is stated. In this part the importance of learning to read is explained and the reasons why the researchers consider using Phonetics to teach reading can help learners read more easily than using other approaches. In the fourth chapter there is the Justification. The researchers explain the importance of the investigation, who were benefited, and how it could benefit learners and future researchers that would be interested in the topic.

The next chapter of this project is the Theoretical Framework. This part is divided in six sections: First, in the Background part, a brief history and development of Phonetics is included; besides, there is an explanation of how Phonetics has been used as a method to teach children to read. The second part contains a brief presentation of the history of the International Phonetic Alphabet (IPA), and how it has been used to teach a foreign language is presented in the third part. The fourth part contains the history of the Phonetic Method. In the fifth part, there is a presentation of the different theories proposed by linguistics, teachers, and experts in the field of Phonetics, that make references to the Phonetic Method. The final part of the Theoretical Framework contains experts’ opinions who have worked with the Phonetic Method and have expressed their experience of this method to teach to read. And also, it is presented the research team’ opinion and experience in the learning of the Reading skill with the French language.

The next chapter of the work is the Methodology. This part includes the strategic plan and procedures followed by the researchers to achieve the objectives. Also, the methods and techniques that were applied to gather and analyze the information collected during the course of the investigation are presented. It also contains the population and sample, and the process that the investigators applied to gather the data and analyze the results.

The part of the Analysis of Data includes four parts. The first one is the interviews to the teachers. The research team asked questions to different French teachers in order to know if they knew the Phonetic Method. The second part is the class observation. This part contains a description of the methodology that each teacher used to teach the French language to their students. The third part is the implementation of the Phonetics Method, which is the research team used as a tool to teach children to read in French. The final part is the conclusion of the Analysis of Data. In this part, the research team presents the results they obtained after applying the proposed method in the classes.

The next chapter is the Conclusion of the investigation. This part briefly describes the results obtained during the investigation of the Phonetic Method to teach children to read in the French Language. The following chapter is the Recommendations. They are intended for the people who participated in the investigation such as the teachers of the FLD, the institutions where the investigation was performed and others who might be interested in this topic.

Finally there are the References, which include the different materials used by the research team to support this investigation. The final chapter is the Annexes. These are the tools and extra information used for the investigation, such as the interviews, phonetic charts, and documents.

It is expected that this project will have positive results in the learning experience of the children and will serve as a reference for future investigations in the subject of Phonetics.



## II. OBJECTIVES

The objectives proposed to guide the investigation were divided in General and Specific Objectives as follows:

### A. General Objective

- To use Phonetics to teach children between the ages 10 to 12 of “Centro Infantil y Guardería La Florida”, San Salvador, to read in the French language, so that they can attain the A1 level according to the Common European Framework of Reference for Languages.

### B. Specific Objectives

- To use the International Phonetic Alphabet (IPA) as a reference to apply Phonetics in the teaching of reading in the French language to children to teach the French consonant and vowel sounds that are considered to be more difficult for Spanish language speakers to associate with conventional spelling such as / ə/, / œ/, /ʒ/,/r/. And the nasal sounds such as, and / ɔ̃/, /ã/, /ẽ/ and /ɲ/, as examples.
- To find out methods used in order to teach children to read in the French language in different school centers in the metropolitan area of San Salvador where French is taught as a foreign language.

### III. STATEMENT OF THE PROBLEM

Due to globalization, mastering a foreign language such as English or French or any other language provides benefits that go beyond facilitating communication. For instance, learning French could help learners get different benefits such as social, economic, professional and intellectual ones in the short and long term. However, learning French has not been that simple. There have been two main factors that affect the learning of this language. The first factor that has been found is that students find the French language difficult to learn because the words are not pronounced as they are written. The second factor is that there are sounds in the French language that do not occur in Spanish.

When learning a foreign language, learners have to master the four macro skills; that is, Reading, Writing, Speaking, and Listening. Since Reading is a very important part of mastering a language, the main purpose of this research was focused in the Reading skill development by using Phonetics. Several experts in Linguistics and Phonetics recognize that Phonetics can be used to develop the Reading skill in a much easier way. For instance, Angela Signorini, author of the report “El Reconocimiento de las Palabras en la Lectura Inicial el Papel Ineludible de los Procesos Fonológicos” (1999) affirmed that “Phonetics is very important in the process of decoding and understanding the words and phrases in the reading materials, and it improves the ability to read words and simple phrases with fluency”.

There are different methods used to teach reading. Some of these methods are the “Phonetic Method”, the “Alphabetic Method”, the “Analytic Global Method” and the “Global Method”. (La Querella De Los Métodos En La Enseñanza De La Lectura- Berta P. de Braslavsky.) However, this investigation was focused in the use of the Phonetic Method as a tool to teach children to read in the French language.

The Phonetic Method is based on the teaching of the phonemes (sounds) associated with the graphemes (letters) at the rate of about six sounds per week. The sounds are taught in isolation then blended together. For example, children might be taught short vowel sounds e.g /o/, /a/, /e/, /i/ / ã/ and some consonant sounds in isolation (e.g. /f/, /n/, /m/, /t/, /k/, /l/). Then those sounds can be taught combined in words containing those sounds e.g. “phonetique”, “faim” “maman”, “enfant”, “en”, “sale”, and then in sentences

such as “Ma mère a un enfant” ; so that they can recognize the sound (phoneme) and the letter (writing).

The research team considered that Phonetics could be used to teach the Reading skill because with it, students could be able to relate the sounds of vowels and consonants to their corresponding conventional spelling blended in words and sentences. They also thought that with the help of this method not only could children develop the Reading skill, but it could also help them improve the other three macro skills, which are important in the learning of any language. The researchers considered that when using the Phonetic Method to develop the Reading skill in children (or in learners of different ages), the A1 level of the Common European Framework of Reference for Languages could be achieved more effectively.

In order to find out how the Phonetic Method worked, the research team decided to put it into practice by teaching 15 students of the “Centro Infantil y Guardería La Florida,” whose ages ranged between 10 to 12 to read in the French language. To do that, the researchers used techniques and activities related to this method. It was believed that by using the Phonetic Method, the A1 level of the Common European Framework of Reference for Languages could be attained by the above mentioned students more easily, which was one of the objectives of this investigation.

To gather the information, the group used two ways to do it. First, the group investigated the methods that French teachers working in different school centers used to teach children to read in French. This was carried out through interviews and observation of their classes. Second, the research team taught some classes to children applying the Phonetic Method in order to find out if using this method was suitable to teach students to read in French at a basic level.

According to Justo Bolioka Boleka (Journal of Education of the University of Salamanca 1989 p. 53-59), the implementation of French as a foreign language in basic education, more specifically in the sixth grade, has to do with psychosocial reasons. He supported his position concerning the psychosocial reasons by explaining that children were able to perceive any sound part of another language over than their own, because their hearing ability had not completed its physiological development. This means that they could easily seize the sounds; however, those sounds that were not familiar for the children would be more difficult for them to accept and learn.

Other authors such Anderson, Hiebert, Scott, & Wilkinson, the authors of Nation of Readers, stated that: “By using Phonetics to learn to read, the students will become better readers.” Taking into consideration the previous ideas, during the reading course taught by our group, the students were exposed to the Phonetic Method and they were able to identify the sounds of different letters as they were pronounced in the French language. When the classes finished, the students were able to read those French sounds accurately in different reading materials more easily.

At the end of this investigation, the researchers found that using the Phonetic Method as a reading tool had positive results in the reading learning process of children.

#### IV. JUSTIFICATION

Nowadays learning a foreign language is important for a person to grow not only personally but professionally. People who learn to speak, write, listen and read a language different from their mother tongue can have many opportunities in life such as going to a country where the learned language is spoken without feeling ashamed or embarrassed because of not understanding the language that the native speakers use to communicate. Also, they can apply for jobs in which speaking a foreign language, such as French in the case of this investigation, is required; and of course their salaries could also be improved. This is due to the fact that nowadays companies demand more people who master a foreign language.

With this research it was expected to benefit not only students from the “Centro Infantil y Guardería La Florida”, who were part of the investigation but also to other children with whom the proposed method would be used in order to teach them to read in French language at a basic level. It was also expected for the students who took this course in French language to be able to understand and gain the reading abilities in an easier manner by using Phonetics as the main tool. Also, since the targeted population was children, the methodology and material to be used to teach them to read were chosen according to their ages.

The researchers considered that this research might also benefit the involved teachers from “Centro Infantil y Guardería La Florida”, who contributed with this research project. This is because they could use the Phonetic Method in their classes in order to teach their students to read materials in French or even in Spanish. The Phonetic Method could be a tool for teachers to prepare exercises, exams and activities in the French courses. The use of the Phonetic Method was aimed at teaching children to read at a basic level according to the Common European Framework of Reference for languages (A1 level). Also, it was expected that teachers who have some knowledge of Phonetics could use this method in their everyday classes.

Finally, with this research project it was expected to benefit the students and teachers from the Foreign Language Department of the University of El Salvador. The students in the FLD could use this project as a reference for future investigations in their graduation projects. In addition, this research could benefit the students who are

developing their social service, especially if their projects involve teaching the French language. The researchers believe that teachers from the FLD could also benefit from this project. The professors of the FLD might apply the Phonetic Method in their classes in order to teach their students to read in French. In other words, this research project could benefit professors and students of both institutions.

## V. THEORETICAL FRAMEWORK

### 1. General Background

Phonetics is the branch of Linguistics that studies the articulate language in human speech (Bertil Malmberg “La Fonética”, 1977). This field examines how symbolic sound is manifested as a continuous physical object; it means what physical properties are used to produce this sound. Such physical properties include the acoustics, which is the study of the properties of the physical wave sound that we hear; and articulation, which is the study of how to modify the shape of the vocal tract to produce a certain sound. Therefore, Phonetics deals only with the linguistic expression, rather than grammatical content (David Odden “Introducing Phonology” 1<sup>st</sup> edition 2013).

This field of Phonetics is appropriate for the students who want to learn a new language because it helps them to reach the level of pronunciation as native speakers have in such language. The reason is because pronunciation is not only auditory but also visual. Therefore, the students can be more receptive to learn the sounds if they see the way they are represented in a written form. Phonetics becomes a guide for the students who desire to master a foreign language in terms of pronunciation.

### 2. Brief History of the IPA (International Phonetic Alphabet)

The International Phonetic Alphabet is a system of phonetic symbols used to represent the sounds of a language into a conventional written form of spelling of words. It was first published in 1888 by the International Phonetic Association members, which is a group of French language instructors. The first version of the IPA in 1886 was based on the Roman alphabet; however, Paul Passy one of the main creators of the IPA and first President of the International Phonetic Association wanted to make this system available to be used in other languages as well, so they assigned different values for certain symbols, depending of the language. Then, in 1888, the IPA was adopted and standardized in all the languages. The symbols that they used to create the IPA have Latin and Greek roots, although some symbols were invented to be used exclusively for the chart of that alphabet.

The aim of the International Phonetic Association was to use this system to transcribe the sounds of speech into visual representations. The creators of the IPA designed this version of the IPA to be written phonetically in different ways. They wanted to create a system to regulate the sounds of spoken language and also to represent visually the qualities of speech, such as phonemes, intonation, and separation of words in syllables. (International Voices Inc. 2004-2016)

The IPA includes the symbols for all languages to which the International System has been applied. Since 1999 the association has published the “Handbook of the International Phonetic Alphabet: A Guide to the use of the International Phonetic Alphabet”; this handbook contains ten chapters where 29 languages illustrations of the use of IPA can be found. Besides this, the basics of phonetic analysis are shown, being this more easily understood.

Since 1888 the IPA chart has been modified; some of the symbols were improved and other ones needed to be invented. The members of the Association are continually suggesting and discussing some improvements carefully. The newest improvements have been in 2005 and 2015. In the IPA chart last version, there can be observed 7 sections, which are Consonants (Pulmonic), Consonants (Non-Pulmonic), Diacritics (a glyph added to a letter), Other Symbols, Suprasegmentals, Tones and Word Accents and Vowels.

The phonetic symbols of the French language taken from the IPA are shown in the charts below.

### **Consonant and vowel sounds**

This is the first chart in which it is presented the consonant and vowel sounds. In each category of sound there are three columns; in the first one (left side) presents the phonetic symbol taken from the API. The second column is divided in two parts: in the first, a word is presented which the sound is found, and in the second part shows some phonetic symbols that describe the pronunciation of the word. And the last column the type of sound of phonetic symbol is described.



Symbol	Example		Type of sound	Symbol	Example	
[p]	Pile	[pil]	Plosive-bilabial	[i]	pire	[piʁ]
[b]	Bête	[bɛt]	Plosive-bilabial	[e]	pré	[pʁɛ]
[t]	Tête	[tɛt]	Plosive-alveolar	[ɛ]	père	[pɛʁ]
[d]	Dame	[dam]	Plosive-alveolar	[a]	mal	[mal]
[f]	Flame	[flam]	Fricative-bilabial	[y]	vu	[vy]
[v]	Ville	[vil]	Fricative-bilabial	[ø]	peu	[pø]
[k]	calme	[kalm]	Plosive-velar	[ə]	je	[ʒə]
[g]	galop	[galo]	Plosive-velar	[œ]	peur	[pœʁ]
[s]	Site	[sit]	Fricative-alveolar	[u]	mou	[mu]
[z]	Zut	[zyt]	Fricative-alveolar	[o]	zéro	[zɛʁo]
[ʃ]	chocolat	[ʃokola]	Palatal-	[ɔ]	sort	[sɔʁ]
[ʒ]	journal	[ʒuʁnal]	Palatal	[ɑ]	pâle	[pal]
[ʁ]	rousse	[ʁus]	Liquid			
[l]	loup	[lu]	Liquid			

### Nasal consonant sounds

The following chart is presented the French nasal consonants. This chart is divided in two parts. The first one is showed the symbols taken from the API. Then, in the second one it is found two columns: in the first column is showed a word in which is found the symbol. In the last column it is presented some phonetic symbols that describe the pronunciation of the word.

Symbol	Example	
[m]	matou	[matu]
[n]	nul	[nyl]
[ɲ]	agneau	[aɲo]
[ŋ]	parking	[paʁkɲ]

### Nasal vowel sounds

In this chart it is presented the French nasal vowels taken from the API. Here there are four types of French nasal sounds. In the first column it is presented the symbol of each vowel sound and it is showed an example in the second part and finally it shows some phonetic symbols (it is between crochets) that describe the pronunciation of the word.

Symbol	Example	
[ɛ̃]	pain	[pɛ̃]
[œ̃]	un	[œ̃]
[ɔ̃]	bon	[bɔ̃]
[ɑ̃]	blanc	[blɑ̃]

### Semi-consonant sounds

In this chart it is presented two columns. In the first one it is showed the symbols taken from the API. Then, in the second column is divided in two parts: in the first it is presented an example in which the sound was found and the last part is presented some phonetic symbols that describe the pronunciation of the word.

Symbol	Example	
[j]	bille	[bij]
[w]	ouate	[wat]
[ɥ]	huile	[ɥil]

### 3. Learning to Read (Using Phonetics)

There have been some studies carried out on how children learn to read using Phonetics. These research studies agree in showing the importance of phonetic knowledge and the development of reading. One of these studies is “Early Reading Strategies in Ontario”. The teaching of reading in Ontario begins with an understanding that there are two official languages English and French (Early Reading Strategy, The Report of the Expert Panel on Early Reading in Ontario, 2003). This study describes the cultural diversity in many of their classrooms. This report states that learning to read is not a biological process; therefore, it is necessary to teach children to understand, interpret, and manipulate the printed symbols of written language. So they applied the Phonetic Method in order for children to develop the Reading skill (National Reading Panel, 2000).

