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**“THE DEVELOPMENT OF LISTENING COMPREHENSION
SKILLS IN A PRESCHOOL CHILD”**

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September, 2024

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IN A PRESCHOOL CHILD”**

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Dedication

This work is dedicated to my parents, Martha Velez Juarez and Jose Ezequiel Ramirez Marin, who provided me with unwavering support and encouragement despite the challenges and setbacks I encountered following my graduation from university. They constituted a constant source of support throughout my academic journey. I would like to express my gratitude to my husband, Victor Ortiz Velazquez, and my son, Victor Elian Ortiz Ramirez, who inspired and enabled me to persevere with this academic endeavor. Finally, I would like to acknowledge my brothers Jorge Ezequiel Ramirez Velez and Thalia Noral Ramirez Velez, who encouraged me throughout this process.

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Abstract

This study examines the development of listening comprehension skills in preschool-age children. The proposal is that developing listening comprehension skills can begin at an early age stage. The preschool student population is identified as a particularly suitable target group, as the early years represent the optimal period for acquiring a second language. The objective is to analyze whether they can acquire new vocabulary through age-appropriate music videos while simultaneously developing an interest in learning a second language, namely English. A qualitative quasi-experimental research method is employed, which is well-suited to the analysis of real contexts and the collection of real data. A preschool-age child is exposed to a music video titled "School Supplies" to enhance their vocabulary. Subsequently, the child is prompted to identify the pronunciation of the vocabulary learned from the music video through a series of basic exercises. This approach enables the researcher to substantiate the child's vocabulary comprehension and evaluate the child's developing capacity to comprehend spoken language.

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Chapter I

Introduction

1.0 Presentation

In the new era, technology plays an essential role in the advancement of various activities. This is evident in the academic realm, where the focus is on the teaching English process. As Sueyoshi & Hardison (2005) posit, "the experience in the language dramatically influences the students' awareness and inclusion of visual cues in listening strategies" (p. 69-69). It is of paramount importance to develop the different abilities that are necessary for the learning of a second language, in particular the ability to listen and comprehend. To this end, using devices such as audio and video materials is invaluable.

Language acquisition begins in early life; therefore, it is crucial to develop the requisite skills at the appropriate stage. "Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves." (Crystal & Robins, 2024, para. 1). It must be borne in mind that language is employed across all aspects of human activity; however, its primary function is to enable the exchange of ideas, thoughts, and emotions.

This study aims to apply a video as a material proposal to improve listening comprehension in a child who is 5 years old. Therefore, it is pertinent to consider that the most optimal age for developing this skill is at an early age, a preschool child.

Combine technology with language learning, suggesting that one way is through music videos, intending to stimulate interest in learning English and that preschools can identify the pronunciation of vocabulary learned previously.

The qualitative quasi-experimental research method is employed in this study, because it enables the analysis of the real context and the collection of real data. This is achieved through the application of exercises to kindergarten students. The study will be conducted with a preschool child, who will be exposed to a music video named "School Supplies" in order to acquire vocabulary. Finally, the child will be able to identify the pronunciation of vocabulary learned from the music video in a series of simple activities. This will allow the researcher to corroborate the child's learning and assess the child's listening comprehension skill development.

1.1. Rationale for the topic section

The primary objective of this research is to emphasize the importance of acquiring a second language from an early age. It is widely acknowledged that the earlier a language is learned, the more readily it can be acquired. Therefore, it is proposed that listening comprehension skills can be developed from an early age, with preschool students being a particularly suitable target group. This is because the early years represent the optimal period for acquiring a second language.

Nevertheless, it is postulated that students can demonstrate an interest in learning English through the medium of songs and videos. This is because the modern world is immersed in technology and the utilization of such technologies is essential for the realization of effective

learning strategies. According to Bao & Ye (2022) listening skill is not only about receiving information, but it can also be an active process with a loud cognitive process and highly responsive strategies.

Following the European Framework of Reference for Languages (CEFR), a beginner learner may be able to acquire fundamental vocabulary for a basic presentation, respond to basic inquiries about their personal identity, and engage in rudimentary interactions with others, forming basic sentences and communicating clearly and deliberately. (CEFR, s. f.).

1.2. Significance of the study

The study will assist in the identification of the technological tools required for the development of listening skills. This study aimed to identify and analyze the tools and devices used to assist novice learners in developing their listening comprehension skill, with the objective of enhancing their acquisition of English as a second language at level A1, as defined by the Common European Framework of Reference for Languages and applying in the early childhood education sector.

The present study examines the significance of listening comprehension skill and the impact of music videos on auditory abilities. According to Campoy-Cubillo & Querol-Julian (2015) “The majority of studies investigating the use of video and audio-only resources in a foreign language, listening focus on the comparison of a student’s performance when using one input or the other to understand a text.” The objective is to ascertain how students can optimize their learning outcomes through the utilization of technological tools to enhance their listening skill.

1.3. Context of the research

The study is conducted with a five-year-old child in the third year of preschool. The preschool student participated by viewing a music video that corresponded with the previously acquired learning objectives in the school environment. The music video was concise and employed vocabulary that was accessible to the preschool student. The activity spanned two months.

Previously, the level of English proficiency was assessed to obtain information and to observe the evolution of the child's learning through the development of listening comprehension skills.

The research findings align with those of previous studies, providing further evidence that the acquisition of a second language is more effective when initiated at an early age. Additionally, the results indicate that an increase in listening comprehension skills is associated with a greater interest in acquiring a second language.

1.4. Purpose of this study

The objective of this study is to demonstrate that kindergarten students can acquire a second language with the assistance of music videos. This is achieved by enabling them to identify pronunciation and learn new vocabulary. To achieve this, the following actions must be taken.

This study investigates the acquisition of language in beginners, with a focus on methods, devices, tools, and activities that facilitate learning.

The study will also examine the preferences of the proof subject with the aim of selecting the most suitable music video for each age group, thus generating new learning opportunities.

The objective of this study is to examine the various activities that can be employed to demonstrate the advancement in musical knowledge and understanding.

The initial knowledge of the child will be systematically documented in order to facilitate the collection of information over time, as the child engages in the learning process.

1.5. Objectives

The primary objective of this research is to identify and analyze music videos that can assist kindergarten students in developing their listening skills. In addition, this study aims to identify the necessary devices for enhancing this skill and to examine the potential for using music videos to facilitate the learning of English as a second language at a basic level A1, under the Common European Framework of Reference for Languages.

The objective is achieved when the results obtained from the activity created for the student of kindergarten demonstrate the vocabulary acquisition process and the student's capacity to identify words in the exercises.

1.6. Research Questions

- Does the development of listening comprehension skill lead to an increased interest in learning a second language among preschool students?

- Does the use of music videos facilitate children's acquisition of new vocabulary?

1.7. Conclusions

The present study analyses and identifies the acquisition of a second language through listening comprehension skills, with the help of devices such as music videos, which are applied to students in preschool. The aim is to identify the learning outcomes achieved with this approach.

In addition to fostering an early enthusiasm for learning a second language, namely, English, the development of one of its four main skills, namely listening skills, can lead to the generation of new vocabulary and a continued interest in the subject. Chapter 1 presented the general topic and a discussion of the problem that the investigation presents. Chapter 2 gives a critical review of the literature that is relevant to this study. It is meant to provide a theoretical base in which the study is built.

CHAPTER 2

LITERATURE REVIEW

The following section of the study will encompass the main topics relating to language acquisition, including the various skills involved, as well as their respective divisions. In addition, it will examine the listening comprehension skill in depth, analyzing its characteristics and the role of attention in the acquisition process. The importance of attention in the early stages of language development, particularly in relation to the acquisition of listening comprehension skills, will also be discussed.

In the initial section, the language acquisition process in a second language is elucidated according to Krashen's theory, the acquisition of a language may be conceptualized as a process of 'acquiring' a language. (Krashen, 1982) The section makes a clear distinction between first language acquisition and second language acquisition. The second topic encompasses the stages of language acquisition in relation to cognitive human growth across different age groups.

The third topic is concerned with the sensitive period, during which the infant develops the requisite skills. This section will examine the characteristics of this period and the age at which infants are most receptive to learning. The fourth section is concerned with the characteristics of language. The subsequent sections proceed on the basis of a division into productive and receptive skills, with a particular focus on the latter. The subsequent section is devoted to the topic of listening comprehension skills. This is followed by a description of the subsequent two

topics, which discuss the ways in which these skills can be enhanced through the use of diverse strategies.

The final section presents a detailed account of the types of attention observed in the scholar area, along with an analysis of the various moments during which attention is captured. It also examines the relationship between listening skills and attention, highlighting the interdependence of these abilities and their mutual enhancement. Additionally, it delineates the types of attention utilized at each stage, outlining the evolution of attention from infancy to the teenage years. Finally, it offers practical guidance on maintaining attention to enhance listening comprehension skills.

The experience of learning a language has a significant impact on students' awareness and use of visual cues in listening strategies. This is in accordance with the findings of a study by Sueyoshi and Hardison (2005, p. 69-69). Accordingly, all topics have been selected with the intention of elucidating the purpose of this study and simultaneously demonstrating the strategies employed in its development.

2.1 . Language Acquisition

According to Wilson (2000), language acquisition is a subconscious process whereby individuals learn a language. During this process, language acquirers are not consciously aware of the grammatical rules of the language; rather, they develop a 'feel' for correctness. The capacity of the human species to interpret, comprehend, and express ideas and thoughts through a set of symbols and sounds that constitute a particular idiom is referred to as the acquisition of a language.

The initial stage of language acquisition is the process of learning the first language in one's lifetime. This typically occurs during childhood or early adolescence as observed by Cook (1969). This is referred to as the first language acquisition process. Two distinct types of language acquisition have been identified. The first process is the manner in which infants learn their native language, which occurs through a combination of gestures, sounds, and signs.

In accordance with Cook, the process of acquiring another or additional language than the first language is referred to as second language acquisition. The majority of learners are typically older children or adults. (Cook, 1969). This implies that second language acquisition can be pursued as a subject in addition to one's regular academic studies, or at a later stage in life.

2.1.2 Stages of Language Acquisition

As Chomsky (2006) asserts, the capacity for language acquisition is inherent in humans, manifesting itself from an early age. This is evidenced by the fact that infants can use gestures and sounds to communicate, even before they have learned any language. For this, the stages of language acquisition are exposed:

Pre-birth, preparation of the human brain for language acquisition after birth

As previously stated by Saxton, the human ear begins to function at the 3rd trimester, or the 7-month mark of pregnancy, within the womb. At this stage, infants are more sensitive to their native languages than foreign ones and also demonstrate a clear distinction between their mother's voice and others (Saxton, 2017). From the moment of conception, the embryo is prepared for the world outside the womb. This is achieved through the mother singing to her

baby, thus preparing the infant with the sounds and conversations emitted in the mother's language.

Babbling - 7th months age:

At this stage, the sounds of early babbling are universal. Nevertheless, by the time a child reaches the age of eight months, a divergence occurs in the characteristics of babbling (Helms-Park, 2018). The infant begins to produce brief sounds with which to interact with their surroundings. Infants commence the exploration of the properties of sounds through production. In the babbling stage, parents expect the baby to make certain sounds that are divided into three parts:

- *One consonant and a vowel at a time. Example: "ma," "da," "du," "bi"*
- *Reduplicative babbling. Example: "da-da-da-da"*
- *Non-reduplicative babbling. Example: "ba-du-ba-du."*

One-word (Holophrastic) Stage – 1-1.5-years-old:

At this stage, children are able to comprehend the meanings of words that they say, as speaking is often accompanied by finger-pointing (Helms-Park, 2018). As previously stated, the children can comprehend the meaning of certain words and are capable of producing them in their native language for communication purposes. The initial words of a child are often redundant, with one word often having a significant meaning.

- *Express emotions: "uh-oh," "bad"*
- *Request a desired action: "up," "down," "gimme"*
- *Name objects: "baba" (bottle), "truck," "doggie," "mine"*

Two Word Stage – 1.5-2-years-old

The interpretation of such combinations in an adult context is, of course, contingent upon the circumstances of their utterance. The phrase "baby chair" may be interpreted as an expression of possession, a request, or a statement, depending on the context. (Yule, 2010) At this stage, children are able to produce approximately fifty words in their vocabulary. Although they are still unable to distinguish between verbs, nouns, and adjectives, they can convey meaning through intonation.

It is a common occurrence for production to take the following structures:

- *Doer + action: "Tommy play"*
- *Action + affected object: "Kick ball"*
- *Possessor + possessed object: "Daddy key"*
- *Negation/Refusal/ Cessation of existence: "No veggie," "all gone milk"*

Telegraphic Stage – 2-2.5-years-old

At this juncture, the child has demonstrably developed the capacity to construct sentences and can accurately arrange words in a grammatical sequence. (Yule, 2010). At approximately two and two-and-a-half years of age, children begin to produce multiple-word utterances, a phenomenon known as "multiple-word" speech. This stage is characterized by the production of strings of words (lexical morphemes) in phrases or sentences. Examples of this include "this shoe all wet", "cat drink milk" and "daddy go bye-bye".

