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NATIONAL AND FOREIGN LANGUAGES**

**“KINESTHETIC APPROACH TO ENCOURAGE ENGLISH  
LISTENING SKILL IN PRE-SCHOOLERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:  
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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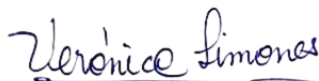
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**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitled **KINESTHETIC APPROACH TO ENCOURAGE LISTENING SKILLS IN PRESCHOOL CHILDREN**, prepared by **GUALE SUAREZ ELIANA MICHELLE** and **LOOR REYES CAROLIN STEFANIA**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



.....  
**Lic. Limones Borbor Julieta Verónica, MSc.**  
**ADVISOR**

## Statement of Authorship

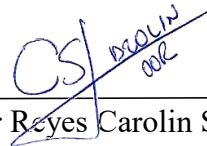
We, Guale Suarez Eliana Michelle, with ID number 2450630401 & Loor Reyes Carolin Stefania, with ID number 2450058405, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "KINESTHETICS APPROACH TO ENCOURAGE ENGLISH LISTENING SKILL IN PRE-SCHOOLERS," certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.



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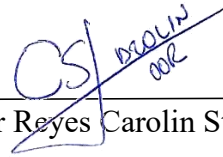
## Declaration

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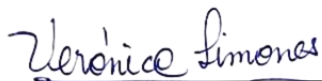
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## **Acknowledgment I**

This research project represents a dream come true and a stage of personal and academic growth. First of all, I thank God for giving me the strength, clarity, and perseverance to complete this journey successfully. I am deeply grateful to my parents, whose unconditional love, support, and sacrifices have been the foundation of my education and achievements.

To my boyfriend, for his patience, motivation, and encouragement during moments of stress and doubt—thank you for believing in me. I also extend my gratitude to my teachers and classmates, who contributed with their knowledge, feedback, and companionship throughout this process. Finally, I thank myself for the effort, dedication, and confidence that made this dream possible.

*Guale Suarez Eliana Michelle.*

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*Loor Reyes Carolin Stefania*

## **Dedication I**

First of all, I dedicate this work to God, for giving me strength, wisdom, and faith throughout this journey. To myself, for believing in my abilities and never giving up despite the challenges.

To my beloved parents, whose love, guidance, and sacrifice gave me the foundation to reach this goal. And to my boyfriend, for his constant support, patience, and encouragement during every stage of this process. Each of you has been an essential part of this achievement.

*Guale Suarez Eliana Michelle.*

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To my husband, my life partner blessed by God, thank you for your patience, understanding, and words of encouragement during difficult times. Thank you for not letting me give up when I felt I couldn't go on. Your unwavering support gave me the strength to achieve this goal. I love you.

To all my family, I dedicate this work as a result of the effort, love, and support each of you gave me to reach this milestone. I love you all very much.

*Loor Reyes Carolin Stefania*

## **Abstract**

This study explores the effectiveness of the kinesthetic approach in developing English listening skills among preschoolers. Recognizing that young learners acquire language best through active, sensory-based experiences, the research focuses on integrating movement, gestures, songs, and interactive games into English lessons. Using a qualitative methodology, classroom observations and teacher interviews were conducted to assess engagement levels, comprehension, and response to auditory input. Results indicate that kinesthetic activities significantly enhance children's ability to understand and retain spoken English, as physical movement reinforces meaning and attention. Furthermore, the approach promotes motivation, participation, and a positive emotional connection with learning. The findings suggest that incorporating kinesthetic strategies in early English education not only strengthens listening skills but also supports holistic language development by aligning physical activity with cognitive processes. This approach proves especially effective in maintaining focus and enthusiasm among preschool learners.

**Keywords:** kinesthetic approach, listening skills, preschoolers, English learning, early education

## Resumen

Este estudio explora la eficacia del enfoque cinestésico en el desarrollo de las habilidades de comprensión auditiva del inglés entre los niños en edad preescolar. Reconociendo que los jóvenes estudiantes adquieren el lenguaje mejor a través de experiencias activas y sensoriales, la investigación se centra en integrar el movimiento, los gestos, las canciones y los juegos interactivos en las clases de inglés. Utilizando una metodología cualitativa, se llevaron a cabo observaciones en el aula y entrevistas a los profesores para evaluar los niveles de participación, la comprensión y la respuesta a los estímulos auditivos. Los resultados indican que las actividades cinestésicas mejoran significativamente la capacidad de los niños para comprender y retener el inglés hablado, ya que el movimiento físico refuerza el significado y la atención. Además, el enfoque promueve la motivación, la participación y una conexión emocional positiva con el aprendizaje. Los resultados sugieren que la incorporación de estrategias cinestésicas en la enseñanza temprana del inglés no solo refuerza las habilidades auditivas, sino que también favorece el desarrollo holístico del lenguaje al alinear la actividad física con los procesos cognitivos. Este enfoque resulta especialmente eficaz para mantener la concentración y el entusiasmo entre los alumnos de preescolar.

**Palabras clave:** Enfoque cinestésico, habilidades auditivas, niños en edad preescolar, aprendizaje del inglés, educación temprana.

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## Introduction

In recent years, the teaching of English in early childhood education has gained significant importance due to the growing need for communication in a globalized world. Preschoolers possess an extraordinary capacity for language acquisition, as they can intuitively internalize vocabulary, pronunciation, and grammar through natural interaction rather than through formal instruction. However, traditional English teaching methods often neglect the development of listening comprehension—an essential foundation for future oral communication—by relying primarily on repetition, static materials, or visual aids (Tindaon & Ristia Damanik, 2024).

The kinesthetic approach offers an alternative that aligns with children's natural learning tendencies. This method promotes learning through movement, linking physical activity with cognitive and linguistic processes. It emphasizes the importance of active participation, sensory engagement, and play in language acquisition. Kinesthetic learning stimulates memory retention, enhances motivation, and improves children's attention span (Pacheco, Villafuerte, and López 2022). Furthermore, studies such as Balarezo (2024) demonstrate that physical movement is closely related to the development of basic learning functions, supporting the notion that the body can serve as a powerful tool for mental and linguistic growth.

From a pedagogical perspective, the Total Physical Response (TPR) method—one of the most representative kinesthetic strategies—demonstrates that comprehension precedes production. By responding physically to commands and actions, children internalize language naturally and stress-free (Asher, 1969; Xie, 2021). In preschool contexts, kinesthetic strategies transform English listening practice into an engaging and meaningful process, as children associate sounds, gestures, and actions with real-life meaning. This dynamic,

multisensory interaction not only strengthens listening comprehension but also promotes confidence and active communication.

In the Ecuadorian context, English instruction in preschool education still faces limitations in terms of methodological innovation and multisensory approaches. As observed in various institutions, listening activities are often limited to passive exercises, leading to low motivation and weak language retention. Implementing a kinesthetic approach can therefore contribute to addressing these gaps by fostering environments where children listen, move, and learn simultaneously.

This research aims to analyze how the kinesthetic approach encourages the development of English listening skills in preschoolers, examining teachers' perceptions, children's behaviors, and the relationship between movement-based learning and listening comprehension. By integrating theory and practice, this study seeks to demonstrate that kinesthetic strategies not only enhance linguistic abilities but also support holistic child development in early education.

## Chapter I

### The Problem

#### Statement of the Problem

In the last few decades, teaching English has become increasingly important in early education because children need to learn how to communicate in a globalized world. Children's natural ability to acquire language is one of the most fascinating phenomena in psycholinguistics. In a relatively short time, they are able to master language structures, expand their vocabulary, and learn pronunciation without formal education. Tindaon and Ristia Damanik (2024) mention that adults often need more time and effort to learn a new language compared to children. However, in many educational settings, language teaching is fragmented and does not focus enough on developing listening comprehension, which is essential for oral language production at a later stage.

The kinesthetic method, which focuses on learning through movement, has proven useful in assisting young children in language acquisition. It links physical activity with cognitive and linguistic processes. However, its consistent use to improve listening comprehension in English in preschool classrooms is still limited or unstructured, especially in Latin American contexts (Pacheco, Villafuerte, & López, 2022).

The reality observed in various early childhood education centers shows that the strategies used to promote listening skills in English tend to be static and lack multisensory stimulation. This causes children to show disinterest, difficulty following instructions in English, and limited retention of vocabulary and structures. Although there are pedagogical approaches designed to meet the learning needs of young children, such as the kinesthetic approach, their systematic application remains scarce (Munna & Kalam, 2021).