“Reading by Six How the Best Schools Do It” (2010) is another study that emphasizes the importance of using the Phonetic Method to teach students to read in a language. This is a report of the best 12 England schools about the use of the Phonetic Method to teach students to read. Christine Gilbert, who is the author of the report, presents a brief description of the methods and techniques that each of the 12 schools of England used to teach phonetics to learn and develop Reading. Phonetics is an essential method to learn to recognize the sound that corresponds to each letter, to read the letters that are blended in words and sentences, and to get fluency and comprehension in the

printed words of a text. The students learnt to read using a rigorous, intensive and systematic phonics used by teachers and teaching assistants well trained, according to Gilbert.

Gideon states in his article that “the starting-point for instruction according to this method is the spoken word, not the printed page, the sound, not the letter. Hence, teaching is at first exclusively oral. The task of the pupil at this stage consists in mastering the sounds of the language to the extent that he learns to recognize them when uttered in his hearing and to reproduce them according to the model of the teacher”. (The School Review: The Phonetic Method in Teaching Modern Languages, 1909).

#### **4. Brief History of the Phonetic Method**

Phonetics is the branch of Linguistics that studies the articulate language in human speech (Bertil Malmberg, “La Fonética”, 1977). This field examines how symbolic sound is manifested as a continuous physical object; it means what physical properties are used to produce sounds. The Phonetic Method refers to the teaching of the alphabet letter sounds; meaning that is carried out by teaching the vowel sounds first and then consonant sounds. This Phonetic Method continues teaching the diphthong and triphthong sounds; for example, “ai”, “eu” “oui”, “oeu” are taught in combination with consonants, such as “mais”, “peur”, “soeur”. Then they are taught combined in words and sentences.

The Phonetic Method has been used and studied through the history of humanity in the process of learning languages. (Monique Léon & Pierre Léon. *La Pronunciation Du Français*. 1997). Around 3000 years B.C, the Sumerians were the first people who began to put into practice the phonetic studies because they lived in a bilingual society (Hagege 1986:96; Mounin 1970:52). They were also the first ones to create a phonetic dictionary in Sumerian and Akkadienne languages (Germain 1993:21-23). During the Greek and Roman period, the practice of the Phonetic Method emphasizing the connection between the grapheme (letter) and the phoneme (sound) of the letters of the alphabet was important because they needed to know the letter sounds that they read. The connection between the grapheme and the phoneme was important because at that time people used to read aloud (Germain 1993:45).

The use of the Phonetic Method increased because it was a useful tool to develop oral skills in the language they used. Using this method, people learned other oral abilities in the language, such as the intonation and the rhythm of words and sentences. The Phonetic Method continued to be used to teach phonetic transcription with the idea of teaching and facilitating the pronunciation of the Greek, the Latin and the modern languages, which were the new languages that people used in the Middle Age and the Renaissance periods.

The teaching of the phonetic transcription was essential so that the new learners could pronounce the alphabet letter sounds and words fluently. People learned the points of articulation in the oral cavity, which took part in the production of the different sounds (Kelly 1969: 65). It was in the 17th and 18th centuries when Phonetics was studied in a more serious manner. During this time, the discovery of nasal sounds such as /  $\tilde{o}$  /, /  $\tilde{a}$  /, /  $\tilde{e}$  / and /  $\tilde{ɲ}$  / took place, and also the first speech synthesis machines were invented and tested by scientists of all fields. Then, in the late 1800s, the IPA (International Phonetic Alphabet) was created. This alphabet was made by the International Phonetic Association. This IPA works as a standard pronunciation alphabet, for all languages.

There were experts who contributed to the first process teaching of Phonetics as well. The first documented phonetician in modern times was J. Mathias, a Danish instructor and author of the book *De Litteris* in 1586. Later, the English mathematician John Wallis, who was also an instructor for deaf-mute people, was the first one who classified the vowel sounds in their respective point of articulation. There were other phoneticians such as Wolfgang Von Kempeln, who created a machine that produced sounds. In French, the first investigator of Experimental Phonetics was the priest Jean Pierre Rousselot, who wrote the first book on Experimental Phonetics between 1897 and 1898. The study of Phonetics was approached differently in the XIX century. The “Theory of Phones” was made by Jan Baudouin de Courtenay, as well as Samuel Gili Gaya, the author the book called “The Elements of General Phonetics” in 1961.

In the United States, the Phonetic Instruction in reading was also studied with interest when it appeared. The first challenges to the phonetic approach to reading in the United States came from people like Benjamin Franklin and Noah Webster. They wanted to reform English spelling partly in order to iron out some of the language's irregularities, but also to standardize spelling across the different regions of the new nation. Their

motivation was primarily patriotic: They wanted a uniform language with standardized spelling that would unite the nation, not just politically, but linguistically.

Their attempts at such reforms were met with little success. It was not until the middle of the 1800s, however, that any serious challenge was mounted against the dominant Phonetic Method of reading. Horace Mann, the Father of American public schools, came back to America after a visit to Europe determined to change the way reading was taught—from a bottom-up approach in which letters and sounds were learned before words, to a top-down approach in which words were learned first. Then, according to ‘La Querella De Los Métodos En La Enseñanza De La Lectura’, Berta P. de Braslavsky, the Phonetic Method was extended to Colombia, México and Chile around 1884. Also it was used in Austria and Switzerland.

Along with the Phonetic Method, there are other methods to teach to read. Some of them include the “Alphabetic Method” which consists of teaching to read using the alphabet symbols in the language (they learn to read by learning the alphabet letter names). Another method is The Global Analytic Method that involves finding the meaning of the whole words in the materials, rather than focusing in each letter. And the Global Method consists in teaching children the words without analyzing the meaning in depth, but rather it is expected that the kids will guess the meaning of the word by themselves. (La Querella de los Métodos en la Enseñanza de la Lectura- Berta P. de Braslavsky.)

## **5. Phonetic Method Theories**

There are different works carried out by researchers in the field of Phonetics that deal with the use of theories in order to teach learners to read in another language. For the present investigation, the theories were studied according to the use that they provide to the research.

### **5.1 Motor Theory of Speech Perception**

The theory was initially proposed in the Haskins Laboratories in the 1950s by Alvin Liberman (American psychologist) and Franklin S. Cooper (American physicist and inventor who was a pioneer). Liberman and Cooper say in this theory that when a person

learns a language with Phonics, the professor teaches the letter sounds of the alphabet of this language. Each letter is pronounced differently, that means, it is necessary to learn to articulate and use the parts of the mouth appropriately to produce the sound that corresponds to each letter. The learner identifies the sounds of the letters of the alphabet by the articulation, movement or gestures that he makes in the mouth.

Based on this theory, the research team decided to apply this method in order to teach children to read in the French language. The team taught the sounds of the letters of the alphabet of this language, making emphasis in the sounds that are not produced in the learners' mother tongue (Spanish). Sounds such as /r/, /ʒ/ and the nasal sounds / ɔ̃/, /ã/, / ẽ/ and /ɲ/, are found in the French language, but not in the Spanish language.

## **5.2 Sight Word Reading**

Linnea Ehri (1980, 1991) proposed a model that describes the child's earliest step in reading and how the child develops this skill; that is the stages how the acquisition process in reading evolves. He focuses his theory in two central points; the first concerns the nature of mental representations of the written word established in the reader's memory. The second central point refers to the analysis of reading development in a series of phases; each phase is characterized by the type of connections that the child forms between the visual clues of writing and information about a specific word which is stored in the memory (Signorini, Angela 1999).

The phases that Ehri proposes are: (1) pre-alphabetic, in which the child is involved in visual and contextual connections; (2) partial alphabetic, where the child is involved in connections between more salient letters and sounds; (3) full alphabetic, this is the stage in which the child is involved in complete connections between all the graphemes in spelling and phonemes in pronunciations, and (4) consolidated alphabetic, in which the child is involved in connections based on syllabic units (Ehri, 1998, 1999, 2002 Development of Sight Word Reading: Phases and Findings).

The contribution that Linnea Ehri made to the development of the acquisition of reading in children were taken into consideration for this research in order to understand the different stages through which children go as they learn to read in the target language.

Using Phonetics to teach to read requires children to establish connections between the visual clues of the written word and its pronunciation that is stored in the memory map. This is due to the fact that the child initially uses phonological information about the written word (Ehri, 1998, 1999, 2002 Development of Sight Word Reading: Phases and Findings).

### **5.3 Perfetti's Theory**

Perfetti considers that the essential development in reading acquisition is the acquisition of mental representations of words. According to his conception, the level of reading depends on the development of the mental lexicon; that is, the vocabulary that an individual has in any language they speak. Perfetti describes the acquisition of reading in two points: specificity and redundancy. Specificity can be described as the relationship between mental representation and input traits, in this case, the written word. Redundancy refers to the increase of phonemic representations, and to the assumption that the pronunciation of the words in the language is part of the child's earliest representation, and that phonemes are added in connection with individual letters with learning (Perfetti: Learning to Read: Literacy Acquisition by Children and adults, 1998). Perfetti refers to these points as quality dimensions; in other words, that the two quality dimensions go together in order to allow high quality word representations.

It is considered that the Perfetti's restricted-interactive theory could be also helpful to this research work. Since children would be taught to read in the French language, the researchers considered that according to the Perfetti's theory, learners would be involved into the two quality dimension that Perfetti makes reference to. It was expected that they would learn common words in French language presented to them, this part is called the specificity, where they would learn how the words they already know are pronounced.

### **5.4 Bottom Up Theory**

This theory was proposed by the behaviorist psychologist James Gibson in 1966, (The Senses Considered as Perceptual Systems). This theory emphasizes in the ability of children to decode written symbols (letters) on the paper, so they can know the meaning of the whole message. They do it by applying two main methods: Print Awareness and



Phonics. Print Awareness refers to the capacity of children to understand the positions of the written symbols in the paper. According to an article by the Indianapolis Public Library, once children learn to identify how the letters are positioned in the paper, for example from left to right and from the top to the bottom, it will be easier for them to understand what is the message they convey.

According to the Bottom Up Theory, children learn to develop Phonetic Awareness". This means that once the children identify the letter in its written form, they could learn to identify the sound associated with its corresponding phonetic symbol. They also learn to identify words with similar pronunciations. (Dr. Jon Reyhner of Northern Arizona University). The bottom up theory might be applied to the teaching of reading in any language including the French language. By applying the methods of Printed and Phonic Awareness, children would be able to recognize the letter and its meaning more easily.

### **5.5 The Top Down Theory**

This theory is in direct opposition to the bottom up theory. It was first proposed by the psychologist Richard Gregory in 1970 in his book *The Intelligent Eye*. According to this approach, children are more receptive to learn to read by gaining the whole message that the text is conveying, rather than decoding the passage in little pieces of information such as letters. According to the National Capital Language Research Center (NCLRC), Program of the U.S. Department of Education that develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing, top down models are useful for students who are studying a second language because even if they do not know every word in the text, they understand the whole message by focusing in the main idea of the passage.

Even if this theory does not emphasize in sounds, when it is combined with the phonetic models for reading, it becomes very useful for the children. This is due to the fact that once the children learn to identify the sound of letters and words, it is expected they would understand the whole message of the passage more easily. For example, in this project if children were taught the pronunciation of a French word by the sound, and later they come across another word with the same sound, the expected result is that they

will "guess" the pronunciation of this new word by following the same pattern of the previous word without interrupting the reading.

### **5.6 The Gough's Theory**

Phillip Gough as well as other linguists (Gough and Hilinger 1980; Gough and Juel, 1991; Gough and Walsh, 1991) describes his model of reading as two different stages learners go through when learning to read. The first stage is the early visual association, (often called simple view) in which the child is able to understand the meaning of a word by visualizing it in the reading material even if this child had not heard before how a word is pronounced. In doing so, this child is able to build up a visual repertoire of words and meaning. The second stage of this process is the decoding base learning process. It is this stage where Phonetics gets involved. If a child is able to decode spoken language, that is, new words by listening to them and the assigning new meaning in his mind, he would be able to understand those words in the written materials. According to this theory, if children are not exposed to the spoken representation of new words while they are learning to read, they will not be able to properly decode the meaning of those words in their written form.

Other reading researchers such as Nell Duke and Michael Pressley confirmed the process of the decoding and phonetic process by pointing out those children who have very poor reading skills or do not learn to read fluently very easily; they often have problems comprehending the spoken language and sounds. Therefore, the need to teach the sounds of the words along with their written meaning becomes important in any French language class that involves very young students.

The researchers considered that Gough's Theory would contribute to this study in the part of the approach related to the second stage of the process. The aim was to help children build up a repertoire of words by teaching or exposing them to different vocabulary which was used for that purpose and which included the phonetic transcription of the words studied. By using this method, students who were part of the sample were able to decode the pronunciation of a word in a more efficient manner and they learned to read more fluently in French.

## 5.7 Alphabetic Principle Theory

The authors of *Becoming a Nation of Readers* (Anderson, Hiebert, Scott, & Wilkinson, 1985) suggested that “in order for children to become proficient in learning to read with phonetics, they must understand that there is a relationship between letters and sounds”. However, since this theory is applied mainly to children, it is directed to teach only the most important letter-to-sound relationships. Then, after the kids master the basic sounds and letter, they need to be exposed to more opportunities to read other materials so that they can enrich their knowledge in the written language. According to this theory, there are some stages to ensure children will learn to use phonetics in the reading process:

- **Alphabetical Knowledge:** According to this stage, students must know the letters and written symbols they see in their language (Adams, 1990). (Lyon, 1998).
- **Phonemic awareness:** It is essential for the children to know how to think of words as sequences of individual sounds. They must know that these sounds are composed by syllabic sounds, vowel sounds and rhythm, even if they do not know at the beginning the meaning of these names. (Liberman & Shankweiler, 1985; Snow et al., 1998).
- **Sound-letter relations:** This involves the idea that children are able to make a link between the sound of the letter and its written form. For example, students who have learned the sound-letter correspondences to the word “lampe” will know the phonetic IPA representation of the sounds /l/, /a/, /m/, /p/, /ə/.
- **Word-recognition strategies:** In this stage, the children are expected to identify and decode the sounds of the letters into what they are reading. The way they are able to gain access to the meaning of the message they are reading effortlessly. (Vandervelden & Siegel, 1997). (Stanovich, 1986).

Another important aspect of this theory is that it is focused in the understanding of the reading. This means children should not only translate the sounds into words while they are reading, but also they must be able to understand the context of the reading.

As part of this investigation this theory was studied because it helps children to link the sound and letter. Also, since this theory proposes the use of the IPA (International Phonetic Alphabet) when teaching children to read, the researchers considered it would become helpful at the time of instructing children to read with phonetics in French. It was expected that children would be able to identify the sounds of letters, and the IPA could become a guide to identify the sound of each letter. The IPA also would work well with this principle because it is the standard way of pronouncing letters and it can be adapted to any language.

### **5.8 Psycho Linguistic Theory**

This theory suggests that readers use all their psychic abilities at the moment of reading. This means that readers are not only interested in deciphering the letters on the paper but also in deeply comprehending the message that is being read. Readers also seek to modify that message to adapt it to their way of thinking. According to Gustave Guillaume (1883-1960), who is the author of this theory, readers should be able to think, predict, modify and evaluate the message and the author's opinion of the text.

Applying this theory in the investigation results in teaching the students the idea that the message in the text is more than just words and sounds. Certainly, sounds are an important part in the investigation; nevertheless as children start to develop fluency in their reading, they should also develop critical thinking. This means that children should be able to analyze the reading in such a way that they could become immerse in the reading and on what the message is all about.

### **5.9 Emergent Reading Writing Theory**

The emergent reading is characterized by a variety of reading activities that the child performs before beginning the process of formal education as such. Some authors have tried to do an approach to this phenomenon, as the first way of children understanding and conveying their thoughts using symbols and drawings. The investigation realized in the Spanish report entitled "Alfabetización en Niños Preescolares: Factores que Inciden en su Desarrollo, Estudio Piloto Lectura y Vida" by authors Marcotela and Vega in 2005 addresses this theory.

According to the Spanish Association of Pediatrics, if children are exposed to reading at a very young age, that can stimulate their reading abilities and promote a more integral development in the kids.

