# The use of the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old from Saint Francis College Alajuela to improve their speaking skills, during the first semester of 2024

Sustainer:

María José Arias Trigueros

Thesis submitted to obtain the licentiate degree in Bilingual Preschool

UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

SCHOOL OF LANGUAGE TEACHING

BILINGUAL PRESCHOOL

Tutor:

MSc. Ariel Gustavo Vargas Vindas

December 2024

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La persona estudiante **María José Arias Trigueros**, cédula de identidad número **117800050,** me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"The use of the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old from Saint Francis College to improve their speaking skills, during the first semester of 2024."**, el cual ha elaborado para optar por el grado académico de Licenciatura. En mi calidad de persona tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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| | | | |
|---|---|---|---|
| a) | ORIGINAL DEL TEMA | 10% | 10 |
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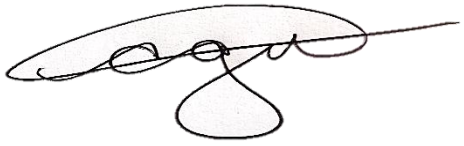

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La estudiante: María José Arias Trigueros, mayor de edad, portador de la cédula de identidad número 117800050, me ha presentado para efectos de revisión y aprobación, el trabajo de Investigación denominado: " The use of the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old from Saint Francis College to improve their speaking skills, during the first semester of 2024", el cual ha elaborado para obtener su grado de Licenciatura en Educación Preescolar Bilingüe. He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; así mismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

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

Atentamente,

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_____

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# Dedicatory

I dedicate this work first and foremost to God, who has been my guide and source of wisdom throughout this entire process. His light has accompanied me at every stage and has given me the strength to overcome every obstacle.

To my parents and my brother, who have been a constant and fundamental pillar of support in my life. Their love, understanding, and sacrifices have enabled me to reach this goal, which I consider as much theirs as it is mine. There are not enough words to express how much I value their presence and unconditional support at every stage of this journey.

To my grandfather Álvaro, whose encouraging words always motivated me to keep going. His optimism and faith in me have been a driving force that has pushed me to never give up. And to my other grandparents, who, although no longer physically with us, their legacy of hard work, effort, and sacrifice lives on in every step I take. This achievement is a tribute to their memory, a way to honor all they did for me and my family.

Finally, I dedicate this work to my boyfriend, who has been a faithful witness to my entire process. His patience, understanding, and love have been a refuge in difficult times. Your support has been essential in getting me here, and for that, I will always be grateful. This achievement is also yours, for being by my side every step of the way.

# Acknowledgement

I would like to express my deepest gratitude to all the professors at the university who contributed significantly to my professional development. Each of you played a crucial role in shaping me into the teacher I am today. Your dedication, passion, and commitment to teaching have left an indelible mark on my journey, and for that, I am profoundly thankful.

I also want to extend a special thanks to my tuthor, MSc Ariel Vargas Vindas, for his unwavering support and guidance throughout this entire process. His expertise, encouragement, and constructive feedback have been invaluable, and I am deeply appreciative of the time and effort he invested in helping me succeed.

I would also like to extend my heartfelt gratitude to the school where I work for giving me the opportunity to conduct this research with my guiding group. Their support and willingness allow me to work closely with my students and making this study possible. The collaboration with the school provided me with the essential environment and resources needed to explore and implement the kinesthetic approach effectively. Thank you for entrusting me with this responsibility and for contributing to the success of this research.

Finally, I am grateful to all the people who were attentive to my progress and contributed in various ways to helping me reach this point. Your support, whether through words of encouragement, advice, or simply being there when I needed it most, has meant the world to me. This achievement would not have been possible without the collective efforts of all those who believed in me and supported my goals.

# Abstract

This research focuses on the use of the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old at Saint Francis College during the first semester of 2024. The kinesthetic method is a pedagogical approach, that has proven to be fundamental in children's learning process, as it allows students to physically interact with the content, facilitating greater retention and understanding through movement.

The importance of this research lies in exploring and validating the effectiveness of the kinesthetic approach in improving speaking skills in preschool-aged children. Through a rigorous process that includes detailed observations, the implementation of specific strategies and activities, and the use of different educational resources, the goal is to demonstrate whether this approach is truly effective and functional in a preschool.

The research aims not only to confirm the efficacy of the kinesthetic approach, but also to provide practical guidance for educators on how to effectively integrate this methodology into phoneme teaching. By doing so, it hopes to contribute to the comprehensive development of children in their early years of learning, strengthening their communication skills and providing a solid foundation for their future linguistic education.

# Resumen

Esta investigación se centra en el uso del enfoque kinestésico para la enseñanza de fonemas de sonidos iniciales y finales de vocales y consonantes en niños de cinco a seis años del Saint Francis College, durante el primer semestre de 2024. La kinestesia, como enfoque pedagógico, ha demostrado ser fundamental en el aprendizaje de los niños, ya que permite a los estudiantes interactuar físicamente con el contenido, facilitando una mayor retención y comprensión a través del movimiento.

La importancia de esta investigación radica en explorar y validar la efectividad del enfoque kinestésico en la mejora de las habilidades de habla en los niños de edad preescolar. A través de un proceso riguroso que incluye observaciones detalladas, la implementación de estrategias y actividades específicas, y el uso de diversos materiales educativos, se buscará demostrar si este enfoque es realmente efectivo y funcional en un entorno preescolar.

La investigación pretende no solo confirmar la eficacia del enfoque kinestésico, sino también ofrecer una guía práctica para educadores sobre cómo integrar de manera efectiva esta metodología en la enseñanza de fonemas. De esta manera, se espera contribuir al desarrollo integral de los niños en sus primeros años de aprendizaje, fortaleciendo sus habilidades de comunicación y proporcionando una base sólida para su futura educación lingüística.

# Chapter I

# Research Problem

## 1.1 PROBLEM STATEMENT

One of the early childhood developments in children's physical and motoric development is physical motor development, an aspect of developing children's fundamental abilities that must be developed with cognitive and language development. Alannasir (2020) explains that bodily-kinesthetic intelligence involves the capacity to perform coordinated movements with the body and limbs, using these actions to convey emotions. This form of intelligence encompasses the ability to express thoughts and feelings through full-body movement and manual creation. It includes distinct physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, and is also closely linked to the sense of touch.

According to Campbell (2018), children acquire knowledge through a variety of methods, with young learners benefiting most when physical movement is incorporated—a technique referred to as kinesthetic learning. Instead of passively listening to instruction, children are involved through active participation.

This developmentally appropriate approach is a great way to develop literacy and phonics in toddlers and preschoolers. How to know if students are able to use this learning approach? In 1992, Neil Fleming introduced the VARK model, which states that there are four sensory modalities that indicate how children may prefer to learn new information. Based on how they process information, they can be visual, auditory, reading/writing, or kinesthetic learners. Although children can usually process information using all four modalities, each child may show a preference for a certain modality. Children who prefer the kinesthetic modality are known as kinesthetic learners. Kinesthetic learners prefer to learn using hands-on, tactile activities that allow them to interact with their environment and be active participants rather than passive observers when learning.

Bright wheel (2023) notes that preschoolers who are kinesthetic learners often display certain traits. These children tend to be highly active during lessons and excel when they are actively engaged with the content. They benefit from learning experiences that involve multiple senses, enabling them to interact with the material in various ways, such as using gestures to communicate and expressing their ideas through physical movement.

These learners enjoy hands-on problem-solving activities and prefer to touch and manipulate objects as they explore new concepts. To maintain focus, they might tap their foot or a pencil, using movement to concentrate better. They are also naturally drawn to activities that allow them to construct things and take them apart, as these tasks provide the active engagement they seek. However, sitting still for long periods can be challenging, making it essential to provide breaks and varied activities to help them stay attentive.

Considering all the characteristics, the group of 14 students between 5 to 6 years old, had all of those characteristics and they are able to learn by using the kinesthetic approach, so with the realization of this research, different information about the method will be find and the teacher will be able to use the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants, to the group of 14 students of preparatory, applying different strategies and activities where they get involve and learn in an active way, not only by listening or repeating.

### 1.1.1 Background of the problem

It is believed that children can learn many things through the kinesthetic approach, many areas of development can be strengthened. The problem is that many schools currently use the book as the main source of learning, which should not be like that. Nowadays there are many

tools that can be used as part of the process of teaching children, in order to teach in a fun way and not only through books.

The National Math Foundation (2023) reports that kinesthetic learning strategies offer distinct advantages for a wide range of students. Many children in U.S. schools are primarily tactile or kinesthetic learners, or a combination of both. Research indicates that students who are less responsive to conventional teaching methods often show greater engagement with hands-on, interactive lessons. Additionally, studies reveal that at-risk students respond particularly well to playful, activity-based instruction, which leads to notably higher engagement levels and improved motivation.

Movement can have many purposes within the classroom, which correlate to the benefits noted above. Movement prepares the brain for learning while simultaneously offering brain breaks during times of high stress towards academic performance. Structured movement can also increase class cohesion while strengthening students' individual physical fitness.

Ciotto and Fede (2017) suggest that kinesthetic activities are readily adaptable to academic material and can often be incorporated as games to reinforce challenging concepts. Physical movement, in general, supports not only the development of understanding but also enhances relationships and promotes academic rigor among children.

According to several searches from books, and theses have been found the previous studies those are relevant to this research.

First, Pourhossein Gilakjani's (2012) study, Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching, explores three primary learning styles: auditory, visual, and kinesthetic. The study found that 15% of students prefer kinesthetic learning. Earlier research by Price, Dunn, and Sanders (1980) indicated that very young children

are predominantly kinesthetic learners. Additionally, Carbo (1983) investigated reading preferences and found that proficient readers tend to favor visual and auditory learning, whereas struggling readers often have a stronger preference for tactile and kinesthetic approaches.

Second, a thesis entitled “Using movement and kinesthetic learning to teach academics” was written by Elise Fulginiti in 2014 that explain about movement and kinesthetic learning can be implemented academically. The result of this research is that movement and kinesthetic learning can help to enhance the classroom curriculum if used in an effective and academic manner.

Third, a thesis entitled “Kinesthetic Teaching Strategies in a Lecture Setting” was written by Rowan Cheney in 2017 explains that kinesthetic teaching is a beneficial way for children to learn and retain new information but is not commonly used by instructors. The result of this research shows that there is a need for further research in kinesthetic teaching, to determine the effectiveness of all the strategies that can be implemented. Using kinesthetic teaching allows an experience that promotes attention and retention, it not only encourages teachers to change their teaching style but also empowers learners to take control of their own learning as well.

### 1.1.2 Problematization

This research will be focus on a real situation presented with a group of 14 students from five to six years old, from Saint Francis College, Alajuela campus, located in Barrio San José, Alajuela. This is a private school with more than 70 years of experience in education. Their preschool is completely bilingual, and their students are in touch with the language every day. A weakness that can be detected is that the students are presenting difficulties when learning the phonemes of the initial sounds when they are in phonics classes.

The problem is that they are not getting into the class of phonics, because they are only listening to the sound of the letters phonemes and vocabulary words that starts with the same sound, then they repeat the sound and the words, and at the end they make and art craft and that´s it. At this moment the teacher is making evaluations to the students in where they are asked to say the name of the letter, the initial sound and vocabulary words that start with the same sound of the letter, and many of the students don't remember those things. With the use of the kinesthetic method, the teacher can help the students with this problem, because they will involve more in the process of learning the phonemes of vowels and consonants, and they will be able to remember better the vocabulary words in order to communicate adequately in the language that they are learning.

In this research, information about how to use the kinesthetic approach in order to teach phonemes of initial and ending sounds of vowels and consonants in children from 5 to 6 years old in order to improve their speaking skills will be searched. Dockstader and Stewart (2006) explain that instruction in phonological awareness and phonics can vary widely, ranging from verbal and visual techniques, such as workbooks and computer-based games, to multisensory methods that focus on hands-on activities and the use of manipulatives.

They also mention that it is very important that teachers have a variety of approaches supported by research to teach those important skills. Each child has unique learning needs and one approach in a classroom will probably not address all student needs. On the other hand, Kinesthetic movement in the classroom allows students who may not thrive in a traditional educational setting to show what they're made of. This is their time to shine, show off their personality, and form a lasting positive relationship with learning.

Dr. Terry Kindervater, a leader in integrating kinesthetic movement into classroom learning, introduced the concept of Kinesthetic Motion for the Phonemes (KMPs), which serves as the basis for the Phonics in Motion program (Kindervater, 2021). Her approach emphasizes preserving the essence of childhood in education, asserting that incorporating whole-body movement in early learning is essential for enhancing the learning experience.

### 1.1.3 Problem Statement

Difficulties that 14 students from five to six years old are having when learning phonemes of the initial and ending sound of vowels and consonants, and vocabulary related to it.

## 1.2 PROBLEM JUSTIFICATION

The goal of this research is to find relevant information and strategies about the kinesthetic approach in order to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old from Saint Francis College to improve their speaking skills. Why is it important for those 14 students from preparatory to learn by using this method? Because they are having trouble in learning the phonemes of initial and ending sound, they are not getting involved in the way they should when learning those contents, they are just repeating and that is why they are not learning in a meaningful way. Considering the characteristics of all the students, the kinesthetic approach is an excellent method in where the students will be able to understand better, get involve with the lesson and enjoy their learning process of phonemes of vowels and consonants, and this will let them to put into practice what they learn and improve their speaking skill.

So, with the completion of this research, the investigator will discover different strategies, activities, and educational resources of how to teach by using the kinesthetic approach, and how that can be functional to apply it in children from five to six years old. In

addition, all teachers must be prepared to put all their knowledge learned through life into practice. Why? Because it is important that they know how to teach students without using only traditional methods. That is the reason why it is fundamental that teachers must know strategies of how to teach children with the use of kinesthetic method.

The National Math Foundation (2023) emphasizes that kinesthetic learning promotes physical activity, supports cognitive, social, and emotional growth, and strengthens the brain's ability to retain information. Additionally, it fosters individual skills and strengths while building self-confidence in those abilities.

That is another reason why this method is an excellent option to teach students in early ages.

## 1.3 RESEARCH QUESTION

**What is the effectiveness of applying the kinesthetic approach to teach the phonemes of initial and ending sounds of vowels and consonants, to improve the speaking skill in children from five to six years old of Saint Francis College in Alajuela, during the second quarter of 2024?**

## 1.4 HYPOTHESIS

Through the use of the kinesthetic approach children from five to six years old from Saint Francis College will improve their speaking skills.

## 1.5 RESEARCH OBJECTIVES

### 1.5.1 General Objective

a) To determine the effectiveness of applying the kinesthetic approach to teach the phonemes of initial and ending sounds of vowels and consonants, to improve the

speaking skills in children from five to six years old of Saint Francis College in Alajuela, during the second quarter of 2024.

### 1.5.2 Specific Objectives

a) To identify the knowledge preparatory children have about the initial and final phonemes of vowels and consonants, and how are their abilities to speak in English.
b) To suggest strategies, activities and resources that can help children in the process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach to improve their speaking skills.
c) To analyze resources used with children and their effectiveness during the process of learning the phonemes of initial and ending sounds of vowels and consonants with the use of the kinesthetic approach.

## 1.6 SCOPE AND LIMITATIONS

### 1.6.1 Scopes

One of the advantages of this research is that if the proposed method really works with the students, it could be part of a teaching method in the institution. The director is aware of what this investigation is going to be about and what method is going to be used to work with preparatory students. She really liked the idea and the kinesthetic approach, and how children will be able to learn through movement, so there is no doubt that if this method really works to teach phonics, the school will continue to be included as part of the institution's academic curriculum.

### 1.6.2 Limitations

Analyzing what limitations can be part of the process of investigation, any limitations can be found. The idea is to implement the kinesthetic approach to teach the phonemes of initial

and ending sound of vowels and consonants. The director of the Saint Francis College says that all the strategies, activities and resources that are planned to implement with preparatory students, can be used, the institution hasn't put any restriction at the moment. It is considered that having the opportunity to implement learning by movement, thanks to the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants, will be successful and will give very positive results in the students from five to six years old, of the level of preparatory of the Saint Francis College.

# Chapter II

# Theoretical Framework

This chapter encompasses all pertinent details for this investigation, encompassing a wide array of subjects within the document. Nonetheless, the author highlights a focused and straightforward approach in presenting the data, aiming for clear and uncomplicated explanations of the subjects at hand.

As outlined in the initial chapter, the author operates within the framework of three significant environments, encapsulated by the specific objectives: To identify the knowledge preparatory children, have about the initial and final phonemes of vowels and consonants, and how are there abilities to speak in English, also to suggest strategies, activities and resources that can help the children in the process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach, to improve their speaking skills, and to analyze the resources used with the children and their effectiveness during the process of learning the phonemes of initial and ending sounds of vowels and consonants, with the use of the kinesthetic approach.

In this chapter the author develops and shows a variety of important information about the importance of the kinesthetic approach, the meaning, benefits, and what teaching strategies can be use with children. Also, the researcher finds fundamental information about what is phonemic awareness, why it is important, how it looks in preschool and how to teach phonemes of vowels and consonants. It will be found vital information about are vowel and consonant sounds, their categories, and how are the initial and ending sound of each of them.

Another important subtopic that the author mentions is about how to teach phonemic awareness in preschool and strategies about it. Games and activities are also well developed in this part of the investigation. Subsequently, the author also will investigate about how to teach phonemes of initial and ending sounds of vowels and consonants. Finally, the investigator will

also refer to the importance of the speaking, how to learn speaking abilities trough the kinesthetic approach, and involving the speaking skills when learning phonemes of initial and ending sounds of vowels and consonants.

## 2.1 HISTORICAL CONTEXT

### 2.1.1 Background of the organization and community

According to the institution website Saint Francis College (2024) “Our history”: The journey of almost seventy years of memories of Saint Francis College must begin by making a historical reference to the arrival of the Conventual Franciscan Friars to our country, as missionaries from Trenton, New Jersey. Many of them fell in love with Costa Rica and stayed forever, so it is important to highlight that the history of the Institution truly begins on March 21, 1946, when Friars Eugenio Zwall and Basil Carbett arrived in our country. Two months later, Friars Buenaventura Imhoff, David Schulze, Román Ondecko, Eustaquio Brosenne, Bertrand Hodes, and Maury Marhafer arrived, and with all of them, they learned to love life and their Patron and Father, Saint Francis of Assisi.

