FACULTY OF EDUCATION

THESIS TO OPT FOR THE BACHELOR'S DEGREE IN BILINGUAL PRESCHOOL EDUCATION

THE IMPACT OF THE USE OF MUSIC AND GAMES AS LUDIC ACTIVITIES IN THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS IN PRESCHOOL STUDENTS OF JARDÍN DE NIÑOS EL ROBLE DURING THE FIRST SEMESTER, 2023

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JULY, 2023

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SWORN DECLARATION

Yo Astrid Juliette Corella Rodríguez, mayor de edad, portadora de la cédula de identidad número 604430387, egresada de la carrera de Licenciatura en Educación Preescolar Bilingüe de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibida y entendida de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciada en Educación Preescolar Bilingüe, juro solemnemente que mi trabajo de investigación titulado: *"The impact of the use of music and games as ludic activities in the improvement of listening and speaking english skills in preschool students of Jardín de Niños El Roble"*, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; articulo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertida que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de Puntarenas, a los cinco días del mes de enero del año dos mil veintitrés.

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CARTA DEL TUTOR

San José, 15 de junio de 2023.

Destinatario
Carrera
Universidad Hispanoamericana

Estimada señora:

La persona estudiante, ASTRID JULIETTE CORELLA RODRÍGUEZ cé ASTRID JULIETTE CORELLA RODRÍGUEZ cédula de identidad número 604430387, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado. THE IMPACT OF THE USE OF MUSIC AND GAMES AS LUDIC ACTIVITIES IN THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS IN PRESCHOOL STUDENTS OF JARDIN DE NIÑOS EL ROBLE FIRST SEMESTER 2023, el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
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	TOTAL	100	100

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

Dra. María José Herrera Araya

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LETTER FROM THE READER

CARTA DE LECTOR

San José,

Universidad Hispanoamericana
Sede Llorente
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Estimado señor

La estudiante Astrid Corella Rodriguez, cédula de identidad 604430387, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " The impact of the use of music and games as ludic activities in the improvement of listening and speaking english skills in preschool students of Jardín de Niños El Roble 1st Semester in 2023", el cual ha elaborado para obtener su grado de Licenciatura

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma

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LETTER OF AUTHORIZATION FROM THE AUTHOR

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San José, 15 de junio de 2023

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Cordialmente,

Astrid Corella Rodríguez, céd 604430387

Firma y Documento de Identidad

DEDICATORY

This study is wholeheartedly dedicated to my mother, who has been my source of inspiration and gave me strength and continually provided her moral, spiritual, emotional, and financial support.

To my sisters, relatives, mentor, friends, and classmates who shared their words of advice and encouragement to finish this study.

And I also dedicate this to my kindergarten students, all those kids who have changed my life throughout the years and have given meaning to my profession.

And lastly, I dedicate this study to the almighty God, thank you for the guidance, strength, power of mind, protection and skills and for giving me a healthy life. All of these, we offer you.

ACKNOWLEDGMENTS

I would like to acknowledge and give my warmest thanks to my supervisor Maria Jose Herrera Araya who made this work possible. Her guidance and advice carried me through all the stages of writing my project. I would also like to give special thanks to my family as a whole for their continuous support and understanding when undertaking my research and writing my project. Your prayer for me was what sustained me this far. Finally, I would like to thank God, for letting me through all the difficulties. I have experienced your guidance day by day. You are the one who let me finish my degree. I will keep on trusting you for my future.

ABSTRACT

The purpose of this research is to evaluate the teaching strategies used by teachers in the Roble preschool, Puntarenas, with the aim of visualizing if the use music, playful games, and technology to enhance learning in both reading and writing of the little ones. It also seeks to make both students and teachers reflect on whether they like to use this type of activity and especially if they are useful for the absorption of knowledge. Also provide new ideas and tools that allow the teacher to help children in their acquisition of their own criteria, cunning and development in the environment, this means that they can be dynamic, exploring the environment and themselves. To carry out this, workshops will be carried out in classes, to be able to carry out both observation and the application of surveys to teachers.

Keywords: Music / Games and ludic activities / Technological tools / Reading / Writing.

RESUMEN

El propósito de esta investigación es evaluar las estrategias de enseñanza que utilizan las docentes en el preescolar del Roble, Puntarenas, con el objetivo de visualizar sí utilizan la música, juegos lúdicos y tecnología para potenciar el aprendizaje tanto en lectura como escritura de los pequeños. También se busca poner a reflexionar tanto a los estudiantes como a las docentes sobre si les gusta utilizar este tipo de actividades y sobre todo si son útiles para la absorción de conocimientos. Además, proporcionar nuevas ideas y herramientas que permitan a al docente a ayudar a los niños en su adquisición de un propio criterio, astucia y desenvolvimiento en el entorno, esto quiere decir que sea capaz de ser dinámico, explorador del entorno y de sí mismo. Para llevar a cabo esto se llevarán a cabo talleres en clases, para poder realizar tanto observación como la aplicación de encuestas a las docentes

Palabras claves: Música / Juegos y actividades lúdicas/ Herramientas tecnológicas/ Lectura/Escritura.

ABSTRACT

The following research paper deals with the impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardín de Niños El Roble, located in El Roble de Puntarenas.

The use of music and games as ludic activities can have a positive impact on the improvement of listening and speaking English skills in preschool students. Integrating music and games into the language learning process provides a fun and engaging environment that enhances language acquisition and skill development. Here are some ways in which music and games can benefit preschool students:

Enhancing Listening Skills: Music and games help develop active listening skills. Songs and rhymes with catchy tunes and repetitive lyrics enable children to listen attentively and focus on the sounds and pronunciation of words. Through repeated exposure, students become more familiar with the rhythm, intonation, and phonetics of the English language.

Vocabulary Expansion: Music and games often incorporate a variety of vocabulary, allowing preschool students to learn new words and phrases in a contextually rich manner. By singing songs or participating in language-based games, students can acquire and remember words more effectively. Associating words with melodies, actions, or visual aids helps reinforce vocabulary retention.

Pronunciation Practice: Singing along to songs and participating in games involving pronunciation can significantly improve preschoolers' English pronunciation skills. Music provides a rhythmic structure that supports correct pronunciation and intonation patterns.

Games that involve repetition and imitation of sounds or words allow children to practice and refine their pronunciation in a playful setting.

Improving Oral Fluency: Engaging in music and game activities encourages preschool students to use English in a relaxed and non-threatening environment. Singing songs and playing language-based games provide opportunities for students to speak English confidently and spontaneously. By participating actively, children gain fluency and develop their ability to express themselves in English.

Cultural Understanding: Music often represents the culture and traditions of a particular language. By exposing preschool students to English songs, they not only learn the language but also gain insights into the cultural aspects associated with English-speaking countries. This exposure fosters a broader understanding and appreciation of different cultures from an early age.

Boosting Motivation and Engagement: Music and games naturally stimulate children's interest and motivation. Preschool students are more likely to engage actively in language learning activities when they involve music and games. The interactive and enjoyable nature of these activities creates a positive learning atmosphere, making the language acquisition process more enjoyable and effective.

It is important to note that the use of music and games should be balanced with other instructional methods, such as structured lessons and language practice. Integrating various teaching strategies ensures a well-rounded language learning experience for preschool students. Additionally, teachers and parents should choose age-appropriate music and games that align with the developmental needs and interests of the children.

CHAPTER I: RESEARCH PROBLEM

1.1 PROBLEM STATEMENT

The research is effectuated with students of preschool kindergarten of Jardín de Niños El Roble, with students aged between, in the province of Puntarenas, during the 1st semester of 2023.

1.1.1 Background to the problem

There is now research showing that both language and music are linked in a kind of articulated network of common syntactic processing. These studies are usually mostly quasi-experimental, that is, where they look for commonalities between language learning and musical learning and complement each other, especially in children of an early age.

Raise awareness about the importance of adopting changes or promoting educational innovation, even more so when the pandemic brought to light the many deficiencies present in education systems. This made many teachers aware and want to apply. processes of change, among which stands out: "educational innovation (elimination of orthodox methodologies, application of playful and more dynamic activities, play as well as the application of technological tools), always pursuing the objective of developing thinking" (Sigüenza and Guevara, 2022, para. II). Evolving is always positive even more so when it comes to the educational field, since adapting facilitates the learning process, promotes the development and competitiveness of teachers, students, and educational centers.

The development of creativity through group work takes relevance in formal contexts of music education, Álamos-Gómez & Montes (2022) from their article they state that "through reflective, creative and interpretive activities, students will achieve the proposed learning objectives" (Álamos-Gómez & Montes, 2022, p.155). This is considered relevant because they strengthen the knowledge linked to creativity and are consistent with the definitions and characteristics of collaborative learning.

However, this puts on the table, certain challenges such as the ability of teachers to include the creativity variable in their learning methodologies, and of course this not only implies executing them, but also making a constant evaluation of progress, to measure if these strategies are obtaining results and clear how much knowledge and development students are presenting.

Hence the importance of generating technical research in this regard, to visualize the importance of musical learning and its close link with the development of children's cognitive skills, in fact "the approach to the research carried out by neuroscience has allowed us to know more about brain connections with linguistic and musical processing and the coincidences in the activation of different hemispheric areas or regions, demonstrating that there is a common neural circuit between the musical and linguistic domains" (López et al., 2022, p.88). So, the role of teachers is to take these existing theories and operationalize, a practical action would be to classify what are all the effective aspects in musical pedagogies that allow greater learning of both the mother tongue and a second language in children.

That is why the importance of learning English as a second language is highlighted, since it is a mandatory requirement in almost all schools in the world. As a result of this,

different researchers and pedagogues have exploded to generate and implement a series of

methods that help students achieve real English language learning. Therefore, Barberán &

Reza (2021) through their work apply "the technique called integrated learning of linguistic

contents (CLIL) through music and literature to improve the teaching-learning process of

English of students of level B1 of the Jordan Language School during the first module of

the academic period April-August 2020" (p.1). This showed that the teaching-learning

process based on the communicative method emphasizes the knowledge of grammar and

vocabulary to develop oral production skills in a fluent way but subtracts intervention from

writing and reading.

On the other hand, at the national level, the University Council recognized the

contribution of the Basic Stages of Music of the University of Costa Rica (UCR) in the

promotion of interculturality, the social construction of reality and identity and the

strengthening of civic culture, Taking this into account, it is necessary to mention that the

Ministry of Public Education of Costa Rica, created alliances with strategic partners to

promote the learning of English, this 2020 among them as part of this strategy the Alliance

for Bilingualism (ABi) and the "Aprendo en casa" strategy were generated. The

development of this was to "comply with the inherent right to the education of students, and

that the student in case of any factor such as the Covid-21 pandemic can continue learning

from virtuality at home" (Díaz, 2021, para. I). In fact, these public-private initiatives seek to

promote and prioritize the learning of English for them, different platforms were created

with auditory-musical and visual content.

1.1.2 Problematization

Mastery of a second language, whatever it is, is essential to broaden the cultural horizons of any individual, but, in the case of English, it has also become a requirement for international communication. This has led to the development of a collective awareness on the part of parents so that their children from an early age begin the process of learning a second language, specifically English, the above also because it is known that learning a second language is done more natural for children than for adults. This is achieved if from preschool they are immersed in a second language, so they will master it more quickly and naturally. This is due to the fact that in childhood the language is not learned, but rather acquired.

However, there are always obstacles such as poor performance and little family support that generate large gaps in knowledge that affect the acquisition of knowledge in the four areas (reading comprehension, writing, oral expression and listening) and it is believed that "Low-achieving students do not study or are interested in learning". (Benavides et al., 2021, p.1). However, all this leads to a learning process in which children face and assimilate this knowledge, training that allows them to modify and acquire skills, abilities, knowledge, behaviors, and values. As well as experience, instruction, reasoning, and observation. Hence the importance of teachers being creative and implementing comprehensive strategies such as in this case the use of music and games as recreational activities that could encourage the improvement of the ability to listen and speak English. Of course, it is also important that the teacher is constantly observing and evaluating the performance and learning of children, this with the aim that no child is left behind.

Thanks to this brief contextualization, it is generated as a hypothesis of this research which is aimed at discovering what is the impact of the use of music and games as playful activities in improving the ability to listen and speak English in preschool students and if really in a period of six months you can see a significant advance in the children to whom you want to teach the lessons, check if the application of these methodologies is effective in the short term.

1.1.3 Justification of the topic

The usefulness of research lies in its ability to involve children, teachers, and parents in the process, encouraging them to develop qualities and a critical vision, while acquiring new knowledge. This transforms them into active members and agents of change in their respective communities, which improves their confidence and increases their performance in society.

In addition, this research serves to promote the generation of knowledge, through the production of new ideas; specifically in the importance of the use of games and music and the use of technology as resources that greatly influence the preschool area and how this helps in the learning of students at an early age.

Both theoretically and methodologically, it allows teachers to broaden their perspective, showing them that they must always stay at the forefront and open to changes, this implies being innovative and adapting their strategies or educational methods to their students. In this same context, the responsibility of teachers is to use and integrate all those resources they haven't had, such as the use of technologies and didactic resources to

facilitate the learning process. Its main objective is to develop a critical capacity for thinking, providing its students with tools for the construction of their own knowledge.

The use of different resources improves the quality of learning and creates meaningful learning through play and music, it could be observed if a comprehensive and constant attention by the teacher can generate that teaching is even more effective with age. This is because the added value is generated by the pedagogical intervention and its contribution to the enrichment of social and learning experiences.

Finally, the main purpose of this research is to focus on whether the student can learn the English language in a meaningful way through a variety of resources, as well as the use of music and play in the short term. And see if the use of resources (tablets, computers, internet, among others) is being potentiated/exploited, or if the opposite happens in the institution. Very punctually it is stipulated that this research project will arise from the benefits of carrying out the use of recreational activities around the English of Kindergarten El Roble. It is made the caveat that the process is beneficial for all parties, both parents, teachers, and children since it provides new knowledge that they may not previously know.

1.2 FORMULATION OF THE PROBLEM

What is the impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble during the first semester of 2023?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General objective

To analyze the impact of the use of music and games as ludic activities in the improvement of listening and speaking English skill in preschool students of Jardín de Niños El Roble 1st semester in 2023.

1.3.2 Specific objectives

1. To describe the use of music and games as ludic activities.

2. To evaluate the enhancement of listening and speaking English skills using music and games.

3. Describe the impact of provide ludic strategies using music and games in the improvement of listening and speaking skills.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This project allows the execution and evaluation of new methodologies with which it is intended to change the educational environment, improving academic results, and promoting an integrative training through dynamic classes that stimulate the student. In addition, it seeks to achieve training and development of skills in children, and for that it is necessary to know the educational context for the design and execution of learning tasks, which from its conception guide the formative practice of the student for the harmonious integration of knowledge, based on their learning rhythms, their conditions, and personal resources.

All this seeks to promote group dynamics allowing each student to know each other thoroughly, control their emotions and understand those of others. At the same time to emphasize communication allowing each person to be himself, while helping to make communication more fluid and avoid conflicts. For that it is necessary to start little by little, dividing the objectives into different tasks to start with the easiest ones and move forward to the biggest challenges helping children build confidence.

1.4.2 Limitations

Some negatives that can restrict this research are the limited period during the lessons that can obstruct the learning process, the human resource, it would be important that the project was executed by at least 2 or three people so that the children feel greater attention, a more personalized and close teaching, that at the same time helps them to correct or encourage the performance of tasks or dynamics.

Also in the short term, it does not seem to be enough to evaluate and see more evident results in children, also the scenario may arise in which children, or the institution does not have enough materials or technological tools, which would be a very serious limitation.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Historical review

The El Roble School Educational Center was created in 1973, at the initiative of several teachers who were concerned that the children would not have to travel to the city of Puntarenas, with this the Preschool Education service, teachers and people from the community were created. They carried out a detailed census among the population and neighboring hamlets to find out the number of school-age children who could benefit from this initiative. From this was derived the need to create the Kindergarten.

They took steps with the Regional Office, with Mr. Antonio Acuña, Regional Director, and with representatives of the Ministry of Public Education (MEP) to start the execution plans for the Project. With the authorization of the MEP, help was sought with the INVU, so that land could be provided to temporarily establish the educational center there.

INVU provided nine houses to teach the lessons, located on the west side of the current facilities.

Marathons were held to raise funds for the purchase of desks, and equipment for the kindergarten, at the main entrance of the urbanization where private companies, public companies and parents collaborated.

This is how the kindergarten began to function, in the houses opposite where the facilities are located today.

In the year two thousand and one (2001) the maternal and transition cycle was implemented, with which enrollment increased and the number of teachers and students grew: 40 Maternal and 137 in Transition. Four classrooms are occupied.

This situation gave rise to the authorities of the MEP and more specifically the Regional Directorate decided to take steps to separate the Kindergarten from the school, and for it to begin to function as an independent institution.

2.2 Use of music and games in recreational activities

2.2.1 Music

Music is a fundamental element that has different ways of influencing people's lives, for example "music is usually considered as a universal language with the power to influence people's moods, likewise capable of awakening emotions and memories" (Ancajima, 2020, para. I). To this is added that it holds a status of universality due to its non-existence of territorial, cultural or linguistic limits, at the same time it crosses all the circles in a transversal way. Music exists since the creation of the same civilization therefore to be present in all facets that the human being has lived, this makes it a form of expression as well as communication. This shows that music is an important component and that its benefits are greater than those mentioned.

In addition to this, it is necessary to investigate what other implications music has had in people's lives, in this research music is proposed as an important stimulus for the brain and learning, "listening to music is a training for the brain and that this happens because music stimulates many brain areas, as those that are responsible for memory, movement and mood" (Nania, 2020, para. II). This allows a greater performance in attitudes linked to thinking. Therefore, it is important to analyze what happens when evaluating the use of music in people, in this case preschool children.

Music can be a powerful tool in the learning process, as it has the ability to stimulate the brain and improve memory, attention, and concentration. Additionally, music can also help reduce stress and anxiety, which in turn can improve academic performance.

One of the ways that music can be used in learning is through the method known as "musical learning." This method is based on the use of music to teach a wide variety of skills and knowledge, from mathematics and science to history and literature.

For example, in musical learning, songs can be used to teach students numbers and multiplication tables, or to teach the properties of chemical elements. Songs can also be used to teach grammar and syntax in languages, or to teach history through folk or popular songs.

In addition to musical learning, music can also be used as a background for study and reading. Many people find that soft, calming instrumental music, such as jazz or classical music, can help them focus and reduce stress while studying or reading.

Another way that music can be used in learning is through participation in musical activities, such as playing an instrument or singing in a choir. These activities can help develop skills such as coordination, concentration and memory, as well as improve self-esteem and self-confidence.

In summary, music can be a valuable tool in the learning process, be it through musical learning, as a background for study and reading, or through participation in musical activities. Music can help improve memory, attention, and concentration, reduce stress and anxiety, and encourage the development of social and emotional skills.

In the last decade, several studies have investigated the impact of music on learning, finding that music can be an effective tool for improving academic performance and information retention.

In a study published in the Journal of Educational Psychology in 2019, researchers looked at the effect of music on high school students' learning in math and science. The results showed that music helped students improve their performance on exams, especially on the more difficult subjects.

Furthermore, another study published in the same year in the journal Frontiers in Psychology examined the effect of classical music on the attention and concentration of college students during a problem-solving task. The results showed that classical music improved students' attention and concentration, which in turn improved their performance on the task.

Regarding musical learning, a study published in the journal Psychology of Music in 2020, examined the effect of musical learning on the cognitive development of children aged 4 to 6 years. The results showed that musical learning significantly improved verbal memory, spatial memory, and attention skills in children.

Another study published in the International Journal of Music Education in 2018 examined the effect of music instruction on the reading skills of children with learning difficulties. The results showed that music instruction significantly improved children's reading ability, as well as their self-esteem and motivation.

In conclusion, these recent studies indicate that music can be an effective tool to improve learning and academic performance, especially in areas such as mathematics and science. Additionally, learning music can significantly improve children's cognitive development and reading skills, highlighting the importance of including music in the school curriculum.