The After Telegraphic Stage – 2.6+-years-old

By the age of three, children have acquired a vocabulary of hundreds of words, and their pronunciation has become more closely aligned with that of an adult. This presents an opportunity to reflect on the influence of adults on children's speech development.

Nevertheless, this latter skill is not fully acquired until later in the stage, typically around the age of six (Helms-Park, 2018). Children begin to utilize a greater range of grammatical and functional vocabulary, including regular plural endings in -s, verb endings in -ing, prepositions (of, in, by), and third-person agreement.

2.1.2. Sensitive Period

It has been documented that sensitive periods exist across a wide range of species, including humans, for a multitude of phenomena. These include sensory and perceptual abilities, socialization, attachment, motor skills, bird song, language learning, and even critical reasoning skills. (Bornstein, 1989; Michel, 2005). A sensitive period is defined as a period during which experience or learning is optimal. The term 'critical period', which is more restrictive in terms of the temporal parameters, has also been employed to describe these same phenomena. In other words, the time during which human beings are able to develop their abilities to the greatest extent is the period from birth to six years of age.

Werker and colleagues have proposed that these sensitive periods are likely to be interrelated (Werker & Tees, 2005). She has proposed that the sensitive period for language acquisition should be viewed as a series of nested sensitive periods. This relationship between the

acquisition of language and its phonetic, morphological, and syntactic structure represents a fundamental aspect of linguistic study.

The period of greatest receptivity to phonetic learning is observed between the ages of six and twelve months, representing one of the earliest milestones in language acquisition. The outcomes of this period have been demonstrated to be reliable predictors of individual differences in later speech and language skills (Tsao et al., 2004; Kuhl et al., 2005, 2008; Zhao et al., 2021). This implies that early infancy represents the optimal period for language development, as this stage exerts a significant influence on subsequent language acquisition abilities during childhood.

The primary defining feature of the sensitive period is the phenomenon of perceptual narrowing, which occurs in conjunction with increased native language experience. Specifically, infants' ability to process non-native speech contrasts begins to decline, while infants simultaneously become significantly better at processing phonetic differences in their native language (Werker and Tees, 1984; Kuhl et al., 2006). The babies lose the capacity to learn a second language because of interaction with their mother language.

A second defining feature of the sensitive period is the high degree of malleability of its outcome, which has been empirically demonstrated by interventions that provide infants with additional auditory experience (Kuhl et al., 2003; Zhao and Kuhl, 2017). This implies that the sensitive period allows for the development of the fundamental abilities of language, thereby facilitating a positive learning trajectory through auditory.

2.2. Language Skills

The objective of language skill is to develop both linguistic skills and the ability to communicate effectively. In the context of English language teaching, language skills are employed in activities and exercises designed to enhance language abilities, including vocabulary, grammar, pronunciation and orthography. Alternatively, language skills are employed in activities and exercises that prioritize the development of a specific language skill, as stated by Klimova (2014). This implies that these skills must be developed in a community setting, with the goal of achieving correct communication. Furthermore, the learning of a second language is a process that requires the development of these skills.

The communicative process is then divided into two categories: spoken and written. The objective of English Language Teaching is not merely to utilize language skills in isolation; rather, it is to integrate them holistically. This integration of language skills has been widely discussed in the literature, with references to the work of Byrne (1984), Kumaravadivelu (2001), Selinker and Tomlin (1986), Sebestova (2012/13) and Vesely (1989/90). The productive skills of speaking and writing are also known as active skills. It is of the utmost importance that students are able to produce effective communication through these skills. It is imperative that students are able to create conversations or texts at each level, utilizing different styles, such as formal and informal, according to the context or environment. The production of spoken language necessitates that the student be confident and able to express ideas clearly to an audience. Conversely, the writing skill must be lucid and clear, as it assists the student in comprehending the structures, vocabulary, and complements in accordance with the context.

The receptive skills, or passive skills, are listening and reading. These skills enable us to listen and comprehend the language. The listening skill serves to confirm that the communication is being received correctly. "Listening represents the initial stage of the responding act in a communicative event." Listening is a sustained effort to receive sound and make meaning. This enables the possibility of further interaction (Lakshminarayanan, 2008, p. 57). The reading skill facilitates the acquisition of knowledge and abilities, while simultaneously developing a new vocabulary and enhancing comprehension.

In his work, Sadiku postulates that the four skills represent the pinnacles of language proficiency, collectively conferring a heightened level of linguistic ability. Although these skills are discrete, they are inextricably intertwined, forming a unified whole. The four skills are listening, speaking, reading, and writing, Sadiku (2015). Language proficiency encompasses the abilities to express one's thoughts in a logical manner and to communicate effectively with other individuals. These skills provide structure and relevance to the information being conveyed, and they are crucial for understanding and interpreting the messages that others send. The four fundamental language competencies are reading, writing, listening, and speaking. In the context of real-world communication, individuals frequently employ a combination of these skills concurrently.

2.2.1 The Receptive Skills

In accordance with the definitions presented by Richards and Schmidt (2010, p. 532), a skill can be described as an acquired ability to perform a specific activity with a high degree of efficiency and proficiency. This is frequently accomplished through the coordinated execution of a number of interrelated processes. This implies that we can master a specific activity and refine

it through the application of the requisite steps for its development. In the context of language, these abilities are classified as productive and receptive skills.

The term "productive skills" is used to describe those abilities that require the active participation of the learner/user, such as speaking and writing. In contrast, "receptive skills" are those abilities that require a more passive approach, such as listening and reading (Husain,2015). Productive skills are those that permit the production of communication, such as speaking and writing. Receptive skills, on the other hand, are those that permit the reception of communication, such as reading and listening.

The term "receptive skills" is used to describe a set of abilities that can be more accurately described as "passive skills." These include both listening and reading. These skills permit the listener to comprehend the language being spoken. The act of listening represents the initial stage of the responding process within the context of a communicative event. Listening is a continuous process of receiving sound and making meaning. This allows for the potential for further interaction (Lakshminarayanan,2008). The listening skill serves to confirm that the communication is being received correctly. The act of reading is a multifaceted process, and thus, regardless of one's role as a reader, it is essential to possess the skills necessary to derive meaning from printed text accurately and efficiently. The development of reading skills enhances one's knowledge, understanding, and intelligence (Sheth, 2015). The reading skill facilitates the acquisition of knowledge and abilities, while simultaneously developing a new vocabulary and enhancing comprehension.

2.2.2 The listening comprehension skill

Listening represents one of the four primary skills associated with language learning. The act of listening involves both the active reception and the subsequent response to both verbal and nonverbal messages. It is an essential subject within the domain of language arts and a core element of the discipline of conversation analysis.

(Nordquist, 2019) It encompasses a receptive or passive ability that enables the comprehension of language and the confirmation of effective communication.

Listening is a process that involves three key elements: the sender, the message, and the receiver. According to Tyagi (2013), it can be defined as the psychological process of receiving, attending to, and responding to spoken and nonverbal messages. This process, however, can be enhanced by including certain elements to create a more effective listening environment.

Both Hasan (2000) and Hamouda (2013) have put forth the proposition that listening comprehension is conducive to the acquisition and expansion of other language skills. Similarly, Rost (2002) has proposed a correlation between listening development and proficiency in speaking. This suggests that the listening comprehension skill is a fundamental element in the development of the other three main language skills. The development of listening comprehension skills is beneficial for learners, as it facilitates success in language learning and enhances the comprehensibility of input. As learners become more self-reliant in their listening comprehension, they will be motivated to have access to spoken English, such as conversations with native speakers (Kurita, 2012). An enhanced listening comprehension skill enables the learner to feel more confident when interacting with other English speakers.

As Bouacharev (2010) asserts, the capacity to comprehend spoken language is a fundamental aspect of effective pronunciation. Exposure to English through listening allows learners to develop familiarity with the nuances of its pronunciation, including pitch, intonation, stress, redundancy, and clusters. Additionally, Wilson (2008) emphasized the value of listening for a variety of purposes, including gathering information, enjoyment, consensus, evaluation, and criticism. Furthermore, the capacity to listen effectively serves to enhance the speaking skill, as it fosters pronunciation proficiency. It is evident that listening comprehension is of significant importance, as it facilitates the development of other skills simultaneously, thereby enhancing its own capabilities. Moreover, the listening comprehension skill, as defined by various authors, is not merely the act of listening; it is also the act of comprehending the information in the context.

2.2.3 The elements of the listening

As proposed by Brown and Yule (1983) and Hamouda (2013), listening comprehension may be defined as the individual's capacity to derive meaning from aural stimuli, despite the potential for auditory repetition without true comprehension. It is the capacity to comprehend and interpret the input, despite its lack of comprehensibility. Hedge (2000) identified five main reasons for engaging in listening behavior: to engage in social protocols, to exchange information, to enjoy oneself, to share emotions and to exert control. In other words, the listening comprehension skill is developed for learning to interact in the context.

The listening comprehension skill is guided by a schema, which may be defined as an abstract textual structure employed by the listener in order to comprehend the text. The listener employs linguistic and situational cues about the incoming information to extract schemata. Once a schema has been extracted, it becomes a fundamental structural framework within the process of

understanding, serving as a guiding principle for comprehension. In order for a listener to comprehend a text, the information presented must be harmonized with the schema. In accordance with Pourhosein Gilakjani and Ahmadi (2011), the schema gives rise to three fundamental modes of information processing, namely bottom-up processing, top-down processing, and interactive processing.

A. Bottom-up Process

The process of bottom-up processing is initiated by the introduction of new data into the system. The individual engages in bottom-up processing, which is the analysis of linguistic elements, such as vocabulary, sentence structure, and grammar, in order to refine the form of the message being processed (Rubin, 1994). This data is conveyed to the system via schemata, which are formed in accordance with the principle of specificity at the base and generality at the summit. During this process, listening serves to decode the sounds into complete texts, which are the result of the analysis of meaningful units. This process is inextricably linked to the listener's existing linguistic knowledge, and thus requires the utilization of that knowledge in order to be effective.

B. Top-down Process

Top-down processing is a cognitive process that utilizes background knowledge to comprehend the meaning of a message. Top-down processing generates general predictions based on general schemata and then seeks to identify information that aligns with these schemata. It can be argued, therefore, that an exclusive reliance on top-down processing may result in an inability to comprehend (Carrell & Eisterhold, 1983). In order to comprehend a discourse, one must possess a

certain amount of knowledge about the topic being discussed, the speaker or speakers involved, and their connection with the situation and with each other and previous events. If the incoming information is unfamiliar to the listener, it cannot be extracted from the listener's schemata, and the listener must therefore rely on their linguistic knowledge in order to comprehend the discourse.

C. Interactive Process.

The integration of both top-down and bottom-up listening processing has been postulated to facilitate comprehension. This is based on the tenets of the interactive processing theory. In the event that the subject matter presented in an audio text is unknown to an auditory learner, they are only able to utilize their linguistic knowledge, in particular the lexical and syntactical knowledge, to comprehend information (Pourhosein Gilakjani & Ahmadi, 2011). The integration of background knowledge, contextual information, and linguistic knowledge enhances comprehension and interpretation.

While the input remains stored in the memory, the process of analyzing the language code commences. This is followed by the encoding of the input, which transforms it into meaningful representations (Anderson, 1995). The process of comprehension can be described as a series of stages, beginning with the perception of information, followed by the parsing of that information into its constituent parts, and finally, the utilization of that information for a purpose. The process of perceptual processing involves the encoding of auditory or written messages. This process also encompasses the segmentation of phonemes from continuous speech.

It is of the utmost importance to develop the ability to listen effectively if one is to engage in effective communication. Indeed, the ability to listen is a fundamental skill that must be acquired in order to learn a second language. In order to develop the ability to listen effectively, it is necessary to understand the various elements that contribute to this skill.

According to Marvin Gottlieb cites four elements"of good listening:

1. Attention—the focused perception of both visual and verbal stimuli
2. Hearing—the physiological act of opening the gates to your ears'
3. Understanding—assigning meaning to the messages received
4. Remembering—the storing of meaningful information"

(Gottlieb,2003).

The listening process encompasses five distinct stages: receiving, understanding, evaluating, remembering, and responding. In order to be an effective listener, it is necessary to hear, identify, comprehend, critically analyze and remember spoken messages. Additionally, it is important to be able to communicate verbally or nonverbally a response to the information that has been received.

