



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“RESOURCES DESIGN TO ENHANCE LISTENING  
SKILLS IN VERY YOUNG EFL LEARNERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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**La Libertad – Ecuador**

**2026**

La Libertad, October 30, 2025

### **Advisor's Approval**

In my role as Advisor of the research paper under the title “RESOURCES DESIGN TO ENHANCE LISTENING SKILLS IN VERY YOUNG EFL LEARNERS,” prepared by Barra Paguay Cesar Antonio and Lainez Crespo Maria Rocio, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, reading "Diego Nieto H.", is written over a horizontal line.

Nieto Herrera Diego Josue, MSc.

**ADVISOR**

## Statement of Authorship

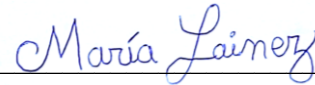
We, Barra Paguay Cesar Antonio, with ID number 0921730271 & Lainez Crespo Maria Rocio, with ID number 2450098047, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "RESOURCES DESIGN TO ENHANCE LISTENING SKILLS IN VERY YOUNG EFL LEARNERS," certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.



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## Declaration

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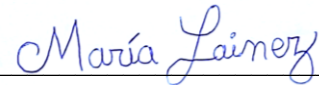


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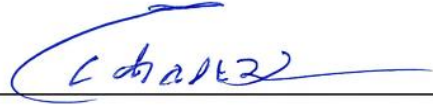
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## **Acknowledgment I**

First and foremost, I would like to express my deepest gratitude to my mothers, Felita and Miriam, for their unconditional love and constant support. I especially thank my wife, Vanessa Gabino, and my son Leonardo, who have been my fundamental pillar throughout this process, providing me with encouragement and strength during the most difficult moments. My sincere recognition to all the professors who have contributed to my academic formation, generously sharing their knowledge and guiding me with dedication throughout this journey. Finally, I thank the friends with whom I have shared invaluable moments that have enriched my university experience and personal growth.

To all of you, my most sincere gratitude.

- Barra Paguay Cesar Antonio.

## **Acknowledgment II**

First of all, I thank God for giving me wisdom and strength to complete this research project. I am deeply grateful to my parents, husband, and family for their constant support and encouragement throughout this journey. I would also like to express my sincere gratitude to the professors of the National and Foreign Language Pedagogy Career and to the eight teachers from bilingual educational centers who kindly participated in the interviews and contributed to the development of this study. My special thanks go to my thesis advisor for his valuable guidance, patience, and support during the research process. Finally, I thank my thesis partner, my classmates, and friends for their collaboration, companionship, and the unforgettable moments we shared during our academic journey. Sincerely

-Lainez Crespo Maria Rocio.

## **Dedication I**

I dedicate this project to my wife, Vanessa and my son, Leonardo for being my greatest support. They have been the most dedicated people to understanding me and encouraging me not to give up. With this special dedication, I want to show how immensely grateful I am and always will be.

Barra Paguay Cesar Antonio.

## **Dedication II**

I want to dedicate this research work to my parents, Luis Lainez and María Crespo, who have always supported me and given me the motivation I needed to achieve my goals and never give up. I also dedicate this work to my husband, Carlos Guerrero, who has been there for me at every important moment, offering his understanding, help, and advice throughout my academic journey. Finally, I want to dedicate it to my brothers, Luis Lainez and Roberto Lainez, who have encouraged me to keep moving forward until completing my studies and earning my degree. Each of them has been a great source of support and motivation for me to keep going.

With affection and love.

Lainez Crespo Maria Rocio.

## **Abstract**

The development of listening skills is an important part of learning English as a Foreign Language, especially in very young learners. This research project analyzed how the design of listening materials influences children's listening comprehension in the province of Santa Elena, Ecuador. Teaching English to young children requires creativity and the use of age-appropriate resources that capture their attention and help them stay motivated. The main purpose of this study was to explore teachers' experiences and opinions about the effectiveness of listening materials used in early English lessons. This research followed a qualitative and phenomenological approach and included interviews with eight English teachers from different early education institutions. The results showed that the most effective listening materials are short, dynamic, and supported by visuals, because these elements help children connect sounds with meaning. In the interviews conducted with teachers, they repeatedly emphasized that some of the factors that ensure the successful design of listening skills resources and the participation of very young students are assured and a successful lesson is achieved are clarity of pronunciation, relevant content with visual aids. However, there are also challenges in some cases: a lack of materials and limited training in the use of digital materials. Research showed that carefully designed and planned listening activities make a difference in very young children's participation and improved learning.

**KEY WORDS:** resource, design, listening skills, effectiveness, very young learners

## Resumen

El desarrollo de las habilidades de escucha es una parte importante del aprendizaje del inglés como un Idioma extranjero, especialmente en aprendices muy pequeños. Esta investigación analizó como el diseño de recursos influencia la comprensión auditiva de los niños en la provincia de Santa Elena, Ecuador. Enseñar inglés a niños muy pequeños requiere creatividad y el uso de recursos apropiados a sus edades que capturen su atención y los ayude a permanecer motivados. La meta fundamental de esta investigación fue investigar las vivencias y opiniones de los educadores relativo a la efectividad de los materiales de escucha aplicados en las clases de inglés inicial. Esta indagación persiguió una orientación cualitativa y fenomenológica e involucró entrevistas con ocho profesores de inglés de diferentes instituciones educativas preescolares. Los resultados expusieron que los recursos más efectivos son cortos, dinámicos y apoyados por componentes visuales, puesto que estas particularidades ayudan a los niños a asociar sonidos con su significado. En las entrevistas los docentes enfatizaron que algunos de los factores que garantizan el diseño de recursos efectivos para la habilidad de escucha y la participación de los estudiantes muy pequeños está asegurada, es la claridad en la pronunciación, contenido relevante con ayudas visuales. Aunque hay desafíos en algunos de los casos la falta de materiales y la poca capacitación en el uso de materiales digitales. La investigación mostró que las actividades de escucha diseñadas y planificadas cuidadosamente marcan una diferencia en los niños muy pequeños en la participación y la mejora del aprendizaje.

**PALABRAS CLAVE:** recurso, diseño, destrezas de escucha, efectividad, aprendices muy pequeños.

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## Introduction

Teaching English as a Foreign Language (EFL) to very young learners presents important challenges, especially in the development of listening comprehension. Listening is the foundation of language learning, as it precedes other linguistic abilities such as speaking, reading, and writing. Therefore, the design of effective listening resources is essential for helping children understand what they hear and remain motivated. During early childhood, students' learning depends on sensory and emotional engagement, so teachers must create dynamic and visual materials adapted to their developmental level.

At the international level, studies highlight that well-designed listening resources enhance comprehension and motivation among young learners. Kieu and Hung (2023) emphasized that materials aligned with children's interests, such as songs, games, and stories promote natural language exploration and sustained attention. Similarly, Özcan and Yavuz (2024) observed that the combination of sounds, images, and interaction helps students remember what they hear more easily. In the same line, Chen et al. (2024) found that gestures and visual support strengthen the connection between sounds and meaning. These studies show that listening activities are more effective when they connect with children's emotions and needs.

In Ecuador, the Ministry of Education (2016) encourages the development of communicative skills from an early age by promoting the use of interactive and age-appropriate materials. However, in many schools the standardized resources available are not fully adapted to the characteristics of very young learners. Teachers frequently point out that these materials do not always reflect the local culture or children's real experiences, which makes it difficult to keep their attention and support comprehension. Studies by Moreno Catagua (2021) and Chuquiguanga Soria (2021) show that when teachers create or adapt their own resources,

students become more motivated and understand better, especially when the content reflects familiar contexts.

Teachers in Santa Elena often find it difficult to use digital or AI tools because they have little training, little time, and few listening materials available. According to Nurhayati et al. (2024), the lack of good resources and teacher preparation affects the quality of early English teaching. Given this situation, it is necessary to analyze how resource design of listening comprehension materials can better promote comprehension and make learning English more enjoyable for young children.

The main goal of this study is to explain how the design of educational resources helps very young EFL learners improve their listening skills. It also looks at the main features and effectiveness of the materials teachers currently use and describes their experiences when creating or adapting them. This research uses a qualitative and phenomenological approach that focuses on teachers' own perspectives and what really happens in their classrooms to understand how resource design influences children's motivation and comprehension.

This study also tries to connect theory with real classroom practice by showing which aspects of listening materials work best for young learners. The results aim to give useful ideas to teachers, curriculum planners, and education authorities who want to improve early English teaching. Knowing how well-designed and age-appropriate listening resources affect learning can inspire teachers to design creative activities and materials that help children understand better and feel more motivated to learn English from an early age.