A study conducted in Ecuador, in the city of Salcedo, province of Cotopaxi, mentions that kinesthetic learning and the development of basic functions in first-year students of General Basic Education at the Cristóbal Colón Educational Unit revealed, through the Chi-Square test, that there is a significant relationship between kinesthetic learning and the development of basic functions. The study highlights that movement is an essential tool for early learning stimulation (Balarezo, 2024).

In the English language, it is essential to develop different skills, but there is one in particular that children develop at an early age, and that skill is listening comprehension. However, in educational settings such as preschool, English language teaching is limited to traditional methods that focus on repetition or the use of printed materials, which fails to contribute to the needs of an active teaching-learning process suitable for young children (Islahuddin, 2023).

There are several studies that support the process of teaching and learning English through the body, as proposed by the Total Physical Response (TPR) approach. This approach allows students to understand a foreign language without precision through oral production in the early stages (Izquierdo Casadiego, 2021). However, further research is needed on how this approach affects the development of listening skills in English. This includes analyzing it from the teachers' point of view and observing the children's behavior in the classroom (Oyeronke, Adeoye, Arowosaye, & Yejide, 2024).

### **Research Question**

#### **Main Question:**

- What is the role of kinesthetic approach in the development of listening skills in preschool children?

#### **Specific Questions:**

- What are teachers' opinions on the use of the kinesthetic approach in teaching English in preschool?
- What are the benefits of kinesthetic activities in the development children's listening skills?
- What kind of physical activities help in listening comprehension skill?

## **Objectives**

### **General Objective:**

- To analyze how the kinesthetic approach enhances listening skills in preschool children.

### **Specific Objectives:**

- To identify teachers' perceptions and experiences regarding the use of the kinesthetic approach in developing listening comprehension.
- To associate pedagogical and theoretical basic of the kinesthetic approach to listening comprehension.
- To interpret the relationship between the application of the kinesthetic approach and development of the listening comprehension.

## **Justification**

This research is important because it addresses an educational need: improving early English language teaching through engaging methods that promote the comprehensive development of the child's teaching-learning process. The kinesthetic approach highlights the fundamental role of physical movement in children's instruction. When applied correctly, it can significantly improve their listening comprehension skills in a foreign language, as pointed out by Boese (2022) and Jensen (2001). From an academic perspective, this study

aims to provide qualitative data showing the relationship between physical movement and linguistic communication in early childhood.

Additionally, it will provide teachers with useful tactics that adapt to children's learning styles. In a social environment, early progress in English listening comprehension promotes more effective integration into the global world. It supports the communication skills required in the 21st century. In short, those who develop this skill from an early age control their transition to higher education, gain confidence in communication, and strengthen essential skills for integration into an interconnected world.

**Study Variables:**

**Central qualitative variable (Independent variable):** Kinesthetic approach to teaching English.

**Dependent variable:** Development of listening comprehension (English listening skill) in preschool children.

**Contextual variables:** Teaching practices, child participation, resources and materials, classroom environment, motivation, and attention.

## Chapter II

### Theoretical Framework

#### Background

Kinesthetic learning continues to evolve significantly in early childhood education, particularly for children aged 3 to 8, as it facilitates the connection between physical movement and the knowledge formation process. This learning method, in the first three key years of development, enhances students' cognitive and linguistic abilities, while increasing their motivation and focus. The teaching-learning method that uses body movements to enhance children's understanding is more practical, as children engage in activities related to handling objects, dance, theater, pantomime, and manual activities, making the learning process efficient and practical (Oladele, 2024).

Kinesthetic learning is highly valued for its role in teaching children. Around the world, it is appreciated for reducing stress associated with learning, enhancing brain plasticity and memory, and promoting adaptation. The CDI-Euro-American study (2024) points out that stimulating several areas of the brain at the same time and including physical movements in classes enhances understanding and memorization of content.

Various studies have highlighted that the kinesthetic method is directly linked to the Total Physical Response (TPR) teaching strategy, given that the teaching-learning process is based on actions and movements that link language with bodily reactions. Xie (2021) argues that "Total Physical Response is a suitable option for teaching English to young learners." It is possible to help them memorize commands or vocabulary in a simple way using movement. Not only will they acquire knowledge, but they will also find it interesting and fun. Total Physical Response is very appropriate for kinesthetic learners who need to be actively involved in the classroom. This approach seeks to instill language skills through action, and

the English teacher has three obligations: to act as an instructor, to be a role model, and to supervise the action until the students are ready to replicate what the teacher has said and done.

According to Pallo Ayala & Rosero Herrera (2023), language classes based on the TPR method consist of a series of commands from the teacher that are gradually introduced and repeated until the class internalizes them. The teacher first gives a command and performs the corresponding action with four volunteers in front of the class, for example, a command: Stand up.

Adipat et al. (2021) argue that the presence and observation of the teacher during play, regardless of whether it is digital or not, are crucial elements in the educational process. These components enable teachers to ensure that, if a student strays or loses, they feel encouraged to progress in the future, both in the game and in their English vocabulary, rather than focusing solely on winning or losing.

Lucintuña and Urbina (2024) conducted a study on strategies that use movement in schools in Ecuador. When researching primary schools in the Coicos area of Guaranda, they found that teaching techniques that incorporate movement help improve students' motor skills and encourage their desire to learn. This study provides educators and researchers with evidence that movement is a powerful motivator that creates meaningful learning opportunities. The literature reviewed shows that kinesthetic approaches in preschool education promote children's overall growth, in addition to the acquisition of language skills.

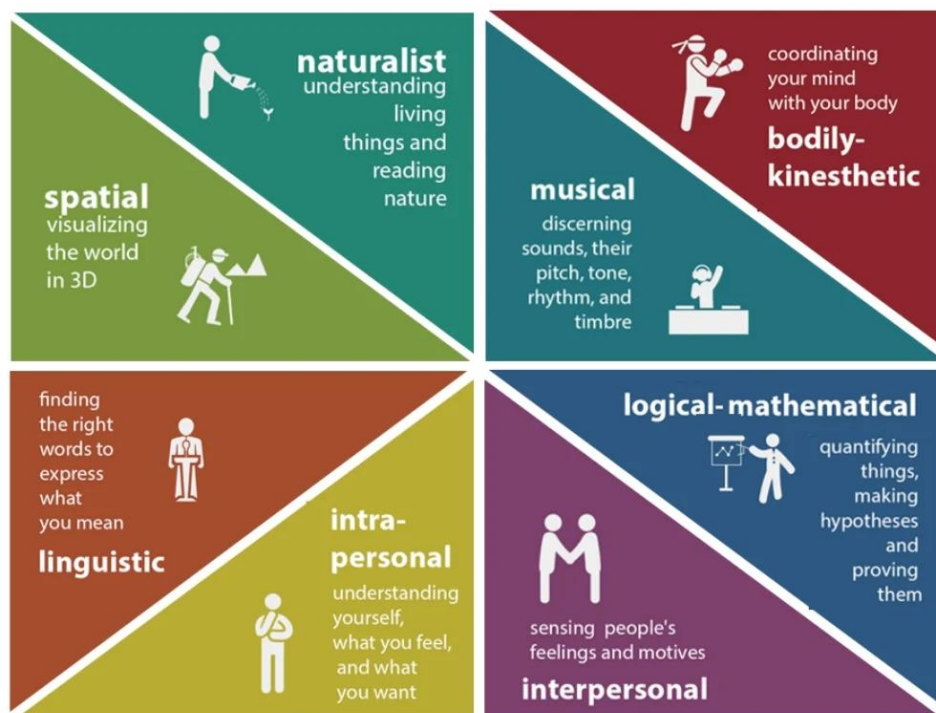
### **What is the kinesthetic Approach in Preschool Education?**

Kinesthetic learning, which involves active learning, enables teachers and parents to play an essential role in a child's growth. A child who acquires knowledge through kinesthetic participation is highly active and assimilates information directly with their body. To

understand kinesthetic teaching methods, it is essential to examine the various types of intelligence, as one of these is related to bodily-kinesthetic intelligence. All individuals differ from one another in their physical appearance and emotional development.

According to Marenusn (2025, cited by Howard Gardner, 1983), each individual possesses a different type of intelligence. Thus, intelligence is perceived differently depending on intellectual potential. Additionally, Gardner's theory points out that there are eight different intelligences and argues that an individual does not only possess the intellectual ability to exhibit skills and talents. Thus, in his theory, Gardner recognizes several intelligences, including musical, interpersonal, spatial-visual, and linguistic.