2.2.4. The active listening

Listening requires an active and imaginative engagement with the other person's situation and an attempt to comprehend a perspective that differs from one's own. This is not always a straightforward endeavor (Hayakawa et al.,1970). The objective is to listen to the individual as a whole and provide them with a comprehensive understanding. Listening requires an attempt to perceive the issue from the perspective of the speaker, which necessitates a shift from sympathy,

which is a feeling of concern for the other person, to empathy, which is a state of being in tune with the other person's experience. Active listening is a process of careful and attentive listening to what a speaker is saying, involving the use of paraphrasing techniques to accurately reflect the speaker's remarks. It is a particular mode of perception that enables one to discern the content of a person's utterances and emotions and to convey this information back to the speaker.

Active listening is a process that extends beyond the mere act of hearing a person's words. This encompasses the capacity to fully attune to the emotional and cognitive aspects of the speaker's experience, thereby demonstrating an unbiased acceptance and validation of their perspective (Nelson-Jones,2014).This implies that the interlocutor demonstrates an understanding of the locutor, evidenced by their ability to show interest, listen attentively and comprehend the message.

Given that active listening necessitates a set of skills that extends beyond the typical social skills employed in everyday interactions, it is crucial to enhance our understanding of the behaviors that can enhance the quality of our listening experience, thereby serving the values of empathy, genuineness, and unconditional positive regard (Westland,2015). As subsequent there are five key to active listening complements that help us to be an effective active sender:

1. It is of the utmost importance to pay close attention to the following information. It is of the utmost importance to give the undivided attention and acknowledge the message. 2. It is also crucial to check the non-verbal communication, which can be observed in the body language of the speaker. It is important to use body language and gestures to demonstrate that you are engaged.

3. Provide feedback by formulating your own assumptions, reflections, opinions or beliefs, while avoiding the distortion of the content of the conversation and the posing of questions for the purpose of clarifying certain points.
4. It is important to refrain from making judgments. It is advisable to refrain from interrupting the speaker, as this may result in the listener being distracted and unable to receive the message.
5. It is important to respond in an appropriate manner. It is advisable to be candid, open and honest in your response, while maintaining a respectful demeanor.

Furthermore, it is crucial to emphasize the importance of avoiding certain behaviors that could potentially lead to the loss of effective communication and the subsequent deterioration of active listening.

In the context of active listening, the practice of monitoring one's thoughts can assist in the avoidance of judgments. The use of labels or criticism in responses can increase the other person's defensiveness, making it more challenging to express thoughts freely (Robertson,2005). Avoiding the expression of negative sentiments regarding the content or context of the message enhances the speaker's confidence in communicating the message effectively.

The tendency to leap to solutions may indicate a discomfort with the content of the speaker's message, which can create an imbalance in the power dynamics of the interaction, discouraging the speaker from proposing their own solutions (Weiste and Peräkylä,2014). It can be alluring to offer solutions to someone who has expressed a problem or concern. Although it may appear to be a supportive gesture, it is prudent to consider whether the individual is genuinely seeking advice or merely seeking an opportunity to be listened to.

Strategies for maintaining positive interactions with others include waiting for natural pauses in the conversation or pausing for a few seconds before speaking. Interruptions convey the message that the other person's contributions do not merit attention or are not valued (Lunenburg,2010). Furthermore, interruptions can be perceived as an attempt to dominate the conversation, which may result in the speaker being less inclined to disclose more profound and meaningful content.

The act of changing the subject of a conversation is indicative of a rejection of the content being discussed and is therefore an indicator of unassertive communication (Weiste and Peräkylä, 2014). In the event that one feels uneasy discussing a particular subject, it is more respectful to inform the other party directly and suggest an alternative time for discussion. Furthermore, diverting the conversation towards oneself represents a significant obstacle to effective listening.

The capacity to comprehend and retain information pertinent to another individual engenders the formation of stronger connections and more robust relationships predicated upon trust and empathic understanding (Bodie, et al.,2015). Listening, as an emotional skill, permits the individual to be attuned to the expressions of others, prioritizing their articulation of thoughts and emotions over one's own.

2.3 Stages of attention

In the context of psychology, attention is defined as a state of consciousness whereby an individual is aware of their immediate environment in a focused and discerning manner, (McCallum,1999). This implies that the individual perceives the environment in accordance with their beliefs and knowledge.

In his work, the psychologist and philosopher William James proposed that attention is the act of focusing the mind on a single object or idea, thereby allowing for a clear and vivid perception. This process entails selective engagement with information, which may be perceived as competing for the mind's attention. It is a conscious act of prioritization, whereby some stimuli are excluded in order to facilitate the effective processing of others (James,1890). The term "attention" is defined as the capacity to actively process specific information in the environment while simultaneously tuning out other details. This is the definition of the term "attention". The capacity and duration of attention are finite, and thus it is crucial to have effective strategies for managing the attentional resources available in order to make sense of the world (MSEd, 2022b). It can be said that the attention can be directed according to the interest and maintained for the required time selected by each individual.

Attention is a fundamental aspect of human experience, playing a pivotal role in nearly every aspect of life, including academic pursuits, professional endeavors, and interpersonal relationships. It enables individuals to concentrate on information, thereby facilitating the formation of memories. Additionally, it serves as a protective mechanism, shielding individuals from distractions, thus enabling them to focus on and complete specific tasks. For this there are different types of attention:

Sustained attention:

The findings of research indicate that the peak of sustained attention occurs during the early 40s, with a subsequent gradual decline as people age. This is in accordance with the results of the study by Fortenbaugh et al.(2015). Concentration may be defined as the capacity to focus on a specific task or activity without distraction for an extended period. During this period, individuals maintain their focus on the task at hand and continue to engage in the behavior until the task is complete or a specified period of time has elapsed.

Alternating attention

This type of attention is defined as the ability to multitask, or the ease with which attention can be shifted from one task to another with varying cognitive demands, (Hennawy et al. 2019;92). It is not a matter of simultaneously focusing on multiple things, but rather the capacity to cease attending to one task and then switch focus to the next.

Selective Attention

The capacity to select and attend to certain aspects of the environment while ignoring others (Stevens & Bavelier, 2012) is an important aspect of human cognition and is referred to as 'selective attention'. The ability to focus on a task whilst filtering out irrelevant information from the external and internal environments is a crucial skill. It demands the ability to tune out extraneous external stimuli whilst also remaining aware of internal distractions such as thoughts and emotions in order to maintain a state of selective attention to the task at hand.

Focused attention

The capacity for focused attention enables individuals to rapidly orient themselves to specific visual, auditory, or tactile stimuli, such as sudden loud noises or flashes of light. This response can be of particular importance when external stimuli require immediate and rapid action, (MSEd,2022c). The aforementioned research indicates that the individual is capable of providing an immediate response to an unexpected external stimulus.

Limited attention

The perception of boundless attention has prompted a considerable number of individuals to engage in multitasking practices. A 2018 study has highlighted that multitasking is seldom an effective approach due to the inherent limitations of attention, which has been defined as "limited attention," or "divided attention" (Srna et al.,2018).This form of attention entails the simultaneous engagement with multiple tasks, a phenomenon that has been termed "divided attention." Rather than shifting focus, individuals attend to these stimuli simultaneously, potentially responding to multiple demands simultaneously.

In accordance with age, the allocation of attention is divided into distinct stages, this stages based on Cooper, Moodley and Reynell (1978):

0-12 months

The capacity for distraction in children of this age is considerable. The attention span of a child is limited to a few moments by the dominant stimulus in their environment. It is possible that they may:

- They may either become silent or alert to the sound of speech.
- The child will then turn towards a familiar sound and begin to locate a range of sounds with increasing accuracy.
- They respond to interactions with others by smiling, looking and moving.

1-2 Years

A child at this age may concentrate briefly on an activity which interests him or her. Their attention may be rigid and inflexible, requiring them to shut out other stimuli in their surroundings in order to focus. Because they can only concentrate on one task at a time, this stage of attentional development is called 'single channeled'. Children will: Listen to and enjoy rhythmic patterns in rhymes and stories. Show enjoyment by trying to join in with actions or vocalizations.

2-3 Years

Children of this age are capable of maintaining concentration for a limited period on a task that is of interest to them. A child's attention may be inflexible and rigid insofar as concentration requires the exclusion of other stimuli in the environment. As a consequence, their attention is limited to a single task at a time, which is why this stage of attention development is referred to as 'single-channeled'. Children will:

- Listen to and enjoy rhythmic patterns in rhymes and stories.
- Demonstrate enjoyment by attempting to join in with actions or vocalizations.

3-4 Years

It is becoming increasingly evident that young children in the early stages of development are beginning to demonstrate the capacity to regulate their own focus of attention.

It is essential that children of this age continue to give their full attention (both visual and auditory) when following instructions. It is necessary for children to be able to stop what they are doing in order to listen. Children will begin to demonstrate the following abilities:

Children at this age are able to listen to others in one-to-one or small group settings when the topic of conversation is of interest to them. They are also able to listen to stories with increasing attention and recall.

4-5 Years

Children of this age are capable of engaging in one activity while simultaneously attending to another individual, such as listening while coloring. This is referred to as dual-channeled attention. The majority of children will have developed well-established dual-channeled attention by the time they commence full-time education. Furthermore, they are able to maintain their attention for brief periods. It is possible that they may still become distracted by other events occurring in their immediate vicinity (for example, the entrance of an individual into the room).

5-7 Years

It is possible for children at this age to direct their attention towards a singular activity for extended periods without external prompting. They are able to listen to information whilst carrying out another simple activity. At this age, children are able to focus their attention sufficiently to:

- The child is able to listen to information whilst carrying out another simple activity.
- The child is able to focus their attention sufficiently to follow verbal instructions in the classroom.
- The child is able to listen to a brief narrative or dialogue and respond to simple queries.

7-9 Years

In this developmental stage, children are able to maintain focus on a single activity for extended periods without external prompting.

They are able to listen to information whilst carrying out another simple activity. At this age, children are able to focus their attention sufficiently to:

- Demonstrate the ability to concentrate on a chosen activity for over 15 minutes without being prompted by an adult.
- The ability to listen to information whilst carrying out another simple activity.
- Listen to a brief narrative or discourse and respond to straightforward inquiries.

9-11 years

At this stage of development, children are capable of maintaining attention on a single activity for extended periods of time without the need for external prompting.

They are able to listen to information whilst carrying out another simple activity. They are able to focus their attention sufficiently to:

- Demonstrate the ability to concentrate on a single activity for extended periods of time, without the need for external prompting.

- The ability to listen to information whilst carrying out another simple activity.
- Listen to a brief narrative or dialogue and respond to straightforward inquiries.

11-14 Years

At this stage of development, children can be expected to:

- They are able to direct their own attention to a single activity without external assistance in order to maintain focus.
- The child is able to follow a conversation or lesson without requesting frequent repetitions.
- The child is able to focus their attention in the classroom, with the ability to screen out some background noise.
- The child is also able to follow a conversation and identify the speaker in a group setting.

14+ Years

At this developmental stage, children can:

- They are able to direct their own attention to a single activity without external assistance in order to maintain focus.
- The child is able to follow a conversation or lesson without requesting frequent repetitions.
- The child is able to focus their attention in the classroom, with the ability to screen out some background noise.
- The child is also able to follow a conversation and identify the speaker in a group setting.

(Cooper et al., 1978)

The capacity for attention is a fundamental aspect of human life. Without it, it is impossible to engage in any meaningful activity. As the stages of development illustrate, attention is a prerequisite for growth in all areas, including education, social interaction, and cognitive abilities.

2.3.1 Listening and attention

It is of paramount importance to emphasize the significance of both attention and listening skills when attempting to communicate effectively. Those with attention and listening difficulties frequently encounter difficulties in communicating, including both expressive (verbal and written) and receptive (understanding) language (Attention and Listening Difficulties | SLT | Expert Providers of Speech and Language Therapy Throughout the UK., n.d.). It is important to note that both listening and attention are equally crucial for cognitive development.

In order to hear and understand a single speaker in the presence of other speakers or distractors, it is necessary to possess adequate hearing sensitivity, the ability to process spectral (frequency and intensity) and temporal (time) cues, the capacity to separate information into coherent streams, and the ability to selectively attend to the relevant speaker while ignoring distractors (Hill and Miller, 2010). In order to process relevant information effectively, the listener must be able to focus their attention on that information and then re-orientate their attention to other streams of information in a timely manner, in accordance with the demands of the situation (Coull and Nobre, 1998). In order to consider the significance of the information received, it is necessary to direct one's attention to it.