2.2.1.1 The importance of musical activities for preschoolers

So far, it has been compiled that music is a stimulus that influences feelings and imagination as well as visual and sound skills, allowing a greater development of the person. But at an early age such as preschool, "music is presented as a useful tool that

increases motivation, diversifies recovery activities and helps develop prerequisite skills to acquire language, such as attention skills, information discrimination, memory and rhythm" (Nolasco, 2018, p.2). It is evident that to reach this conclusion there was a great work in between which it is very interesting to bring up.

Following in the same line, it is necessary to say that thanks to new research and the advancement of technology, it is known that this happens because "sound waves are converted into nerve impulses that travel to various areas of the brain, including those that release dopamine, a neurotransmitter involved in the regulation of pleasure" (Nania, 2020, para.VI). Envisioning that music enhances the qualities of the brain in a positive way, helping both its physiology and its anatomy, allowing the child to develop relationships and social bonds.

Broadening the perspective of music and its ability to influence education especially in preschool, it is highlighted that becoming extremely useful in inclusive teaching methodologies and strategies, "music can play a transcendental role in the integration of children with disabilities in the school environment, since the sensory experience it offers can provide them with emotional development, balanced psychological and social" (Blasco, 2016, p.44). This reflects that music provides a lot of benefits in terms of expression since it becomes a playful and motivating discipline that promotes dynamism among students. Then you begin to see how music mixes with education.

Music in preschool education brings many benefits, and if this will transform part of the teaching process in a consistent way, current education, especially public education, would be more accessible, beyond economic terms. In fact, "music, in addition to being an artistic expression, can be used as a pedagogical resource that favors intellectual, motor and

language development in preschool children, through the strengthening of cognitive processes such as memory, attention, perception and motivation" (Díaz et al., 2014, p.102). This would help to satisfy the multiplicity of needs of the students, generating a more diverse and integral quota of student participation, mitigating exclusion within education in both public and private centers. So, this generates digging deeper and seeing how to sing in early childhood to create musical thinkers.

According to Mora (2018) music is a valuable tool for preschool children, as it can help in their cognitive, emotional and social development. Music offers a universal language and a way of communication that children can understand and appreciate, regardless of their language or culture.

In a study published in the International Journal of Education and the Arts in 2020, researchers looked at the effect of the music program on the development of social and emotional skills in preschool children. The results showed that music significantly improved the children's ability to recognize emotions in themselves and others, as well as to express their own emotions.

Additionally, another study published in the journal Psychology of Music in 2019 examined the effect of music on memory and attention in preschool children. The results showed that music significantly improved the children's memory and attention span, which in turn improved their ability to learn and retain information.

Music can also be a fun and creative way to learn and explore the world around them. In a study published in the Journal of Research in Music Education in 2018, researchers examined the effect of participation in musical activities on the creative

development of preschool children. The results showed that music fostered children's creativity and imagination, allowing them to express themselves more creatively and freely.

In short, music is a valuable tool for preschool children, as it can enhance their cognitive, emotional, and social development. Music can improve children's memory and attention span, foster their creativity and imagination, and improve their ability to recognize and express emotions. Therefore, it is important that early childhood education programs include musical activities to help children develop essential skills for life and learning.

2.2.1.2 Role of music at early ages

The presence of "musical behaviors" in boys and girls is something that happens frequently, in fact "children hum little songs, hit objects/instruments in different ways looking for different sounds, they sway when listening to music with marked rhythmic accents." (Tafuri,2013, p.22). In the case of spontaneous actions that both parents and teachers can take advantage of to enhance learning, this can be achieved by proposing different musical activities to the child.

Therefore, it is that this type of activities is within the curriculum to generate greater development in people, Velecela (2020) "considers that musical education and the practice of singing is of utmost importance, for the integral development of human beings, therefore this should be a mandatory part of formal education at all levels, including early childhood or preschool" (p.1). We must abandon the limited vision that exists around singing, which is only prioritized in those people who want to stimulate and enhance their talent. If not generate that this is seen as a driver of the different cognitive, social, communicative, and cultural faculties for all people.

For this, Daney (2017) expresses that:

When listening to music and singing, the brain especially activates the right hemisphere, the side responsible for creative, emotional and sentimental qualities. Stimulating this sector not only encourages the activation of this brain area but stimulates the neurons that connect the right hemisphere with the left, thus generating the most logical section that is used especially in analytical subjects such as reading and mathematics (para. III).

Knowing this, the perception of both parents and educators themselves is broadened, because knowing this very technical functioning of the brain allows the parties to measure the importance of promoting a more diverse education. Even more so when there is still much to discover, since it is evident that the benefits of music in learning are not conditioned only by what was mentioned above.

But to analyze this, it is necessary to define age ranges to see how much development of skills exists, however we are interested only in seeing what happens during early childhood then to be exact the range in question would be from 0 to 8 years in which "you learn more easily and quickly since the brain of children is much more plastic and active than that of an adult, reason why skills and abilities should be enhanced during this stage and benefit those that follow" (Unicef, 2022, para. I). This has been identified prior to the implementation of many studies that have identified the benefits of music education at preschool ages.

By way of closure and reflection, it must be stated that all these authorships agree that music as well as singing generate great advantages in children, since it allows them to

learn in a faster way, helps them to enhance their auditory system, facilitates the projection of their ideas and feelings as well as the improvement in motor qualities such as memorization and understanding of rhythmic readings. Making the absorption of knowledge and gaining an easier understanding of their environment.

2.2.1.3 Dynamics related to music and games in the English-Teaching process.

Games and music have a long and rich history of being used as teaching tools, both individually and in combination. They have been employed across various cultures and time periods to educate and engage learners of all ages. Here are some historical aspects of games and music in teaching:

Ancient Times: In ancient civilizations such as Egypt, Mesopotamia, and Greece, music played a significant role in education. Musical instruments, such as the lyre and flute, were taught to children as part of their upbringing and moral development. Similarly, ancient board games like Senet in Egypt and the Royal Game of Ur in Mesopotamia were used to teach strategic thinking, mathematics, and social skills.

Middle Ages and Renaissance: During the Middle Ages and Renaissance, music was an integral part of the curriculum in monastic schools and cathedral choirs. Musical notation and theory were taught alongside religious teachings. Additionally, games like chess and backgammon were popular among the noble classes and were considered exercises in strategic planning and decision-making.

Enlightenment Era: In the 18th century, music education became more widespread, with the rise of public schools and the development of music academies. The teaching of music theory, composition, and performance techniques became more formalized. Games

such as musical chairs and singing games were used to enhance musical skills and engage students in a playful manner.

19th and 20th Centuries: With the advent of mass education, games and music continued to play important roles in teaching. Music was taught in schools, and community bands and orchestras were formed to provide practical experience. Games like "Simon Says" were used to teach rhythm and coordination. Educational board games and puzzles became increasingly popular, covering a wide range of subjects, including geography, history, and science.

Modern Era: In recent decades, the use of games and music in teaching has expanded significantly. Educational computer games and software have gained popularity, offering interactive learning experiences across various subjects. Music education in schools continues to emphasize performance, composition, and music appreciation. Furthermore, the integration of music and games in digital platforms has allowed for the development of rhythm-based educational games that enhance cognitive skills and creativity.

Today, games and music remain valuable tools in teaching, offering an engaging and interactive approach to learning. They are utilized in diverse educational settings, including classrooms, online platforms, and informal learning environments, contributing to the holistic development of learners of all ages.

The games are the operationalization of the theory, because it is the creation or execution of dynamics that puts into practice everything mentioned so far and of course

becomes a fundamental element for teachers, especially those who teach in early childhood (preschool),

The game and music are two protagonists in the childhood of any child, both are playful and are always well received, therefore, special attention should be paid to them and used as teaching tools that will allow to achieve the full development of all students. Therefore, throughout this work we intend to clarify some concepts and emphasize the importance of play and music in the education of children. (Dorado ,2018, p.2)

Games with musical aspects are a very common tool in the world of teaching, that is, they are the tools used by teachers, since it allows children to generate skills such as auditory discrimination, attention, participation, memory, sense of group as well as helping children a different means of expression also helping them to a better development of their musical learning. In addition, this generates that children have a greater physical activity and especially rhythmic movement.

It is necessary to mention that there is a vast number of activities or dynamics that have musical complement or can even be designed, because it leaves a lot of room for imagination and what to do of teachers. These activities can generate benefits related to "increase in memory capacity, attention, concentration, improve the ability to solve mathematical problems and complex reasoning as well as stimulate children's creativity and imagination" (Velecela, 2020, p.2-3). This indicates several things in the first instance that children increase their intellect gains children's self-esteem.

Likewise, it is pointed out that through music, singing and musical play, many psychomotor or cognitive abilities can be enhanced. For example: "Digital and manual skill

(mastery of the recorder), hand-eye coordination (playing sheet instruments), knowledge of one's own body (body percussion and voice), mastery of breathing (breathing in phonation and flute), spatial perception (dance, body expression, movement) and temporal perception (rhythm, tempo control)" (Velecela, 2020, p.4). It can be appreciated how to provide this freedom to express themselves bodily to children before different types and genres of music, they absorb knowledge in multiple ways, acquiring at the same time anatomical and physiological development, allowing them to generate tools that they can use throughout their lives to be able to develop in an easier or harmonious way both in the academic and work environment.

On the other hand, according to Costa (2020) games are an effective tool for learning and development of preschool children. Play allows them to explore, experiment, learn, and develop social, emotional, cognitive, and physical skills. Also, games can be a fun and engaging way to learn, increasing children's motivation and engagement in their learning process.

In a study published in the journal Child Development in 2020, researchers examined the effect of board games on the cognitive and emotional development of preschool-age children. Results showed that children who played board games performed better in cognitive skills such as working memory and spatial reasoning, as well as emotional regulation and self-control.

Additionally, another study published in the Early Childhood Education Journal in 2019 examined the effect of construction sets on the development of fine motor skills and creativity in preschool children. The results showed that the construction games

significantly improved children's fine motor skills and creativity, allowing them to develop their critical and creative thinking.

The effect of games on the social and emotional development of preschool children has also been investigated. In a study published in the journal Early Child Development and Care in 2020, researchers examined the effect of cooperative games on the development of social skills in preschool children. The results showed that cooperative games significantly improved children's ability to share, cooperate and solve problems in groups.

In short, games are a valuable tool for preschool children's learning and development. Games can enhance children's cognitive, emotional, social, and physical development, and can be a fun and engaging way to learn. Therefore, it is important that early childhood education programs include playful games and activities in their curriculum to help children develop essential skills for life and learning.

2.2.1.4 The benefits of nursery rhymes on preschool development

To deepen this topic, it is important to bring up the term ethnomusicology or anthropology of music, which "focuses on the registration of music in a more traditional way, that is, music that is transmitted orally generation by generation, as well as what is the function of music within the culture itself" (Pérez & Gardey, 2020, para. I). This field focuses on analyzing and classifying these sound products obtained from the field of study, where children's songs take relevance for this same principle.

Children's songs, many are traditional and are sung in different parts of the world, in our country or region, there is a wide range of traditional childhood melodies. "Some have a simple style, but they are no less interesting, they are located in the field of folklore; and

within it, in the most concrete fields of musical folklore, first, and children's musical folklore" (Chuquipul, 2018, p.11). This is extremely enriching in learning and are potential referential tools from which parents and even teachers can be referenced to innovate in education methodologies.

For example, from a more specific way, it should be borne in mind that most children's songs are accompanied by play, that is, these are constituted by "their functions, rules, rituals, synchronized movements, which are fundamental in the development of the person during the stage of childhood"(Escobar quoted by Chuquipul, 2018, p.11). Which energizes and encourages even more children to want to perform this type of activities constantly.

In this same way, the knowledge we have about music and art is now more integral, but these have not always been so, since their understanding has also been changing to the point of becoming in the first instance a "utensil with multiple functions such as the generation of environments of expression, awareness and musical perception that promote meaningful learning; to finally lead to some kind of interaction between children" (Díaz et al. 2014, p.103). This means that teachers have more room for action when structuring and performing methodologies that develop children's motor skills.

2.2.1.5 Developing listening skills in early childhood.

So far, it has been exposed what happens when children are exposed to music; knowing that this enhances their learning and motor skills. However, auditory development in early childhood cannot be overtaken by anatomical and physiological compendiums, "because neuroscience has discovered that Broca's brain area has the capacity to understand

and produce language, selective attention, high-order movement control, memory, and acoustic learning" (Ángel-Alvarado, 2017, p.5) therefore, to measure auditory development in early childhood, sensory, sensorimotor, and perceptual-cognitive factors must also be considered.

Added to this, it is highlighted that hearing is the first sense to develop during pregnancy, this because "it allows the fetus to hear the voice of the mother and the rest of the maternal body sounds that reach the cavity of the uterus"(Ángel-Alvarado, 2017, p.5). Especially those associated with respiration, cardiovascular, intestinal, and laryngeal activity, as well as physical movements.

This allows the fetus to have its first approach to the environment, generating motor skills from the womb,

> In turn, the hearing capacity allows the fetus to initiate its interaction with the outside world since the auditory system, the bone system and the resonators of the mother are the main routes of transmission of external sound events so that from the fifth month of gestation, the fetus shows preferences and reacts with movements to express its demands, which evidences a continuous motor, emotional and cognitive behavior. At the end of gestation, the fetus is able to discriminate vocal sounds, differentiates female voices from male ones, recognizes the voice of its mother and is sensitive to complex stimuli such as musical variations or the transposition of syllables (Ángel-Alvarado, 2017, p. 2).

At the time of the baby to be born, it is when the role of parents and other family members comes into play, since it is necessary to play with the child, stimulate him and talk to him

next, it is important to pay close attention, interpret the sounds that emanate and go talking or translating him with the aim of explaining everything that is in his environment for example when he takes a walk. This is essential for language stimulation from that moment.

On the other hand, and from a more inclusive vision, it is necessary to consider what happens when children are born or over time begin to present difficulties or hearing deficiencies. "There are a lot of cases where babies are born with hearing difficulties, and it also highlights that there are others who are born with normal hearing and over time have hearing problems." The National Institute of Deafness and Other Communications Disorders, 2018, para. I) For this reason, it is ideal to resort to medical check-ups since hearing problems are associated with delayed development of voice, speech and language skills.

To operationalize this evaluation what is done is to make a definition of age ranges (newborn- 3 months, 4 to 6 months, 7 months to 1 year, 1 to 2 years, 2 to 3 years, 3 to 4 years and 4 to 5 years) where the baby or child is subjected to different tests in which both the specialist, teacher or parents can know if "the child begins to have greater awareness or perception about his environment". (The National Institute of Deafness and Other Communications Disorders, 2018, p.VI) And not only that, but it is also essential to know the response capacity that the child must have a more accurate diagnosis.

As evidenced, most children listen before birth, they also learn to speak by imitating the sounds they have around, the voices of their close ones. Therefore, to achieve a correct articulation of the phonemes, correct hearing is essential. In addition, stimulating the

development of the child's auditory system has great advantages since this will positively influence the ability to read and write and their social skills.

2.2.1.6 In the process of use of active listening games

So far it has been identified that listening is the first sense that people develop, it has also been seen the importance of stimulating it through games so that it has an active listening and at the same time develops other qualities. It also has that these are important because games aim to attract the attention and interest of children, while they are playful and fun, but always with an educational approach.

This encourages communication through short, direct sentences. But to clarify what is meant by active listening, it must be conceptualized for this Hincapié (2018) states that "active listening deepens the interpretation of what is heard and seen, in such a way that it groups sources of information to exchange selective attention in these, that is, it groups not only the narrated history of the role-playing game but also the paralinguistic and kinesics aspects of the speaker" (p.20). This means that active listening is a term that refers to a series of behaviors and attitudes that prepare the receiver to listen, to concentrate on the person speaking, and to provide answers.

Taking into account the above, the level of interpretation that the listener must have when listening actively must be developed, for this the listener must understand the explicit message of the speaker and also perceive the implicit message, refers to this as the two components of the message: "Any message that a person tries to convey usually has two components: the content of the message and the feeling and attitude underlying that content" (Rogers and Farson cited by Hincapié, 2018, p.21) Focusing this on early

childhood, especially the preschool stage, it is extremely important that the education system sets clear objectives on integral education, which seeks to be based mainly on the rhythms and needs of learning, In this country it is of great importance what the students think and feel.

This also promoting an active listening a curricular mesh loaded with games that strengthens assertive communication between children, as well as between them and the teacher,

> This will allow children to generate communicative skills, seen as a set of knowledge, abilities, abilities or aptitudes that a person has and that are used for the production of coexistence and interpersonal relationships, allowing effective communication. Or as a process of interaction in which two or more individuals recognize each other as equals, share ideas, thoughts, feelings and experiences, acting in community from dialogue to reach the construction of agreements to face the challenges of society. (Moreira,2021, p.6)

Therefore, it is important that teachers are constantly developing more up-to-date pedagogical proposals or strategies that include all this diversity of topics, intertwining disciplines such as teaching, music, and art with the area of communication, to promote active listening, language skills among others, because it is essential that the school or the children's center took the investiture because its role in the development of children is protagonist.

2.2.1.7 Introducing poetry to kinder garden children

In addition to what has been mentioned in terms of the design of pedagogical methodologies. At the time of developing the activities, educational intervention strategies are considered that conceptually contemplate the fact that reading and writing are practices that acquire meaning in the social context in which children develop daily. "The concept of reading as a cultural and social practice is highlighted once again and in relation to this the importance of family mediators as extracurricular actors who install various reading scenes" (Maneiro, 2022, para. II). This is extremely important because parents have the greatest share of responsibility in the education of children, so if participation should be active, and not delegate all responsibility to teachers.

On the other hand, it is important to emphasize that literature offers a child's first contact with the written language, "while transmitting to students' channels for the development of personality, creativity and critical judgment" (Colomer cited by Maneiro, 2022, para. IV). This means helping children to explore the diversity of texts and genres, allowing them to also approach poetic resources.

Finally, it is rescued that poetry especially at this age as a stimulus to auditory and rhythmic memory as well as a great incentive to visual memory. It promotes the formation of canons and aesthetic and artistic values, this because poetry promotes imagination, expression, and cultural understanding of the society to which it belongs and those found around the planet, but this also allows it to influence and build social tools, since it encourages artistic learning through rhythm and musicality.

2.2.1.8 Integrating dance in the process of teaching English

Dance is a fundamental element closely linked to all the others mentioned above, apart from being extremely favorable for children even more so because of the large amount of energy they have, dancing turns out to be very dynamic, at the same time motivates and enhances the learning and participation of children as well as creativity, fantasy, and spontaneity. Carreño based on Piaget's theory provides a series of arguments as to why it is important to integrate dance into the English classroom: "this activity provides harmony between mind and body, that is, both the mind and the body are trained allowing the expressive powers of the same mind to flow" (Carreño, 2015, para. I). The idea of integrating sound into this makes it a highly stimulating mix for the child's learning and development.

And this is relevant to break stigmas that communication is exclusively verbal, "body expression is very explained in this context and allows the child in the classroom to better develop their confidence and communication with their peers and teachers in such a way that non-verbal language is sought to potentiate in a playful way" (Carreño, 2015, para. I). This shows that there are very different ways of expressing and communicating with the environment around people.

2.2.2 Games

2.2.2.1 Use of Outdoor games and Indoor games

External spaces provide learning like any taught indoors. "The outer space has a greater added value because of how self-taught it can be, since it has a series of variables

that add to the stimulation of the child as a landscape, climate that varies according to the time of year, material elements among others" (Dewhirst, 2019, p.16). Added to this it is important in the first instance to have supervision from parents or teachers but to give them a certain degree of freedom so that they have the curiosity to explore nature as well as have a development of their autonomy, repressing them could be counterproductive.

On the other hand, we must exalt the importance of outdoor spaces in a deeper way, which is recalled that "outdoor environments provide the perfect setting for children to be exposed to multisensory experiences and explore, discover and investigate their surroundings" (Dewhirst, 2019, p.7). It is a creative area that encourages curiosity, learning and development of children, which helps generate opportunities for children to do what they do best, which is to play.

This also promotes the instinct of children, likewise, Dewhirst (2019) believes that "when children play in outdoor spaces, they are summarized by the abundance that it possesses in a highly instinctive way" (p.7), either by plants, animals or insects, as well as elements such as rocks, soil and sunlight that are an inherent part of environments.