*Figure 1. Multiple Intelligences*



*Note.* Howard Gardner's theory of multiple intelligences argues that individuals possess several different types of intelligence, rather than a single general intelligence, by Marenusn (2025, cited by Howard Gardner, 1983).

Based on Howard Gardner's theory of multiple intelligences, the eight multiple intelligences are: spatial, naturalistic, musical, linguistic, intrapersonal, interpersonal, logical-mathematical, and bodily-kinesthetic. This research focuses on bodily-kinesthetic multiple

intelligence, which Ulfa (2022), highlights that the lack of public reading skills on kinesthetic abilities is an essential resource for educators and parents to work together in developing children's kinesthetic skills and abilities from an early age, making them feel influential and integral to the child's development.

Kinesthetic learners can be motivated to participate in the teaching-learning process and often prefer to participate through play. This is important in early childhood, as it is a crucial period for cognitive, socio-emotional, and physical development. Kinesthetic learning enables young children to work on all these areas simultaneously, fostering positive energy and motivation in the teaching and learning process (Allen L. , 2020).

Kinesthetic learners, also referred to as tactile learners, possess a distinct learning style. They construct knowledge through physical movement and practical experience, applying their expertise in practice, and learn best by moving or manipulating objects, through touch and sensations. Educators and parents need to recognize and understand these unique learning styles in the classroom (Luberger, 2025).

Features of kinesthetic learners: Kinesthetic learners are likely to exhibit some of these characteristics:

- They're super active.
- They like hands-on experiences with the stuff they're studying.
- They need learning experiences that use multiple senses.
- They use gestures when they talk.
- They like solving problems actively.
- They enjoy actively solving problems.
- They enjoy touching and manipulating objects.
- They may tap their foot or use a pencil to help them concentrate.

- They enjoy creating things and then taking them apart.
- They have difficulty maintaining concentration for long periods of time.

### **Pedagogical Basis**

#### **The Process of Teaching and Learning English in Preschool**

Preschool education is important because it is here that children acquire the basic knowledge they need for good cognitive development. Introducing English as a foreign language at a young age can have numerous benefits. In other words, if a child acquires a language, their ability to learn it is much faster, and they can absorb and process large amounts of information, acquiring early English skills without the psychological barriers that we encounter as we grow older. But preschool education at the present stage requires new solutions to improve the quality of education and children's knowledge.

It is necessary to develop and implement interactive programs to educate and increase motivation in preschool-aged children. As we know, the preschool age is unique for learning a foreign language due to certain mental characteristics of preschool-aged children, such as the intensive development of cognitive abilities, rapid language acquisition, the absence of language barriers, and a capacity for imitation. Juraboyeva (2025), mentions that between the ages of 5 and 8, a child's brain has lost most of the plasticity and qualities necessary to learn a foreign language. These qualities include the ability to accurately imitate the language, including tones, sounds, accents, etc., as well as the ability to facilitate language learning and use it independently. In addition, my preschool teacher offered me an unbeatable opportunity: playful motivation that allows us to make English classes as natural and engaging as possible

Ademi (2020) points out that preschool education is most effective when learning takes place through play and fun, but some serious lessons can be incorporated, especially in early reading and writing. The main methods for teaching English to kindergarten children

are rhymes, role-playing, short plays, poems, stories, songs, and reading picture books. It is also important to encourage children to speak English, especially in places where English is not the native language. Cameron (2001, p. 20) says that “the broader and richer the linguistic experience provided to young children, the more likely they are to learn.”

### **Listening Comprehension in Foreign Language Acquisition**

Listening is an invisible cognitive process; the process cannot be guided in the same way that reading, writing, or speaking skills can be guided. These skills are among those that offer the most concrete evidence of internal processes. Listening comprehension activities only serve to assess oral comprehension skills. This means that elementary school students who have not had an adequate pedagogical foundation in the English language often struggle with both oral expression and listening comprehension, preventing them from communicating in this language. Unlike children, they may have an advantage in listening comprehension because they have been exposed to a second language from an early age, which facilitates their knowledge of vocabulary and allows them to express themselves orally. Listening comprehension is a fundamental aspect of acquiring proficiency in a foreign language; however, many students find it difficult due to factors such as limited exposure to the language, variations in accent, and speed of speech (Mukhtorova & Ilxomov, 2024).

The process of language acquisition is probably one of the most remarkable achievements that people accomplish during childhood. Children learn a language by listening, speaking, reading, and writing; they acquire it quickly, and by the age of five, they can speak with correct grammar and understand what others are saying, communicating effectively. Allen et al. (2021) mention that in general terms, the psychological characteristics of preschool children can be divided into three main aspects. Firstly, preschoolers imitate others due to their limited independence and tend to follow the example of those around them. They are very observant and tend to copy the movements and words of those around them.

Stankova, Hruby, and Hasilova (2022) argue that “the development of listening comprehension in a foreign language is a complex process, interrelated with the progress in other language skills, and could be affected by numerous variables, including age” (p. 167). Understanding a conversation between native speakers requires comprehending it at a normal pace and in a natural way. Auditory perception is a logical phenomenon: listeners try to determine meaning by acquiring data from the sound source. Listening comprehension is also one of the language skills, referring to the interpretation of verbal discourse. In addition to the purely linguistic element, cognitive, perceptual, attitudinal, and sociological elements also play a role. Learning through hearing is a learning modality that primarily requires auditory experiences; thus, it relies mainly on listening and speaking to build knowledge.

### **Theoretical Basis is Conceptual**

#### **Total Physical Response (TPR) as a Kinesthetic Strategy**

TPR involves learning an additional language through a code-breaking process, which facilitates an extended period of comprehension development prior to language creation. This educational system is based on the notion that natural human behavior is biologically designed to learn any natural language, including sign language for deaf people. An illustrative example is the way babies assimilate language (Jayanti and Rachmawati, 2025).

Total physical response focuses on the way children acquire their native language. It observes and analyzes the interaction between parents and children, merging verbal and motor skills, and the way the child physically reacts to their parents' verbal communication. In turn, the child's reaction is positively reinforced by the parents' voice. This means that, over several months, the child gradually acquires language without having the ability to speak. This period is when the internalization and decoding of messages occurs. Once this phase is over, the child can imitate language naturally. In addition, Total Physical Response (TPR) is a

teaching-learning technique that uses linguistic elements, particularly vocabulary, in physical movement to respond to verbal information. It is a process of imitation, which is how babies learn their first language, and reduces students' inhibitions and stress. TPR aims to establish a mental connection between speech and action to improve the teaching and learning process of language and vocabulary (Toolkit, 2023).

Abdumutaljonovna & Xasanboy qizi (2025) mention that TPR, an approach to language teaching, focuses on physical movement and commands, and that this method is suitable for young students who learn naturally through kinesthetic experiences.

Agistiawati, Fuadi, & Mariyanah (2025) mention in their study that the process of learning English as a foreign language is not easy, especially for primary school students, as teachers must resort to creativity and innovation to keep students' attention in class and help them understand the teaching material. For this reason, the authors mention the use of the TPR method, which utilizes body movements to interpret words, aiming to help teachers in teaching English and creating a pleasant classroom atmosphere.

In the 1960s, James Asher created a language teaching method called TPR. According to Lalaleo (2022), "TPR is based on the premise that learning and memory improve when students respond physically to commands rather than just listening or writing. TPR is based on language learning theories that demonstrate the need to connect language with physical action". Asher asserts that listening comprehension precedes speaking, suggesting that they are linked in some way. Participation in physical actions allows students to more deeply assimilate concepts and vocabulary (Montes, 2021).

The process shows how TPR can be applied to reinforce comprehension through physical commands, focusing on understanding and applying language in the real world:

**Pre-listening phase:** here, the teacher performs some physical actions corresponding to instructions such as “sit down” or “stand up.” Students learn to associate commands with their meaning and purpose through visual perception and context. In the pre-listening stage, teachers apply methods such as Total Physical Response (TPR), which incorporates movements to reinforce vocabulary and create a dynamic learning environment (Kieu & Hung, 2023). It also helps students with instructions, while allowing them to process spoken language more easily and naturally during the activity.

**Active listening:** In TPR activities, students use keen listening abilities and respond with actions, such as touching their toes upon hearing the words "touch your toes." Thus, walking the listening through an active experience, students mentally associate auditory input with a purposeful action, which aids their understanding beyond just memorization (Pilatuña-Espinoza, 2024). The emphasis lies in encouraging the students to extract meaning from each command within a context so that they would understand the language more profoundly.

