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Bilingual Preschool Major.**

**The Impact of Virtual Activities in Listening and Speaking Skills in Preschool
Education at República Federal de Alemania School, Desamparados, San José
during Second Semester 2021.**

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San José, 3 de mayo_, 2022

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La estudiante Naara Kella Reyes Núñez, cedula de identidad número 114220362, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: ***The impacto f Virtual Activities in Listening and Speaking Skills in Preschool Education at República Federal de Alemania School, Desamparados, San José during Second Semester 2021.*** El cual ha elaborado para optar por el grado académico Licenciatura en Educación Preescolar Bilingüe. En mi calidad de 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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Estimado señor

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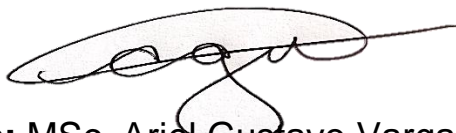
He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las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

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Dedicatory

This thesis is dedicated to my love, my wonderful partner Leonardo

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Abstract

The COVID-19 Pandemic, impact direct the education system with the suspension of face to face classes, teachers have to enlist and comply from the virtual modality at all levels of education , in the preschool model, children also changed face to face attendance and the game by virtual platforms such as computers and telephones to received their classes, so the present study aims to rescue and show activities that can be integrated into development of virtual classes since the characterization of the children in terms of teaching is an active methodology.

Resumen

La pandemia del COVID-19, impacto directamente el sistema educativo debido a la suspensión de las clases presenciales, los docentes debieron enlistarse y cambiar a modalidad virtual en todos los niveles de la educación, en el modelo de preescolar, los niños también cambiaron la presencialidad y el juego por plataformas virtuales como computadores y teléfonos para recibir sus clases, por lo que el presente estudio pretende rescatar y mostrar actividades que se pueden integrar en el desarrollo de las clases virtuales, puesto que la caracterización de estos niños en cuanto a la enseñanza es una metodología activa.

Introduction.

At the present time, learning English as a foreign language in Preschool has become an opportunity for the childhood. That opportunity to learn English in the past did not exist. And with the Globalization, learning a Second Language is importance as a future skill.

The Politic Education has involved and integrate a new view to the childhood in Costa Rica, to bring access at the learning of English as a foreign language since preschool with children of four and five years in Public Education. While the private kindergarten has English in their programs, the Public System also receive English since preschool, so the disparity between the private and public is fewer.

Studies in the Preschool Education learning English process demonstrate that learning English in early age can have a huge and good impact in the learning process of a Second Language. That expositions of the language in the early stages of live can benefits the learning process of a foreign language and kids can be able to learn in a short time and develop better the listening and speaking skills.

Since the emergency alert in Costa Rica due to a Covid-19 Pandemic, the Public Education system must start virtual classes, and combinate the bimodal learning process, where students receive class trough computers, and present class in the school at the same time. Costa Rica's Public Education does not have a virtual platform to develop virtual classes in the totality.

A poor of interesting teaching techniques or activities that would motivate students in learning a foreign language in virtual classes, and due to the attention span, it is a big challenge for the teachers. They need to catch the attention and make them learn and enjoyed the class.

Chapter I

Research Problem

1.1 Problem Statement

Education is the most important accomplishment and the system that nations use to impact the world and society, in 2019 the pandemic changes the world, and impact the way of teaching. during the pandemic, kindergarten and schools had to change the way of teaching English. Teachers must solve the necessity using technological tools.

In preschool education was not the exception and teacher must improvise the method to teaching English through a computer and learning meanwhile training itself.

It is developed in a kindergarten in San José, in virtual class impart by preschool teachers.

How the virtual activities impact in listening and speaking skills in Preschool Education at República Federal de Alemania School, Desamparados, San José during second semester 2021?

1.1.1. Problem Background

The present research is about the Impact of Virtual Speaking and Listening Activities to improve the speaking and listening skills in Preschoolers at República Federal de Alemania school, code 547, circuit 01 of Desamparados Regional Office. This public institution is in Quebrada Honda, Patarrá town; in Desamparados, San José, Costa Rica. The population here is around 13846 people. This place has immigrants from Nicaragua that specially work the land, like collect coffee, livestock activity, also a lot of people are undocumented. Desamparados had a lot of social problems, like vandalism, theft, insecurity, and unemployment. Additionally, Patarrá is known for the overcrowding and extreme poverty.

For these reasons, the virtual education is complicated to develop it.

1.1.2 Problematization.

Teachers must learn different skills while teaching virtually. For that reason it is necessary that have a set of virtual activities for preschoolers; for instance it is important to know the

characteristic that students from 4 to 5 years have: the attention span of a child is two to three minutes per year of their age, the range of attention for preschoolers are from 12 minutes to 18 minutes, moreover students cannot be able to stay sit by large lapses of time in front of the computer, in addition activities for Preschoolers have to be interesting and preschool students learn by experience, playing, and doing. Teachers must know tools that facilitate the learning process of teaching a foreign Language.