And as already mentioned on several occasions, it is important to highlight that teachers should always look for the most beneficial option to stimulate learning in children, so "many early childhood teachers seek more natural spaces that positively influence the cognitive, social-emotional and physical development of children." (Malone & Tranter cited by Dewhirst, 2019, p.7), that is, the teacher must be flexible with their methodologies and know how to assume roles according to the aptitudes of the children, this means that they are a promoter of games abroad but always maintaining their authority figure so that there is always a status quo.

And it is that outdoor games are more of an exploratory nature, however indoor games on a larger scale are usually masterful.

Ludic games, also known as educational or learning games, are designed specifically for educational purposes, aiming to engage learners while imparting knowledge or developing skills. Here are some examples of ludic games used in teaching:

"Jeopardy!": This popular game show format is often adapted for educational purposes. It involves answering questions across various subjects, encouraging participants to recall information and demonstrate their knowledge.

"Kahoot!": Kahoot is an online platform that allows teachers to create interactive quizzes and surveys. Students can join the game using their devices, answering questions in a competitive and engaging manner.

"SimCity": This simulation game allows players to design and build their own cities, considering factors such as urban planning, economics, and environmental sustainability. It promotes critical thinking and problem-solving skills.

"MinecraftEdu": Minecraft is a sandbox game that has been adapted for educational purposes. It offers a virtual world where students can collaborate, build structures, and explore various subjects such as history, mathematics, and science.

"CodeCombat": This game teaches coding skills by guiding players through a fantasy world. It introduces programming concepts through interactive gameplay, challenging players to write code to solve puzzles and defeat enemies.

"Math Blaster": Designed for math education, this game series combines arcade-style gameplay with math problems. It offers a fun and engaging way for students to practice math skills and improve their number sense.

"Foldit": Foldit is an online puzzle game that involves folding virtual proteins. It allows players to contribute to scientific research by solving puzzles related to protein folding, advancing the understanding of biochemistry.

"Quandary": This narrative-driven game presents ethical dilemmas to players, promoting critical thinking and decision-making skills. It encourages players to explore different perspectives and make choices with consequences.

"Invention at Play": This online game developed by the Smithsonian's Lemelson Center allows players to explore the creative process of inventors. It encourages problem-solving and innovation by presenting challenges and engaging activities.

"The Oregon Trail": Originally a classic educational computer game, it simulates the experiences of 19th-century pioneers traveling westward. It incorporates historical elements, decision-making, and resource management.

These examples illustrate the diverse range of ludic games used in teaching, demonstrating how gameplay can be integrated with educational content to enhance learning experiences.

For this reason, Maguaré (2018) expresses that "selecting, using and alternating appropriate spaces in an appropriate way stimulates the integral development of children: enhancing their emotions and self-esteem" (para. I), while allowing them to know their bodies and acquire skills to move and appropriate their environments. This type of games

still needs physical activity and promotes the development of children's physical and intellectual abilities, as well as other more academic activities such as reading, writing, drawing among others.

2.2.2.2 Promoting Physical Play in the early years

The promotion of physical play in the early years is essential to maintain a healthy mind, "physical activity (PA) has been successfully used for the prevention and treatment of obesity, hypertension and other chronic diseases" (Sánchez et al. 2019, para. I), Likewise, the habit of sedentary life has been linked to pathologies of great morbidity and mortality in adulthood and even childhood (hypertension, diabetes, and coronary artery disease, among others).

Being physically active during childhood and adolescence is not only important for the health of that vital period, but also to maintain good health throughout the course of life. "The practice of PA in childhood will make children feel competent in their physical abilities and will probably make them more active during adulthood" (Sánchez et al., 2019, para. V).

Generating awareness that in the first instance, it does not matter the age to encourage and practice physical activity, and they believe that "for children under five, physical activity should be encouraged from birth, especially through play on the ground and activities in the water in safe environments, while in schoolchildren and adolescents, the activity can occur in the context of play, sport, work, transportation, physical education or planned exercise" (Sánchez et al., 2019, para V). Finally, it is highlighted that doing

physical activity can reduce the risk of depression and anxiety, as well as help children sleep better.

2.2.2.3. Facilitating communication through social play

Facilitating communication through social play is something that both the child's parents and the teacher should encourage, this because according to Del Toro (2014) this is "an educational tool that facilitates learning and communication between peers. There are numerous pedagogical proposals that support it in daily practice because of its importance in the development of the child. Its benefits affect cognitive, affective, social, communicative and psychomotor development" (p.1). It also helps to develop brain structures, as well as to train and practice cognitive and social strategies, which is a favorable way to manage and process stress.

And he also believes that the game can be multifaceted, that is, "it must be used, not only in Formal Education, but also in Non-Formal Education, of which the social educator is part" (Del Toro, 2014 p.1). The social educator must reflect on the importance of the use of play in people with disabilities in the field of sociocultural animation and leisure and free time.

2.2.2.4. The development of associative play in the kinder garden classroom

The Associative play in the kindergarten classroom Helps children generate learning segregator in children, teaching them that is good and not is Well done and the importance of working respectfully with others. "Associative play teaches the art of sharing, stimulates language development, problem-solving skills and cooperation"(Anderson and Bailaw,2017, p.1). And this is because children have similar goals or affinities., no clear

rules are established, but it is known that everyone wants to have fun with the same toys, this sets in motion the cunning of infants who even get to trade with each other.

In the associative game nor there is a formal organization, mostly spontaneous and in these game environments, they learn social rules such as giving, receiving, and cooperating. "Play is one of the main occupations of children, it is important for their development and for them to bond with other children. It's also an opportunity for parents to connect with their children." (Anderson and Bailey,2017, p.1). As already mentioned, parents are the first teachers That's why they have a great deal of responsibility, Parents can exercise That teaching through play, as it allows the child to understand the rules of the family and what is expected of him. As children get older, play helps them learn to act in society.

Contrasting this, it is seen how the child gradually through associative play perceives that it is teamwork. Fiestas-Calderón (2023) states that "when children participate in cooperative games, they develop social skills such as negotiating, respecting rules, cooperating and complying with the rules of the game" (p.8). Hence the importance of this study, since it is outstanding to raise the practice of cooperative games in educational institutions since the intervention of all participants is sought, prevailing the collective goals of the individual. Taking the above as a reference, it can be concluded that there is a close relationship between associative/cooperative games and the development of social skills. Both allow children to create behavioral parameters to function both in the environment and towards others.

2.2.2.5. The use of Imaginative and pretend play

Imaginative and pretend play is one of the main factors for children to generate language, social and thinking skills. Something extremely important at an early age. For the child. in the preschool stage "play is life in miniature just as sleep in everyday life is also a great source of learning, object of pleasure and a fundamental way for the relationship with others, play represents the most important activity of childhood" (Ferland, 2015). It also benefits them to have a perception about the world as well as express their feelings.

During pretend play, the preschooler interacts with people or toy figures, "preparing the scene and planning the sequence of events in his story" (Fisher-Price, 2021, para. II). Constantly making decisions about recreating a favorite show or taking your adventure in a whole new direction. All of this needs cognitive thinking skills that they will use in imaginative play and in all aspects of life as they grow up.

2.2.3 Implementation of technology

2.2.3.1 How the use of Online games helps acquire vocabulary

In a globalized world, access to learning tools is easier, and this is beneficial because they help reinforce the content taught in the classroom. "Using digital platforms (including online games) for educational purposes becomes a very good tool to acquire vocabulary and learn a second language such as English" (Martínez, 2020, p.1). Therefore, teachers must be able to focus on the best techniques and application of didactic strategies, to develop the four language skills, especially communicative.

The teaching of a foreign language requires not only the work of a series of communicative skills, but also support from parents and teachers, because learning a new

language is entering a totally different world. "The use of various active methodologies that relate to the needs of students and interact in order to achieve balanced and motivating learning" (Martínez, 2020.p.1). For this there are various applications or digital platforms for levels and types of students according to their needs, in fact there are many online tools to help children acquire vocabulary.

2.2.3.2 Use of music to learn literacy skills to improve listening

With the use of music as has already been mentioned repeatedly throughout this argumentation, it is known that children especially those of early childhood acquire more skills in language, social as well as their ability to stimulate memory, concentration, and vocabulary expansion. The lyrics and rhythm of the songs benefit the auditory education, expression and creativity of the little ones. Martínez (2020) explains that some applications that can be used to encourage an improvement in listening are: "Vaughan radio, listen a minute, lyrics training, Storynory, the speech accent archive and voices in the dark" (p.1). These technological tools are of great help when learning literacy skills to improve listening, allowing children to start a process in which they can evolve and acquire more knowledge as they progress.

2.2.3.3 Role of digital and audiobooks in the process of teaching listening and speaking skills

Digital and audio books are of great help to listening and oral skills, in fact these "new technologies transform society, culture and educational modes, so the implications of this trend are interesting to explore". (Moreno, 2020, para. I). There are more and more

sophisticated solutions, which offer a dramatized text in audio, with actors, sound effects and music. Now, then, you can "read with your ears."

Hearing is put into practice in a shared way and communication and interaction are facilitated. In this way, "the isolated nature of its use is overcome, and socialization is encouraged. This enhances the linguistic skills of transmission such as the ability to speak and listen, as well as the learning of the lexicon" (Moreno, 2020, para. XV). These applications represent greater access to knowledge, since they can be used by many people or parents to educate their children, in addition as they are designed for children, they are usually easy to use while providing exchange of information and knowledge.

2.2.3.4 Use of Technology as a tool for teaching

So far, the multiple benefits provided by Information and Communication Technologies (ICTs) have been seen, which have transversal zed people's lives, changing the panorama and visions about the world, while modifying the patterns of access to knowledge and interpersonal interaction. They have been "the object of knowledge and didactic tools. They have also promoted the necessary deconstruction of the teaching model that is essential when thinking critically about the inclusion of these tools" (Zangara, 2019, p.1). They have gradually been incorporated into the curricular designs of all levels of formal and non-formal education.

Also, technology has provided elements such as computers, projectors, cell phones, faster Wi-Fi, tablets) that allow students to learn both inside and outside the classroom, children can practice continuously using various applications. This in turn is of great visual and auditory help since they "motivate students and also give a more real atmosphere to

presentations in the classroom." (Valencia, 2015, p.1) Since videos can be projected and songs played, children can be clearer about what topics they are being talked about.

2.2.4 Speaking and language development

Speaking and language development is a critical aspect of preschooler learning. At this age, children are rapidly developing their language skills and learning how to communicate effectively with others.

Studies have shown that early language development is closely linked to academic success later in life. In fact, research has found that children who have strong language skills in preschooler are more likely to perform well academically and have better social-emotional outcomes.

In preschooler, teachers play a crucial role in supporting children's language development. They can do this by providing opportunities for children to engage in conversation, ask questions, and express themselves verbally. Teachers can also model proper grammar and vocabulary use, and provide opportunities for children to practice their language skills through songs, rhymes, and storytelling.

Additionally, technology can be used to support language development in preschooler. For example, educational apps and games can provide interactive learning experiences that help children develop their vocabulary and language skills. However, it is important to note that technology should not replace human interaction and conversation, which is critical for language development.

In summary, speaking and language development is a crucial aspect of preschooler learning, and teachers play a key role in supporting children's language development. By

providing opportunities for conversation, modeling proper grammar and vocabulary use, and incorporating technology in a thoughtful way, preschooler educators can help children develop strong language skills that will support their academic and social-emotional growth.

Speaking to preschooler children is incredibly important for their language development, social-emotional growth, and academic success. During this critical developmental period, children are rapidly expanding their vocabularies and developing their language skills, which will serve as the foundation for future learning and communication.

One of the key benefits of speaking to preschooler children is that it helps to build their vocabulary and language skills. By hearing words used in context and practicing their own language skills through conversation, children can develop a deeper understanding of language and how to use it effectively. This, in turn, can help them to better express themselves, understand others, and communicate more effectively with those around them.

Speaking to preschooler children also plays a critical role in their social-emotional development. Through conversation, children can learn important social skills such as turn-taking, active listening, and how to express their emotions in healthy ways. These skills are essential for building positive relationships with others and developing the social-emotional competence that will support them throughout their lives.

Furthermore, speaking to preschooler children can have a positive impact on their academic success. Research has shown that children who have strong language skills in preschooler are more likely to perform well academically later on. By building a strong

foundation in language and communication, preschooler children are better equipped to succeed in school and beyond.

In summary, speaking to preschooler children is crucial for their language development, social-emotional growth, and academic success. By providing opportunities for conversation, modeling proper language use, and creating a language-rich environment, preschooler educators and caregivers can support children's development and set them on a path towards success.

2.2.5 Contribution of listening in preschooler education

Listening is a critical component of preschooler education. At this age, children are developing their ability to listen attentively, follow directions, and understand spoken language. Strong listening skills are essential for academic success, social-emotional development, and communication with others.

One of the key benefits of listening in preschooler education is that it helps to build children's comprehension skills. By listening carefully to spoken language, children can begin to understand the meaning behind words and sentences. This, in turn, can help them to better understand what they are reading and develop strong reading comprehension skills.

Listening also plays an important role in social-emotional development. By listening to others, children can learn important social skills such as empathy, active listening, and turn-taking. They can also develop a deeper understanding of the feelings and perspectives of others, which can help them to build positive relationships and resolve conflicts in a constructive manner.

In addition, listening is important for academic success. Teachers often give instructions verbally, and children who have strong listening skills are better able to follow these instructions and complete tasks successfully. Furthermore, listening to stories and other educational materials can help children to develop their knowledge and understanding of a wide range of subjects.

There are many ways in which preschooler educators and caregivers can support children's listening development. This can include providing opportunities for children to listen to stories, songs, and other spoken language, as well as encouraging active listening and turn-taking during conversations and group activities. By creating a language-rich environment that encourages active listening, preschooler educators and caregivers can help to support children's listening development and set them on a path towards success.

Listening is a critical skill for children to develop, as it plays a key role in their overall learning and development. Effective listening skills allow children to comprehend and understand spoken language, follow instructions, communicate with others, and learn from their surroundings. The importance of listening in children's learning cannot be overstated, as it has far-reaching impacts on their academic, social, and emotional development.

One of the primary benefits of listening for children is that it facilitates learning. In educational settings, listening is essential to understanding lectures, following instructions, and participating in discussions. Children who have developed strong listening skills are better able to absorb information and comprehend new concepts. Additionally, listening to stories and other educational materials can help children to develop their knowledge and understanding of a wide range of subjects.

Moreover, effective listening also promotes communication skills, allowing children to express themselves and participate in social interactions. Children who struggle with listening may have difficulty following conversations, maintaining eye contact, or interpreting nonverbal cues, all of which can negatively impact their social interactions. By developing strong listening skills, children are better able to communicate their thoughts and feelings, as well as understand the perspectives of others.

Another benefit of listening for children is that it supports cognitive development. When children listen to stories or instructions, they are required to process and retain information in their working memory. This can help to improve their memory and problem-solving skills, as well as their ability to concentrate and focus on tasks. Additionally, listening to music can promote cognitive development, as it can help children to develop spatial reasoning and pattern recognition skills.

In addition to promoting academic and cognitive development, effective listening also has emotional benefits for children. By listening to others, children gain a better understanding of other people's perspectives, which can foster greater compassion and emotional intelligence. Listening also promotes active engagement in the world around them, which can help children to feel more connected and engaged in their communities.

It is important to note that effective listening skills are not innate, and must be developed over time. Parents and educators can play a critical role in supporting children's listening development. This can include providing opportunities for active listening in a variety of contexts, such as engaging in conversation, listening to stories, participating in group activities, and following instructions. Additionally, parents and educators can model

effective listening behaviors, such as maintaining eye contact and paying attention to what is being said.

Moreover, there are a number of strategies that can be employed to support listening development in children. These can include repeating instructions, breaking down complex information into smaller, more manageable chunks, and using visual aids to support comprehension. Additionally, providing positive feedback and reinforcement for good listening behaviors can help to promote continued development in this area.

In conclusion, listening is a critical skill for children to develop, as it plays a key role in their academic, social, and emotional development. Effective listening skills allow children to comprehend and understand spoken language, communicate with others, and learn from their surroundings. By supporting listening development in children, parents and educators can help to promote their overall learning and development, setting them on a path towards success.

2.2.6 Ludic activities

2.2.6.1 Concept of ludic activities

At this point, recreational activities have been addressed or mentioned, but it has not been specifically defined what is being emphasized for it, it is necessary to bring up the concept used by Candela and Benavides (2020), where they state that "playful activities are conceived as the natural way to incorporate students into the environment that surrounds them, to learn, to relate to others, to understand the rules and functioning of the society to which they belong." (p.82-83) This means that playfulness is a fundamental part of this process of socialization and must be based on the principles that govern education such as:

integrality, participation, this focused on the development of the cognitive, communicative, socio-affective, corporal, aesthetic, ethical and spiritual dimensions.

Integrality is a polysemic term, that is, it has several meanings, and one of them consists of carrying out an articulated and continuous set of actions whether individual and collective, however, "the principle of integrality in preschool implies that all educational action must cover the dimensions of the child's development, the socio-affective, the spiritual, the ethical, the cognitive, the communicative, the corporal and the aesthetic" (Niño, 2017, p.15), to potentiate them and reach levels of humanization necessary for their development in society as a dignified, full, autonomous and free human being.

Child participation means collaborating, contributing, and cooperating for common progress, as well as generating in children and young people self-confidence and a principle of initiative. "One of the best ways to get to know children and young people more is through an open dialogue, placing ourselves in the position of the listener, asking them directly about their interests, knowledge and experiences and letting them speak to grow the spaces and mechanisms of participation and not leave their opinions isolated" (Apud, 2013, p.8)

The development of cognitive skills is "the process by which the human being acquires knowledge through learning and experience. It is related to knowledge: the process by which we learn to use memory, language, perception, problem solving and planning." (INVANEP,2020, para. I) Throughout the study and characterization of cognitive development, the use of scales has been proposed, which should be guides, but not rigid standards.

In preschool language and communication, students are required to: Gain confidence to express themselves, dialogue and be able to converse in their mother tongue and foreign language; and thus improve their listening skills by enriching their oral language by communicating in varied situations. (Franco,2020, para.VI)

The socio-affective sphere is defined as the whole of emotional and social events that occur in the mind of man and are expressed through his emotional behavior, feelings, and passions, in a social framework. It comprises a series of skills that, like intellectual skills, evolve as they are stimulated. This implies that intentional and gradual training is required to achieve the expected levels of achievement at each stage of life. (Bravo,2016, para. II)

It is also important to mention that it is misleading to affirm that "playful" and "game", are synonymous," the playful is not reduced or exhausted in the games, which goes further, transcending them, with a general connotation, while the game is more particular. "Playfulness is assumed as a dimension of human development, that is, as a constitutive part of man, as important as other historically more accepted dimensions: cognitive, sexual, communicative, etc." (Baque, 2013, p.22) Expressing that all game is playful, but not everything playful is play. To deepen this, it is necessary to see how the playful activity is carried out in the acquisition of the English language.

2.2.6.2 The ludic activity and the acquisition of the English language

To acquire a second language such as English from an early age it is important to encourage the use of methodologies that include playful activities, in this part it is necessary the presence of a teacher or tutor, who always provides support to children in this

process of teaching and learning. In addition, "the person must be highly trained to carry out the planning, as well as the design and execution of different proposals so that children learn more easily and effectively" (Muntaner, 2022, p.1). This form of learning is more striking to children because it captures their attention on a larger scale.

Taking as a reference what was mentioned above, where it was argued that every game is playful, it is worth mentioning that Sánchez (2016) says that "professionals in the field of psychology as well as pedagogy, indicate that play is an essential element that should be used to help children develop great abilities "(p.67). Hence its importance of running and choosing games according to what you want to instruct. Now according to this, it is important to mention that playful method can be used in both children and adolescents, with the aim of facilitating that they acquire a second language such as English.

2.2.6.3 Role of ludic activities in preschooler education

The importance of playful activities lies in their ability to execute activities in an integrative way that help the human development of the person, refining their capacities in fact according to Sánchez (2016) you are helping to "constitute a natural process that allows the student to freely manifest his personality without inhibitions, contribute to the learner learning and consolidating his knowledge through his own activity and that children can be both competitive and cooperative" (p.68). It also strengthens their motivation towards a satisfactory end or winning. Generating greater interest on the part of the student towards the technical subjects and towards the specialty, so that the level of preparation of the children also increases.