**Reflection and comprehension:** After TPR sessions, return to the classroom for a reflection period where students discuss the commands and actions they carried out. Such discussion serves to consolidate comprehension, as it gives students the opportunity to affirm the commands they understood or to clarify areas where anything was unclear (Sumarni, 2022). Reflection into spoken language processing gives students further leverage with linguistic comprehension.

**Additional practice for reinforcement:** In the final phase, the students extend their TPR work through doing activities that involve longer sequences of commands or, much more creatively, having some of the students generate commands for their peers

to perform. Performing these TPR activities will enable them to better process language dynamically and respond accordingly to the relevant verbal instructions in context (Duan, 2021). This additional practice ensures that students provide accurate and contextual responses, cultivating an adaptive sort of listening that enables the actual use of language in real situations (Syafii, 2020).

### **Legal Basis**

The articles mentioned below highlight the importance of education for every individual, as well as the most effective ways to teach English in academic settings.

#### **Constitución de la República del Ecuador**

In the “Constitución de la República del Ecuador” (CRE), the following articles are mentioned:

**Art. 26.** - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26)

**Art. 27.** - Education will be centered on the human being. It will ensure their holistic development, respecting human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work (CRE. 2008, art. 27)

**Art. 28.** - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation without discrimination, as well as compulsory education at the initial, primary, and baccalaureate levels, or their equivalent, will be guaranteed.

The State will promote intercultural dialogue in its multiple dimensions. It is the right of every person and community to interact across cultures and participate in a learning society. Learning will occur both in and out of school, and public education will be universal and secular at all levels of education. It will also be accessible to the third level of higher education (CRE, 2008, art. 28).

**Art. 29.** - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment.

Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE, 2008, art. 29).

### **Ministerio de Educación**

In the "Ecuadorian in-service English Teachers Standards," the Ministerio de Educación, in its fifth domain, titled "Professionalism and Ethical Commitment," states that teachers must update their techniques to improve in the field of teaching a foreign language. They must also demonstrate that they possess sufficient knowledge of EFL. Furthermore, teachers must work cooperatively with their colleagues to create a good atmosphere for their students (2002).

Notwithstanding, based on the general standards, specifically item 5.b. named "Professional Development, Partnership, and Advocacy", the following aspects are mentioned:

5.b.1. To benefit from chances of career advancement.

5.b.2. To set proficient objectives.

5.b.3. To operate collaboratively with other members of the institution in order to create a comprehensive atmosphere among all.

## Chapter III

### Methodological Framework

#### Methods

This chapter presents the methodological aspects of the study. The methodological approach adopted, the research strategy, and the methodological planning of the different stages of the research are outlined. The methodological framework adopted for the kinesthetic approach aimed to promote English listening comprehension skills in preschool children.

This research is educational in nature; it consists of a set of descriptive, critical, and explanatory processes, where the descriptive process has main components based on reality, critical processes involve textual typology whose purpose is to analyze and evaluate a specific object of study, and explanatory processes provide the reasons for a phenomenon or the relationships between variables that apply to the study of a phenomenon. In addition, the qualitative perspective method is applied, as it considers that reality is constantly changing and that researchers, when interpreting reality, will obtain subjective results. In other words, the qualitative method perspective aims to understand reality based on experience. These factors affect some educational phenomena, considering that reality is constructed by individuals who interact with the same environment. The qualitative method involves the combination of analytical movements to solve an adapted problem (Pratt et al., 2020).

The objective of the qualitative approach is to study and collect information in order to obtain appropriate results. To achieve this objective, it is necessary to begin with participant observation. According to Busetto, Wick, and Gumbinger (2020), qualitative research has a formal description and follows a general rule of pragmatism; that is, this type of research generally includes data in the form of words rather than numbers (p. 1).

## **Type of Research**

### **Research Method**

The present study is based on a qualitative research approach, specifically adopting a phenomenological method, which seeks to understand and describe the lived experiences of the participants involved in the teaching and learning process. The phenomenological approach allows the researcher to explore how preschool children perceive, experience, and interpret the kinesthetic approach applied to English language learning. This method focuses on the meaning of experiences rather than on measurable data, highlighting the subjective reality constructed by individuals in their natural educational environment.

### **Research Type**

Therefore, the research corresponds to a descriptive phenomenological study, since its purpose is to describe and analyze the perceptions and behaviors of preschool children regarding the kinesthetic approach and its contribution to the development of English listening comprehension skills. This type of study does not manipulate variables but rather observes and interprets experiences as they occur, allowing a deeper understanding of how the kinesthetic approach influences the process of learning English.

### **Data Collection Techniques**

#### **One- On- One interview**

There are numerous techniques and tools for collecting data. They provide a personal environment in which the interviewer can assess the interviewee's skills, personality, and aptitude, and individual interviews are conducted in person and take place between an interviewer and the interviewee. The format of these interviews is usually quite simple, and this style tends to be more similar to what candidates expect when they are called for a job interview. The individual interview is a tool for collecting data in research. The interview

method, in particular the role of the interviewer and the relationship between interviewer and interviewee, is receiving increasing attention in the specialist literature. Individual interviews are valuable for better understanding people's perspectives and insights based on their experiences with a particular phenomenon and thus contribute to comprehensive data collection (Matysek, 2023).

Interviews are one of the most promising ways to collect qualitative data by establishing communication between the researcher and the interviewee. The researcher, in a face-to-face, telephone, or online conversation, attempts to understand and explore the opinions and behavior of respondents on a specific topic. Despite the great importance of interviews for data collection in a research study, it can be difficult to design an effective interview that provides unbiased, sufficient, and accurate data (Taherdoost, 2022).

Therefore, the authors considered carrying out the process of interpreting and analyzing the kinesthetic approach used by English teachers in the teaching-learning process of listening skills to preschool children, in order to get closer to reality. Individual interviews will be used as a technique to gather information, as such interviews will enable the authors of this research to better interpret the teachers' knowledge and opinions on the subject under study.

## **Instruments**

### **Questionnaire for Interview**

Qualitative research instruments are designed to collect descriptive and detailed data, rather than numerical data. Among the most commonly used instruments in qualitative research are: Interviews: one of the most widely used instruments in qualitative research, interviews allow for the collection of detailed and personal responses.

The interview is open-ended, contains ten questions, and will be conducted online. This questionnaire will identify the kinesthetic approach aimed at promoting English listening comprehension skills in preschool children. The interview is intended for teachers.

Questions to be asked during the interview:

1. How important do you think it is to develop listening skills in English in preschool children?
2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?
3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?
4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?
5. How do you perceive children's participation and motivation when they engage in movement activities compared to more traditional activities?
6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?
7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?
8. In your view, how does a kinesthetic approach support inclusion of children with different learning styles?
9. What resources or support do you consider necessary to best implement these strategies in classroom settings?

10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?

### **Population and Sample**

A population is defined as the complete group that a research study aims to analyze, while a sample is a specific subset of that population from which data is collected. The sample size is always smaller than the total population size (Bhandari, 2020).

For this study, the population consisted of all English teachers working in primary education institutions within the Santa Elena Peninsula, La Libertad canton. Due to practical constraints and to ensure the feasibility of the study, a purposive sample was selected. The study sample included a total of five English teachers: one teacher from Jardines del Edén Primary School and four additional teachers from other educational institutions in the region. The inclusion of the additional four teachers aimed to reinforce the validity and reliability of the research findings.

The sample selection considered factors such as teaching experience, familiarity with the primary education curriculum, and engagement in classroom practices relevant to English instruction. Jardines del Edén Primary School was chosen because it represents a typical primary school in the area, offering education from kindergarten through seventh grade, but employing only one English teacher. The additional teachers were selected from nearby schools to provide a broader perspective on English teaching practices in similar educational contexts. This approach allowed the study to capture diverse experiences while maintaining focus on the target population.

## Chapter IV

### Analysis of Findings

#### Brief Analysis of Findings

The fourth chapter presents the analysis and interpretation of the collected data, supported by previous studies related to the kinesthetic approach and its role on English language learning. This section aims to examine how kinesthetic strategies contribute to the development of listening comprehension skills in preschool children. The analysis focuses on teachers' perceptions during the used kinesthetic activities. Therefore, the main objective of this chapter is to analyze how the kinesthetic approach encourages the development of listening comprehension skill in preschool children.