The association previously mentioned also suggests teaching children to read in any given language can benefit them in several ways:

- Before reaching the two-year-old age, reading means having the first contact with the printed world. Children start to distinguish between drawings and letters, so they start comprehending how the written words and the illustrations are related in the text.
- In a cognitive-emotional level, reading allows children to have contact with other realities. This also means that reading can transmit emotions, through the development of the story or tone of voice for instance.
- Reading allows children to get familiar with a new object for their entertainment: the book.
- When older than two-years old, children start getting more vocabulary through the experiences that they have with the books.

In the present investigation, this theory was taken as a reference considering the age of the children that were going to be taken part in the investigation. Since this theory deals with children who have not started a formal education, teaching phonetics is bound to have considerable advantages. One of them is the time factor. If children are taught to identify the sounds of the language before they start their formal education, they would be able to start reading considerably faster. Also this kind of courses could help them be prepared for their curricular activities. This means that children who got involved in phonetic courses before taking their first classes could attain a more advanced level in their reading skills that can help them perform in a better way the reading activities at school.

### **5.10 Six Reading Theory**

This theory was proposed by the Colombian psychologist Miguel de Zubiría Samper in his book "Six Reading Theory Vol I and II." Samper divides the reading process development in six stages:

- Phonetics: This is the first stage in reading process which consists on learning how to pronounce and identify the sounds or the words in the reading, as well as the correct use in the text.
- Primary decodification of words: In this step the readers start to assign meaning to the words in a given reading, as well as the correct use in the text.
- Secondary decodification: Once the reader knows the use of the words, they start to interpret whole phrases in order to have a more clear idea.
- Tertiary decodification: In this stage, the reader is able to read and comprehend paragraphs by interpreting statements to get a more clear view of the paragraph.
- Categorical Reading: It concerns the total meaning of the text including all the paragraphs and its actual meaning.
- Methasemantic reading: This is the ultimate reading since it addresses also to comprehend the message and opinion or the author of the text to help the reader to create critical thinking.

Since this theory expresses the stages of the reading development process it can be applicable in all languages. Applying the Phonetic Method would help children to start developing the six kinds of reading presented in the Six Reading theory. As their studies progress, the students would be completing the steps even if at the beginning the instructors put more emphasis in the Phonetic and Reading area.

### **5.11 Empiric or Constructive Theories**

In the opinion of experts, the approach that children have to the sounds of language is just a natural process of the human species and it is acquired through the experiences of the individuals. It starts from the simulations that the children receive when they listen to their parents talk. That causes a natural response in children since they imitate the adult way of speaking. The first words that they learn will be reinforced by their experiences with the language. This means the experience and approach that kids have is the main source of learning. The theories can be organized in these groups:

### **A. Structure Theories:**

According to Roman Jakobson in his book "Language of Children and Aphasia", the acquisition of language in the phonetic process of the children happens in two stages:

- **Pre-linguistic or "Babbling"**

In this stage that happens when the child is very young (from 3 to 9 months old approximately), the kids start producing a wide variety of sounds which would be the first manifestations of communication with their relatives. Jakobson suggests that process can be seen even in deaf children, although in those cases the sounds they produce are minor with a quick advance toward muteness.

- **Linguistic Stage**

It is a period of time in the life of the children between 11-12 months old. In this stage, the kids have stopped producing babbling sounds and have started to produce their first word in their linguistic development. In these first words, children are using their first groups of phonemes.

### **B. Prosodic Theory**

This theory was proposed by Kathye H. Waterson in 1970 in his book "Some speech; Transactions of the Philological Society". This theory deals with the early steps in the process of phonological acquisition in the life of children. According to this theory children are more prone to learn first aspects of the language other than phonological segments. These segments, called supra-segmental segments are accent, rhythm, and intonation. Consequently children have more ability to grasp suprasegmental units rather than segmented units of phonological type such as vowel and consonant sounds

This theory also studies another aspect of Phonetics: the music of the language. This characteristic is related to the Phonetic studies in the way that children would be more receptive to learn using sounds if these sounds include expressions of emotions in the reading. These emotions are transmitted by elements like accent, intonation, and rhythm, and once the children master these sounds, they could be more receptive to read with a good degree of fluency.

### **C. Natural Phonology Theory**

This theory proposed by David Stampe in 1972 in his thesis "A Dissertation of Natural Phonology". This work studies the natural ability of children to acquire and master the phonetic units that surround it. He calls this kind of ability "naturalism". In these situations they just develop the phonology terms of their mother language or the languages that are used in their environment. This means that children will be acting in a reductionist style since they tend to reject the phonetic patterns of other unknown languages around them.

This theory was considered for this investigation since it studies the bilingual aspect of the Phonetic method. According to this theory, if children are immersed in bilingual environments, they would be more receptive to learn the phonetic aspects of each of the languages. Since this investigation focuses on learning French in a bilingual environment, it was thought that Spanish speaking children could learn the phonetic system of French more easily if they were exposed to the phonological system of both languages.

Knowing how to explore children's natural ability might have an advantage in their reading skills too. Once children learn how the sound of the letters in French is pronounced, it would be an easy task for them to identify such sounds in any reading. This is due to the fact that they would be applying their natural ability to identify sounds of the language they speak; consequently the reading process would be more effective.

## **6. Contributions from Other Experts**

### **6.1 John L. Hülshof**

John L. Hülshof, (2005) author of the book "The Use of Phonetics in Language Teaching," states in his book that language professors should teach the sounds of the letters of the alphabet. It is necessary that professors teach the vowel and consonant sounds from the very first lessons. Having a previous knowledge of the letters of the alphabet and how they sound, learners could identify the vocabulary. This skill can help learners get and develop the language. It is advisable that schools, public and private institutions of education, academies, universities teaching other languages different from



Spanish include the teaching of phonetics at the beginning of their courses, so that students could develop the language quickly and easily.

## **6.2 Keith Rayner**

Keith Rayner, et al. (2001. Page 56) the authors of the monograph called “How Psychological Science Informs the Teaching of Reading” say that using the Phonetic Method in the language class, students could be able to learn the language vocabulary easily. The monographers also add that students could get an extensive language vocabulary if they learned the language with phonics. The lexicon of the language can be increased if the sounds of letters are taught at the beginning. Rayner et al, explains that to get the language vocabulary is not simple; that is, people get the lexicon of the language little by little through activities, examples, vocabulary exercises and sentences in which pronunciation is included or shown.

Also, they add that the Phonetic Method helps to the identification of the letters in the writing system, and that learners could read without having trouble recognizing unknown words when reading. Using phonetics in class could smooth the progress of students while learning to read different kinds of words (familiar and unfamiliar words) in all types of readings.

## **6.3 Researchers’ point of view**

Previous studies showed that using the Phonetic Method have worked considerably well in past investigations. A Canadian report called Early Reading Strategy, which worked with reading instruction to French speaking children who were learning to read in English, showed that exposing children to the sounds of the language in the reading processes improves their ability to understand the message in the texts.

This Canadian report works with a concept called “Phonetic Awareness.” According to this concept, it is important to teach children that words are made of sounds. This is applied also in the area of reading. Children learn the relationship between letters and sounds, and the study suggests that children need to receive systematic instruction about

the relationship between speech sounds and groups of letters, even if one letter in the language of instruction may not represent a single sound.

On the other hand, it is important to remember that to develop reading skills it is important to go to school or to have a formal/informal instruction. In the school, teachers teach students to get more vocabulary, to learn to read in sentences from a text or from an article. Teachers also apply different methods to teach learners to read. And of course, each of those methods are applied using different methodology and techniques to reach the expected results; but not all teachers use the same method; each teacher uses the method that they consider will be effective to develop their students reading skills in the best way.

The research team considers that the Phonetic Method is a very good tool to develop reading skills in children or in learners of different ages who are learning the French language or any other language since this method helps learners to pronounce letters and words in sentences with fluency. Learners learn to pronounce words appropriately because they learn the corresponding point of articulation involved in their production. . Phonetics is the branch of linguistics that studies the articulate language in human speech (Bertil Malmberg “La Fonética”, 1977).

#### **6.4 Research Team’s Own Learning Experience**

As students, the research team learned to read in French with other reading methods used by the Professors of the Foreign Languages Department of the University of El Salvador. In the first subjects, the four macro-skills (speaking, listening, reading and writing) and the sub-skills (scanning, skimming, organizational, editing, recognition of connected speech and understanding gist in listening, pronunciation and intonation, grammar) were developed. We learned to read the vocabulary in French which was included in conversations or readings in the student’s book. Also, the students learned the pronunciation of words and sentences listening to our professors or from the listening exercises in the CDs included in the students’ books. Also, the professors recommended them to check for the correct pronunciation in a French dictionary, paying attention to the phonetic symbols that appear next to each word.

As part of the curriculum of the major, there is a subject that is called French Phonetics. In this class, besides learning the phonetic symbols, the sound of each symbol was practiced paying attention to the points of articulation. As learners, we consider that this subject is important because students can improve their pronunciation and fluency at the moment of reading a paragraph in French language.

### **6.5 Implementation of the Phonetic Method in “Centro Infantil y Guardería La Florida”**

For the development of this project, the researchers implemented the Phonetic Method with a group of children in order to find out how the method worked and if it is an effective method to teach children to read in French as a foreign language. The researchers decided to teach to read in French at a basic level (A1) according to the Common European Framework of Reference for Languages to a small group of 15 students of the “Centro Infantil y Guardería La Florida.” They were taught the pronunciation of the vowel and consonant sounds in the French language; the reason for doing this was to put into practice what the experts say in the different materials consulted related to the use of the Phonetic Method to teach children to read in French. It was expected that the group which was part of the study would be able to recognize and pronounce the words in texts in French.

The research team considered using the Phonetic Method to teach children to read because in one of the classes they took, the professor in charge of the class used that method to teach reading, and the results were satisfactory. In the French Phonetics class, the students learned about the pronunciation of words and it was easier for them to read when they put the words and their corresponding sounds together. Therefore, it was considered that this method could be applied to teach children to read in French since according to experts, children are more receptive to learn languages than adults. It is expected that by using this method, the children will learn to read in French with the fluency of an A1 level according to the Common European Framework of Reference for Languages, and it will motivate them to continue studying French on their own.

## VI. METHODOLOGY

This investigation was an exploratory research on the use of Phonetics as a method to teach children to read in French. It was exploratory because there has not been a study related to this topic before in the Foreign Language Department. This is the first research concerning the teaching of reading in French using Phonetics in the FLD. However, many authors and researchers have investigated the Phonetic Method abroad, and the researchers found information available related to the topic under research, which was useful to carry out this investigation.

Besides, the research was also considered descriptive because as part of the study the researchers decided to put into practice this method themselves in order to understand how the Phonetic Method works and to find out if it could be a useful method to teach children to read in French. After their putting into practice the method, they describe the steps they followed for this purpose. The researchers worked with a group of children between 10 to 12 years old who were taught to read in French using this method. The steps followed during the course are described in this final report so that others who read the present work can apply the method themselves.

In order to gather the information, the following steps were followed:

### 1. Choosing the Topic

The first activity to develop the Project was choosing the topic. After discussing with the advisor some topics that were of the interest of the researchers, finally the researchers and the advisor came to a consensus on the topic to be researched, which is “Using Phonetics to Teach Children Between the Ages 10 to 12 of “Centro Infantil y Guardería La Florida” to Read in the French Language at a Basic Level (Level A1, According to the Common European Framework of Reference for Language) Year 2016. This topic was proposed thinking of the advantages that people that learn a foreign or a second language can get out of it. The researchers considered that this project could benefit not only the students of the Center where the research group were going to teach children to read in French but also to students from the Foreign Language Department of the University of El Salvador.

## **2. Revising Literature**

After the research team selected the topic, information related to the topic was searched. The kind of information needed was concepts of Phonetics and of the Phonetic Method and other methods related to the teaching of reading that had to do with the method, authors that have worked on this topic before, theories, examples, and other information related to the topic under discussion. The main purpose of the investigation was to find out if with the use of the Phonetic Method students could learn to read more easily in the French language and to reach the A1 level according to the Common European Framework of Reference for Languages.

Also the researchers decided to investigate on this topic because in the FLD there has never been a study related to using Phonetics to teach reading even when some professors use it in their classes. Another reason was because the majority of the graduation projects in the FLD are focused on the field of the English language teaching-learning process and every competence to acquire this language, but there are not many works related to the teaching-learning process in French and what all this involves (probably because of the newness of the Major in the FLD).

Although most of the sources of information for this project were books, web pages, magazines and newspapers, the research team also used other sources such as class observations and interviews to teachers from different institutions where French is taught to children. The research team also decided to implement themselves the method under study in order to teach a group of children to read in French because they considered it to be more effective method to teach reading because of what they had read about it and the results obtained by others who have used this method in other places.

The Phonetics Method is not the only reading method that exists; there are other reading methods to teach students to read. Among those reading methods there can be mentioned the “Alphabetic Method,” which consists in teaching to read using the symbols of the alphabet in the language (they learn to read by learning the names of the alphabet letters). Other methods used for the same purpose are the “Analytic Global Method” and the “Global Method.” The Global Analytic Method involves finding the meaning of all the words in the texts used for that purpose, rather than focusing in each letter. Another method, the Global Method for reading, consists in teaching children the words without analyzing the meaning in depth, but rather it is expected that the kids will guess the

meaning of the word by themselves. (La querrela de los métodos en la enseñanza de la lectura- Berta P. de Braslavsky.)

### **3. Designing the Instruments**

In order to collect and analyze the information, the research team used different instruments, which were designed by the research team using as samples instruments used by other researchers. One of the instruments was the interview. They interviewed teachers in charge of teaching French to children. The interviews included 8 open questions intended to find out the kind of methods teachers use to teach reading to children in some institutions in San Salvador where French is taught as a foreign language. The research team also observed their classes using a specific rubric with the purpose of identifying the methods used by the interviewed teachers and the children's responses to those methods when exposed to them in their French classes.

That information would be contrasted with the information provided by the teachers during the interviews and also would provide some model to the researchers when they applied the Phonetic Method in the classes that they were going to teach to the students of the "Centro Infantil y Guardería La Florida" located in Urbanización La Florida, pasaje Las Palmeras No 22, San Salvador, El Salvador.

Other instruments designed with the purpose to gather information were the exams and tests which were given to the group of children of "Centro Infantil y Guardería La Florida". The evaluations were adapted according to the A1 level of the Common European Framework of Reference for Language in order to measure the results obtained when teaching children to read in French by using the Phonetic Method.

### **4. Describing the Instruments**

The instruments include interviews to French language teachers, an observation chart to keep track of methods used in French language classes, a reading program designed by the researchers that was used as a guide during the teaching of reading to a group of children at "Centro Infantil y Guardería La Florida" and technological equipment. The reason to use these instruments was because the research team considered that it could help them to later analyze the results of their putting into practice the Phonetic

Method in reading classes. These instruments were practical and helpful to the gathering of the data.

Following there is a brief description of the use of instruments:

1. Reading Program: The research team taught some lessons in French to 15 children from the “Centro Infantil y Guardería La Florida” for one month.
2. Evaluations: The evaluation consisted in giving learners two reading quizzes, some reading controls and oral expression exercises, and the final exam.
3. Observation: The research group observed the development of both the classes of the teachers who were previously interviewed, and the classes taught by the research team applying the Phonetic Method.
4. Personal interviews: These interviews were carried out with the French teachers to know which reading methods they apply with their students.

## **5. Universe**

The universe for this investigation were children between the ages 10-12, specifically those who have never had any exposure to the French language. The reason for this was to find out if the Phonetic Method is appropriate to teach reading in French as a foreign language.

## **6. Sample**

The sample were a group of 15 children between the ages 10 to 12 of the “Centro Infantil y Guarderia La Florida”, San Salvador, El Salvador. Students of this range of ages were chosen because they, according to experts, are more receptive to learn new things and it is considered that they acquire the basic level in reading with the Phonetic Method in an easy manner.