Auditory attention can be divided into two distinct types: top-down processing, which involves the active selection of relevant information based on the task at hand, and bottom-up processing, which occurs when the brain receives and analyzes information without any prior selection (Kim and Cave,1999;Coull,2004;Coull and Macar,2004). The specific types of processing required for a given task can be determined by the nature of the information being processed and the demands of the task itself. From the perspective of functional psychology, listening to speech in a noisy environment demands a listener's sustained alertness and responsiveness to relevant cues (intrinsic and phasic alertness), their ability to orient attentional focus towards the most important or salient signals (orienting), and their ability to selectively focus attention on the sounds of interest, while simultaneously ignoring distracters (selective attention) (Sturm et al, 1997: Gomes et al.,2000). In accordance with the aforementioned stipulations, select the type of attention to be applied in the active listening process.

It is of paramount importance to cultivate the ability to focus and to listen attentively. The development of good attention and listening skills will facilitate the child's participation in activities, interaction with others and communication abilities. As a child's attention and listening skills develop, they will be better able to understand and learn sounds, words, and sentences independently. Consequently, there are some tips for improving attention and listening (Northern Trust, 2023).

- It is recommended that potential distractions be eliminated, such as the turning off of televisions and other devices. It is advisable to make it as simple as possible for your child to listen to you.

- It is recommended that the two parties in question should be in direct physical contact with one another. It is advisable to adopt a position at a similar height to that of the child whenever possible.
- It is advisable to call your child by name before issuing an instruction.
- It is advisable to keep instructions concise and to repeat them if necessary.
- It is advisable to set aside specific time for shared activities. It is beneficial to engage in play and communication with your child. It is beneficial to allow the child to take the lead in the play, as this will help to maintain their attention for a longer period of time.

(Northern Trust, 2023).

These activities are recommended for the enhancement of attention and listening abilities, with the ultimate goal of achieving a more effective communicator.

2.4 Conclusion

This section of the research presented an overview of the existing literature concerning second language acquisition. The study is enhanced by the listening comprehension skills developed in a preschool child. All literature is based on understanding the strategies utilized in the study. The following chapter will discuss the methodology used in this investigation, including the instrument and how it is captured and analyzed.

Chapter III

Research Methodology

3.0 Introduction

This chapter sets forth the methodology employed in the study, provides a brief rationale for the methodology used, and describes the participant and the context in which the study was conducted. Furthermore, it elucidates the pivotal considerations and findings derived from the study, and delineates the instruments utilized in the study, namely the pretest, posttest, audio recording, and transcription.

The subsequent section elucidates the manner in which the instruments are employed in the study, encompassing all potential applications. Thereafter, the analysis of data ensues, wherein the methodology employed to assess the efficacy of the thesis instruments is subjected to scrutiny and elucidated in a manner that renders the information accessible.

This section aims to demonstrate that the hypothesis of the study is a viable approach for the new generation of learning a second language. Furthermore, it seeks to foster interest in language learning from an early age and to highlight the optimal time for initiating this method.

3.1 Methodology

This research study identifies methodology as the central pillar of the research process, delineating the systematic aspects that contribute to and address the various stages of the project. This approach establishes useful parameters for addressing the posed problem by defining the

methodology type, selecting the sample, employing data collection techniques, and categorizing and analyzing the gathered data. As Klimovsky (1998) notes, methodology describes, validates and, to some extent, establishes certain rules that researchers must adhere to in constructing and validating scientific knowledge derived from data analysis. It thus serves as the foundation upon which research results achieve the impartiality and reliability required for consideration.

This project is founded upon the principles of qualitative research methodology, which is based on the study of people through their behaviors, actions and experiences within their interaction environments. The methodology involves the observation of behaviors and the investigation of the natural situations that unfold therein, with the aim of providing a logical interpretation of the lived experiences of individuals. As articulated by Hernández-Sampieri (2018), qualitative research is characterized by its focus on understanding phenomena through the exploration of them from the perspectives of participants within their natural environments and concerning their contexts. In their 2019 study, Carhuancho et al. argue that qualitative methodology is distinguished by its capacity to comprehend and interpret specific experiences or phenomena rather than generalizing them. This approach prioritizes the behaviors exhibited by a group of individuals as the focal point of inquiry, with a view to scrutinizing and comprehending their outcomes and interpreting the potential impacts on their development, whether positive or negative. Consequently, this approach enables an understanding of the specific context of the students, with a meticulous analysis of the factors that may influence their actions based on their expectations and needs.

The research employs a quasi-experimental approach, focusing on the individual and their context. A quasi-experimental design is an experimental approach that seeks to establish a cause-and-effect relationship between an independent (or "manipulated") variable and a dependent ("response") variable. Unlike a true experiment, which relies on random assignment of subjects to groups, a quasi-experiment uses non-random criteria to assign participants into groups. This approach can be useful in situations where true experiments cannot be used for either ethical or practical reasons (Thomas, 2024). It means that the researcher is aware of the variables' suitability for the research and can facilitate the advancement of the research results.

The fundamental objective of quasi-experimental research is to examine causal relationships between variables in authentic contexts. This approach is employed by researchers to address research questions, test hypotheses, and examine the impact of interventions or treatments when traditional experimental methods are not feasible. The objective of quasi-experimental studies is to maximize internal validity and to make meaningful inferences, while acknowledging the practical constraints and ethical considerations that inevitably arise in real-world settings. (Quasi-Experimental Design: Definition, Types, Examples, Appinio Blog,n.d.) It is crucial to highlight that quasi-experimental research aims to substantiate its findings in a genuine setting, where the researcher does not exert control over the variables under investigation.

It is important to note that this study is guided by a qualitative, quasi-experimental research approach. This allows for an in-depth analysis of the real context with an independent variable, with a single participant of five years old. The participant will be exposed to a video about school supplies, with the aim of verifying the hypothesis that listening comprehension skills can

be enhanced with the help of music videos. At the same time, the interest for learning a second language can be increased.

3.2 Context

The present research project is situated in Mexico, specifically in the state of Puebla, in the municipality of Puebla. The study is conducted in the participant's home, which is located in the south of Puebla city in a settlement called Agua Santa. The location is situated within an apartment and has access to a computer and the internet. The participant has a dedicated study area, furnished with a table and chair that meet their specific requirements. Currently, the participant is enrolled in a preschool at the third-grade level in a public school. The class has 28 students, with one teacher and one assistant teacher. The assistant teacher is occasionally present in the classroom during some sessions.

The participant is attending a public institution located at Infonavit Agua Santa, Puebla, Puebla. The English class is intended for students in their third year of preschool education. Students in their first and second years do not have access to this class.

The English class is based on the SEP to Programa Nacional de Inglés (PRONI) curriculum. The PRONI program is based on the book *Jump! K3* is an activity book that contains a variety of content, including greetings, objects of the classroom, rhymes, parts of the body, objects at home, favorite food, feelings, signs for the classroom, and animals. However, all these topics are not currently being taught, as the English teacher is currently absent due to a contractual renovation.

The contract is renewed every three months, which means that for every three months, students are not provided with English classes.

3.3 Participant

The present study is conducted with a participant who was five years of age and enrolled in preschool at the third-grade level. The participant has a basic level of English proficiency, as evidenced by his ability to use a limited number of English words following the teaching standards of a preschool school program (PRONI), however, he identifies some colors, numbers, and greetings in English. The participant currently does not receive English classes due to the contractual renovation of the English teacher.

The participant displays hyperactivity and presents with a deficit of attention that has not been diagnosed. This is known as Attention-deficit/hyperactivity disorder (ADHD), which is defined as a neurodevelopmental disorder characterized by executive dysfunction, occasioning symptoms of inattention, hyperactivity, impulsivity, and emotional dysregulation that are excessive and pervasive, impairing in multiple contexts, and otherwise age-inappropriate (Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Free Download, Borrow, and Streaming: Internet Archive, 2013). In order to maintain the participant's focus during the educational activities, it is necessary to involve an adult. The thesis of the instrument is designed in a way that allows the participant to remain actively engaged and focused on the activities.

3.4 Research Instrument

For this study, there are going to be used three different types of research instruments: the pre-test, the post-test, and the recording and transcription. First, according to Pan and Sana (2021), pretesting is the administration of tests before the acquisition of the information to be learned, whereas post-testing is the administration of tests following the completion of the study. This implies that the student will evaluate the topic in advance of studying it, and subsequently verify the learning. In other words, in a pretest/posttest design, participants may be required to complete an assessment prior to engaging in an intervention or training program (i.e. the pretest). Subsequently, the same assessment would be administered once the program has been implemented (i.e. the post-test). The scores on the two assessments can then be compared to ascertain whether there has been an increase in the participant's performance that can be attributed to the aforementioned program (Wormuth, 2023). This type of measurement allows for the comparison of the initial and final learning outcomes following the implementation of the program, which is designed to enhance learning. In many instances, a pretest-posttest design represents the optimal methodology for evaluating the impact of treatments or interventions on participant groups. This approach allows for the comparison of groups before and after the implementation of the aforementioned treatments or interventions, thereby facilitating the measurement of the degree of change that has occurred. (Shuttleworth, n.d.) According to the authors, the best option to collect data before and after applying the thesis instrument is the pretest-posttest design because it permits the evaluation of all the improvements acquired.

Second, in order to collect data, this study selected audio recording and transcription as a method of compiling information. This approach allows for the data to be analyzed multiple times

without compromising the integrity of the original information. As mentioned by Jump (2022), the process of audio recording involves the conversion of sound into a format that can be stored on a physical medium, such as magnetic tape, optical disc, or solid-state drive (SSD). Audio recording can then be played back through a playback machine and loudspeaker system, enabling the original sound to be reproduced. Subsequently, audio transcription refers to the process of converting a sound file into a written or symbolic form. This conversion can occur in either analog or digital formats. This process is typically employed when recording human speech. Furthermore, this process is utilized in the transcription industry, where sound recordings are converted into text. This text may be presented in the form of words or descriptions of sound effects (Fagan, 2020). The transcription is the form of description employed to corroborate the elaboration, in a determined text, of the audio recording.

Specifically, audio transcription is the process of converting audio files into written transcripts, thereby transforming any audio or video material into text. The term is increasingly applied to the transcription of any digital recording, including video, audio, and interviews conducted using mobile phone applications (Legaltranslations, 2023). It is intended to convey that currently, audio transcription can be applied to any audio present for verified information. Two distinct transcription styles exist: the first is the verbatim transcript, wherein every word is transcribed in its exact order of utterance or recording. It is not customary to edit verbatim transcripts to enhance clarity. In contrast, these transcripts include every audio element present in the original recording. (Verbit, n.d.). It should be noted that the transcription includes every grammatical error, hesitation, or repeated word. Conversely, the use of non-verbatim transcripts facilitates comprehension. Rather than transcribing each audio element, a transcriber will edit a

non-verbatim transcript in order to simplify the information and facilitate reading and referencing. (Verbit, n.d.). Nevertheless, for the purposes of this study, the verbatim transcript is considered the optimal format for analyzing the audio recording in its entirety.

3.5 Overall Research Design

The application of the pre-test

This section outlines the procedure for applying to the instrument. Initially, a diagnostic examination is conducted according to the topic selected for the participant. This is followed by a pre-test of the participant's vocabulary knowledge, which includes seven words (pencil, bag, book, eraser, glue, paper, and ruler). This simultaneously assesses the participant's English proficiency level.

The diagnostic test is based on the video Fun Kids English - school supplies. The words to be assessed are taken from this source. Seven flashcards are then prepared with the objects previously mentioned in the video. The participant is presented with the flashcards and asked to identify the objects in his mother tongue (Spanish). He is then asked to give the English name of each object. Finally, he is asked to indicate the color of each object to assess his knowledge of color. In order to collect the data and to confirm the accuracy of the information, an audio recording is made and transcribed.

The application of the post-test

The post-test is based on the same video as the diagnostic exam, namely "School supplies – Fun kids". The video was presented to the child on multiple occasions, during which time they were encouraged to identify the various school objects. Furthermore, the programme includes

supplementary activities designed to reinforce the learning about the objects and their pronunciation. Finally, the activities are concluded with a final viewing of the video and an examination of the participant's knowledge and ability to correctly pronounce the words associated with the seven school supplies (ruler, paper, bag, pencil, book, eraser and glue) using the same system for data collection as the diagnostic exam.

The process of recording and transcribing

The diagnostic examination (pre-test) and the post-test applications employed the recording as a data collection tool. Subsequently, the data was transcribed for analysis.

Verbatim transcription represents an exact and unaltered reproduction of a spoken utterance, either recorded or delivered in a live setting. It can prove invaluable as a reference point in a variety of situations, including interviews, depositions, and panel discussions.(Chazen, n.d.).The verbatim transcript was used for this study with the purpose, as it permits the inclusion of all information, including hesitations and errors of pronunciation, and facilitates the analysis of the data in its original form.

Following transcription of the audio recordings, the data is subjected to comparative analysis using a chart to evaluate the extent of learning between the pre-test and post-test. A comparison chart is a visual representation that allows for the comparison of two or more items, indicating the relative position of each item on different parameters. This facilitates an understanding of the relationship between the items in question (Pearl,2021). Accordingly, the most appropriate method for analyzing the data is the comparative chart.