#### Interpretation of Interviews

*Table 1 Interpretation of interviews*

Categories	Answers	Authors
<b>Importance of Listening Skills in Preschool</b>	Developing listening skills in English is essential in preschool, as it lays the foundation for natural language learning. Constant listening allows children to become familiar with the pronunciation, rhythm, and structure of English. It also strengthens their attention, concentration, and auditory memory, fostering a positive attitude toward the language from an early age.	Xie (2021)
<b>Use of Kinesthetic Activities</b>	Physical activities such as games, songs, and role-playing are frequently used to teach English. These activities allow language to be linked to action, generating natural understanding. The experience has been positive, as children participate enthusiastically, show greater retention of content, and feel more confident when interacting in the new language.	Oladele (2024)
<b>Advantages of the Kinesthetic Approach</b>	This approach motivates children because it respects their need for movement and exploration. They learn by doing, which allows them to become emotionally involved and better understand the content. It also develops social and cognitive skills, promoting comprehensive learning that goes beyond language.	Pacheco, Villafuerte, & López (2022)
<b>Challenges in Applying Kinesthetic Strategies</b>	One of the main challenges is controlling the group during movement activities, avoiding distractions. There are also spatial limitations in the classroom and differences in each child's motor skills. Adapting activities and maintaining a balance between play and learning requires planning and flexibility on the part of the teacher.	Lucintuña and Urbina (2024)

<b>Children's Motivation and Participation</b>	Children show a high level of participation when activities involving movement are used. They feel motivated, integrate easily, and enjoy learning. Even the shyest children gradually become involved. These activities awaken positive emotions, strengthen self-esteem, and foster an environment where learning is fun.	Munna & Kalam (2021).
<b>Effective Kinesthetic Activities</b>	The most effective activities are the TPR (Total Physical Response) method, songs with gestures, and role-playing games. These allow children to associate words with actions, understand without translation, and participate naturally. They also reinforce grammatical structures and vocabulary in meaningful contexts.	Izquierdo Casadiego (2021); Jayanti & Rachmawati (2025); Pallo Ayala & Rosero Herrera (2023)
<b>Assessment Methods</b>	The assessment is based on direct observation of children's responses to instructions in English. Variations in dynamics and subsequent feedback are also used. The child's verbal and nonverbal language are considered indicators of comprehension, with priority always given to formative and contextual assessment.	Adipat et al. (2021)
<b>Inclusion and Learning Styles</b>	The kinesthetic approach promotes inclusion, as it adapts to different learning styles. It does not require a single way of responding and allows all children, regardless of their linguistic or motor skills, to participate actively. In addition, it promotes equity and respect for individual differences within the classroom.	Oladele (2024); Allen L. (2020)
<b>Resources Needed</b>	A suitable physical space for movement is required, as well as materials such as songs in English, visual cards, manipulatives, and audiovisual resources. It is also important to have ongoing teacher training and institutional support. Family involvement strengthens the learning process at home.	Ulfa (2022)
<b>Recommendations for Teachers</b>	It is recommended to plan activities involving movement that have clear linguistic objectives, observe children in order to adapt strategies, and maintain a warm and playful environment. It is also useful to share experiences with colleagues and encourage collaboration with families. The key is to use play as a means of teaching English in a meaningful way.	Ulfa (2022)

*Note: The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors by Gual, S., E., & Loo, R., K., (2025).*

## **Analysis and Discussion of the Interview vs the Bibliographic Review**

### **Question 1. How important do you think it is to develop listening skills in English in preschool children?**

All teachers agreed that listening comprehension is the foundation for pronunciation, comprehension, and future oral production in English. For example, Teacher 1 emphasized that early exposure to sounds, intonation, and rhythm promotes pronunciation and comprehension; Teachers 2 and 3 pointed out that children absorb language naturally through

listening; and Teachers 4 and 5 added that this early exposure fosters confidence and curiosity about the language, promoting a positive attitude toward bilingualism.

These approaches are related to the conclusions of Xie (2021), who states that the Total Physical Response (TPR) method is an effective alternative for teaching English to young children, as movement facilitates the memorization of vocabulary and commands. Therefore, the teachers' conclusions confirm that integrating listening with physical action allows for natural and entertaining language acquisition.

**Question 2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

The five teachers reported positive experiences when using physical activities such as songs, role-playing, and games. They stated that these practices generate enthusiasm, sustained attention, and more active participation on the part of the children. These perceptions coincide with Oladele (2024), who argues that learning based on body movements—such as dance, theater, or object manipulation—promotes a more practical and effective process by connecting physical action with content comprehension. In this context, educators stated that children learn more effectively when they are physically involved, connecting movements and gestures with the meaning of words.

**Question 3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

The kinesthetic approach, according to educators, encourages focus, word memorization, and enjoyment during class. Teacher 5 underlined that this method lowers distractions and promotes group participation, while Teacher 1 suggested that children retain instructions better when they are presented with movements. These perceptions are consistent with Pacheco, Villafuerte, and López (2022), who indicate that the kinesthetic method links

physical activity with cognitive and linguistic processes, strengthening foreign language acquisition. However, the authors warn that its systematic application in preschool English teaching remains limited in Latin American contexts, which coincides with the reality mentioned by the teachers interviewed.

**Question 4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

The time needed to plan activities, the lack of physical space, and controlling equipment power are the most significant obstacles. These components, according to Teachers 2 and 3, can make classroom management and structure more difficult. Lucintuña and Urbina (2024) demonstrated in this regard that movement-based teaching techniques improve students' motivation and motor skills, but they also necessitate proper preparation and conditions to guarantee a secure and orderly setting.

**Question 5. How do you perceive children's participation and motivation when they engage in movement activities compared to more traditional activities?**

The results show that movement activities significantly increase children's motivation and participation. Teacher 1 observed that children eagerly await sessions with songs and gestures, while Teacher 4 stated that even the shyest children actively participate in this type of activity. These findings coincide with Munna and Kalam (2021), who point out that approaches adapted to children's needs, such as the kinesthetic approach, stimulate active participation and meaningful learning, although they are not yet widely applied in early childhood education.

**Question 6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

In the opinion of the teachers, the most effective tactics for promoting listening comprehension included songs with gestures, motor games, role-playing games, and the TPR method. Teachers 2 and 5 emphasized that TPR allows children to understand meaning without requiring translation, while Teacher 1 appreciated role-playing games linked to daily activities. These findings are consistent with the contributions of Izquierdo Casadiego (2021), Jayanti and Rachmawati (2025), and Pallo Ayala and Rosero Herrera (2023), who argue that TPR facilitates the understanding of a foreign language without the need for oral production in the initial stages. These authors explain that learning is based on commands that students physically execute, internalizing the meaning of the language naturally, similar to how babies acquire their mother tongue.

**Question 7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

Direct observation was the main assessment method mentioned by the teachers. Teacher 3 pointed out that they observe whether the children correctly perform the gestures associated with each word, while Teacher 4 emphasized that the speed of reaction to verbal instructions is a clear indicator of comprehension. This coincides with Adipat et al. (2021), who argue that the teacher's active presence and observation during play are essential components of the learning process, as they allow for the evaluation of progress and the adaptation of strategies according to individual needs.

**Question 8. In your view, how does a kinesthetic approach support inclusion of children with different learning styles?**

Teachers agreed that the kinesthetic approach promotes inclusion by allowing each child to participate according to their abilities and learning styles. Teachers 1 and 5 emphasized that students with different learning rhythms benefit from following tasks at their

own pace, while teacher 2 pointed out that this method positively stimulates the energy of more active children. These statements are supported by Allen (2020), who argues that early childhood education is essential for comprehensive growth and that kinesthetic learning facilitates parallel work in cognitive, socio-emotional, and physical aspects, thus increasing children's motivation and self-confidence.

**Question 9. What resources or support do you consider necessary to best implement these strategies in classroom settings?**

Teachers emphasized the need for spacious classrooms, visual and audio materials, and teacher training in active methodologies. Teacher 3 mentioned that the lack of resources limits pedagogical creativity, and teacher 4 highlighted the importance of family collaboration to reinforce learning outside the classroom. In this regard, Ulfa (2022) points out that the development of kinesthetic skills depends largely on the availability of resources and joint work between teachers and parents, who should promote physical experiences from an early age.

**Question 10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

Finally, teachers recommended planning short, dynamic, and varied activities, maintaining a motivating tone of voice, and using clear gestures. Teachers 1 and 2 suggested starting with simple commands and gradually increasing complexity, while Teacher 5 emphasized that the teacher's enthusiasm is key to the success of the methodology. These suggestions coincide with Ulfa (2022), who emphasizes that educators should integrate kinesthetic resources into their daily practice and foster a positive learning environment where children feel motivated and confident to learn through movement.