With this it can be said that playful activities are of vital importance because they are a driving axis of knowledge since, they guide the child "not only to intellectual progress but also to the exploration of his creative, motor and perceptual capacities, enabling at the same time an opportunity to express what he feels and thinks, which contributes directly to their development." (Sarmiento et al., 2020, p.22) Making children generate a conscious reflection on the purpose or objective of the task, planning what you are going to do and how you will execute that idea or action.

2.2.6.4 Development of fine motor and gross motor skills

The purpose of pre-school education is to guarantee and promote comprehensive care for children, considering children as highly social beings, with their own personal, social and linguistic characteristics that learn as they absorb it from their environment. Hence the importance of early childhood education, "since it allows a study accompaniment and support in the development of their abilities, also provides very good training experiences in the intellectual, affective, social, physical and emotional, contributing to the integral development of children. " (Nicolás and Arencibia, 2011, p.1). Thus, stimulating the development of psychomotricity.

When talking about psychomotricity, it should be noted that this is subdivided into two parts: the fine motor and the gross motor. Gross motor skills are those that "refer to all actions that involve large muscle groups, in general" (Moran, 2017, p.3), these are large movements of the child's body, while fine motor skills refer "to actions that involve small muscle groups of face, hands and feet, specifically, to the palms of the hands, the eyes, fingers, and muscles surrounding the mouth. It is the coordination between what the eye

sees and the hands touch (oculus-manual)" (Moran, 2017, p.3). In retrospect it can be said that these emphasize the movements and actions produced by the contraction of muscles.

2.2.6.5 Use of board games to acquire English skills

Board games can be extremely beneficial since in addition to being recreational they can be very educational, plus those focused on helping children acquire knowledge, especially games that are in English and at the same time encourage grammar and vocabulary. Rubio and Conesa (2013) state that "although children have a natural innate ability to learn any foreign language, they do not learn it well if they find classes boring, as unfortunately usually happens. In fact, children learn best through interesting activities" (p.169). like board games, several games par excellence are: Scrabble, Apples to apples, Scattergories, Funglish, Dabble, Taboo, Shopping list, What's up? among others.

2.2.6.6 Role of literature in preschool for the acquisition of the English language

As already emphasized, literature serves to stimulate the imagination, develop analytical and critical skills as well as increase emotional awareness, memory, and imagination. In addition, the use of literature in preschool for English language acquisition allows "stimulating language acquisition through the expression of emotions towards particular topics and gives the student the opportunity to face structures and forms that are different from the norm" (Negrete, 2022, p.3). Finally, it is emphasized that it broadens the meaning of language more than just practical use.

To evaluate both this dynamic and the others, the Personal Growth Approach will be used. In this approach "students are encouraged to state their opinions, feelings, and to

make connections between their personal and cultural experiences and those expressed in the text. The student constructs meaning based on his own experience" (Negrete, 2022, p.4). Then the role of the teacher will be to observe the students as well as encourage them to create action plans based on awareness, values, and reflection to evaluate the personal development that they are obtaining, it is also necessary to involve the perspective of the parents since they are responsible and the people with whom the children live the most.

2.2.7 Planning

2.2.7.1 The Interaction teacher-student in the process

Following the same line of the previous section, we must bring up the role of the teacher which is fundamental, this develops its role in interactive contexts, so that the emotions and values that it transmits implicitly will have an important meaning in the emotional development of children, "the teacher-student-group interaction is the description of forms of behaviors, activities and relationships that aim to stimulate learning, as well as the development of creative, social and intellectual skills and capacities" (Barrios and Fabre, 2021, para. I) and all this on a daily basis in classrooms. The teacher must be able to find the power to create spaces of trust in which children are able to feel confident and freedom of expression.

2.2.7.2 Planification of an English class -educational context

Before preparing an English class, teachers should have some previous considerations, which help to plan an optimal curriculum and objective, realistic and with achievable objectives, of course effective. "Preparing a class consists of "organizing and

managing mediated learning situations with didactic strategies that consider the realization of learning activities (individual and cooperative) of great didactic potential and that consider the characteristics of the students" (Marqués,2020, p.1). Even more so when this will be taught to children where their knowledge is most of the time scarce or null about English, because in many cases they only dominate their native language.

The methodological plan of the class, it is important that teachers seek and prepare materials (didactic resources) for students, especially material in English, "to motivate students (awaken interest), consider the diversity of conditions (especially after the first sessions and tests)" (Marqués, 2020, p.1), also encourage student participation through playful activities, as well as guiding the realization of the activities, evaluating the learning of the students and the didactic strategies used, visualizing which are the ones that most enhance learning. It is also important to track student learning individually and provide the appropriate feedback in each case.

2.3. Assess the improvement of English listening and speaking skills using music and games.

2.3.1 Activities to reinforce verbal fluency

Language is a complex system by which individuals communicate with each other. In fact, a fairly accurate definition is the one exposed by the Royal Spanish Academy (2019) that perceives language as the "faculty of the human being to express himself and communicate with others through articulated sound or other sign systems" (para. I). The ability to express oneself manifests itself in the human ability to communicate thoughts and feelings through words, gestures, or signs.

Now, stimulation is a natural process, by which the child will feel satisfaction when discovering that he can do things for himself. Through the repetition of different sensory events, the emotional control of the infant will be increased by developing skills to stimulate himself through free play, exploration and imagination. "During stimulation, the infant will be helped to acquire and develop motor, cognitive and socio-affective skills; observing at the same time, changes in development" (Bustamante, 2017, p.22-23). Early stimulation will also increase the loving and positive relationship between parents and the baby Day by Day.

Taking this into account, to carry out a series of processes, where it is important to denote that they are not only activities but games that are used with an educational connotation, "It is also an instrument to adequately develop the diction of students, as well as helps memory and entertains children" (González and Cedeño, 2021, p.70). Allowing them to develop the little ones' creativity.

On the other hand, it is known that the fluency of children is closely related to culture. "The person through culture participates in activities that develop this skill, which can also be educated, so reading, watching television, rummaging on the Internet and participation in social events are fundamental" (González and Cedeño, 2021, p.70). There are also specific exercises that improve this fluency.

A very recurrent activity when it comes to encouraging or improving verbal fluency are tongue twisters. "They contribute significantly to the development of children, as they learn in a didactic way through them and are strengthened in their homes to further develop their verbal fluency, cognition and reading skills" (González and Cedeño, 2021, p.70).

Therefore, it would be ideal for both teachers and parents to include them in the child's daily life to stimulate their speech fluency.

However, reading is the number one activity, used to encourage verbal fluency, "reading a process in which the reader must perform mental operations in a constructive process like a game of psycholinguistic riddles involving an interaction between thought and language; that are used by people to communicate." (Bustamante,2017, p.23) Essential resource for the teacher, because he must implement it in children so that they imagine and are empowered with learning.

In addition, it is considered that reading is not only an act focused on the identification of letters or words but on meaning; The child when he begins to speak, pronounces words that he regularly hears at home, which is why the accents of the different families and inhabitants of a community, "this linguistic representation is made according to the daily context, hence it is necessary to enhance, promote and direct a meaningful reading that leads to the learning of knowledge tools " (Bustamante,2017, p.23). Other activities that improve verbal fluency are conversing with children; read them stories; making onomatopoeic sounds, rhymes, and tongue twisters; semantic fluency; complete sentences or sentences; describe or define the use of objects; role play among others.

2.3.2. Methods to develop oral skills in kindergarten students

Previously the concept of language was addressed, however it is important to bring up this new concept because it gives us a broader perspective. Chávez et al. (2013) consider that "language is a communicative, cognitive and reflective activity that allows interaction and learning also serves to express sensations, emotions, feelings, obtain and give diverse

information; It is a learning instrument that starts from birth and is enriched throughout life" (para. I). However, it is known that this is a process that evolves over the years.

Some methods to develop oral skills are: "reading and writing, phonological awareness, vocabulary". (Guarneros and Vega, 2014, p.22). Which are ideal to apply in preschool age.

Reading and writing, the components of language are obtained and developed as processes in both oral and written language. "By preschool age, most children have started combining words according to some grammar rules. They can communicate with others in a reasonable way. There are some advances in form, such as grammatical (syntactic) developments, while others involve changes in function and in meaning or semantic development" (Guarneros and Vega, 2014, p.23) In fact, at preschool age, children already have a series of language skills that allow them to learn reading and writing.

On the other hand, have phonological awareness, which is not a skill that develops naturally. But "it requires the teacher to function as a mediator between children and the phonological components of words by making them aware of them and teaching them the integration of phoneme sequences of oral words to form written words" (Guarneros and Vega, 2014, p.23). Its goal is to achieve the level of successful association of the phonemic components of oral language with the orthographic of written language.

Finally, among the important factors that favor the development of oral language in preschool children, is that they are exposed to a varied vocabulary, "that is, that parents and teachers use different words, that they include new words in conversations with children and that encourage them to use new words in their conversations" (Guarneros and Vega,

2014, p.24). Some more specific activities to help the oral expression of children, especially preschoolers, are nursery rhymes; help them learn the lyrics of the songs This increases their vocabulary; watching children's movies and plays., simple riddles; complementation of words with vowels; Play to recognize objects and exhibitions.

2.2.3 Use of educational online games to develop linguistic competence

Before starting to talk about the multiple benefits of using online educational games to develop language competence, it is necessary to emphasize that according to Pizarro and Cordero (2013) the use of "software, programs or specialized applications for the teaching of a language requires that teaching staff have prior knowledge of these and their management in the classroom" (p.286). However, on many occasions, teachers do not have the knowledge or preparation to take advantage of them effectively in each of the courses taught in the teaching of a second language.

These programs should not be a tool that replaces a clear and precise explanation of the subject under study, "but they can be of great help to explain the subject in a more creative and practical way" (Pizarro and Cordero, 2013, p.287). In addition, these have oral and written activities that allow students to monitor their performance and linguistic evolution in the target language.

This does not imply that it is all negative, since digital tools have come to innovate pedagogical methodologies in a very short space of time, helping to overcome the physical obstacles of conventional classrooms thanks to the development of virtual educational spaces, which has gone closely hand in hand with the mentality of change and the great benefits generated by ICT. Causing both teachers and students to acquire knowledge and

skills for their proper use." The incorporation of new technologies in education has led to the development of new skills by students to relate to objects of knowledge in these digital environments, assuming part of the phenomenon of transformation of social practices, including educational practices" (Gutiérrez et al., 2015, p.74). However, the pedagogical novelty of these tools has revealed shortcomings in their use and bad practices, which stops taking advantage of all the benefits that ICT offers.

That is why education professionals must be constantly undergoing new learning and training, as this makes them more competitive in "an increasingly complex world dominated by technification". Suárez et al. cited by Gutiérrez et al., 2015, p. 74) Teaching and learning to work by competencies requires a necessary renewal in pedagogical processes, in which the treatment of information and digital competence can help to successfully face current learning situations, developing a critical spirit before the messages received.

In this competency framework, teachers stand as a key figure in the ICT integration process and "are an essential actor to address the teaching-learning process by applying those technological resources that best suit their didactic objectives" (Gutiérrez et al., 2015, p.74). However, this fact implies not only that the teacher masters ICT tools, but also knows how to select the resources he needs, in what way and when to use them in his daily teaching practice.

2.3.4 Understanding and assessing fluency for evaluating

The indicator that has the greatest use when evaluating children's ability to read "is reading fluency (also called reading speed)" (Recio and León, 2015, para. III), used

especially for children who are just beginning to enter this world, this is usually measured by the number of words per minute that the child manages to read.

Word recognition or reading fluency skills are considered low-level processing skills. On the contrary, "the realization of inferences, the integration of information through phrases or the extraction of ideas from the text are considered as higher-level processing skills" (Recio & León, 2015, para. II), since they involve the processes of understanding itself and help that of mental representation based on the meaning of the text.

It is known that reading has become one of the increasingly important processes for the child to acquire new languages, such as English. The promotion of this has made children develop their automaticity, the visualization of letters, spelling patterns, words, and groups of these, have become one of the fundamental parts to stimulate reading acquisition and the ability to speak in a more fluent way.

> Reading becomes an increasingly fluid process because of the development of the automaticity of their skills before stimuli such as letters, spelling patterns, words, and groups of very frequent words, becoming currently assumed as an essential part of reading acquisition. With exposition and practice, the visual characteristics of stimuli such as letters are unified until they are conceived as a single unit. As these units accumulate and letter perception becomes an increasingly automatic process, attention to early visual coding processes decreases. This use of skills allows attentional resources to be reassigned to other areas, such as semantic coding or direct access to the meaning of what is read. (Recio & León, 2015, para. II)

This is of utmost importance because fluency is a connector between what is read and the meaning and context of what has been read, which is fundamental to the development of analytics and imagination.

2.4 Ludic strategies using music and games in the improvement of listening and speaking skills

2.4.1 To provide ludic strategies for the effectiveness of oral interaction

The teaching process is made up of multiple factors, including providing playful strategies. For this, the interaction between teacher and student is fundamental, depending on a specific context, which at the same time allows to determine useful strategies to address the situation.

> From the above, the importance of reflective, constant analysis and the emphasis that the teacher must put on the design, elaboration, and execution of the strategies to be applied in this process is revealed, since it is through them that students will be helped to achieve the proposed learning. However, as mentioned initially, it is important not to lose sight of the fact that these strategies encourage exchange and interaction not only between teacher and student, but also go further and it is suggested to also encourage interaction between peers in order to maximize learning opportunities. (Montoya,2020, p.20)

Therefore, the teacher can put the children to gesticulate to help the children pronounce better, through modulation, gesticulation, and vocalization exercises. To maximize this oral

interaction, teachers resort to using objects, toys, instruments, and materials as input to boost their activity in the environment and learning.

2.4.2 Technology as a communication strategy (-Use of songs through technology as a tool for teaching - Contents organization for the use of technological resources-Educational online games to develop linguistic competence)

Technology and its multiple virtual teaching applications in the modern world are vital because it helps to transversalize and make flexible the times, spaces and means of communication with students, it helps to generate geographical equity. "Virtuality is highly systematizable and super beneficial when planning activities and materials" (Majul, 2021, para. I). Beyond the pedagogical model, when studying teaching strategies within the framework of ICTs, it is fundamental for the innovation of pedagogical techniques and methodologies. This gives them more access to children and accompanies them in their cognitive development, thus promoting greater language competence.

2.4.3 The role ludic activities in the classroom for the acquisition of the English language

Playful activities are consolidated as powerful tools that stimulate learning, especially in the acquisition of English. Playfulness is a way of living day to day, that is, to feel pleasure, enjoy and value what is being done at the level that the person is feeling physical, mental and spiritual satisfaction. The playful activity promotes the development of skills, relationships and sense of humor in people and predisposes the child's attention in motivation for learning. "The playful activities taken to the classroom become a strategic tool introducing the child to the reach of meaningful learning in pleasant environments in

an attractive and natural way developing skills" (Candela, 2020, para I). These activities also have an extremely important role, because it promotes children's skills and gives them greater willingness to work in the classroom, encouraging curiosity, creativity in the classroom environment, while boosting the acquisition of vocabulary and greater interaction with their peers.

Playful expressions have not only benefited human beings in their history, although other species manifest playful behaviors, it is assumed that since the beginning of prehistory the human being already played and sought to develop their creativity through play. "Studies have shown that playfulness includes creative thinking, problem solving, skills to relieve tensions and anxieties, ability to acquire new understandings, appease behavioral problems, enrich self-esteem, ability to use tools and language development (native and other languages such as English" (Candela, 2020, para. II). Playfulness is also a key activity for the formation of students in relation to others, with nature and with themselves to the extent that it provides an aesthetic and moral balance between their interiority and the environment with which they interact.

2.4.4 Active learning strategies

Active learning strategies are consolidated as: "procedures or resources used by the facilitator to intervene, get involved and take part continuously in the teaching/learning process. They cover such important areas as know-how, collaborative and cooperative work, communication and leadership" (Castillo et al., 2018, para. IV) That is, they are useful tools that serve both the teacher and the student.

In addition to this, it can be said that an active methodology is the process that indicates that to carry out meaningful learning, the student must be the protagonist of his own learning, while the teacher assumes the role of facilitator of this process. "To attenuate the development of skills, the teacher proposes to his students class activities, personal or group tasks, which develop critical reflection, creative thinking, and effective communication in the learning process" (Serna, 2013, p.22), and to achieve this, experimentation is encouraged.

To carry out in the process of active learning it is necessary: "clarify the objective that you intend to achieve with the group using Active Learning, form the group, analyze the topics, present the problem, define the problem, determine goals, develop the strategies of the action, turn towards action, repeat the cycle of action, learning the cycle, discuss progress" (Serna, 2013, p.23). Therefore, it is essential that the teacher involves parents to perform these repetitive tasks at home and thus further facilitate the child's learning.

2.4.5 The importance of visual communication in early childhood education

The learning of visual language is very important for early childhood education, "not only is it added to verbal language, but they are articulated, expanding the expressive and communicational possibilities" (Branda and Cuenya, 2014, p.15). Design in visual communication is a discipline that relates in different ways to other areas of knowledge.

This is where the use of teaching materials comes into action, to achieve certain competences "through activities that use observation, manipulation and experimentation as a basis". (Acuña,2016, p.25). It automatically derives the game, which is the implementation of the activities with which the child stimulates his mind and body,

allowing him to develop skills and abilities. In addition, this author exposes some important games for the development of communication,

Some instruments to promote visual communication in children are: printed material (books, photocopies, newspapers), didactic boards (blackboard), games (architecture, board games), laboratory materials, audiovisual materials, projected still images (slides, photographs), audio (discs, cassettes, among others) and audiovisual (videos, audiovisual montages, films, etc.), also with the variable technology it is important to bring up computer programs educational (CD) encyclopedias, learning activities, video games, animations and services (website, virtual tours, online courses, etc.) (Acuña,2016, p.25)

This becomes important because it generates stimulation, the child is interested in the rules and the process of the game, stimulating attention and memory. As well as proposing ideas, rules, situations, characters, which also stimulates imagination and creativity. Strengthening and encouraging children's performance, as it helps them understand and learn from games, helps them distinguish fantasy from reality, linguistic development as well as communicative.

CHAPTER III: METHODOLOGY

3.1 Type of investigation

3.1.1 Purpose of the investigation

The research that will be carried out will be of an applied nature since it will seek to make field study. In the first instance, when emphasis is placed on applied research, it should be noted that this refers to the "search for the generation of knowledge or with direct application to the problems of society, this is based fundamentally on the findings of basic research, dealing with the process of linking the theory and the results obtained from the field study" (Lozada, 2014, p.34). In a more explicit panorama, it can be said that applied research aims to generate knowledge with direct application and in the medium / short term in society. This type of studies presents a great added value using the knowledge that comes from the theory research that the person who studies the phenomenon submits the theory to practice.

The initial research process, which corresponds to the search for applications and the adaptation of theories to the phenomenon of study. That is when it is necessary to bring up the field study which is characterized by "referring to research that implies in its development the understanding of social phenomena in their natural scenarios, through the combination of various sources of information" (Salas, 2022, para.VI). Deriving participatory action.

3.1.2 Temporal Dimension

Cross-sectional study is a type of observational research focused on analyzing data of different variables on a certain sample population, collected over a period. "Cross-sectional study, or prevalence study, is a type of observational research. For the study, a series of variables are selected on a certain sample population; and all this, during a certain period" (Coll, 2020, para. II). The objective of the study is to analyze the variables and draw conclusions about their behavior. This temporal dimension is chosen because it is an observational study that will be carried out in a short period of time.

3.1.3 Framework

What will be executed here will be a micro investigation, this because the implementation of a didactic strategy allows "the student, teacher in training, to learn research through a process of reflection, socialization and discovery of knowledge and not through preconceived knowledge and transmitted by the expert". (Peralta, 2020, p.16). In addition, this approach helps the teacher in training to detect problems in teaching practice, to improve the teaching-learning process of languages, to put into practice what was studied in class and to prepare a complex research project.

3.1.4 Nature

This research will be carried out using the non-experimental quantitative approach. For purposes of contextualization, it is important to highlight that "quantitative research offers the possibility of generalizing the results more widely, gives control over the phenomena, as well as a point of view based on counts and magnitudes. It also provides a

great possibility of repetition and focuses on specific points of such phenomena, in addition to facilitating the comparison between similar studies" (Sampieri, 2017, p. 15). In accordance with the above, it is important to mention that in this research a bibliographic review will be carried out, through which a collection of data or more recent information will be carried out, addressing issues related to; The impact of using music and games as playful activities on improving the ability to hear and speak English in preschool students. In son to theoretically support this research and the data collected from the study. This will allow to generate a discussion between the theoretical arguments and the results obtained from the survey.