3.6 Data analysis

This section outlines the methodology for data collection and analysis. As proposed by Shamoo and Resnik (2003), a variety of analytical techniques can be employed to derive inductive inferences from data, thus facilitating the differentiation between the signal (the phenomenon of interest) and the noise (statistical fluctuations) present within the data set. In this study, the data analysis is informed by the pre-test, post-test and recording and transcription.

The process of collect data is guided in first instance to pretest and posttest; initially with the pre-test, this is presented in a diagnostic exam using flashcards about school supplies (ruler, bag, pencil, book, eraser, glue and paper),that is recording for subsequently to transcript and follow to analyze. The posttest is made in the same way checking the learning about school supplies.

The information is presented in the form of a comparative chart between the results obtained from the pre-test and post-test, the objective being to facilitate an analysis of the data. In this chart, the correct pronunciation is presented initially, followed by the responses to the pretest, and subsequently, the outcomes of the posttest.

3.7 Conclusion

This chapter reviews the application of instruments in accordance with the context of the participant, as well as the significance of the characteristics of the participant and their context for the application of said instruments. When considered within a real context, this could be regarded as genuine data.

This section is designed to ascertain the veracity of the information collected through the application of study instruments. The data is subjected to rigorous examination in order to ensure its reliability and clarity. This enables the analysis of the collected information, which in turn allows the success of the study to be determined. The following chapter presents a comparative analysis of the results of the study, with a particular focus on the evolution of the participants' phonetic pronunciation skills, as evidenced by the pre-test and post-test results.

Chapter IV

Results

4.0 Introduction

This chapter presents the analysis of the data collected. The results of the pretest and posttest are compared according to the correct pronunciation phonetic, and the results are subjected to careful examination. The initial section of the chapter presents the results in a comparative chart between the correct pronunciation and the pronunciations of the pretest and posttest.

The following section addresses the research questions presented at the beginning of the study.

These questions are:

- Does the development of listening comprehension skill lead to an increased interest in learning a second language among preschool students?
- Does the use of music videos facilitate children's acquisition of new vocabulary?

The final section is the discussion, in which the hypotheses are presented and analyzed. This section also considers whether the study's objective will be achieved and, furthermore, if the study will contribute to the existing body of knowledge in this field. In conclusion, the findings will be discussed in this chapter.

4.1 Obtained Results

The results of this study are based on a pretest and a posttest applied to a child of five years old. The English knowledge of the participant was limited due to the fact that the English class in a public school is small. The lessons are guided according to the PRONI programme and,

as it was mentioned in the last chapter, this is the English programme that SEP (Secretaría de Educación Pública) provides to some public schools. However, the participant received only a limited amount of lessons because the school did not have an English teacher for most part of the academic year due to a contractual renewal that took place every three months. Consequently, the participant was only able to learn a few basic greetings, colors, numbers, and animals in a particular idiomatic context. The student demonstrated a very limited understanding of the English language, as evidenced by the pretest results.

Following the application of pretest in accordance with the school supplies (bag, ruler, eraser, glue, book, pencil and paper), the participant was unable to identify or pronounce any words in English. However, subsequent activities designed to facilitate the learning of school supplies were successfully implemented. The participant responded well when listening and watching to the music video presented about school supplies. The subsequent activities, including a lottery, memory game, basket game, object search, and more, were successfully accepted by the student. He exhibited a preference for nearly all activities, which were designed to present a challenge to the student. This was achieved through the incorporation of elements of a game in each activity. The student's enjoyment of these activities was evident.

In accordance with the instructions, the participant demonstrated a good attitude for learning the vocabulary associated with school supplies, including the words "bag," "eraser," "book," and "glue." However, the words "ruler," "paper," and "pencil" proved more challenging to learn. The participant exhibited a notable challenge in accurately learning and recalling the names of objects, which presented a significant obstacle in this task. To illustrate, he experienced difficulties with the word "pencil," requiring supplementary assistance to learn and recall its

correct pronunciation and spelling. Similarly, he encountered difficulties with the words "ruler" and "paper," frequently experiencing difficulties in accurately recalling their names and becoming confused with their correct forms. In contrast, the words "bag," "eraser," "book," and "glue" were more readily associated with the objects and learned with greater ease. The results are presented in the following comparative chart, which illustrates the pre-test and post-test results.

Chart to Pretest- Posttest Results:

Vocabulary	Correct pronunciation	Pre-test pronunciation	Post-test pronunciation
Pencil	<i>/ˈpɛnsəl/</i>	No answer given	<i>/pˈɪŋksəl/</i>
Ruler	<i>/ˈruːlə/</i>	No answer given	<i>/ˈruːləg/</i>
Glue	<i>/gluː/</i>	No answer given	<i>/glˈuː/</i>
Book	<i>/bʊk/</i>	No answer given	<i>/bˈuːk/</i>
Paper	<i>ˈpeɪpə/</i>	No answer given	<i>/peɪpəl/</i>
Bag	<i>/bæg/</i>	No answer given	<i>/bˈɑːk/</i>
Eraser	<i>/ɪˈeɪsə/</i>	No answer given	<i>/iːˈeɪsə/</i>

The results of the pretest and posttest indicate that, despite the participant's lack of prior knowledge about school supplies, he was able to identify five words correctly (glue, book, pencil, bag, eraser) out of seven. The pronunciation of these words was also assessed, with the participant correctly pronouncing three words (book, glue, eraser) and producing similar sounds for the remaining words.

4.2 Research Questions' answers

The results of the application of the instrument, including the pretest and posttest, as well as the audio recording and transcription, indicate that the questions of the study can be answered using the results of the pretest and posttest. The first question was whether the development of listening comprehension skills leads to an increased interest in learning a second language among preschool students. The results indicated that the participant demonstrated interest when the music video was played, and this interest persisted throughout the additional activities conducted during the forty-minute sessions on a daily basis. After five days, the participant expressed a desire to learn more, and the results of their learning were favorable.

In light of the aforementioned evidence, Ulum (2015) proposes the following proposition: Listening can be defined as an active process, whereby the incoming acoustic signal is processed and integrated with existing cognitive representations. In essence, the act of listening entails a complex interplay between incoming sensory information and pre-existing cognitive structures. Similarly, Karagöz (2017) states that listening can be conceptualized as both a psychological phenomenon, occurring at the cognitive level within individuals, and a social phenomenon, whereby individuals interact with their environment in a dynamic manner. In this case, the psychological elements are of greater consequence. It can thus be concluded that the development of listening comprehension skills has a positive effect on the motivation to learn a second language, provided that motivation and dynamism are present in the learning process.

The second question was as follows: The utilization of music videos has been demonstrated to enhance children's acquisition of new vocabulary. The results of the study indicate that this is the

case, as evidenced by the participant's sustained interest and active attention throughout the reproduction. Moreover, the utilization of music videos in the acquisition of vocabulary pertaining to school supplies has been demonstrated to be an efficacious methodology for the development of vocabulary. As Richards (2001) observes, the provision of comprehensible input dealing with listening tasks is of great importance in the context of language learning, insofar as it enables learners to develop the language competences and abilities that they need to acquire. It can be posited that the teaching of this skill might be accompanied by comprehensible input, which allows learners to connect what they see with their background knowledge, thus facilitating their success in the process of language learning. It can thus be posited that if an English class employs music videos to facilitate the acquisition of vocabulary, in accordance with Ninkov (2003), the video offers language instructors the opportunity to present language in an imaginative manner. This method is favorable for students who respond favorably to this pedagogical approach.

It can now be stated with confidence that the study has yielded a positive result. This is because the answers to the research questions have been found to be positive. The outcome of the study was predictable and verifiable.

4.3 Discussion

This section outlines the processes that were employed to achieve the results of the study. Firstly, the identification of the problem is considered, namely that the listening comprehension skill is the least developed for the acquisition of a second language. This is taken into account, along with the fact that the optimal age for enhancing the abilities in the learning of a second language is from an early age. Consequently, the question arises as to how this can be achieved.

In the contemporary world, audiovisual materials are the most interactive for children. They are also capable of catching their attention with relative ease. This study aimed to demonstrate that the development of skills in the acquisition of a second language is possible with the help of technology.

The study proceeded with the presentation of a music video on the topic of school supplies. The objective was to facilitate the acquisition of vocabulary related to school supplies, including words such as "book," "bag," "paper," "glue," "eraser," "ruler," and "pencil." While the pronunciation of these words was not a primary focus, the intention was to familiarize the participants with the majority of the vocabulary items. The programme involved the presentation of the music video at the commencement or midpoint of each study section, with the incorporation of activities that were both comprehensive and appropriate for the age of the participant. The majority of the activities were designed as games, which ensured that the participant remained engaged throughout.

Although the subject did not learn all of the words presented, the objective of this study could be considered to have been achieved. This is because the subject demonstrated a high level of comprehension of the majority of the programme's vocabulary, while simultaneously engaging the student in the activities. The subject's interest in learning a second language was also stimulated by these activities, resulting in a favorable outcome.

4.4 Conclusion

This chapter presents the findings of a study on the effectiveness of the instrument in question. The study comprised three phases: a preliminary evaluation (pre-test) and a subsequent assessment (post-test). These were followed by audio-recording and transcription. The results are presented in a comparative chart, with the correct phonetic pronunciation and the results obtained according to the pretest and posttest, and the pronunciations perceived in each section.

This section presents the results in accordance with the research questions, hypotheses, and assemblies, thus enabling the identification of whether the primary objective of the study has been achieved. It is important to recall the process of administering the instrument and the methodology employed to obtain the weighted results. Furthermore, this section discusses the fundamental elements that were considered to achieve positive results.

Chapter V

Conclusion

5.1 Introduction

This chapter is dedicated to the presentation of the study's findings, an examination of the challenges encountered during the process, and an analysis of the strategies employed to overcome these obstacles. Furthermore, the possibility of modifying the process to yield enhanced benefits from this study is investigated. This chapter presents an analysis of potential avenues for further research and development, commencing with an examination of the present study. The aim is to demonstrate how this project could offer insights and contribute to the development of knowledge in this field.

The study's final results are presented, with an analysis of whether they were positive or negative. The contribution to the academic field is evaluated, as well as its relationship to other existing studies. The study's final conclusions, along with any remaining thoughts and opportunities for further research, are also discussed.

5.2 Limitations of the research

This research elucidates several aspects of second language acquisition and the manner in which novice learners assimilate new knowledge. Given the pervasiveness of technology in contemporary society, it is imperative to incorporate activities that leverage technology to sustain student engagement and facilitate learning.

It is also important to acknowledge the challenges encountered during this study. Primarily, the level of English proficiency of the participant was a significant factor. When the level of English was known, the activities were designed to facilitate a connection and maintain the participant's attention to achieve the desired learning outcomes. Another challenge was selecting an appropriate music video. Given the participants' age, the video had to be engaging enough to maintain their attention while also being understandable, straightforward, and entertaining.

A further challenge was the selection of activities to support the learning of words introduced in the music video. It was necessary to choose activities that were entertaining and humorous, while also maintaining the participant's attention and preventing them from losing interest. The activities had to be presented in a way that made them seem like a game, so that the participant did not view them as homework. This additional activity was conducted in a more playful manner than the usual academic exercises. In light of the aforementioned considerations, it becomes evident that the incorporation of music videos and activities within the learning process is of paramount importance. It is essential to tailor the activities to the age of the students, ensuring that the objectives set forth in the curriculum are met. By doing so, the acquisition of a second language can be facilitated, and the development of every skill can be optimized.

This study allows for the modification of certain variables, including the pronunciation practice with the participants for the selected words. As the study was designed with an emphasis on learning rather than on the verification of correct pronunciation, it can be argued that pronunciation plays an integral role in the acquisition of a second language.

5.3 Further research

The study yielded several insights, as it illustrated that students could progress from simpler to more complex vocabulary items. This was achieved by employing appropriate source material and exercises tailored to the age of the learner. Consequently, it can be concluded that, despite the pervasive influence of technology in modern life, it is possible to facilitate positive second language learning.

Furthermore, Hinkel (2006) proposes that, within the context of globalization, language learners tend to prioritize pragmatic objectives that are most effectively addressed through integrated, dynamic and multifaceted instructional models. Such models facilitate communicative engagement and encourage the development of learners' communicative competence. In order to optimize the teaching of a second language, it is recommended that exercises which are adaptable and which facilitate the development of the other three skills, namely reading, writing and speaking, be generated. This will guarantee that the learning process is completed in a more diverse and comprehensive manner.