The findings generally corroborate that the kinesthetic method, especially through the application of the TPR method and movement activities, is an effective tactic for enhancing English listening comprehension in teaching children. Comparisons between teachers and the theories analyzed suggest that active learning promotes concentration, motivation, engagement, and language memorization. However, challenges related to infrastructure, organization, and teacher training remain, highlighting the importance of greater institutional support to strengthen these practices in early childhood education settings.

## Chapter V

### Conclusions and Recommendations

This chapter presents a critical synthesis of the main findings derived from this research, which examined the effectiveness of the kinesthetic approach in fostering English listening comprehension among preschool children. It evaluates the pedagogical role of the kinesthetic approach and considers the perceptions of English teachers at Primary School, who played a central role in the process.

The results confirm that the kinesthetic approach promotes active, meaningful, and motivating learning experiences and effectively improves children's listening comprehension through movement and physical interaction. Teachers recognized its value in addressing the cognitive and emotional needs of preschoolers, while emphasizing the need for ongoing training in active methods.

This chapter therefore summarizes the main conclusions of the study and provides recommendations for optimizing the use of kinesthetic strategies in early English language teaching. It highlights both the educational potential and the challenges identified in the study.

#### **Conclusions:**

- The study on how teachers view things and observations in classrooms showed that the kinesthetic method helps improve preschoolers' understanding of spoken English. By combining movements, gestures, and commands, children are able to link words to specific actions, thus achieving a more natural and meaningful understanding of the language.
- The behaviors of the children observed show that they have high levels of interest, attention, and participation in physical activities. Learning through

movement not only promotes language development, but also boosts self-confidence, emotional expression, and social interaction with other children.

- The use of the kinesthetic approach, especially using the total physical response method, helps reinforce language skills involving comprehension. However, applying this method requires careful planning, adequate space, and training for teachers to ensure that the process is organized and maintains a balance between play, discipline, and language learning objectives.

### **Recommendations:**

- It is recommended that preschool educators regularly incorporate activities that involve movement, such as physical games, action songs, and role-playing, focusing on listening comprehension rather than verbal expression in the early stages of English language learning.
- It is important to strengthen ongoing teacher training in active teaching methods and the use of movement as a teaching resource, so that they can develop lesson plans that combine linguistic objectives with the motor and emotional development of young children.
- Educational institutions have a responsibility to provide an appropriate environment with sufficient space, visual resources, and family support to implement a movement-based approach. This would help create an inclusive, dynamic, and motivating environment that promotes listening comprehension and awakens an interest in learning a second language from an early age.

This research had a positive impact on teacher training and on the understanding of effective methodologies for developing listening skills in English language learning in preschool education. By identifying and analyzing the kinesthetic approach as a teaching method, it became clear that body movement not only helps improve listening comprehension,

but also fosters an active, meaningful, and inclusive learning environment. Activities that inspire children, encourage their participation, and help them recognize commands in English naturally—without requiring immediate oral production—include total physical response, games that involve physical instructions, and songs with gestures, according to observations and analysis of interviews.

The completion of this research was hampered by a number of issues that came up. Setting up meetings with the participating teachers was one of the biggest obstacles because of their various roles within the organization, which made it difficult to gather data in a timely and sufficient way.

In conclusion, researchers suggest using kinesthetic methodology to improve listening comprehension. In addition, it would be useful to create specific pedagogical recommendations, such as a methodological guide or activity book summarizing successful movement-based practices, for other teachers to use. These tools would enable the implementation of innovative strategies that meet children's real needs and promote more dynamic, motivating, and meaningful English language learning from the earliest levels.

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## Annexes

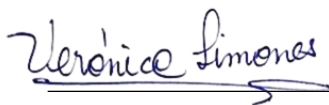
### Annex 1: Certified Anti-plagiarism System

La Libertad, 31 de Uctubre de 2025.

### Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado **“KINESTHETIC APPROACH TO ENCOURAGE ENGLISH LISTENING SKILL IN PRE-SCHOOLERS”** elaborado por los estudiantes GUALE SUAREZ ELIANA MICHELLE y OOR REYES CAROLIN STEFANIA 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 7% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder ala revisión por parte del especialista.

Atentamente,



Lic, Julieta Verónica Limones Borbor, MSc.

TUTOR

## Annex 2: Certified Anti-plagiarism System



**INFORME DE ANÁLISIS**  
magister

### para el antiplagio-new (4)

**7%**

Textos sospechosos



**< 1% Similitudes**  
< 1 % similitudes entre comillas  
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<p><b>Nombre del documento:</b> para el antiplagio-new (4).docx</p> <p><b>ID del documento:</b> a56d98de05c04c8f866dcde87ec0fed2af586ea6</p> <p><b>Tamaño del documento original:</b> 96,27 kB</p>	<p><b>Depositante:</b> JULIETA VERÓNICA LIMONES BORBOR</p> <p><b>Fecha de depósito:</b> 31/10/2025</p> <p><b>Tipo de carga:</b> interface</p> <p><b>fecha de fin de análisis:</b> 31/10/2025</p>	<p><b>Número de palabras:</b> 7747</p> <p><b>Número de caracteres:</b> 54.185</p>
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Ubicación de las similitudes en el documento:



### Fuentes de similitudes

#### Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>NLP Techniques - Salazar Juliana - Flor Karla.docx</b>   NLP Techniques - S... #fb3aaa <small>Viene de de mi grupo</small>	<b>&lt; 1%</b>	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	Palabras idénticas: < 1% (35 palabras)

#### Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>sga.unemi.edu.ec</b> <small>https://sga.unemi.edu.ec/media/archivodiapositivasilabo/2022/08/01/archivodiapositiva_202...</small>	<b>&lt; 1%</b>	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	Palabras idénticas: < 1% (14 palabras)

**Annex 3: Letter of authorization to conduct research at the Jardines del Eden elementary school**



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



**La Libertad, 29 de septiembre del 2025**

Señor

**Licenciado, Franklin Montenegro**

Director de la Escuela de Educación Básica *Jardines del Edén*

Presente.-

De mi consideración:

Reciba un cordial y respetuoso saludo.

Por medio de la presente, me permito solicitar a usted su autorización para realizar una **entrevista y una ficha de observación en una clase de Inglés** a cargo de la docente de su institución.

Dicha actividad se enmarca dentro de la recolección de información para mi trabajo de investigación titulado:

**“Kinesthetic Approach to Encourage English Listening Skill in Pre-schoolers”.**

El objetivo es obtener datos relevantes sobre la práctica docente y el desarrollo del proceso de enseñanza-aprendizaje del idioma inglés, garantizando en todo momento la confidencialidad de la información y el respeto al normal desenvolvimiento de las actividades escolares.

Agradezco de antemano su colaboración y apoyo, que serán de gran valor para el desarrollo académico de esta investigación.