In 1950, Monsignor Víctor Manuel Sanabria Martínez, Archbishop of San José, requested the collaboration of the Conventual Franciscan Friars to fulfill his desire for a Catholic education to be imparted in Costa Rica, where the values of the gospel and the Franciscan charisma would determine a system of high-quality education and integral formation in spiritual, academic, artistic, sports, cultural, and technological aspects, with a high intellectual and spiritual development for the formation of the country's future leaders, with an emphasis on the English language.

On March 20, 1950, Saint Francis College opened its doors in Barrio Aranjuez, with Father David Schulze as its founder and Director. Shortly after its founding, the College began to

distinguish itself for its spiritual, academic, and sports training. It quickly began to grow in enrollment and national recognition, so it was important to find a new headquarters. A fervent Catholic, Mr. André Challe, donated land located in the canton of Moravia to the Order, where the facilities of Saint Francis College are currently located.

Due to the insistent requests of parents eager to entrust the education of their children to such a prestigious institution, the Preschool and Primary School were opened in 1973, with Professor Jeannette Cartín Rodríguez as Academic Coordinator. Also in that same year, the co-educational system began, as it had previously been established only for boys. From that year onwards, the Institution has the three academic units of Preschool, Primary, and Secondary.

Thus, recognizing the great contribution that this respected and prestigious Institution has made to Costa Rican society, the idea arose within the Order to build a headquarters in the province of Alajuela.

In December 2017, with Fray Walter Loáisiga González as General Director, the First Chapter of the Maria Madre de Misericordia Custody, by the Conventual Franciscan Friars in Central America, was held. During the same, the proposal for the opening of a Saint Francis College branch in Alajuela was approved, thus offering the best Catholic educational offer in Costa Rica in this province.

In 2019, the Saint Francis Alajuela Preschool located in Barrio San José began with Ms. Damaris Marín Herrera as Academic Coordinator, offering levels of Nursery, Pre-Kindergarten, Kindergarten, and Preparatory. In 2020, the Institution opened its doors for Primary Education.

Currently, the institution has 160 students distributed into five groups in preschool and six groups in elementary.

Throughout the years the infrastructure has been growing and nowadays it has the following facilities: administration and secretary's offices, library, computer lab, nine classrooms for elementary school and 6 for preschool, a multi-purpose court, a gymnasium, a playground, a butterfly's garden, and a chapel.

The institution holds the following mission and vision:

- **Mission:** To foster a true Educational Franciscan Ministry in order to promote complete, well-ordered transformations focused on common benefit.
- **Vision:** To promote good human beings who, inspired on Franciscan values, could be able to transform our society into a more just and caring one.

## 2.2 THEORETICAL-CONCEPTUAL CONTEXT

Over the years, education has experienced many transformations, including theoretical approaches that have evolved from traditional methods to more dynamic and innovative environments, such as the kinesthetic method. This shift reflects a broader understanding of how different learning styles and techniques can be integrated into the classroom to enhance student engagement and comprehension. Additionally, teachers can employ a variety of techniques in their daily English lessons, utilizing different approaches to achieve any educational objective.

By incorporating methods like visual, auditory, and kinesthetic learning, educators can address the diverse needs of their students and foster a more inclusive and effective learning environment.

Among the numerous methods and approaches to learning the English language, the kinesthetic method for teaching phonics stands out for its emphasis on movement and physical activity, which can be particularly beneficial for young learners. This approach not only makes learning more interactive and enjoyable but also helps children to internalize phonetic concepts

more deeply through physical engagement. Therefore, teachers and learners should remember that the primary goal of learning English is to develop skills that enable effective communication with others. By focusing on skill development through varied and innovative approaches, educators can better prepare students to use English confidently and competently in real-world situations.

### 2.2.1 The importance of the kinesthetic approach

Success by Design Planners (2020) highlights that educators may notice students' varied learning preferences; some students excel by taking detailed notes, while others engage more effectively through hands-on activities. Each student's unique learning style affects how they understand and retain information in the classroom. Recognizing different learning styles, such as kinesthetic learning, which emphasizes active involvement, can assist educators in selecting the most effective teaching approaches. The following sections provide an overview of the kinesthetic approach, its benefits for students, and methods for integrating it into classroom instruction.

#### 2.2.1.1 What is kinesthetic learning?

Success by Design Planners (2020) defines kinesthetic learning as a style that links the learning process to bodily movement, physical activities, and hands-on experiences.

Kinesthetic learners interact with their environments to better understand the subject at hand. They prefer practical concepts over theoretical concepts because deep learning occurs through application and physical involvement in the topic. Also, kinesthetic learners prefer to actively participate in physical activity to learn a topic or skill rather than listen to a lecture or read about it.

Success by Design Planners (2020) explains that kinesthetic learning is one of the four learning styles identified in Neil Fleming's VARK model. Fleming proposed that individuals tend to learn most effectively through one of four distinct styles: visual, auditory, reading/writing, or kinesthetic.

Success by Design Planners (2020) describes various learning styles within the VARK framework. Visual learners are most engaged when information is conveyed through visual aids. Graphic elements like illustrations, diagrams, charts, videos, and demonstrations effectively support these learners, who may also use color-coding and drawing to enhance understanding. Auditory learners excel when information is presented through listening, such as in conversations, recordings, or music. They prefer quiet environments that allow them to concentrate without distractions and may reinforce learning by reading aloud, recording notes, or using audiobooks and podcasts. Reading/Writing: This style is favored by learners who comprehend best through reading and writing activities. They often rely on handwritten notes, list-making, summarizing, highlighting, and color-coding. These learners may also prefer creating presentations and studying independently. Kinesthetic learners engage in learning through active, trial-and-error approaches, often involving movement and physical demonstrations. They tend to study in shorter sessions with breaks for physical activity to maintain focus and engagement.

Success by Design Planners (2020) notes that kinesthetic learners retain information more effectively through activities involving touch, movement, and hands-on experiences. These students may struggle to stay engaged in traditional classroom settings and often prefer learning environments outside the classroom. Young kinesthetic learners particularly enjoy activities that

involve building and using their hands and tools. They are often drawn to physical activities and sports and show enthusiasm for trying new experiences.

#### 2.2.1.2 Benefits of kinesthetic learning style

Success by Design Planners (2020) emphasizes that movement plays a significant role in enhancing learning by stimulating brain activity and increasing blood flow to the brain, which supports peak cognitive function. Kinesthetic learning, particularly when integrated into classroom settings for young students, offers additional advantages that support effective learning.

Some benefits of why kinesthetic learning can be beneficial for students will be mentioned: Kinesthetic learning offers numerous benefits for students, including enhanced comprehension and cognitive development, as movement increases oxygen flow to the brain, helping learners better process and retain information. It stimulates creativity by encouraging learners to think outside the box, as many kinesthetic activities require imaginative problem-solving. Through trial and error, kinesthetic learners develop critical thinking and problem-solving skills by experimenting with different techniques. Additionally, group kinesthetic activities promote communication and social skills, fostering teamwork. This learning style also opens up diverse career paths, especially for those interested in hands-on fields like trades or direct workforce entry.

#### 2.2.1.3 Teaching strategies for kinesthetic learners

Success by Design Planners (2020) suggest that each student typically develops a preferred learning style, especially as they mature and discover which methods suit them best. Although addressing each student's learning preferences can be challenging for educators, it is achievable.

Teacher may survey all the students to determine how they learn best, find ways to incorporate all learning styles or offer options for your learners. Adapting your lessons to accommodate to all students' learning styles can help each student effectively learn the material.

Success by Design Planners (2020) highlight the importance of allowing movement in the classroom, as it can significantly benefit kinesthetic learners. Teachers can incorporate various types of movement based on their teaching style and classroom environment.

One effective strategy is to provide students the option to stand during class. Standing can help kinesthetic learners concentrate, especially during lengthy lessons. For instance, teachers might set up a standing workstation at the back of the classroom, enabling students to move there as needed without disrupting their peers (Success by Design Planners, 2020).

Additionally, offering quick breaks throughout long classes can be advantageous. Allowing students, a minute to get up, stretch, or move around the room provides them with a mental reset and enhances their overall focus (Success by Design Planners, 2020). It is also essential for teachers to teach appropriate movements to prevent distractions among other students. Educators can guide students on subtle movements they can perform from their desks, such as bouncing their legs, or create designated areas for kinesthetic learners to move freely. Arranging seating so that these students are positioned around the classroom's perimeter allows them to stand or pace as necessary.

Taking learning outside can further engage kinesthetic learners, as they often benefit from real-life applications of concepts. When possible, teachers should conduct lessons outdoors to connect kinesthetic learners with the material. For example, during a lesson on different types of clouds, a teacher might take students outside to observe the sky directly (Success by Design Planners, 2020).

Incorporating practical components into lessons is another effective way to aid kinesthetic learners. These students thrive on physical interaction with the material being taught, as theoretical and abstract concepts can pose challenges for them. Teachers can use tangible items such as blocks, modeling clay, puzzles, maps, and craft supplies to make learning more tactile and engaging (Success by Design Planners, 2020).

Finally, incorporating a variety of activities into lessons can combat boredom, particularly during traditional lectures. Kinesthetic learners often find lectures less engaging when the instructor dominates the speaking time. By integrating different kinesthetic activities into lessons, teachers can create more interactive and memorable learning experiences. Such engaging lessons enhance kinesthetic learners' focus and participation, facilitating better learning outcomes (Success by Design Planners, 2020).

### 2.2.2 PHONEMIC AWARENESS

Talbot (2020) explains that children must develop several foundational skills before they can successfully learn to read and write. An understanding of sound structure and its relationship to words is essential for developing these literacy skills. Exposure to a variety of books enriches children’s vocabulary, fosters an interest in print, enhances comprehension, and encourages them to engage in writing. This exposure also plays a significant role in improving their overall literacy skills. Additionally, phonemic awareness is crucial for children to acquire effective reading and writing abilities.

#### 2.2.2.1 What is phonemic awareness?

According to Talbot (2020), phonemic awareness is a specific aspect of phonological awareness that entails recognizing and manipulating the individual sounds within words. This skill typically develops during the preschool years and serves as a strong indicator of a child's future

reading and spelling capabilities. To effectively learn to read and spell, children must first cultivate their phonological awareness. This process involves analyzing the sounds in spoken language, which includes identifying rhyming words, recognizing alliteration, and counting the syllables in words.

#### 2.2.2.2 Why is phonemic awareness important?

Talbot (2020) emphasizes that recognizing that words consist of individual sounds, which can be altered, is crucial for achieving proficiency in reading and spelling. Additionally, grasping the relationship between phonemes—the distinct sounds that make up words—and graphemes—the letters that represent those sounds—is an essential skill for understanding written language. Young learners must develop the ability to break words down, reassemble them, and modify them into new words (or even nonsensical words), as this skill forms the foundation of their literacy development.

Talbot (2020) asserts that teaching children new grapheme-phoneme correspondences (GPCs) is of limited value if they do not understand how these letters combine to form words. In such cases, reading with a child may result in them reciting individual letters without grasping their meaning, while writing would require constant guidance on which letters to use. This scenario would likely lead to a stressful and frustrating experience for both the child and the educator.

Outschool (2022) states that phonemic awareness is the most significant predictor of reading development in young children. This skill enables children to master the relationships between spelling and sound, facilitating their ability to associate letters, such as "A," with the corresponding sounds, like "/A/" as in "apple." This foundation is essential for literacy instruction in elementary school and often begins even earlier, directly contributing to early decoding skills, which involve reading written words by recognizing the sounds associated with each letter.

#### 2.2.2.3 Phonemic awareness in preschool

Outschool (2022) highlights the importance of assessing whether a child is progressing in developing strong phonemic awareness by considering their age and the specific phonemic awareness skills that preschool children need to master.

Outschool (2022) explains that for kindergarten students aged 4 to 5 years, by the beginning of the school year, children should take pleasure in and mimic rhymes and alliteration. They may respond with excitement when hearing the title "Fox in Socks" and find humor in phrases like "yummy yogurt." By the end of the year, these children should be capable of clapping to count syllables—one clap for "bus" and two claps for "taxi"—as well as identifying when a word in a set does not rhyme (for example, distinguishing "hat, mat...mop?") and recognizing alterations to familiar words (such as “Twinkle, twinkle, little...car?”).

On the other hand, for preparatory students aged 5 to 6 years, Outschool (2022) notes that at the start of the year, children should be able to produce rhymes, match initial sounds in words, and blend the onset (the first sound) with the rime (the ending) to form complete words, such as saying "c-ap...cap." By the end of kindergarten, students are generally blending sounds in two- or three-phoneme words (e.g., "a-t...at" and "h-a-t...hat") as well as segmenting these words (e.g., "at...a-t" and "hat...h-a-t"). They should also be able to delete syllables and components of compound words (for example, saying "elbow" without "el" or "raincoat" without "rain"). Instruction in phonemic awareness is enjoyable for both teachers and students, and even structured lessons can be effectively delivered through games, songs, and developmentally appropriate activities that engage children.

### 2.2.3 PHONEMIC AWARENESS OF VOWELS AND CONSONANTS

According to Lucy (2022), the English language consists of various combinations of 44 phonemes, which include 20 vowel sounds and 24 consonant sounds. In written language, the letters of the alphabet are categorized as either consonant or vowel letters based on the types of sounds they represent. Vowel sounds enable a free flow of air, which results in a noticeable drop of the chin, while consonant sounds are generated by restricting airflow.

#### 2.2.3.1 What are vowel sounds?

According to Nascimento (2023), the English language contains fifteen vowel sounds, which are typically represented by the letters a, e, i, o, and u. Additionally, the letters y, w, and gh are frequently involved in vowel sound spellings. Vowel sounds are articulated with a relatively open vocal tract, whereas consonant sounds are produced by forcing air through a small opening in the vocal tract or by building up air pressure within the vocal tract before releasing it. A vowel sound is defined as a speech sound that is generated without any obstruction from the lips, tongue, teeth, or throat during its articulation.

#### 2.2.3.2 What are consonant sounds?

According to Gina (2023), consonants are letters that correspond to speech sounds produced when the vocal tract is either partially or completely closed. The articulation of consonants necessitates specific positions of the lips, tongue, and cheeks. While vowel pronunciation can vary significantly among different English speakers and dialects, consonant pronunciation tends to be more consistent, although some variation can still occur across dialects.

#### 2.2.3.3 Categories of the vowel sounds

According to Nascimento (2023), vowel sounds can be categorized into three groups: long vowels, short vowels, and other vowels. It is crucial for ESL, ELL, and EFL students to

understand that the terms "long" and "short" do not refer to the duration of vowel sounds. Nascimento further explains that short vowel sounds are typically represented by a single letter, whereas long vowel and other vowel sounds are usually indicated by combinations of letters. However, this guideline should not be regarded as a definitive rule for English pronunciation, as numerous exceptions exist.

According to the International Phonetic Alphabet (IPA), short vowels are:

- /ɪ/ – fit /fiːt/, pick /piːk/, difficult /ˈdɪ.fɪ.kəlt/
- /e/ – pet /pet/, sent /sent/, attention /əˈten.ʃən/
- /æ/ – pat /pæt/, flat /flæt/, family /ˈfæ. mə.li/
- /ʌ/ – cut /kʌt/ jump /dʒʌmp/, cover /ˈkʌ.vər/
- /ʊ/ – put /pʊt/, book /bʊk/, cushion /ˈkʊ.ʃən/
- /ɒ/ – pot /pɒt/, dog /dɒg/, hospital /ˈhɒs.pɪ.təl/
- /ə/ – about /əˈbaʊt/, system /ˈsɪs.təm/, complete /kəmˈpliːt/.

According to the International Phonetic Alphabet (IPA), long vowels are:

- /iː/ week /wiːk/, feet /fiːt/, media /ˈmiː.di.jə/
- /ɑː/ hard /haː/, park /paːk/, article /ɑː.tɪ.kəl/
- /ɔː/ fork /fɔːk/, walk /wɔːk/, August /ɔːˈgʌst/
- /ɜː/ heard /hɜːd/, word /wɜːd/, surface /ˈsɜː.fɪs/
- /uː/ boot /buːt/, group /gruːp/, beautiful /ˈbjuː.tɪ.fəl/

#### 2.2.3.4 Categories of the consonant sounds

According to Lucy (2022), consonant sounds are produced by restricting airflow in various ways, such as altering the position of the tongue, which leads to less mouth opening. This results in the jaw not dropping noticeably, in contrast to the production of vowel sounds.

The letters of the alphabet that usually represent the consonant sounds are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. In the following list, the sounds of the consonants can be observed along with examples:

- B /b/ bait
- C /k/ captain, C /s/ center, C / ʃ/ ocean
- D /d/ deal, D /t/ laughed, D /dʒ/ educate
- F /f/ flip, F /v/ of
- G /g/ gum, G /dʒ/ age, G /ʒ/ beige
- H /h/ house
- J /dʒ/ joy
- K /k/ kick
- L /l/ listen
- M /m/ make
- N /n/ fan, N /ŋ/ bank
- P /p/ party
- Q /kw/ quiet, Q /k/ conquer
- R /r/ art, R /ɹ/ right
- S /s/ snake, S /z/ desert, S /ʃ/ pressure, S /ʒ/ illusion
- T /t/ ten, T /ʃ/ patient, T /tʃ/ situate
- V /v/ void
- W /w/ way
- X /ks/ axe, X /gz/ exist, X /kʃ/ obnoxious, X /gʒ/ luxury, X /z/ xylophone
- Y /j/ year

- Z /z/ zest, Z /s/ pretzel, Z /ʒ/ seizure

Identifying consonants is important as it helps improve spelling and pronunciation of words.

#### 2.2.3.5 Initial sounds of vowels and consonants

According to Punkoney (2015), initial sounds, also known as beginning sounds, are the first sounds in words. When students grasp the concept that words are composed of sounds, they can apply this understanding to their reading, writing, and recognition of sight words. Learning sounds occurs gradually, and beginning sounds are often the easiest to teach since they are introduced in the first lessons. These sounds are crucial as they represent the initial step in teaching children to listen for sounds within words.

To effectively introduce beginning sounds to preschoolers, Punkoney (2015) suggests providing ample practice and engaging, hands-on activities that are highly visual. Consistency in teaching these sounds is important so that students can transfer their skills seamlessly from one sound to another. The letters of the alphabet correspond to the sounds that comprise words; therefore, a child must be able to identify these sounds to read successfully. Emerging readers enhance their recognition of initial vowel and consonant sounds by listening to and reading words and stories that feature these sounds. For many children, practicing sound recognition within words significantly influences their reading development.