## VII. DESCRIPTION OF ANALYSIS

### 1. Interviews' Description

As part of the investigation carried out, the researchers interviewed four teachers who teach French in different institutions. The purpose of these interviews was to determine if they used the Phonetic Method in their classes. These interviews also served to find out which techniques they used in their classes to teach the students to read in French.

The questions in the interview were intended to find out the characteristics of the teaching methods used by teachers to develop the reading skill in their classes. An important part in the interview to teachers was the one related to find out if the teachers knew the Phonetic Method and, if that was the case, how they implemented it as a tool in their classes to teach children to read.

The teachers who were interviewed were selected according to certain characteristics that were compatible with this research. The first characteristic was that the teachers had to be teaching French at a basic level at the time of the research. The second factor was the ages of the students these teachers were teaching to. Among the four teachers who were interviewed, three of them worked with children and one, who was a university professor, taught the French language to young adults.

The results that were obtained through the interviews showed mainly the knowledge of the different teachers about the Phonetic Method. The first teacher was Evelyn Hersant (see annex B.1), from Liceo Frances San Salvador. She explained that she knows the Phonetic Method, but instead of teaching phonetic symbols to teach to read, she focuses more in the sounds of the language. She says that she emphasizes more in the listening of the French sounds to make students distinguish one French sound from the other.

The second teacher was Dixie Chavez, teacher at Centro de Enseñanzas de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES) (see annex B.2). She works with young adult students. She says that she teaches the phonetic symbols of the words by matching the sounds with the corresponding letters in the alphabet. She states that this



means teaching the alphabet letters and how they sound and then they learn to recognize the phonetic symbols that represents the sound of each letter. For example, the vowel "a" whose pronunciation is represented with the phonetic symbol [a], or the letter "h" which is pronounced and represented as [h]. She recommends using the Phonetic Method as a tool to teach to read in French, specifically the phonetic alphabet because in her opinion it is easier to learn to read that way.

Marta Pineda, a teacher in the Alianza Francesa de El Salvador (see annex B.3), was the third teacher who was interviewed. More than using the Phonetic Method in her classes, she says that she uses repetition as the main technique. However, she also states that she uses sounds as a way to improve oral skills, but not reading. She says that she uses Spanish words that are similar to French sounds as examples.

The last teacher who was interviewed was Pablo Pineda, an educator at the Alianza Francesa San Salvador (see annex B.4). He states that he knows the Phonetic Method and uses it in his classes with books and applying his own methodology. He says his methodology is mainly oral, but he emphasizes in making distinction between sounds to help children recognize them in the reading. He also says that he uses repetition to fix the sounds in the students' minds.

## **2. Description of Class Observation**

After interviewing the different teachers, the researchers had the opportunity to observe some classes sessions taught by the interviewed teachers. The purpose of this activity was to find out how the interviewed teachers applied the methodology they described during the interview and if they used another kind of methodology in their respective classes. Another purpose for this observation was to gather useful information that could help the researchers apply the Phonetic Method in the French classes that they would be teaching later to a group of children in the “Centro Infantil y Guardería La Florida”. In order to be the most accurate possible in the description of the classes, the research team observed each class on different dates.

The following is a description of the methodology used by the teachers and how they taught the French language to their students; besides the description of the classes

observed, a chart used by the research team to gather the respective information is included following every detailed description.

### **1<sup>st</sup> Class observed**

**Teacher:** Evelyn Hersant

**Institution:** Liceo Frances de San Salvador

**Level:** 1<sup>o</sup> grade

**Category:** kids

In this document, there is a description of the classes taught by teacher Evelyn Hersant, teacher of the Liceo Frances de San Salvador. The information is described according to the observation chart, video, and notes taken by the researchers during the development of her classes.

The class is taught in a classroom suitable for 22 students. The teacher Hersant starts her class by doing oral and written practice in French. She uses short poems that are written in charts and posts them on the wall; then the children sit around. The students read the poems out loud acting out by gesturing them. If there is any doubt regarding the vocabulary in the poems, the students ask the teacher. They are very fluent in French due to the fact that they were exposed to French language since they were very young.

The teacher continues by showing the kids another chart. This time, the chart contains the amplified version of the cover of a book. The book is "La Sorceries aux Trois Crapauds" ("The Three-Toad Witch") by Hiawyn Oram. They describe the cover and the teacher shows the elements of the cover such as the author, editor, title, etc., in order to build up more vocabulary. Then, the teacher asks questions to the children in anticipation of what the story is going to be about and they guess what the book will be about. After that, they start reading the first page of the book. The book is designed to be easily understood by the kids.

The class continues with a written exercise. This exercise addresses reading and oral skills. The teacher first focuses in the sound of the letter "e" "the vowel of the day", as the teacher calls it. She shows the students the differences between the e, é, and è. The differences between these vowels lie in how they are pronounced. The teacher Hersant writes words on the board containing those vowels and models the pronunciation to the

students. After that, they practice the words in the written exercises. They have to cross the sound that is in the word according on how they remember the pronunciation.

Teacher Hersant uses plenty of visual and auditory stimulation in her classes. She accompanies her instructions with gestures and charts; so that the students can see what the reading is about and also they participate by imitating in an imaginary way. Professor Hersant also uses repetition to fix vocabulary in children. They pay attention to the word she says, how it is pronounced and they practice its pronunciation at least five times; then, she asks the students to repeat the word to build up more vocabulary. She also uses correction and examples, especially in the vocabulary area. Teacher Hersant also pays close attention to the pronunciation of words to make sure that the kids can identify a sound in the reading as well as in the listening area.

In the following part it is presented an observation guideline which is divided in two charts. The first chart presents some analysis of the techniques, exercises, activities and materials that teacher Evelyn Hersant uses in her class to teach to read in French to children according to the development of the reading method that she has applied. Finally, the second chart describes the behavior, attitude and the development of students in the French class of the teacher.

The original version of the observation guideline was made in Spanish by the researchers which it is presented in the part below



**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

**Lugar:** Liceo Francés de San Salvador **Fecha:** Mayo 18 y 19 201 **Hora:** 8:30am – 11:00am  
**Clase:** Francés Básico (1º grado) **Nombre del docente:** Evelyn Hersant

**Objetivos:**

- Observar las técnicas que los docentes (nombre de la institución) del idioma Francés utilizan para enseñar a leer a los estudiantes de 10 a 12 años en el idioma Francés.
- Evaluar el proceso de aprendizaje de los estudiantes (nombre de la institución) en la competencia de lectura del idioma Francés.

**CUADRO DE OBSERVACIÓN**

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
<b>DOCENTE</b>	<b>1</b>	Se enseñan las letras vocales mediante su sonido utilizando láminas con figuras que inicien con las letras estudiadas.			
	<b>2</b>	Se enseña cada consonante por su sonido, empleando la ilustración de un animal, objeto, fruta, etc. Cuyo nombre comience con la letra por enseñar.			
	<b>3</b>	El docente utiliza la retroalimentación.			
	<b>4</b>	Utiliza Materiales para el desarrollo del lenguaje y lectura.			
	<b>5</b>	Realiza lecturas en voz alta, seguidillas, individuales y grupales.			
	<b>6</b>	Realiza actividades para analizar los sonidos que forman una palabra presentada oralmente.			
	<b>7</b>	Para enseñar a leer, señala con el dedo cada letra y pronuncia su sonido alargándolo, el niño lo repite.			

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
<b>NIÑOS</b>	1	Lee diversos tipos de textos en situaciones comunicativas.			
	2	Lee palabras conocidas que forman parte de su vocabulario visual en textos de uso cotidiano (horario, cartel de asistencia, instrucciones, etc.)			
	3	Relaciona oraciones e imágenes a partir de la lectura de diversos tipos de textos			
	4	Lee textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto) de manera autónoma.			
	5	Lee palabras asociándolas con algunas pistas de palabras conocidas (letras conocidas, sonidos similares, forma de las palabras).			
	6	Lee con apoyo del docente textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto)			

These observation guidelines were translated to the English language. These are showed in the following part



**UNIVERSITY OF EL SALVADOR  
SCIENCE AND HUMANITY FACULTY  
FOREIGN LANGUAGE DEPARTMENT**

**Place:** Liceo Francés de San Salvador      **Date:** May 18 and 19 2016      **Schedule:** 8:30am – 11:00am  
**Class:** Basic French 1st grade      **Teacher's name:** Evelyn Hersant

**Objectives:**

- To observe the techniques used by the teachers to teach children between 10-12 to read in French.
- To evaluate the process of learning to read in the French language in the students

**OBSERVATION GUIDELINE**

	<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>TEACHER</b>	<b>1</b> The teacher teaches the vowel sounds through their sounds using visual aids containing drawings of objects that start with said sound			
	<b>2</b> The teacher teaches consonant sounds using drawings of animals, objects fruits, etc, which names start with said consonant sound			
	<b>3</b> The teacher uses feedback about the subjects			
	<b>4</b> The teacher uses materials to help to develop language and reading in the students			
	<b>5</b> The teacher reads out loud and does reading activities in groups and individually			
	<b>6</b> The teacher makes activities to analyze the sound of a word that is presented orally			
	<b>7</b> To teach to read the teacher points out each letter emphasizing in the pronunciation of the sound and the student repeats it			

		<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>CHILDREN</b>	1	The children read various texts in communicative situations			
	2	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			
	3	The children relate sentences and images by reading different types of readings			
	4	The children read simple pieces of reading of simple structure			
	5	The children read words associating them with other known words			
	6	The children read short readings of simple structure according to the type of reading, receiving help of the teacher			

### **2nd Class observed**

**Teacher:** Dixie Chávez

**Institution:** Centro de Enseñanzas de Idiomas Extranjeros de la Universidad de El Salvador (CENIUDES)

**Level:** 1

**Category:** Adults

In this part, there is the description of the classes taught by the teacher Dixie Chávez, teacher of the “Centro de Enseñanzas de Idiomas Extranjeros de la Universidad de El Salvador” (CENIUDES). The information is described according to the observation, video, and notes taken by the researchers during her classes. The number of students in the class is 30. This is a French class level 1 for young adults. This is only taught on Sundays from 8:00 am to 12:00 pm. The course is developed in 8 weeks.

Teacher Chávez starts her class by checking the conversation written by the students that she has assigned them during the previous class as homework. The students

present their conversations in pairs; the teacher and the students pay attention to the conversation. When each pair finishes presenting the conversation, teacher Chávez says the French words that they did not pronounce correctly. She pronounces the word and students repeat. The students make mistakes when pronouncing some words, mainly words with different pronunciation from how they are written in a conventional manner, because they try to pronounce the words as they are pronounced/written in Spanish.

The teacher continues by showing some tongue twisters written in French. The purpose of this activity is to teach the French consonants and vowel sounds; this is a technique in which students can learn pronunciation through games. The teacher writes some words on the board. Then, the students read them out loud. Later, all students participate by reading the tongue twisters; the teacher reads them to teach the pronunciation of the words. She makes emphasis on teaching the diphthongs and triptongs that appear in the tongue twister by writing the corresponding phonetic symbols on the board.

The class continues reading conversations in pairs; when they finish reading teacher Chávez asks if they have questions related to vocabulary or pronunciation. She uses gestures, sounds or pictures to answer and teach the meaning of vocabulary. Then, the students listen to the conversations on the cd from the book. After this activity, some pairs act out the conversations roll plays. If students do not pronounce correctly, she teaches the sound several times until students learn them. In addition, the teacher teaches other topics as grammar, conjugation of verbs, adjectives, nationalities; however, the teacher teaches pronunciation of words sounds in each given topic.

The class ends with exercises related to the topic that they study; for example, students learn the conjugation of some verbs in simple present. Then the students make exercises on the board, books and the material she has prepared.

Teacher Chávez uses the repetition technique to teach students the sounds of each word and letter. She repeats the words several times to them. She also shows pictures from their students' book and workbook and gestures to understand the general meaning of the text or conversation they read. Teacher Chávez uses phonetic symbols to teach pronunciation. Teacher Chávez really focuses on each student pronunciation.

In the following part it is presented an observation guideline which is divided in two charts. The first chart presents some analysis of the techniques, exercises, activities



and materials that teacher Dixie Chavez uses in her class to teach to read in French to students according to the development of the reading method that she has applied. Finally, the second chart describes the behavior, attitude and the development of students in the French class of the teacher.

The original version of the observation guideline was made in Spanish by the researchers which it is presented in the part below



**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD DE CIENCIAS Y HUMANIDADES**  
**DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

**Lugar:** Centro de Enseñanzas de Idiomas Extranjeros  
De la Universidad de El Salvador

**Fecha:** 15/05/16 y 29/05/16

**Hora:** 8:00 am – 12:00 md

**Clase:** Francés básico para adultos (Dominical)

**Docente:** Dixie Chávez

**Objetivos:**

- Observar las técnicas que los docentes (nombre de la institución) del idioma Francés utilizan para enseñar a leer a los estudiantes de 10 a 12 años en el idioma Francés.
- Evaluar el proceso de aprendizaje de los estudiantes (nombre de la institución) en la competencia de lectura del idioma Francés.

**CUADRO DE OBSERVACIÓN**

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
<b>DOCENTE</b>	<b>1</b>	Se enseñan las letras vocales mediante su sonido utilizando láminas con figuras que inicien con las letras estudiadas.			
	<b>2</b>	Se enseña cada consonante por su sonido, empleando la ilustración de un animal, objeto, fruta, etc. Cuyo nombre comience con la letra por enseñar.			
	<b>3</b>	El docente utiliza la retroalimentación.			
	<b>4</b>	Utiliza Materiales para el desarrollo del lenguaje y lectura.			
	<b>5</b>	Realiza lecturas en voz alta, seguidillas, individuales y grupales.			
	<b>6</b>	Realiza actividades para analizar los sonidos que forman una palabra presentada oralmente.			

	7	Para enseñar a leer señala con el dedo cada letra y pronuncia su sonido alargándolo, el niño lo repite.			
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		Item	Si	No	A veces
NIÑOS	1	Lee diversos tipos de textos en situaciones comunicativas.			
	2	Lee palabras conocidas que forman parte de su vocabulario visual en textos de uso cotidiano (horario, cartel de asistencia, instrucciones, etc.)			
	3	Relaciona oraciones e imágenes a partir de la lectura de diversos tipos de textos			
	4	Lee textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto) de manera autónoma.			
	5	Lee palabras asociándolas con algunas pistas de palabras conocidas (letras conocidas, sonidos similares, forma de las palabras).			
	6	Lee con apoyo del docente textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto)			

These observation guidelines were translated to the English language. These are showed in the following part



**UNIVERSITY OF EL SALVADOR  
SCIENCE AND HUMANITY FACULTY  
FOREIGN LANGUAGE DEPARTMENT**

**Place:** Centro de Enseñanza de Idiomas Extranjeros (CENIUES)    **Date:** 15/05/16 and 29/05/16  
**Class:** Basic French for adults                      **Teachers name:** Dixie Chavez

**Objetives:**

- To observe the techniques used by the teachers to teach children between 10-12 years old to read in French.
- To evaluate the process of learning to read in the French language in the students

**OBSERVATION GUIDELINE**

		Item	Yes	No	Sometimes
<b>TEACHER</b>	<b>1</b>	The teacher teaches the vowel sounds through their sounds using visual aids containing drawings of objects that start with said sound			
	<b>2</b>	The teacher teaches consonant sounds using drawings of animals, objects fruits, etc., which names start with said consonant sound			
	<b>3</b>	The teacher uses feedback about the subjects			
	<b>4</b>	The teacher uses materials to help to develop language and reading in the students			
	<b>5</b>	The teacher reads out loud and does reading activities in groups and individually			
	<b>6</b>	The teacher makes activities to analyze the sound of a word that is presented orally			
	<b>7</b>	To teach to read the teacher points out each letter emphasizing in the pronunciation of the sound and the student repeats it			

		Item	Yes	No	Sometimes
<b>CHILDREN</b>	1	The children read various texts in communicative situations			
	2	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			
	3	The children relate sentences and images by reading different types of readings			
	4	The children read words associating them with other known words			
	5	The children read simple pieces of reading of simple structure			
	6	The children read short readings of simple structure according to the type of reading, receiving help of the teacher			

### **3rd Class observed**

**Teacher:** Martha Pineda

**Institution:** Alianza Francesa, El Salvador

**Level:** 1

**Category:** kids

The following part, there is the description of the classes taught by teacher Martha Pineda, who works at Alianza Francesa San Salvador. The information is described according to the observation, video, and notes taken by the researchers during the development of her classes.

