



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA**

SCHOOL OF EDUCATION AND LANGUAGES

**PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“PLAY-BASED LANGUAGE LEARNING FOR
IMPROVING AUDIO-LINGUAL SKILLS FOR
VERY YOUNG LEARNERS.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

Author: Laz Del Pezo Kelly Stefanny

Advisor:

La Libertad – Ecuador

2022

La Libertad, August 15th, 2022

Advisor's Approval

In my role as Advisor of the research paper and title "Play-Based Language learning for improving Audio-Lingual skills for very young learners" prepared by Laz Del Pezo Kelly, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Ing. HERMAN CHRISTIAN ZÚÑIGA MUÑOZ, MSc

ADVISOR

STATEMENT OF AUTHORSHIP

I, Laz Del Pezo Kelly Stefanny, with ID number 2450589383, undergraduate student from the Peninsula de Santa Elena State University, School of Education Sciences and Languages, as a requirement to obtain the degree of Bachelor in Pedagogy of National and Foreign Languages, in my capacity as author of the research work “PLAY-BASED LANGUAGE LEARNING FOR IMPROVING AUDIO-LINGUAL SKILLS FOR VERY YOUNG LEARNERS” I certify that this work is of my authorship, except for the quotations and reflections used in this research work.

Kelly Laz

Laz Del Pezo Kelly Stefanny

2450589383

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

Kelly Laz

Laz Del Pezo Kelly Stefanny

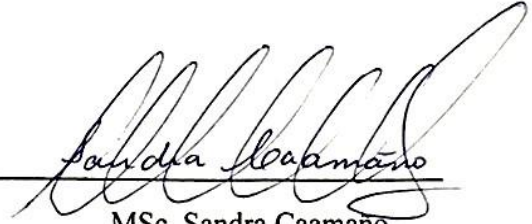
AUTHOR

BOARD OF EXAMINERS



MSc. Eliana León

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CAREER DIRECTOR**



MSc. Sandra Caamaño

SPECIALIST PROFESSOR



MSc. Hermán Christian Zúñiga Muñoz

TUTOR



MSc. Ketty Vergara

UIC PROFESSOR

ACKNOWLEDGMENT

I would like to take this opportunity to express my gratitude and appreciation to everyone who has contributed to this research project. I also want to thank the administrative staff, professors, and everyone else who has played a significant role in my college preparation. Last but not least, I want to express my gratitude to my thesis advisor, who guided me throughout the process and whose guidance, expertise, instruction, and collaboration permitted the creation of this work.

DEDICATION

I am grateful to all the people that have supported me during this research project. I want to express my gratitude to my family and close friends in particular for their encouragement as I worked on this thesis paper. Finally, I especially dedicate this to my sister, an important person in my life who has consistently provided emotional support to help me achieve my goals throughout my life.

With love

Kelly Laz

ABSTRACT

For both teachers and students, acquiring a second language after the first one can be difficult. Because of this, it is crucial to adopt the appropriate cutting-edge techniques for teaching and learning. The fact that young students can study a second language without feeling pressured or under stress, unlike adult students, is a beneficial factor to consider when interacting with them in order to ensure their language acquisition (Patsy Lightbown & Nina Spada, 2013).

This project research aims to analyze how these techniques could promote the improvement of audio-linguistic skills of very young learners at "Escuela de Educación Básica Clara Luz," taking into account the variety of positive outcomes in the development of language skills in young learners from "Play-based Language Learning" activities. The instruments used for data collection were one open-ended questions interview for teachers and one observational data for observing the behavior of students during a "Play-Based Language Learning" class setting. The findings of this study were compared to those of prior research and pedagogical approaches in order to identify connections and probe the effectiveness of the researched concept.

As a conclusion, it might be argued that by implementing innovative teaching and learning methodologies, the development of audio-lingual abilities in very young learners may be successfully encouraged.

KEY WORDS: English Language learning, young learners, play, audio-lingual skills

RESUMEN

Tanto para los profesores como para los estudiantes, adquirir un segundo idioma después del primero puede ser difícil. Debido a esto, es crucial adoptar las técnicas de vanguardia apropiadas para la enseñanza y el aprendizaje. El hecho de que los estudiantes jóvenes puedan estudiar un segundo idioma sin sentirse presionados o bajo estrés, a diferencia de los estudiantes adultos, es un factor beneficioso a considerar al interactuar con ellos para garantizar su adquisición del idioma (Patsy Lightbown & Nina Spada, 2013).

Este proyecto investigativo tiene como objetivo analizar cómo estas técnicas podrían promover la mejora de las habilidades audio-lingüísticas de los estudiantes muy jóvenes en la "Escuela de Educación Básica Clara Luz," teniendo en cuenta la variedad de resultados positivos en el desarrollo de las habilidades lingüísticas en los estudiantes muy jóvenes a través actividades de "Aprendizaje de idiomas basado en el juego".

Los instrumentos utilizados para la recolección de datos fueron una entrevista compuesta por preguntas abiertas y una ficha de observación para documentar el comportamiento de los estudiantes durante una clase diseñada a partir del método "Aprendizaje de idiomas basado en el juego".

Los resultados de este estudio fueron comparados con investigaciones previas y enfoques pedagógicos con el fin de identificar conexiones y comprobar la efectividad del método estudiado.

PALABRAS CLAVES: Aprendizaje del idioma inglés, estudiantes muy jóvenes, juego, habilidades audio-lingüísticas.

INDEX

ACKNOWLEDGMENT	6
ABSTRACT	8
INDEX	10
INTRODUCTION	12
CHAPTER I	14
THE PROBLEM	14
Problem Statement	14
Problem question	17
General Objective	17
Justification	18
CHAPTER II	19
THEORETICAL FRAMEWORK	19
Background	19
Pedagogical basis	20
Theoretical basis	21
English Language	21
Learning process	22
English Language learning process	22
Types of English Language learning strategies	23
◆ Total Physical Response (TPR)	24
◆ Cooperative Learning	24
◆ Language Experience Approach	24
Play-based learning	24
Play-based language learning	25
Play-based language learning for very young learners	25
Skills	26
English language skills	27
Audio-lingual skills	27
Audio-lingual skills for very young learners	27
CHAPTER III	30
METHODOLOGICAL FRAMEWORK	30
Research Method	30
Qualitative research	30

Type of Research	31
Phenomenological Studies	31
Data Collection Techniques.....	32
Interviews.....	32
Participant Observation.....	33
Instruments.....	33
Questionnaire.....	33
Observational data	33
CHAPTER IV.....	35
ANALYSIS OF FINDINGS.....	35
Interpretation of data from the interview and the observational data	35
Interview questions.....	36
Interpretation of bibliographic review	40
Analysis and discussion of the interview and observational data vs bibliographic review	41
CHAPTER V	45
REFLEXIONS OF THE STUDY.....	45
REFERENCES	48
ANNEXES.....	51
Annexe 1: Tutor Assignment.....	51
Annexe 2: Anti-plagiarism Report.....	53
Annexe 3: Interview to teachers.....	54
Annexe 4: Obsevation Data	55
Annexe 5: Lesson Plan	56

INTRODUCTION

Language acquisition is one of the most fascinating features of human development. The process of learning a second language after the first one has already been established can be challenging for teachers and learners. However, there are different strategies and methods that can be highly effective at the moment of teaching and learning English as second language.

When talking about very young learners, one of the most effective ways to acquire knowledge is through play. Thus, the children can learn it in a natural way as they develop their cognitive skills.

Play-based language learning activities have shown a variety of positive outcomes in the development of Audio-Lingual skills at very young learners. While playing, children are able to express plainly their interests, how they acquire knowledge, and what they would like to learn. According to Richards & Rodgers (2001, p. 186), when children are playing, they learn how to interact with others, how to work in groups, and develop their interpersonal skills, which can be called cooperative learning. Furthermore, Van Kyuk (2005) asserts that play, which includes play activities and linguistic motives, is a form of additional assistance for the education of young learners. He also emphasized how important it is for emotional, cognitive, and physical development of children to engage in play.