#### 2.2.3.6 Ending sounds of vowels and consonants

According to Ashley (2022), introducing ending sounds can be somewhat challenging for children, as they may feel disoriented after having focused primarily on beginning sounds in their phonics instruction. For instance, they have learned that "B is for ball," and then are suddenly introduced to the concept that there is an "l" in "ball," which can lead to confusion.

To effectively teach ending sounds in preschool, Ashley (2022) notes that some educators may find this approach complicated because preschoolers typically do not recognize that words contain beginning, middle, and ending sounds. To help children grasp the concept of ending sounds, it is important to use visual materials rather than relying solely on verbal explanations, as this can help prevent confusion.

### 2.2.4 HOW TO TEACH PHONEMIC AWARENESS

Outschool (2022) states that phonemic awareness instruction can be enjoyable for both educators and students. Structured lessons can be effectively delivered through games, songs, and age-appropriate activities that children find engaging. The decision on which skills to teach should be based on the child's age and their existing phonemic awareness abilities. Integrating hand and body movements into these activities not only keeps children engaged but also enhances their retention of knowledge through kinesthetic learning. Even complex phonemic awareness tasks can be transformed into enjoyable games.

When children learn in a joyful environment, they experience less anxiety and are more motivated to continue their learning. Teaching phonemic awareness does not have to be difficult; it can be as enjoyable as it is educational. By understanding and nurturing the development of phonemic awareness skills, educators can provide children with a solid foundation for their literacy journey and equip struggling readers and writers with the necessary tools to improve their skills.

According to Outschool (2022), phonemic awareness instruction can be enjoyable for both educators and students. Structured lessons can effectively utilize games, songs, and developmentally appropriate activities that appeal to children. The skills taught should be

tailored to a child's age and existing phonemic awareness abilities. Engaging students through hand and body movements during these activities not only maintains their interest but also enhances knowledge retention through kinesthetic learning. Even complex phonemic awareness tasks can be adapted into games.

When children experience joyful learning, they tend to feel less anxious and are more motivated to continue their efforts. Teaching phonemic awareness does not have to be challenging; it can be as enjoyable as it is educational. By recognizing and fostering the development of phonemic awareness skills, educators can provide children with a strong foundation for their literacy journey and equip struggling readers and writers with the necessary tools to improve their skills.

#### 2.2.4.1 Strategies for teaching phonemic awareness

According to Talbot (2020), some children may acquire phonemic awareness incidentally through phonological games and listening activities, while others might require explicit instruction. Children often find the concepts of orally blending and segmenting sounds to be more engaging and meaningful when these activities involve puppets, such as aliens or robots, which necessitate the use of “sound talk” or “robot talk” for communication.

Talbot (2020) highlights several important considerations for teaching phonemic awareness. It is essential for children to receive ample modeling of skills before attempting to perform them independently. Generally, children learn to orally blend words before they master segmenting, and they may not always recognize all the phonemes in a word; for example, they might articulate “c-p” when referring to the word "cup." Ideally, children should have a foundational understanding of phonemic awareness before progressing to grapheme-phoneme correspondences (GPCs). Ongoing practice of phonemic awareness alongside phonics instruction

is critical. Activities designed to promote phonemic awareness should be fun and engaging to encourage a positive attitude toward reading and writing. Furthermore, phonemic awareness can be cultivated without the use of written words, and incorporating multi-sensory, hands-on activities is particularly beneficial for younger learners.

#### 2.2.4.2 Games and activities to support phonemic awareness

According to Talbot (2020), games and activities can effectively enhance phonemic awareness. These activities should begin with blending phonemes to form words. As children's skills in blending improve, they can practice segmenting words for others to blend and follow instructions. Several games and activities can be utilized to practice phonemic awareness.

Talbot (2020) suggests various activities to support phonemic awareness in children. One activity is "I Spy," where the teacher prompts students to identify items in the classroom or on a poster by segmenting the entire word rather than just the initial phoneme; for instance, saying "I spy with my little eye a h-or-se," prompting the child to find a picture of a horse. Another activity, "Can you touch your...," involves asking the child to touch different parts of their body while segmenting the names of those parts, such as "h-ea-d," "ch-ee-k," "ch-i-n," and "l-e-g." Teachers can also give classroom instructions that require phonemic awareness, such as asking, "Can you find your ch-air?" or "Can you find your c-oa-t?" Additionally, children can participate in a game where they tap their shoulder when they hear a specific sound; for example, they would tap if they hear the ‘a’ sound in the words "hand," "apple," "ant," and "dog." Lastly, in the "Sound Jump" activity, students jump forward for each phoneme in a given word, promoting physical engagement alongside phonemic awareness practice.

#### 2.2.4.3 How to teach phonemes of initial and ending sounds of vowels and consonants?

In preschool education, phonemic awareness is not overly complex. According to Kung (2020), the key areas of focus for preschoolers include understanding that words are composed of syllables, recognizing rhyming words such as "cat," "sat," "hat," and "mat," and grasping the concept of alliteration, exemplified by phrases like "The big blue ball."

According to Staman (2020), teachers must consider several steps when instructing preschool children on the phonemes related to the initial and ending sounds of vowels and consonants. One of the primary ways children develop phonological awareness is by hearing initial consonant sounds. By linking key words to specific letters, children can establish a connection between a letter and the sound it produces. This approach transforms the task of identifying initial sounds into a matching process, rather than merely isolating the sound associated with a letter.

Identifying and locating final consonant sounds represents another important step in developing phonological awareness. This skill should only be introduced once students are comfortable with identifying initial sounds. Initially, children may confuse beginning and ending sounds; however, they generally find it easier to recognize initial and final consonant sounds in words compared to medial vowel sounds. It is important for children to understand onsets and rimes, where an onset refers to the consonant sound(s) at the beginning of a syllable (such as the /c/ in "cat" or the /sw/ in "swing"), while a rime includes the vowel sound in a syllable along with any subsequent sounds (like /at/ in "cat" and /ing/ in "swing"). Research indicates that children can read unfamiliar words more easily by relating them to familiar words. For instance, a child attempting to read "bat" might compare it to the known word "cat." To facilitate this kind

of analogy, children need to be able to segment words into onsets and rimes (e.g., b-at, c-at) and to recognize rhyming words.

According to Staman (2020), after students have successfully identified most initial and final consonant sounds, they should then be introduced to consonant combinations, including two-letter blends and digraphs. A blend consists of two or more consonants that are combined, with each sound remaining distinct and audible. In contrast, a consonant digraph comprises two or more consonants that produce a single sound. Another essential aspect to consider when teaching phonemes related to initial and ending sounds of vowels and consonants is the use of high-frequency words. When students can recognize these words in context, supported by language cues and visual aids, they create a foundational set of known words. This core vocabulary will serve as a basis for students to develop their understanding of how words are constructed and deconstructed.

### 2.2.5 THE IMPORTANCE OF THE SPEAKING SKILL IN EARLY AGES

According to Sword (2021), speech, language, and communication are essential domains of development for children. These skills are crucial throughout a person's life, as they facilitate understanding of their environment, allow for the expression of basic needs and emotions, enable conversations, and contribute to thinking and learning processes. Additionally, these skills aid in the development of relationships and problem-solving abilities. Furthermore, they support various other areas of growth, including cognitive, social, and literacy development.

According to Sword (2021), research indicates that over 50% of children entering reception have language skills that fall below age-appropriate levels. This situation has likely deteriorated since the onset of the COVID-19 pandemic, as many children's language

development has regressed, placing them behind their peers. Both parents and teachers can play a crucial role in enhancing children's language development and improving their outcomes.

The Early Years Foundation Stage (EYFS) framework assesses child development, particularly focusing on communication and language. The early learning goals for this area include listening and attention, which encompass the ability to distinguish sounds, sustain concentration, and anticipate significant events in stories. Understanding language starts with recognizing words in context, then progresses to phrases, and eventually to more complex sentences, including responding to questions such as "how" and "why." Speaking skills involve expressing feelings, needs, thoughts, ideas, and past experiences, as well as participating in imaginative play. By the age of five, children are expected to meet these goals with the assistance of suitable strategies aimed at fostering their communication skills.

#### 2.2.5.1 Strategies to support the speaking skill development

Here are some strategies to support language development:

According to Sword (2021), being a positive role model is essential for fostering good speech and language skills in children, as they often learn by observing and imitating adults. To effectively model these skills, adults should speak slowly to give children time to process information, use short sentences to avoid overwhelming them, and maintain eye contact, engaging at the child’s level when necessary. Additionally, adults should demonstrate correct pronunciation and sentence structure by enunciating clearly, such as saying, "going to" instead of "gonna," and avoid using "baby words" to help children learn the adult versions more quickly. Labeling objects and actions, such as saying "look at that dog!" can enhance vocabulary development, while listening carefully to children reinforces the importance of attentive communication. Furthermore, providing pauses after sentences allows children opportunities to

respond, encouraging turn-taking in conversations, and using expressive language, like "that's a beautiful picture!" helps expand their vocabulary by discussing objects, actions, and emotions.

According to Sword (2021), reading to young children is highly beneficial for their language development. While reading, it is important to point to the words being spoken, as this practice helps children associate spoken language with written text, thereby supporting their future literacy skills. Engaging children in discussions about each page encourages them to express themselves. Additionally, using varied intonation, pointing out illustrations, and inviting the child to predict what will happen next further enhances their involvement with the book.

According to Sword (2021), engaging in conversations with a child as frequently as possible significantly contributes to their language development. It is essential to communicate with them, even when they are not yet able to respond verbally, as this encourages their speaking abilities. Such interactions help children understand the dynamics of conversation while also exposing them to a variety of vocabulary and sentence structures, which fosters familiarity and comprehension.

According to Sword (2021), singing plays a crucial role in the language development of young children. It aids in helping them distinguish different sounds, recognize rhymes, enhance their memory, and expand their vocabulary.

According to Sword (2021), engaging in games that involve describing, guessing, and turn-taking can be effective language activities for children. For example, one game involves having children feel a hidden object and describe it so that their peers can guess what it is. Another game, "What am I?", requires a child to describe an object, such as saying, "I have four legs and I'm a pet; I like to bark", while others attempt to guess the answer. Additionally, sitting in a circle and passing an object around while taking turns speaking fosters turn-taking and can

be used to prompt questions, such as "What is your favorite food?" These activities not only encourage language development but also help build attention and listening skills, which are essential for effective communication.

According to Sword (2021), encouraging pretend play can significantly enhance children's vocabulary. Adults can facilitate this by prompting children to dress up as characters from their favorite books, create their own stories, or engage in role-play with simple props. During these activities, it is beneficial to encourage children to identify the objects they are using and to ask them questions, such as "What are you doing now?" This interaction not only enriches their language skills but also fosters creativity and imagination.

According to Sword (2021), exploring rhymes is crucial for language development, much like singing. Rhymes not only assist children in distinguishing sounds and expanding their vocabulary but also enhance their phonological awareness skills, which are essential for preparing them to learn how to read.

According to Sword (2021), creating a language-rich environment is essential for optimizing opportunities for language development. This involves maintaining an organized and uncluttered space, as research indicates that tidy rooms facilitate better learning. The environment should also feature colorful displays that include words and capture children's interest. Additionally, providing a variety of age-appropriate and engaging books is important. It is equally crucial to minimize noise levels or designate "quiet spaces" to ensure that children can hear effectively, as good communication skills depend on their ability to listen properly.

### 2.2.6 LEARNING SPEAKING ABILITIES THROUGH THE KINESTHETIC APPROACH

According to Lorina (2018), the kinesthetic approach is a learning style in which children acquire information through touch, movement, and physical activity. For a kinesthetic learner to grasp a concept, it is essential for them to be able to physically interact with it, whether by touching, feeling, or manipulating it. There are specific indicators to consider when applying the kinesthetic approach to speaking activities.

Children who possess a kinesthetic learning style gain advantages from participating in sports, dance, and other physical activities. They tend to fidget while seated, as movement aids their information processing. These learners often communicate using gestures to illustrate their ideas and excel in hands-on activities and role-playing scenarios. They typically exhibit strong hand-eye coordination and prefer to solve problems through physical engagement. Activities such as building sets, model kits, and interactive displays are particularly appealing to them. To effectively support kinesthetic learners, it is essential to incorporate frequent movement breaks, include role play in lessons, and utilize physical math manipulatives to facilitate their understanding of new concepts (Lorina, 2018).

### 2.2.7 INVOLVING THE SPEAKING SKILLS WHEN LEARNING PHONEMES OF INITIAL AND ENDING SOUNDS OF VOWELS AND CONSONANTS

According to Kindervater (2021), Dr. Terry Kindervater is a leader in integrating kinesthetic movement into classroom instruction. She created a concept known as Kinesthetic Motion for the Phonemes (KMPs), which serves as the basis for the Phonics in Motion program. Her philosophy emphasizes that learning should preserve the essence of childhood, asserting that whole-body, kinesthetic movement is essential for achieving success in early childhood literacy.

According to Kindervater (2021), the Kinesthetic Motion for the Phonemes (KMPs) are incorporated into daily lessons to teach specific phonemes that students are learning. When children are introduced to a new phoneme, they learn a corresponding movement that is unique to that sound. The KMPs are designed to make lessons enjoyable by integrating fun activities. Through this approach, students not only hear and produce the sound but also learn a distinctive movement associated with it. This method combines auditory elements with kinesthetic movement in the classroom, enhancing understanding and knowledge acquisition.

According to Kindervater (2021), incorporating this learning technique into the classroom can be transformative for both students and educators. In this type of learning environment, children are able to connect sounds with corresponding movements, which they can apply not only during lessons but also while working independently, reading aloud, or writing. Students have daily opportunities to observe their teacher and classmates modeling the KMPs and engaging in kinesthetic movement within the classroom.

Research indicates that children learn most effectively when they can associate motion with sound in their learning process. By connecting new concepts to previously acquired knowledge, children are able to create meaning. According to Kindervater (2021), early literacy education should promote equality, allowing learners to concentrate on the enjoyment of learning rather than feeling anxious about their ability to perform a skill correctly. Engaging in physical movement to correspond with sounds and letters is generally perceived as less intimidating than attempting to manipulate a pencil and accurately form letters on paper.

In the study The Neuroscience of Joyful Education, Judy Willis emphasizes the significance of reducing stress responses in educational settings. She argues that integrating

enjoyable activities into the classroom fosters positive reinforcement of concepts and facilitates revisiting those activities in a constructive manner (Kindervater, 2021).

According to Kindervater (2021), Phonics in Motion embraces this philosophy by employing instructional methods that are both engaging and entertaining for children. The lessons encourage children to actively participate in their learning process. By incorporating motion into every phonemic awareness and phonics lesson, Phonics in Motion promotes a deeper understanding, aligning with how children learn most effectively.

It is essential to break down barriers in the classroom, as all students come to the learning environment with varying skill sets. Factors such as differences in parental teaching, access to preschool programs, socialization opportunities, and cultural experiences all influence a student's comprehension upon entering kindergarten. By incorporating movement-based techniques in the classroom, educators can address the barriers that may emphasize diversity, promote equality, and accommodate all learning styles, including those of kinesthetic learners. Activities such as dancing, singing songs, and associating motions with phonemes benefit all students by reinforcing early literacy skills (Kindervater, 2021).

# Chapter III

# Methodological Framework

In this chapter, the author develops the methodological part of the research. While in the preceding chapter the author highlighted more theoretical aspects, helping the reader comprehending key concepts, traits, and theories. In this chapter, the reader has the opportunity to assess how the author advances both the research itself and its objectives within the context of the studied population.

At the beginning, the author specifies the type of investigation, which determines if the research is theoretical or applied. Furthermore, in this particular subtopic, the temporal dimension defines the timeframe during which the study is implemented to examine the phenomenon, it can be longitudinal or transversal. The framework is also mentioned in this section, it explains how the research is in terms of size and range, and why is that range established. Additionally, the nature of the study holds significance as the author defines the manner in which the document examines and articulates the data acquired from the research. Lastly, the type of character describes the goal of the investigation, and how new information is conveyed to the reader.

Then, another section of this chapter, mentions the importance of the subjects and sources of information, which are divided in: first, second and third hand sources. Furthermore, the researcher outlines the process of selecting the study sample, detailing both the population and the particular sample. This provides the reader with insights into the quantity and quality of the study subjects. And finally, the techniques and instruments for data collection are briefly explained to provide a visualization of how these instruments are constructed and how they will represent the characteristics of the observed population. In this part, the variables are also mentioned, the author outlines the general and specific objectives of the investigation, and them detailed the variable for each objective, also, a conceptual, operative, and instrumental definition.

## 3.1 TYPE OF INVESTIGATION

### 3.1.1 Purpose (applied)

It is important to define if the purpose of this investigation is theoretical or applied, according to Somasundaram (2022):

Theoretical research is research that is done in order to test a theory. Theories are ideas that have been proposed to explain how something works. They are usually based on observations and experiments that have been done. He also mentions that: Applied research is research that is conducted to solve a specific, practical problem. It is often contrasted with basic research, which is research that is conducted to increase scientific knowledge.

According to the definitions that Somasundaram gives about what is a theoretical and applied research, this investigation aims to solve difficulties that 14 students from 5 to 6 years old are having when learning phonemes of the initial and ending sound of vowels and consonants, and vocabulary related to it. For that reason, the applied research is the type of research that better fits to this investigation.

According to Voxco (2021):

Applied research refers to a non-systematic process of providing solutions to the specific problems or issues. These problems or issues can be on an individual level group or societal level as well. It is called ‘non-systematic’ due to its direct approach to finding the solutions. The process of applied research is often referred to as a scientific process because it uses the practical application of the available scientific tools to get to the determined solutions.

Educational fields use applied research to test the teaching processes and better methods towards teaching and learning. Before introducing any new education policies, they are tested for

their effectiveness with regards to teaching factors and classroom dynamics and then are implied into action.

### 3.1.2 Temporal Dimension (Transversal)

In this section, the investigation is restricted in terms of the time of application. The temporal dimension defines the investigation during a specific period of time. Transversal and longitudinal dimension are the two temporal contexts in which an investigation can be developed. In the case of this investigation, is established by a transversal dimension.