Atentamente,

**Loor Karol/ Guale Eliana**

Estudiantes Investigadores

**Universidad Estatal Península de Santa Elena**



*Revisado*  
30-09-25  
*[Signature]*

## Annex 4: Focus Group-Questionnaire

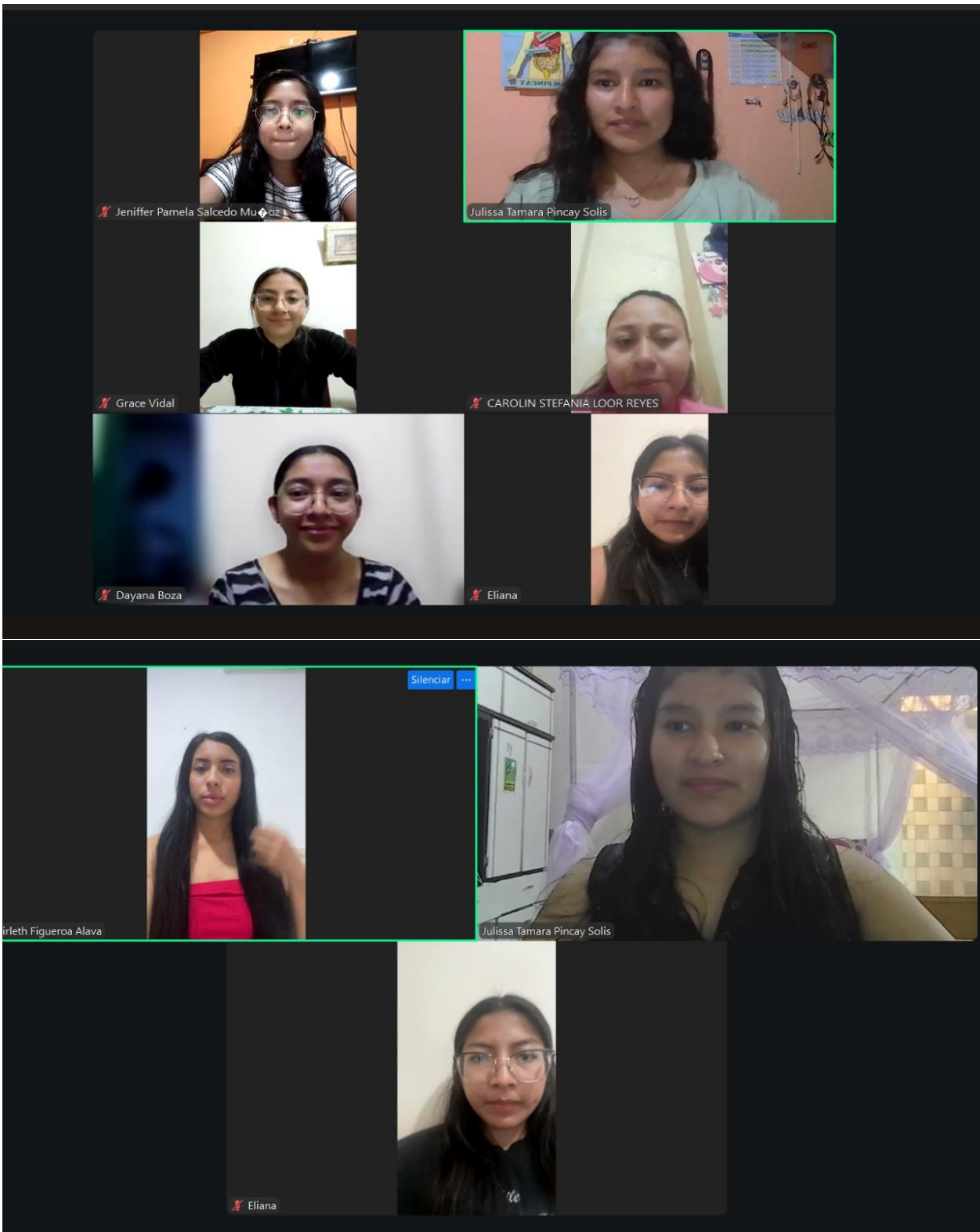


## TEACHER INTERVIEW

Thank you for taking the time to complete this survey. Your comments are valuable in helping us improve the quality of research on the process of English language teaching and learning, as well as contributing to the research topic: Kinesthetic approach and development of listening skills in English in preschoolers.

- 1 How important do you think it is to develop listening skills in English in preschool children?  
\_\_\_\_\_
- 2 Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?  
\_\_\_\_\_
- 3 What advantages do you see in using a kinesthetic approach to motivate children to learn English?  
\_\_\_\_\_
- 4 What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?  
\_\_\_\_\_
- 5 How do you perceive children's participation and motivation when they engage in movement activities compared to more traditional activities?  
\_\_\_\_\_
- 6 What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?  
\_\_\_\_\_
- 7 What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?  
\_\_\_\_\_
- 8 In your view, how does a kinesthetic approach support inclusion of children with different learning styles?  
\_\_\_\_\_
- 9 What resources or support do you consider necessary to best implement these strategies in classroom settings?  
\_\_\_\_\_
- 10 What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?  
\_\_\_\_\_

**Annex 5: Photographic evidence from the teachers interviewed**



## **Annex 6: Evidence of audio transcription of teacher interviews**

### **Teacher 1.**

#### **1. How important do you think it is to develop listening skills in English in preschool children?**

I believe developing listening skills in English from an early age is essential. Listening is the foundation for speaking and understanding a new language. When children are exposed to English sounds, intonation, and rhythm early on, they develop better pronunciation and comprehension skills later in life.

#### **2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

Yes, I have used games, songs, and role-playing to support listening comprehension. The experience was very positive because children were more attentive, happy, and motivated. They learned naturally while playing, and their participation increased noticeably.

#### **3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

The kinesthetic approach makes learning more meaningful and enjoyable. When children move, act, and use their bodies, they connect words with actions, which helps them remember vocabulary and understand instructions better. It also keeps them engaged and reduces distraction.

#### **4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

One of the main challenges is managing the group's energy. Some students can become too excited or distracted. Also, it requires more preparation time and enough physical space to ensure safety and organization during activities.

#### **5. How do you perceive children's participation and motivation when movement activities are used?**

Children's participation and motivation increase significantly. They are more willing to listen, follow instructions, and use English spontaneously. Movement helps them stay focused and enjoy the learning process.

#### **6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

I consider songs with movements, Total Physical Response (TPR) activities, and role-playing as the most effective. These activities combine listening, movement, and imagination, helping students understand meaning through action rather than translation.

**7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

I observe their reactions, participation, and ability to follow commands. If students respond correctly to instructions, repeat vocabulary naturally, or act appropriately, it shows they have understood. I also use short oral checks or simple gestures to confirm comprehension.

**8. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

The kinesthetic approach promotes inclusion because it allows every child to learn through experience, not just through listening or reading. It benefits visual, auditory, and tactile learners, giving all students equal opportunities to participate and succeed.

**9. What resources or support do you consider necessary to best implement these strategies in classroom settings?**

It would be helpful to have more didactic materials like flashcards, songs, and realia, as well as enough classroom space for movement. Also, professional development workshops about active methodologies would help teachers apply these strategies more effectively.

**10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

I would recommend planning fun, simple, and short activities that match children's interests and energy levels. Always use clear instructions, gestures, and repetition. The key is to make children feel that learning English is a game, not a task.

**Teacher 2.**

**1. How important do you think it is to develop listening skills in English in preschool children?**

Developing listening skills in English during preschool is essential because it forms the basis for future language acquisition. At this stage, children absorb sounds, intonation, and vocabulary more naturally, which helps them build strong communication and comprehension abilities later on.

**2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

Yes, I have used physical activities such as songs, games, and role-playing to stimulate listening comprehension. The experience was very positive; children showed enthusiasm, stayed attentive, and were able to understand and remember new words more easily through movement and repetition.

**3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

The kinesthetic approach has many advantages. It keeps children active, improves concentration, and makes learning enjoyable. Movement helps them connect physical actions with language, reinforcing comprehension and promoting long-term memory.

**4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

Some challenges include managing classroom space, maintaining discipline during energetic activities, and ensuring that all children stay focused on the language objectives while having fun.

**5. How do you perceive children's participation and motivation when movement activities are used?**

When movement-based activities are used, children participate eagerly and show high motivation. They become more confident, express themselves freely, and learn English in a natural, dynamic environment.

**6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

I consider Total Physical Response (TPR), songs with gestures, and simple role-playing the most effective kinesthetic activities. These methods combine listening and movement, which help children internalize vocabulary and structures through physical experience.

**7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

I assess children's attention and comprehension by observing their reactions, participation, and ability to follow verbal instructions. I also use short questions and visual cues to confirm understanding during and after each activity.

**8. To what extent do you believe that the kinesthetic approach promotes the inclusion of all students, regardless of their learning styles?**

The kinesthetic approach strongly supports inclusion because it allows all students to participate actively, regardless of their learning style or level. Movement reduces anxiety and provides equal opportunities for engagement and success.

**9. What resources or support do you consider necessary to better implement these strategies in your classroom?**

To better implement these strategies, teachers need enough physical space, appropriate materials (songs, flashcards, props), and institutional support for training in kinesthetic methodologies.

**10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

I recommend that teachers plan short, structured, and varied activities that combine music, movement, and language. It is also important to keep a positive attitude, adapt to students' needs, and create an environment where learning English feels natural and enjoyable.

**Teacher 3.**

**1. How important do you think it is to develop listening skills in English in preschool children?**

Developing listening skills in English at the preschool level is fundamental, as it lays the foundation for understanding, pronunciation, and future speaking abilities. Young children acquire language naturally through listening.

**2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

Yes, I've used physical activities such as songs, games, and role-playing. The experience was very positive, children stayed engaged, learned vocabulary faster, and enjoyed repeating the actions associated with words.

**3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

A kinesthetic approach keeps children active and focused. Movement helps them internalize language through experience, connecting words with physical actions, which strengthens memory and understanding.