1.1.3 Justification.

The development of this research proposes to improve teachers pedological activities based on different technologies and give tools to put into practice during virtual classes for preschoolers, related with speaking and listening. This research provides teachers with better technological activities that can be apply in the learning process of a foreign language. The main purpose of this is to set a series of virtual activities that help the teacher to develop the virtual classes to improve the listening and speaking skills.

Symptoms

- a. Teachers need to be prepared and trained in IT to develop the virtual class.
- b. Preschool activities by listening and speaking must be interesting to catch their lapse of attention
- c. Teachers must face and train in IT constantly, and do not resist to the change.
- d. In Preschool Education teachers do not have a specific English program to develop listening and speaking skills
- e. Shallow compromise by parents in the virtual Education or overprotective parents.

Causes

- a. Public Education due to a COVID-19 is developing by a virtual platform.
- b. Students cannot be able to stay sit by large lapses of time in front of the Computer. They need creative activities, playing, and doing.
- c. Teacher cannot face the change. Need flexibility.

- d. Teacher must work with Preschool Program in Spanish language because in Public Education do not have a program for bilingual preschool and must develop skills in English (listen and speak skills).
- e. Students dependent on parents' help to achieve the virtual education.

Prognostic

- a. Preschool teachers must be prepared to face the virtuality
- b. Preschool students need the parents support to take the virtual class, but without Interruptions. Also, support it to do homework. (They are dependent students.)
- c. Teachers can give the jump to the technology easily if they compromise to do it.
- d. (Politic) The Ministry of Education must rush to prepare the English Preschool Program.
- e. Parents need balance between virtual class and their reality in home.

1.2 Problem.

What is the impact of virtual activities in listening and speaking skills in Preschool Education at República Federal de Alemania School in Desamparados, San José during the second semester 2021?

1.3 Objectives.

1.3.1 General Objective

- a) To evaluate virtual activities that improve listening and speaking skills in preschoolers.

1.3.2 Specific Objectives

- a) To describe dynamic and pedagogical virtual activities to develop and improve the speaking and listening skills in preschoolers' students.
- b) To recognize different difficulties students face during virtual classes.
- c) Contrast the virtual necessities from parents, students, and teachers in the virtual learning process.

- d) To categorize the needs that preschool teachers have related with the virtual learning process and the training process that teachers need

1.4 Scopes and limitations

1.4.1 Scopes

This study impacts the virtual class in preschool education, bring some tools, recommendations and activities that can help at teachers in the virtual learning process, in three groups in a kindergarten that is in Desamparados.

Looking to set of activities that can improve the teaching English process in virtual preschool classes in listening and speaking skills, in the early stages listen and speak are the mean abilities to be develop.

This investigation, find to facilitate and recommend activities that improve the learning English process in virtual preschool class.

1.4.2 Limitations

- Lack of information about the impact of the virtual activities.
- Poor information about activities that can be use in the Preschool teaching English process.
- Difficulties that interfere in the virtual classes Students.

Chapter II

Theoretical Framework

2.1 Literature review

Literature review includes information related with the topic in international and national context. It is important to review the different points of view of authors around the world and in the national context. To start, the investigation takes evidence to support the theme of the investigation with other investigations about digital education and their impact.

In the other hand, the investigation recovers information related with the impact of listening and speaking skills, teacher's technology skills, digital education, attention of preschoolers, technology's access, parents' interruption, and technology platform for the theoretical framework to explain the context where the investigation takes place. So first validate international and national investigation connected with the research, then the theoretical framework, and at the conceptual framework with the definition of the variables.

International Background

There is huge virtual activities information about primary and secondary school but not the same for preschoolers. Teachers need to be spontaneous, funnies, and creative. Therefore, the present investigation collects and investigates the different virtual activities and their impact in listening and speaking skills.

Listening and speaking skills, are the first skills that are developed during the first years of the infants, especially when the students are no native speakers of the language. Likewise, in this specific research that takes place in Costa Rica where English is choosing in the Public Education to teaches in the first stage of learning process language

Children develop first listening skills, since they were in the womb of the mother. They can listen and recognized sounds, so as a teacher, it is important to perform that skill in the first stage of the preschool with activities that help students to learn at second language. Pearson (2011), suggest;

They need to speak it themselves. Learning the sounds of language is the key to their later recognition of written words and letters. Teachers need to spend time daily talking to individuals about things they find interesting and motivating. (p 6)

Additionally, it is necessary that students can feel confidence when they are learning. Teachers must include funny activities and catch the attention of the students to reach the learning process, for example:

They will hear you pronouncing the words correctly and eventually copy you. Young children learn best through play. Be sure to include many word games daily. Small groups work best so that no one needs to wait long for a turn. Make spoken words the core of your literacy curriculum. (Pearson, 2011, p. 6).