“A transversal research is defined as a type of observational research that analyzes data of variables collected in a period of time on a sample population or predefined subset. This type of study is also known as a cross-sectional study” (Ortega, 2023).

“Data collected in transversal research comes from people who are similar on all variables except the variable being studied. This variable is the one that remains constant throughout the transversal research” (Ortega, 2023).

According to the definition that Ortega mention about what is a transversal dimension research, this investigation aims to solve difficulties that 14 students from 5 to 6 years old are having when learning phonemes of the initial and ending sound of vowels and consonants, for that reason, the transversal study, is the one that adapts better to this investigation. Because it analyzes and comprehend in depth the topic.

### 3.1.3 Framework (Micro)

This part is related to the structural size and range of the investigation, it encompasses various levels of analysis: mega, macro, and micro. According to Elaine (2020):

The mega level involves a broad and overarching perspective. The macro level delves into comprehensive aspects, and the micro level focuses on intricate and specific details. This tiered

approach provides a multi-dimensional view, allowing for a thorough exploration of the subject under study.

According to the definitions that Elaine (2020) gave, in this investigation the mega will be: all the private schools located in Alajuela, Costa Rica. The macro will be Saint Francis College, Alajuela. And the micro will be preparatory students of the Saint Francis College Alajuela.

This research project has a micro framework because it studies a specific grade from an entire school. As already mentioned, the sample selection is due to the existence resources by the author to carry out the study.

### 3.1.4 Nature (Mixed, qualitative dominant)

In this investigation, two types of nature will be implemented, which are: quantitative and qualitative. “Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations” (Pritha, 2020)

In the other hand, according to The Nature of Qualitative Research (2022):

The main purpose of qualitative research is to increase a profound comprehension of an association or occasion. This means that it gives a clear rendering of the structure, request, and wide examples found among a particular group of people. It collects information about human groupings in social settings. Qualitative research doesn’t present any solutions or control factors and it does not impose operational meanings of factors on the members. Qualitative research allows people to develop their own meaning regarding their own surroundings. It is increasingly adaptable in that it can conform to the setting.

In the case of this research, is mixed, qualitative predominant, because even the collected data expresses some numbers and statistical information, other results will describe the attitudes

and behaviors of the population in the study, some of them are not quantified using specific numerical grades but evaluated based on the theoretical framework previously explained.

### 3.1.5 Character (Exploratory and descriptive)

"The character of the research is the way the researcher finds the information and how this information is delivered. There are different characters even for the same research: exploratory, descriptive, analytical-interpretative, cause, correlational, retrospective, futurology, among others" (Ariñez, 2018).

In this investigation, the researcher will apply exploratory and descriptive characters to define the research process. According to Surbhi (2017):

The primary objective of an exploratory research is to explore a problem, to provide insights into and comprehension for more precise investigation. It focuses on the discovery of ideas and thoughts. The exploratory research design is suitable for studies which are flexible enough to provide an opportunity for considering all the aspects of the problem. As mentioned before, the idea of the exploratory part of this research is to explore strategies, activities and resources that can help the children in the process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach, to improve their speaking skills.

Surbhi (2017) also mentions that:

The descriptive research aims at obtaining complete and accurate information for the study, the method adopted must be carefully planned. The researcher should precisely define what he wants to measure. How does he want to measure. He should clearly define the population under study. It uses methods like surveys, observations, interviews, questionnaires, etc. The idea of the descriptive part of this investigation is to identify and describe the

knowledge preparatory children, have about the initial and final phonemes of vowels and consonants, and how are there abilities to speak in English.

### 3.1.6 Subjects

In this part of the chapter, the researcher specifies the population to be studied. There are two forms to categorize the individuals in this part of a research project: the universe and the sample.

According to Shukla (2020):

The universe refers to the set of all the units, which possess a variable characteristic under study. Referring to the definition of universe, it is said that it is a group or set of all such units that possess the variable characteristic under study.

According to Shukla (2020):

The sample refers to the small amount of something that gives the information about the thing, it is taken from. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population.

The universe of this investigation encompasses all the students at Saint Francis College Alajuela. Though not actively participating in the assessment and research procedures, the outcomes of this project have potential future advantages for the entire school population. Nevertheless, the specific population directly impacted by the investigation comprises all the preparatory students of the institution, which are the sample of this project, and the ones that will provide the information through the instruments to collect data.

### 3.1.7 Sample Selection

#### 3.1.7.1 The population

According to Shukla (2020):

Population refers to the set or group of all the units on which the findings of the research are to be applied. Referring to the definition of population, it can be said that it consists of all the units on which the findings of research can be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalized. As Shukla S mentions before, the population of this investigation are all the students at the Saint Francis College, Alajuela.

| Number of students at Saint Francis College, Alajuela | Boys | Girls |
|---|---|---|
| 140 | 81 | 59 |

#### 3.1.7.2 Sample

According to Shukla (2020):

The sample is a reprehensive part of a population of the research. Is a part of the population that represents it completely. It means, the units, selected from the population as a sample. As Shukla mentions, the sample of this investigation are the students from preparatory at the Saint Francis College, Alajuela.

| Number of preparatory A students at Saint Francis College, Alajuela | Boys | Girls |
|---|---|---|
| 14 | 7 | 7 |

## 3.2 SOURCES OF INFORMATION

### 3.2.1 First-hand sources

*Table 1.Firsthand sources used in the research process.*

| Author or Authors | University or Organization | Country | Year |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Rowan Cheney | Western Oregon University | United States | 2017 |
| Elise Fulginiti | Rowan University | United States | 2017 |
| Abbas Pourhossein Gilakjani | Islamic Azad University | Iran | 2012 |
| Wahyullah Alannasir | Makassar Islamic University | Indonesia | 2020 |

Source: Developed by María José Arias Trigueros (2024)

### 3.2.2 Secondhand sources

*Table 2. Secondhand sources used in the research process.*

| Author | Book Tittle | Year |
|---|---|---|
| Kung K. | Phonological Awareness: A guidebook for parents. | 2020 |
| Rule, A.C., Dockstader, C.J. & Stewart, R.A. | Early Childhood Education Journal. | 2006 |

Source: Developed by María José Arias Trigueros (2024)

### 3.2.3 Thirdhand sources

*Table 3. Thirdhand sources used in the research process.*

| Author | Article | Year |
|---|---|---|
| Ashley F. | 7 Ending Sound Activities That Make Skills Finally Click for Kids! | 2022 |
| Campbell J. | Kinesthetic Learning Activities for Toddlers and Preschoolers | 2018 |
| Fleming, N.D. & Mills, C. | Helping Students Understand How They Learn | 1992 |
| Language Tools. | Consonant Sounds—A Language Tool Guide | 2023 |
| Kindervater T. | How To Use Kinesthetic Movement in The Classroom | 2021 |
| Lucy T. | What are Vowels and Consonants? | 2022 |
| Lorina | Implementing Different Learning Styles When Teaching Children. | 2018 |
| Nascimento E. | The 20 vowels sounds in English with examples | 2023 |

| | | |
|---|---|---|
| Outschool. | Phonemic awareness: What it is, why it's important, and how to teach it. | 2022 |
| Punkoney S. | Summer theme beginning sound activities. | 2015 |
| Staman, A. | Developing Phonological Awareness from Handprints | 2020 |
| Success by Design Planners. | All About Kinesthetic Learning. | 2020 |
| Sword R. | Supporting Language Development in the Early Years. | 2021 |
| Talbot C. | The Importance of Phonemic Awareness: Teaching Strategies. | 2020 |

Source: Developed by María José Arias Trigueros (2024)

## 3.3 SAMPLING AND TYPE

### 3.3.1 Non-probabilistic

According to Shukla (2020):

This method of sample selection does not have any scientific base, so it increases the chances of selecting a fragment of the sample. In most of the cases, such sample does not represent all the characteristics of the entire population. All units do not have certain or fixed probability to be selected in sample in this method. That is why, this is known as non-probabilistic sampling method. As explained before, this investigation is non-probabilistic because the sample does not represent the entire the population.

## 3.4 OPERATIONALIZATION OF VARIABLES

According to Cambronero (2021):

The subsequent pages show a chart of variables, illustrating the researcher's process of analyzing various aspects of the research. In this process, the general objective of the research can be identified, along with the respective variable for each specific objective. Additionally, the conceptual definition, which provides an explanation of the variable for better understanding, is included. An instrumental definition which presents the instruments and techniques to gather

information according to the studied variables and expected results. And an operational definition which describes the validity of the variable, it means that in this chart's segment, the researcher explains how to measure the value of the information gathered.

Title: The use of the kinesthetic approach to teach phonemes of initial and ending sounds of vowels and consonants in children from five to six years old from Saint Francis College to improve their speaking skills.

**Variables Chart**

- **General Objective:** Determine the effectiveness of applying the kinesthetic approach to teach the phonemes of initial and ending sounds of vowels and consonants, to improve the speaking skill in children from five to six years old of Saint Francis College in Alajuela, during the second quarter of 2024.

| Specific Objectives | Variable | Conceptual Definition | Instrumental Definition | Operational Definition |
|---|---|---|---|---|
| To identify the knowledge preparatory children have about the initial and final phonemes of vowels and consonants, | The knowledge preparatory children, have about the initial and final phonemes of vowels and consonants. | It refers to the cognitive understanding and awareness possessed by preparatory level children regarding the phonetic units of | Instrument: Checklist Technique: Observation With the checklist the researcher gets information about how much the students know | The variable is valid if 70% of the students are able to recognize the initial and final sounds of vowels and consonants. |

| | | | | |
|---|---|---|---|---|
| and how are their abilities to speak in English. | | both, initial and ending sounds of vowels and consonants in spoken language. This knowledge encompasses the recognition, differentiation, and comprehension of these phonemic components, contributing to the children's speaking ability. | about the initial and final sounds of vowels and consonants, and their speaking abilities. | |
| To suggest strategies, activities and resources that can help children in the | Strategies, activities, and resources that can help the children in the process of | Methods, tasks, and materials devised to facilitate the educational journey of | Instrument: Observation checklist Technique: Observation | The variable is valid if 70% of the students participate during the activities. |

| | | | | |
|---|---|---|---|---|
| process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach to improve their speaking skills. | learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach. | children as they acquire the phonemes associated with initial and ending sounds of vowels and consonants in English. Employing a kinesthetic approach, aim to engage learners through physical and sensory experiences, enabling them to grasp these phonemic elements more effectively. | The instrument will evaluate the student's participation during the designed activities aimed at facilitating their acquisition of phonemes associated with initial and ending sounds of vowels and consonants. | |
| To analyze resources used with children | The resources used with the children and | Materials and tools, employed in educating | Instrument: Checklist | The variable is valid if 70% of the students |

| | | | | |
|---|---|---|---|---|
| and their effectiveness during the process of learning the phonemes of initial and ending sounds of vowels and consonants with the use of the kinesthetic approach. | their effectiveness during the process of learning the phonemes of initial and ending sounds of vowels and consonants, with the use of the kinesthetic approach. | children as they engage in acquiring an understanding phonemes of initial and ending sounds in vowels and consonants. These resources are strategically incorporated within a kinesthetic approach. | Technique: Observation With the checklist, the researcher will evaluate the interaction of students with the activities and resources employed, as well to determine the scope to which the kinesthetic activities have been effective in facilitating the acquisition of phonemes associated with initial and ending sounds of vowels and consonants. | interact with the activities applied and if the kinesthetic approach was effective for them in the process of acquisition of phonemes of initial and ending sound of vowels and consonants. |

Source: Developed by María José Arias Trigueros (2024)

## 3.5 TECHNIQUES AND INSTRUMENTS

The researcher developed various tools to gather data for the study's conclusions and recommendations. Primarily, these tools are checklists that allow the researcher to use observation techniques to determine whether the outcomes were favorable or if adjustments are necessary.

For the first specific objective, which is to identify the knowledge preparatory children, have about the initial and final phonemes of vowels and consonants, and how are there abilities to speak in English. Through the instrument (checklist) the researcher wants to know if students can identify initial and final phonemes of vowels and consonants, and if they are able to say them. So, with the checklist the researcher can get information about how much the students know about the initial and final sounds of vowels and consonants, and their speaking abilities. The checklist will be applied by asking the students one by one, what letters they recognize, which are the initial and ending sounds of vowels and consonants, and the technique will be observing if they are able to recognize and say the phonemes. (See annex 1)

For the second specific objective, that is to suggest strategies, activities and resources that can help the children in the process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach, to improve their speaking skills. In the case of this objective the researcher will use the observation as a technique to observe the student’s engagement during the activities planned to help the students in the process of learning phonemes of initial and ending sounds of vowels and consonants. The instrument use will be an observation checklist for assessing student participation during the designed activities aimed at facilitating their acquisition of phonemes associated with initial and ending sounds of vowels and consonants. (See annex 2)

For the third specific objective, which is to analyze the resources used with the children and their effectiveness during the process of learning phonemes of initial and ending sounds of vowels and consonants, with the use of the kinesthetic approach. For this specific objective, the researcher through the observation technique, will observe how was the interaction of the students with the activities and resources used, and if it was beneficial and functional for them to learn phonemes of initial and ending sounds of vowels and consonants with the use kinesthetic activities. With a checklist, the researcher will evaluate the interaction of students with the activities and resources employed, as well to determine the scope to which these kinesthetic activities have been effective in facilitating the acquisition of phonemes associated with initial and ending sounds of vowels and consonants. (See annex 3)

# Chapter IV

# Analysis and Interpretation of Data

## 4.1 DIAGNOSTIC OF THE CURRENT SITUATION

In this chapter, the researcher presents the instruments used to gather relevant information about the study and the population, each instrument was created with the intention of fulfilling each specific objective. The main purpose is to provide a comprehensive interpretation of the data collected through the use of each instrument. This involves analyzing and explaining the gathered information to uncover meaningful insights. Additionally, the chapter aims to clarify and interpret the different perceptions and responses students have shown regarding the subject of study. Consequently, it seeks to offer a detailed understanding of the students' viewpoints and experiences, which will help to draw more informed conclusions and recommendations related to the research topic.

### 4.1.1 Analysis of instrument #1: Checklist for assessing knowledge of initial and final phonemes and speaking abilities in preparatory children

This checklist was designed to assess preparatory children's knowledge of initial and final phonemes of vowels and consonants and their speaking abilities. (See annex 1) The checklist aims to identify students' abilities to recognize and pronounce phonemes, providing a structured observation method to gather data on each student's progress and areas needing improvement.

This checklist contains the following sections and each sections contains different questions.

- Recognition of initial phonemes: This section evaluates whether students can identify the initial sounds of specific vowels.
- Recognition of final phonemes: This part assesses students' abilities to recognize the final sounds of specific consonants.
- Identification of both initial and final phonemes in words: This segment tests if students can identify initial and final sounds within words.

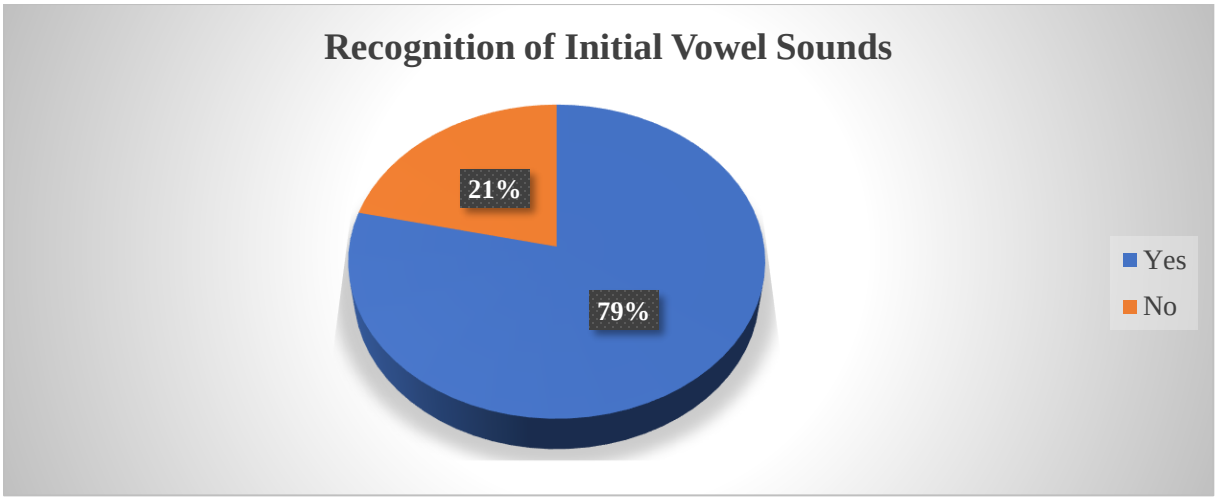
- Ability to pronounce initial phonemes: This section measures students' proficiency in saying the initial sounds of vowels.
- Ability to pronounce final phonemes: This part evaluates students' abilities to pronounce the final sounds of consonants.
- Ability to pronounce both initial and final phonemes in words: This section assesses whether students can say the initial and final sounds within words.

The checklist was applied by asking students individually about their recognition and pronunciation of initial and final phonemes. The evaluator observed and recorded the responses, providing detailed comments on each student's performance.

**Figure 1**

**Section 1. Recognition of initial phonemes**

In this first section the evaluator asks to each student if she/he can recognize the initial sounds of all the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/).




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The figure number one shows the results of the first section of the checklist, it aimed to evaluate whether preparatory children could recognize the initial sounds of specific vowels. The students were asked to identify the initial phonemes of the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/). The responses were recorded as either "Yes" (if the student could recognize the phoneme) or "No" (if the student could not). In total fourteen students were evaluated. Seventy-nine percent of the students (eleven out of fourteen) answered "Yes," indicating they could recognize the initial phonemes of the vowels. Twenty-one percent of the students (three out of fourteen) answered "No," indicating they could not recognize the initial phonemes of the vowels.