Previous research based on this method shows high levels of effectiveness due to the way it is carried out. A study conducted by Rin Cheep-Aranai in Thai (2016) demonstrates the positive affective outcomes of play-based language learning activities in elementary school. Interviews with instructors and students were conducted to understand more about the benefits of Play-Based learning (PLL) exercises. It was determined that the behavior of participants demonstrated engagement, enjoyment,

enthusiasm, motivation, playfulness, spontaneity in the use of the target language, creativity, and speaking confidence.

After brief research, in Ecuador, there are fewer educational centers currently applying the "Play-Based Language Learning" method. One of those is located in Salinas, province of Santa Elena. This place has demonstrated, through real outcomes, the effectiveness of these kinds of activities for very young learners. This proves, in that way, the essential factor of play during early childhood to enhance learning and development.

The "Escuela de educación básica Clara Luz" is a private elementary school that is located in La Libertad in the province of Santa Elena. This research project is aimed at analyzing a set of classroom variables that influence the way young English Foreign Language (EFL) students learn the language. Furthermore, previous studies and pedagogical foundations will be examined to determine how the implementation of innovative learning philosophies such as "Play-based Language Learning" activities would enhance the development of the audio-lingual skills of very young learners from the previously mentioned school.

CHAPTER I

THE PROBLEM

Play-based language learning for improving audio-lingual skills.

Play-based language learning for improving audio-lingual skills for very young learners.

Problem Statement

The teaching-learning process of English as a second language can be challenging nowadays due to many changes in the educational field. Considering that the curriculum 2013 (widely-known as K-13) offers a variety of opportunities for English learners to develop their productive skills, the classroom should be able to provide those opportunities to take place. On the other hand, teachers should assume their role by effectively carrying out their function in order to help learners acquire competence.

Certainly, many EFL teachers are currently casting away the traditional model to support equal rights in respecting the capacity of students. Nevertheless, a large number of EFL teachers still focus on content-based instruction by concentrating on grammatical features. Thus, it becomes the main factor in language learning. The teaching and learning of English as a second language must be focused not only on grammar knowledge, vocabulary and expressions but also on innovative ways to enhance learning and achieve the goal (Mohammad Khatib; Arezoo Ashoori Tootkaboni, 2019).

When talking about English language acquisition, there are various programs designed based on the international standard for describing language ability: The Common European Framework of Reference for Languages (CEFR), which makes it easy for any person involved in language teaching and testing to know the level of

different qualifications. Nevertheless, most of these programs are exclusively for older learners.

It could be said that, globally, learner-centeredness is a reliable topic in the educational field. However, the perspectives of young learners are hardly considered. According to Lightbown and Spada (2013), even though young learners have not developed the metalinguistic cognizance and cognitive maturity of adults and adolescents, they are able to learn a language without any pressure or stress. Children have the freedom to pause, speak, and make mistakes at the moment to produce the language. It is therefore extremely noteworthy for EFL teachers to reflect on presenting relaxing learning contexts and positive environments for very young learners. Besides, the methods used by teachers must be adapted according to the classroom needs.

As argued by Cheep-Aranai (2016), Play-based language learning is a concept that was complexed based on various methodologies that emphasize capitalizing on the real-world experiences of young EFL learners. Previous researches show the positive outcomes that a play-based language learning (PLL) classroom has on very young EFL learners.

One of the most effective ways for young learners to acquire knowledge is through play. For children, play is a way to express their interests, how they learn and how they would like to learn. Vygotsky, in his book *Mind in Society: Development of Higher Psychological Processes* (1980, pp. 19-30), mentioned that normally, play includes physical and mental interaction between children and the items or people with whom they interact. When children are working with objects, they start to find out solutions to problems and interpret symbols. Exploration and first-hand experience are key components of physical play because children are encouraged to explore and discover their abilities. Additionally, while working and interacting with others, very

young learners learn how to enhance their interpersonal skills through play. This can be called cooperative learning. Young children are taught to use language to communicate their feelings and to reflect on their personal perceptions of the world as well as their language skills. Furthermore, van Kuyk (2005) observes play as extra support for children's education, such as language motives and play activities, which promote the development of children, including cognitive, emotional, and physical intelligence.

In the Thai context, learners from different levels still have problems when communicating in English (Nuktong, 2010). Previous studies have documented the problems caused by the lack of the desired proficiency of teachers and traditional teaching techniques (Panthumasen, 2007). In Ecuador, the issues that cause the lack of strategies and execution of methods focused on very young EFL learners are not very different to the rest of the world. After brief research, in this country, there are fewer educational centers currently applying a curriculum aimed at young learners based on the play-based learning method. One of those is located in Salinas, in the province of Santa Elena. This place has shown the value of these kinds of activities for very young learners via significant outcomes. This demonstrates the critical role play has in encouraging learning and development in young children. The play-based language learning concept is just starting to be widely used in schools. However, it would take some years to be accepted as a typical way to learn a foreign language due to the traditional methods and other factors.

The Escuela de educación Básica Clara Luz is a private institution located in La Libertad, Province of Santa Elena, with 111 students in this academic period (2022-2023). The educational levels offered by this institution are: Inicial and Educación General Básica (EGB). The present study identifies several factors in the classroom that influence the English language learning process for very young EFL students and how

to manage them in order to achieve a successful learning environment. Furthermore, it will provide strategies to enhance the development of Audio-Lingual skills of very young learners.

Problem question

- How does the implementation of Play-Based learning Language strategies would help to develop the audio-lingual skills of very young learners at Escuela de Educación Básica Clara Luz?

Specific questions

- What are the positive outcomes that a play-based language learning (PLL) classroom has in the development of the listening and speaking skills of very young EFL learners?
- What are the factors that affect the implementation of innovative language learning strategies for very young learners?
- What strategies of play-based language learning aid young learners in improving their English language learning process?

General Objective

- To promote Play-Based Learning Language PLL activities in order to improve the audio-lingual skills of very young learners at Escuela de Educación Básica Clara Luz.

Specific objectives

- To analyze through prior research the positive outcomes that Play-Based language learning activities have in the development of the listening and speaking skills of very young EFL learners
- To identify the possible factors retarding the implementation of “Play-Based Language Learning” for very young learners at Escuela de Educación Básica Clara Luz.

- To determine the most effective PBL strategies to enhance the English language learning process of very young learners.

Justification

The importance of developing Audio-Lingual skills of very young learners through play resides in the effectiveness of this concept to improve their abilities in a natural way.

Besides, after play-based language learning activities, students will learn efficiently as a result of their involvement. At "Escuela de Educación Básica Clara Luz", as in many other Ecuadorian institutions, there is a lack of innovative strategies applied to teaching English language for very young learners. Furthermore, even though some innovative strategies and activities are presented in the curriculum, they cannot be carried out due to various issues that the Ecuadorian education system faces. For that reason, the implementation of engaging strategies and methods within the learning and teaching process is a paramount factor in order to achieve the educational goal for very young learners. The importance of this study is to clarify why play activities are crucial for the development of the English language skills of very young learners and how they can lead to learn the foreign language naturally.

CHAPTER II

THEORETICAL FRAMEWORK

Background

According to Ferjan Ramírez & Kuhl (2020), in many nations, interest in teaching young children a foreign language through early childhood education and care (ECEC) has increased significantly. The period of infancy is special for language learning. Due to this, it is highly important to take advantage of these first educational years with the purpose of enhancing the language learning of children. Previous international studies have demonstrated that the second language (L2) learning of infants progresses quickly in early education settings when a research-based technique and curriculum are taught by native language tutors (Ramirez, Naja Ferjan ; Kuhl, Patricia K. , 2020).

According to Lightbown and Spada (2013), even though young learners have not developed the metalinguistic cognizance and cognitive maturity of adults and adolescents, they are able to learn a language without any pressure or stress.