3.1.4 Character

Explanatory research will be used, because it helps researchers study the problem in greater depth and understand the phenomenon efficiently. When carrying out the research process it is necessary to adapt to new discoveries and knowledge on the subject. In this case, the results obtained from the impact of the use of music and games as recreational activities in the improvement of the ability to listen and speak English in preschool students of the Roble kindergarten, Puntarenas.

3.2 Sources and subjects of information

3.2.1 Firsthand (primary sources)

In this work, a survey will be applied with the aim of collecting first-hand data, this through the previously designed questionnaire, without modifying the environment or the phenomenon where the information is collected, and then show the results graphically,

which facilitates its interpretation. In addition, observation will be a fundamental part of the investigation.

3.2.2 Second hand (Secondary sources)

For this, a mapping and systematization of documents (research, scientific articles as well as publications on web pages) that are closely linked to the topic that is being treated here will be: the impact of the use of music and games as recreational activities in the improvement of the ability to listen and speak English in preschool students, this with the aim of theoretically supporting the research that is being carried out.

3.3 Sampling selection

3.3.1 non-Probabilistic

Non-probability sampling is used for several reasons which are: this is a less strict method, in addition to non-probability sampling is more useful for exploratory studies such as the pilot survey (a survey that is implemented in a smaller sample, compared to the predetermined sample size). And it is the ones who here want to apply surveys to teachers about their methodologies and the use of music and playful games and the impact this has on children, as well as the researcher's own observation of the group studied.

The target population of this study is 225 kindergarten students from Escuela del Roble, Puntarenas. The sample is 25 children divided into 12 men and 13 women, all of them are 5 years old.

3.4 Techniques and tools for collecting information

Research techniques are the set of tools, procedures and instruments used to gather information. In this specific case, the following tools were used:

3.4.1 Observation

It is a technique that consists of carefully observing the phenomenon or population in order to collect and record the information for later analysis. In fact, observation is a fundamental element of any research process; it supports the researcher to obtain the greatest amount of data.

This tool is used with the aim of identifying how music, games influence the learning of social and cognitive skills as well as the learning of a second language in this case English.

3.4.2 Evaluative diagnostics

Diagnoses are based on the observation of the activities and behaviors of people with specific qualities. In this case, the use of diagnoses is used to evaluate the development and competencies of children and thus focus on what characteristics they present.

3.4.3 Questionnaires

The questionnaire is a document consisting of a set of questions that must be written in a coherent way, and organized, sequenced and structured, according to a certain planning, so that their answers can offer all the necessary information. In this case, specific questions that take into account the variables developed to measure the impact of music and

playful games on children's learning. As well as the acquisition of a second language such as English.

3.5 Operationalization of variables

The variables that will be used will be music, play and education and how they relate to each other. Its operationalization will be evaluated by aspects such as: importance of music and playful games, activity or activities are regularly performed in the class, liberty to test innovative methods, to aspects as a teacher, frequency of evaluation of their work through the technique A survey which uses a previously designed questionnaire.

Table No. 1
Variables chart

Specific Objetives	Variables	Conceptual Definition	Instrumental Definition	Operacional Definition
To identify the use of music and games as ludic activities	Music Games	Music is the science or art of ordering ones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity" (Webster's Collegiate Dictionary, 11th edition, 2023). Game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome (Salen, K. & Zimmerman, E., 2017)	Quantitative observation	Through playful activities related to music and games, it can be determined which are more satisfying and beneficial for the cognitive development of students.

Specific Objetives	Variables	Conceptual Definition	Instrumental Definition	Operacional Definition
To evaluate listening and speaking English skills using music and games	Listening Speaking	According Duer, A. (2019) "listening means taking a vigorous, human interest in what is being told us" Speaking is to talk to somebody about something; to have a conversation with somebody. (Oxford Dictionary, 2023)	Evaluative diagnostic	Through diagnostic evaluation, it is possible to determine speaking and listening skills through music and games, obtaining the necessary information for the implementation of playful learning strategies
To provide ludic strategies using music and games in the improvement of listening and speaking skills	ludic strategies	A ludic strategy involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focussing on the language but using it for real (Constantinides, 2009)	Proposal Evaluative test	A project proposal concisely describes what your project hopes to accomplish, why those objectives are important, and how you intend to achieve them. In more general terms, it makes a case for what you plan to do.

Source: Own elaboration. (2023)

CHAPTER IV: RESULTS AND ANALYSIS OF DATA

Below, in this chapter, the results obtained as a product of the application of the instrument designed for such purposes are detailed:

4.1 First specific objective

Regarding the first of the specific objectives, in which it is proposed to identify the use of music and games as ludic activities, the following results were obtained:

4.1.1 Variable: Music

Graph No. 1
Do students feel more motivated in class with the use of music as ludic activity?
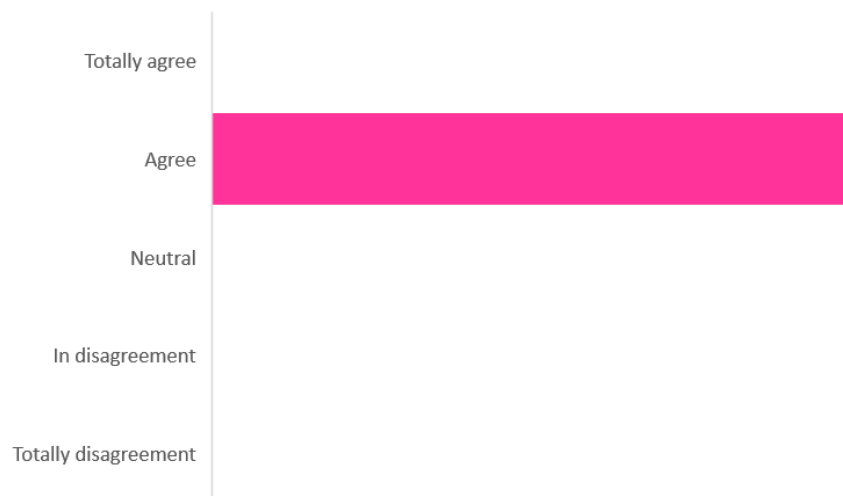
Source: Own elaboration. (2023)

In accordance with the previous graph, it was possible to observe that regarding the perception of the motivation of the students in class with the use of music as a ludic activity, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

Graph No. 2
Do students enjoy music in class?
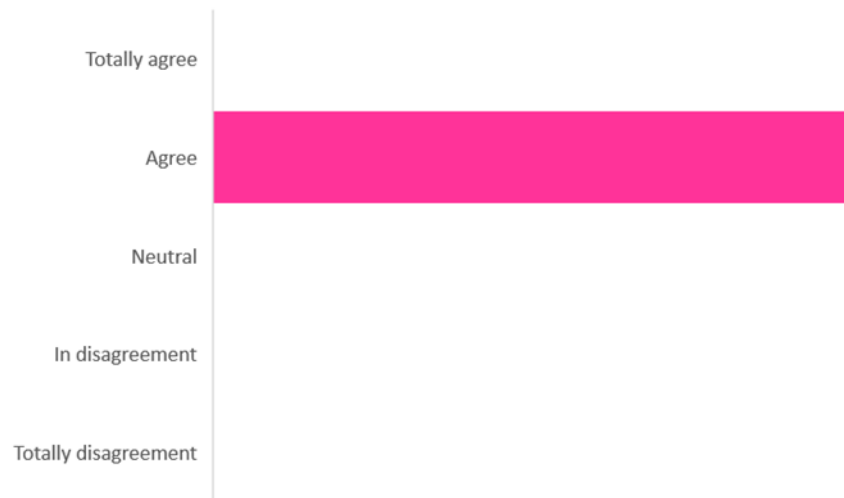
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that regarding the perception of the students' enjoyment in the class with the use of music, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

Graph No. 3
Do you consider that music is a good tool for ludic activities for teaching?
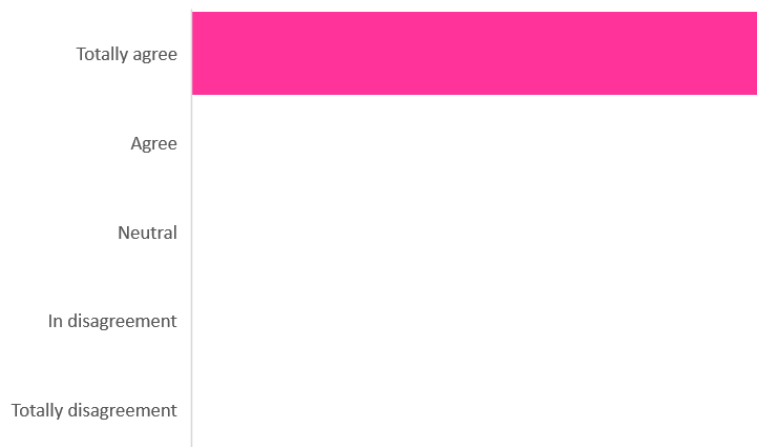
Source: Own elaboration. (2023)

In accordance with the previous graph, it was possible to observe that regarding whether music is considered a good tool for playful activities for teaching, a classification of "Totally agree" is assigned, which corresponds to a numerical scale of 100%, according to the measurement criteria.

Graph No. 4
Do students participate in class with the use of music as ludic activity?
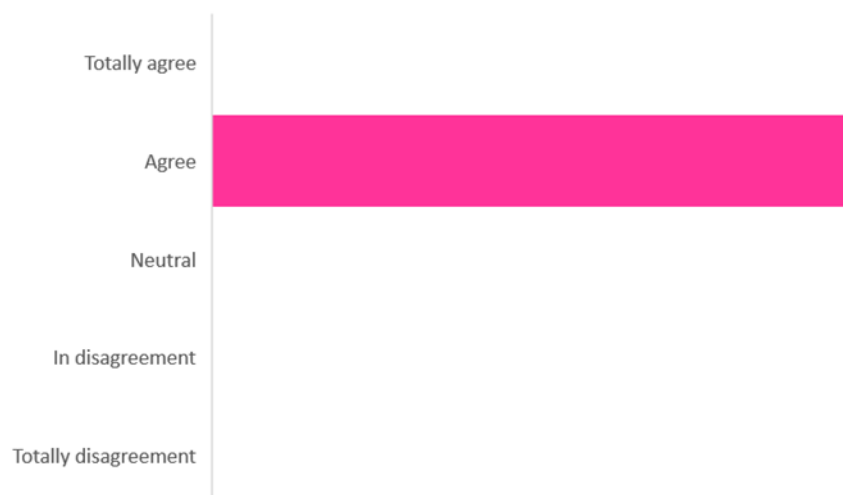
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that the participation of the students in class with the use of music as a ludic activity, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the criterion measurement.

Graph No. 5
Do you feel students develop english listening and speaking skills through music?
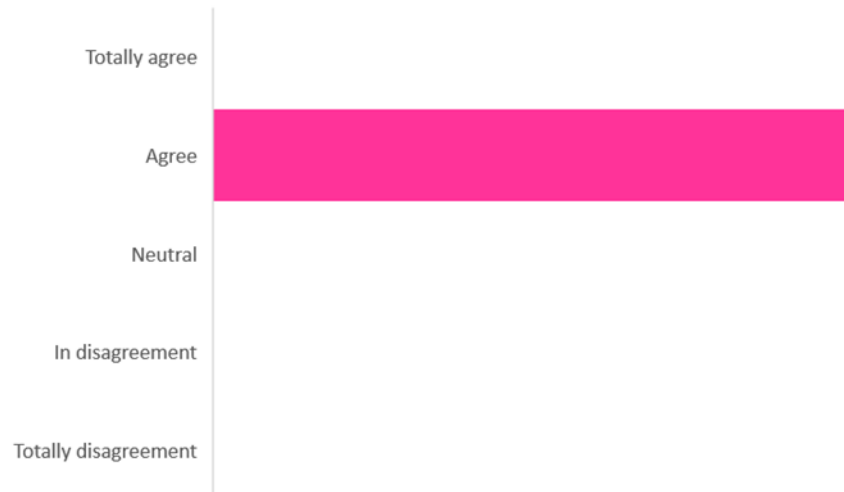
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that according to the perception of the participation of the students in class with the use of music as a ludic activity, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

4.1.2 Variable: Games

Graph No. 6
Do students feel more motivated in class with the use of games as ludic activity?
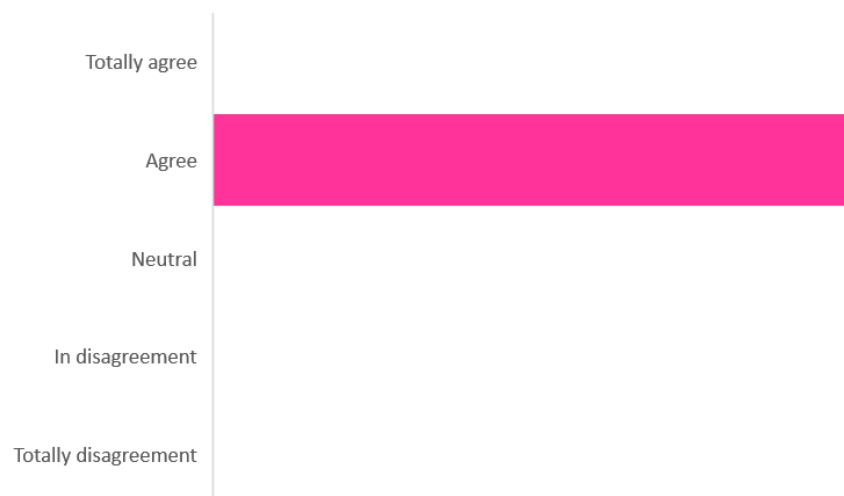
In accordance with the previous graph, it was possible to observe that regarding the perception of the motivation of the students in class with the use of games as a ludic activity, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

Graph No. 7
Do students enjoy games in class?
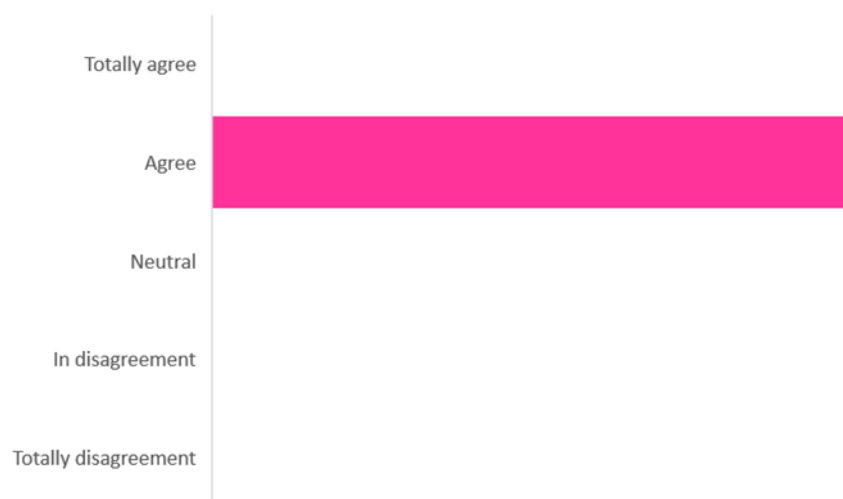
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that regarding the perception of the students' enjoyment in the class with the use of games, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

Graph No. 8
Do you consider that games are a good tool for ludic activities for teaching?
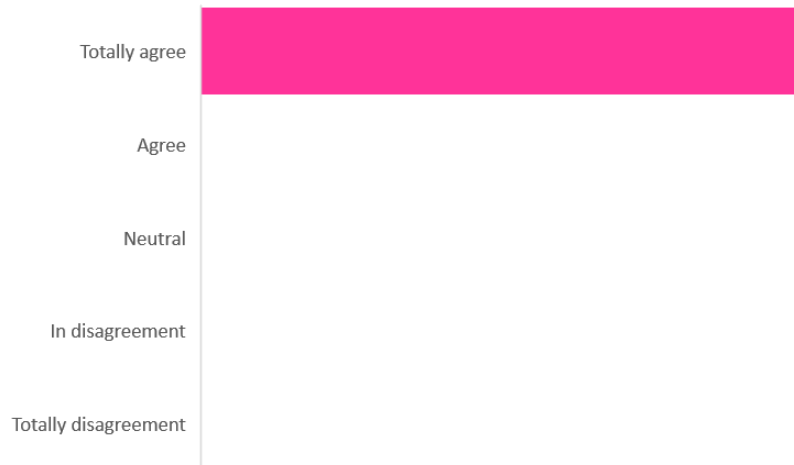
Source: Own elaboration. (2023)

In accordance with the previous graph, it was possible to observe that regarding whether games are considered a good tool for playful activities for teaching, a classification of "Totally agree" is assigned, which corresponds to a numerical scale of 100%, according to the measurement criteria.

Graph No. 9
Do students participate in class with the use of games as ludic activity?
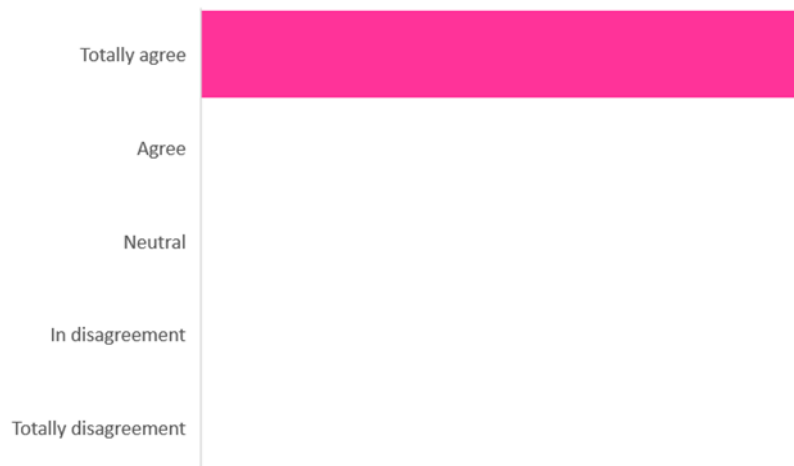
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that the participation of the students in class with the use of games as a ludic activity, a classification of "Totally agree" is assigned, which corresponds to a numerical scale of 100%, according to the criterion measurement.

Graph No. 10
Do you feel students develop english listening and speaking skills through games?
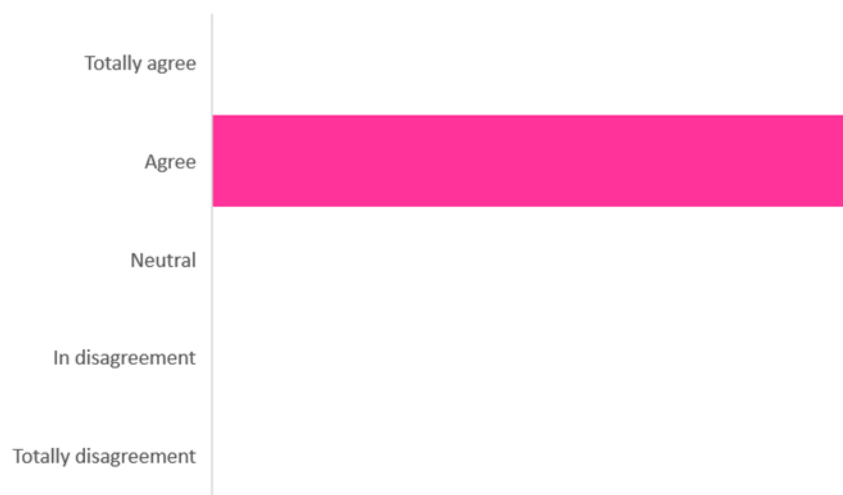
Source: Own elaboration. (2023)

According to the previous graph, it was possible to observe that according to the perception of the participation of the students in class with the use of games as a ludic activity, a classification of "Agree" is assigned, which corresponds to a numerical scale of 80%, according to the measurement criteria.

4.2 Second specific objective

In relation to the second specific objective, in which it is proposed to evaluate listening and speaking English skills using music and games, the following results were obtained:

4.2.1 Variable: Listening

Graph No. 11
Do you think learning listening skills through music is fun?