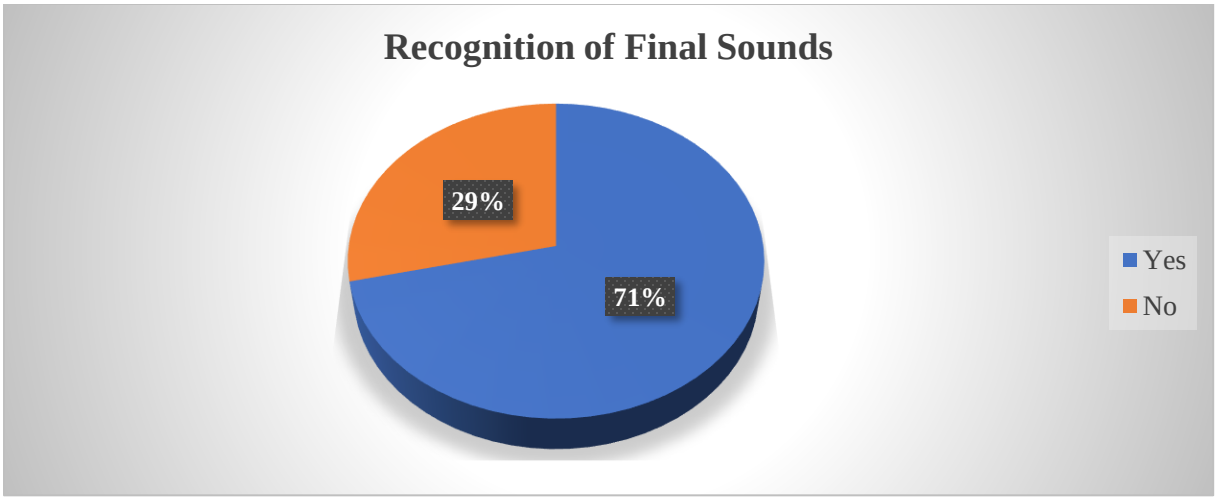
**Interpretation:**

As the results of figure one indicates, there is a significant majority of the students (seventy-nine percent) can recognize the initial phonemes of the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/). This suggests that the majority of the preparatory children have a good foundational understanding of initial vowel sounds. However, there is a notable minority (twenty-three percent) who are struggling with this skill, highlighting the need for targeted interventions for these students.

**Figure 2**

**Section 2. Recognition of final phonemes**

In this second section the evaluator asks to each student if she/he can recognize the final sounds of some selected consonants, b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/.




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The figure number two shows the results of the second section of the checklist focused on evaluating if preparatory children could recognize the final sounds of specific consonants. The students were asked to identify the final phonemes of the consonants b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/. The responses were recorded as either "Yes" (if the student could recognize the phoneme) or "No" (if the student could not). The total number of students evaluated was fourteen. Seventy-one percent of the students (ten out of fourteen) answered "Yes," indicating they could recognize the final phonemes of the selected consonants. Twenty-nine percent of the students (four out of fourteen) answered "No," indicating they could not recognize the final phonemes of the consonants.

**Interpretation:**

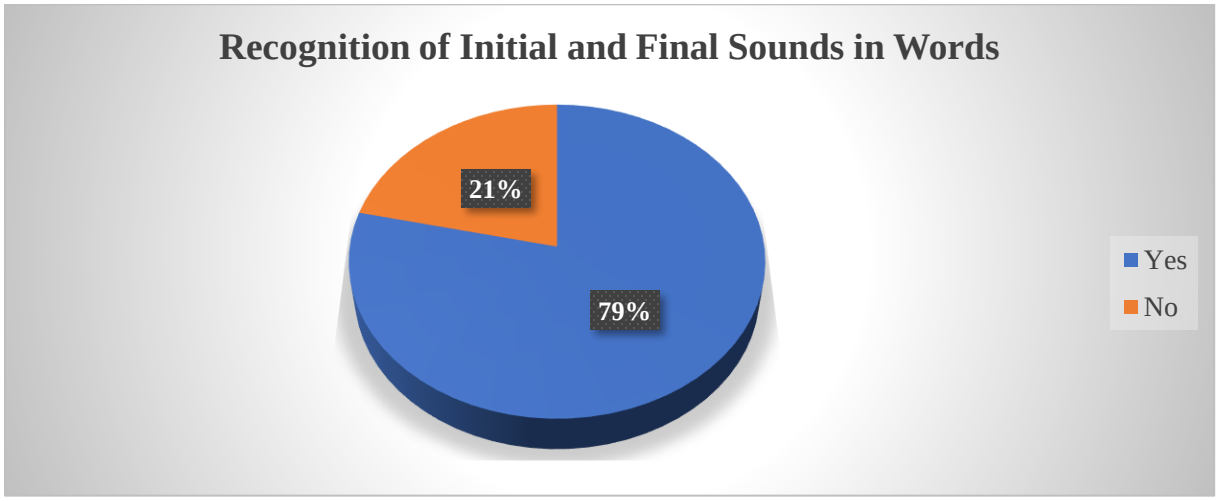
The results show in the figure two shows that a majority of the students (seventy-one percent) can recognize the final phonemes of the consonants b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/. This indicates that most preparatory children have a good understanding of final consonant sounds. However, a

significant minority (twenty-nine percent) are having difficulties, suggesting the need for additional support and practice.

**Figure 3**

**Section 3. Recognition of both initial and final phonemes in words**

In this third section the evaluator asks to each student if she/he can recognize the initial and final sounds of the following words: cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/.




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The figure number three shows the answers of the third section of the checklist focused on assessing whether preparatory children could identify both the initial and final phonemes within specific CVC words. The words used for this evaluation were cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/. The students were asked to identify the initial and final phonemes in each word, with their responses recorded as either "Yes" (if the student could correctly identify both phonemes) or "No" (if the student could not). As it can be observed in the figure three, seventy-nine percent of the students (eleven out of fourteen) answered "Yes," indicating they could correctly identify both the initial and final phonemes in the given words. And twenty-

one percent of the students (three out of fourteen) answered "No," indicating they could not correctly identify both the initial and final phonemes in the given words.

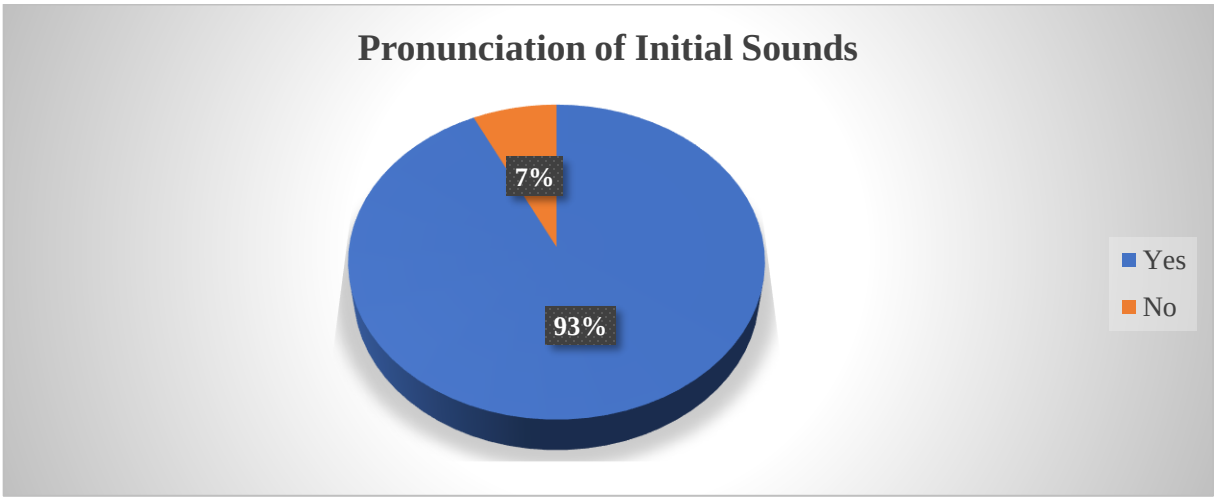
**Interpretation:**

The results indicate that a significant majority of the students (seventy-nine percent) can identify both the initial and final phonemes in the words cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/. This suggests that most preparatory children have a good understanding of how to identify phonemes within CVC words, an important skill for early literacy development. However, a notable minority (twenty-one percent) are experiencing challenges, highlighting the need for additional instruction and practice.

**Figure 4**

**Section 4. Ability to pronounce initial phonemes**

In this fourth section the evaluator asks to each student if she/he can pronounce the initial phonemes of all the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/).




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

In the figure number four the answers of the fourth section of the checklist are shown, is focused on assessing if preparatory children could correctly pronounce the initial phonemes of specific vowels. The students were asked to pronounce the initial sounds of the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/). Their responses were recorded as either "Yes" (if the student could correctly pronounce the phoneme) or "No" (if the student could not). The results were really positive because ninety-three percent of the students (thirteen out of fourteen) answered "Yes," indicating they could correctly pronounce the initial phonemes of the vowels. And only seven percent of the students (one out of fourteen) answered "No," indicating they could not correctly pronounce the initial phonemes of the vowels.

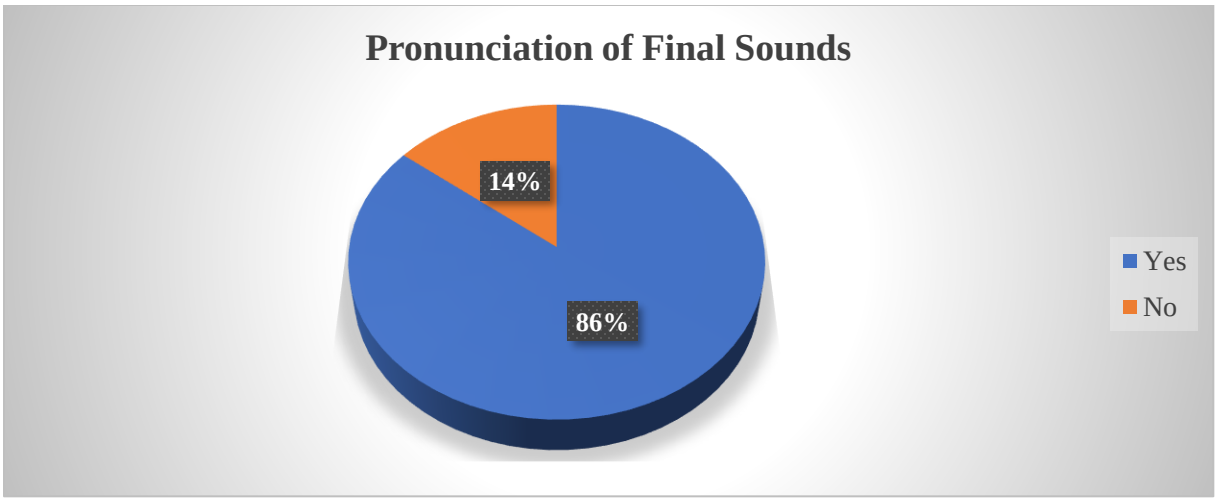
**Interpretation:**

The results indicate that an overwhelming majority of the students (ninety-three percent) can correctly pronounce the initial phonemes of the vowels (A as in apple /ˈæp.əl/, E as in elephant /ˈɛl.ə.fənt/, I as in iguana /ɪˈgwɑː.nə/ , o as in octopus /ˈɑk.tə.pəs/ , and u as in umbrella /ʌmˈbrɛl.ə/). This demonstrates strong phonemic awareness and articulation skills among the preparatory children. However, a small minority (seven percent) are having difficulties, indicating the need for additional support for this small group of students, that actually is only one.

**Figure 5**

**Section 5. Ability to pronounce final phonemes**

In this fifth section the evaluator asks to each student if she/he can pronounce the final phonemes of some selected consonants, b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/.




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

In the figure number five the results of the fifth section of the checklist focused on assessing if preparatory children could correctly pronounce the final phonemes of specific consonants, can be observed. The students were asked to pronounce the final phonemes of the consonants b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/. Their responses were recorded as either "Yes" (if the student could correctly pronounce the phoneme) or "No" (if the student could not). The questions were asked to fourteen students.

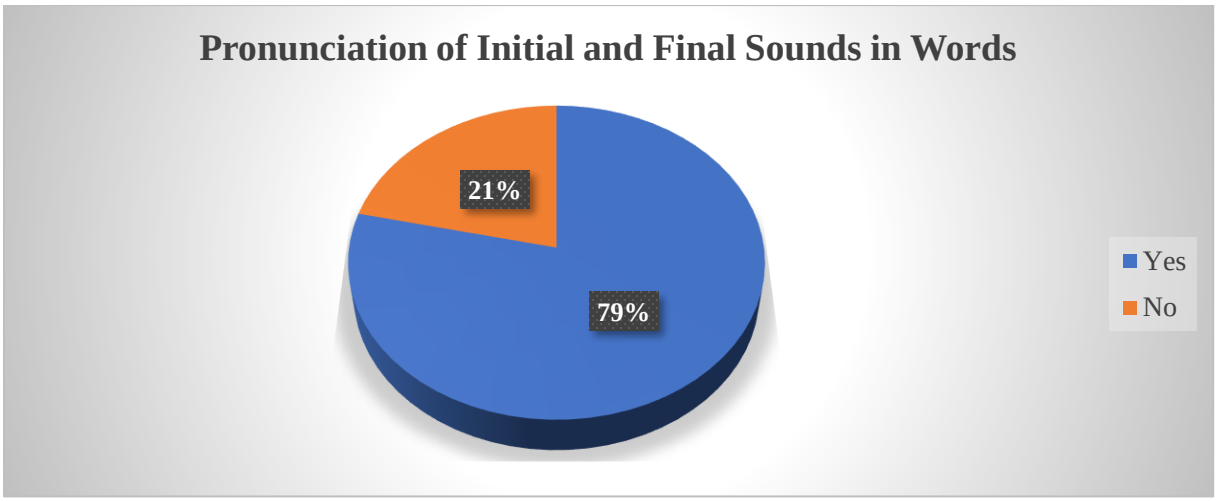
**Interpretation:**

As the results indicate there is a significant majority of the students (eighty-six percent) that means twelve out of fourteen students can correctly pronounce the final phonemes of the consonants b (as in "web"): /wɛb/; d (as in "bed"): /bɛd/; m (as in "jam"): /dʒæm/; n (as in "sun"): /sʌn/; t (as in "cat"): /kæt/. This shows that most preparatory children have a good grasp of these initial consonant sounds, which is crucial for early speaking skills. However, a notable minority (fourteen percent) that it is only two out of fourteen students that are experiencing challenges.

**Figure 6**

**Section 6. Ability to pronounce both initial and final phonemes in words**

In this sixth section the evaluator asks to each student if she/he can pronounce the initial and final sounds of the following words: cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/.




***Source:*** *Questions applied to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

In the figure six the results of the sixth section of the checklist are shown, this part is focused on discovering if preparatory children could pronounce the initial and final phonemes within specific CVC (consonant-vowel-consonant) words. The words used for this evaluation were cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/. The students were asked to say both the initial and final phonemes in each word. Their responses were recorded as either "Yes" (if the student could correctly identify both phonemes) or "No" (if the student could not). The total number of students evaluated was 14. Seventy-nine percent of the students (eleven out of fourteen) answered "Yes," indicating they could correctly pronounce both the initial and final phonemes in the given words. And twenty-one percent of the students (three out of fourteen)

answered "No," indicating they could not correctly pronounce both the initial and final phonemes in the given words.

**Interpretation**

As can be observed in the results, there is a significant majority of the students (seventy-nine percent) that can pronounce both the initial and final phonemes in the words cat: /kæt/, dog: /dɑg/, bat: /bæt/, sun /sʌn/, and pig: /pɪg/. This is a positive percentage, because most of the preparatory children have a good understanding of how to pronounce phonemes within CVC words. However, a notable minority (twenty-one percent) are experiencing some difficulties when pronouncing those phonemes.

As a final interpretation of this checklist, the results reveal that most preparatory children have a strong foundation in phonemic awareness, which is crucial for early literacy development and speaking abilities. The ability to recognize and pronounce initial and final phonemes in vowels and consonants, as well as within CVC words, is well established among the majority of the students. This checklist also provided valuable insights into each student's abilities and areas needing improvement. Students generally performed better on initial sounds than final sounds, both in recognition and pronunciation. The evaluator's detailed comments helped identify specific phonemes that required additional focus and practice.

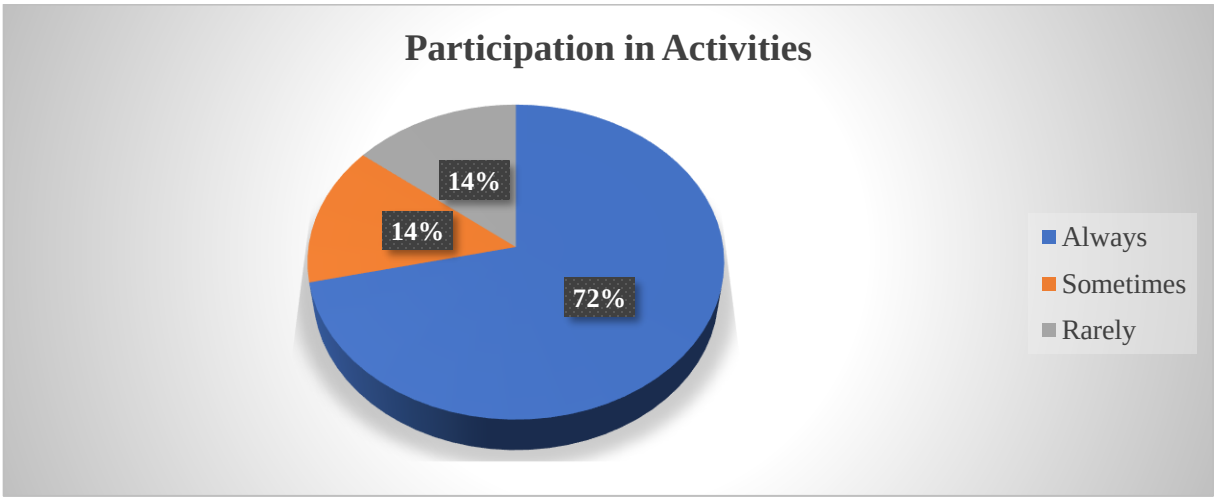
### 4.1.2 Analysis of instrument #2: Observation checklist for assessing student engagement in kinesthetic activities

This observation checklist was designed to evaluate students' engagement during kinesthetic activities aimed at enhancing phonemic awareness in preparatory children. (See annex 2). Kinesthetic activities are an effective way to involve students in the learning process through physical movement and interactive tasks. This checklist focuses on key indicators of

engagement, including active participation, enthusiasm, following instructions, collaboration with peers, and the ability to stay on task. By assessing these components, the checklist helps in understanding how well students are responding to the kinesthetic approach and identifies areas for improvement.