The number of students in teacher Martha Pineda's class is 16. This is a French class level 1 for kids. This is only given on Saturdays from 2:00 pm to 4:00 pm. The course is developed in one year. Teacher Pineda starts the class greeting the students, asks them the date and one student writes it on the board. At the beginning there is a review of the last topic of the previous class. Students write simple sentences and ask questions orally conjugating verbs appropriately. If the students make grammar or pronunciation mistakes, she repeats several times until students have gotten the correct grammar structure or pronunciation.

Then, the teacher continues the class showing flashcards related to the meaning of some verbs. The teacher plays games with which students can learn vocabulary and play at the same time. Students read verbs from a worksheet that the teacher gives them and the students work on the exercises. After they finish working on the worksheet exercises, the teacher and the students answer the exercises together.

The teacher continues teaching the conjugations of some verbs in simple present. Students do the exercises with the verbs in simple present on the worksheets and on the board. Once the students have learnt the conjugation of the verbs in simple present, they produce their own sentences orally.

At the end of the class, the teacher and the students read a story from a book; it is a three-dimensional book. The teacher and students sit down on the floor to read the story. The students read the story one by one. If students make a pronunciation mistake, the teacher repeats the word several times and the students do so too.

The teacher asks questions related to the story to students; the students pay attention and participate actively. The students understand the context of the story through pictures and the teacher uses gestures when the students do not understand the meaning. Teacher Pineda teaches not only the reading skill but also other skills. Besides teaching reading and pronunciation, she also emphasizes other aspects of the language such as grammar and vocabulary.

In spite of the fact that teacher Pineda uses a lot of activities, which keep students interested; however, there are times when some students miss classes and that prevents them from learning at the same pace than others. As a research group we could observe that she uses the Global Analytic Method.

In the following part it is presented an observation guideline which is divided in two charts. The first chart presents some analysis of the techniques, exercises, activities and materials that teacher Martha Pineda uses in her class to teach to read in French to students according to the development of the reading method that she has applied. Finally, the second chart describes the behavior, attitude and the development of students in the French class of the teacher.

The original version of the observation guideline was made in Spanish by the researchers which it is presented in the part below.



**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

**Lugar:** Alianza Francesa, El Salvador **Fecha:** 11/06 - 18/06/16 **Hora:** 8:00 am – 12:00 md  
**Docente:** Martha Pineda **Clase:** Francés básico para niños (sabatino)

**Objetivos:**

- Observar las técnicas que los docentes (nombre de la institución) del idioma Francés utilizan para enseñar a leer a los estudiantes de 10 a 12 años en el idioma Francés.
- Evaluar el proceso de aprendizaje de los estudiantes (nombre de la institución) en la competencia de lectura del idioma Francés.

**CUADRO DE OBSERVACIÓN**

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
<b>DOCENTE</b>	<b>1</b>	Se enseñan las letras vocales mediante su sonido utilizando láminas con figuras que inicien con las letras estudiadas.			
	<b>2</b>	Se enseña cada consonante por su sonido, empleando la ilustración de un animal, objeto, fruta, etc. Cuyo nombre comience con la letra por enseñar.			
	<b>3</b>	El docente utiliza la retroalimentación.			
	<b>4</b>	Utiliza Materiales para el desarrollo del lenguaje y lectura.			
	<b>5</b>	Realiza lecturas en voz alta, seguidillas, individuales y grupales.			
	<b>6</b>	Realiza actividades para analizar los sonidos que forman una palabra presentada oralmente.			
	<b>7</b>	Para enseñar a leer señala con el dedo cada letra y pronuncia su sonido alargándolo, el niño lo repite.			

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
	1	Lee diversos tipos de textos en situaciones comunicativas.			



NIÑOS					
	2	Lee palabras conocidas que forman parte de su vocabulario visual en textos de uso cotidiano (horario, cartel de asistencia, instrucciones, etc.)			
	3	Relaciona oraciones e imágenes a partir de la lectura de diversos tipos de textos			
	4	Lee textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto) de manera autónoma.			
	5	Lee palabras asociándolas con algunas pistas de palabras conocidas (letras conocidas, sonidos similares, forma de las palabras).			
	6	Lee con apoyo del docente textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto)			

These observation guidelines were translated to the English language. These are showed in the following part



**UNIVERSITY OF EL SALVADOR  
SCIENCE AND HUMANITY FACULTY  
FOREIGN LANGUAGE DEPARTMENT**

**Place :** Alianza Francesa, El Salvador

**Date :** 11/06/16 and 18/06/16

**Schedule :** 8:00 am – 12:00 md

**Teacher :** Martha Pineda

**Class:** Basic French for children

**Objectives:**

- To observe the techniques used by the teachers to teach children between 10 to 12 to read in French.
- To evaluate the process of learning to read in the French language in the students.

**OBSERVATION GUIDELINE**

		<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>TEACHER</b>	<b>1</b>	The teacher teaches the vowel sounds through their sounds using visual aids containing drawings of objects that start with said sound			
	<b>2</b>	The teacher teaches consonant sounds using drawings of animals, objects fruits, etc., which names start with said consonant sound			
	<b>3</b>	The teacher uses feedback about the subjects			
	<b>4</b>	The teacher uses materials to help to develop language and reading in the students			
	<b>5</b>	The teacher reads out loud and does reading activities in groups and individually			
	<b>6</b>	The teacher makes activities to analyze the sound of a word that is presented orally			

	7	To teach to read the teacher points out each letter emphasizing in the pronunciation of the sound and the student repeats it			
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		Item	Yes	No	Sometimes
CHILDREN	1	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			
	2	The children relate sentences and images by reading different types of readings			
	3	The children read words associating them with other known words			
	4	The children read simple pieces of reading of simple structure			
	5	The children read short readings of simple structure according to the type of reading, receiving help of the teacher			
	6	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			

**4th Class observed**

**Teacher:** Pablo Flores Cruz

**Institution:** Alianza Francesa San Salvador

**Level:** 1

**Category:** Kids

The researchers had the opportunity to observe teacher Pablo Flores Cruz's classes in two classes given on Saturdays. He works at Alianza Francesa San Salvador. He

teaches level 1 of the French language; the ages of this group were between 8 to 14. The following description is about what he does in his class.

On day one, learners had the opportunity to participate and speak in French. At the beginning of the class, some students are in charge of taking the attendance, writing the date on the board, spelling the date according to the sound they hear. The professor asks “How many students are there in the class?” He does this in order for children to practice the numbers in French.

The research team considers teacher Pablo is one of the teachers who use the Phonetics Method in his classes. He gives the instructions to students related to the topic “the consonant sounds [s] and [z].” Teacher Pablo explains the difference between the spelling and the sound they produce. He asks students to look up words in the dictionary that have those sounds; for example: “musique” [z], “muse” [z], “zero”[z], etc.; there are some rules to pronounce these sounds. The children try to find out the possible rules to pronounce these sounds; so the professor explains when the letter “s” sounds like [s] or when it sounds like [z].

One of the activities he uses to put into practice the Phonetic Method is to say a word, and when children listen to a specific sound, for instance the sounds /s/ or /z/, they are asked to identify the sound they listen to by raising their left or right hands when they listen to the sound. Another activity the professor does is to write some words on the board; then, he reads them and children have to decide if the word is correctly pronounced or not. Children have to explain why they say that.

On day two, the children take a quiz related to the last class in order to know if they can use the consonant sounds /s/ and /z/ correctly. The quiz consists on a list of words; the teacher read the words one by one and then children have to write beside them which sound they heard.

Also, he asks children to read short paragraphs about the History of France (Mini Histoire de la France). These readings include pictures that help children to understand the content of the paragraphs. Then, the teacher asks children to repeat aloud, so that they can pronounce correctly every word.

Some difficulties that this group had were the pronunciation of the nasal sound and the diphthongs. Teacher Pablo uses materials like photocopies, songs and dictionary.

In the following part an observation guideline is presented, which is divided in two charts. The first chart presents the analysis of the techniques, exercises, activities and materials that teacher Pablo Cruz uses in his class to teach to read in French to students according to the development of the reading method that he has applied. Finally, the second chart describes the behavior, attitude and the development of students in the French class of the teacher.

The original version of the observation guideline was made in Spanish by the researchers which it is presented in the part below.



**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD DE CIENCIAS Y HUMANIDADES**  
**DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

**Lugar:** Alianza Francesa San Salvador    **Fecha:** Junio 11 y 18 2016    **Hora:** 4:00pm-6pm  
**Clase:** Francés Básico Para Niños    **Nombre del docente:** Pablo Flores Cruz

**Objetivos:**

- Observar las técnicas que los docentes (nombre de la institución) del idioma Francés utilizan para enseñar a leer a los estudiantes de 10 a 12 años en el idioma Francés.
- Evaluar el proceso de aprendizaje de los estudiantes (nombre de la institución) en la competencia de lectura del idioma Francés.

**CUADRO DE OBSERVACIÓN**

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
<b>DOCENTE</b>	<b>1</b>	Se enseñan las letras vocales mediante su sonido utilizando láminas con figuras que inicien con las letras estudiadas.			
	<b>2</b>	Se enseña cada consonante por su sonido, empleando la ilustración de un animal, objeto, fruta, etc. Cuyo nombre comience con la letra por enseñar.			
	<b>3</b>	El docente utiliza la retroalimentación.			
	<b>4</b>	Utiliza Materiales para el desarrollo del lenguaje y lectura.			
	<b>5</b>	Realiza lecturas en voz alta, seguidillas, individuales y grupales.			
	<b>6</b>	Realiza actividades para analizar los sonidos que forman una palabra presentada oralmente.			
	<b>7</b>	Para enseñar a leer señala con el dedo cada letra y pronuncia su sonido alargándolo, el niño lo repite.			

		<b>Item</b>	<b>Si</b>	<b>No</b>	<b>A veces</b>
	<b>1</b>	Lee diversos tipos de textos en situaciones comunicativas.			
	<b>2</b>	Lee palabras conocidas que forman parte de su vocabulario visual en textos de uso cotidiano (horario, cartel de asistencia, instrucciones, etc.)			

<b>NIÑOS</b>	<b>3</b>	Relaciona oraciones e imágenes a partir de la lectura de diversos tipos de textos			
	<b>4</b>	Lee textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto) de manera autónoma.			
	<b>5</b>	Lee palabras asociándolas con algunas pistas de palabras conocidas (letras conocidas, sonidos similares, forma de las palabras).			
	<b>6</b>	Lee con apoyo del docente textos cortos de estructura sencilla (oraciones simples y organización de acuerdo al tipo de texto)			

These observation guidelines were translated to the English language. These are showed in the following part



**UNIVERSITY OF EL SALVADOR  
SCIENCE AND HUMANITY FACULTY  
FOREIGN LANGUAGE DEPARTMENT**

**Place:** Alianza Francesa San Salvador      **Date:** Junio 11 y 18 2016      **Schedule:** 4:00pm-6pm  
**Class:** Francés Básico Para Niños      **Teacher:** Pablo Flores Cruz

**Objectives:**

- To observe the techniques used by the teachers to teach children between 10-12 years old to read in French.
- To evaluate the process of learning to read in the French language in the students

**OBSERVATION GUIDELINE**

		<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>TEACHER</b>	<b>1</b>	The teacher teaches the vowel sounds through their sounds using visual aids containing drawings of objects that start with said sound			
	<b>2</b>	The teacher teaches consonant sounds using drawings of animals, objects fruits, etc., which names start with said consonant sound			
	<b>3</b>	The teacher uses feedback about the subjects			
	<b>4</b>	The teacher uses materials to help to develop language and reading in the students			
	<b>5</b>	The teacher reads out loud and does reading activities in groups and individually			
	<b>6</b>	The teacher makes activities to analyze the sound of a word that is presented orally			
	<b>7</b>	To teach to read the teacher points out each letter emphasizing in the pronunciation of the sound and the student repeats it			



		<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>CHILDREN</b>	1	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			
	2	The children relate sentences and images by reading different types of readings			
	3	The children read words associating them with other known words			
	4	The children read simple pieces of reading of simple structure			
	5	The children read short readings of simple structure according to the type of reading, receiving help of the teacher			
	6	The children read word that are of common use and belong to his everyday vocabulary such as schedules, attendance lists, instructions, etc.			

### **3. Description of Implementation of the Phonetics Method by the Researchers**

The main activity that was carried out to use the Phonetic Method to teach children to read in the French language was a series of classes where the research team used that method. The place is where this activity was carried out is called "Centro Infantil y Guardería la Florida," which is located in San Salvador. Originally, the classes were prepared for a group of children between 10-12 years old. However, children between 6 and 8 years old were also included to participate in the program because only a few children between the required ages were registered at the Centro Infantil y Guardería La Florida. After discussing the nature and purpose of the investigation, the Director of the center agreed to allow us to teach the classes to the children.

The research team designed a program to be implemented during four weeks (see annex 1). The researchers designed a schedule of classes of 2 hours a day, five days a week from Monday through Friday. Each class had a break of 15 minutes. Every week, the researchers taught different elements of the language such as vowel sounds, consonants, diphthongs and triphthongs. At the end of every week, the children were evaluated with a quiz; there was also a final exam concluding the fourth week. The main objective was to make students attain the A1 level of reading proficiency according to the Common European Framework of Reference for Languages.

The Phonetic Method was used in each of the classes through exercises and activities. In order to teach the students, the researchers also used materials according to the age of the students.

Following there is a description of the activities that were performed during the time frame for the French Reading Class.

During the first week, children were introduced to the French language. For many of them, this was the first contact they had with this language. They showed plenty of enthusiasm to learn. The lesson plan for the first week included the teaching of French vowel sounds and how to pronounce them. The classes were divided in one hour of theory and one of practicing and exercising. During the first hour, the research team used printed flashcards with the vowels, a draw that represents the word meaning and their corresponding phonetic symbols and how they are pronounced. The objective of this was to make the children recognize the vowel sound and then identify such vowel sound in the written form. During the second hour the children practiced the sounds they had learned in the words that the research team provided for that purpose.

They also carried out activities such as games related to the vowel sounds that were taught. The research team considered that such activities would help the children to fix the sound in their minds in an enjoyable way. At the end of the week, students were given a quiz to evaluate their progress.

The lesson plan for the second week included teaching nasal sounds, diphthongs and triphthongs. The first two days were dedicated to nasal sounds. To teach those sounds, the researchers first explained to the students what a nasal sound is and how it sounds. They used examples of sounds in Spanish such as the letter "ñ" to help children get familiar with the sound. During the two other days, the research team

taught diphthongs and triphthongs. The classes were focused on teaching the children how the different combinations of vowels sounded in French. These sounds were more complex for the children due to the fact that combinations such as "eau", "eu", "ai", "au", "ou", "oui", "ei" that are sounds different of the Spanish language. Nevertheless, the activities the researchers did such as matching sounds exercises, and games helped the students to read them quite easily. At the end of the week, the students were evaluated with a midterm exam.

During the third week, the research team instructed the students in the way the consonants are pronounced. The consonants were divided in 7 pairs of consonants making a total of 14 consonant sounds. The researchers used similar materials to teach the sounds such as flashcards and activities such as matching the phonetic symbol with the consonant sound. This part of the method was easy for the students due to the fact that most of the French consonant sounds have a similar sound with the ones in Spanish.