Source: Own elaboration. (2023)

In accordance with the previous graph, it was possible to observe the result of whether learning listening skills through music is fun, for which a classification of "Sometimes" was obtained, which represents a numerical representation of 66.6%.

Graph No. 12
Do you like using music to learn?

Source: Own elaboration. (2023)

In accordance with the previous graph, it was possible to observe that when asked if he likes to use music to teach, a classification of "Sometimes" was obtained, which represents a numerical representation of 66.6%.

Graph No. 13
Do you feel motivated learning with music?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if you feel motivated teaching with music, the response is classified as "Yes", for which a numerical weighting of 100% is obtained.

Graph No. 14
Do you feel using music develops your listening comprehension?
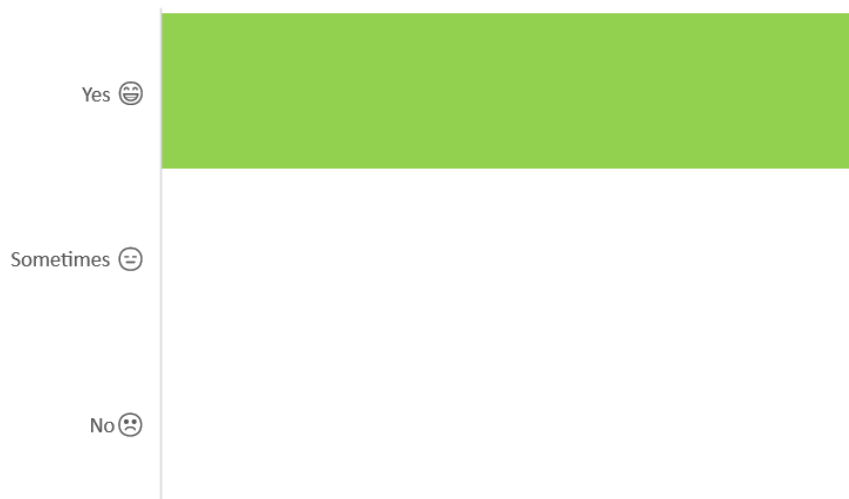
Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if you feel using music develops your listening comprehension, the response is classified as "Yes", for which a numerical weighting of 100% is obtained.

Graph No. 15
Does music and games improve your listening skills?
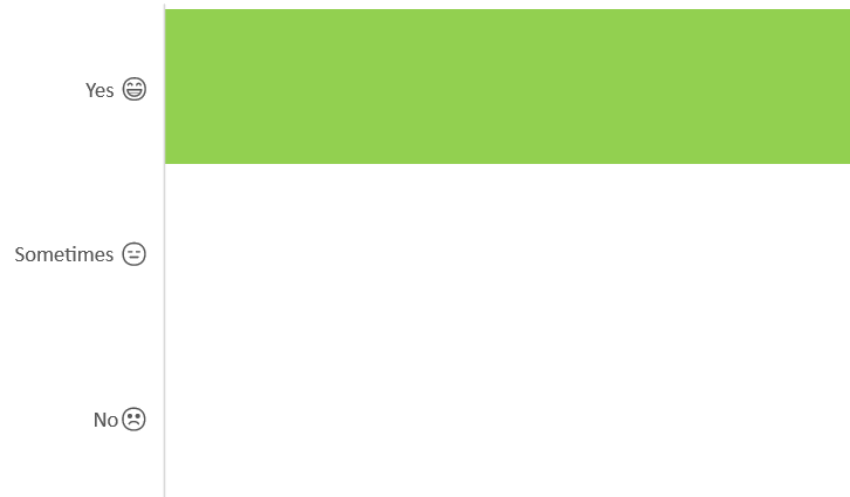
Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if music and games improve your listening skills, the response is classified as "Yes", for which a numerical weighting of 100% is obtained.

4.2.2 Variable: Speaking

Graph No. 16
Do you feel motivated learning with speaking games?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if it feel motivated learning with speaking games, the response is classified as "Yes", for which a numerical weighting of 100% is obtained.

Graph No. 17
Do you consider games us full to develop speaking skills?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if it is considered that games us full to develop speaking skills, the answer is classified as "Yes", for which a numerical weight of 100% is obtained.

Graph No. 18
Do you feel games help you develop speaking fluency?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if it feel games help you develop speaking fluency, the answer is classified as "Sometimes", for which a numerical weight of 66,6% is obtained.

Graph No. 19
Do you aquire new vocabulary through the speaking skill while using games?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if it aquired new vocabulary through the speaking skill while using games, the answer is classified as "Yes", for which a numerical weight of 100% is obtained.

Graph No. 20
Do you feel there is improvement of pronunciation when learning through games?

Source: Own elaboration. (2023)

As can be seen in the graph above, when asked if it feel there is improvement of pronunciation when learning through games, the answer is classified as "Yes", for which a numerical weight of 100% is obtained.

Next, we proceed to carry out the discussion of the results obtained in the present investigation:

4.3 Analysis first specific objective

With respect to the first specific objective, it was possible to show that by identifying the use of music and games as ludic activities, the result of said study yields positive data, the above taking into account the numerical scale applied to each question

and each one of them. the variables, as well as by applying an average scale, as detailed

below:

Table No. 2
Average percentage of the variable N° 1 (music)

Variable	Question	Percentage obtained
	Do students feel more motivated in class with the use of music as ludic activity?	80,0%
	Do students enjoy music in class?	80,0%
Music	Do you consider that music is a good tool for ludic activities for teaching?	100%
	Do students participate in class with the use of music as ludic activity?	80,0%
	Do you feel students develop english listening and speaking skills through music?	80,0%
Average percentage of the variable		**84,0%**

Source: Own elaboration. (2023)

As can be seen in the previous table, taking each of the questions included in the

instrument designed for this purpose, an average percentage was calculated for the variable

in general, which could determine a numerical value for it, in order to measure the

identification of the use of music as ludic activities, for which a favorable result of 84% is

obtained.

Table No. 3
Average percentage of the variable N° 2 (games)

Variable	Question	Percentage obtained
	Do students feel more motivated in class with the use of games as ludic activity?	80,0%
Music	Do students enjoy games in class?	80,0%
	Do you consider that games are a good tool for ludic activities for teaching?	100%

Variable	Question	Percentage obtained
	Do students participate in class with the use of games as ludic activity?	100%
	Do you feel students develop english listening and speaking skills through games?	80,0%
Average percentage of the variable		**88,0%**

Source: Own elaboration. (2023)

As can be seen in the previous table, taking each of the questions included in the instrument designed for this purpose, an average percentage was calculated for the variable in general, which could determine a numerical value for it, in order to measure the identification of the use of games as ludic activities, for which a favorable result of 88% is obtained.

4.4 ANALYSIS SECOND SPECIFIC OBJETIVE

With respect to the second specific objective, it was possible to show that by evaluation listening and speaking English skills using music and games, the result of said study yields positive data, the above taking into account the numerical scale applied to each question and each one of them. the variables, as well as by applying an average scale, as detailed below:

Table No. 4
Average percentage of the variable N° 1 (listening)

Variable	Question	Percentage obtained
	Do you think learning listening skills through music is fun?	66,6%
	Do you like using music to learn?	66,6%
Listening	Do you feel motivated learning with music?	100%
	Do you feel using music develops your listening comprehension?	100%

Variable	Question	Percentage obtained
	Does music and games improve your listening skills?	100%
Average percentage of the variable		**86,6%**

Source: Own elaboration. (2023)

As can be seen in the previous table, taking each of the questions included in the instrument designed for this purpose, an average percentage was calculated for the variable in general, which could determine a numerical value for it, in order to measure the evaluation listening english skills using music and games through listening skills, for which a favorable result of 86,6% is obtained.

Table No. 5
Average percentage of the variable N° 2 (speaking)

Variable	Question	Percentage obtained
Speaking	Do you feel motivated learning with games?	100%
	Do you consider games usfull to develop speaking skills?	100%
	Do you feel games help you develop speaking fluency?	66,6%
	Do you aquire new vocabulary through the speaking skill while using games?	100%
	Do you feel there is improvement of pronounciation when learning through games?	100%
Average percentage of the variable		**93,3%**

Source: Own elaboration. (2023)

As can be seen in the previous table, taking each of the questions included in the instrument designed for this purpose, an average percentage was calculated for the variable in general, which could determine a numerical value for it, in order to measure the

evaluation speaking english skills using music and games through listening skills, for which

a favorable result of 93,3% is obtained.

4.5 Analysis overall percentage by objective

Below is the calculation of the percentage of acceptance or success in general for

each of the proposed objectives:

Table No. 6
General percentage obtained

Objective	Average percentage obtained
To identify the use of music and games as ludic activities	86,0%
To evaluate listening and speaking English skills using music and games	89,9%
General percentage obtained	**87,9%**

Source: Own elaboration. (2023)

In the previous table, it can be seen that the percentage of success in the application

of the instruments for the specific objectives in general, yields a positive result equivalent

to 87,9%.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

According to Hernández and Mendoza (2018) "the conclusion is the final part of an investigative text, except for the bibliography and recommendations, where it is evident if the objectives were successfully met and in what way" (p.132)

5.1 Conclusions

The conclusions related the first specific objective are listed below:

1. Regarding the identification of the use of music and games as ludic activities, it is concluded that at the level of these variables, students feel more motivated in an environment that includes these tools.

2. It is also concluded that music and games are an effective tool for the implementation of learning strategies.

3. Likewise, the management of the concentration of the students with the application of said tools, was revealed in the participation they had in the proposed activities, developing the English listening and speaking in a productive way.

Regarding the conclusions derived from the second specific objective, it is necessary to:

1. It was possible to determine that both for the teacher and for the students, the use of tools such as music and games in class becomes fun, in addition to representing learning strategies that can be put into practice quickly and at low cost.

2. On the other hand, the teacher's motivation regarding the use of music and the development of listening comprehension and skills, is evident in the development of the lessons.

3. Finally, it is considered that the exercise of incorporating the use of music and games as ludic activities, yielded favorable results, with respect to the general benefit that can be given from such practices.

5.2 Recommendations

In relation to the recommendations derived from this research work, there are the following:

1. It is recommended to incorporate the use of music and games as playful activities for the development of the lessons.

2. It is recommended to continue with the evaluation of listening and speaking English skills using music and games, progressively, so that its scope and benefits can be continuously measured over time.

3. It is recommended to determine specific time slots for the evaluation of listening and speaking English skills using music and games, so that opportunities for continuous improvement can be identified.

4. Finally, it is recommended to continue this study by applying the proposal to provide ludic strategies using music and games in the improvement of listening and speaking skills.

CHAPTER VI: PROPOSAL

6.1 Name of the proposal

Proposal for the use of music and games as ludic activities in the improvement of listening and speaking english skills in preschool students of "Jardín de Niños El Roble".

6.2 Place of development

The workshop will be developed in "Jardín de Niños El Roble", situaded in Roble, Puntarenas, Costa Rica, 100 meters South and 100 meters West, next to El Roble Primary School.

6.3 Population

The participant population will be twenty-five students from transition group T-1 in "Jardín de Niños El Roble.

Likewise, one of the teachers of that level was interviewed

6.4 Objectives

6.4.1 General Objective

Propose the methodology required for the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of "Jardín de Niños El Roble".

6.4.2 Specific Objectives

a. Design the instruments required to determine the processes by which students will identify the use of music and games as ludic activities through games.

b. Design the instruments required to determine the processes by which students will identify the use of music and games as ludic activities through music.

c. Design the instruments required to determine the processes through which teachers will evaluate listening English skills using music and games through listening skills.

d. Design the instruments required to determine the processes through which teachers will evaluate listening English skills using music and games through speaking skills.

6.5 Description of the proposal

The following instrument of questionnaire is focused on the students with the purpose to the purpose to identify the use of music and games as ludic activities through games:

Table No. 7
Use of music and games as ludic activities through games

Indicators of expected learning	*Process*		
	Initial	**Intermediate**	*Advanced*
The student understands the rules of the game:	Was not able to understand the game.	In one part of the game students needed guidance.	Students was able to play by the rules.
The game provides a significant understanding of vocabulary.	Students uses a limited vocabulary and repeats words.	Student uses apropriate vocabulary or uses close synonyms.	Student uses a wide vocabulary and according to the theme of the game.
The game enhaces the student's curiosity of english language.	The game does not enhance curiosity of the english language.	The game enhances a decent amount of curiosity of the english language.	The game enhances a lot of curiosity of the english language.
The students aquire ability to recognize colors through games	The student does not recognize any color through the game twister.	The student recognizes 2 of 4 colors through the game twister.	The student recognizes 4 colors through the game twister.
The students recognize wardrobe	The student does not recognize the vocabulary related to wardrobe	The student recognizes 5 words related to wardrobe	The student recognizes 10 words related to wardrobe

Source: Own elaboration. (2023)

The following instrument of questionnaire is focused on the students with the purpose to

the purpose to identify the use of music and games as ludic activities through music:

Table No. 8
Use of music and games as ludic activities through music

Indicators of expected learning	Process		
	Initial	*Intermediate*	*Advanced*
Identify the vocabulary learned in class about animals' sounds using the song of animals.	The student identifies 4 animals.	The student identifies 7 animals.	The student identifies 8 to 10 animals.
Student recognizes sounds of sea animals through song Animals in The Ocean.	The student is not able to match the sea animals with the sound.	The student is able to match 5 sea animals with the sound.	The student is able to match 10 sea animals with the sound.
The student understands vocabulary in the song Animals in the Ocean.	The student does not understand vocabulary in the song Animals in the Ocean.	The student understands 4 to 8 vocabulary words in the song Animals in the Ocean.	The student understands 10 to 12 vocabulary words in the song Animals in the Ocean
The student is able to sing the song Animals in The Ocean.	The student is not able to sing the song Animals in the Ocean.	The student is able to sing the song and mention most of the vocabulary Animals in The Ocean.	The student is able to sing the song Animals in the Ocean and mention all of the vocabulary.
The student is able to recognize the words in both of the song.	The student Is not able to recognize the words in both of the song.	The student is able to recognize 4 to 8 of the words in both of the song.	The student is able to recognize 10 to 12 of the words in both of the song.

Source: Own elaboration. (2023)

The following instrument of evaluative test is focused on the students with the purpose to

evaluate listening english skills using music and games through listening skills:

Table No. 9
Evaluation listening English

Indicators of expected learning	Process		
	Initial	**Intermediate**	**Advanced**
Comprehension	The student has difficulty understanding or remembering most parts of the poem.	The student understands in some parts of the poem and can accurately answer one comprehension question.	The student understands the entire poem and can accurately answer three comprehension questions.
Make connections ask questions	The student is unable to link what they are hearing to any prior knowledge in the subject or assimilate knowledge from another story.	The student links what they are hearing to prior knowledge in the subject and or assimilates knowledge from other stories.	The student links what they're hearing to prior knowledge in the subject and or assimilate knowledge from the area 80% of the time.
Summarize what the speaker saying	The student is unable to state main ideas from the story.	The student is able to summarize every few sentences by stating main ideas from the story.	The student is able to summarize every few sentences by stating main ideas 80% of the time from the story.
Listening attentively	The students interrupt often by whispering making comments or noises that are distracting or moves around and distracting ways	The student listens quietly and does not interrupt. Moves a couple of times but does not distract others	The student listens quietly does not interrupt and stays in the assigned seat without distracting others or fidgeting
Vocabulary	The student recognizes none to a small range of vocabulary through listening skills.	The student recognizes a medium range of vocabulary through listening skills.	The student recognizes a wide range of vocabulary through listening skills.

Source: Own elaboration. (2023)

The following instrument of evaluative test is focused on the students with the purpose to evaluate speaking english skills using music and games through speaking skills.

Table No. 10
Evaluation speaking english

Indicators of expected	Process		
	Initial	**Intermediate**	**Advanced**
Comprehensibility and pronunciation	Inability to communicate ideas between community servants and their means of transportation and be understood. (Many errors in pronunciation)	Ability to communicate ideas between community servants and their means of transportation using correct pronunciation with some errors.	Ability to use structure, vocabulary, and grammar from community servants and their means of transportation correctly with no significant errors.
Vocabulary	Weak language control basic vocabulary that is used does not match community servants and their means of transportation	Adequate language control; vocabulary acquired from community servants and their means of transportation.	Excellent control of language features. A wider range of well-chosen vocabulary from community servants and their means of transportation.
Grammar	Frequent grammatical errors even in simple structures; meaning is obscured while explaining how they get to school. (Means of transportation).	Frequent grammatical errors that do not up obscure meaning; little variety and structures are taken while explaining how they get to school. (Means of transportation).	Accuracy and variety of grammatical structures used in conversation while explaining how they get to school. (Means of transportation).

Indicators of expected	Process		
	Initial	**Intermediate**	**Advanced**
Fluency	Speech is hesitant and except for short memorized phrases aquired through activity community servers and means of transportation.	Speech is relatively smooth's; some hesitation caused by rephrasing and searching for words while commenting community servers and means of transportation.	Smooth and a fluid speech; few to no hesitation; no attempts to search for words while commenting about the community workers and means of transportation.

Source: Own elaboration. (2023)

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APPENDIXES

Appendix A

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Descprition of the instrument: The following instrument of observation is focused on the teachers with the purpose to identify the use of music and games as ludic activities through music.

Specific objective: To identify the use of music and games as ludic activities.

Variable: Music

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

	1	2	3	4	5
1. Do students feel more motivated in class with the use of music as ludic activity?					
2. Do students enjoy music in class?					
3. Do you consider that music is a good tool for ludic activities for teaching?					
4. Do students participate in class with the use of music as ludic activity?					
5. Do you feel students develop english listening					

and speaking skills through music?					

Appendix B

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Descpription of the instrument: The following instrument of observation is focused on the teachers with the purpose to identify the use of music and games as ludic activities through games.

Specific objective: To identify the use of music and games as ludic activities.

Variable: Games

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

	1	2	3	4	5
1. Do students feel more motivated in class with the use of games as ludic activity?					
2. Do students enjoy games in class?					
3. Do you consider that games are good tool for ludic activities for teaching?					
4. Do students participate in class with the use of games as ludic activity?					
5. Do you feel students develop english listening and speaking skills through games?					

Appendix C

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Descpription of the instrument: The following instrument of evaluative diagnostic is focused on the students with the purpose to evaluate listening english skills using music and games through listening skills.

Specific objective: To evaluate listening and speaking English skills using music and games.

Variable: Listening
School: Jardín de Niños El Roble
Investigator: Astrid Corella Rodríguez
Site: Roble, Puntarenas

	Yes ☐	Sometimes☐	No☐
1. Do you think learning listening skills through music is fun?			
2. How much do you like using music to learn?			
3. How motivated do you feel learning with music?			
4. Do you feel using music develops your listening comprehension?			
5. Does music and games improve your listening skills?			

Appendix D

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Descpription of the instrument: The following instrument of evaluative diagnostic is focused on the students with the purpose to evaluate speaking english skills using music and games through speaking skills.

Specific objective: To evaluate listening and speaking English skills using music and games.

Variable: Speaking
School: Jardín de Niños El Roble
Investigator: Astrid Corella Rodríguez
Site: Roble, Puntarenas

	Yes ☐	Sometimes☐	No☐
1. How motivated do feel learning with games?			
2. Do you consider games usfull to develop speaking skills?			
3. Do you feel games help you develop speaking fluency?			
4. Do you aquire new vocabulary through the speaking skill while using games?			
5. Do you feel there is improvement of pronounciation when learning through gams?			

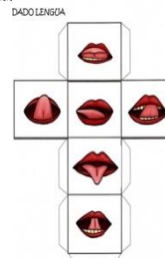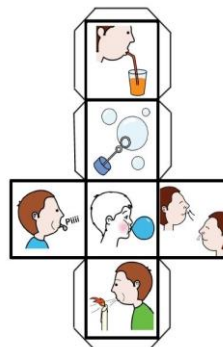Appendix E

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To identify the use of music and games as ludic activities.