## **Chapter I**

### **The Problem**

#### **1.1. Research Topic**

Resources Design and Listening Skills.

#### **1.2. Title of project.**

Resources Design to Enhance Listening Skills in Very Young EFL Learners.

#### **1.3. Problem Statement**

Teaching English as a foreign language to very young learners is a challenge, especially when it comes to helping them improve their listening abilities. Teachers are responsible for creating resources that are appropriate and effective for their students. There are many teachers that struggle to design listening resources or materials because they do not always have access to quality resources, they have limited time, and they do not have experience in resource design (Nurhayati et al., 2024). These issues make it even more necessary to study how resource design can help very young learners improve their listening comprehension. Understanding how well-designed listening resources impact learning can guide educators in implementing resources that foster skill development and student engagement.

In the Ecuadorian context as well as in other environments where English is taught as a foreign language, in several preschools and early English programs in the province of Santa Elena, teachers face persistent challenges in developing very young learners' listening skills due to the lack of appropriate and engaging auditory resources. However, these resources do not always align with children's cognitive, linguistic, and motivational needs, which reduce their engagement and hinder the effective development of listening comprehension skills (Guevara

Torres & Alvarez Llerena, 2021). Moreover, the availability of well-designed listening resources on the Internet remains limited, making the teaching process less engaging and effective, which ultimately slows down the development of listening comprehension skills in children

The importance of designing appropriate listening resources lies in their direct influence on how children approach and acquire English as a foreign language. When young learners have access to engaging and well-structured materials, their comprehension improves, and they become more motivated to listen attentively and understand their teacher's message. Furthermore, the lack of appropriate resource design can slow their progress in this skill and reduce their interest in learning. According to Gonulal (2020) it is essential to create listening materials that respond to their needs and capture their attention, as these resources play a key role in the development of early listening comprehension.

The purpose of this study is to describe how the design of educational resources improves listening skills in very young children. This study identifies the characteristics of listening resources, examines their effectiveness, and explores the experiences, perspectives, challenges, and challenges teachers face when developing listening-focused resources for very young children. Educational resources designed according to the interests and abilities of young children, which incorporate narrative and interactive elements, improve their listening comprehension and their motivation to learn the language (Akdamar & Sütçü, 2021).

This study seeks to offer a realistic view of classroom practices and highlight the gap between pedagogical needs and currently available resources. It is a fact that teachers design their own resources to provide quality teaching. A well-designed listening resource has the potential to capture children's attention, adapt to their developmental stage, and offer meaningful exposure to authentic language (Acuña-González & Díaz-Larenas, 2025). This enables educators

to create learning experiences that meet the cognitive and emotional needs of young English as a foreign language (EFL) learners, thus addressing the resource gap that currently limits the effectiveness of listening instruction.

Recognizing what works in resource design and what does not help educators, curriculum designers, and policymakers identify the most effective design elements when planning, selecting, and creating materials for very young learners. Furthermore, the findings will contribute evidence-based insights to language pedagogy, supporting the development of adaptable listening activities for very young learners in Santa Elena, and in other EFL contexts. This study can guide teachers in adapting listening resources to match what young learners need at different stages and what actually captures their attention in class.

#### **1.4. Problem Question**

##### ***1.4.1. General Questions***

- How does the design of teaching resources influence the development of listening skills in very young EFL learners, according to teachers' experiences and classroom practices?

##### ***1.4.2. Specific Questions***

- What are the characteristics of the listening resources and materials currently used by EFL teachers with very young learners?
- How effective is the design of listening resources in enhancing the listening skills of very young EFL learners?
- How do teachers describe their experiences in designing resources to develop listening skills in very young learners?

## 1.5. Objectives

### *1.5.1. General Objective*

- To describe the importance of resource design in enhancing listening skills among very young EFL learners based on teachers' experiences and current classroom practices.

### *1.5.2. Specific Objectives*

- To identify the characteristics of listening resources and materials currently used by EFL teachers with very young learners.
- To examine the effectiveness of designing listening resources in fostering listening skills among very young EFL learners.
- To explore teachers' experiences with resource design for developing listening skills.

## 1.6. Justification

The design of listening resources represents a fundamental component in English as a Foreign Language (EFL) instruction for very young learners. During early childhood development, children naturally acquire language through auditory input before developing other linguistic competencies, which positions listening as the gateway to successful language acquisition. Yuzar & Rejeki (2020) state that insufficient stimulation of this ability may hinder progress in other language areas and negatively impact learner motivation. This research underscores why educators must prioritize the thoughtful design of listening materials that effectively engage young learners and support their developmental needs.

Standardized materials dominate many classrooms, yet most were never designed with very young EFL learners in mind. Children aged 4 to 6 have distinct cognitive patterns and can only maintain attention for short periods. They also learn differently than older students, factors

that generic resources typically fail to address, this discrepancy between material design and developmental needs poses considerable teaching challenges.

Poor resource design often results in materials that fail to engage young learners or provide meaningful interaction because they aren't suited to the children's age and developmental level. Tomora (2024) mentioned that the lack of adapted resources delays the acquisition of listening skills and reduces the efficiency of the teaching process. When designed effectively for this age group, these materials work on several levels at once, creating robust educational tools that foster both cognitive growth and language development far beyond what conventional resources offer to young children.

Many teachers in the province of Santa Elena consistently report needing better materials to develop listening skills in young children. However, designing and implementing effective listening activities requires rigorous preparation for resource creation, something that does not always yield good results in practice. Otherwise, teachers assume that teaching materials must be adapted to children's development, making this difficult to implement. Lack of time and insufficient professional training in creating resources for very young students often hinder teachers' ability to create and design engaging and appropriate materials. These challenges arise from various factors, including students' psychological aspects, such as motivation and prior knowledge, as well as the lack of appropriate materials and effective methods for teaching listening comprehension (Lase, 2024).

Resource design can really change how young EFL learners experience listening instruction, as several studies have shown. When auditory resources are thoughtfully designed and paired with the right activities, they do not just improve comprehension, they actually help kids stay focused, remember what they hear, and stay engaged throughout the lesson (Yaseen &

Alahmed, 2023). Eventually, effective design creates teaching tools that work on multiple levels simultaneously, supporting children's cognitive and linguistic development in ways that traditional materials simply cannot match.

There are clear reasons why research on resource design and how it affects listening development in very young EFL learners from Santa Elena province matters. This study explores teachers' experiences with resource design and draws on these observations to develop practical guidelines connecting theory with classroom realities. One clear pattern appeared: teachers can identify effective design, but they lack both the practical support and institutional resources necessary to implement their knowledge. These findings reveal why addressing resource design is essential and provide the foundation for practical solutions that can transform early childhood listening instruction.

## **Chapter II**

### **Theoretical Framework**

The resource design has received increasing attention in the teaching of English as a foreign language (EFL), especially in the development of listening comprehension in young children. Creating listening materials that meet learners' needs and engage their attention is crucial for developing early listening comprehension (Gonulal, 2020). Therefore, it is important for teachers working with very young learners to plan, select, and design appropriate resources to enhance early language acquisition and maintain students' motivation and attention.

Listening skills are really important when learning a foreign language because they help students develop other abilities, like speaking and reading. According to Hashim et al. (2020) Students who are better at listening usually understand instructions more easily, learn new vocabulary faster, and take part more in class activities. This shows that teaching listening should get attention right from the start of language learning.

#### **2.1. Background**

#### **2.2. International Background**

Worldwide, resources designed specifically for children play a fundamental role in promoting motivation and engagement in language learning. Kieu and Hung (2023) found that materials linked to children's interests, like games, songs, and stories, help them explore language naturally and maintain attention. These findings highlight that tailoring resources to children's preferences fosters participation and creates a stimulating environment, supporting effective language acquisition.

Another point to consider is the integration of resources that combine visual, auditory, and interactive elements not only improves comprehension but also encourages greater student attention during the listening process. This combination of audio, images, and songs stimulates concentration, promotes long-term retention, and facilitates an understanding of the linguistic content for children (Özcan & Yavuz , 2024). In other words, this combination on resources strengthens comprehension and supports the lasting memorization of vocabulary and structures.

Another aspect to take into account in resource design is the quality of educational resources significantly affects listening skill development in young children. Resources that combine visual and auditory elements have been shown to support vocabulary expansion, comprehension, and retention in very young learners. Chen et al., (2024) find that the incorporation of visual cues and gestures enhances the processing of linguistic input, allowing children to link sounds with concrete images and actions.