The fourth week was used to develop activities such as reading exercises in a more advanced level. During the first two days, the students were encouraged to read small pieces of different kinds of texts such as phrases, sentences, and short poems. The researchers made sure to include all the phonetic elements that were taught in the previous classes. In the last two days of the week, students were taught to read more practical information, such as postcards, addresses and short letters in French. During the last day, they were evaluated with a final reading exam.

The results obtained during the teaching activity will be discussed in further chapters of the investigation, the students learned to read phrases in French as well as the meaning of the words studied through the course. Students were also encouraged to continue studying the language and it is expected that they become more interested in learning the French language to master their new reading skills.

During the period of the French Reading Class the students were evaluated four times. The results of these exams are presented in the below part

### First Evaluation

This test consisted in reading 12 words in French out loud containing the sounds introduced in the classes (see annex C.1). In the following chart, the results obtained in the first evaluation are shown. The research team considers that the results are good based on the fact that this is the first evaluation the students take and also because they had not taken French classes before.

Ages	Students	Qualitative Evaluation Results			
		Poor (1-4)	Regular (5-6)	Good (7-8)	Excellent (9-10)
6	Helen Aldana				
6	Ariana Amaya				
9	Lorena Chacón				
14	Iris Chacón				
11	Jesus Chacón				
13	Fatima Gutierrez				
6	Alejandra Meza				
12	Luis Mendez				
10	Kevin Ovidio				
8	Diego Pérez				
8	Helen Reyes				
6	Celeste Rivas				
10	Andrea Villafuerte				

## Second Evaluation

In this exam each student was asked to read a list of 10 words using the nasal French sounds and diphthongs (see annex C.2). This time the students were recorded in video for later evaluation.

Ages	Students	Qualitative Evaluation Results			
		Poor (1-4)	Regular (5-6)	Good (7-8)	Excellent (9-10)
6	Helen Aldana				
6	Ariadna Amaya				
9	Lorena Chacón				
14	Iris Chacón				
11	Jesus Chacón				
13	Fatima Gutierrez				
6	Alejandra Meza				
12	Luis Mendez				
10	Kevin Ovidio				
8	Diego Pérez				
8	Helen Reyes				
6	Celeste Rivas				
10	Andrea Villafuerte				



Those students did not do the second exam, because they did not come to the class this day.

### Third Evaluation

In this exam the students were requested to read a paragraph from the book “La Puce à l’Oreille” from Marion Muller (see annex C.3). The purpose of the reading was to evaluate how the students pronounced consonants studied during that week. In the following chart, there are the results obtained in the third evaluation using the Phonetic Method to read in French.

Ages	Students	Qualitative Evaluation Results			
		Poor (1-4)	Regular (5-6)	Good (7-8)	Excellent (9-10)
6	Helen Aldana				
6	Ariadna Amaya				
9	Lorena Chacón				
14	Iris Chacón				
11	Jesus Chacón				
13	Fatima Gutierrez				
6	Alejandra Meza				
12	Luis Mendez				
10	Kevin Ovidio				
8	Diego Pérez				
8	Helen Reyes				
6	Celeste Rivas				
10	Andrea Villafuerte				



Those students did not do the third exam, because they did not come to the class of this day.

### Fourth Evaluation

The final exam was a short text that the 13 students were asked to read individually. This short text was taken from a book called “Écho 1 Méthode de Français” which is a text that has simple and basic words and which according to the Common European Framework of References for Languages, students who have a level 1 of competence should be able to read easily (see annex C.4).

This exam was significant for the research team because in this exam the students put into practice the knowledge they learnt during the month when the reading class took place. With the results of this last exam, the research team was able to demonstrate that the Phonetic Method is a good tool that teachers can use to teach students to read in French.

Ages	Students	Qualitative Evaluation Results			
		Poor (1-4)	Regular (5-6)	Good (7-8)	Excellent (9-10)
6	Helen Aldana				
6	Ariadna Amaya				
9	Lorena Chacón				
14	Iris Chacón				
11	Jesus Chacón				
13	Fatima Gutierrez				
6	Alejandra Meza				
12	Luis Mendez				
10	Kevin Ovidio				
8	Diego Pérez				
8	Helen Reyes				
6	Celeste Rivas				
10	Andrea Villafuerte				

## VIII. ANALYSIS

The information for this investigation the researchers used three main sources: the interviews passed to the different French teachers, the observations from the French classes and the results from the French Reading Classes taught by the research team. The following results are presented explaining the source they come from.

### 1. The Interview Results

The interviews to teachers helped the researchers to find out the experiences that those teachers who teach French to young students had had while teaching reading to their students. The interviews to the teachers were recorded so that later on their opinions could be compared with what they do in their classes. It is important to point out that three of them expressed that they used the Phonetic Method in their classes and only one did not.

Evelyn Hersant agreed that it is important to teach children to recognize the sounds of letters using the actual representations of the letters and their respective sounds, rather than their phonetic symbol. In the same way, Dixie Chavez used the Phonetic Method in the form of repetition, this means that she made students repeat the correct pronunciation of each word.

Teacher Pablo Cruz explained that he bases his classes according to two main factors: repetition and oral and reading differences of words. Based on his experience, he said that “the Phonetic Method works with children as long repetition is used to fix the sounds in the student’s minds”.

Although teacher Martha Pineda said that she does not specifically use the Phonetic Method in her classes, she states that it is important to teach the pronunciation of the whole word rather than teaching the individual pronunciation of individual vowels and consonants. She agreed that teaching the complete word pronunciation would improve the students’ reading comprehension.



## **2. The observations from the French Classes Results**

When observing the classes of the four previously teacher interviewed, the research team could be able to compare what they said in the interview and how they applied the methods they use during their daily classes. In this way the research team had a perspective how to teach the group of children taken for this investigation.

In Evelyn's class was observed different ways to help children to acquire the French language using the Phonetic Method. One of the main activities was she explained the sound giving examples of words in which the sound is found; then, she wrote words on the board containing those vowels and models the pronunciation to the students. After that, they practiced the words in the oral and written exercises. In both cases, children had to identify the sound that was in the word according to the pronunciation they remembered.

An important activity the researchers found in Dixie class was when each pair read a conversation taken from the text book, teacher Chávez said the French words that they did not pronounce correctly. And then she pronounced the word correctly and students repeated. This was because they tried to pronounce the words as they are pronounced/written in Spanish.

In Martha's class the researchers found she used flashcards related to the meaning of some verbs. Then, she played games with which students could learn vocabulary and play at the same time. For the research team this was an important activity since the sample for this investigation was a group of children. And they could learn through games that help them feel motivate to learn.

Another teacher who uses the Phonetic Method in the French classes is Pablo Cruz. It was observed that he did activities using this method. One of the activities he did with children was to say words, and when children listened to a specific sound they were asked to identify the sound they listen to by raising their left or right hand when they listened to the sound. Another activity the professor did was to write some words on the board; then, he read them and children had to decide if the word was correctly pronounced or not.

For the purpose of this research, it was considered that observing these classes was important due to several reasons. First, the researchers had the opportunity to know the methods that were used by the teachers and also if they applied the Phonetic Method

in their respective classes. As a result, it was discovered that three of the teachers used the Phonetic Method and one of them used the Global Analytic Method, which was also effective according to the observations that the researchers did.

The second reason was to gather information to create the exercises, activities, exams, and materials that were useful to apply in the reading classes that the researchers gave. In addition, the research team was able to observe how the teachers employed their own methodology and instruments to teach the children to read in French by using the Phonetic Method. This information helped to create the methodology that was used at the moment of performing the reading classes given by the research team.

The third reason was to know the common factors that all the teachers had to teach to read in French. It was discovered that the main factor they had in common was the technique of repetition. This technique was used when a student mispronounced a word; then, the teacher pronounced it correctly and made the children repeat it several times until they learned the appropriate pronunciation.

With these observations, the researchers were able to confirm that the children responded well to the Phonetic Method. This was important due to the fact that the results found in the teachers classes matched the results of the classes made by the research group.

### **3. The French Reading Class Results**

The results obtained from the French Reading Classes using the Phonetic Method show that this method can be used to teach children to read in French at a level A1 according to the Common European Framework of Reference for Languages even if they do not have a previous knowledge of that language. In the case of the children who participated in this investigation, most of them were able to understand and read the exercises and texts with a good degree of fluency and some of them were able to articulate the French words only by listening to the sounds of the words that were studied.

Nevertheless, there were some factors that influenced in a negative way the children's learning process. One of them was absenteeism of some students. The main reason for this situation was due to the fact that the institution where this study took place functions more as a kindergarten and a day care center. And when the kids did not come to the

French classes was because they needed time to do other curricular activities affecting their schedule to attend the French classes. Despite of absenteeism students continued showing their interest in the classes and learned to read in French at the same level of those who were more constant in their coming to classes.

Children's motivation was also an important factor for them to learn to read in French using the Phonetic Method. Those students who showed more enthusiasm in the classes were able to perform better when reading the assigned texts and during evaluations.

Another factor that in this case affected the learning process was the ages of the students. At the beginning, the classes were intended for an older group of students (between 10 to 12 years old). However, the children who participated in this investigation were between ages 6 to 14 years old.

When analyzing the results, the researchers found that older students already knew how to read fluently in Spanish, and since they were able to recognize the letters and the sounds on the paper, they could understand and pronounce the words easily. Nevertheless, this factor does not necessarily mean that younger children cannot learn to read using this method, but the materials and methodology used with them should be according to their ages.

The final results show that the Phonetic Method had positive results at the moment of teaching children to read in French. The results, obtained after applying this method with the group of children who were part of the project show that it can be helpful not only to teach reading in French to children, but also to improve the listening, speaking and writing skills. The Phonetic Method also motivated children to continue studying more about the French language on their own.

## **IX. CONCLUSIONS**

The results of this research project about the use of the Phonetic Method to teach to read in the French language to children show positive results when taking into consideration some factors like time, age and the methodology used by the teachers. It is also important to take into consideration that enthusiasm and willingness are important at the moment of learning with this or any other method.

The investigation showed that if children can already read in their mother tongue it would be easier for them to attain the A1 level according to the Common European Framework of Reference for Languages. In this particular case, older children learned the sounds faster due to the fact that they could already read fluently in Spanish which helped them understand the sounds in French faster and more easily.

The process of learning to read in French as in any other language does not happen overnight. This means that it is important to count with a reasonable amount of time to generate positive results and improvement of reading skills. As it was previously mentioned, the minimum period of time suggested, based on the results is an intensive course of four months to six months to make students read with an acceptable level of fluency.

## **X. RECOMMENDATIONS**

1. The Phonetic Method can be used to teach reading either in the mother tongue or in a foreign or second language, since this method can help people develop other skills such as speaking and listening.
2. Students should be motivated to read to create in them a reading habit. Using the Phonetic Method in classes to teach reading can improve learners' pronunciation and also develop critical and analytical thinking which would benefit their personal and professional life.
3. The teachers of the "Centro Infantil y Guardería La Florida" should use the Phonetic Method to teach children to read in the mother tongue or in another language they might teach in there. Besides that, the teachers can adapt it to help students learn with less difficulty. Teachers who have knowledge in Phonetics can use this method in their daily classes as another tool to teach reading.
4. Professors of the Foreign Language Department of the University of El Salvador should consider using the Phonetic Method in their classes. It could be applied in any course in which the reading skill is part of the aspects of the language which is emphasized, since it can benefit students' pronunciation. Also, the students of the FLD should use this method to improve their fluency and reading skills in their French classes and it can be useful to be applied in social service projects.

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## **XII. ANNEXES**

### **A. Annex 1**

This part contains a description of the methodology that was used in the French classes given by the researchers. It also presents the schedule, exams, the population, the materials and activities and the subjects that were studied in each week.

#### **PROGRAM FOR TEACHING TO READ WITH PHONETICS IN FRENCH LANGUAGE**

##### **1. GENERAL INFORMATION**

Name of the class:	Teaching Reading with Phonetics in French language
Year:	2016
Level and area:	A1. Reading
School:	Centro Infantil y Guarderia La Florida
Period of the classes:	One month
Time of hours of work:	40 hours
Weeks:	4 weeks
The classes start:	June 20 <sup>th</sup> , 2016
The classes finish:	July 15 <sup>th</sup> , 2016
Teachers:	Yasmin Ivette Henríquez Varela Yeimi Lisset Rodriguez Daniel Isaias Villegas Guardado
Teacher advisor:	Lcda.: Rhina Franco

##### **2. DESCRIPTION**

This is a course to teach to read in the French language to students of ages between 10 to 12 years with the Phonetic Method. The main purpose of this course will be to teach the sounds of the French Language Alphabet. This course will be divided in four units. In each unit the instructors will teach certain kind of sounds (Vowels, consonants, nasal sounds). Every day the instructors will give reading exercises containing the sounds that would be taught in that day.

### **3. OBJECTIVES**

**At the end of the course the students will be able to:**

#### **A. General Objective**

- To help students attain the A1 level of the Common European Framework of Reference for Languages using the Phonetic Method to teach to read in French.

#### **B. Specific objectives**

- To teach children to recognize the different vowel and consonant sounds in French in the written materials.
- To develop the Reading skill and fluency in the students to read simple and basic words and phrases in French by using the phonetics of this language.

### **4. METHODOLOGY**

The student is the center of the course and the instructors will be the facilitators who will guide the kids with the purpose of learning the contents of the course. This course will have the goal of making the children to achieve the level of fluency in reading in French according to the A1 level in the Common European Framework of Reference for Languages by using the Phonetic Method. This method consists in teaching the French alphabet letter sounds and then to blend these consonants and vowels to form words and sentences which the learners will be able to read. The course will be carried out in a participative manner. Students will participate and express their opinions during the class.

In the classes, the students will work in two ways: individually and in groups. They will read different kinds of texts and materials in French. There will be assignments to reinforce the studied topics at home. The classes will be delivered by three instructors.

In every class, the instructors will teach a certain sounds corresponding to the consonant and vowel sounds of the French language. These sounds will be taught orally and in reading exercises. It is expected to combine the exercises with activities such as songs, poems, games, etc. in order to keep the children's attention and active participation in the course. The course will have duration of one month, with classes of 2 hours from Monday to Friday. At the end of each week, the instructors will give quizzes to evaluate

the learning process of the children. In addition, there will be a midterm exam and a final exam.

Therefore, the evaluation consists on two quizzes with a grading percentage of 10% each, one midterm exam of 30% and one final exam of 50%. These percentages will help the instructors to evaluate the learning process of the children; however they are not designed to make students pass this course but rather to measure the children's reading skills in French.

## 5. CONTENTS OF THE COURSE

Units	Contents	Sounds	Evaluation	Weeks
1	«Teaching French vowel sounds»	[a], [e], [ɛ], [ə], [i], [o], [ɔ], [y], [u], [ø], [œ]	Quiz	1
2	«Teaching French consonant sounds»	[ʃ], [ã], [ɛ̃], [ɲ], [ʒ], [ʒ], [ʀ]	Mid-term	2
3	«Teaching of French diphthong and triphthong sounds»	Ai, eu, oi, ou, oe, ui, eau, oui	Quiz	3
4	« Reading of French words and short phrases»	Read French short stories, poems and sing.  Final evaluation.	Mid-term	4

## **B. Annex 2**

The following annex of the job contains the interviews that were made to the teachers that teach the French language in different institutions. The questions included in the interviews were written to know the reading method, activities and materials that they use to teach to read in French. These interviews were carried out in Spanish, but they were translated into English because the team considerate it include them in the project.

The interviews are presented in Spanish and in English.