**Figure 1**

**Section 1. Participation in activities**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

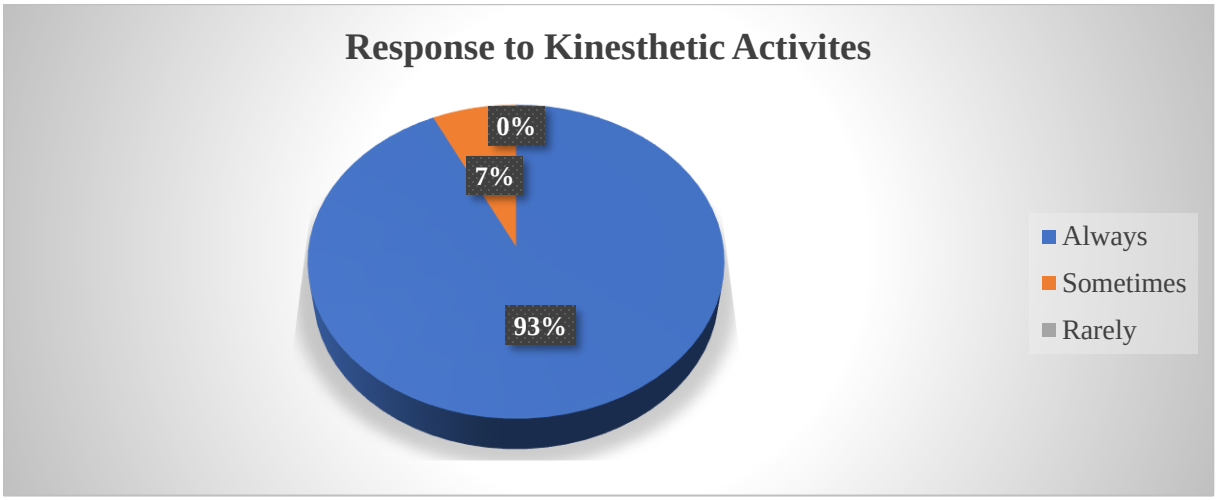
The results shown in the figure one, show that a significant majority of students (seventy-two percent, which is ten out of fourteen) are consistently engaged in the activities. This indicates that most students are highly involved in the learning process, actively participating, and contributing to the kinesthetic tasks. However, fourteen percent (two students out of fourteen) participate only sometimes, suggesting that these students may need additional encouragement or support to fully engage in the activities. And the remaining fourteen percent (two students out of fourteen) participate rarely, indicating that this students might be struggling with engagement or may require more structured support to become actively involved.

**Interpretation:**

The results provide a clear picture of student engagement in kinesthetic activities, focusing on active participation. With seventy-two percent of students consistently participating in all activities, the kinesthetic approach appears to be effective in drawing students into the learning process. These students are not only involved but also contributing actively, which suggests that the activities are well-designed to engage and maintain interest. This high participation rate indicates that the majority of students are benefitting from the physical and interactive nature of the tasks. However, fourteen percent of students participate only sometimes, this percentage may indicate occasional lapses in engagement. These students might engage with the activities intermittently due to various factors such as difficulty with the activity, lack of interest, or external distractions. Finally, the remaining fourteen percent of students who participate rarely present a more significant concern. These students are struggling with engagement to a degree that affects their overall learning experience. Possible reasons could include lack of understanding of the activity, discomfort with physical movement, or a need for more individualized support. Their low engagement suggests that the current approach may not fully address their needs or interests.

**Figure 2**

**Section 2. Response to kinesthetic activities**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The results observed in figure two are highly positive. A ninety-three percent (thirteen out of fourteen) of students consistently show enthusiasm and interest, suggesting that the kinesthetic activities are highly engaging and motivating. These students are actively involved and eager to participate, indicating that the activities are successfully capturing their attention and excitement. The same ninety-three percent of students demonstrate an understanding of the purpose of the activities. This indicates that the activities are clear, and students grasp how the physical movements relate to the learning goals, particularly in connecting with phoneme sounds. Also, this ninety-three percent of students, understand how to use physical movements to connect with phoneme sounds, this shows that the kinesthetic approach effectively helps students associate movement with learning phonemes. The missing seven percent (one out of fourteen) shows enthusiasm and interest sometimes, but not always, may experience occasional lapses in engagement. This could be due to factors such as varying levels of motivation or external

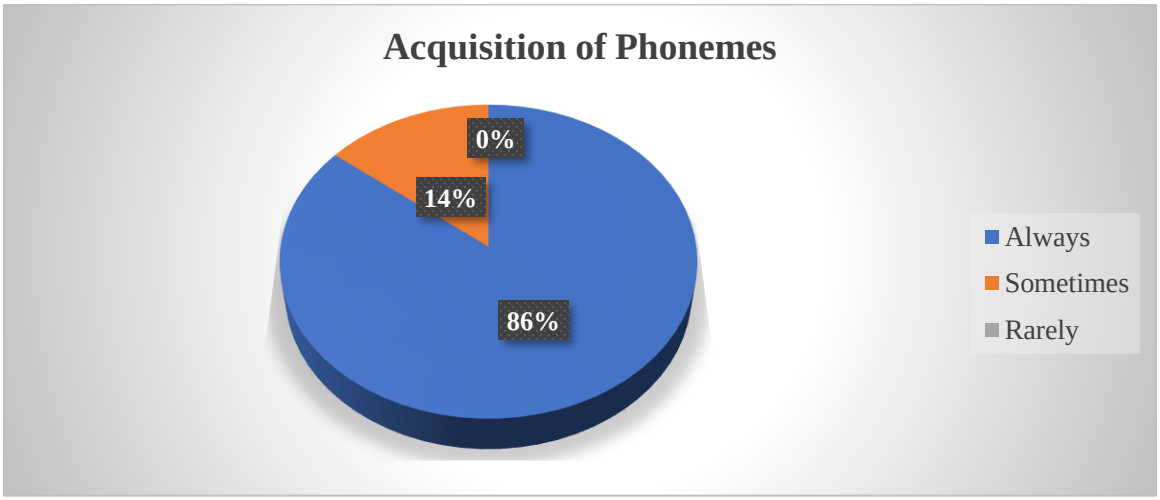
distractions. However, there is an absence of students who rarely show enthusiasm, this is a positive indicator of overall engagement with the kinesthetic approach.

**Interpretation:**

As the results shown, the majority of students shows enthusiasm and understands the purpose of the kinesthetic activities, demonstrating that the activities are effective in engaging students. This high level of engagement is beneficial for reinforcing phonemic awareness through physical movements. The fact that students use physical movements to connect with phoneme sounds means that the kinesthetic approach is well-implemented. The activities are successfully integrating movement with phonemic learning, which is a core goal of this instructional strategy. While the majority of students are highly engaged, addressing the occasional lack of enthusiasm observed in the seven percent of students can further enhance the effectiveness of the activities.

**Figure 3**

**Section 3. Acquisition of phonemes**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The results observed in figure three demonstrate the students' ability to identify and pronounce phonemes after participating in kinesthetic activities. These results reveal the following: first, in the identification of initial phonemes of vowels, 86% of students (twelve out of fourteen) consistently identify initial phonemes of vowels through kinesthetic activities. This indicates that the kinesthetic approach is effectively helping students recognize vowel sounds at the beginning of words. Second, the identification of final phonemes of consonants: similarly, an eighty-six percent of students consistently identify final phonemes of consonants through kinesthetic activities. This demonstrates that the activities are successful in enabling students to recognize the ending sounds of words, supporting their phonemic awareness and ability to differentiate consonant sounds. Third, the correct pronunciation of phonemes: the same eighty-six percent of students correctly pronounce phonemes after engaging in kinesthetic activities. This suggests that the physical and interactive nature of the activities not only aids in phoneme identification but also contributes to accurate pronunciation, as students are likely internalizing and practicing the sounds through movement. Finally, the other fourteen percent of the students (two out of fourteen) identify and pronounce phonemes only sometimes, this students might need additional practice or support to consistently apply their phonemic knowledge and pronunciation skills.

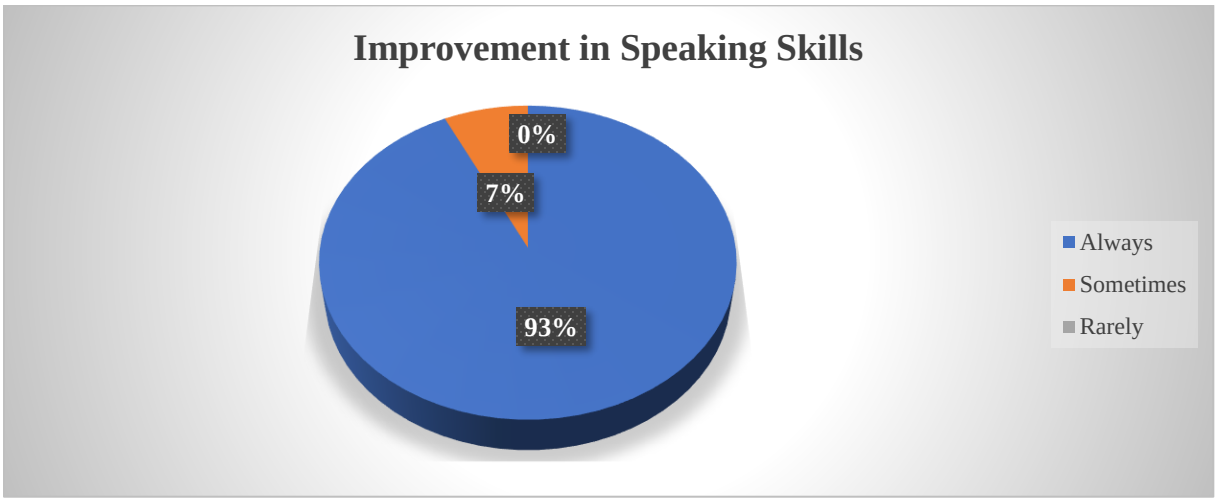
**Interpretation:**

The results for section three demonstrate that the kinesthetic activities are effective in helping students identify and pronounce phonemes. The high levels of success among the majority of students reflect the positive impact of the kinesthetic approach on phonemic awareness. Addressing the needs of the small percentage of students who show occasional

difficulties will further enhance the effectiveness of the activities and ensure that all students can achieve proficiency in phoneme recognition and pronunciation.

**Figure 4.**

**Section 4. Improvement in speaking skills**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The results for section four shown in figure four are highly favorable, this last part of the checklist focuses on improvements in pronunciation and speaking confidence, the answers of the results indicate the following: First, the improvement in pronunciation of initial sounds of vowels, ninety-three percent of students (thirteen out of fourteen) consistently show improvement in the pronunciation of initial vowel sounds. This suggests that the kinesthetic activities are effectively supporting students in developing accurate vowel sound pronunciation. Second, the improvement in pronunciation of final sounds of consonants: similarly, ninety-three percent of students demonstrate improvement in the pronunciation of final consonant sounds. This indicates that the kinesthetic approach is successful in helping students refine their ability to articulate ending consonant sounds, which is crucial for clear speech. Third, increased

confidence in speaking, the same ninety-three percent of students exhibit increased confidence in their speaking abilities. This reflects the positive impact of kinesthetic activities not only on pronunciation but also on students' overall self-assurance in using language, which can enhance their willingness to participate and communicate. And finally, the rest seven percent of the students (one out of fourteen) show improvement only sometimes, specifically due to language problems affecting phoneme pronunciation. This difficulty with certain phonemes suggests that while the activities are broadly effective, additional strategies may be necessary for students with specific language difficulties.

**Interpretation:**

The results demonstrate that kinesthetic activities are highly effective in improving students' pronunciation of vowel and consonant sounds, as well as in boosting their speaking confidence. The broad success of these activities indicates their overall effectiveness in supporting phonemic development and communication skills. Addressing the specific needs of students with occasional challenges will further enhance the benefits of the kinesthetic approach, ensuring that all students can achieve their full potential.

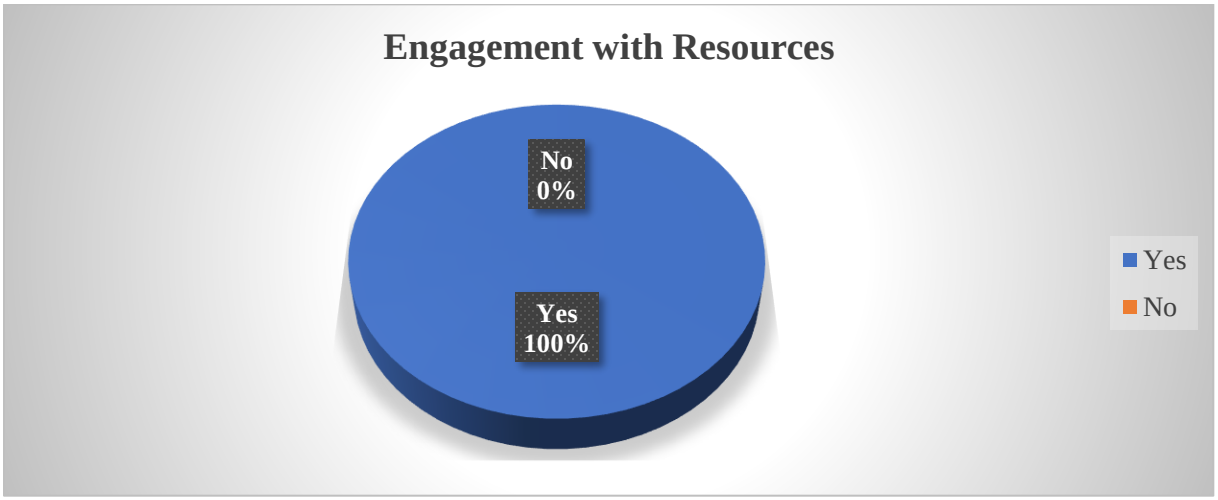
As a final interpretation for this instrument, the findings indicate that kinesthetic activities are highly effective in engaging students and enhancing their phonemic skills. The broad success across various aspects, like active participation, enthusiasm, phoneme identification, and pronunciation improvement, demonstrates the value of incorporating physical movement into learning activities. The high levels of student engagement and confidence further emphasize the positive impact of these activities.

### 4.1.3 Analysis of instrument #3: Checklist for evaluating the effectiveness of resources and activities

This checklist is a crucial tool designed to assess how well the educational resources and activities employed in the classroom facilitate the learning process, particularly in teaching phonemes to preparatory children using the kinesthetic approach. This instrument enables educators and researchers to systematically observe and measure the impact of various educational strategies on students' engagement, learning outcomes, and overall effectiveness.

**Figure 1.**

**Section 1. Engagement with resources**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The results shown in figure one are really positive, the evaluation revealed that one hundred percent of the students (fourteen out of fourteen) have a "yes" in the checklist, indicating consistent engagement with the resources. This first section of the checklist highlights the strong connection between resource appropriateness and student engagement. This result

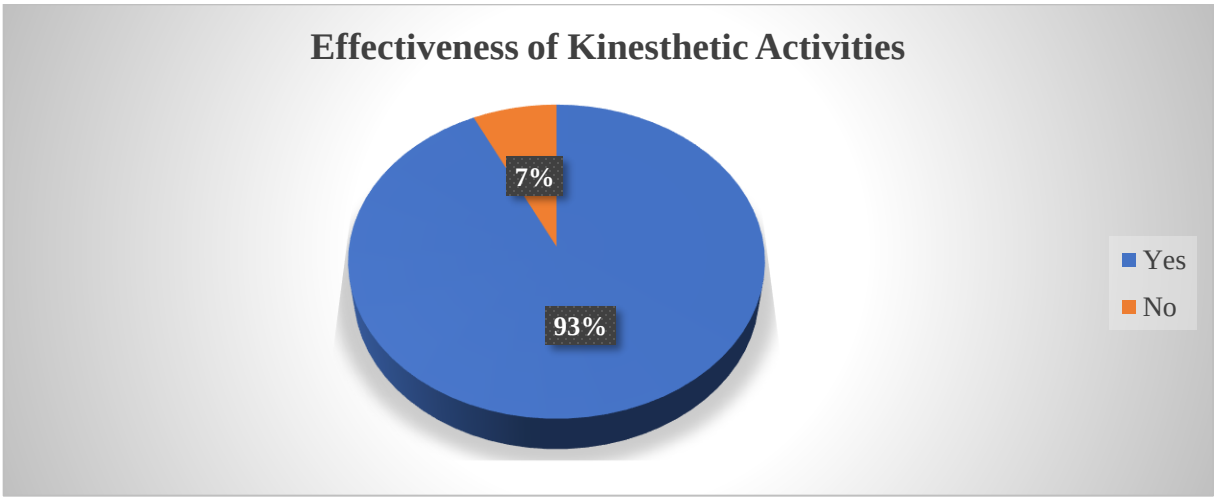
suggests that the resources chosen were highly effective in capturing students' attention and facilitating their involvement in the learning process. Moving forward, this finding supports the continued use of engaging, age-appropriate resources to maximize the effectiveness of kinesthetic learning activities in the classroom.

**Interpretation:**

The complete engagement of all students indicates that the resources were highly effective in capturing and maintaining their attention. This suggests that the materials were well-matched to the students' age and learning needs, making them both accessible and engaging. The high engagement level likely contributed to better understanding and retention of phonemic concepts, supporting the effectiveness of the kinesthetic approach. The success in student engagement also validates the continued use of similar resources in future lessons to maximize learning outcomes.