Finally, resources that include audio, visual, and interactive components are particularly effective for capturing attention and promoting deeper understanding. Students exposed to multimodal instruction performed better than those in the control group, showing that using diverse inputs improves understanding and motivation (Fan & Qi, 2023).

### **2.3. National Background**

In Ecuador, developing listening skills in young EFL learners has gained emphasis in primary education, in line with national curriculum reforms. The Ministry of Education (2021) highpoints the importance of providing diverse and interactive resources to support language acquisition in early learners. This framework encourages teachers to select or create materials that are age-appropriate, engaging, and contextually meaningful.

The standardized auditory resources commonly used in Ecuadorian primary schools often fail to catch young children's interest, owing to this, teachers need to create more interactive activities, although many times without adequate methodological training. A study by Moreno Catagua (2021) asserts that that carefully selected didactic resources can significantly improve children's listening comprehension. These statements suggest that providing teachers with quality resources and proper training could address both challenges simultaneously.

Besides, teachers in Ecuador encounter notable difficulties when teaching listening skills, A primary concern is the scarcity of high-quality materials to enhance listening skills in very young learners. Educators who design or adapt their own resources observe increased student engagement and better listening comprehension among young learners (Abad, 2023). This evidence underscores the importance of contextually appropriate materials for developing receptive skills in young children.

Another factor is the cultural dimension of resource design that has been explored by Chuquiguanga Soria (2021) who found that children engage more effectively with stories, songs, and audio resources that reflect familiar contexts. This study with young learners revealed that audio content incorporating local stories and traditional songs generated more sustained attention than generic materials. These considerations suggest that in Ecuador, teachers need to consider both pedagogical effectiveness and cultural appropriateness when selecting or developing listening materials.

## **2.4. Pedagogical Basis**

### ***2.4.1. Principle of Resource Planning***

Resource planning in teaching English to very young learners is essential to ensure that listening comprehension activities are effective, motivating, and adapted to students' needs.

Careful planning of teaching resources ensures that students receive clear and contextualized auditory stimuli, promoting attention, and vocabulary retention (Zambrano Mero et al., 2024). Therefore, effective resource planning becomes a key element in strengthening young learners' listening comprehension and overall language development.

Designing instructional resources for listening comprehension in very young learners must focus on clarity, relevance, and motivation. According to Concepción Calderón (Concepción Calderón, 2024) educational resources must support the learning of all children, considering cultural, linguistic diversity and different learning styles. Educational resources designed to enhance listening skills should be interactive, visual, and adaptable, allowing students to actively participate and better understand the content (Ali, 2020). These listening resources should be clear, interactive, engaging, and adapted to diverse needs and learning styles to enhance comprehension.

Moreover, an effective resource design requires creativity and pedagogical strategies that meet students' real needs, using playful, auditory, visual, and interactive materials to boost motivation and listening skills. Research shows that resources providing immediate feedback and adapting to different learning styles strengthen listening comprehension and help maintain high levels of motivation by offering varied and meaningful activities (Putri et al., 2024).

#### ***2.4.2. Principle of Comprehensible Input***

The concept of comprehensible input, developed by Krashen (1985). For young learners, listening materials should include visuals, gestures, and realia to make input meaningful. This helps strengthen comprehension and vocabulary at early stages.

Providing support during listening activities helps children build a solid foundation for later oral production. When students prioritize listening comprehension, they assimilate vocabulary and

grammatical structures effectively, which leads to more fluent oral expression (Ellis, 2020).

Focusing first on comprehension rather than expression builds children's confidence and allows them to progressively develop their English communication skills.

Likewise, the material must be carefully designed and understandable considering both its content and presentation for very young students. Materials need to account for children's developmental characteristics, such as limited attention spans and the need for multisensory engagement (Burón López, 2022). Simplifying language, adjusting grammatical structures, and using visual supports make input more accessible and foster a motivating learning environment (Rivero Contreras, 2022).

#### ***2.4.3. Humanistic Approach in Early EFL Listening Development***

The humanistic approach treats learners as complete individuals with emotional, social, and cognitive needs, not simply as passive recipients of information. Drawing on Maslow (1970) and Roger (1983), this perspective suggests that listening activities for very young EFL learners should promote joy, curiosity, and self-confidence in supportive environments where they feel safe and respected. As a result, children who feel emotionally supported show greater willingness to engage with listening activities and naturally develop more favorable attitudes toward learning English.

Designing humanistically oriented listening resources involves creating materials that emotionally stimulate students and are appropriate for their developmental stage. Results show that multimedia storytelling increases students' enthusiasm and attention when the stories engage their imagination (Febrianti, 2024). Interaction with the resources was observed to improve attention and engagement (Nguyen & Luu, 2023). Incorporating songs, stories, and visuals connected to daily experiences supports comprehension.

In humanistic teaching, teachers act as facilitators who support students' emotional needs and independence. When teachers show empathy and provide encouragement, students demonstrate greater motivation to participate in listening activities. Wijaya (2024) found that classrooms with strong emotional support reduced student anxiety while increasing motivation and willingness to communicate, suggesting that humanistic resource design improves listening comprehension, interest, and develop confidence in learning English.

#### ***2.4.4. Use of Multimodal Resources***

Multimodal resources combine audio, visuals, and interactive elements to enhance listening comprehension (Özcan & Yavuz , 2024). When researchers compared student groups exposed to multimodal instruction with control groups, the former consistently demonstrate significantly higher performance, confirming that diversified input channels enhance both comprehension and sustained motivation (Fan & Qi, 2023). This approach helps students improve memory retention, which contributes to improved vocabulary retention.

Multimodal tasks make it easier for students to recognize vocabulary, combining auditory and visual stimuli helps improve comprehension and memory (Chen et al., 2024). Interactive components maintain motivation and involvement, for this reason, multimodal resources create more effective and engaging listening experiences.

Multimodal design accommodates diverse learning styles. Addressing auditory, visual, and kinesthetic learners enhances overall comprehension. EFL materials combining visual and auditory elements enhance vocabulary and listening skills (Ed-Dali, 2024). Integrating multiple channels strengthens listening development in young EFL learners.

## **2.5. Theoretical Basis**

### ***2.5.1. Constructivist learning theory***

Constructivism posits that learners actively build knowledge by connecting new information to prior experiences (Piaget & Inhelder, 1972). Young EFL learners comprehend better when listening activities are embedded in meaningful contexts such as songs, stories, and games. These activities allow children to relate sounds and vocabulary to familiar situations.

Constructivism fosters student engagement and develops their intellectual growth. In this methodology, teaching resources that support interaction are essential. Pictures, stories, and dramatization activities help children learn and remember new words (Wibowo, 2025). By directly creating and experimenting with materials, students learn language more effectively. Playful games and collaborative work promote critical thinking and strengthen communication skills. This pedagogical tool strengthens students' independence in their learning process, while keeping them interested and motivated.

Recent studies indicate that constructivist strategies facilitate deeper comprehension. Do et al. (2023) found that a constructivist learning environment encourages intrinsic and extrinsic motivation, significantly improving students' learning strategies. Multimodal and interactive activities enhance attention, memory, and vocabulary acquisition in young learners.

### ***2.5.2. Sociocultural Theory***

Vygotsky's Sociocultural Theory underscores how interpersonal relationships and cultural tools shape cognitive growth. context in cognitive development. Children learn most effectively when guided by more knowledgeable peers or adults within their Zone of Proximal Development (Vygotsky, 1978). Learning is inherently social and mediated through language and cultural tools

as activities should be meaningful and situated in authentic social contexts to enhance cognitive and linguistic growth.

Recent studies show that applying sociocultural approaches in early EFL classrooms can include group listening activities, role-plays, and storytelling sessions that reflect students' local culture. Sociocultural strategies foster the creation of learning and social collaboration. Sociocultural teaching resources and materials foster student participation (Malik et al., 2025).

Evidence indicates that sociocultural approaches improve listening and communication skills. Collaborative tasks were found to promote vocabulary memorization. The inclusion of familiar cultural contexts, such as Thanksgiving, among others, improves students' attention and interest in class (Chen et al., 2024).

### ***2.5.3. Cognitive Theory***

Designing listening resources must align with the cognitive development stage of children, as it determines how they process auditory input and construct meaning. Piaget and Inhelder (1972) argue that “children in the preoperational stage build knowledge through concrete experiences, symbols, and representations”. Therefore, listening materials should include visual, auditory, and interactive elements that connect new information to children's prior experiences.