The objective is to develop a model of teaching that would include music videos adaptable to the age of students, as well as exercises designed to facilitate the development of all abilities for the acquisition of a second language. The activities were to be scheduled in accordance with a calendar, with the objective of developing a specific skill on a daily basis, while ensuring the inclusion of all four language skills (speaking, reading, writing and listening).

5.4 Reflection

Today, the methods of learning employed by the younger generations have undergone a significant transformation, largely due to the pervasive influence of technology. This suggests that if the teaching of a second language does not integrate technology into the learning process, it may not achieve the desired level of learning. It is recommended that teaching evolve in order to achieve the primary objective of facilitating correct learning in students. This should not be limited to the development of listening skills; it should also encompass all the abilities involved in learning English as a second language.

The study demonstrated that the technology and the game could be integrated with the same objective: to facilitate effective learning. This approach is not limited to younger students but can also be applied to students of all ages, combining entertainment and productive lessons at high levels of learning. A further objective of this study is to ascertain whether this integrated approach can facilitate the development of other skills, such as writing, speaking and reading. The findings indicate that an enhanced listening comprehension skill facilitates the acquisition of other skills in the learning of a second language. This is supported by the literature which states that humans have interpreted sounds since infancy and therefore the learning of a second language should not be different.

This study demonstrates that it is possible to learn a second language at an elementary level with the assistance of an effective assessment tool. This approach can facilitate the acquisition of a proficient level of English and cultivate an interest in further developing linguistic abilities. It is

important to recognise that each learner is unique, and the responsibility of the educator is to facilitate learning in a manner that is conducive to achieving the desired outcomes.

5.5 Conclusions

This study demonstrates that the acquisition of a second language as English is a challenging process, as it is subject to a number of potential factors that could impede the correct learning trajectory. It is therefore essential to overcome each obstacle in order to achieve a successful outcome. The objective of this study was to develop the listening comprehension skill in a novice student at an early age. Consequently, the process is different at each stage of human development, as the level of attention applied by the student varies. It was therefore essential to use a music video that would be amusing to the student and the activities must be entertaining for him. However, it should be noted that the process is not the same for every student. This is why it is important to analyze the students in order to obtain an understanding of the way in which students learn, with a view to enhancing their learning.

The results of this study were possible thanks to the student's willingness to learn, and his learning style, despite the challenges he faced on staying focused. The selection of appropriate music videos and exercises enabled the achievement of the desired outcome. The participant demonstrated that learning and expressing interest in a second language, in this case English, can coexist. This finding positively answered the research questions.

It is important to note that the results of this study were positive and paved the way for further research. They demonstrated that it is possible to combine technology with the development of

skills, particularly listening comprehension, at all stages of human development. This includes early childhood and beyond. It is possible to learn a second language, such as English, at any age.

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Appendix A

Pre-test & Post test

Diagnostic exam

The current diagnostic examination serves as a foundation for the identification of knowledge about supplies in school-aged children.

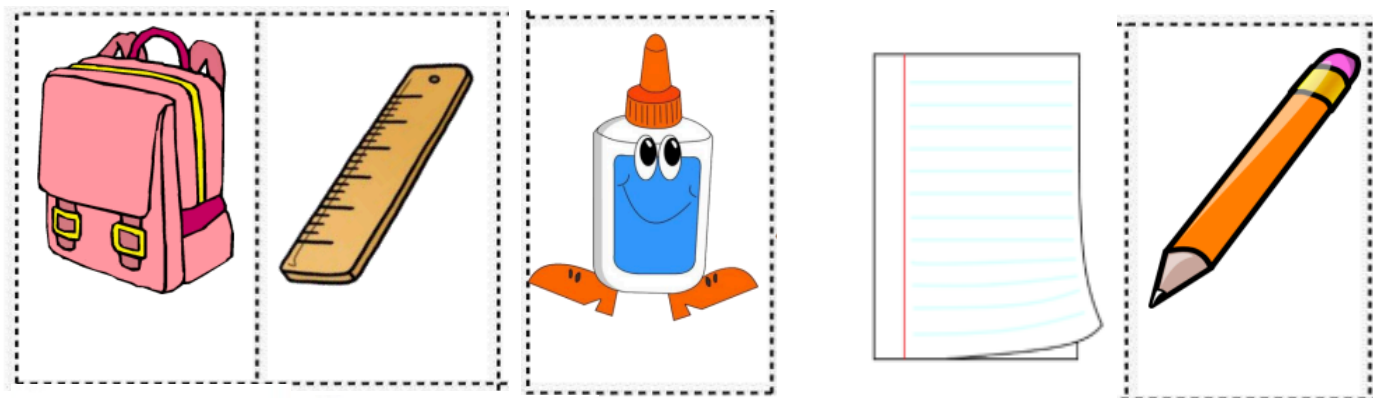
Method: The direct method

Time: 20 minutes

Material: Flashcards to school supplies.

Directions:

1. The participant is presented with a series of cards representing various school materials (pencil, bag, ruler, book, eraser, glue, and paper) for identification purposes.
- 2.- In order to ascertain whether the participant is able to provide the correct translation of the name, it is necessary to ask them to provide the name in Spanish and then to ask them to provide the name in English. This is to ensure that the school supplies are known or not by the participant.
3. The teacher poses questions about the color of school objects with the objective of confirming the students' knowledge of color in English. For example, What color is the bag?
- 4.-The audio recording of the participant's responses to the diagnostic examination will be used as evidence to ascertain the extent of the participant's vocabulary knowledge.



paper



an eraser



a book

Appendix B

Audio recording & transcribing

PRETEST

- T: Hello Elian. Hello. How are you? ¿Cómo estás?
- P: Bien.
- T: ¿Bien? Ah, ok. ¿Tienes clases de inglés? ¿Ya sabes un poco de inglés?
- P: Más o menos.
- T: Ok. Mira, el día de hoy yo te voy a presentar una serie de imágenes y tú me vas a decir si las conoces o no, ¿sale? Ya sea en inglés y en español, ¿sale? ¿Estás de acuerdo o no estás de acuerdo?
- P: Sí.
- T: Ok. Mira, el primero es este. ¿Qué es? ¿What is it?
- P: Un libro.
- T: ¿Sabes cómo se dice en inglés? ¿Sabes cómo se dice en inglés?
- P: A veces me olvido, además.
- T: Pero ahorita ahorita, ¡lo que se te venga. ¿Sabes cómo se dice? No importa que no lo sepas. ¿Sabes o no? ¿No? No importa si no lo sabes,
- P: Mmmm
- T: Bueno, te voy a decir. Este es un libro. En inglés se dice book. ¿Cómo?
- P: Book.
- T: Book. ¿What color is it? ¿Qué color es?
- P: Blue.
- T: Blue. Ándale. ¿Es color? Blue. Vamos con la siguiente. ¿Esta es una? ¿Qué?
- P: Un borrador.
- T: Un borrador o una goma, ¿verdad? ¿Y sabes cómo se dice en inglés?
- P: Todavía no
- T: ¿Todavía no se te queda grabado cómo se dice? ¿Todavía no lo sabes? Bueno, yo te voy a recordar cómo se dice. Se dice...Eraser.
- P: Iriser.
- T: Este es un Eraser. An eraser.
- P: Eraser.
- T: What color is it? ¿Qué color es?
- P: Blanco y azul.
- T: Ajá. ¿Y cómo se dice blanco y azul en inglés?
- P: White y blue.
- T: Blue. Exactamente. Muy bien. Vamos con la siguiente.
- P: Me gusta mucho el color blue, además.

- T: ¿Este que es?
- P: ¿Pegamento?
- T: Pegamento. Exactamente. ¿Y sabes cómo se dice en inglés?
- P: White.
- T: ¿Cómo?
- P: White.
- T: No. ¿Te digo cómo se dice en inglés? No. Se dice glue. ¿Cómo se dice?
- P: Glue.
- T: Glue. Exactamente. ¿Pero no lo conocías o sí?
- P: No
- T: ¿Y qué color es el pegamento?
- P: Azul. Y también tiene amarillo o naranja, más o menos.
- T: Naranja y... Blanco y azul, ¿verdad?
- P: Sí.
- T: ¿Y cómo se dice naranja en inglés?
- P: Amarillo es yellow
- T: Ajá. Entonces ¿naranja?
- P: Orange,
- T: Exactamente. ¿Blanco?
- P: White.
- T: ¿Azul?
- P: Blue.
- T: Exactamente. Muy bien. ¿Y pegamento? Glue. Acuérdate que te lo acabo de mencionar. Vamos con la siguiente.
- T: ¿Qué es esta?
- P: Una mochila,
- T: Una mochila ¿verdad? ¿Está bonita?
- P: Sí.
- ¿Está bonita?
- P: Sí.
- T: ¿Y cómo se dice mochila?
- P: Pink.
- T: No, ese es el color de la mochila, es pink. Sí, es una mochila rosa, ¿no? Pink. ¿Pero sabes cómo se dice en inglés mochila?
- P: Piji.
- T: Piji, ¿no? Se dice bag.
- P: Bag.
- T: O algunas veces le dicen school bag, ¿sale? O backpack. Pero en este caso usaremos la palabra bag.

- P: Bag.
- T: Es una mochila, ¿sale? ¿Sí o no? ¿Sí o no?
- P: Sí.
- T: Vamos con la siguiente. ¿Qué es esta?
- P: Una regla.
- T: Una regla, exactamente. ¿De qué material crees que esté hecho?
- P: ¿De metal?
- T: Puede ser, pero también esta parece que es de... Madera.
- P: O de vidrio.
- T: Ajá. ¿Y cómo se dice regla en inglés?
- P: Git.
- T: ¿Cómo?
- P: Git.
- T: No. Se dice ruler. ¿Cómo se dice?
- P: Rulet. Rulet. Es que todavía no me han enseñado la regla. Ah.
- T: ¿Cómo se dice?
- P: Ah, en inglés.
- T: No, no importa, Elian. Esto nada más es una prueba. No importa si lo sabes o no lo sabes, ¿sale? ¿Sí?
- P: Sí.
- T: Entonces, se dice... Ruler. Ruler. ¿Cómo se dice?
- P: Ruler.
- T: Ruler. Ruler. ¿Y qué color es la ruler de mi tarjeta?
- P: Naranja y negro
- T: y naranja. ¿Y cómo se dice naranja?
- P: Negro en...
- T: ¿Qué? ¿Cómo se dice negro? How do you say negro? ¿Cómo se dice negro?
- P: Mmm
- T: ¿Cómo se dice amarillo? Me acabas de decir hace ratito.
- P:
- T: Amarillo es... Yellow.
- P: Yellow.
- T: Yellow. Acuérdate, me lo dijiste. Bueno, vamos con la siguiente. ¿Qué tengo aquí?
- P: Lápiz.
- T: Un lápiz. Y, ¿sabes cómo se dice lápiz en inglés?
- P: No?
- T: ¿No? ¿Todavía no lo sabes?
- P: No.

- T:¿Quieres que te lo diga?
- P: No la tengo muy grabada, la verdad.
- T: Bueno, ¿te lo digo?
- P: Si
- T: ¿Cómo se dice? Se dice... Pencil. ¿Cómo se dice?
- P: Pencil.
- T:Pencil. Ok. Entonces. ¿De qué color es este lápiz?
- P:Naranja, pink , amarillo negro
- T: . y ¿Como se dice amarillo y naranja?
- P:Naranja es.... tiene una parte que no es lápiz que es blanco y blanco se dice white.
- T; Aja y lapiz amarillo ¿como se dice?
- P:Yellow.
- T:Yellow. Y si es naranja?
- P:Naranja es... pink,esta es pink la gomita es pink
- T:Si, la gomita es color pink. Es orange Hace rato me lo dijiste.Mira Vamos por la última carta¿Que es esto?
- P: Carton
- T:-Es un papel . It 'sa paper, una hoja de papel. y sabes como se dice papel en Inglés?
- P:...
- T:Se dice paper. A paper.
- P:Paper.
- T:Paper, hoja de papel, ¿Y que color es mi hoja?
- P:White
- T:White exactamente. y qué quiere decir white en español?
- P:Blanco.
- T; Si blanco, ¡muy bien!

Posttest

- T:Hello, Elian. ¿Cómo estás? How are you?
- P:Estoy bien.
- T:¿Bien? ¿Sí? Ok.El día de hoy vamos a volver a checar si ya conoces lo que son los objetos escolares.
- P: Yes.
- T:Yes. ¿Comenzamos?
- P:Yes.