The strongest support for long-term foreign language development comes from earlier studies with high levels of foreign language exposure. These studies have shown that over the course of several months or years, children acquire receptive and/or productive vocabulary, grammar, and foreign phoneme discrimination skills in the target language. There was also evidence that these learning gains persisted for months after the foreign language program had ended (Thieme, et al., 2021).

In Ecuador, these strategies for teaching English Language to young students are hardly considered and applied. That is to say, the issues that cause the lack of strategies and execution of methods focused on very young EFL learners are not very different to the

rest of the world. There is a lack of English teachers in the country. Furthermore, the English language subject is not considered obligatory during the first years of public education.

However, there are a great number of private educational institutions that have included English language as an obligatory subject for young learners. Most of those schools, count with a good curriculum and application of good pedagogical strategies.

Nevertheless, the majority of such pedagogical techniques are traditional. For instance, there is a dearth of usage of innovative language learning strategies with very young learners. A quick search revealed that fewer educational institutions in Ecuador currently employ the Play-Based learning approach. One of them is located in Salinas-Sana Elena. The effectiveness of these kinds of activities for very young learners has been shown in this place through significant outcomes. This demonstrates the critical role that play has in fostering the learning and development of young children.

The play-based language learning concept is just starting to be widely used in schools. Despite, it would take some years to be accepted as a typical way to learn a foreign language due to the traditional methods and other factors (Rachel Parker, Bo Stjerne Thomsen & Amy Berry, 2022).

Pedagogical basis

One of the most efficient ways of knowledge acquisition for very young learners is through play. As their cognitive abilities grow, the youngsters might learn it in a natural way as a result. For very young learners, play-based language learning activities have demonstrated a variety of beneficial results in the development of Audio-Lingual skills.

Furthermore, children learn effectively if they are guided from the level of actual development into the zone of proximal development and on to the level of potential development (Vygotsky L. , 1978, pp. 79-91). Therefore, learning support in preschools must be highly adaptable. The value of play as a pedagogy for healthy childhood development has been extensively researched, with consistent findings demonstrating that play-based learning is the most successful pedagogy employed in primary and elementary school (Taylor M. &, 2020).

It has been shown that play-based language learning activities considerably promote the development of audio-lingual abilities in very young learners.

Children are able to convey their interests, learning styles, and future learning goals while playing. According to Richards & Rodgers (2001) children learn how to communicate with others, how to work in groups, and how to build their interpersonal skills while playing, which is referred to as cooperative learning. Additionally, Van Kyuk (2005) noted that play is a type of additional support for the education of young learners, including play activities and linguistic motives. He also emphasized how important the emotional, cognitive, and physical development for children to engage in play. Based on that, it could be said that one of the best ways to enhance the development of very young learners' Audio-Lingual skills is through play and real-life experiences.

Theoretical basis

English Language

As quoted by Nordquist (2021), in a number of nations, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United

States, English is the predominant language. It is also the second language in a number of multilingual nations, such as India, Singapore, and the Philippines.

Although it is spoken in more than 100 countries globally, numerous African nations, like Liberia, Nigeria, and South Africa, have adopted it as their official language.

Children are taught it in schools all around the world as a foreign language, and when individuals of different nationalities meet when traveling, conducting business, or in other situations, it frequently serves as a point of connection.

English was first introduced to the world through British colonialism, and it is now almost universally spoken thanks to the power of American expansion since World War II. Through American mainstream culture, including music, movies, TV, advertisements, and pop culture, the English language has also gained popularity around the world.

Learning process

Even if someone learns something quite rapidly, there are still several steps involved. People must be exposed to new knowledge, pay attention to it, integrate it with what they already know, store it in their memory, and put it into practice in order to learn.

Cherry (2022) mentioned that learning entails keeping on to the information people have learned. They will comprehend the meaning of that new vocabulary word they use it in another scenario. When a person has a new experience, such as reading a new term, hearing someone explain an idea, or taking a new way to do things, the learning process starts.

English Language learning process

Beginning in infancy and continuing throughout life, language learning is a process that requires active participation. As they communicate their thoughts, feelings, and

experiences, build relationships with family and friends, and work to create sense in their world, students acquire language skills. They might speak multiple languages when they arrive at school or learn a new one there (English As A Foreign Language For Subnivel Medio, 2016).

Respecting and enhancing first language of each student is crucial. Learning additional languages will be aided by prior language experience. Children gradually pick up language in their early years. They copy language and use it to create and express fresh meaning in original ways before they even begin to learn explicit language norms and conventions.

Recent studies employing brain imaging techniques, have demonstrated that people continue to acquire language, as well as a second language, by using the same areas of the brain as when learning a first language (Laura E. Levine & Joyce Munsch, 2014). In contrast, it is well recognized that language is best learned in the early years of life.

Students who have had successful learning experiences in linguistically diverse settings are more likely to want to pursue their interests when they graduate from school. As a result, there are many different approaches to learning the English language (Manitoba, 2010).

Types of English Language learning strategies

Several evidence-based sources suggest that the certain strategies and tactics may be helpful for students learning English as a second language. Accordingly, using creative methods in the teaching and learning process yields outstanding results. The value of these techniques, rests in their application and adaptation to satisfy the needs of various learner groups. The following information will include some of the most well-known tactics.

◆ **Total Physical Response (TPR).**

As quoted by (Frost, s.f.), Total Physical Response (TPR) is a language-learning tool based on the connection between language and its physical representation or execution, developed by James J. Asher in the 1960s. TPR places a strong emphasis on using exercise to improve language retention and possibilities for meaningful learning.

◆ **Cooperative Learning**

According to Robert E. Slavin (2011), who cited Slavin, 1995, cooperative learning can be successful for students of all academic levels and learning preferences. Participation by students in educational activities designed for small groups that foster constructive interactions is known as cooperative learning. Students gain by seeing how their peers approach learning through a shared learning activity.

◆ **Language Experience Approach**

As mentioned by Marcia Taylor (1992), the Language Experience Approach (LEA) is a whole-language strategy that promotes reading and writing via the use of oral language and personal experiences. The LEA has been used successfully with learners of all ages since it was first created for Maori-speaking and native English-speaking children. With learners in homogenous or heterogeneous groups, it can be employed in tutorial or classroom settings. Basic literacy students describe their experiences to a teacher or assistant, who then records them. On top of these transcriptions, new reading and writing assignments are constructed.

Play-based learning

Learning that is play-based comprises both student- and teacher-supported learning. Through exchanges that are meant to challenge the thinking of students, the teacher fosters the learning and curiosity of the students. This is supported by other influential

philosophers who have built on Piaget's views, like Montessori and Stanley Greenspan, who realized that the best approach to teach children is through their own interests and created practical methods for doing so (O'Leary, 2021).

Play-based language learning

Language acquisition through play is a relative new concept based on various ideas with a focus on capitalization on the experiences of young language learners in the real world (Cheep-Aranai, 2016). In a prior study, carried out by Cheep Aranai in Thai (2016), play-based language learning activities were incorporated into an existing English course to help young learners improve their oral language skills. It was expected that after participating in play-based language learning activities, the study participants would experience positive affective outcomes as a result of their participation.

Play-based language learning for very young learners

Through engaging and developmentally appropriate learning experiences, Play-Based Learning focuses on intellectual, social, and emotional development of children, as well as their interests and talents (Taylor M. B., 2019). The gaming situation entails perception, which delivers unique experiences. Play is an essential component of a joyful childhood. Physical play, object play, symbolic play, pretense play, and games with rules are all activities that children engage in (Vicky Yiran Zhao, 2019).

The primary goal of PBL is for students to learn while having fun. Pyle and Danniels (2017) did a case study to see how to properly mix kid free play in the classroom with academically focused adult-structured play. PBL, according to them, provides students with more effective and deeper learning experiences than direct instruction and "free play." Furthermore, it enhances learning experience of students by

allowing them to "explore, make mistakes, examine, and try trial and error" (Danniels, Angela Pyle & Erica, 2017). The language focus and play features, which are two of the most important aspects of play-based language acquisition, can be explained as follows.