Moreover, A research study concludes that children aged 5–6 exposed to digital stories with visual and auditory stimuli improved attention and vocabulary retention by linking what they heard to real-life experiences (Febrianti, 2024). Thus, considering cognitive development in resource design enables children to actively construct meaning and internalize language effectively, reinforcing their comprehension and long-term retention.

The design of resources for very young students facilitates the assimilation of information, which helps participation and allows the teacher to combine digital tools that support teaching (Vidal Esteve & Martín Gómez, 2023). In this qualitative study, the central theme is the design of resources since the quality, relevance, and structure of the listening materials determine the influence on how students learn the English language. It helps keep them motivated, which will give us significant results.

#### ***2.5.4. Multiple Intelligences***

Gardner (1983) proposed that each child has unique strengths such as linguistic, logical or mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. These intelligences are closely related to students' individual learning styles, as each child prefers to learn in different ways. If teachers design resources that identify diverse learning styles, listening activities that combine these different learning styles will help students improve their attention, motivation, and comprehension in every lesson.

Teachers can design activities using songs, stories, games, and gestures to improve listening comprehension and support different types of intelligence in young learners. According to Akdamar and Sütçü (2021) the use of multiple intelligences in EFL classrooms improves children's vocabulary retention and engagement. For example, songs can help with musical intelligence, and role-playing helps with bodily-kinesthetic intelligence. Working together or reflecting on tasks also develops interpersonal and intrapersonal intelligence. Changing activities to fit students' needs makes learning more fun and helps them do better.

This highlights that the use of multiple intelligences helps children stay focused and motivated while learning English. When classroom activities involve listening, observing, and physical movement, students find it easier to understand and use the language. This multisensory

approach also supports vocabulary learning and helps children retain new words for a longer time. Gardner's theory serves as a valuable reference for designing creative and engaging materials. Applying this perspective allows listening activities to address the diverse learning styles of students and make English learning a more enjoyable experience.

## **2.6. Legal Basis**

The Constitution of Ecuador recognizes education as a fundamental human right and a pillar of national development. It guarantees that all children across the country have the right to an education that fosters holistic growth, equal opportunities, and full participation in social and cultural life. It makes sure that children and adolescents have equal opportunities and can develop fully, giving them priority in education.

Article 26 of the Constitution of the Republic of Ecuador establishes that: "La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo" (Constitución Republica del Ecuador, 2008).

Article 343 of the Constitution of the Republic of Ecuador declares that: el sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente (Constitución Republica del Ecuador, 2008).

The Ley Orgánica de Educación Intercultural (LOEI) encourages the use of innovative teaching methods and the creation of resources that meet the diverse needs of students. Article 2 states that the educational system must promote the ‘comprehensive formation of individuals through the development of cognitive, emotional, and communicative competencies’ (Ministerio de Educación del Ecuador, 2021). This supports the goal of improving listening comprehension in early English learning by adapting materials to the students’ age and language abilities

In conclusion, the Ecuadorian education system is committed to providing inclusive, equitable, and quality learning for all students. Both the Constitution and the LOEI establish that teaching should foster cognitive, emotional, and communicative skills. These principles guide educators in designing listening activities that meet the needs of very young EFL learners.

## Chapter III

### Methodological Framework

#### 3.1. Methods

##### *3.1.1. Qualitative Methodology*

This research follows a qualitative approach, since it focuses on exploring teachers' perceptions and experiences rather than measuring variables numerically. The qualitative method makes it possible to understand participants' points of view, their context, and the meanings they attribute to their practices. As Bhandari (2023) mentioned, qualitative research implies the collection and analysis of non-numeric data with the aim of comprehending concepts, viewpoints, or personal experiences. It is a valuable approach to reach into issues more deeply and contribute with other views to the investigation. This method is widely applied within disciplines of all types. In this case, the study investigates how teachers perceive the design of instructional resources to enhance listening skills in very young EFL learners.

The adoption of a qualitative approach is fundamental, as it allows for a more in-depth and targeted process of gathering information. Through this method, researchers are able to explore participants' opinions, perceptions, and emotional responses concerning a particular issue. Since the present study seeks to examine viewpoints, qualitative techniques represent the most suitable option for data collection. According to Salazar Escorcia (1983) Qualitative research seeks to identify the key qualities and characteristics of a phenomenon, allowing researchers to reconstruct the observed reality through various data collection methods, while maintaining objectivity to ensure reliable results.

## **3.2. Type of Research**

### ***3.2.1. Phenomenological Study***

Phenomenological research is a methodological approach that seeks to explore and comprehend participants' experiences from their own viewpoints. Researchers who adopt this approach hold that the true essence of a phenomenon is revealed through how individuals perceive and experience it. Consequently, the main objective is to describe and gain a deep understanding of participants' experiences in relation to the phenomenon being studied (Lim, 2025).

The knowledge generated through this approach should offer unique and profoundly significant insights that illuminate the essence of the phenomenon under investigation. This research methodology concentrates on examining experiences exactly as they emerge within human consciousness. The objective centers not on creating universal generalizations, but on understanding the phenomenon through the lens of each person's unique viewpoint. This methodological approach refrains from seeking causal explanations or constructing theoretical frameworks; instead, it endeavors to expose the essential characteristics inherent within each experiential phenomenon (McLeod, 2024).

## **3.3. Data Collection Techniques**

### ***3.3.1. Interview***

Interviews constitute one of the most valuable and widely adopted data collection techniques in qualitative research, particularly when investigating complex educational phenomena such as resource design and teaching practices. This method allows researchers to

access detailed insights into participants' personal experiences and perspectives, providing information that would be difficult to gather through other approaches (Chand, 2025).

Interviews will be an important data collection technique in this qualitative research, as this process will allow direct access to teachers' experiences and perspectives on how they design listening resources for very young students of English as a foreign language. The interviews will include open-ended questions that will enable participants to freely share their ideas and describe their teaching practices in depth. This technique will make it possible to obtain meaningful information about the relationship between resource design and the development of listening skills in very young EFL learners.

**Table 1***1 Data Collection Processing and Resources*

<b>Questions</b>	<b>Explanations</b>
<b>What?</b>	To collect information regarding teachers' experiences on the use of resources design to enhance listening skills in very young EFL learners.
<b>Where?</b>	Via Zoom meetings
<b>When?</b>	September, 2025
<b>How?</b>	Questionnaire, with 8 open-ended questions
<b> What did you collect information for?</b>	To analyze the enhancement of listening skills through the use of resources design in very young EFL learners.

*Note.* Created by Barra Paguay Cesar & Láinez Crespo María Rocío, 2025

### **3.4. Population and Sample**

The research will focus on the population of English teachers from different educational institutions such as Jefferson Salinas, Walt Whitman, EDUCA, Las Américas, and the Captain Leonardo Abad Naval Academy (ANCLA). The sample from these five educational institutions will be eight teachers. Although the teacher population is large, most of them teach other subjects in Spanish. The data collection mechanism is via Zoom, meaning each teacher will have a scheduled interview. Furthermore, given the short timeframe of the research process, these participants will serve as the study sample.

The participants will share their perspectives on the design of resources to improve listening skills in very young English as a foreign language learner. These participants have used the resource design continuously and for long periods of time, so they can share their positive and negative experiences, as well as recommendations or tips they consider valuable for its implementation.

## Chapter IV

### Analysis of Findings

#### 4.1. Brief explanation of the findings

This chapter presents the analysis of data gathered from interviews with eight teachers of very young children learning English as a foreign language in the province of Santa Elena. The study aimed to explore how listening resources are designed and implemented to support the development of early listening skills in very young learners. By examining teachers' experiences, the research sought to understand not only the characteristics of resources used but also the quality of different types of resources that make them effective in capturing children's attention and fostering meaningful learning.

The study showed that teachers prefer to adapt resource design to fit students' needs in the classroom. Some teachers told us they choose to create or modify resources rather than using materials designed by others, since personalization allows for better alignment with the proposed learning objectives that students need. Teachers design resources and, in turn, evaluate and modify materials based on their classroom experience. Resources designed for specific age, level interests, and cultural relevance were found to enhance motivation and support meaningful learning experiences for very young learners.

Resources designed with consideration for age, language level, learners' interests, and cultural relevance proved significantly more effective at enhancing motivation and supporting meaningful learning experiences for very young learners. By attending to these multiple design factors simultaneously, teachers create materials that resonate with their students' lives and learning needs.