**Figure 2.**

**Section 2. Effectiveness of kinesthetic activities**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

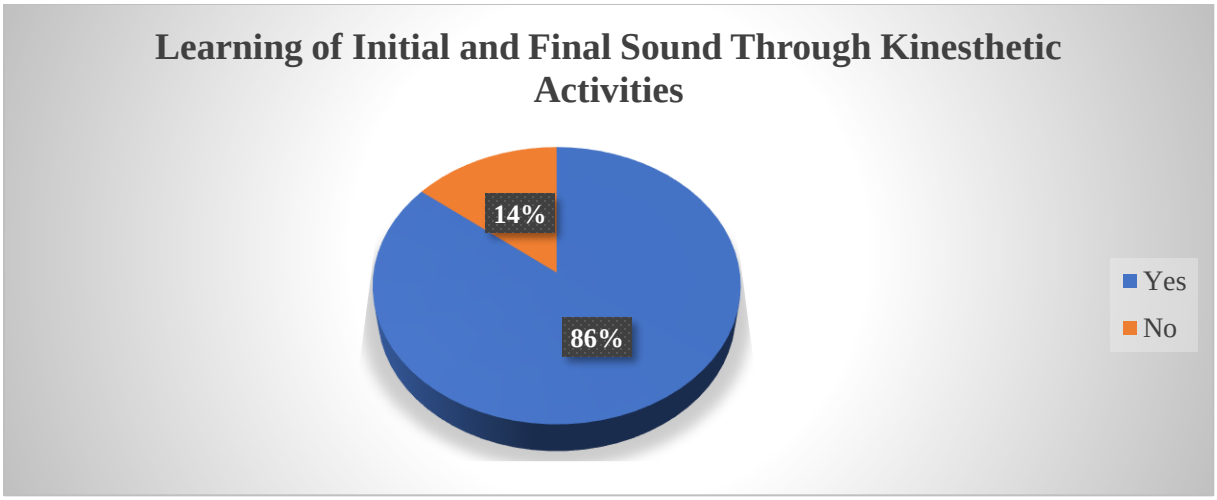
Figure number two presents the results for the second part of the checklist. The evaluation revealed that 93% of the students (thirteen out of fourteen) responded positively, indicating the effectiveness of the activities, while only 7% of the students (one out of fourteen) provided a negative response. The high percentage underscores the success of kinesthetic activities in enhancing students' understanding and retention of phonemic concepts through physical engagement and movement.

**Interpretation:**

The results show that ninety-three percent of students found the kinesthetic activities effective for learning phonemic concepts, confirming the success of this approach in engaging students and enhancing their understanding. However, only the seven percent who did not find the activities effective, suggests that some students may need additional or alternative instructional methods to fully grasp the material. Overall, the kinesthetic approach is validated as a powerful tool for teaching phonemes to young learners, but differentiated instruction may be necessary to meet all students' needs.

**Figure 3.**

**Section 3. Learning of initial and final phonemes through kinesthetic activities**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

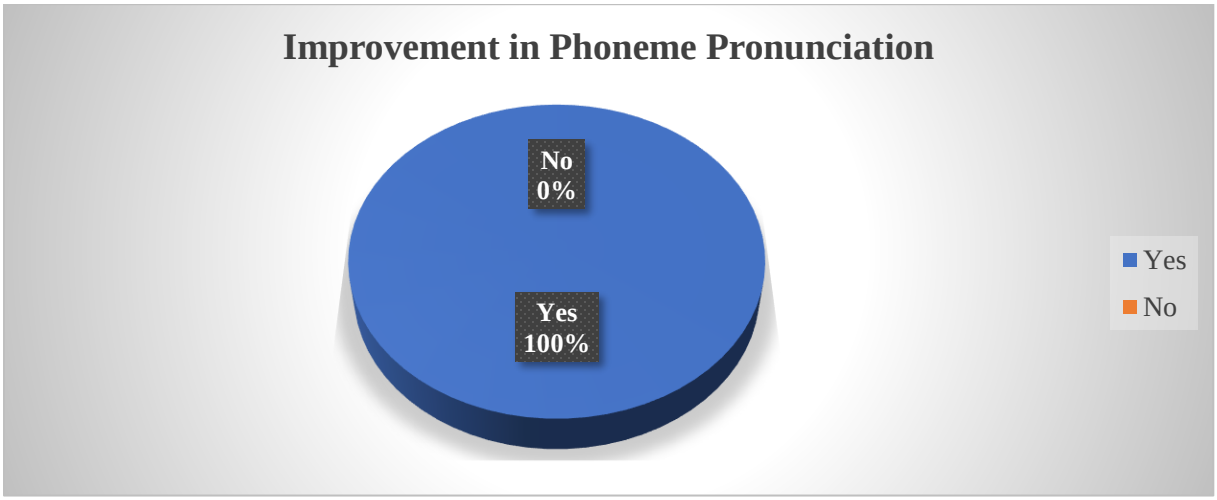
The figure number three showed the evaluation results of the third section of the checklist, the eighty-six percent of the students (twelve out of fourteen) answered "yes," indicating successful learning of initial and final phonemes through kinesthetic activities, while fourteen percent of the students (two out of fourteen) answered "no."

**Interpretation:**

The results indicate that eighty-six percent of the students successfully learned the initial and final phonemes through kinesthetic activities. This high percentage demonstrates the effectiveness of using physical movement activities to teach phonemic awareness, particularly in young learners who benefit from active learning environments. In the other hand, fourteen percent of the students who did not find the kinesthetic activities effective in learning phonemes may reflect individual differences in learning styles. Some students might struggle with this approach if they need more repetition or other instructional methods. Overall, kinesthetic learning is validated as a powerful approach for teaching phonemes.

**Figure 4.**

**Section 4. Improvement in phoneme pronunciation**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

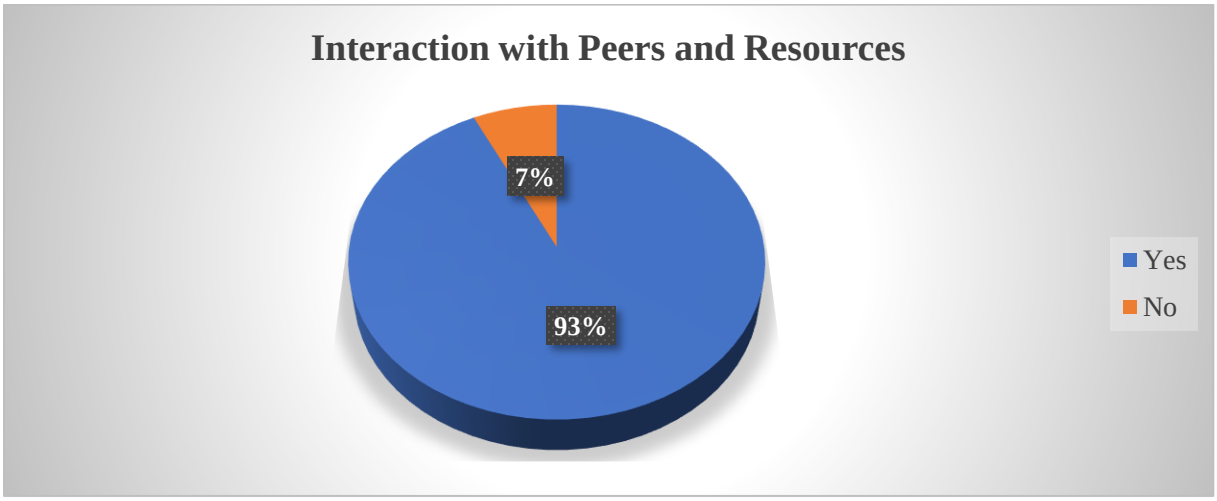
The results presented in figure number four reveal that 100% of the students (fourteen out of fourteen) responded "yes," indicating that all students demonstrated improvement in their phoneme pronunciation. The fact that one hundred percent of the students demonstrated improvement in phoneme pronunciation, highlights the overall effectiveness of the kinesthetic activities used in the learning process. This positive outcome suggests that the activities were not only engaging, but also highly effective in enhancing students' pronunciation skills.

**Interpretation:**

The results strongly support the kinesthetic approach as a successful method for teaching phoneme pronunciation. By involving students in physical movement and interactive activities, this method helps reinforce phonemic concepts, leading to noticeable improvements in pronunciation for all students.

**Figure 5.**

**Section 5. Interaction with peers and resources**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

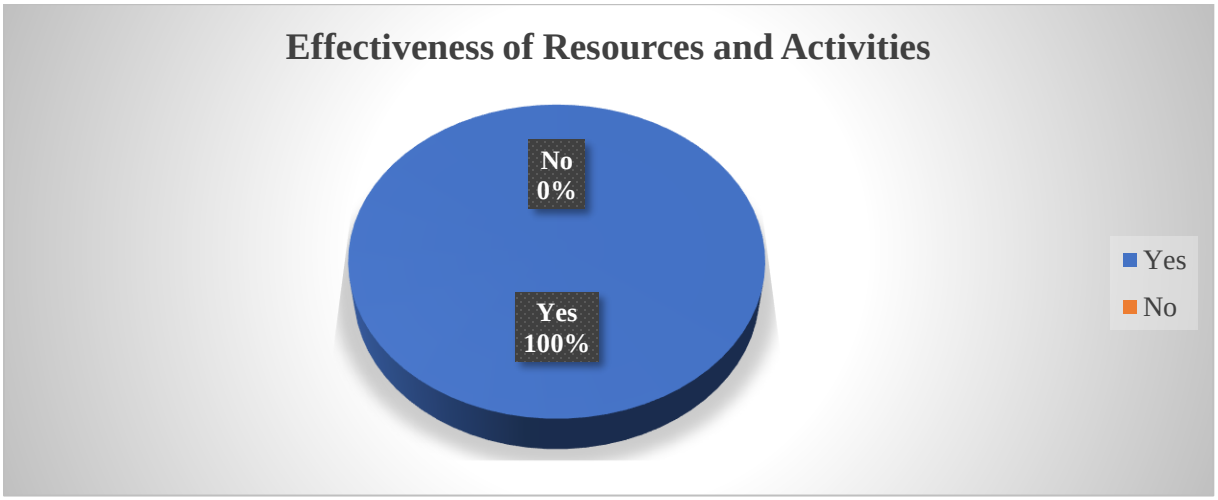
The results of the section five of the checklist assesses how well students interacted with their peers and the educational resources during the kinesthetic activities. The evaluation revealed that ninety-three percent of the students (thirteen out of fourteen) answered "yes," indicating a positive interaction, while only seven percent (one out of fourteen) answered "no."

**Interpretation:**

The results of section five indicates that ninety-three percent of students effectively interacted with both, their peers, and the educational resources during kinesthetic activities, demonstrating the value of these method in fostering a collaborative and engaging learning environment. However, the seven percent of students who struggled with interaction, suggest that some learners may need additional support to fully benefit from these activities. Overall, the results validate the effectiveness of kinesthetic activities in promoting both phonemic learning and social interaction among young learners.

**Figure 6.**

**Section 6. Overall effectiveness of resources and activities**




***Source:*** *Observations made to preparatory students from Saint Francis College Alajuela, 2024.*

**Results:**

The results shown in the section six of the checklist assesses the overall effectiveness of the resources and activities used in teaching phonemic awareness through the kinesthetic method. The evaluation revealed that the one hundred percent of the students (fourteen out of fourteen) answered "yes," indicating that all students found the resources and activities effective.

**Interpretation:**

The results show that the one hundred percent of the students found the resources and activities effective, confirming the success of the kinesthetic approach used in teaching phonemic awareness. This positive feedback validates the instructional design and suggests that the method was engaging, inclusive, and well-suited to the students' learning needs. The results reinforce the value of the kinesthetic approach as a reliable and effective strategy in early education.

As a final interpretation of the checklist for evaluating the effectiveness of resources and activities, it reveals that the kinesthetic approach, supported by well-chosen resources, is effective in engaging students and achieving the desired learning outcomes in phonemic awareness. The resources and activities were found to be appropriate, engaging, effective, easy to use, positively interacted with the students, and adaptable to different learning needs.

# Chapter V

# Conclusions and Recommendations

## 5.1 CONCLUSIONS

As demonstrated throughout this research, the primary objective is to assess the impact of the kinesthetic approach on teaching initial and ending sounds of vowels and consonants phonemes and enhancing students' speaking abilities. Considering the analysis of the collected data and the students' perceptions of the method through the use of different resources and activities, it has been shown that this approach is an outstanding option for helping students improve their pronunciation of initial and ending sounds of vowels and consonants phonemes.

### 5.1.1 Conclusion referent to the general objective

Based on the general objective, the principal aim of this research was to determine the effectiveness of applying the kinesthetic approach to teach the phonemes of initial and ending sounds of vowels and consonants, with the intent of improving the speaking skills of children from five to six years old at Saint Francis College in Alajuela, during the second quarter of 2024. The analysis of the data collected throughout the study reveals that the kinesthetic approach is not only effective but also highly beneficial in achieving these educational goals. By engaging students in physical activities that are directly linked to the sounds of the language, the kinesthetic method helped to create a more interactive and stimulating learning environment. This approach allowed students to connect their physical movements with the phonemic sounds they were learning, which significantly enhanced their ability to recognize and accurately pronounce the initial and final sounds of both vowels and consonants.

Additionally, incorporating kinesthetic activities led to a significant enhancement in the students' overall speaking abilities. The children exhibited greater confidence in their pronunciation, which is essential for effective communication. This approach also helped strengthen phonemic awareness, which is vital during the early stages of language learning. In

conclusion for this general objective, the research confirms that the kinesthetic approach is highly effective for improving phonemic pronunciation and speaking skills in young children. The success with preparatory students from Saint Francis College Alajuela indicates that this method could be a valuable model for other early childhood education learning process. The positive results emphasize the importance of integrating kinesthetic activities into the curriculum to enhance language development in early learners.

### 5.1.2 Conclusion referent to the first specific objective

The first specific objective of this research was to identify the knowledge that preparatory children have about the initial and final phonemes of vowels and consonants, as well as to assess their abilities to speak in English. To achieve this, a detailed observational process was carried out, using an observational checklist to systematically evaluate the students' understanding and pronunciation of these phonemes. The observations revealed that a significant number of students possess a foundational grasp of the initial and final phonemes of vowels and consonants. Many were able to recognize these sounds and demonstrated varying degrees of proficiency in articulating them. The use of the observational checklist allowed for a structured and comprehensive assessment, ensuring that each student's abilities were thoroughly evaluated.

This analysis provided crucial insights into the children's current level of phonemic awareness and their speaking skills. While many students showed competence in recognizing and pronouncing these phonemes, the findings also identified areas where additional support and targeted instruction could be beneficial. This highlights the importance of continued monitoring and tailored teaching strategies to further develop their phonemic awareness and enhance their overall language abilities. The observations and checklist effectively revealed the students' current understanding and skills concerning the initial and final phonemes of vowels and

consonants. These insights will provide a basis for future lesson planning, helping to tailor educational strategies to meet the students' specific needs.

### 5.1.3 Conclusion referent to the second specific objective

The second specific objective focused on suggesting strategies, activities, and resources to support children in learning the initial and ending phonemes of vowels and consonants through the kinesthetic approach, with the goal of enhancing their speaking skills. Throughout the research, a variety of kinesthetic strategies were proposed and implemented, including activities that incorporated movement, tactile learning, and physical engagement. These methods were designed to help children connect physical actions with phonemic sounds, making the learning process more interactive and memorable. The activities and resources suggested were not only well-received by the students but also demonstrated a positive impact on their ability to recognize and pronounce these phonemes accurately.

The findings from this objective underscore the effectiveness of using kinesthetic approaches in early education. By engaging multiple senses and encouraging active participation, these strategies have been shown to significantly improve students' phonemic awareness and speaking skills. The success of these kinesthetic activities highlights their potential as valuable tool in the classroom, offering a dynamic way to reinforce language learning and support the development of essential communication skills in young learners.

### 5.1.4 Conclusion referent to the third specific objective

The third specific objective was to analyze the resources used with children and evaluate their effectiveness during the process of learning the initial and ending phonemes of vowels and consonants through the kinesthetic approach. The analysis revealed that the resources employed were highly effective in supporting the learning process. The kinesthetic approach, combined

with the carefully selected resources, facilitated a dynamic and engaging learning environment that enhanced students' understanding of phonemic sounds. The engaging materials and activities, including physical games, tactile tools, and visual aids, played a crucial role in helping children link physical movement with the auditory aspects of phonemes.

The effectiveness of these resources was evident in the improved of the phonemic awareness and speaking skills observed in the students. The nature of the resources allowed for a more immersive learning experience, reinforcing the connection between phonemes and their corresponding sounds. This approach not only made learning more enjoyable but also supported the children in developing a stronger grasp of both initial and ending phonemes. Overall, the use of kinesthetic resources was successful in meeting the objective of enhancing phonemic learning. The positive outcomes underscore the value of incorporating such resources into phonics instruction and highlight their potential to significantly impact early literacy education.

## 5.2 RECOMMENDATIONS

The recommendations will be focused on teachers who wants to use the kinesthetic approach to teach phonemic awareness to their students or in future investigations. First of all, based on the findings from this research, it is advisable for educators to incorporate kinesthetic activities into their instructional practices, as they significantly enhance students' understanding and pronunciation of phonemes. The kinesthetic approach effectively engages young learners by connecting physical movement with auditory learning, thereby improving their speaking skills. Teachers should design and implement activities that align with the developmental needs of their students, allowing them to interact with and internalize phonemes in a hands-on manner.

To maximize the benefits of kinesthetic activities, it is essential for educators to tailor these activities to the specific phonemes being taught. Activities should be designed to reinforce both initial and final sounds of vowels and consonants, ensuring that students can connect physical movements with phonemic sounds. Providing clear instructions and explanations about the purpose of each activity will help students understand the connection between the movements and the phonemes, facilitating more effective learning. Additionally, incorporating regular feedback during and after kinesthetic activities is crucial. Teachers should observe and evaluate students' participation and performance, offering constructive feedback to help them refine their pronunciation skills. This continuous assessment will enable educators to adjust their strategies and activities based on students' needs, ensuring that the kinesthetic approach remains effective in enhancing phonemic awareness and speaking abilities.

Moreover, it is important for teachers to have access to appropriate resources and materials to support kinesthetic learning. This includes having sufficient space for physical activities and utilizing resources such as tactile tools, visual aids, and interactive materials. In cases where physical resources are limited, alternative tools such as flashcards can be used effectively. In summary, integrating kinesthetic activities into phonics instruction offers substantial benefits for young learners. Educators should ensure that activities are well-designed, provide clear instructions, and offer ongoing feedback to support students' phonemic development. By making use of appropriate resources and being flexible in their approach, teachers can create an engaging and effective learning environment that enhances students' speaking skills and phonemic awareness.

As the last recommendation, it is very important to know how to use properly the tools that are going to be used as part of the process of obtaining the results of the investigation. In many

cases when the tool is applied to a student it is essential to request all the permissions to the parents and the institution in which the student studies. It is also important to highlight the objective of applying the tool and its intended use, always adhering to the conditions established for its implementation to ensure the collection of information required for the investigation. For example, in the case of this investigation, I asked the institution if I could apply the observational checklist with the students of my group, and they told me that yes, that I can, that there is no problem because the students had their parent's authorization in case someone wants to make a thesis in the institution. Those are small details that must be considered in order to proceed before doing something that will be an important part of the investigation.