Language is used to improve the cognitive and physical development of children. In 2007 (Seach, pp. 13-17) proposed two major components in the development of language and communication of children: the aim of communication and a situation that encourages meaningful language use. Using narratives to play provides a compelling purpose to communicate. Furthermore, having play partners helps youngsters to share their play experiences with one another while also teaching them the pragmatics of communication (Hamideh Taheri, 2019).

Frost, Wortham and Reifel (2001) propose combining language with physical activities and enjoyment because of the positive impact on the development of children.

Language acquisition that is linked to cognitive development can benefit from some play. "Language offers enormous power and flexibility for turning ordinary imitation into make-believe" (Frost, J. L., Wortham, S. C., & Reifel, S., 2001). That is to say, language guides to the creation of a mental state. English language skills will be highlighted in this study, which will involve listening and speaking abilities through the use of interactions and contextual scenarios.

Skills

According to Rick van Echtelt (2018), a high level of proficiency in the performance of a certain task or activity is referred to as skill. Talents can be developed and honed to near-perfection through hard work and determination. To learn and master a talent, people require much more than just a conceptual understanding of facts or concepts. There are numerous kinds of skills, and they can be divided into three categories: academic, practical, and personal.

English language skills

There are four steps people must do when learning a language for the first time. Prior to speaking, listening, reading, and writing, students will first engage in listening. The fundamental abilities that individuals must acquire in order to learn a language are these four. In order to get meaningful outcomes, people must make the most of these four skills when learning a new language, such as English (Wallstreetenglish, 2019).

Audio-lingual skills

Listening

Any language can be learned, but listening skills improvement is crucial. People can imitate things and improve their speaking correctness through listening. Active listening, or paying attention to both the speech's content and pronunciation, is the best approach to learn how to listen properly (Dermawana, 2021).

Speaking

Speaking ability refers to how confident and at ease speakers are when using the English language. Strong fluency can be detected when a learner speaks for a lengthy amount of time. Additionally, a strong connection must be formed between each of the points being stated. With this ability, the listener can keep up with what is being said and avoid getting lost (English BINUS University, 2018).

Audio-lingual skills for very young learners

Audio-lingual skills in this research refer mainly to oral skills (listening and speaking). Therefore, it should be learned through practice and real-life experiences, mainly in a natural way. The development of abstract reasoning skills, improved lip and

tongue control, increased semantic and syntactic understanding, developing awareness of what listeners are likely to know and believe, and other factors all contribute to oral language proficiency of toddlers. However, speaking skills can be developed in significant part by constant practice. Additionally, kids can talk more as equal partners when they interact with their peers. Besides, when youngsters play the roles of "mother," "schoolteacher," "doctor," or "store manager," they have the opportunity to practice the various linguistic idioms and vocabulary that they relate to these roles (Laura E. Levine & Joyce Munsch, 2013). Teachers should, of course, provide children with numerous and varied opportunities to talk in the target language by employing specific techniques like asking them to recall experiences, telling them when their messages are unclear, and fostering their oral language creativity.

In the same way, Levine & Munsch (2013, pp. 328-329) argued that the semantic and syntactic development of young infants has a direct impact on their capacity to comprehend what they hear. The first year of life is crucial for teaching children, which variations between speech sounds are necessary for understanding their native tongue. However, the more phonemes they hear in the second language, the simpler it will be for kids to learn during the coming years.

Young children are likely to have limited listening comprehension skills (Laura E. Levine & Joyce Munsch, 2013), and therefore teachers who interact with students in the primary grades must regard for this aspect. Children should thus only be given limited amounts of information at a time in order to improve their phonological awareness, and adults must anticipate that children will only pay attention for brief periods of time.

Legal basis

MINISTRY OF EDUCATION

The National Curriculum Directorate, a division of the Ministry of Education, has created a new English-language curriculum to meet the needs of Ecuadorians as part of educational strategy. The proposed curriculum is aimed at non-English speaking students in the first through third grades of General Unified Bachillerato and the second through tenth years of General Basic Education. This concept offers reason and a framework for English study while simultaneously acknowledging and promoting the educational inclusion of pupils, regardless of their mother language, in order to meet the demands of a linguistically and culturally diverse population (L1). In order to inspire children to keep learning, one objective of the English as a Foreign Language curriculum is to foster a love of language learning in them from a young age through engaging and fulfilling learning experiences (Ministerio de Educación, 2022).

Variables of the study

Play-Based language learning

Audio-Lingual Skills

CHAPTER III

METHODOLOGICAL FRAMEWORK

Research Method

Due to the fact that research methods are the means by which investigators will get the data for their research project, they differ from research methodologies. The topic of the project, the kind of data needed, and the subjects or things that will be used for collecting data from all play a significant role in determining the ideal strategy (Pfeiffer Library, 2022).

According to Pedamkar (2022), to examine and validate the research, it is crucial to critically evaluate the subject. This makes it easier for the researcher to effectively examine the investigation. Numerous techniques aid in exploring the research from various angles and conducting fact-driven analysis of it.

Due to the objectives and nature of the current study, a qualitative approach is the appropriate research method. It helps to identify the learning background and provides a better understanding of the problem related to the English language learning process of very young learners at Escuela de Educación Básica "Clara Luz".

Qualitative research

The goal of qualitative research is to gain a thorough understanding of social phenomena in their natural environment. Instead of concentrating on the "what," it emphasizes the "why" of social phenomena and depends on the first-hand accounts of people to serve as the primary interpreters of their daily experiences. One of the benefits of qualitative research, according to Steven Tenny et al. (2022), is its capacity to explain human behavioral patterns and processes that might be challenging to measure. Furthermore, it is possible to quantify qualitative data, but since this type of

data primarily seeks out themes and patterns that can be challenging to identify quantitatively, care must be taken to avoid losing the context and story of qualitative work in the process.

For the study of human phenomena, qualitative researchers employ a variety of systems of inquiry, such as biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology (University of Utah College of Nursing, 2022).

This research project was designed to investigate the usefulness of play-based language activities for developing the speaking and listening skills of very young learners, which include developing and enhancing audio-lingual abilities throughout the learning process. It was required to use the qualitative method to conduct the research and gather the data needed for the main goal of this investigation; the structure of this method was extremely important, and as a result, it was possible to identify the techniques and tools that would be crucial to the success of the project. The method was used to determine the perspectives of participants about the primary impact that play-based language activities have on young learners by using the right tools. For the participants—in this case, the English teachers and students of "Inicial 1" from Escuela de Educación Básica Clara Luz—the researcher may therefore create interviews and observational data.

Type of Research

Phenomenological Studies

The qualitative research method known as "phenomenological research" is a descriptive approach that aims to recognize and define the fundamental nature of a phenomenon.

Phenomenological research investigates actual events to learn more about how individuals interpret them. By making sense of the emotions, perceptions, and beliefs of

participants, researchers utilizing phenomenological research design might further comprehend the essence of the topic they are studying.

Therefore, to put it in another way, phenomenological research designs are used to examine the perspectives of individuals who have experienced a phenomenon in order to comprehend its universal character (Delve. Ho, L., & Limpaecher, A., 2022). This research technique was applied with teachers and Inicial 1 students from Escuela de Educación Básica Clara Luz to gather diverse opinions on the main topic under investigation, bring results together, and successfully formulate a conclusion based on their experiences.

Data Collection Techniques

Researchers have a wide range of options when it comes to data gathering approaches while using phenomenological designs. According to Delve & Limpaecher (2022) the most widely used techniques are focus groups, action research, participant observation, interviews, and dialogues with people. Participants observation and one-on-one interview will be used as the data collection tools in this study.