## 4.2. Interpretation of results and bibliographic review

1. What role does resource design play in supporting the listening skills of very young EFL learners?

### Figure 1

*Role of Resource design to enhance listening skills in children.*

Creative  
Fundamental  
Important  
Essential  
Provider  
Crucial  
Central

**Note.** Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

The participating teachers agreed that resource design plays a crucial role in capturing students' attention, fostering motivation, and facilitating listening comprehension. Other words used by the teachers to describe the role of resource design included central, fundamental, important, essential, and creative. They also highlighted that a well-structured design keeps children's attention, stimulates curiosity, and creates a more enjoyable learning experience.

These findings align with Hashim et al. (2020), who stated that the teacher's capacity to design suitable listening activities is fundamental to enabling preschool children to listen attentively, comprehend instructions, learn new vocabulary, and engage actively in classroom participation. Vidal Steve and Martin Gómez (2023) also noted that the design of resources for very young students facilitates the assimilation of information, which helps participation, attention and enjoyable learning, which connects with what teachers in this study emphasized after describing the role of resource design.

## 2. How does the quality of listening resource design influence the enhancement of listening skills?

### Figure 2

*Influence of the quality of listening resource design in listening skills*

**Meaningful**  
**Motivation**  
**Clarity**  
**Understanding**  
**Comprehension**  
**Attention**

*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025.

The teachers interviewed pointed out that the quality of listening materials significantly determines comprehension outcomes. They stressed that pronunciation clarity, proper pacing, short duration, and relevant content increase understanding, attention and student motivation. In contrast, low-quality or poorly contextualized materials cause distraction and demotivation. Many teachers also highlighted that visual cues and gestures help young learners grasp meaning more effectively improving this progress in their listening skills.

This perception agrees with Moreno Catagua (2021), who explain that carefully selected didactic materials can significantly improve children's listening comprehension. Similarly, Putri et al. (2024) show that well-produced resources with immediate feedback maintain learners' motivation and improve accuracy in listening tasks, This relates to the teachers' responses indicating that the quality of listening materials significantly affects comprehension outcomes, as thoughtfully designed auditory resources not only facilitate understanding but also foster engagement, attention, and motivation during listening activities.

### 3. What types of resources do you believe are most effective in supporting listening comprehension in very young learners?

**Figure 3**

*Most effective resources for developing listening skills in young learners.*



*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

Teachers who were interviewed reported the use of a wide variety of resources, including songs, short stories, games, and videos, to engage students and enhance comprehension. They mentioned that the combination of auditory, visual, and kinesthetic elements allows children to learn through multiple sensory channels, leading to better vocabulary retention and attention. They agreed that these materials must be interactive, repetitive, and familiar to support active participation.

These findings support Özcan and Yavuz (2024), who indicate that multimodal materials increase comprehension by stimulating different sensory pathways. Fan and Qi (2023) also highlight that interactive digital resources encourage participation and strengthen listening development in early EFL instruction. Overall, these insights highlight the importance of well-designed, multimodal listening resources in early EFL, as they engage learners and enhance motivation, participation, and listening skill development.

**4. What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**Figure 2**

*Main characteristics of an effective listening resource for very young children*

The word cloud features the following words: 'Authentic' (blue, top), 'Clear' (black, middle), 'Simple' (blue, middle-right), 'Meaningful' (red, middle), 'Shorter' (small black, middle), 'Visually' (red, bottom), and 'Dynamic' (blue, bottom-left).

**Note.** Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025.

Teachers agreed that effective listening resources should be short, clear, visually supported, and include simple vocabulary and authentic sounds. They also highlighted that rhythm and duration are crucial; short duration (1 and 3 minutes), dynamic materials maintain children's focus, while long or monotonous audios lead to disengagement. Moreover, they stressed the need for contextual and age-appropriate topics to ensure meaningful comprehension.

These insights are consistent with Zambrano Mero et al. (2024), who argue that well-structured resources adapted to learners' age enhance listening comprehension. Similarly, Kieu and Hung (2023) confirm that pedagogically designed materials connecting to children's real-life experiences stimulate active listening and language development. Furthermore, the teachers highlighted that combining auditory, visual, and kinesthetic elements, along with familiar contexts and interactive features, enhances engagement and helps children internalize vocabulary and language structures.

**5. How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**Figure 3**

*Learners' response to resources designed*

Spontaneously  
**Participation**  
**Attention**  
**Curiosity**  
Positive  
**Enthusiasm**  
Focused

*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

Teachers described consistently positive responses when materials are appropriately designed. Participants reported that children demonstrate curiosity, enthusiasm, focused attention, and active participation with well-designed resources. They noted that learners spontaneously imitate words and gestures, repeat phrases, and attempt to respond when materials are colorful, fun, and brief. In contrast, overly long or complex materials caused young children to quickly lose focus and become distracted.

These responses from the interviewed teachers align with Piaget and Inhelder (1972), who argued that children learn most effectively through active and concrete experiences, and also with Wibowo (2025), who stated that interactive listening activities strengthen auditory memory and comprehension in young learners of English as a foreign language. When materials are engaging and age-appropriate, they foster sustained motivation and meaningful listening development, making the careful design of resources essential for effective early language learning in young learners.

**6. What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in children?**

**Figure 6**

*Recommended changes/improvements in listening resources*



*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

Teachers suggested that listening materials should incorporate cultural elements and interactive formats to enhance student engagement and authenticity. They recommended including stories, songs, and visual resources that reflect children's daily lives and interests, as these help learners connect emotionally and cognitively with the content. Teachers also emphasized the need for institutional support, particularly through professional development programs, to improve the quality of material design and help them adapt resources to meet current educational demands in early childhood EFL.

The recommendations of the interviewed teachers to ensure that the designed resources are effective align with Chuquiguanga Soria (2021), who advocates for culturally relevant material design to strengthen students' connection to learning. Moreover, Malik et al. (2025) argue, from a sociocultural perspective, that learning becomes more meaningful when it is grounded in authentic and familiar contexts. Therefore, improving the design of listening resources through cultural relevance, creativity, and teacher professional development is essential to foster listening competence in young children.

**7. Could you describe your experience with designing or adapting listening resources for very young students?**

**Figure 7**

*Experiences designing /adapting resources for very young students.*



*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

Teachers described extensive hands-on experience adapting and creating listening resources through practices such as simplifying songs and stories, recording personal audio with appropriate pacing, creating custom flashcards, designing interactive games, and using props or puppets. Some teachers mentioned increasingly using new technologies to generate age-appropriate content. The findings show that teachers not only use materials found online, but also create their own resource designs, adapting and creating teaching materials to improve English listening skills in very young children.

These results are consistent with Abad (2023), who found that when teachers develop their own materials, young learners become more engaged in class and show greater participation and better listening skills. The teachers interviewed confirmed similar results in their classrooms. Participating teachers reported that listening resources should be interactive, visual, and auditory to facilitate student participation and lesson comprehension. When teachers combine their creativity with research based designs, they establish effective conditions for enhancing the development of young learners' listening skills (Ali, 2020).

**8. What challenges have you faced when designing or selecting listening resources for very young learners and how have you overcome them?**

**Figure 8**

*Challenges and solutions about designing/adapting resources*

Designing  
 Available  
 Adaptive Materials  
 Authentic Audio  
 Age-Appropriate  
 Materials Lacked

*Note.* Created by Barra Paguay César Antonio & Lainez Crespo María Rocío, 2025

Participating teachers identified three main challenges when designing or selecting listening resources: difficulty finding age-appropriate materials, limited access to technology and authentic audio materials, and maintaining children's attention spans with engaging content. To address these obstacles, teachers employed adaptive strategies such as creating or modifying their own materials, using personal voice recordings, simplifying vocabulary, incorporating visual support, shortening duration, and integrating movement-based activities. These practical solutions from the interviewed teachers demonstrate their commitment to ensuring that listening experiences are accessible and meaningful for young learners.

Participating teachers demonstrate great adaptability and skill in resource design (Abad, 2023) Complementarily, Burón López (2022) argues that when teachers reduce the complexity of linguistic input, students find listening tasks easier and more understandable. The interviews show that thoughtful and adaptable resource design is essential for creating meaningful listening experiences, helping young learners stay engaged, understand linguistic input more easily, and develop their early English skills effectively.

The teachers' interviews revealed how the design of listening resources plays an important role in improving listening skills. These results are summarized in Table 2, which links the teachers' perspectives with the authors mentioned in the theoretical framework. The table is organized into categories based on the research questions, highlighting the main findings from the interviews and their connection to relevant academic authors.