# Chapter VI

# Proposal

## 6.1 NAME OF THE PROPOSAL

The name of this proposal is "Kinesthetic Learning for Future Educators: Enhancing Preschool Education through Movement-Based Teaching". This proposal is designed to equip future teachers with innovative strategies for applying kinesthetic approaches in preschool classrooms. By integrating physical movement with learning, it aims to create dynamic, engaging environments that foster deeper understanding of phonemes, mathematics, science, and more. Through hands-on, interactive activities, educators will be empowered to help young learners grasp and retain educational concepts more effectively.

## 6.2 DESCRIPTION OF THE PROPOSAL

This proposal is intended for future teachers, it seeks to support both educators and educational institutions in effectively applying the kinesthetic approach for teaching phonemes, as well as other subjects such as mathematics or science, in preschool settings. Recognizing the significance of physical movement in enhancing the internalization of learning, this approach is designed to foster a more engaging and interactive learning environment. By integrating kinesthetic strategies, this proposal aims to improve the overall effectiveness of teaching practices, enabling young learners to better grasp and retain educational concepts through hands-on, movement-based activities. This will equip future educators with the tools needed to create dynamic and effective learning experiences.

## 6.3 PLACE TO DEVELOP THE PROPOSAL

This proposal, along with the activities designed, is intended to be implemented within the educational environment of Saint Francis College in Alajuela, San José, Costa Rica.

However, it is important to highlight that these strategies and activities can be adapted and applied to any educational institution of the country, whether private or public.

## 6.4 OBJECTIVES OF THE PROPOSAL

### 6.3.1. General objective

a) To provide possible materials and activities that teachers can use to implement the kinesthetic approach in preschool.

### 6.3.2. Specific objectives

a) To identify and recommend a variety of hands-on materials and interactive activities that align with the kinesthetic approach, ensuring they are suitable for teaching phonemes and other foundational subjects in preschool settings.

b) To develop and test the kinesthetic activities tailored for preschool children, evaluating their effectiveness in enhancing engagement and learning outcomes.

## 6.5 SUGGESTED ACTIVITIES

This section contains ideas for activities along with the materials required for each activity. For the first specific objective: Identify and recommend a variety of hands-on materials and interactive activities that align with the kinesthetic approach, ensuring they are suitable for teaching phonemes and other foundational subjects in preschool settings. The activities will be adaptable depending on the subject being taught. The proposed activities are the following:

- Tactile letters and phoneme cards:
  - Description: Cards or blocks with raised letters that children can trace with their fingers.

  - Purpose: To help children feel the shapes of letters while connecting them with their sounds.
- Sensory bins:
  - Description: Bins filled with materials like sand, rice, or beans, containing hidden letters.
  - Purpose: To allow children to discover and identify letters through tactile exploration.
- Movement mats:
  - Description: Mats with letters, numbers, or vocabulary words printed on them, used in combination with physical activities.
  - Purpose: To incorporate physical movement with learning, such as hopping or dancing to different mats representing different phonemes, numbers, or words.
- Interactive whiteboards:
  - Description: Digital boards where children can drag and drop letters or participate in interactive games.
  - Purpose: To integrate technology with physical interaction, making learning more engaging.
- Phoneme puzzles:
  - Description: Puzzles where children match letter pieces to form words or sounds.
  - Purpose: To reinforce the connection between letter and their phonemic sounds through hands-on activity.
- Phoneme hopscotch:
  - Description: A hopscotch game where each square represents a different phoneme or letter. Children hop to the correct phoneme as they say it out loud.

  - Purpose: To combine physical activity with phonemic practice, reinforcing letter-sound associations.

- Letter fishing game:
  - Description: A game where children use a fishing rod to "catch" letter cards or plastic letters floating in a sensory bin or pool.
  - Purpose: To engage children in identifying and practicing phonemes while using a fun, hands-on approach.
- Phoneme dance:
  - Description: A dance activity where children dance to music and freeze when they hear a specific phoneme or letter sound.
  - Purpose: To integrate auditory discrimination with physical movement, reinforcing phoneme recognition in an interactive way.
- Build-a-word station:
  - Description: A station with magnetic letters or blocks where children can physically build words or sound out phonemes.
  - Purpose: To allow children to manipulate letters and phonemes, aiding in word formation and phonemic awareness.
- Sound sorting games:
  - Description: Activities where children sort objects or picture cards into groups based on their initial or final phoneme sounds.
  - Purpose: To help children practice phoneme recognition and categorization through tactile and visual sorting tasks.

For the second specific objective: Develop and test the kinesthetic activities tailored for preschool children, evaluating their effectiveness in enhancing engagement and learning outcomes. As well as the activities for the first specific objective, they can be adapted depending on the subject in which they will be used.

- Phoneme relay races:
  - Description: Relay races where children complete a series of stations, each involving a different phonemic task (e.g., jumping to letters, sorting sounds).
  - Purpose: To assess how physical movement and competition affect engagement and learning of phonemes.
- Interactive story time:
  - Description: A storytime activity where children act out parts of a story involving phonemes, using props and movements.
  - Purpose: To evaluate how integrating kinesthetic activities with storytelling impacts comprehension and phonemic awareness.
- Phoneme sculpting:
  - Description: An activity where children use playdough to sculpt letters while saying their sounds.
  - Purpose: To test the effectiveness of combining tactile manipulation with phonemic practice.
- Phoneme obstacle rally:
  - Description: An obstacle rally where each station involves a phonemic activity (e.g., crawling under letters, jumping over phoneme cards).

  - Purpose: To determine how a physical challenge combined with phonemic tasks affects children's learning and engagement.

- Kinesthetic phoneme sorting:
  - Description: An activity where children physically sort and arrange large letter cards or objects representing different phonemes in a designated area.
  - Purpose: To evaluate how sorting and arranging with physical objects helps reinforce phoneme recognition and categorization.
- Sound sensory pathway:
  - Description: Create a pathway with different sensory stations (e.g., textured mats, sand pits) each representing a phoneme. Children walk or crawl through the pathway, interacting with each station and saying the phoneme.
  - Purpose: To integrate sensory experiences with phonemic practice, enhancing learning through multiple senses.

The proposed activities for implementing the kinesthetic approach in preschool settings offer a diverse range of interactive and engaging methods for teaching phonemes and foundational subjects. By incorporating hands-on materials and movement-based tasks, these activities not only make learning enjoyable but also cater to the developmental needs of young children. The variety of activities, including treasure hunts, sensory pathways, and phoneme-based games, ensures that learning is dynamic and multifaceted, appealing to different learning styles and preferences.

The effectiveness of these kinesthetic activities in enhancing student engagement and learning outcomes will be evaluated through their application in real classroom settings. By

observing how children interact with these activities and measuring their impact on phoneme recognition and overall language development, educators can determine which methods are most effective and refine their approaches accordingly.

Ultimately, these recommendations aim to provide educators with practical and innovative tools to enrich the learning experience for preschool children, supporting their early development through active and meaningful learning experiences.

## 6.6 CHRONOGRAM OF ACTIVITIES

This chronogram is flexible and can be adapted based on the children's progress or the specific subjects being taught, such as integrating numbers or vocabulary words for mathematics or science. The goal is to reinforce learning through kinesthetic activities while maintaining high levels of engagement. It is distributed four weeks, one activity for each day.

| Week | Day | Activity | Description |
|---|---|---|---|
| **Week #1:** Introduction to Phonemes through Tactile and Sensory Play | Monday | Tactile Letters and Phoneme Cards. | Children trace raised letters while learning phoneme sounds. |
| | Tuesday | Sensory Bins | Children find and identify hidden letters in bins filled with sand or rice. |
| | Wednesday | Phoneme Dance | Children dance to music and freeze when they hear a specific phoneme. |
| | Thursday | Phoneme Puzzles | Children match puzzle pieces with letters to form words. |
| | Friday | Letter Fishing Game | Children use fishing rods to "catch" letters from a sensory bin and say the phoneme aloud. |

| | | | |
|---|---|---|---|
| **Week #2:** Movement-Based Learning and Interactive Play | Monday | Movement Mats | Children hop to mats with letters or numbers, identifying phonemes. |
| | Tuesday | Phoneme Hopscotch | Children hop on squares with phonemes and say the sound aloud. |
| | Wednesday | Build-a-Word Station | Children build simple words with magnetic letters or blocks. |
| | Thursday | Interactive Story Time | Children act out parts of a story using props and movements to represent phonemes. |
| | Friday | Phoneme Relay Races | Children complete stations with phoneme-related tasks in relay races. |
| **Week #3:** Technology Integration and Physical Learning | Monday | Interactive Whiteboards. | Children participate in digital phoneme games by dragging and dropping letters. |
| | Tuesday | Phoneme Obstacle Rally | Children complete a phoneme-based obstacle course, incorporating physical and phonemic tasks. |
| | Wednesday | Kinesthetic Phoneme Sorting | Children physically sort large letter cards or objects based on phonemes. |
| | Thursday | Sound Sorting Games | Children sort objects or picture cards based on initial or final phonemes. |
| | Friday | Phoneme Sculpting \| | Children sculpt letters out of playdough while saying their sounds aloud. |

| | | | |
|---|---|---|---|
| **Week #4:** Consolidation of Learning and Multi-Sensory Review | Monday | Phoneme Dance | Children repeat the phoneme dance activity, reinforcing learned phonemes. |
| | Tuesday | Sound Sensory Pathway | Children walk or crawl through a sensory pathway, interacting with stations and saying associated phonemes. |
| | Wednesday | Build-a-Word Station | Children revisit magnetic letters to build new words or phrases. |
| | Thursday | Phoneme Relay Races | Children repeat the relay race activity to assess learning progress. |
| | Friday | Sensory Bins & Tactile Letters Review | Children trace letters and find hidden phonemes in sensory bins as a review session to conclude the month. |

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# Annexes

**Annex 1**

**Instrument #1**

**Objective:** To identify the knowledge preparatory children, have about the initial and final phonemes of vowels and consonants, and how are there abilities to speak in English.

**Instrument:** Checklist for Assessing Knowledge of Initial and Final Phonemes and Speaking Abilities in Preparatory Children

**General Information**

- **Student Name: _____**
- **Date: _____**
- **Evaluator: _____**

**Instructions**

Ask each student individually the following questions and observe their responses. Mark each item with an (X) if the student can perform the task and leave it blank if they cannot. Note any additional comments or observations.

**Identification of Phonemes**

**a) Recognition and pronunciation of initial phonemes of vowels**

- Can the student recognize the initial sound of the vowel "A" as in apple /ˈæp.əl/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the initial sound of the vowel "E" as in elephant /ˈɛl.ə.fənt/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the initial sound of the vowel "I" as in iguana /ɪˈgwɑː.nə/?
  - Yes
  - No

- Comments: _____

- Can the student recognize the initial sound of the vowel "O" o as in octopus /ˈɑk.tə.pəs/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the initial sound of the vowel "U" as in umbrella /ʌmˈbrɛl.ə/?
  - Yes
  - No
  - Comments: _____

**b) Recognition of final phonemes**

- Can the student recognize the final sound of the consonant "B" as in /wɛb/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the final sound of the consonant "D" as in /bɛd/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the final sound of the consonant "M" as in /dʒæm/?
  - Yes
  - No
  - Comments: _____
- Can the student recognize the final sound of the consonant "N" as in /sʌn/?
  - Yes
  - No
  - Comments: _____

- Can the student recognize the final sound of the consonant "T" as in /kæt/?
    - Yes
    - No
    - Comments: _____

**c) Identification of both initial and final phonemes in words**

- Can the student identify the initial and final sounds in the word "cat" /kæt/?
    - Yes
    - No
    - Comments: _____
- Can the student identify the initial and final sounds in the word "dog" /dɑg/?
    - Yes
    - No
    - Comments: _____
- Can the student identify the initial and final sounds in the word "bat" /bæt/?
    - Yes
    - No
    - Comments: _____
- Can the student identify the initial and final sounds in the word "sun" /sʌn/?
    - Yes
    - No
    - Comments: _____
- Can the student identify the initial and final sounds in the word "pig" /pɪg/?
    - Yes
    - No
    - Comments: _____

**4. Ability to pronounce initial phonemes.**

- Can the student say the initial sound of the vowel "A" as in /ˈæp.əl/?

- Yes
- No
- Comments: _____

- Can the student say the initial sound of the vowel "E" as in /ˈɛl.ə.fənt/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial sound of the vowel "I" as in /ɪˈgwɑː.nə/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial sound of the vowel "O" as in /ˈɑk.tə.pəs/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial sound of the vowel "U" as in /ʌmˈbrɛl.ə/)?
  - Yes
  - No
  - Comments: _____

5. **Ability to pronounce final phonemes.**

- Can the student say the final sound of the consonant "B" as in /wɛb/?
  - Yes
  - No
  - Comments: _____
- Can the student say the final sound of the consonant "D" as in /bɛd/?
-
  - Yes

- No
- Comments: _____

- Can the student say the final sound of the consonant "M" /dʒæm/?
  - Yes
  - No
  - Comments: _____
- Can the student say the final sound of the consonant "N" as in /sʌn/?
  - Yes
  - No
  - Comments: _____
- Can the student say the final sound of the consonant "T" as in /kæt/?
  - Yes
  - No
  - Comments: _____

6. **Ability to pronounce both initial and final phonemes in words.**

- Can the student say the initial and final sounds in the word "cat" /kæt/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial and final sounds in the word "dog" /dɑg/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial and final sounds in the word "bat" /bæt/?
  - Yes
  - No
  - Comments: _____

- Can the student say the initial and final sounds in the word "sun"/ sʌn/?
  - Yes
  - No
  - Comments: _____
- Can the student say the initial and final sounds in the word "pig" /pɪg/?
  - Yes
  - No
  - Comments: _____

**Overall Assessment**

**Additional comments/observations:**

_____

_____

_____

**Evaluator's Signature: _____**

**Annex 2**

**Instrument #2**

**Objective:** To suggest strategies, activities and resources that can help the children in the process of learning phonemes of initial and ending sounds of vowels and consonants by using the kinesthetic approach, to improve their speaking skills.

**Instrument:** Observation Checklist for Assessing Student Engagement in Kinesthetic Activities

**General Information**

- **Student Name: _____**
- **Date: _____**
- **Evaluator: _____**

**Instructions**

Observe each student during the planned activities and mark each item with an (X) if the student exhibits the behavior and leave it blank if they do not. Note any additional comments or observations.

**Student Engagement**

1. **Participation in Activities**

- Actively participates in the kinesthetic activities.
  - Always
  - Sometimes
  - Rarely
- Follows instructions during activities.
  - Always
  - Sometimes
  - Rarely
- Engages with peers during group activities.
  - Always
  - Sometimes
  - Rarely

2. **Response to Kinesthetic Approach**

- Shows enthusiasm and interest in kinesthetic activities.
  - Always
  - Sometimes
  - Rarely
- Demonstrates an understanding of the purpose of activities.
  - Always
  - Sometimes
  - Rarely
- Uses physical movements to connect with phoneme sounds.
  - Always
  - Sometimes
  - Rarely

**3. Acquisition of Phonemes**

- Identifies initial phonemes of vowels through kinesthetic activities.
  - Always
  - Sometimes
  - Rarely
- Identifies final phonemes of consonants through kinesthetic activities.
  - Always
  - Sometimes
  - Rarely
- Correctly pronounces phonemes after kinesthetic activities.
  - Always
  - Sometimes
  - Rarely

**4. Improvement in Speaking Skills**

- Shows improvement in pronunciation of initial sounds of vowels.
  - Always
  - Sometimes
  - Rarely
- Shows improvement in pronunciation of final sounds of consonants.

  - Always
  - Sometimes
  - Rarely
- Demonstrates increased confidence in speaking.
  - Always
  - Sometimes
  - Rarely

**Additional comments/observations**

_____

_____

_____

**Evaluator's signature: _____**

**Annex 3**

**Instrument #3**

**Objective:** To analyze the resources used with the children and their effectiveness during the process of learning the phonemes of initial and ending sounds of vowels and consonants, with the use of the kinesthetic approach.

**Instrument:** Checklist for Evaluating the Effectiveness of Resources and Activities

**General Information**

- **Student Name:** _____
- **Date:** _____
- **Evaluator:** _____

**Instructions**

Observe each student during the planned activities and mark each item with an (X) if the student exhibits the behavior and leave it blank if they do not. Note any additional comments or observations.

**Interaction with activities and resources**

1. **Engagement with resources**

- Actively uses provided resources (e.g., flashcards, manipulatives) during activities.
  - Yes
  - No
  - Comments: _____
- Shows interest in the materials used for learning phonemes.
  - Yes
  - No
  - Comments: _____

2. **Effectiveness of kinesthetic activities**

- Participates fully in kinesthetic activities designed to teach phonemes.

- Yes
- No
- Comments: _____

- Demonstrates understanding of phonemes through physical movements.
  - Yes
  - No
  - Comments: _____

**3. Learning of initial and final phonemes through kinesthetic activities**

- Correctly identifies initial sounds of vowels after activities.
  - Yes
  - No
  - Comments: _____
- Correctly identifies final sounds of consonants after activities.
  - Yes
  - No
  - Comments: _____

**4. Improvement in phoneme pronunciation**

- Shows improvement in pronouncing initial sounds of vowels.
  - Yes
  - No
  - Comments: _____
- Shows improvement in pronouncing final sounds of consonants.
  - Yes
  - No
  - Comments: _____

**5. Interaction with peers and resources**

- Collaborates effectively with peers during kinesthetic activities.
  - Yes
  - No
  - Comments: _____
- Uses resources as intended during group activities.

- Yes
- No
- Comments: _____

**6. Overall effectiveness of resources and activities**

- Finds the resources engaging and helpful in learning phonemes.
  - Yes
  - No
  - Comments: _____
- Activities and resources facilitate a better understanding of phonemes.
  - Yes
  - No
  - Comments: _____
- Shows increased confidence in using phonemes correctly in speech.
  - Yes
  - No
  - Comments: _____

**Additional Comments/Observations**

_____

_____

**Evaluator's Signature:** _____