Interviews

In comparison to strictly quantitative methods, like questionnaires, interviews are thought to offer a "deeper" understanding of social phenomena (Silverman, 2013).

In order to get oral data, this research method uses a structured interviewing process. The researcher might outline the objectives of the study and make it clear what kind of data is needed during the interview. It was used to best approach information about the teacher's experience, which will be important for this study.

Participant Observation

The method of observation involves the data collector studying the participants as they go about their daily lives, taking careful field notes, and/or filming or recording the subjects. As a technique for gathering data, observation means that its primary goal is to ascertain the English teacher's teaching style and the learning environment for the students at Escuela de Educación Básica "Clara Luz." It enabled the researcher to analyze how very young children behaved when acquiring language through play-based activities.

Instruments

Questionnaire

A questionnaire for interviews will be the one of the instruments used to successfully gather data while adhering to the research methodology. Five open-ended questions make up the questionnaire. Additionally, due to it was an in-person application, the researcher was able to compare the descriptions of the real experiences of participants to the theories that had previously been suggested to explain the phenomenon.

Observational data

Since very young students cannot participate in open-ended interviews or surveys, observational data had to be gathered in order to conduct the study. The researcher observed and documented student behavior in a play-based, face-to-face language acquisition study environment using observational data. Its five aspects were designed to test the participation, engagement, and comprehension of students about the class content.

Data Collection Processing and Resources

1.- What?

Interviews and Observational data

2.- Where?

At Escuela de Educación Básica Clara Luz

3.- When?

July, 2022

4.- How?

Interviews, five open-ended questions, and a data for observation.

5.- What for?

To describe the use of play-based language learning techniques to enhance the listening and speaking abilities of very young learners beginning with Inicial 1.

Sample

Ten students from "Inicial 1" and two English teachers who participated in the interviews and observational data made up the group of people chosen to develop this research. At Escuela de Educación Básica Clara Luz, these teachers had some experience working with very young students using play-based language learning methodologies. As a result, they discussed their knowledge and experiences related to the development of very young students' speaking and listening skills.

CHAPTER IV

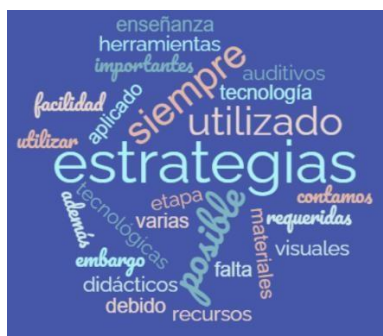
ANALYSIS OF FINDINGS

The section that follows will include the conclusions and viewpoints from the interviews. These conversations with English teachers who have worked with younger students were done to learn more about the strategies they used to assist them develop their speaking and listening abilities. All the keywords, explanations, and linkages to earlier studies will be used to explain how audio-lingual skills improve. On the other hand, the findings from the observational data of "Inicial 1" learners will also be displayed in order to understand the shared elements with other research and how this would support the growth of their audio-lingual skills.

Interpretation of data from the interview and the observational data

To find out what they felt about the suggested topic, "Play-Based Language Learning for Improving Audio-Lingual Skills for Very Young Learners," English teachers were interviewed in the following section. In order to obtain comments with neutral vocabulary that would make it simple to understand what they were saying, the interview was conducted in their mother tongue. To obtain the perspectives of participants based on their individual experiences with the questions, the interview was conducted verbally and in person, which is another important point to make.

The observational data, on the other hand, will provide specific information about the behavior of very young learners during a class carried out face-to-face in a play-based language setting. The activities used for this class were provided by the researcher in order to obtain the information required. The students were observed during this process, taking into consideration some factors such as engagement, participation, and understanding of the content of the class.



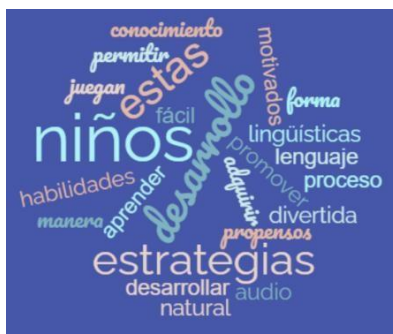
In this part of the interview, both participants mentioned the word "tools" to talk about their teaching styles. Moreover, they both agree that the "lack of technological tools" affects the use of more innovative learning strategies.

4. What are your thoughts about the use of play-based language learning activities for very young learners?



The words "kids", "fun", and "learning" were pointed out by participants to express their thoughts about the method. They consider it to be an effective and fun way for kids to learn.

5. How do you consider these strategies could enhance the development of very young learners' language skills?



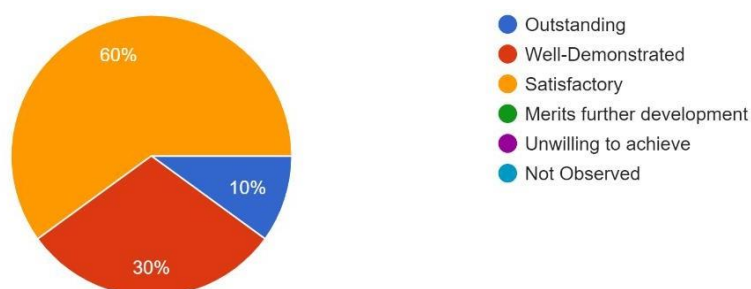
To answer this question, the participants mentioned the words "development," "language" and "natural" in order to argue that the play-based-language strategies could be helpful to promote the development of students' language in a natural way.

Observational data

Aspect 1

Students participate actively by following instructions given in the foreign language.

10 respuestas

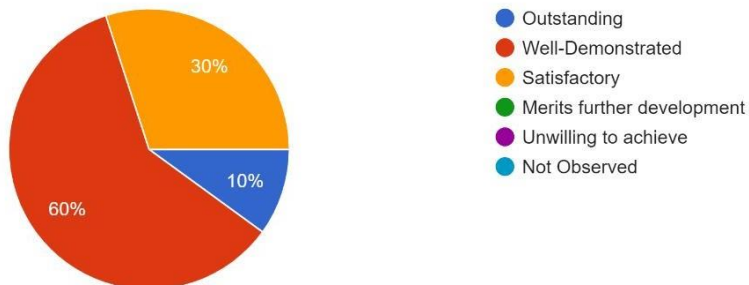


The findings indicate that about 60% of students actively participate in class by complying with directions given in the target language, which means a satisfactory outcome since the gaming environment motivates children to participate actively in class.

Aspect 2

Students are engaged during the play-based language learning activities.

10 respuestas

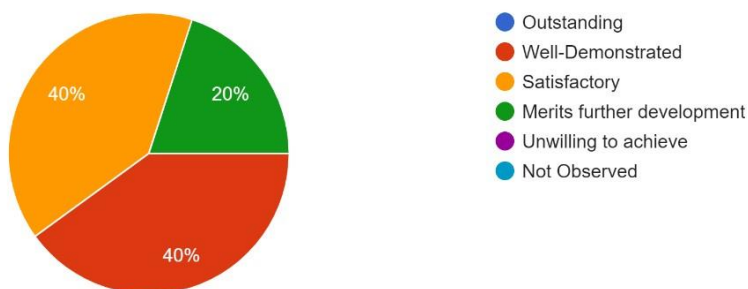


60% of the students were engaged in play-based language learning activities during the observation. This enables the researcher to establish if these sorts of activities are effective in the intended setting.

Aspect 3

Students make oral productions in the English language, integrated into the communication of the classroom setting.