**4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

The main challenges are managing classroom order, time constraints, and ensuring that every child participates equally. Space can also be a limitation for movement-based activities.

**5. How do you perceive children's participation and motivation when movement activities are used?**

Children's participation and motivation increase significantly. They feel excited, confident, and eager to take part when they can move and play while learning.

**6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

The most effective activities include TPR (Total Physical Response), action songs, motor games, and short dramatizations. These activities combine movement, listening, and repetition.

**7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

I assess attention and comprehension by observing responses to commands, accuracy of movements, and children's ability to repeat or anticipate instructions correctly.

**8. To what extent do you believe that the kinesthetic approach promotes the inclusion of all students, regardless of their learning styles?**

The kinesthetic approach is highly inclusive. It benefits children with different learning styles, especially those who learn best through doing, seeing, or hearing, and allows everyone to participate at their own level.

**9. What resources or support do you consider necessary to better implement these strategies in your classroom?**

Adequate classroom space, music/audio equipment, visual aids, and teacher training in TPR or drama-based methods are essential resources to implement these strategies effectively.

**10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

My recommendation is to make learning fun and interactive. Combine language input with movement, repeat instructions with gestures, and create a safe, playful environment where children feel free to experiment with language.

**Teacher 4.**

**1. How important do you think it is to develop listening skills in English in preschool children?**

Developing listening skills in English at the preschool level is extremely important, as it lays the foundation for future language learning. At this age, children acquire language naturally through listening and imitation. By exposing them early to English sounds, rhythms, and intonation, teachers help them develop auditory discrimination and comprehension abilities, which will later support speaking, reading, and writing.

Moreover, fostering listening skills from an early age enhances children's confidence and curiosity toward the language. When they can understand simple instructions, songs, or stories in English, they feel motivated and included in the learning process. This early exposure also nurtures a positive attitude toward bilingualism and communication.

**2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

Yes, I have used a variety of physical activities such as action songs, interactive games, and role-plays to encourage listening comprehension. These activities were very effective because they transformed the classroom into a lively and participative space. Children were more attentive and excited to follow instructions when movement was involved, which improved their understanding of English vocabulary and phrases.

The experience was rewarding, as children learned while having fun. They were able to demonstrate comprehension through gestures and actions, showing that they understood the meaning without relying on translation. It also strengthened their teamwork and social interaction skills.

**3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

The kinesthetic approach offers multiple advantages for motivating preschool children to learn English. It transforms learning into an active, sensory experience that involves the whole body. When children move, touch, and act while learning, they engage more deeply and remember better because they connect meaning to action.

Furthermore, it aligns with their natural developmental needs. Preschoolers learn best through play and physical exploration, so incorporating movement keeps them engaged and happy. This makes English learning more dynamic, accessible, and enjoyable.

**4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

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**5. How do you perceive children's participation and motivation when they engage in movement activities compared to more traditional activities?**

Children show noticeably higher participation and enthusiasm during movement-based activities than during traditional, sit-down lessons. They are more focused, alert, and eager to follow instructions because the learning process feels like play. Physical engagement keeps their attention longer and encourages natural communication in English.

Additionally, movement reduces stress and helps shy children participate more freely. It levels the playing field by giving all learners an equal opportunity to express themselves physically, regardless of their verbal ability.

**6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

Songs with actions and Total Physical Response (TPR) activities are among the most effective methods for developing listening comprehension. They combine rhythm, repetition, and movement, which help children internalize vocabulary and commands naturally. Games like “Simon Says” also teach children to listen closely and react appropriately.

Role-playing activities add another dimension by encouraging children to apply what they’ve heard in context. These dramatizations foster creativity and communication, making English learning both interactive and meaningful.

**7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

Observation is the primary method I use to assess attention and comprehension. I watch how children respond to verbal instructions—whether they perform the correct actions, follow sequences, or react to key words. Their facial expressions and body language also provide valuable clues about understanding.

After the activity, I often ask simple questions or repeat instructions to check retention. These informal assessments give immediate feedback and help me adjust future activities according to students’ needs.

**8. In your view, how does a kinesthetic approach support inclusion of children with different learning styles?**

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After the activity, I often ask simple questions or repeat instructions to check retention. These informal assessments give immediate feedback and help me adjust future activities according to students’ needs.

**9. What resources or support do you consider necessary to best implement these strategies in classroom settings?**

To effectively implement kinesthetic strategies, teachers need adequate space, safe classroom arrangements, and access to materials such as music, props, and visual aids. Professional development and training in active learning methodologies are also essential for building teacher confidence and creativity.

Institutional support is equally important. Schools should promote collaboration among teachers, provide resources, and value movement-based learning as a legitimate instructional approach.

**10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

I would advise teachers to start small, incorporating simple movement activities into daily routines, such as greeting songs or action-based instructions. Consistency is key—repeating activities helps children connect meaning with movement. Teachers should maintain enthusiasm and use clear, expressive gestures to guide comprehension.

It's also important to create a positive atmosphere where mistakes are seen as part of learning. Encouraging participation, praise, and laughter keeps children motivated and ensures they associate English with enjoyment.

**Teacher 5.**

**1. How important do you think it is to develop listening skills in English in preschool children?**

Developing listening skills in English during early childhood is extremely important, as listening is the foundation of all other language skills. At this stage, children absorb sounds and patterns naturally. Exposure to spoken English through stories, songs, and daily routines helps them internalize pronunciation, rhythm, and basic vocabulary, building a strong foundation for future communication skills.

**2. Have you used physical activities (games, songs, role-playing) to stimulate listening comprehension in English? How was the experience?**

Yes, I frequently incorporate songs with actions, interactive games, and short role-playing activities into my lessons. The experience has been very rewarding. These activities capture children's attention, promote active participation, and make learning enjoyable. Students tend to remember vocabulary and instructions better when they are associated with movement and physical response.

**3. What advantages do you see in using a kinesthetic approach to motivate children to learn English?**

Yes, I frequently incorporate songs with actions, interactive games, and short role-playing activities into my lessons. The experience has been very rewarding. These activities capture children's attention, promote active participation, and make learning enjoyable. Students tend to remember vocabulary and instructions better when they are associated with movement and physical response.

**4. What challenges do you encounter when applying kinesthetic strategies in the preschool classroom?**

One challenge is managing children's energy levels, as movement activities can sometimes lead to overexcitement. Additionally, space limitations in the classroom may

restrict the types of activities that can be carried out. It also requires careful planning to ensure that the physical activity remains purposeful and directly supports the language objectives.

**5. How do you perceive children's participation and motivation when they engage in movement activities compared to more traditional activities?**

Children's participation and motivation are noticeably higher during movement-based activities. They are more focused, enthusiastic, and willing to take part. Traditional, sedentary activities can sometimes cause restlessness or loss of attention, whereas kinesthetic activities promote concentration, joy, and a sense of achievement.

**6. What types of kinesthetic activities do you consider most effective in promoting listening comprehension in English (songs, motor games, role-playing, TPR, etc.)?**

Activities based on the Total Physical Response (TPR) method, songs with gestures, interactive movement games, and dramatizations have proven most effective. These activities help children associate meaning with physical actions, which enhances their ability to understand and follow English instructions naturally.

**7. What indicators or methods do you use to assess children's level of attention and comprehension during kinesthetic activities in English?**

I evaluate children's listening comprehension through observation of their reactions and responses to verbal cues. Correct execution of actions, facial expressions, and participation levels serve as indicators of understanding. I also use informal assessment techniques, such as anecdotal records and brief reflections after activities.

**8. In your view, how does a kinesthetic approach support inclusion of children with different learning styles?**

The kinesthetic approach promotes inclusion by addressing the needs of diverse learners. It benefits visual, auditory, and tactile learners alike by combining movement, sound, and images. This diversity of input allows every child to participate meaningfully and learn according to their strengths, creating an inclusive and supportive learning environment.

**9. What resources or support do you consider necessary to best implement these strategies in classroom settings?**

Effective implementation requires adequate classroom space, visual and auditory teaching materials, and teacher training in active learning methodologies. Institutional support is also essential to provide the time, resources, and encouragement needed to maintain engaging and movement-based English lessons.

**10. What recommendations would you give to other teachers for applying the kinesthetic approach to developing English listening comprehension skills in preschool children?**

I would recommend integrating movement regularly into lessons, using short and varied activities with clear goals. It is important to create a relaxed and positive atmosphere, use visual aids and gestures, and keep instructions simple. Most importantly, teachers should model enthusiasm and enjoyment, as children learn best when they see their teacher fully engaged in the activity.