- T: ¿Yes? Ok. ¿Cómo se dice el lápiz?
- P: Pencil.
- T: Pencil. Exactamente. ¿Cómo se dice el libro?
- P: ¿Qué?
- T: ¿Cómo se dice el libro?
- P: book.
- T: Book. Exactamente. ¿Cómo se dice papel? Hoja de papel.
- P: Bag , bag es mochila, ¿no?
- T: Bag es mochila, efectivamente. Aquí está la mochila. Bag, ¿verdad?
- P: Sí.
- T: ¿Cómo se dice pegamento?
- P: Glue.
- T: ¿Regla?
- P: Reg
- T: ¿Reg? No. Acuérdate que se dice ruler. ¿Sale? Bueno. ¿Cómo se dice borrador?
- P: Eraser
- T: Eraser Exactamente. ¿Cómo se dice papel?
- P: Paper. Paper.
- T: Paper exactamente. Tuviste cinco aciertos de siete preguntas. Estás muy bien. Vas aprendiendo muy bien. ¡Bravo!
- P: ¡Bravo! ¡Bravo! ¡Bravo!

Appendix C

Teaching Material

Activities:

Play “ classroom objects”

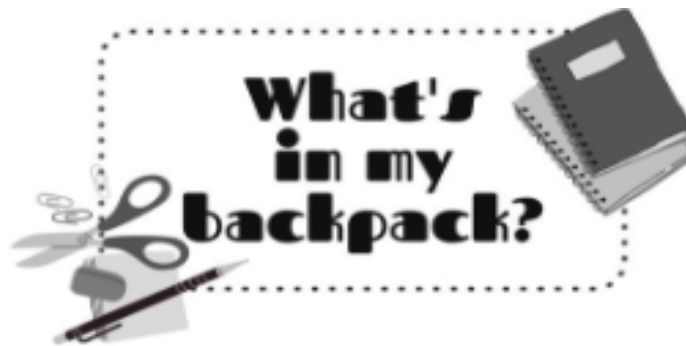
1. The game "Classroom Objects" requires the participant to stand in the center of the classroom.
2. The teacher calls out a word (e.g. "Touch the bag!"), and the participant must locate and run to the object, repeating the object name in English.
3. This game should be relatively brief and engaging. After a few rounds, the student is required to name all the school supplies (ruler, bag, eraser, glue, paper and pencil).

Play "Vocabulary Basketball"

1. The game is designed to facilitate the review of vocabulary from this lesson. It requires the use of a wastepaper basket and two pieces of A4 paper, which have been scrunched into balls. Additionally, flashcards representing vocabulary items such as paper, ruler, pencil, bag, glue, and book must be provided. These flashcards should be shuffled thoroughly.
2. Two teams, comprising the participant and the teacher, should be formed. The participants should be lined up in a single row, with the basket positioned in front of them.
3. Both players are then required to throw their ball into the basket. If they succeed, they may attempt to win a point by correctly identifying the word on the flashcard. They then proceed to the rear of the line.
4. The game continues until all of the flashcards have been answered correctly.
5. The team with the most points at the end of the game is declared the winner.

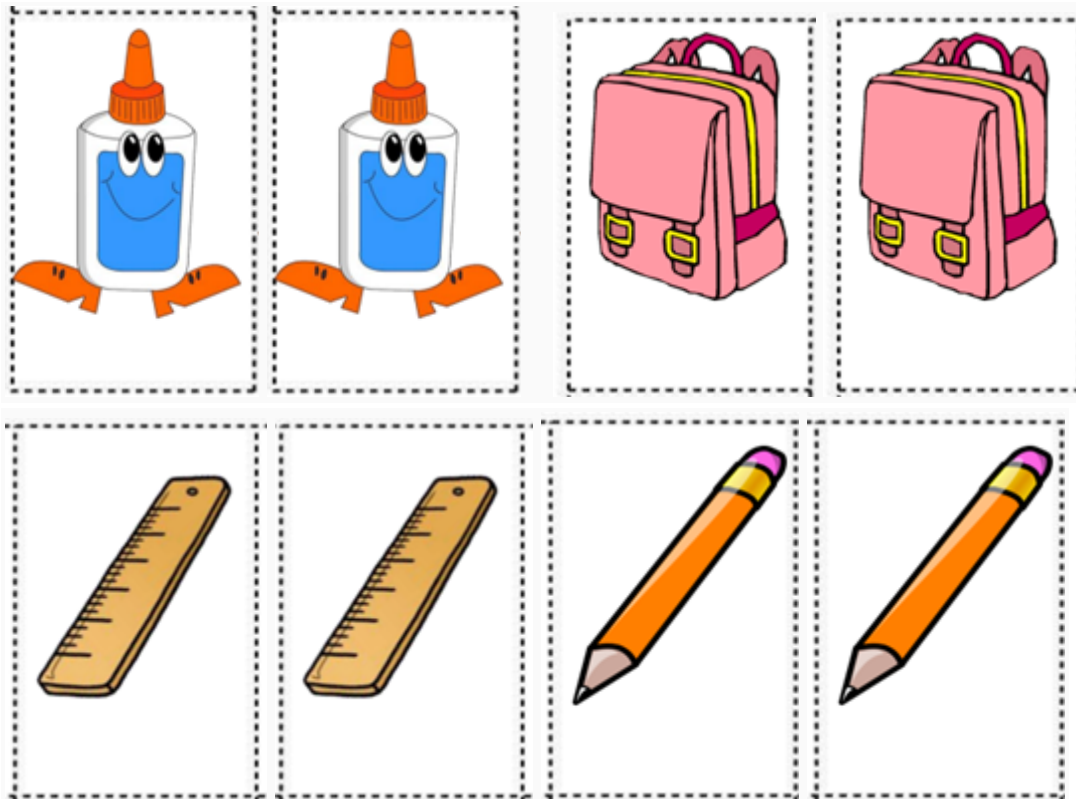
What is in my backpack?

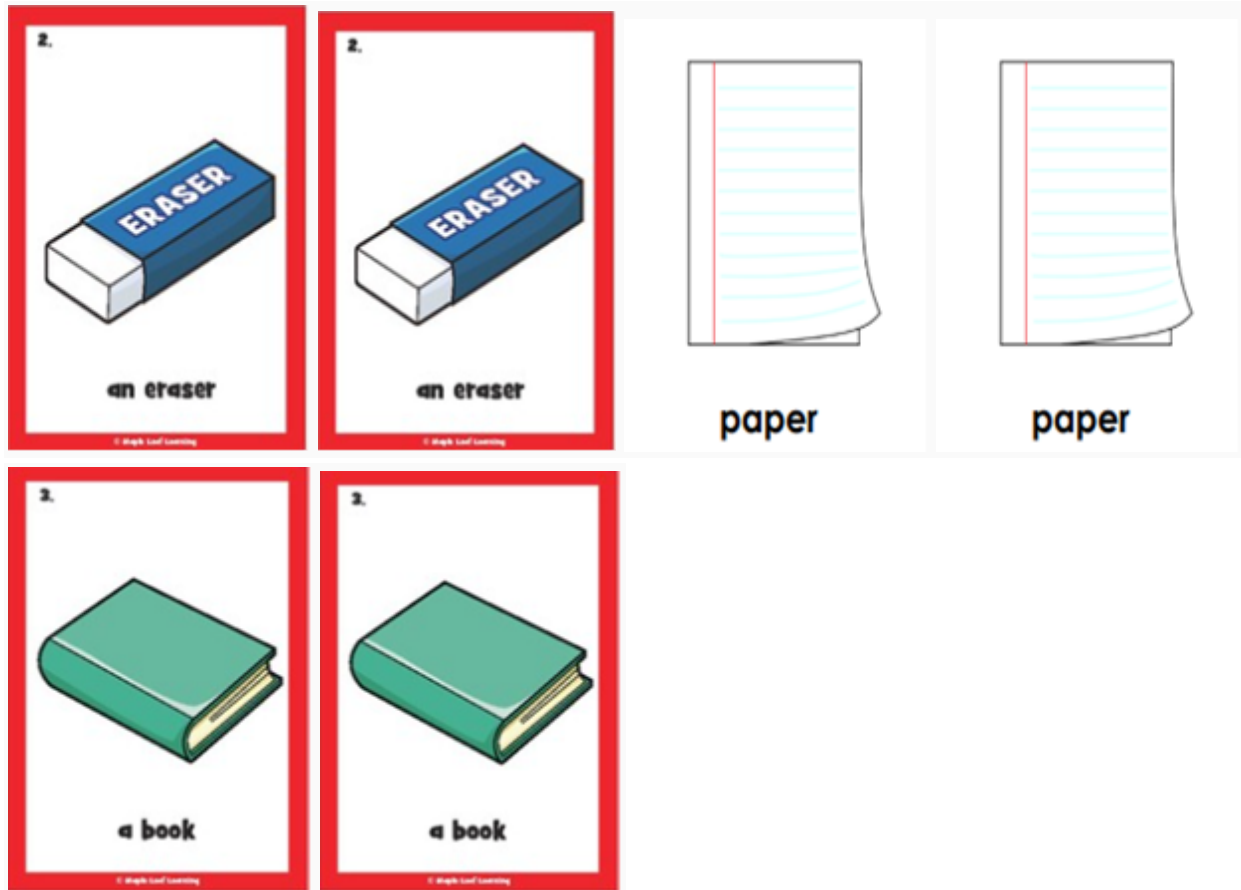
1. A worksheet is provided to the student, which requires them to draw and paint the school supplies (ruler, paper, glue, eraser and pencil) that were learned in the video. (school supplies song)
2. Once the student has finished drawing and painting, they must mention the names of different classroom objects, including the backpack or bag.
3. Finally the teacher asked for the name of different school supplies.



“Memory game of school supplies”

1. The objective of this game is to identify pairs of images representing school supplies (ruler, paper, glue, bag, pencil and eraser) and to ascertain the names of all the school supplies.
2. The child must identify the pairs and provide the name of the school object when he finds the correct pair.
3. In order to conclude the game, the participants must name all the pairs of memory games in both Spanish and English.





“The game of a labyrinthine challenge involving school supplies.”

1. The objective is to follow the path, which connects all the school supplies and facilitates learning in the lesson.
2. The teacher provides a worksheet with a labyrinthine structure, which contains the school supplies.
3. The student joins all the school objects, following the map presented on the worksheet.
4. In each object, the student must pronounce the name of the school object in English, thereby connecting it how the map located down in the worksheet.
5. Finally, the teacher will ask the student if the exercise is easy, interesting, or funny.