10 respuestas

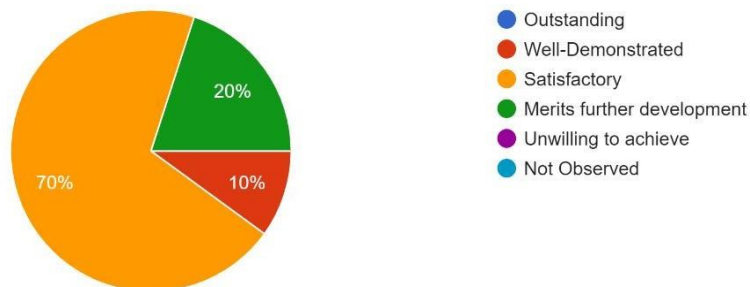


The results revealed that gestures and verbal communication exhibited a 40% satisfactory and a 40% well-demonstrated knowledge of class members.

Aspect 4

Students use gestures and oral communication to express their understanding of the class.

10 respuestas

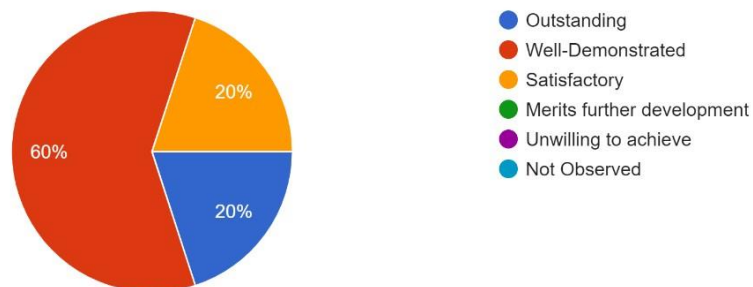


Students successfully completed this section by producing 70% brief oral English compositions that were used in class discussions.

Aspect 5

Students reproduce sound aspects of rhythm, accent, and intonation unique to the English language during songs.

10 respuestas



In this section, it was 60% well-demonstrated that students sing on stage while demonstrating musical features like rhythm, accent, and intonation that are unique to the English language.

Interpretation of bibliographic review

The development of English-language speaking and listening skills of very young learners through play-based language learning activities is a process that needs to be

leveraged during the first phases of their knowledge acquisition. During the first stage of childhood, children have the ability to learn a new language with less stress than adults do. At this point, they can easily develop their language acquisition through daily life experiences, for example, by playing or interacting with peers. Instead of learning in a traditional setting, young learners require an environment that allows them to develop their minds. Furthermore, the strategies used to teach them should be adapted to their needs and interests. In this way, the language learning process would be more successful.

One of the most effective methods for learning is through play, especially for very young learners. As their cognitive abilities grow, the infant might learn it in a natural way as a result. Because of that, play-based language learning activities provide a variety of beneficial results in the development of Audio-Lingual skills of very young learners. Additionally, this technique, which makes use of vocal and physical language, fosters interpersonal bonds, improves confidence, and helps with language skills.

Analysis and discussion of the interview and observational data vs bibliographic review

The interview was conducted to explore the benefits of using play-based language learning techniques to improve the English speaking and listening skills of young students. In order to draw a conclusion by comparing it to earlier studies and research, it was also decided to learn the thoughts of English professors from a private school regarding the method. On the other hand, observational data was crucial in pinpointing certain elements of language acquisition processes of children, which will be explored further to determine how to support them.

Question 1

The terms "innovative strategies" and "didactic material," which primarily refer to the resources made available to learn a language, were used by the two participants throughout the interview to describe the variables impacting the acquisition of a second language by very young learners.

The use of didactic material and learning strategies are supported by other influential philosophers who have built on views of Piaget, like Montessori and Stanley Greenspan, who realized that the best approach to teach a kid is through their own interests and created practical methods for doing so (O'Leary, 2021).

Question 2

The employment of specific "innovative strategies" has proven successful when instructing extremely young learners, the participants said in response to this question. These techniques must therefore be used as frequently as possible.

There are many different approaches and strategies to learning the English language. When it is about young learners, they copy language and utilize it to create and express fresh meaning in original ways before they even begin to learn explicit language norms and conventions (Ministerio de Educación, 2016) Due to that, it is important to find the right strategy for teaching them.

Question 3

Both interviewees used the word "tools" in this section to discuss their respective teaching philosophies. Additionally, they both concur that the "lack of technology instruments" hinders the adoption of more creative learning techniques.

As mentioned by Mohammad Khatib & Arezoo Ashoori Tootkaboni (2019), the teaching and learning of English as a second language must be focused on innovative

ways to enhance learning and achieve the goal. In this way, possible issues as lack of tools would be mitigated.

Question 4

Participants used the phrases "kids," "fun," and "learning" to describe the process and share their opinions. They believe it to be a successful and enjoyable method of teaching children.

According to Pyle and Danniels (2017), PBL provides students with more effective and deeper learning experiences than direct instruction and "free play." Furthermore, it enhances learning experience of students by allowing them to "explore, make mistakes, examine, and try trial and error".

Question 5

The participants used the words "development," "language," and "natural" in their responses to this question to support their claim that play-based language strategies could aid in fostering the language development of students in a natural way.

According to Lightbown and Spada (2013), young learners can acquire a language without feeling any pressure or stress, despite the fact that they lack the cognitive maturity and metalinguistic consciousness of adults and teenagers.

Observational data

Aspect 1

The results show that around 60% of students participate actively during the class by following instructions given in the foreign language. This means a satisfactory outcome, due to the gaming situation, which encourages students to be an active member of the class. According to Taheri (2019), having playmates allows kids to share their play experiences with one another and teaches them communication skills.

Aspect 2

The engagement of students during the play-based language learning activities was well-demonstrated during the observation. That allows the researcher to determine that these kinds of activities work well in the right context.

The environment of game involves perception, which offers distinctive experiences. Play is a crucial part of a happy childhood. Children engage in a variety of activities including physical play, object play, symbolic play, pretend play, and games with rules (Vicky Yiran Zhao, 2019).

Aspect 3

The findings demonstrated that students effectively convey their understanding of the class through gestures and spoken communication. Previous studies have shown that over the course of several months or years, children acquire receptive and/or productive vocabulary, grammar, and foreign phoneme discrimination skills in the target language (Thieme, et al., 2021).

Aspect 4

In this section, students produced short oral works in English that were included into classroom conversations. This could be easily related to the enhancing learning experience of students by allowing them to "explore, make mistakes, examine, and try trial and error" (Danniels, Angela Pyle & Erica, 2017).

Aspect 5

Students perform musical elements of rhythm, accent, and intonation that are particular to the English language on stage while singing. According to Van Kyuk (2005), play which includes play activities and linguistic motives, is a form of additional assistance for the education and language production of young learners.

CHAPTER V

REFLEXIONS OF THE STUDY

This research project, with the title "Play-Based Language Learning Strategies for Very Young Learners," seeks to determine the application of certain innovative activities to enhance the Audio-Lingual Skills of "Inicial 1" students. The topic of the current research was pointed out due to a personal experience while teaching the English language to very young learners. During the process of lesson planning and educational resource searching, it was found a wide range of approaches aimed at young students that were highly effective but, nevertheless, not very popular. Furthermore, a common pattern among children was noticed during their first life years: the ease with which they acquire knowledge and, of course, language. Unfortunately, when having a close view of various local educational institutions, the researcher could observe a lack of in the application of innovative strategies for the development of English language learning aimed at very young learners. It was recognized that the lack of a designed curriculum for specific needs and stages was retarding English language learning.

Once the issues had been located, they needed to be examined in light of the findings in order to draw specific conclusions about the problem and begin looking for a fix. For this specific case, it was supposed that the use of Play-Based Language Learners techniques to improve the listening and speaking skills is a reliable way for kids to acquire knowledge without pressure or stress. In addition, these strategies can be easily adapted to the needs of each group of students, which is a positive feature of the method. Previous research has shown that these kinds of exercises have positive effects on student engagement, word creation in the target language, and communicative abilities, among others. Nevertheless, it is important to seek the correct application of these strategies and curriculum adaptation. on.

The effectiveness of the suggested activities greatly enhanced the organization of this research. The researcher was delighted and encouraged by the study as a result.