**Table 2**

*Summary of teachers' responses on resource design to enhance listening skills.*

<b>Categories</b>	<b>Main Findings</b>	<b>Authors</b>
<b>1. Importance of Resource Design (Question 1)</b>	Teachers viewed design as crucial for motivating children, maintaining attention, and creating meaningful listening experiences through sound, visual connections and contextual activities	Hashim et al. (2020). Vidal Steve and Martin Gómez (2023).
<b>2. Quality and Effectiveness of Listening Resources for very young students. (Question 2).</b>	The teachers agreed that well-designed resources are crucial for engaging students, boosting motivation, and enhancing listening comprehension through creative and structured materials more meaningful.	Moreno Catagua (2021); Putri et al. (2024)

<b>3. Key characteristics of different types of resources</b> <b>(Question 3 and 4)</b>	The interviewed teachers emphasized that effective listening resources should be interactive, multimodal, short, clear, and age-appropriate, combining auditory, visual, and kinesthetic elements to sustain attention, enhance comprehension, and promote active participation.	Özcan & Yavuz (2024) Zambrano Mero et al. (2024).
<b>4. Learners response to designed resources</b> <b>(Question 5)</b>	Children responded with enthusiasm, imitation, and active participation. Enjoyment and playfulness improved attention and retention, while long audios reduced motivation.	Piaget & Inhelder (1972) Wibowo (2025)
<b>5. Teacher experience</b> <b>(Question 6)</b>	Designing materials fostered creativity and reflection. Teachers adapted resources despite limited tools and gained confidence through practice and collaboration.	Chuquiguanga Soria (2021). Malik et al. (2025).
<b>6. Challenges and suggested improvements</b> <b>(Question 7 and 8)</b>	Teachers demonstrated creativity and adaptability by designing engaging, age-appropriate listening resources using visuals, movement, and AI tools despite limited materials, time constraints and attention spans.	Abad (2023). Burón López (2022). Ali (2020).

*Note. Created by Barra Paguay Cesar Antonio & Lainez Crespo María Rocío, 2025.*

## Chapter V

### Conclusions and recommendations

The last chapter of this research project presents the main conclusions and recommendations derived from the analysis of the data collected through teacher interviews. The conclusions reflect the perceptions and experiences of EFL teachers of very young learners regarding the design, selection, adaptation, and creation of resources that effectively enhance listening skills. The recommendations are based on these findings and aim to guide teachers in developing listening resources that are more engaging and appropriate for this age group.

#### 5.1. Conclusions

The results of this qualitative research show that the characteristics of the listening resources currently used by EFL teachers vary in terms of their elements and quality. Teachers identified three key features that make the materials effective: they are brief, incorporate dynamism and repetition, and include visual aids to link listening information to visual meaning. Materials that did not include these characteristics, such as long monologues or text-heavy transcripts, were rarely used by experienced teachers, indicating that pedagogical effectiveness guides the selection of materials appropriate for very young EFL learners.

The way listening materials are designed for very young learners has a strong impact on how well children understand spoken English. The effectiveness of designing listening resources lies in their ability to make listening activities more engaging, understandable, and developmentally appropriate for very young EFL learners. Much of this depends on the quality of the resources and the clarity of the speaker's voice. When teachers choose or create materials that suit the learners' age and level, the activities usually hold attention and keep motivation high.

On the contrary, if the tasks are too long or repetitive, children often lose concentration and find it difficult to follow.

Based on teachers' experiences, some challenges were identified regarding the process of listening resource design. Teachers mentioned the lack of appropriate materials for very young children, as well as limited knowledge about the appropriate use of new technologies or Artificial Intelligence, which makes it difficult to design effective resources for very young children. This drives innovation on the part of teachers through resource design and their self-training in using digital tools that facilitate the creation of resources appropriate to their students' needs

## **5.2. Recommendations**

English teachers are encouraged to select short 1 – 3 minutes auditory resources for 4 to 6 year olds that integrate vocabulary repetition with visual and kinesthetic support. The most effective resources include songs with actions, picture books with repetitive patterns, role-playing games with simple objects, TPR activities such as "Simon Says," and rhymes with a strong rhythm. They can adapt these with super simple materials - handmade flashcards or just draw on the board. The key is keeping it fun and not burning yourself out, because at this age kids learn best through play and hands-on activities.

Teachers are advised to design effective listening resources to develop listening comprehension. This process involves engaging students and helping them follow through with listening activities, for example, they might listen to a story and then act out the characters or actions using simple objects, puppets, or figures. They might also include a listen-and-act game (performing actions following instructions) or a sound map activity (drawing what they hear). These activities will be effective and will help very young children stay motivated, actively

participate, understand what they hear, develop their listening skills with confidence, and cultivate a lasting interest in the English language.

Teachers of very young students are encouraged to create a community of educators to share the most effective listening resources. Using digital tools and AI-based resources, teachers will co-create high-quality, engaging, and adaptable lessons. This community will promote creativity, continuous professional growth, and collective inspiration, helping educators overcome classroom challenges together. This will allow very young students to benefit from interactive and well-structured lessons that improve comprehension, attention, and motivation.

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## Annexes

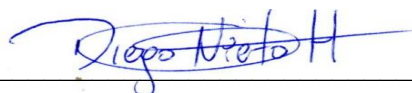
### *Annex A: Certified Anti-plagiarism System*

La Libertad, October 31, 2025

#### **Certificado Sistema Anti-Plagio**

En calidad de tutor del Trabajo de Integración Curricular denominado “RESOURCES DESIGN TO ENHANCE LISTENING SKILLS IN VERY YOUNG EFL LEARNERS” elaborado por los estudiantes Barra Paguay Cesar Antonio and Lainez Crespo Maria Rocio, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Nieto Herrera Diego Josué, MSc.

**TUTOR**



CERTIFICADO DE ANÁLISIS  
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## Annex B: Interview Transcripts And Link

Link Interview

LINK : <https://drive.google.com/drive/folders/1EaUkFy-ucbYnkddB6yuA58kpiereKHv6?usp=sharing>

### Interview Transcription 1

#### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TJM1: Teacher Jesús Muñoz.*

**S1:** Thank you, Jesús for participating in this interview. The objective of the interview is to know your opinion about the resource design. The first question is: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TJM1:** Okay. Thank you, César. It's a pleasure to me. According your questions I think resource design plays a central role because well-prepared materials help children connect sound with meaning. When resources are simple, clear, and engaging, learners can focus on understanding without feeling frustrated or overwhelmed.

**S1:** Thank you. Next question is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TJM1:** Ok, the quality of resources directly influences progress. Clear pronunciation, age-appropriate vocabulary, short duration, and visual support make listening activities more effective. Poor-quality resources confuse learners and reduce motivation.

**S1:** thank you. Question number three: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TJM1:** Ok, the most effective are auditory resources combined with visual aids, such as short songs with pictures, stories with illustrations, or recorded dialogues with flashcards. Interactive resources, like call-and-response games or TPR activities, also strengthen comprehension.

**S1:** Ok. Question number four: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TJM1:** I look for resources that are short (1–3 minutes), repetitive, clear, slow-paced, with visual context ( maybe illustrations, gestures, or real objects). The audio should use simple vocabulary, natural intonation, and child-friendly voices.

**S1:** My partner, the questions.

**S2:** Okay, let's continue with the questions. Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TJM1:** Ok, young learners usually respond with curiosity and enthusiasm. They pay more attention with sorry, when the resource is colorful, fun, and short. If the material is too long or complicated, they quickly lose interest or become distracted.

**S2:** The sixth question is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TJM1:** I would recommend making resources interactive, shorter, and connected to real-life contexts. Adding songs, chants, or storytelling with actions helps children stay engaged. Also, resources should be flexible, so teachers can adapt them to the classroom reality.

**S2:** Ok, the question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TJM1:** Yes. Obviously, I often adapt songs, short stories, and classroom instructions to my students' level. For example, I use simple chants with rhythm and gestures, or I record myself telling a story with pauses for students to repeat key words. I also create flashcards to support the listening task.

**S2:** Ok the last question is: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TJM1:** One challenge is the lack of access to technology or authentic audio. To overcome this, I often use my own voice, create short recordings, or simplify materials. Another challenge is keeping attention; I solve this by using props, visual support, and movement so that listening becomes dynamic.