Variable: Games

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Week #1

ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROUTINES	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**
WARM UP	**The students will be going to sing "Rainbow colors song". (Link #3)**	The students will be going to dance "Country Freeze" song. **(Link #4)**	The students will be going to dance "Shake Break" song. **(Link #5)**	The students will see a video of how origami is made. **(Link #8)**	The students will be going to dance "Tooty-ta" song. **(Link #9)**
PRESENTATION	The teacher will introduce the topic through a	The teacher will show and explain the	The teacher will show students vocabulary of	The teacher will explain what type of	The teacher will speak about the importance of

	video. In which colors are shown.**(Link #6)**	teqnique of paper tearing.	clothing. **(Link #7)**	art Origami is.	values and good manners.
ACTIVITIES	**"Twister": the group will be divided into 4 subgroups to create a twister, each subgroup will be given 4 blank circles, which must be painted with tempera, one blue, one green, one red and one yellow (this can be used to review the colors and geometric figures in English), once the circles are ready and dry, they are placed in a large space and the group, following the instructions of the teacher, place their hands and feet where indicated.**	**Students are invited to wear "disco" or private clothes, since we will dance to the rhythm of 80's music. When the music starts, students will have at their disposal recycled papers, magazines, newspapers, among others, and to the rhythm of the music they will tear the papers freely. Then with the torn material, they will glue and paste it in a group collage.**	**"Dressing competition": with clothes brought by the teacher (pants, dresses, blouses, shirts, hats, sweaters, among others), the group will be divided into two teams, mixing men and women, they will be placed at one end of the classroom and the clothes at the other end and against time, one representative per team must run to the clothes and move as quickly as possible.**	Students fold colored paper according to the origami instructions and steps to form the figure of a kitten. **(Annex #1)**	**"The tortoise and the hare": students will watch the following video about the tortoise and the tortoise, then a discussion will be held about what they think happened, who were the main characters in the story, opinions, questions and comments about what they saw. Then on the sheet of worksheet provided by the teacher), they color the turtle using crayons, then with glue, they glue the character to a popsicle stick, once the strategy**

					is finished, the students will be able to have their own puppets. (Link#10) (Annex #2)
CONSOLIDATION	Students identify eye-hand movements in the execution of manipulative skills that are part of everyday life by distinguishing the figures or objects that the teacher shows while reading classic stories, modern stories and fables in English, using different puppets, masks and costumes found in the classroom, thus reinforcing English vocabulary.	Students identify eye-hand movements in the execution of manipulative skills that are part of everyday life by distinguishing the figures or objects that the teacher shows while reading classic stories, modern stories and fables in English, using different puppets, masks and costumes found in the classroom, thus reinforcing English vocabulary.	Students identify eye-hand movements in the execution of manipulative skills that are part of everyday life by distinguishing the figures or objects that the teacher shows while reading classic stories, modern stories and fables in English, using different puppets, masks and costumes found in the classroom, thus reinforcing English vocabulary.	Students identify eye-hand movements in the execution of manipulative skills that are part of everyday life by distinguishing the figures or objects that the teacher shows while reading classic stories, modern stories and fables in English, using different puppets, masks and costumes found in the classroom, thus reinforcing English vocabulary.	Students identify eye-hand movements in the execution of manipulative skills that are part of everyday life by distinguishing the figures or objects that the teacher shows while reading classic stories, modern stories and fables in English, using different puppets, masks and costumes found in the classroom, thus reinforcing English vocabulary.

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Descprition of the instrument: The following instrument of questionnaire is focused on the students with the purpose to the purpose to identify the use of music and games as ludic activities through games.

Specific objective: To identify the use of music and games as ludic activities.

Variable: Games

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Instrument 1

Indicators of expected learning	*Process*		
	Initial	**Intermediate**	*Advanced*
1. The student understands the rules of the game:	Was not able to understand the game.	In one part of the game students needed guidance.	Students was able to play by the rules.
2. The game provides a significant understanding of vocabulary.	Students uses a limited vocabulary and repeats words.	Student uses apropriate vocabulary or uses close sinonims.	Student uses a wide vocabulary and according to the theme of the game
3. The game enhaces the students curiosity of english language.	The game does not enhance curiosity of the engliish language.	The game enhances a decent ammount of curiosity of the english language.	The game enhances a lot of curiosity of the english language.
4. The students aquire ability to recognize colors through games	The student does not recognize any color through the game twister.	The student recognizes 2 of 4 colors through the game twister.	The student recognizes 4 colors through th game twister.
5. The students recognizes wardrobe	The student does not recognize the vocabulary related to wardrobe	The student recognizes 5 words related to wardrobe	The student recognizes 10 words related to wardrobe

Link list

Link #1   How Do We Say Hello | The Kiboomers | Kids Songs | Hello Song | Kindergarten | Baby Songs
https://www.youtube.com/watch?v=p3XPRgf4qG4

Link #2   How's The Weather? | ft. the Super Simple Puppets | Super Simple Songs
https://www.youtube.com/watch?v=KBL5aXSJTlE

Link #3   Rainbow Colors Song | Colors Song for Kids | The Singing Walrus
https://www.youtube.com/watch?v=SLZcWGQQsmg

Link #4   Country Freeze Dance Song | The Kiboomers | Kids Music | Kids Song | Brain Break
https://www.youtube.com/watch?v=0IYvTtU5BeQ

Link #5   Shake Break Exercise Song for Kids | Pancake Manor
https://www.youtube.com/watch?v=zl5QodAFuVk

Link #6   Learn Colors - Preschool Chant - Colors Song for Preschool by ELF Learning - ELF Kids Videos
https://www.youtube.com/watch?v=qhOTU8_1Af4

Link #7   Kids vocabulary - Clothes - clothing - Learn English for kids - English educational video
https://www.youtube.com/watch?v=Q_EwuVHDb5U

Link #8   Baby Shark | Animal Song With Origami | PINKFONG Origami | PINKFONG Songs for Children
https://www.youtube.com/watch?v=dOQtotg1WNY

Link #9   Tooty-ta Song | Dance Along | Pinkfong Songs for Children
https://www.youtube.com/watch?v=dAXz913BPlM

Link #10   Aesop's Fables "The Tortoise and the Hare" Short Film
https://www.youtube.com/watch?v=GfsGU4L7iTw&t=109s

Annexes list
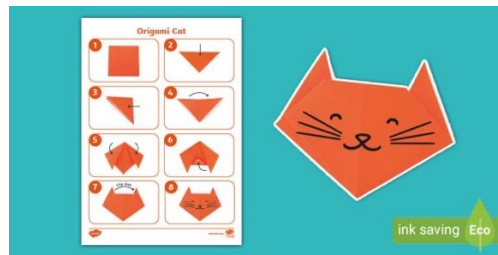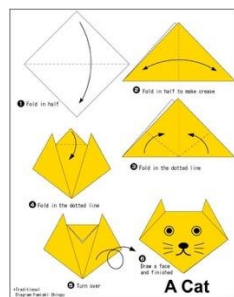
Annex#1

Annex#2

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To identify the use of music and games as ludic activities.

Variable: Music

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Week #2

ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROUTINES	Teacher will be going to greet the students by using a Aprende Inglés con El Mono Sílabo | Saludos | Inglés para Niños | English For Kids **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a THE GREETINGS SONG | LARVA KIDS | BEST NURSERY RHYME | FAMILY SONG | 2018 FIRST SONG **(Link #5)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a Aprende Inglés con El Mono Sílabo | Saludos | Inglés para Niños | English For Kids **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**
WARM UP	**The students will be**	**The students will be**	Explore movements with the	**The students will be**	**The students will be learning**

	guessing the sounds of the animals. "SONIDOS DE ANIMALES | ANIMAL SOUNDS | Juego para niños | Game for children | Inglés | Spanish". (Link #3)	guessing the sounds of the animals. SONIDOS de los ANIMALES en INGLÉS (Link #6)	orofacial muscles in daily exercises when performing orofacial games to strengthen the muscles of the tongue, lips.	learning new vocabulary. SEA ANIMALS in english and spanish for kids - Bilingual learning (Link#10)	new vocabulary. Juego para aprender las onomatopeyas de los animales ⬜ Nombres de los animales en inglés para niños (Link#11)
PRESENTATION	Explore movements with the orofacial muscles in daily exercises when performing orofacial exercises to strengthen the muscles of the tongue, lips, palate. (**Anexo #1**)	**Through the games of dice (Annex#2) the students carry out praxis.**	**Practice songs in which they have to use different parts of their mouth, like:** **The Woodchuck song**, **10 tongue twisters for kids** **(Link#8)**	**Through the games of dice (Annex#3) the students carry out praxis.**	**The students will be going to sing "Rainbow colors song". (Link #12**
ACTIVITIES	**The purpose of this activity is to have the child practice a variety of movements with the**	**The purpose of this activity is to have the child explore movements with the orofacial muscles in**	**The purpose of this activity is to have the child explore movements with the orofacial muscles in everyday**	**The purpose of this activity is to make the child discover the initial sounds of the words that are**	**The purpose of this activity is to have the child represent the number of syllables by segmenting**

	orofacial muscles in everyday exercises, while blow a feather or cotton ball in the air and follow the directions in English.	**everyday exercises, by blowing bubbles into a glass of soap and saying the vocabulary in English.**	**exercises, by imitating inflating a balloon and repeating the vocabulary in English.**	**expressed in their immediate environment, by looking for objects with the vowel sounds mentioning the sound in English.**	**meaningful words that are expressed in their immediate environment, watching a video, and repeating the vocabulary of colors in English.**
CONSOLIDATION	**The students identifies the sounds animal make (Link#4)**	The students experience the sounds of the phonemes in English through the use of onomatopoeia, rhymes and initial or final sounds present in the following video stories. **(Link#7)**	**The students identifies the sounds animal make (Link#9)**	The students experience the sounds of the phonemes in English through the use of onomatopoeia, rhymes and initial or final sounds present in the following video stories.	The students experience the sounds of the phonemes in English through the use of onomatopoeia, rhymes and initial or final sounds present in the following video stories.

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Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To identify the use of music and games as ludic activities.

Descpription of the instrument: The following instrument of questionnaire is focused on the students with the purpose to the purpose to identify the use of music and games as ludic activities through music

Variable: Music

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Instrument 2

Indicators of expected learning	*Process*		
	Initial	*Intermediate*	*Advanced*
1. Identify the vocabulary learned in class about animals sounds using the song of animals.	The student identifies 4 animals.	The student identifies 7 animals.	The student identifies dentify 8 to 10 animals.
2. Student recognizes sounds of sea animals through song Animals In The Ocean.	The student is not able to match the sea animals with the sound.	The student is able to match 5 sea animals with the sound.	The student is able to match 10 sea animals with the sound.
3. The student understands vocabulary in the song Animals In The Ocean.	The student does not understand vocabulary in the song Animals In The Ocean.	The student understand 4 to 8 vocabulary words in the song Animals In The Ocean.	The student understand 10 to 12 vocabulary words in the song Animals In The Ocean
4. The student is able to sing the song Animals In The Ocean.	The student is not able to sing the song Animals In The Ocean.	The student is able to sing the song and mention most of the	The student is able to sing the song Animals In The Ocean and mention

Indicators of expected learning	Process		
	Initial	*Intermediate*	*Advanced*
		vocabulary Animals In The Ocean.	all of the vocabulary.
5. The student is able to recognize the words in both of the song.	The student Is not able to recognize the words in both of the song.	The student is able to recognize 4 to 8 of the words in both of the song.	The student is able to recognize 10 to 12 of the words in both of the song.

Link list

Link #1	Aprende Inglés con El Mono Sílabo | Saludos | Inglés para Niños | English For Kids https://www.youtube.com/watch?v=l58GzaK7R64
Link #2	How's The Weather? | ft. the Super Simple Puppets | Super Simple Songs https://www.youtube.com/watch?v=KBL5aXSJTlE
Link #3	SONIDOS DE ANIMALES | ANIMAL SOUNDS | Juego para niños | Game for children | Inglés | Spanish https://www.youtube.com/watch?v=47fPXzCtq_E
Link #4	Canción de los sonidos de los animales | Canciones inglesas para niños https://www.youtube.com/watch?v=zgJle_VO7Gk
Link #5	THE GREETINGS SONG | LARVA KIDS | BEST NURSERY RHYME | FAMILY SONG | 2018 FIRST SONG https://www.youtube.com/watch?v=dLsjQLdp8WM
Link #6	SONIDOS de los ANIMALES en INGLÉS https://www.youtube.com/watch?v=N-PWeOhOEP0
Link#7	Cuentos en inglés para niños con Greenman and the Magic Forest: Nivel A Unidad 5: Can I Help You? https://www.youtube.com/watch?v=rl_KCH4iYWc
Link#8	The Woodchuck Song | Tongue Twister for Kids https://www.youtube.com/watch?v=b8nR9iROHDk
Link#9	Animals In The Ocean Lyric Video - The Kiboomers Preschool Songs & Nursery Rhymes About the Ocean

https://www.youtube.com/watch?v=6-xqosckJ5c

Link#10	SEA ANIMALS in english and spanish for kids - Bilingual learning https://www.youtube.com/watch?v=OUorIB1kx6E https://www.youtube.com/watch?v=dAXz913BPlM
Link#11	Juego para aprender las onomatopeyas de los animales ☐ Nombres de los animales en inglés para niños https://www.youtube.com/watch?v=uYUInmaAlmw
Link #12	Rainbow Colors Song | Colors Song for Kids | The Singing Walrus https://www.youtube.com/watch?v=SLZcWGQQsmg

Annexes list
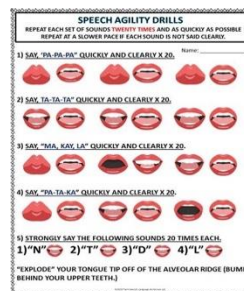
Annex#1

Annex#2

Annex #3

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To evaluate listening and speaking English skills using music and games.

Variable: Listening

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Week #3

ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROUTINES	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)**
WARM UP	Ask the students to see the	Ask the students to see the	Ask the students to see the visual and oral	Ask the students to see the visual and	Ask the students to see the

	visual and oral messages on the following worksheet and imitate what they see, while the teacher reinforces the English vocabulary according to their criteria. (Annex#1)

- Inflate the cheeks and deflate, repeat several times.

- Retain the air on the cheeks for a few seconds.

- Alternate air from side to side on the cheeks. | visual and oral messages on the following worksheet and imitate what they see, while the teacher reinforces the English vocabulary according to their criteria. (Annex#1)

- Stick the tongue out and in, then turn the tongue in all directions.

- Touch all the teeth with the tip of the tongue.

- Bring the tongue to the tip of the nose and then to the chin. | messages on the following worksheet and imitate what they see, while the teacher reinforces the English vocabulary according to their criteria. (Annex#1)

- Stretch the tongue and bring it to the palate.

- Hold a pencil with the lips.

- Squeeze and loosen lips. | oral messages on the following worksheet and imitate what they see, while the teacher reinforces the English vocabulary according to their criteria. (Annex#1)

- Separate and join the lips quickly.

- Make the sound of the letter "P" with the lips quickly.

- Blow cotton swabs in the air. | visual and oral messages on the following worksheet and imitate what they see, while the teacher reinforces the English vocabulary according to their criteria. (Annex#1)

- Blow a whistle, it can be imaginary.

- Blow an imaginary balloon.

- Blow paper balls with a straw. |

PRESENTATION	Shows interest in reading, with the help of the teacher, if necessary, from different types of visual and oral messages, in daily activities when playing with a memory of the week of annex#2	Shows interest in reading, with the help of the teacher, if necessary, from different types of visual and oral messages, in daily activities when playing with a memory the week of annex#5	Shows interest in reading, with the help of the teacher, if necessary, from different types of visual and oral messages, in daily activities when playing with a memory the week of annex#8	Shows interest in reading, with the help of the teacher, if necessary, from different types of visual and oral messages, in daily activities when playing with a memory the week of annex#11	Shows interest in reading, with the help of the teacher, if necessary, from different types of visual and oral messages, in daily activities when playing with a memory the week of annex#14
ACTIVITIES	The students actively practice the vocabulary in English, listening to a story from annex #,3 and with the different types of visual and oral messages, in daily activities	The student mentions information about the different types of visual and oral messages, in daily activities when expressing a poem in English from annex #6 as he remembers it.	The student mentions information about the different types of visual and oral messages, in daily activities when expressing a poem in English from annex #9 as he remembers it. according to her criteria.	Shows interest in reading from different types of visual and oral messages, in daily activities 5 groups of 5 students are formed, each one is given a riddle with the images of annex #12 and the other classmates Guess what it will be. The teacher reads	By reading the story of the three little pigs, the students are directed to make the story with the palette puppets that they make from annex #15

	they answer questions formulated in English with the help of the teacher if necessary.			each sheet with each group and then the students try to interpret it on their own.	
CONSOLIDATION	The students distinguish the main ideas of literary texts, to share with other people in their immediate context, their perceptions, ideas and feelings by distinguishing the qualities of objects with the help of the teacher and answer the questions that the	The students distinguish the main ideas of literary texts, to share with other people in their immediate context, their perceptions, ideas and feelings by distinguishing the qualities of objects with the help of the teacher and answer the questions that the teacher is reading from the annexes #7 The teacher reinforces the	The students distinguish the main ideas of literary texts, to share with other people in their immediate context, their perceptions, ideas and feelings by distinguishing the qualities of objects with the help of the teacher and answer the questions that the teacher is reading from the annexes #10 The teacher reinforces the vocabulary in English according to her criteria.	The students distinguish the main ideas of literary texts, to share with other people in their immediate context, their perceptions, ideas and feelings by distinguishing the qualities of objects with the help of the teacher and answer the questions that the teacher is reading from the annexes #13 The teacher reinforces the vocabulary in English according to her criteria.	The students distinguish the main ideas of literary texts, to share with other people in their immediate context, their perceptions, ideas and feelings by distinguishing the qualities of objects with the help of the teacher and answer the questions that the

	teacher is reading from the annexes #4 The teacher reinforces the vocabulary in English according to her criteria.	vocabulary in English according to her criteria.			teacher is reading from the annexes #16 The teacher reinforces the vocabulary in English according to her criteria.

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To evaluate listening and speaking English

Descprition of the instrument: The following instrument of evaluative test is focused on the students with the purpose to evaluate listening english skills using music and games through listening skills.

Variable: Listening

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Instrument 3

Indicators of expected learning	Process		
	Initial	**Intermediate**	**Advanced**
1. Comprehension	The student has difficulty understanding or remembering most parts of the poem.	The student understands in some parts of the poem and can accurately answer one comprehension question.	The student understands the entire poem and can accurately answer three comprehension questions.
2. Make connections ask questions	The student is unable to link what they are hearing to any prior knowledge in the subject or assimilate knowledge from another story.	The student links what they are hearing to prior knowledge in the subject and or assimilates knowledge from other stories.	The student links what they're hearing to prior knowledge in the subject and or assimilate knowledge from the area 80% of the time.
3. Summarize what the speaker saying	The student is unable to state main ideas from the story.	The student is able to summarize every few sentences by stating main ideas from the story.	The student is able to summarize every few sentences by stating main ideas 80% of the time from the story.

Indicators of expected learning	Process		
	Initial	**Intermediate**	**Advanced**
4. Listening	The students interrupt often by whispering making comments or noises that are distracting or moves around and distracting ways	The student listens quietly and does not interrupt. Moves a couple of times but does not distract others	The student listens quietly do not interrupt and stays in the assigned seat without distracting others or fidgeting
5. Vocabulary	The student recognizes none to a small range of vocabulary through listening skills.	The student recognizes a medium range of vocabulary through listening skills.	The student recognizes a wide range of vocabulary through listening skills.

Link list

Link #1	How Do We Say Hello	The Kiboomers	Kids Songs	Hello Song	Kindergarten	Baby Songs https://www.youtube.com/watch?v=p3XPRgf4qG4
Link #2	How's The Weather?	ft. the Super Simple Puppets	Super Simple Songs https://www.youtube.com/watch?v=KBL5aXSJTlE

Annexes list

Annex#1

Annex#2

Annex #3

Annex #4

The Hare and the Tortoise

There was once a hare who was friends with a tortoise. One day, he challenged the tortoise to a race. Seeing how slow the tortoise was going, the hare thought he'll win this easily. So he took a nap while the tortoise kept on going. When the hare woke up, he saw that the tortoise was already at the finish line. Much to his chagrin, the tortoise won the race while he was busy sleeping.

Annex #5

MONDAY · MONDAY
TUESDAY · TUESDAY
WEDNESDAY · WEDNESDAY
THURSDAY · THURSDAY
FRIDAY · FRIDAY
SATURDAY · SATURDAY
SUNDAY · SUNDAY

Annex #6

We Play

We play in the dirt,
We play in the mud,
We play in the water,
and it is so much fun!