Moreover, it is important to mention the amazing pieces of information from notable authors that were found while doing the investigation, which greatly helped to learn more about this topic and be motivated to continue looking for data.

On the other hand, the ideas and experiences provided by other teachers about the implementation of the method were positive factors too. Considering that they have used similar activities before empirically, it was easier to introduce the topic of the study. Furthermore, the number of students in a class allowed to collect data more efficiently. That made it less difficult to observe the behavior of each student during the demonstrative class.

Finding particular information regarding the used approach in the field of English language study was difficult, to say the least, which was one of the difficulties encountered when conducting this research. There are undoubtedly a lot of studies that discuss the method. There is not a whole lot of completed research, nevertheless, about English for very young learners. However, the prior experience of the researcher working with children and the observation of such tactics being implemented in one kindergarten in the province of Santa Elena really aided the purpose of gathering information.

It was possible to recognize that each activity done has an important role in order to achieve the goal. Because of that, it could be highlighted the usefulness of real-life experiences, interactions with peers, and gaming situations with partners for the development of the communicative skills of very young learners. The application of these strategies in education is very significant and makes the classroom a pleasant environment to teach and learn.

Perfecting English listening and speaking skills through play and significant experience could be a challenge, especially if there are not enough tools and resources to carry out the method. However, there are some useful ways to apply it without the best tools ever. The materials could vary according to the lesson, and creative teachers are able to create amazing tools made from recycled materials. It could be said that play-based techniques are one of the best approaches to teaching English to young learners because they are at a crucial stage of their language development. The more strategies and resources teachers provide them to enhance their learning, the more effective outcomes will be observed. After this study, it could be said that the problem identified by the researcher was partly mitigated. Given that educators at Escuela De Educación Básica Clara Luz are now aware of the significance of selecting the best teaching approach for young students.

As a consequence of the findings from this research project, it is possible to infer that play-based language learning activities are successful and have an impact on the development of audio-lingual skills in young students.

REFERENCES

- Aiono, S. (07 de 2017). *Play misunderstood: The divide between primary classroom*.
<http://educationreview.co.nz/play-misunderstood-the-divide-between-primary-classroom/>
- Cheep-Aranai, R. (12 de 2016). *ww.Eric.org*. <https://files.eric.ed.gov/fulltext/EJ1134681.pdf>
- Cherry, K. (24 de 03 de 2022). What Is Learning?: <https://www.verywellmind.com/what-is-learning-2795332>
- Chomsky, N. (1957). *Syntactic Structures* .
- Danniels, Angela Pyle & Erica. (2017). *A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy*.
<https://tspace.library.utoronto.ca/bitstream/1807/96410/1/A%20continuum%20of%20Oplay-based%20learning%20-%20Revised.pdf>
- Delve. Ho, L., & Limpaecher, A. (17 de 03 de 2022). *Delvetool*. What is Phenomenological Research Design? Essential Guide to Coding :
<https://delvetool.com/blog/phenomenology>
- Dermawana, M. L. (12 de 2021). *English Skills for the Future*.
https://www.researchgate.net/publication/356831614_English_Skills_for_the_Future
- Echtelt, R. v. (20 de 11 de 2018). *What are skills? Explanations & examples*.
<https://www.ag5.com/what-are-skills/>
- English As A Foreign Language For Subnivel Medio. (2016). *English As A Foreign Language For Subnivel Medio*. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- English BINUS University*. (11 de 10 de 2018). <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>
- Frost, J. L., Wortham, S. C., & Reifel, S. (2001). *Play and child development*.
- Frost, R. (s.f.). *British Council*. teachingenglish:
<https://www.teachingenglish.org.uk/comment/204973#comment-204973>
- Hamideh Taheri, F. s. (23 de 07 de 2019). *FL learners' L2 achievement and its relationship with cognitive intelligence, emotional intelligence, learning styles, and language learning strategies*. <https://doi.org/10.1080/2331186X.2019.1655882>
- James Roopnarine & Jaipaul Johnson. (2005). *Approaches to Early Childhood Education*. Pearson; FOURTH EDITION.
- Kuyk, v. (2005). *Pyramid Educational Method for 3 to 6-Year-Old Children*.

- Laura E. Levine & Joyce Munsch. (2013). Child Development. In L. E. Munsch, *Language Development* (pp. 331 - 345). SAGE.
<https://www.pearsonhighered.com/assets/samplechapter/0/1/3/6/0136101291.pdf>
- Laura E. Levine & Joyce Munsch. (2014). An Active Learning Approach. En *Child Development* (págs. 294-295). https://www.sagepub.com/sites/default/files/upm-binaries/57593_Chapter_9_Levine_Sample.pdf
- Manitoba. (2010). *Manitoba*. Education and Early Childhood Learning:
<https://www.edu.gov.mb.ca/k12/cur/ela/docs/frameworks-s2.html>
- Ministerio de Educación. (2016). *ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO*. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf>
- Ministerio de Educación. (2022, 07 20). *Ministerio de Educación*. LENGUA EXTRANJERA:
<https://educacion.gob.ec/curriculo-lengua-extranjera/#>
- Mohammad Khatib; Arezoo Ashoori Tootkaboni. (2019). Attitudes Toward Communicative Language Teaching: The Case of efl Learners and Teachers. *Íkala, Revista de Lenguaje y Cultura*, 24(3), 3-4. <https://doi.org/https://doi.org/10.17533/udea.ikala.v24n03a04>
- Naja Ferjan Ramírez, Patricia K. Kuhl. (22 de 01 de 2020). *Early Second Language Learning through SparkLing™: Scaling up a Language Intervention in Infant Education Centers*. Mind, Brain and education: <https://doi.org/10.1111/mbe.12232>
- Nordquist, R. (31 de 07 de 2021). *English Language: History, Definition, and Examples*. thoughtco: <https://www.thoughtco.com/what-is-the-english-language-1690652>
- Nuktong, P. (2010). *The effects of drama-based instruction on English oral communication ability and motivation in learning English of eleventh grade students*.
- O'Leary, W. (21 de 4 de 2021). *Play-Based Learning: What It Is and Why It Should Be a Part of Every Classroom*. edmentum: <https://blog.edmentum.com/play-based-learning-what-it-and-why-it-should-be-part-every-classroom>
- Panthumasen, P. (2007). International program for teacher education. Thailand.
- Patsy Lightbown & Nina Spada. (2013). *How languages are learned*. United Kingdom: © Oxford University Press . https://doi.org/https://www.saint-david.net/uploads/1/0/4/3/10434103/how_languages_are_learned.pdf
- Pedamkar, P. (2022). *EDUCBA*. <https://www.educba.com/types-of-research-methodology/>
- Pfeiffer Library. (02 de 08 de 2022). *Pfeiffer Library*. Research Methodologies:
<https://library.tiffin.edu/researchmethodologies>
- Rachel Parker, Bo Stjerne Thomsen & Amy Berry. (2022). *Learning Through Play at School – A Framework for Policy and Practice*. Cheryl J. Craig.
<https://doi.org/https://doi.org/10.3389/feduc.2022.751801>
- Ramirez, Naja Ferjan ; Kuhl, Patricia K. . (mayo de 2020). *Web of science*. Early Second Language Learning through SparkLing (TM): Scaling up a Language Intervention in Infant Education Centers: <https://www.webofscience.com/wos/woscc/full-record/WOS:000508579700001?SID=USW2EC0B18J7g2oRnOjBB5D8c9gKZ>