SCHOOL OBJECTS



paper



ruler



eraser



glue



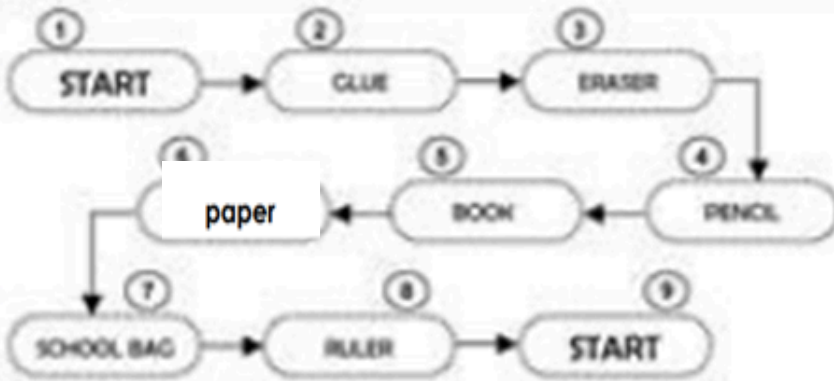
pencil



book

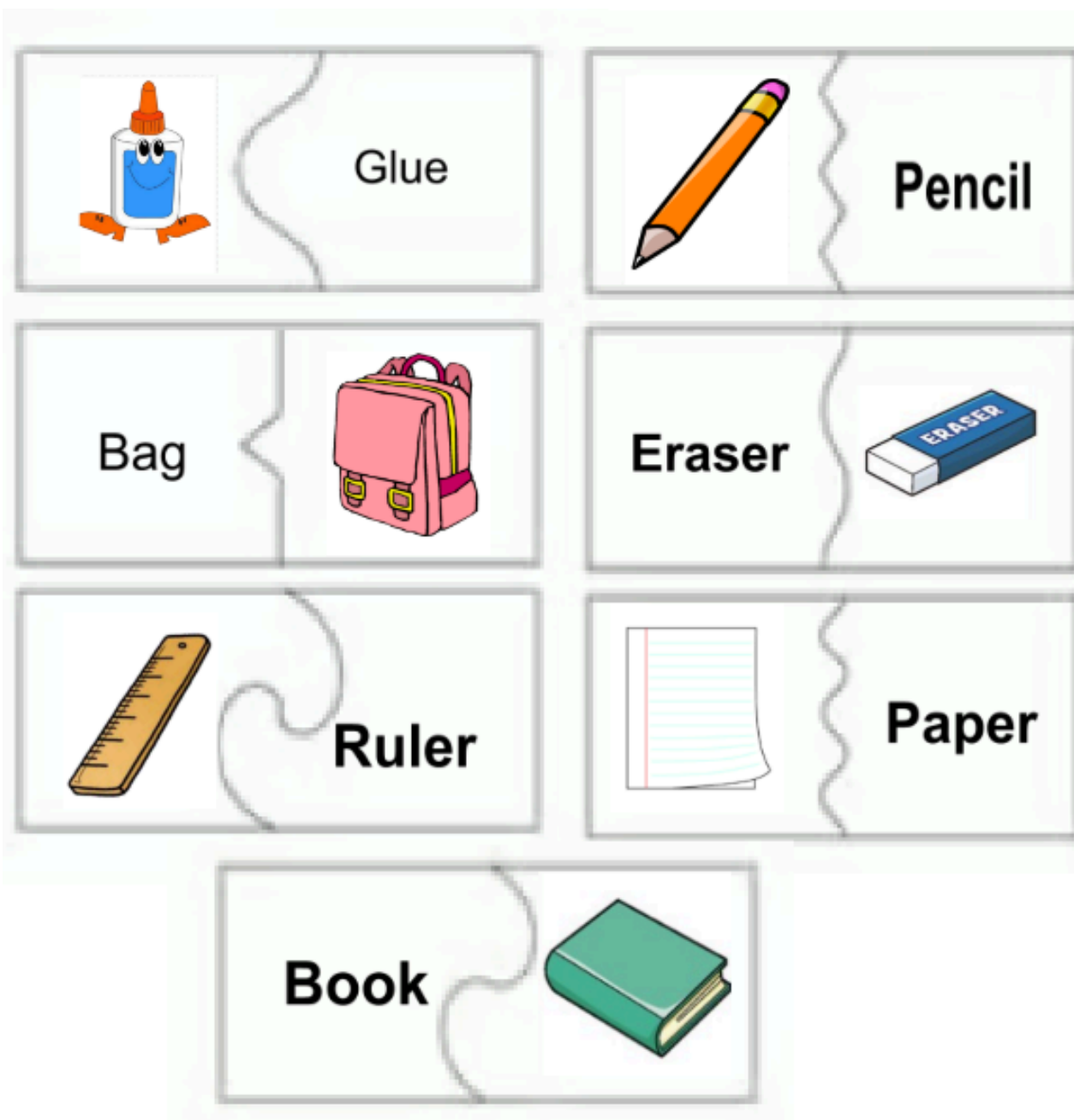


school bag



Activity: Puzzle

1. Participants assemble puzzle pieces to form a complete image.
2. The two-piece puzzle requires fitting corresponding tiles together correctly.
3. Participants identify the image and name the object depicted.



Activity: Singing Simple Sentences

1. Transform heard prayers into musical renditions.
2. Incorporate arm movements while singing simple sentences.
3. Examples of sentences to sing include: " "My pencil is blue," "The ruler is red" "The eraser is blue and red" "The bag is black", "The glue is white" and "my paper is yellow".

"My pencil is blue"

"The ruler is red"

"The eraser is blue and red"

"The bag is black"

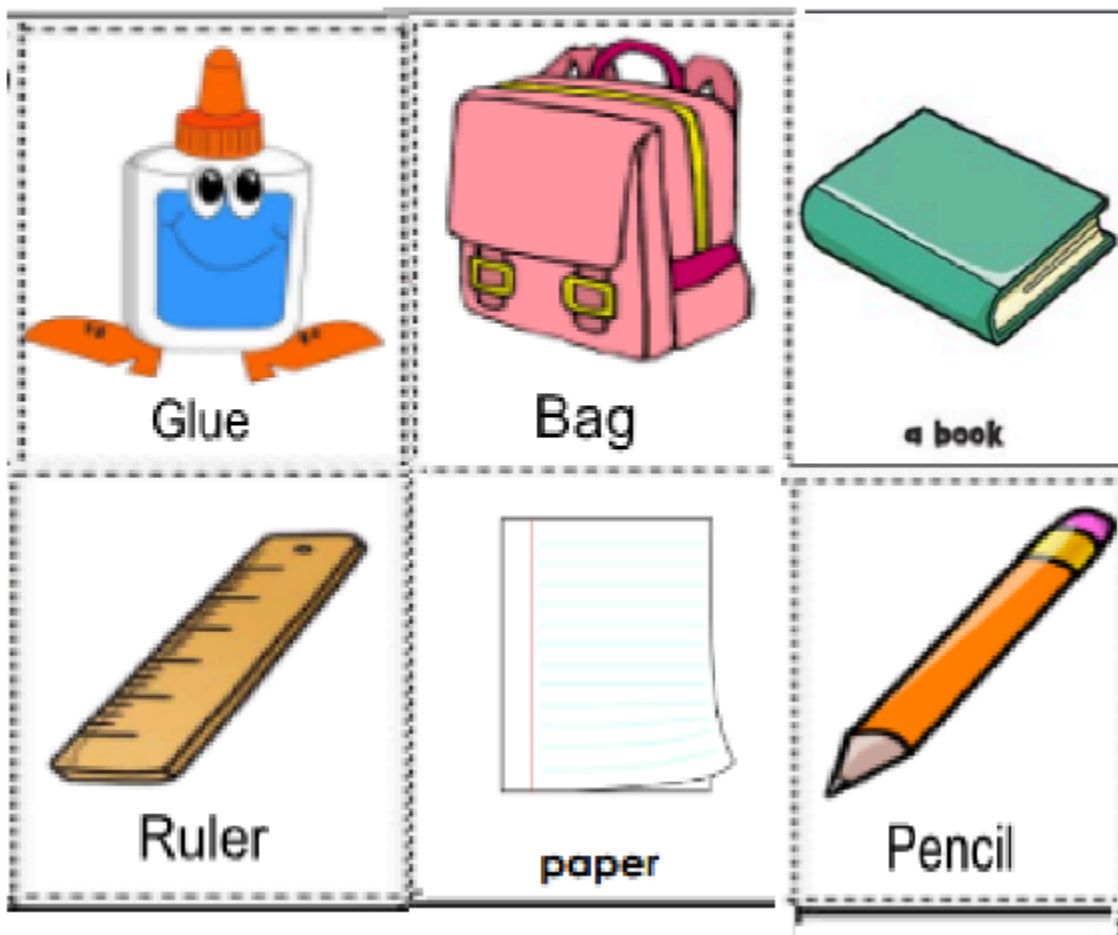
"The glue is white"

"My paper is yellow".

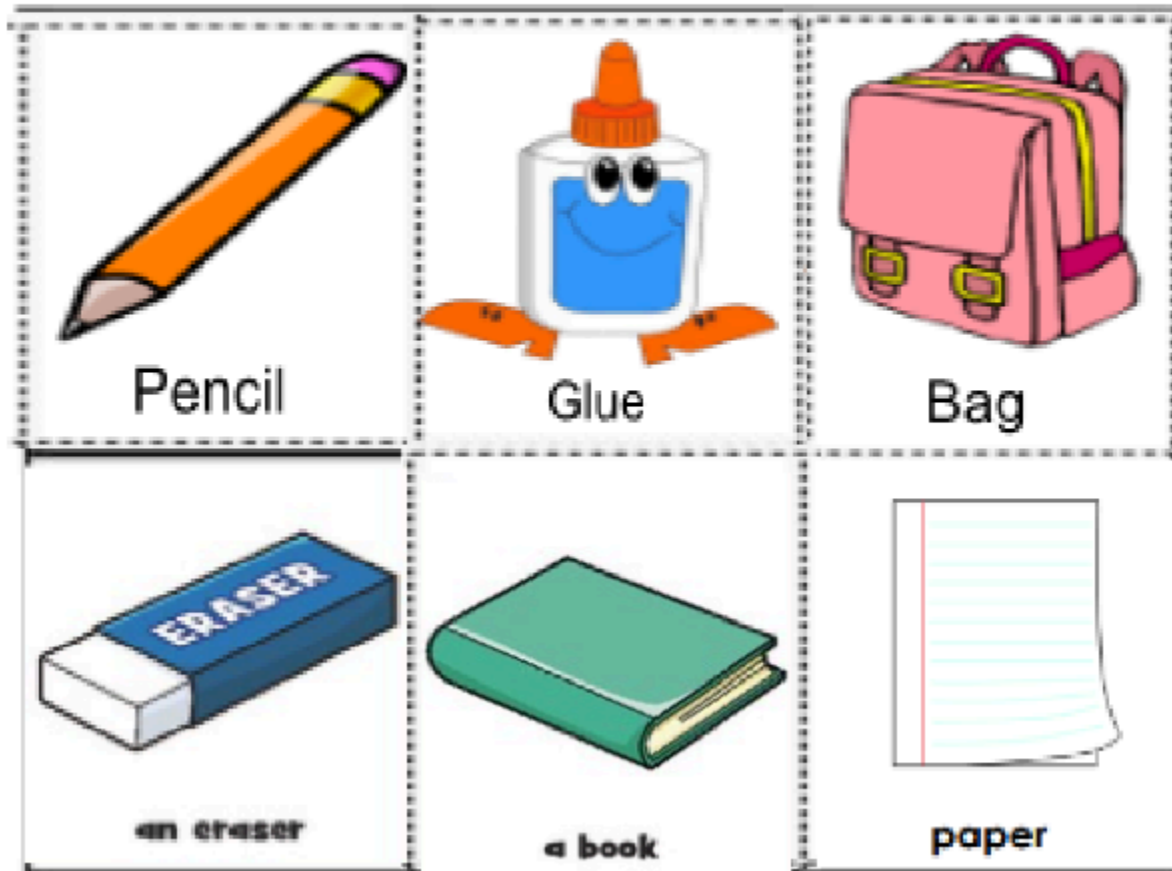
Activity: Vocabulary Lottery

1. Begin the lottery game with selected words for children to learn.
2. Use cards containing images and names, as well as cards containing six objects and their names.
3. Participants must read aloud the unique cards, and with paper balls, reject the used words.
4. Repeat the game multiple times, changing the position of the images each time.

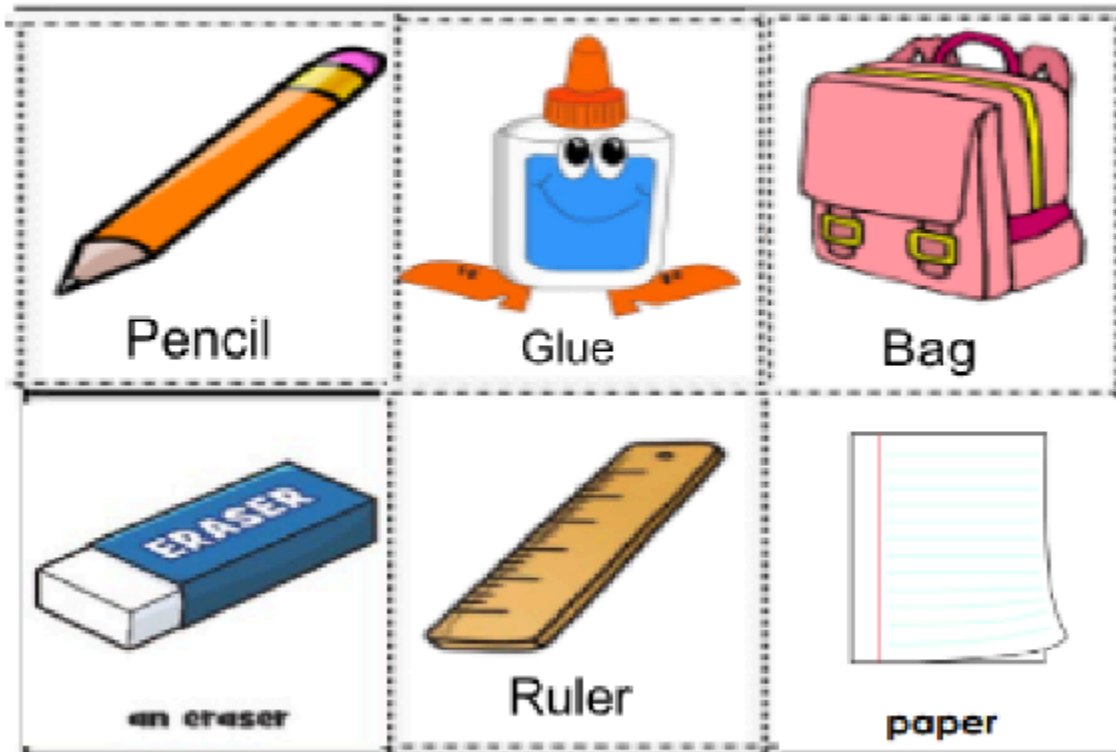
LOTTERY



LOTTERY



LOTTERY



Music Video:

School Supplies Song | Fun Kids English

Fun Kids English. (2018, August 1). *School Supplies song | Fun Kids English* [Video]. YouTube. <https://www.youtube.com/watch?v=hjFaqDNUVFo>