**S2:** Ok, thank you for your cooperation in this research project. You have a good night and thank you for all.

**S1:** Thank you so much, Thank you Jesus

**TJM1:** You're welcome.

## Interview Transcription 2

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TAS2: Teacher Andrés Sala.*

**S2:** Good afternoon, thank you for agreeing to take part in this interview. **TAS2:** You welcome

**S2:** My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. The first question is: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TAS2:** I think that this kind of tools is very crucial to very young learners because it helps students to achieve better pronunciation and listening skills during the development of teaching-learning process.

**S2:** Ok, thank you. Next question is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TAS2:** In my experience, it has been a big step using specifically designed materials. For example, in my first years, I used to record or read aloud my own voice for listening activities, and it was useful. It's better when you design something carefully, taking time for planning, because you can search for or create the right audio or video. Now, with AI tools, we can create specific materials that fit their needs.

**S2:** Well. The third question is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TAS2:** I think the interactive one is the most effective because you can include auditory and visual elements, and they can be applied in games or other engaging activities This makes the learning process more engaging for students. So, the interactive.

**S2:** Ok. The four question is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TAS2:** I It depends on the objective of the class and the students' needs. If the goal is to learn vocabulary or grammar, I choose materials that support that objective. Some important characteristics are appropriate vocabulary, clear content, and attractive visuals. As a teacher, I need students to get involved with the material, feel entertained, and enjoy the class. So, while duration is important, the content and how much students enjoy the activity are even more significant. So maybe the duration is useful but the content and the enjoy that the students could have with this material is very important too.

**S2:** thank you. The fifth question is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TAS2:** I think that students react depending on the kind of material you use. If it's just a simple song or a basic dialogue, they might get bored, but if you choose something fun like a video with cars, movement, or interesting visuals they react positively and stay engaged. They will react in a very good way.

**S2:** Ok. My partner César is going to continue with the questions. **S1:** Yes, the sixth question is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TAS2:** I would recommend that future teachers use the tools we have nowadays, especially AI tools. For example, you can record a video with your own face and voice, use AI to add animations or effects, and then project that video in class. In this way, you create your own personalized listening material using current technology. So my advice is to take advantage of AI tools and technological devices.

**S1:** Ok, the question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TAS2:** As I said before, at the beginning, during my first weeks or months, it was very difficult to find suitable materials for listening activities because I didn't fully understand my objectives as a teacher or my students' needs. But nowadays, I know what I want to teach and how to recognize my students' needs. In short, I would describe my experience as improving class by class.

**S1:** Finally, the question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TAS2:** At first, I didn't know where to look for information or how to apply the materials I found on the internet. That was my main problem. The way I overcome it was by designing my own materials. It's better to create your own resources than to rely entirely on someone else's. When you make your own, you can adjust or modify them as needed to fit your class.

**S1:** thank you, Andrés for your answers.

**TAS2:** You're welcome.

### Interview Transcription 3

#### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TKG3: Teacher Karen Guale.  
Unidad Educativa Las Americas*

**S2:** Good afternoon, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TKG3:** Good afternoon, My name is Karen. I work at Unidad Educativa Las Americas, and responding your question resource design is fundamental because young children learn in a multisensory way. Well-designed resources capture their attention and motivate them to participate actively. In my classes, for example, I use songs, images, and games that not only introduce vocabulary but also reinforce listening comprehension in a meaningful context.

**S2:** Ok, next question number two: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TKG3:** Well, when the listening resource is well adapted to the age, with clear language, appropriate rhythm, and visual support, children are able to identify words and expressions more easily. I have found that with high-quality resources, students not only listen but also repeat and understand naturally.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TKG3:** The most effective are auditory resources combined with visual and interactive ones. For example, songs with family pictures, greetings or numbers; short videos with gestures and expressions; and interactive activities such as repeating or pointing games. This combination helps children connect what they hear with what they see and do.

**S2:** Ok. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TKG3:** I look for resources that are short, clear, and engaging. The audio should be slow, with correct pronunciation, and supported by simple visual elements. I also make sure the characters or voices are appealing to children and that the content is related to their reality, such as family, household objects, or numbers.

**S2:** thank you. Ok. My partner César is going to continue with the questions.

**S1:** Hi Karen, question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TKG3:** Children respond with enthusiasm and attention. When listening to songs or short dialogues, they often imitate words and gestures. In my lesson plans, when we use greetings or farewells, it is evident how students actively participate by repeating and applying what they hear spontaneously.

**S1:** Thank, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TKG3:** I would recommend that resources always include interactive elements: so children can respond, point, repeat, or act out what they hear. It is also important to adapt the duration, since young children concentrate better on short, dynamic, and varied activities.

**S1:** Ok, the question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TKG3:** Yes, in my English classes I design simple resources such as short audios with greetings or number songs, supported by images or flashcards. I also adapt videos or songs to make them more understandable by pausing, repeating, or using gestures. This has helped children associate sound with action and improve comprehension.

**S1:** Finally, the question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TKG3:** The main challenge has been finding resources suitable for the level and age of the children, since many available materials are too advanced. I have overcome this by creating and simplifying resources, using short songs, repetition, and visual support. I also take advantage of children's interests, such as colorful images and games to keep them engaged.

**S1:** Karen, thank you for your time, for the interview. thank you for your participation.

**TKG3:** You're welcome.

## Interview Transcription 4

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TMO4: Teacher Mirelly Ortega*

**S2:** Good afternoon, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TMO4:** Well, resource design provides age-appropriate engaging and creative materials that help children focus, understand and enjoy listening activities

**S2:** Ok, the second questions is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TMO4:** Well, based on my experience good quality of resource make listening easier, spawn and meaningful.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TMO4:** The most effective are visual, such as pictures or flashcards, and auditory resources like songs stories or sounds and also interactive resources like games that are also effective.

**S2:** Ok, well. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TMO4:** Short duration, colorful, and simple visuals, clear, slow audio with repetitions and familiar topics.

**S2:** Thank you. Ok. My partner César is going to continue with the questions.

**S1:** Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TMO4::** Well, they usually respond with curiosity, attention, and active participation.

**S1:** Thank you, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TMO4:** My recommendation is using shorter audios, include more repetitions, add interactive tasks and use visual support such as pictures or visual flashcards that support comprehension, — but without making them too distracting or overloaded with color.

**S1:** Question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TMO4:** I have adapted stories, songs and games with visuals to make them simpler, shorter and more interactive.

**S1:** Finally, question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TMO4:** Sometimes, the challenge is that the topics lacks playful activities which can make children lose interest or certain resources overstimulate them with too much sounds or movements. From my experience to overcome this is balance calm and active activities keep stages short and adapt the resource to avoid overload or overstimulation.

**S1:** Miss Mirelly, thank you so much, thank you for your time.

**TMO4:** You're welcome.

## Interview Transcription 5

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TEP5: Teacher Esther Prieto.*

**S2:** Good evening, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TEP5:** Good evening, about you question in my institution, resource design provides engaging and age-appropriate input that supports learners' listening development.

**S2:** Ok, the second questions is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TEP5:** High-quality design makes listening to activities clearer, more engaging, and easier to follow. It helps to improve listening skill acquisition.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TEP5:** That's an interesting question. In my classroom, visual and interactive resources with clear and simple audio are the most effective.

For example, I often use short animated videos with subtitles, picture cards, and interactive games such as "*Listen and Point*" or "*Simon Says.*"

**S2:** Ok, well. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TEP5:** For example, in my groups, I prefer short-duration materials with colorful visuals, repetitive language, clear pronunciation, and familiar contexts. These aspects help children understand and stay focused.

**S2:** Thank you. Ok. My partner César is going to continue with the questions.

**S1:** Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TEP5:** Learners show high engagement, better focus, and improved comprehension when the resources are designed for their level and interests.

**S1:** Thank you, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TEP5:** My recommendation is using simple language, shorter and more interactive activities, and including features that are culturally relevant for the learners.

**S1:** Thank you, question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TEP5:** Designing or adapting involves simplifying the language, adding visuals, individual tasks , and tailoring the context to children's interests, attention spans, and specific needs.

**S1:** Finally, question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TEP5:** Some challenges include students' short attention spans and the complexity of the language used in materials. To overcome these issues, I use visuals, songs, games, and plenty of repetition in the classroom. -- Thank you that is my answer.

**S1:** Thank you, Esther, for your time.

## Interview Transcription 6

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: María Lainez Crespo*
- *Teacher TKM6: Teacher Kenia Mendoza*

**S2:** Good evening, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TKM6:** Ok, resource design plays a crucial role because very young learners need materials that capture their attention and match developmental stage, well, my kiddos need visual support, such as flashcards, so it makes more easier for them to understand the topic. It could be whatever topic, in my case the alphabet, the animals. So, they need a lot of visual materials.