Following the reader will find the original version of the interviews

### **Annex b.1**

#### **Entrevista 1**

**Profesor:** Evelyn Hersant

**Institución:** Liceo Francés

**Nivel:** 1er grado

**Categoría:** Niños

#### **1. ¿Qué técnicas utiliza para enseñar a leer en francés a los estudiantes?**

“Nosotros empezamos enseñando los sonidos en palabras pequeñas, por ejemplo yo les enseño a escribir los nombres personales y el sonido como el sonido de [a] en Alejandra y el de la [b] en Beatriz. Nosotros también utilizamos películas cortas como “Alpha”, y las pequeñas historias. Con estos materiales ellos empiezan a familiarizarse con las vocales y consonantes. También, utilizamos la repetición y les mostramos palabras para enfatizar el sonido en la letra correspondiente. También, usamos palabras que están en los materiales escritos y luego yo les pregunto qué sonido es el que está en esa palabra”.

#### **2. ¿Qué tipo de materiales utiliza en la enseñanza de la lectura en francés?**

“El Alpha que es una pequeña película y un libro. También uso albums, libritos de cuentos para los niños. Lo que hago con las historias de cuento es sacar un textos y esos los amplio en carteles y con eso trabajamos en la clase. Y creo ejercicios para que ellos puedan trabajar individualmente en la lectura. Otro material que utilizo son imágenes para que

ellos entiendan el vocabulario del texto y principalmente asociar las palabras con el sonido que estamos estudiando. Por ejemplo, el sonido [a] [i] etc. Este ejercicio les ayuda a no tener dificultades con el vocabulario ya que el francés es un idioma que ellos no entienden”.

### **3. ¿Cuánto tiempo invierte en enseñar a leer a los estudiantes a la semana?**

Pueden ser 10 horas durante la semana. Porque durante ese tiempo también vemos fonología, técnicas de escritura, etc. Normalmente, usamos entre 8 a 10 horas. En una clase, usamos 1 hora para la lectura y además aprendieron otros aspectos relacionados con la lectura como el oral, la escritura, la articulación, etc.

### **4. ¿Cuáles son las dificultades que ha encontrado para que los estudiantes aprendan a leer en francés?**

El problema es que no hablan francés al principio. Se debe de tomar en cuenta que no se puede leer algo si no entiende. Leer es entender. Por esa razón, desde el principio de la clase, se les enseña el vocabulario y se empieza con palabras simples que ellos puedan comprender. Eso puede ser lo más difícil.

### **5. ¿Cuáles son los sonidos del idioma Francés más difíciles para los estudiantes?**

Los sonidos más difíciles son las semi-vocales “oui” y las vocales con sonidos complejos como /œ/ /ɔ̃/ /ɛ̃/ (sonidos nasales). Estos sonidos son difíciles porque son sonidos que no existen en el español y no existen en muchos idiomas. Otros sonidos difíciles son la /b/ y /v/ porque no saben distinguir las diferencias. Nosotros hacemos énfasis en la articulación, haciendo ejercicios que les ayude articular esos sonidos que son difíciles y aprendan a reconocerlos en las palabras. Personalmente, no hago gestos para enseñar los sonidos pero siento que este método es muy interesante.

### **6. ¿Ha utilizado Fonética (Método Fonético) para enseñar a leer en francés a los estudiantes?**

Yo personalmente no recomiendo usar los sonidos fonéticos para enseñar a los niños a leer en francés, pero si les enseño los sonidos. Es importante que ellos escuchen los sonidos desde el principio, para que ellos aprendan a distinguir los sonidos que son

similares al pronunciar. Por eso, hacemos muchos ejercicios orales y utilizo pequeñas tarjetas con imágenes para que ellos conozcan el significado del vocabulario.

**a. ¿Cómo ha empleado ha empleado el Método Fonético?**

Yo empleo la fonética empezando a escuchar un sonido. Para que ellos lo reconozcan y adivinen cual es el sonido que estamos escuchando. Luego, yo digo palabras que tienen ese sonido y les pregunto si ellos entienden ese sonido o si es otro. Después, ellos buscan palabras con ese sonido y luego hacemos trabajos escritos con los cuales presentamos imágenes con los sonidos y les pregunto si identifican el sonido que hemos estudiado en esa palabra.

**7. ¿Cuáles han sido los resultados que ha obtenido al usar el Método Fonético?**

Bueno, nosotros no podemos enseñar a leer si no sabemos distinguir ni entender los sonidos. Sin embargo, para hablar un idioma también es necesario hablar, vivir y entender los sonidos de ese idioma.

**8. Después de los resultados obtenidos utilizando fonética para enseñar a leer a niños, ¿usted recomendaría el Método Fonético a los docentes e instituciones de nuestro país para la enseñanza de la lectura?**

Sí, porque no podemos entender un idioma si no distinguimos los sonidos. Si no entendemos los sonidos no podemos escribir o articular ni decir las palabras. No podemos aprender a leer sin el uso del método. Es muy importante aprender a articular los sonidos porque un idioma significa comunicación”.

**Anexo b.2 Entrevista 2**

**Profesor:** Dixie Chavéz

**Institución:** Centro de Enseñanzas de Idiomas Extranjeros (CENIUES)

**Nivel:** 1

**Categoría:** adultos

**1. ¿Qué técnicas utiliza para enseñar a leer en francés a los estudiantes?**

“Por ejemplo la repetición, se mira un poco de fonética y luego la repetición de los diálogos que están en los libros, les dejamos los diálogos y cuando ellos hablan y dicen mal una palabra se les corrige la pronunciación”.

**2. ¿Qué tipo de materiales utiliza en la enseñanza de la lectura en francés?**

“Más que todo se ocupan los audios. Los libros de texto que ellos utilizan traen cds, y también imágenes. Más que todo para no dar el significado en español se utilizan las imágenes y también gestos”.

**3. ¿Cuánto tiempo invierte en enseñar a leer a los estudiantes a la semana?**

“Se ocupan 30 minutos, mientras ellos leen los diálogos, luego lo practican entre ellos y corregimos los sonidos que tuvieron dificultad”.

**4. ¿Cuáles son las dificultades que ha encontrado para que los estudiantes aprendan a leer en francés?**

“La pronunciación del francés porque es diferente de la lengua materna. La escritura no es igual como la del español. Y la combinación de las vocales “ai” que se pronuncia [ɛ].”

**5. ¿Cuáles son los sonidos del idioma Francés más difíciles para los estudiantes?**

“Los sonidos más difíciles son [ʀ], [y], [b], [v], [s], [z], [e] y los tres tipos de [e]. Los sonidos de los diptongos y triptongos. Y también los sonidos nasales los cuales son sonidos que no existen en español”.

**6. ¿Ha utilizado Fonética (Método Fonético) para enseñar a leer en francés a los estudiantes?**

“Sí, yo la utilizo. De hecho la hemos estado utilizando recientemente”.

**a. ¿Cómo ha empleado ha empleado el Método Fonético?**

“Como es nivel 1, ellos están aprendiendo el alfabeto, lo que hice es ponerles en la pizarra la estructura fonética de algunas palabras y ellos lo identificaban con el alfabeto. Por ejemplo, “a” [a], “h” [h]. Primero, los estudiantes aprenden todas las letras del alfabeto y luego los sonidos fonéticos y la estructura”.



**7. ¿Cuáles han sido los resultados que ha obtenido al usar el Método Fonético?**

“Los resultados han sido Buenos”.

**8. ¿Usted recomendaría el Método Fonético a los docentes e instituciones de nuestro país para la enseñanza de la lectura?**

“Si, por que muchas veces no sabemos el significado de las palabras, no sabemos cómo leerlas; y si usamos el abecedario fonético puede ser más fácil”.

**Anexo b.3 Entrevista 3**

**Profesor:** Martha Pineda

**Institución:** Alianza Francesa, El Salvador

**Nivel:** 1

**Categoría:** Niños

**1. ¿Qué técnicas utiliza para enseñar a leer en francés a los niños?**

“La técnica que utilizo con los niños es un poco diferente, porque con los niños casi todo va implícito, a veces no les puedo explicar exactamente como se pronuncian ciertas vocales porque van aprendiendo y tienen muy poco tiempo de haber empezado a estudiar el idioma. Más que todo lo que hago con ellos es usar la técnica de la repetición, y hay palabras que son parecidas al español de esa manera se les facilita la lectura en francés. Sin embargo trato de trabajar la parte oral en clase para que cuando ellos vean las palabras a ellos se les haga menos difícil leer”.

**2. ¿Qué tipo de materiales utiliza en la enseñanza de la lectura en francés?**

“El libro que los niños compran y nosotros utilizamos trae un cd y cada unidad trae un dialogo al principio de la unidad. Entonces, ellos leen el dialogo primero para que tengan una comprensión global de lo que se va a tratar el dialogo. Y luego les pongo el audio y con la ayuda de los dibujos a partir de los dibujos ellos pueden adivinar de lo que trata. También, yo uso libros de la biblioteca de la academia. Esos libros son animados, los cuales son muy útiles para la clase por que así se motivan más por la lectura también uso imágenes para enseñarles el vocabulario. Y también uso canciones con la letra”.

**3. ¿Cuánto tiempo invierte en enseñar a leer a los niños a la semana?**

“Nosotros leemos entre 20 a 30 minutos. El tiempo depende si la lectura es larga o corta”.

**4. ¿Cuáles son las dificultades que ha encontrado para que los niños aprendan a leer en francés?**

“La influencia de otros idiomas, varios de acá van a colegios bilingües entonces quieren pronunciar como en inglés. También, si faltan a clases. Otro problema es cuando ellos no tienen el hábito de la lectura en la lengua materna”.

**5. ¿Cuáles son los sonidos del idioma francés más difíciles para los niños?**

“Los sonidos de los diptongos como “eu” “oeu” [ø], [œ], también la “u” [y], los estudiantes no distinguen la diferencia entre [u] y [y]. Las palabras que tienen el sonido [y] los niños usan [u] en vez de [y]; ya que, esos sonidos no existen en el español”.

**6. ¿Ha utilizado fonética (método fonético) para enseñar a leer en francés a los niños?**

“No, nunca he usado fonética. Porque con ellos la enseñanza del francés es más general”.

**a. ¿Conoce usted alguna persona que utilice fonética para enseñar a leer a niños?**

“Si, en la Alianza Francesa hay algunos profesores que usan fonética con los niños”.

**Anexo b.4 Entrevista 4**

**Profesor:** Pablo Cruz

**Institución:** Alianza Francesa, El Salvador

**Nivel:** 1

**Categoría:** Niños

**1. ¿Qué técnicas utiliza para enseñar a leer en francés a niños?**

“Básicamente tenemos que enseñarles a repetir lo más que puedan, ya que no están familiarizados con el idioma. Entonces intento hacerles hablar hasta que manejan bien la

enseñanza dada. Doy un repaso al principio de cada clase relacionada con la clase anterior. En cada clase trato de aplicar los métodos franceses que aprendí cuando fui a Francia.

## **2. ¿Qué tipo de materiales utiliza en la enseñanza de la lectura en francés?**

"Traigo fotocopias con imágenes que describen sonidos, si usted notó que hoy trabajamos en un ejercicio sobre los sonidos que enseñé la última clase. Los niños tienen que escribir el sonido que escucharon en las páginas dadas. A veces uso algunas hojas con imágenes porque aquí es difícil tener todos estos materiales. Los materiales que aplico en mis clases son los libros que traje de Francia. Trabajo mucho con audios y cuando tengo la oportunidad de ir al aula interactiva, puedo aprovechar el uso de muchas imágenes, ver videos y cantar canciones".

## **3. ¿Cuánto tiempo invierte en enseñar a los niños a la semana?**

"Tengo dos grupos de niños; Para cada grupo doy clases dos horas a la semana, mensual es de ocho o diez horas, desde el principio trato de trabajar en dictado empezando por vocales y consonantes deletreando letra por letra y luego palabra por palabra; Dependiendo del sonido dicto palabras con ese sonido. Honestamente no podemos enseñar tanto como me gustaría, para el horario en el que están inscritos, lo que significa que sólo vienen los sábados. Hay otros grupos inscritos en un programa diferente; Vienen el miércoles y el jueves para que trabajemos en la lectura un poco más con ellos".

## **4. ¿Cuáles son las dificultades que ha encontrado para que los niños aprendan a leer en francés?**

"En primer lugar, están familiarizados con el inglés, por lo que tienden a leer la palabra en inglés. Otro hecho que los influye bastante es cuando ven una palabra prestada del inglés en francés y tratan de pronunciar como en inglés, que es el momento en que hay que corregirlos. El tercer factor sus padres no hablan francés por lo que no pueden hacer un seguimiento y con frecuencia lo que han aprendido este sábado lo olvidan durante la semana porque no tienen la oportunidad de practicar antes de la próxima clase".

## **5. ¿Cuáles son los sonidos del idioma francés más difíciles para los niños?**

"Yo explico que hay sonidos en francés que no existen en español y que trabajo con ellos en esos sonidos, considerando que el francés tiene tantas palabras con esos sonidos. Todo

tiene una propuesta sólo para darle un ejemplo si enseño sonidos nasales, les explico por qué deben hacerlo, cómo van a utilizarlo, les doy ejercicios con ejemplos y material de lectura para meterlos en el contexto, haciéndolos que lea un párrafo o palabras cortas. En referencia a los diptongos del francés lo que hago es hacer un uso abundante de colores; Por ejemplo, si escribo en la pizarra el verbo "aimer" el diptongo "ai", lo escribo con un color notable que el resto de la palabra. Cuando les enseño de esta manera, les digo que la palabra es de esa manera pero los diptongos se pronuncian de manera diferente, entonces hacen una asociación mental que está escrita con un color diferente porque sucede algo importante (cambiar la pronunciación)".

**6. ¿Ha utilizado Fonética para enseñar a leer en francés a los niños?**

"Sí, utilizo el método fonético. Tengo algunos libros que están diseñados para enseñar a los niños. Son 4 libros y cada libro tiene cosas diferentes. Por lo tanto, cuando voy a enseñar aplico mi propia metodología. "

**a. ¿Cómo ha empleado la fonética?**

"En primer lugar, trabajo en la habilidad de hablar; luego trabajo en la habilidad de escritura. Esto es para hacerles saber que entre el hablar y escribir hay una diferencia. Las palabras no se pronuncian en la forma en que están escritas; Que no existe en español. También para hacerlos repetir y observar, los movimientos de los labios son importantes. "

**7. ¿Cuáles han sido los resultados que ha obtenido al usar fonética?**

"Hasta este momento, el uso de este método ha funcionado porque los niños son capaces de hacer la diferencia entre un sonido y otros. Hacen lo mejor para pronunciarlas bien.

**8. Después de los resultados obtenidos utilizando fonética para enseñar a leer a niños, ¿usted recomendaría este método a los docentes e instituciones de nuestro país para la enseñanza de la lectura?**

"Sí, yo recomendaría este método. Pero al final, cada profesor usa la metodología propia y puede decidir cómo enseñar"

In the following part the interviews translated into the English language are presented

### **Interview 1**

**Teacher:** Evelyn Hersant

**Institution:** Liceo Francés de San Salvador

**Level:** 1° grade

**Category:** kids

#### **1. Which techniques do you use to teach children to read in French language?**

“We start by teaching the sounds in short words, for example I teach them to write their names and the sounds like the [a] in Alejandra and the [b] in Beatriz. We also use short films such as Alpha, and short stories. With those materials, they start to get familiar with the vowels and consonants. We also use repetition, and we show words to emphasize in one sound in one letter in that word one at a time. We also use the words in the written materials, and then I ask which sound is in that word. What I care about is to bring out all the knowledge of the children. After that, we try to make them read the whole text. I read, for instance and then I am asked about it. What we care about is the information we can take from the text that is the essence of the lecture understanding the code of the lecture. The essence is to understand if that text makes sense.”

#### **2. What kind of materials (worksheets, flashcards audio, audiovisual, visual aids) do you use in the teaching of reading in French language?**

“The Alpha is the first method. It is a short movie and a book. I also use albums, books, stories. etc. I use extractions (texts) and I amplify them in bigger charts and we work with them. Then I compose exercises for the students to read individually. I also use flashcards in order for them to understand the vocabulary from the text, specifically words associated with the sound we are studying, for example the sound [a] [i] etc. This helps to avoid problems with the vocabulary since French is a language that they do not understand.”