Annex #7

The Dog and the Bone

Once there was a dog who wandered the streets night and day in search of food. One day, he found a big juicy bone and he immediately grabbed it between his mouth and took it home. On his way home, he crossed a river and saw another dog who also had a bone in its mouth. He wanted that bone for himself too. But as he opened his mouth, the bone he was biting fell into the river and sank. That night, he went home hungry.

Annex#8

jogo da memória
COLOURS

YELLOW	PURPLE	ORANGE	PINK	WHITE
YELLOW	PURPLE	ORANGE	PINK	WHITE
RED	GREEN	BLUE	BROWN	BLACK
RED	GREEN	BLUE	BROWN	BLACK

Annex #9

The itsy-bitsy spider
Climbed up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again

Annex #10

The Best Bee
by Ferdinand Q. Origenes

Long time ago, there was a bee named Billy. Billy was a cute little bee but he was brave and wise. He enjoyed playing in the garden. One sunny day, he saw a bee hive set on fire. He was brave enough to help other bees out.

Annex #11

Annex #12

ELEPHANT
I am an elephant.
I am big.
I have four legs.

COW
I am a cow.
I eat grass.
I make milk.

TIGER
I am a tiger.
I am strong.
I live in the forest.

FISH
I am a fish.
I live in the sea.
I love to swim.

RABBIT
I am a rabbit.
I have long ears.
I love to hop.

Annex #13

On the Farm

Mila and Ben went to visit their grandma and grandpa. They live on the farm. They saw many things on the farm. They saw a brook on the farm. There were many fish in the brook. It was so much fun.

Annex #14

Annex #15

Annex #16

On the Farm

Mila and Ben went to visit their grandma and grandpa. They live on the farm. They saw many things on the farm. They saw a brook on the farm. There were many fish in the brook. It was so much fun.

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To evaluate listening and speaking English skills using music and games.

Variable: Speaking

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Week #4

ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROUTINES	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)** Then the students will sing the song The Wheels On The Bus Go Round and Round • Nursery Rhymes Song with Lyrics • Animated	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)** **When I Grow Up	Kids Songs	Super Simple Songs** **(Link #6)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)** Then the students will sing the song **The Wheels On The Bus Go Round and Round • Nursery Rhymes Song with Lyrics • Animated Kids Song**. (Link #3)	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)** **When I Grow Up	Kids Songs	Super Simple Songs** **(Link # 6)**	Teacher will be going to greet the students by using a "Hello, hello" song. **(Link #1)** Then, the students will be going to check how the weather is? **(Link #2)** Then the students will sing the song **The Wheels On The Bus Go Round and Round • Nursery Rhymes Song with Lyrics •**

	Kids Song. **(Link #3)**				**Animated Kids Song**. (Link #3)
WARM UP	**Introduce vocabulary using the song: ¿Where are you going? (Link#4)**	Using google maps, images of the route and places in the community are shown, so that the children can name the places near the school.	The teacher will display an image of a city and ask children to name the places.	**Watch the interactive video about helpers in the community.** **To learn about the roles.** **(Link#12)**	**Guess the occupation with this video. (Link#14)**
PRESENTATION	Through a conversation, students participate by expressing their opinions and prior knowledge about what a community is. The teacher enriches the contributions by providing the limits of the concept to: a group of people who live together under certain rules.	They watch the following video: Los lugares de la ciudad: Episodio 1 - Vocabulario para niños **(Link#7)** And talk about what was shown. They identify some places in the video that are similar to the places near the school.	When using the following tool: **(Link#10)** The students recognize different places in the community and try to find which person works in that place.	Using a large sheet of paper and a drawing of the kindergarten in the center, the students and the teacher explore which places are near school, then they try to graph those places on the sheet of paper.	Through a plenary session, students enhance their knowledge by answering questions such as: What is on the way from your house to the Kindergarten? What establishments are near your house? Who lives near the park? church, school?, among others.

ACTIVITIES	**Community memory game** **The teacher prints the cards annexed below to have the children play memory trying to find the corresponding pair of community servants and their means of transportation. (Annex#1)** **The children will recall the importance of those community helpers for our communities.** **Community Helpers | Helpers names poem I Kids Songs | Nursery Rhyme |**	**Community helpers Bingo** **The children will comment on the servants of their community, and those who work in it. If you know any of the people mentioned who do not work in your community but do in others.** **The teacher can use the colored sheets or the sheets in black and white for the children to color them.** **As the bingo items come out, they can comment on what job the character**	How I get to school? The children are going to start with a conversation about how they get to school, if they do it on foot, by bicycle, by car or by bus. They will also mention what means of transportation schoolteachers and their families use to go to work. Next, with the worksheet, they will draw a picture of the means of transportation they use or have at home. Finally, they are going to show their classmates their creations, then with the teacher, they are going to name other means of transportation that exist in our country and those they used in the past, and how they have	**What do I know about my community?** We are going to recall with the students about the institutions that protect and help our community when we have difficulties. We also remember the importance of participating in the community with responsibility and respect. Next, the teacher is going to say some statements and the students are going to respond. They will relate the images of the institutions with the work they do in the community. If there is an accident or a robbery, I must call…	We will engage in a dialogue with the children to discuss the place where they live, how It is, what is there, what is it called, what people in there celebrate, what people do, what animals can we observe, etc. Subsequently, the teacher explains to the children the differences between the countryside, rural area, and the city, it will be asked that based on this, they identify what the place where they live belongs to. It will be explained to the children

	The Kid Next Door **(Link #5)**	**does, who owns the item, or the means of transportation.** **Finally, they will highlight their contribution to our community.** **(Annex#2)** **The children watch the video** **Where Are You Going? | Places Song | Fun Kids English** **(Link#8)**	changed over time. **(Annexs#3)**	If there is garbage on the streets of my community, who can help us? If I feel sick, I should go to… If I need bread for my breakfast I must go to... If I want to buy food I must go to... If I want to watch a movie I should go to... If there is a fire, I should call...	that we will make a map of their community where we will highlight relevant information about what people do, what means of transportation they use, what animals there are, what they celebrate, etc. With the support of the teacher, they will integrate information about the community using clippings or drawings to illustrate the map. Finally, we will carry out a dialogue in which the children briefly explain how they felt, if they liked the activity, what did

					they learn from what they did, and if there was something they did not know about the place where they live. **(Link#15)**
CONSOLIDATION	**The students practice the game: I see I see. The teacher characterizes a place that has been practiced and the children try to guess the place.**	The children will watch a video about the importance of recycling and comment about it. What is recycling? | Recycling for children | Learn to recycle | Polly Olly **(Link#9)**	How to take care of our planet? Electricity, garbage, water use **(Link#11)**	Listen and discuss: Song: Earth **(Link#13)**	Cuento: Oliver, el zorro en un ambiente saludable **(Link#16)**

Universidad Hispanoamericana

Bilingual Preschool Education

Topic: The impact of the use of music and games as ludic activities in the improvement of listening and speaking English skills in preschool students of Jardin de Niños El Roble.

Specific objective: To evaluate listening and speaking English skills using music and games.

Descprition of the instrument: The following instrument of evaluative test is focused on the students with the purpose to evaluate speaking english skills using music and games through speaking skills.

Variable: Speaking

School: Jardín de Niños El Roble

Investigator: Astrid Corella Rodríguez

Site: Roble, Puntarenas

Instrument #4

Indicators of expected	Process		
	Initial	**Intermediate**	**Advanced**
1. Comprehensibility and pronunciation	Inability to communicate ideas between community servants and their means of transportation and be understood. (many errors in pronunciation)	Ability to communicate ideas between community servants and their means of transportation using correct pronunciation with some errors.	Ability to use structure, vocabulary, and grammar from community servants and their means of transportation correctly with no significant errors.
2. Vocabulary	Weak language control basic vocabulary that is used does not match community servants and their means of transportation	Adequate language control; vocabulary adquired from community servants and their means of transportation.	Excellent control of language features A wider range of well-chosen vocabulary from community servants and their means of transportation.
3. Grammar	Frequent grammatical	Frequent grammatical	Accuracy and variety of grammatical structures used in conversation while

Indicators of expected	Process		
	Initial	**Intermediate**	**Advanced**
	errors even in simple structures; meaning is obscured while explaining how they get to school. (Means of transportation).	errors that do not up obscare meaning; little variety and structures are taken while explaining how they get to school. (Means of transportation).	explaining how they get to school. (Means of transportation).
4. Fluency	Speech is hesitant and except for short memorized phrases aquired through activity community servers and means of transportation.	Speech is relatively smoothS; some hesitations caused by rephrasing and searching for words while commenting community servers and means of transportation.	Smooth and a fluid speech; few to no hesitation; no attempts to search for words while commenting about the community workers and means of transportation.

Link list

Link #1   How Do We Say Hello | The Kiboomers | Kids Songs | Hello Song | Kindergarten | Baby Songs
https://www.youtube.com/watch?v=p3XPRgf4qG4

Link #2   How's The Weather? | ft. the Super Simple Puppets | Super Simple Songs
https://www.youtube.com/watch?v=KBL5aXSJTlE

Link #3   The Wheels On The Bus Go Round and Round • Nursery Rhymes Song with Lyrics • Animated Kids Song
https://www.youtube.com/watch?v=ki_R_4FcFK0&ab_channel=Kids%27Songs%2CfromBusSongs.com

Link#4   Where are you going?
https://www.youtube.com/watch?v=FxRGkjkVTGA&ab_channel=FunKidsEnglish

Link#5   Community Helpers | Helpers names poem I Kids Songs | Nursery Rhyme | The Kid Next Door
https://youtu.be/7pSGeCOKX9M

Link#6   When I Grow Up | Kids Songs | Super Simple Songs
https://www.youtube.com/watch?v=5rdlXji2jR0

Link#7   Los lugares de la ciudad: Episodio 1 - Vocabulario para niños
https://www.youtube.com/watch?v=iYvU0Hhnet8

Link#8   Where Are You Going? | Places Song | Fun Kids English
https://www.youtube.com/watch?v=krPMYK2aY3o&feature=youtu.be

Link#9   What is recycling? | Recycling for children | Learn to recycle | Polly Olly
https://www.youtube.com/watch?v=XKGsaziqRE4

Link#10   INSTITUCIONES DE LA COMUNIDAD
https://wordwall.net/es/resource/19716739/instituciones-de-la-comunidad

Link#11   Historias para cuidar el medio ambiente completo
https://www.youtube.com/watch?v=Rt8LFmCeYdA&ab_channel=KATERINEBLANDONARROYAVE

Link#12   Ayudantes de la comunidad para niños | Trabajos y ocupaciones para niños pequeños y preescolar
https://www.youtube.com/watch?v=mzkuVH3oNkc

Link#13   ☐ La Tierra Está Enferma ☐☐| Cuidado del medio ambiente | HiDino Canciones Para Niños
https://www.youtube.com/watch?v=XlTKVKwUVaU&ab_channel=HiDinoCancionesParaNiños

Link#14   Las Profesiones - Barney El Camion - Canciones Infantiles - Video para niños #
https://www.youtube.com/watch?v=GaD7abMU9i4&ab_channel=lunacreciente

Link#15 Community Helpers | Helpers names poem I Kids Songs | Nursery Rhyme | The Kid Next Door https://www.youtube.com/watch?v=7pSGeCOKX9M&feature=youtu.be

Link#16 Óliver el Zorro en..."UN AMBIENTE SALUDABLE"
https://www.youtube.com/watch?v=5j7DeVYLaGI

Annexes list

Annex#1

Annex#2

Annex#3

Name: _____

How I get to School

bus　　bike　　walking　　car

This is me going to school...

I get to school by _____.

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección Regional de Educación
Puntarenas
Circuito 01
JARDÍN DE NIÑOS EL ROBLE

Carta de aceptación de investigación de tesis
Tesis Nivel de Licenciatura en Preescolar Bilingue
Autorización de la Dirección del Centro Educativo donde se va a realizar la Investigación

Por medio de la presente YO, Heidy Lorena Luna Ramirez. cédula de identidad número 401770777. en calidad de persona Directora del Centro Educativo Jardín de Niños El Roble, doy el Visto Bueno para que la persona estudiante Astrid Juliette Corella Rodríguez, cédula de identidad numero 604430387 realice su investigación de tesis en nuestra institución por medio de sesiones presenciales según lo estipulado por MEP o la institución para el 2023.

Finalmente, se incluye la siguiente información relacionada con esta solicitud:

Nombre completo de la persona docente anfitriona: Astrid Juliette Corella Rodriguez

Número de grupos a atender: 1

Numero de estudiantes por grupo: 25 aproximadamente

Confirmo que la cantidad de horas de trabajo en modalidad **presencial** será de **10 horas**

- Adjunto el detalle de horas práctica y distribución de estas por semana. (Cronograma de persona estudiante).

Nombre de la persona directora: Msc. Heidy Lorena Luna Ramirez

Fecha:02-03-2023

Firma del director:_____
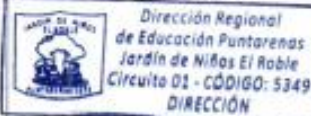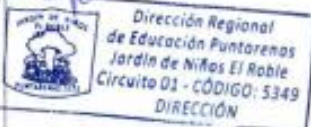
SELLO de la institución educativa

Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN
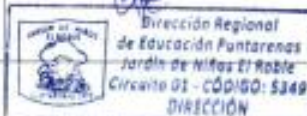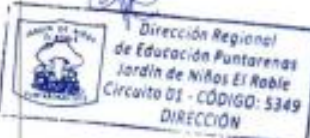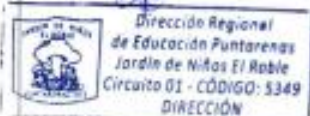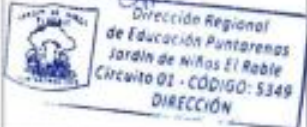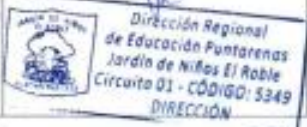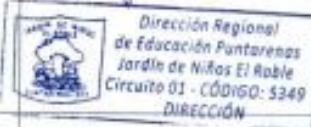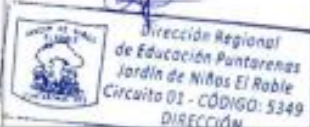
"Ante el apagón educativo, encendamos juntos la luz."

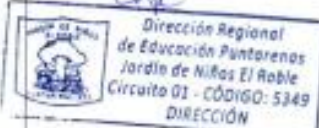El Roble, Puntarenas, contiguo a la Escuela El Roble.

Correo electrónico : jn.elroble@mep.go.cr, teléfono: 2663-2900

Date	Activity	Start	End	Time	Stamp and signature of the principal
06/03/23	"Twister": the group will be divided into 4 subgroups to create a twister, each subgroup will be given 4 blank circles, which must be painted with tempera, one blue, one green, one red and one yellow (this can be used to review the colors and geometric figures in English), once the circles are ready and dry, they are placed in a large space and the group, following the instructions of the teacher, place their hands and feet where indicated.	8:00am	8:30am	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN
07/03/23	Students are invited to wear "disco" or private clothes, since we will dance to the rhythm of 80's music. When the music starts, students will have at their disposal recycled papers, magazines, newspapers, among others, and to the rhythm of the music they will tear the papers freely. Then with the torn material, they will glue and paste it in a group collage.	12:30pm	1:00pm	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN
08/03/23	"Dressing competition": with clothes brought by the teacher (pants, dresses, blouses, shirts, hats, sweaters, among others), the group will be divided into two teams, mixing men and women, they will be placed at one end of the classroom and the clothes at the other end and against time, one representative per team must run to the clothes and move as quickly as possible.	8:00am	8:30am	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN

09/03/23	Students fold colored paper according to the origami instructions and steps to form the figure of a kitten.	12:30pm	1:00pm	30 min	
10/03/23	"The tortoise and the hare": students will watch the following video about the tortoise and the tortoise, then a discussion will be held about what they think happened, who were the main characters in the story, opinions, questions and comments about what they saw. Then on the sheet of worksheet provided by the teacher), they color the turtle using crayons, then with glue, they glue the character to a popsicle stick, once the strategy is finished, the students will be able to have their own puppets.	8:00am	8:30am	30 min	
13/03/23	The purpose of this activity is to have the child practice a variety of movements with the orofacial muscles in everyday exercises, while blow a feather or cotton ball in the air and follow the directions in English.	12:30pm	1:00pm	30 min	
14/03/23	The purpose of this activity is to have the child explore movements with the orofacial muscles in everyday exercises, by blowing bubbles into a glass of soap and saying the vocabulary in English.	8:00am	8:30am	30 min	
15/03/23	The purpose of this activity is to have the child explore movements with the orofacial muscles in everyday exercises, by imitating inflating a balloon and repeating the vocabulary in English.	12:30pm	1:00pm	30 min	

16/03/23	The purpose of this activity is to make the child discover the initial sounds of the words that are expressed in their immediate environment, by looking for objects with the vowel sounds mentioning the sound in English.	8:00am	8:30am	30 min	
17/03/23	The purpose of this activity is to have the child represent the number of syllables by segmenting meaningful words that are expressed in their immediate environment, watching a video, and repeating the vocabulary of colors in English.	12:30pm	1:00pm	30 min	
20/03/23	The students actively practice the vocabulary in English, listening to a story from annex and with the different types of visual and oral messages, in daily activities they answer questions formulated in English with the help of the teacher if necessary.	8:00am	8:30am	30 min	
21/03/23	The student mentions information about the different types of visual and oral messages, in daily activities when expressing a poem in English from annex as he remembers it.	12:30pm	1:00pm	30 min	
22/03/23	The student mentions information about the different types of visual and oral messages, in daily activities when expressing a poem in English from annex as he remembers it. according to her criteria.	8:00am	8:30am	30 min	
23/03/23	Shows interest in reading from different types of visual and oral messages, in daily activities 5 groups of 5 students are formed, each one is given a riddle with the	12:30pm	1:00pm	30 min	

	images of annex #12 and the other classmates Guess what it will be. The teacher reads each sheet with each group and then the students try to interpret it on their own.				
24/03/23	By reading the story of the three little pigs, the students are directed to make the story with the palette puppets that they make from annex.	8:00am	8:30am	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN
27/03/23	Community memory game The teacher prints the cards annexed below to have the children play memory trying to find the corresponding pair of community servants and their means of transportation. The children will recall the importance of those community helpers for our communities. Community Helpers | Helpers names poem I Kids Songs | Nursery Rhyme | The Kid Next Door	12:30pm	1:00pm	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN
28/03/23	Community helpers Bingo The children will comment on the servants of their community, and those who work in it. If you know any of the people mentioned who do not work in your community but do in others. The teacher can use the colored sheets or the sheets in black and white for the children to color them. As the bingo items come out, they can comment on what job the character does, who owns the item, or the means of transportation. Finally, they will highlight their contribution to our community. The children watch the video Where Are You Going? | Places Song | Fun Kids English	8:00am	8:30am	30 min	Dirección Regional de Educación Puntarenas Jardín de Niños El Roble Circuito 01 - CÓDIGO: 5349 DIRECCIÓN

29/03/23	How I get to school? The children are going to start with a conversation about how they get to school, if they do it on foot, by bicycle, by car or by bus. They will also mention what means of transportation schoolteachers and their families use to go to work. Next, with the worksheet, they will draw a picture of the means of transportation they use or have at home. Finally, they are going to show their classmates their creations, then with the teacher, they are going to name other means of transportation that exist in our country and those they used in the past, and how they have changed over time.	12:30pm	1:00pm	30 min	
30/03/23	What do I know about my community? We are going to recall with the students about the institutions that protect and help our community when we have difficulties. We also remember the importance of participating in the community with responsibility and respect. Next, the teacher is going to say some statements and the students are going to respond. They will relate the images of the institutions with the work they do in the community.	8:00am	8:30am	30 min	
31/03/23	We will engage in a dialogue with the children to discuss the place where they live, how It is, what is there, what is it called, what people	12:30pm	1:00pm	30 min	
	in there celebrate, what people do, what animals can we observe, etc. Subsequently, the teacher explains to the children the differences between the countryside, rural area, and the city, it will be asked that based on this, they identify what the place where they live belongs to.				