- Rodgers, J. C. (2001). *Approaches and methods in Language teaching*. Cambridge Language Teaching Literacy. <https://doi.org/https://doi.org/10.1017/CBO9780511667305>
- Seach, D. (2007). *Interactive play for children with autism*. London ; New York : Routledge. https://books.google.com.ec/books/about/Interactive_Play_for_Children_with_Autis.html?id=16ZwEqbd0q8C&printsec=frontcover&source=kp_read_button&hl=en&redir_esc=y#v=onepage&q&f=false
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE.
- Slavin, R. E. (01 de 01 de 2011). *Instruction Based on Cooperative Learning*. researchgate: https://www.researchgate.net/publication/267247317_Instruction_Based_on_Cooperative_Learning
- Taylor, M. &. (2020). *Play-based learning: Evidence-based research to improve children's learning experiences in the kindergarten classroom*. Early Childhood Journal.
- Taylor, M. (06 de 1992). CAELA. ESL resources: https://www.cal.org/caela/esl_resources/digests/LEA.html
- Taylor, M. B. (31 de 10 de 2019). *Play-Based Learning: Evidence-Based Research to Improve Children's Learning Experiences in the Kindergarten Classroom*. <https://doi.org/10.1007/s10643-019-00989-7>
- Tenny S, Brannan GD, Brannan JM, et al. Qualitative Study. (24 de 05 de 2022). *Qualitative Study*. StatPearls. StatPearls: <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- Thieme, et al. (2021, 10 21). The effects of foreign language programmes in early childhood education and care: a systematic review, Language, Culture and Curriculum. *Language, Culture and Curriculum*, p. 2. <https://doi.org/10.1080/07908318.2021.1984498>
- University of Utah College of Nursing. (13 de 04 de 2022). *University of Texas Arlington Libraries*. https://libguides.uta.edu/quantitative_and_qualitative_research/qual
- Vicky Yiran Zhao, K. K. (19 de 11 de 2019). *Introducing the Play in Education, Development and Learning (PEDAL) Research Centre*. International Journal of Play: <https://doi.org/10.1080/21594937.2019.1684144>
- Vygotsky, L. (1978). *Mind in society: Interaction Between Learning and development*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1980). *Mind in Society Development of Higher Psychological Processes*. Harvard Univ. Press. <https://doi.org/https://doi.org/10.2307/j.ctvjf9vz4>
- Wallstreetenglish. (2019). *wallstreetenglish.co.id*. <https://www.wallstreetenglish.com/blog/students-learning-english-online>

ANNEXES

Annexe 1: Tutor Assignment



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-039-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Kelly Stefanny Laz Del Pezo
CC: Herman Zúñiga Muñoz, MSc.

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Play-based language learning for improving audio-lingual skills for very young learners"; siendo designado como tutor el docente:

DOCENTE	CORREO	TELÉFONO
MSc. Herman Zúñiga Muñoz	hzuniga@upse.edu.ec	0999281138

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,




Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado "Play-Based Language learning for improving Audio-Lingual skills for very young learners" elaborado por la estudiante Laz Del Pezo Kelly Stefanny, 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamentey,



Ing. HERMAN CHRISTIAN ZÚÑIGA MUÑOZ, MSc

ADVISOR

Annexe 2: Anti-plagiarism Report



Document Information

Analyzed document	Kelly laz revisión.docx (D142873893)
Submitted	8/13/2022 5:10:00 AM
Submitted by	
Submitter email	kelly.lazdelpezo@upse.edu.ec
Similarity	0%
Analysis address	hzuniga.upse@analysis.orkund.com

Annexe 3: Interview to teachers

	Participant 1	Participant 2
Q1: What do you consider to be the influencing factors in very young learners' second language acquisition?	<p>Answer Q1</p> <p>En mi experiencia enseñando inglés a estudiantes de 3 a 4 años, considero que los factores que más influyen en su aprendizaje son las estrategias y los recursos didácticos que se les brinde para promover su desarrollo de la lengua extranjera.</p>	<p>Answer Q1</p> <p>Creo que al momento de enseñar inglés a niños de entre 3-4 años los factores que más influyen en su desarrollo del idioma extranjero son las estrategias y los materiales que los profesores le proporcionen durante el proceso.</p>
Q2: Can you describe any positive experiences when applying innovative teaching strategies to very young learners?	<p>Answer Q2</p> <p>Efectivamente, tengo muchas buenas experiencias gracias a la aplicación de estrategias innovadoras con los niños. Por ejemplo, el uso de materiales reales o similares a la realidad conocida como Realia ha sido una de las estrategias que más me ha funcionado con ellos.</p>	<p>Answer Q2</p> <p>Por supuesto, he tenido buenos resultados cuando he podido aplicar estrategias innovadoras. Una de ellas es por ejemplo la participación activa de los niños durante la clase.</p>
Q3: What types of strategies have you used when teaching English to very young learners?	<p>Answer Q3</p> <p>He utilizado varias estrategias, como antes mencioné, los recursos didácticos son muy importantes en esta etapa. Además, intento utilizar la tecnología para la enseñanza, sin embargo, no siempre es posible debido a la falta de herramientas requeridas.</p>	<p>Answer Q3</p> <p>He aplicado ciertas estrategias como el uso de materiales visuales y auditivos. También he utilizado estrategias tecnológicas cuando ha sido posible, ya que no siempre contamos con esa facilidad.</p>
Q4: What are your thoughts about the use of play-based language learning activities for very young learners?	<p>Answer Q4</p> <p>Me parece que este tipo de enseñanza proporciona buenas estrategias para promover el aprendizaje de los niños de manera divertida. Es un enfoque un poco nuevo para mí, sin embargo, considero que debería ser mayormente ejecutado especialmente para los niños de inicial.</p>	<p>Answer Q4</p> <p>Opino que esas estrategias pueden llegar a resultar muy efectivas a que los niños se sienten atraídos por los juegos de esta forma pueden aprender mientras se divierten.</p>
Q5: How do you consider these strategies could enhance the development of very young learners' language skills?	<p>Answer Q5</p> <p>Creo que estas estrategias podrían promover el desarrollo de los niños porque es una forma divertida de adquirir conocimiento. Esto podría hacer que el proceso sea más fácil que los niños se sientan motivados a aprender.</p>	<p>Answer Q5</p> <p>En mi opinión estas estrategias pueden permitir el desarrollo de las habilidades audio lingüísticas. debido a que mientras juegan, los niños están más propensos a desarrollar el lenguaje de manera natural.</p>

Annexe 4: Observation Data

Observation Data

Start time: __: __ a.m. / p.m. End time: __: __ a.m. / p.m.

Subject:

Indoor/Outdoor/Event/Off-site Date: _____

Directions were given: Visual Auditory Repetition Combination

Lesson structure: Whole-class Cooperative learning Individualized

Lesson strategy: Play-based language learning

Noteworthy: _____

Student: 1

Observations	Outstanding	Well-Demonstrated	Satisfactory	Merits further development	Unwilling to achieve	Not Observed
Students participate actively by following instructions given in the foreign language.						
Students are engaged during the play-based language learning activities.						
Students use gestures and oral communication to express their understanding of the class.						
Students make oral productions in the English language, integrated into the communication of the classroom setting.						
Students reproduce sound aspects of rhythm, accent, and intonation unique to the English language during songs.						

Annexe 5: Lesson Plan

Topic: Numbers


10 students

Age: 3-4 years old

System: Vocabulary

Skill: Speaking, listening

Aim: After the ending of the lesson, the students will be able to count from one to five in the English language.

5 min Warm up-Welcome activity	Hello song Numbers song
10 min Topic introduction – listen and repeat	Numbers The teacher will introduce the topic, then, Ss will listen and repeat the correct pronunciation of numbers in English Language.
10 min Activity 1 – Monsters Slime	Ss will create a slime by following the instructions given by the teachers, then, they will add five fake eyes in order to obtain a "Monster Slime" 
10 min Activity 2- Count and cooperative learning	After adding the eyes, teachers will instruct students in order to count them again. They will be able compare their material with partners and have fun.
5 min Feedback	Teacher will provide feedback about the learned content. Also, it will be the right time to know the Ss feelings about the activities and their understanding of the topic.

Resources

You tube videos

<https://youtu.be/tVicKp3bWH8>

<https://youtu.be/xNw1SSz18Gg>

Materials for the Slime

Glue, borax, glitter, colors, fake eyes. |