**3. How much time do you spend on teaching students to read in French per week?**

“It can take up to ten hours during the week. Since we cover also phonology, writing, etc. it can take normally between eight and ten hours. In a class, we spend one hour in reading, besides teaching the other aspects like oral, writing articulation, etc.”

**4. What challenges have you found to teach children to read in French?**

“The problem is that at the beginning, they do not speak French that is something we have to keep in mind. You cannot read something you do not understand. Reading understands. That is why at the beginning we start with words they can understand. That would be the main difficulty.”

**5. What are the sounds of the French language more difficult for students?**

“The more difficult sounds are the semivowels in words like “oui” and the vowels that are more complex like /*ũ*/ /*õ*/ /*ẽ*/ (nasal sounds). Those sounds are difficult because they do not exist in Spanish and they exist in very few languages. Another problem is the difference between the /b/ and /v/. We put emphasis in the articulation, making exercises for the children to articulate those sounds and looking for words that have those sounds. I personally do not use gestures to teach those sounds but I find that method very interesting.”

**6. Have you used the phonetic method to teach children to read in French?**

“I personally do not recommend using phonetic symbols to teach to read children in French, but I do use sounds. We should emphasize in the listening first, to distinguish the sounds that sound similar. This is why I do many oral exercises and I work with flashcards for that reason, to help children to know the vocabulary through images.”

**a. How do you employ Phonetics in your classes?**

“In phonetics in my classes we start by paying attention to just one sound. The kids guess which sound we will be working with. Then, I say words with that sound and I ask if they understand this sound or another one. Then they look for words with that sound on the exercises I provide in order to see if they can find it. Then we do writing exercises in which we present images with the sounds and we ask the children to identify if the sound we studied is in that word.”

**7. What are the results you have obtained by using the phonetic method?**

“Well, we cannot teach reading without distinguishing and understanding the sounds. However to speak a language it is also necessary to speak, live and understand the sounds of that language.”

**8. Based on the results you obtained, would you recommend the use of the phonetic method to teach to read in French?**

“Yes, because we cannot understand a language if we do not distinguish the sounds. That is not possible because if we do not understand the sounds we cannot write or articulate or say the words. We cannot learn that language without it. It is very important to learn and articulate the sounds because language means communication.”

**Interview 2**

**Teacher:** Dixie Chávez

**Institution:** Centro de Enseñanzas de Idiomas Extranjeros de la Universidad de El Salvador

**Level:** 1

**Category:** Adults

**1. Which techniques do you use to teach children to read in French language?**

“I used repetition and a bit of phonics, for example the students repeat listening and practicing the book conversations. When they make a mistake (pronunciation) while they are practicing the conversation, they are corrected.”

**2. What kind of materials (worksheets, flashcards audio, audiovisual, visual aids) do you use in the teaching of reading in French language?**

“I use the book cd's, with this material they listen the conversations and look pictures that are on the book. The images help them to understand the meaning without using Spanish words, and gestures that help too to get meaning of French words.”

**3. How much time do you spend on teaching students to read in French language per week?**

“I used about 30 minutes, during they read dialogues, practice it and we make the correction of mistakes.”

**4. What are the difficulties that you have observed that students have in learning to read in French language?**

“The pronunciation of the French language that is different from their mother tongue. The written form is not the same as the Spanish. And combinations of some French vowels, such as “ai” are pronounced [ɛ].”

**5. What are the sounds of the French language more difficult for students?**

“The more difficult sounds are [ʀ], [y], [b], [v], [s], [z], [e] and the three types of [e]. And the diphthong, trip thong sounds. Also the nasal sounds that do not exist in Spanish.”

**6. Have you used phonetic or phonics to teach reading in French to students?**

“Yes, I have used it and I am using it recently.”

**7. How have you used phonics to teach reading in French language?**

“As this is level 1, they learn the alphabet. I taught the phonetic structure of words, and they identify the French sounds with the alphabet, for example "a" [a], "h" [h]. They learn the whole alphabet letters, then the phonetic sounds and structures.”

**8. What have been the results you have obtained as a teacher by using phonics language to teach reading?**

“The results have been good.”

**9. After the results you have obtained using phonics to teach reading to students, would you recommend this methodology to teachers and institutions of our country for teaching reading?**

“Yes, because we do not know word meaning, we do not know how to read them; and using the phonetic alphabet it could be easier.”



### **Interview 3**

**Teacher:** Martha Pineda

**Institution:** Alianza Francesa, El Salvador

**Level:** 1

**Category:** kids

#### **1. Which techniques do you use to teach children to read in French language?**

“To apply a technique to teach reading with kids is a little different, the classes have to be taught implicitly, I cannot explain exactly the sounds, function and structure of each sound letter because it is a language that they know as a first time. So, the technique that I used in reading is repetition of words that are similar to Spanish. This technique helps them to develop speaking and oral skills; and in that way French learning is facilitated.”

#### **2. What kind of materials (worksheets, flashcards audio, audiovisual, visual aids) do you use in the teaching of reading in French language?**

“The material that I have is the books that students use for the class, which bring cd’s. I use the cd’s in classes to listen to the dialogues; students listen to the audio and see image book at the same time, so that they could have a better comprehensive understanding of what the conversation is about and they guess meaning conversations without using Spanish words. Also, I use book from the “mediateca” which it is a local and virtual library of the French Alliance. I used frequently those books from the mediateca because the book is illustrated and animated to read and I can explain story meaning with the pictures. Almost always I bring striking material. In addition, I use flashcards with images that we can find on the internet, and songs with lyrics.”

#### **3. How much time do you spend on teaching students to read in French language per week?**

“20 or 30 minutes a week”

#### **4. What are the difficulties that you have observed that students have in learning to read in French language?**

“One of the difficulties is the influence of other languages; they want to pronounce words as the other languages they have learned before. Also, each child learns differently, some students are faster and others do not as well the absence of students to classes. And also, students who are used to read in their mother tongue.”

**5. What are the sounds of the French language more difficult for students?**

“Diphthongs and triphthongs as “eu” “oeu” [ø], [œ] and; also the “u” [y], students confuse the difference between [u] and [y]. The words that have the sound [y] kids use [u] instead of [y]. Since, these are sounds that we do not have in Spanish language.”

**6. Have you used phonetic or phonics to teach reading in French to students?**

“No, I have never used phonetics. French teaching is more general.”

**a. Do you know someone who has used phonics to teach children?**

“Yes, at the French Alliance, there are some teachers who use phonics to children”

**Interview 4**

**Teacher:** Pablo Flores Cruz

**Institution:** Alianza Francesa San Salvador

**Level:** 1

**Category:** Kids

**1. Which techniques do you use to teach children to read in French language?**

“Basically we have to teach them to repeat as much as they can since they are not that familiar with the language. They either speak French at home or at school then I try here to make them speak until they handle well the teaching given. I give a refresher at the beginning of every class related with the previous one. In every single class I try to apply French methods that I bought when I went to France.”

**2. What kind of materials (worksheets, flashcards audio, audiovisual, visual aids) do you use in the teaching of reading in French language?**

“I bring photocopies with pictures which describe sounds, if you noticed today we worked in an exercise about the sounds I taught the last class. Children have to write the sound they heard in the pages given. I sometimes use some sheets with images because in here it is tough to have all these materials. The materials I apply in my classes are the books I brought from France. I work a lot with audios and when I have the opportunity of going to the interactive classroom, in there I can take advantage of using a lot of images, watch videos, and sing songs.”

**3. How much time do you spend on teaching students to read in French language per week?**

“I have two groups of children; for each group I give classes two hours a week, monthly it is eight or ten hours, since the beginning I try to work on dictation going through vowels and consonants spelling letter by letter and later word by word; depending of the sound thought I dictate words with that sound. Honestly we are unable to teach as much as I would like to, for the schedule they are enrolled in, meaning they only come Saturdays. There are others groups enrolled in a different program; they come Wednesday and Thursday so that we work in reading a little more with them.”

**4. What challenges have you found to teach children to read in French?**

“First of all they are familiar with English so they tend to read the word in English. Another fact that influences them pretty much is when they see a borrowed word from English in French and they try to pronounce like in English, which is the moment when you have to correct them. The third factor as I have stressed, their parents do not speak French so they cannot make a follow up and frequently what they have learnt this Saturday they forget it during the week because they do not have the opportunity to practice prior the next class.”

**5. What are the sounds of the French language more difficult for students?**

“I explain that there are sounds in French which do not exist in Spanish and I work with them on it, considering that French has so many words with those sounds. Everything has a propose just to give you an example if I teach nasal sounds, I explain them why they should do it, how they are going to use it, I give exercises with examples and reading material to get them into the context, making them read a short paragraph or words. In reference to diphthongs that exists in French what I do it is to make a plenty use of colors; for instances, if I write on the whiteboard the verb “aimer” the diphthong “ai” I write it with a remarkable color than the rest of the word. When I teach them in this way, I tell them that the word is spell in that way but the diphthongs is pronounce differently then they make a mental association that it is written with a different color because something important happens (change the pronunciation).”

**6. Have you used the phonetic method to teach children to read in French?**

“Yes, I use the Phonetic Method. I have some books that are designed to teach children. It is 4 books and each book has different stuff. So, when I am going to teach I apply my own methodology.”

**7. How do you employ Phonetics in your classes**

“First of all, I work in the speaking skill; then I work in the writing skill. This is to let them know that between speaking and writing there is a difference. The words are not pronounced in the way they are written which does not exist in Spanish. Also to make them repeat and observe, the movements of lips are important.”

**8. What are the results you have obtained by using the phonetic method?**

“Until this moment, the usage of this method has worked because children are able to make the difference between one sound and others. They do the best in order to pronounce well.”

**9. Based on the results you obtained, would you recommend the use of the phonetic method to teach to read in French?**

“Yes, I would recommend this method. But at the end, each professor use the own methodology and they can decide how to teach.”

**C. Annex 3**

In this part of the project, the research group presents the rubrics of the evaluations that were made to the children of “Centro Infantil y Guardería La Florida” who participated in the French Reading Class that was organized and taught by the team. The exams and the rubrics helped the research team to get the analysis of using the Phonetic Method to learn to read in French and to know the development of French reading in the children.

**Annex C.1 First Evaluation**  
**Phonetic Pronunciation Rubric**

Student's name: \_\_\_\_\_ age: \_\_\_\_\_

Date: \_\_\_\_\_

1-6	<b>1</b>	25-30	<b>5</b>	43-49	<b>8</b>
7-12	<b>2</b>	30-36	<b>6</b>	50-54	<b>9</b>
13-18	<b>3</b>	37-42	<b>7</b>	55-60	<b>10</b>
19-24	<b>4</b>				

<b>Pronunciation / Intonation</b>	<b>Poor (0 - 1 pts)</b>  Student makes little or no effort to enunciate and articulate in target language.	<b>Fair (2 - 3 pts)</b>  The student has errors in pronunciation, some effort in articulation in target language.	<b>Good-Excellent (4 - 5 pts)</b>  The student makes minor or no errors in pronunciation, great articulation in target language with expression.
<b>Eléphant</b>			
<b>Écouter</b>			
<b>Sorcière</b>			
<b>Maison</b>			
<b>Lune</b>			
<b>Loup</b>			
<b>Arbre</b>			
<b>Abri</b>			
<b>Cadeau</b>			
<b>Pomme</b>			
<b>Sœur</b>			
<b>creuser</b>			

## Annex C.2 Second Evaluation

### Phonetic Pronunciation Rubric

Student's name: \_\_\_\_\_

age: \_\_\_\_\_

Date: \_\_\_\_\_

1-5	<b>1</b>	21-25	<b>5</b>	36-40	<b>8</b>
6-10	<b>2</b>	26-30	<b>6</b>	41-45	<b>9</b>
11-15	<b>3</b>	31-35	<b>7</b>	46-50	<b>10</b>
16-20	<b>4</b>				

<b>Pronunciation / Intonation</b>	<b>Poor (0 - 1 pts)</b>  Student makes little or no effort to enunciate and articulate in target language.	<b>Fair (2 - 3 pts)</b>  The student has errors in pronunciation, some effort in articulation in target language.	<b>Good-Excellent (4 - 5 pts)</b>  The student makes minor or no errors in pronunciation, great articulation in target language with expression.
<b>Un</b>			
<b>Lundi</b>			
<b>Bon</b>			
<b>Trois</b>			
<b>Fais</b>			
<b>Mais</b>			
<b>Ciel</b>			
<b>Bien</b>			
<b>Rien</b>			
<b>Huit</b>			

**Annex C. 3 Third Evaluation**

**Phonetic Pronunciation Rubric**

Student's name: \_\_\_\_\_

age: \_\_\_\_\_

Date: \_\_\_\_\_

*Short texte of "la Puce à L'Oreille" (Marion Murielle)*

*Le vendredi juillet 8 2016*

*"Félix, toujours sérieux, interroge de nouveau le garde forestier:*


- *Mais alors, monsieur Barpapoil, qui aurait intérêt à vous chercher des poux ?*
- *Je n'en ai pas la moindre idée !*  
*A moins que ce ne soit le frère de...*  
*Il se débarbouille et suit les deux enquêteurs jusqu'au marché. »*

Score :

<b>Conversion Chart</b>			
1-6	<b>1</b>	25-30	<b>5</b>
7-12	<b>2</b>	30-36	<b>6</b>
13-18	<b>3</b>	37-42	<b>7</b>
19-24	<b>4</b>	43-49	<b>8</b>
		50-54	<b>9</b>
		55-60	<b>10</b>

<b>Poor (0 - 1 pts)</b>	<b>Fair (2 - 3 pts)</b>	<b>Good-Excellent (4 - 5 pts)</b>
<b>Student makes little or no effort to enunciate and articulate in target language.</b>	<b>The student has errors in pronunciation, some effort in articulation in target language.</b>	<b>The student makes minor or no errors in pronunciation, great articulation in target language with expression.</b>

**Description**

 = This color indicates the words that were pronounced with mistakes by the student. (The research team underlined the reading mistakes that the children did. The underline technique helped the team to analyze and get the grades)

## Annex C.4 Fourth Evaluation

### Phonetic Pronunciation Rubric

Student's name: \_\_\_\_\_

age: \_\_\_\_\_

Date: \_\_\_\_\_

Texte :

*“Vendredi le 16 juillet 2016*

***Juillet en France***

***La France est un pays très varié.***

***Vous aimez la montagne ? Allez randonner dans les Alpes ou le Massif central. Vous préférez la mer ? Détendez-vous sur les plages de la Côte d’Azur ou de l’océan Atlantique. Curieux d’un spectacle ? Juillet est la saison des festivals : théâtre à Avignon, rock à Carhaix, opéra à Orange.***

***Et n’oubliez pas : il y a en France vingt-deux régions, quatre-vingt-dix départements et trente-cinq mil six cent communes. Chaque région, chaque département, chaque commune ont une histoire, des traditions, des paysages.”***

Score:

Conversion Chart			
1-6	<b>1</b>	25-30	<b>5</b>
7-12	<b>2</b>	30-36	<b>6</b>
13-18	<b>3</b>	37-42	<b>7</b>
19-24	<b>4</b>	43-49	<b>8</b>
		50-54	<b>9</b>
		55-60	<b>10</b>

Poor (0 - 1 pts)	Fair (2 - 3 pts)	Good-Excellent (4 - 5 pts)
<p><b>Student makes little or no effort to enunciate and articulate in target language.</b></p>	<p><b>The student has errors in pronunciation, some effort in articulation in target language.</b></p>	<p><b>The student makes minor or no errors in pronunciation, great articulation in target language with expression.</b></p>

**Description**

= This color indicates the words that were pronounced with mistakes by the student. (The research team underlined the reading mistakes that the children did. The underline technique helped the team to analyze and get the grades)