**S2:** Ok, well the second questions is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TKM6:** In my experience, the quality of resources designed directly impact how much children learn. High quality resources are clear, age appropriate and motivating which help students build confidence and understanding sounds, words and short sentences. Well, in my case it could be the sound of letter F. So, you have to emphasize the sounds. Well, in the other case fully design resource, On the other hand, poorly designed resource tend to confuse the students and reduce the interest, so it's important to capture their student's attention.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TKM6:** I believe a combination is most effective. Visual resources like flashcards and stories illustrations help them to connect the meaning and auditory like songs, chants or simple dialogues from cartoons like a Pocoyo, reinforce the topic through repetition. Interactive resources, such as digital platforms like Wordwall, keep them active and motivated while practicing listening.

**S2:** Ok, well. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TKM6:** The resources should be short in duration — around one to three minutes. They should include interactive visuals that are easy to recognize and have clear, slow, and natural audio.

For example again, when teaching the letter *F*, it's important to repeat the vocabulary slowly and clearly — like “F is four” — so that students can understand and repeat easily.

**S2:** Thank you. Ok. My partner César is going to continue with the questions.

**S1:** Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TKM6:** They usually respond with curiosity and enthusiasm. When the resource is well designed, they sing, imitate songs, and repeat words without feeling pressured. Classes should be fun and engaging so that participation becomes spontaneous, showing that they are internalizing what they hear.

**S1:** Thank you, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TKM6:** Ok, based on my experience I would recommend including more interactive elements that allow students to respond physically, for example, movement-based activities or digital games like *Wordwall*. I'd also suggest incorporating cultural elements and real-life sounds, as these make listening more meaningful. Resources should be adaptable to different learning paces, and teachers need to be flexible and creative.

**S1:** Thank you, question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TKM6:** I have adapted stories and audio strip simplifying the vocabulary, adding more pictures, more flashcards. I have to try more expressive and reducing. It could be if I've used an audio you have to reduce the duration, it could be just one, two or three minutes. Sometimes I create my own flashcards using IA. I could use puppets to accompany. It could be the audio about a dialogue which makes listening more interactive and fun.

**S1:** Finally, question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TKM6:** The main challenge is finding resources that are age appropriate because you can use an audio but it could be for students of ten years, but my students are 4 or 5 years. Many commercial materials are too advanced, so I have to reduce the complication for that activity for my students to overcome this, I adapt by shorter audios, pausing frequently, and adding texture or visual support to help comprehension.

**S1:** Kenia, Thank you for your time.

**TKM6:** It's a pleasure.

## Interview Transcription 7

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TSV7: Teacher Sara Vélez.*

**S2:** Good evening, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is Cesar Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TSV7:** I think resource design is very important because young learners need materials that capture their attention. If the design is colorful, simple, and connected to real-life situations, it helps them focus and understand better. A good design makes listening activities more meaningful and easier to follow.

**S2:** Ok, the second question is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TSV7:** From my experience, the quality of the resource really matters. When the audio is clear, short, and supported with visuals — that’s very important — students engage more and can understand key words or phrases faster. But when the audio quality is poor, students lose attention and motivation.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TSV7:** I can’t focus on just one type, because I believe all of them work best when combined. Visuals are very powerful because they provide context. Clear audio helps students recognize sounds and words. Interactive resources like songs, movement, or games are the most effective because children learn by doing and repeating — for example, with songs like Bruno Mars’ “Count on Me.” That kind of material really works well.

**S2:** Ok, well. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TSV7:** Usually, I look for short duration — around one to three minutes — and clear pronunciation. The visuals should be simple but attractive, and the audio should use friendly voices, such as songs, chants, or short stories that connect to real life. Nowadays, you can even use short videos like TikToks or Reels if they’re appropriate and educational — those work well with young learners.

**S1:** Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TSV7:** Young learners respond with curiosity and energy. If the material is fun, they repeat the words, move to the rhythm of the music, and try to answer. They feel motivated and gain confidence when they understand and recognize familiar sounds or vocabulary.

**S1:** Thank you, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TSV7:** I recommend including more interactive features — for example, songs with actions or short videos with movement. Resources should always be adapted to the students' age level, using simple words, familiar topics, and plenty of repetition. That makes learning easier and more enjoyable.

**S1:** Thank you, question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TSV7:** In my experience, I often adapt songs, stories, and games by simplifying the language and adding visual support. For example, I might shorten a story and use flashcards or gestures so that students can connect what they hear with something concrete. Visuals make the audio more meaningful and easier to understand.

**S1:** Finally, question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TSV7:** One challenge is finding materials that are not too long or too difficult. Many online resources are designed for older learners. To overcome this, I adapt them by cutting the audio, slowing it down, or adding visuals. Another challenge is keeping students' attention, so I combine listening with actions or games to keep them engaged. That really helps. That is all, thank you

**S1:** Thank you for your time, Sara.

## Interview Transcription 8

### *SPEAKERS LIST*

- *Student 1 - S1: Cesar Barra Paguay*
- *Student 2 - S2: Maria Lainez Crespo*
- *Teacher TAP8: Teacher Alisson Párraga*  
*Centro de Educación Bilingue EDUCA*

**S2:** Good afternoon, thank you for agreeing to take part in this interview. My name is María Lainez, and my partner is César Barra. We are conducting this study to better understand how resource design can support the development of listening skills in very young EFL learners. Question number one: **What role does resource design play in supporting the listening skills of very young EFL learners?**

**TAP8:** Good afternoon, resources play an important role to enhance listening skills, because using the correct tool you can help kids to identify different accents and they can adapt their ears to understand English as a forewing language.

**S2:** Ok, the second questions is: **Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?**

**TAP8:** The quality of the listening is crucial; each word must listen clearly. If the listening is not clear very young learners can be confused and the process to enhance listening skills could be affected in negative way.

**S2:** Ok. The question number three is: **What types of resources (visual, auditory, interactive, etc ) do you believe are most effective in supporting listening comprehension in very young learners?**

**TAP8:** Interactive. Definitely. From my experience I believe that interactive resources is best way not only to support listening comprehension but also to keep the students attention. May example if I am telling a story about animals. I can start like this: one day I was walking in the park, in the park I found A.... What Did I Find? You Found A Dog.

**S2:** Ok, well. The question number four is: **What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?**

**TAP8:** First of all, the audio must be clear, that very young learners can identify word by word, if I use a video must be a short video no more than 2 minutes, the vocabulary must be according to the age and topic.

**S2:** Thank you. Ok. My partner César is going to continue with the questions.

**S1:** Question number five is: **How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?**

**TAP8:** If the resource get the student's attention, and it's interesting, children have a positive reaction, because the teacher explain the content or vocabulary of the listening previously

**S1:** Thank you, question number six is: **What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students.**

**TAP8:** I recommend to analyze the context, the accent of the listing the vocabulary, another recommendation is to use not only multimedia resources such as videos or song, you can use your voice to connect with your students as the activity that I was mentioning previously about to create stories together.

**S1:** Thank you, question number seven is: **Could you describe your experience with designing or adapting listening resources for very young students?**

**TAP8:** The way to found or adapt listening resources into your English class is very interesting because you discover and are surprised by how creative you can be.

**S1:** Finally, question number eight: **What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?**

**TAP8:** One of the challenges is that you can't find everything on the internet; in other words, you can't just search and use the first resource you find. Finding a good resource takes time and dedication, and in the end, if you can't find it, you have to unleash your creative side as teachers of very young learners to adapt the ideas to enhance students listening skills.

**S1:** Thank you, Allison for your time.

**TAP8:** You're welcome

## **Annex C: *Sample questionnaire***

### **Questionnaire for Teachers of Very Young EFL Learners**

1. What role does resource design play in supporting the listening skills of very young EFL learners?
2. Based on your experience, how does the quality of listening resource design influence the enhancement of listening skills in very young students?
3. What types of resources (visual, auditory, interactive, etc.) do you believe are most effective in supporting listening comprehension in very young learners?
4. What are the main characteristics you look for in an effective listening resource for very young children (duration, visual content, type of audio, etc.)?
5. How would you describe the way young learners respond to resources or materials specifically designed to improve their listening skills?
6. What changes or improvements would you recommend to ensure that the resources designed are effective in developing listening skills in very young students?
7. Could you describe your experience with designing or adapting listening resources for very young students?
8. What challenges have you faced when designing or selecting listening resources for very young students, and how have you overcome them?