As a result, teachers need to have technological skills to develop the class in a distance education, but not only that kind of skills, also need that the class be funny, catch the student's attention and fulfill the study program in Preschool Education.

The distance education was the way that the countries found as a result to solve the problem due to a Covid-19 during 2020 at the present. Nowadays technology is divided between third and fourth generation, Nichols and McLachlan (2015), define it;

This third generation is characterized by communications between instructor and students and between students themselves. However, a fourth generation is now possible, one that places the student at the very heart of the education experience.

This paper considers the potential for third and fourth generation distance education in the context of early childhood education. (p .1).

So, probably the actual generations can solve and use the technology in a natural environment. Students can perform the skills in the virtual education and take advantage to use it in the learning process and learn a foreign language and at the same time they develop technological skills.

Consequently, in the future students could be connect or choose if they want to work in a distance education or combine the modes of study, for example Peters (2003) explains; “The university of the future uses components of traditional university teaching, distance education, and digitized teaching. In this way it will become more flexible about teaching and learning forms than ever before.” (p 18)

In advance countries, that can be possible, but also is necessary to study the different context where the distance education takes place. For example, depends on the innovation, importance of the education, Educational Policy, and others.

However, teachers need to develop and training in virtual learning, in some case whereas belief of teachers it is difficult that they change the way they are teaching, as Ertmer (2005) suggest mention by Nichols and McLachlan, “Furthermore, changing teachers’ practices around the use of technology is difficult and complex, because of the complex nature of teacher beliefs” (p 22).

For instance, it is necessary to work with the belief and the resistance of the teachers to work with technology and get them to work with technological tools, to improve the virtual skills.

Virtual education is a massive challenge that teachers have to take, globalization advance and the world is all connecting by internet and technology, Nichols and McLachlan (2015), expose;

It is apparent, therefore, that implementing e-learning as a strategy for teacher education presents many challenges. There are beliefs about personal competence to use the learning technology to overcome, the isolation from lecturers and alternative models of practice, the difficulties of changing beliefs and practices when teachers are working in centers already or have no ready access to diverse models of early childhood practice, as well as the normal issues of juggling work, study, and family commitments. (p 22)

In the other hand is not only change the beliefs, even though teachers need training in technology tools to teach in virtual environments, teachers also need skills that facilitate the process of distance education; Nichols and McLachlan (2015), indicate;

The demand for increased credentialing of teachers has led to enormous growth of early childhood teacher education and placed significant demands on initial teacher education providers to develop appropriate programs, methods of delivery and methods of support for students in isolated parts of the country (p.19).

National Background

In Costa Rica, Education turned to virtual education in the last of 2019 and at the beginning of 2020 to current. This process was difficult due to a different aspect; the poverty in Costa Rica, Educational Policy, absent of technology or slight access to internet or devices like computers in the schools, poor training in technology skills in teachers but also in students, and culture.

The Organization for Economic Co-operation and Development (OECD), is an international organization that works to build better policies for better lives, expose the “Reviews of National Policies for Education: Education in Costa Rica the situation in Costa Rica”, in 2017, in the reading mention the importance to reduce the poverty and their impact in the early childhood education; “Early childhood education: Higher priority should be given higher priority in public spending and policy, given the vital role it can play in tackling disadvantage and poverty.” (OECD, p 3). As well known, in Costa Rica the poverty impact directly the education, because if the students, kids and vulnerable people do not have food they need to look and that is a reason to leave the school and desert.

Another aspect to improve in the Education system of Costa Rica, is the teacher’s training teachers. It is necessary that teacher can be able to confront the changes that the globalization demands. According to a study, teachers’ training increases attention mainly in the quality and in aspects like leadership;

In the face of these challenges, Costa Rica is now giving increasing attention to the quality of teaching and learning, and most recently has launched a major initiative to combat dropout in the most disadvantaged secondary schools. But key drivers of improvement in the most rapidly improving education systems a concerted push to expand early years' education, high professional expectations for teachers, leadership for improvement by schools, and strong information and evaluation systems that can guide reform have not yet gained the needed impetus in Costa Rica. (OECD,2017, p.4).

In the other hands, Costa Rica made a huge progress improving the child health and nutrition in the early stages of the child, in Kindergartens, Elementary Schools and High Schools. Students receive scholarships to eat during the school time; Education in Costa Rica mention; "Costa Rica has made significant progress in improving child health and nutrition but still has a long way to go to ensure that all children receive adequate care and education in their early years".(OECD, 2017, p.5)

Preschool in Costa Rica, is expanded, similar like the teaching of a Second Language, in Preschool teach English, Education in Costa Rica, recognized that Costa Rica is made a big effort to improve the Preschool Education;

Ensuring all children aged 4-6 benefit from Quality preschool education. One of Costa Rica's main achievements has been the expansion in access to preschool education. Between 2000 and 2015, participation in the first year of preschool (Interactive II, age 4) increased dramatically from 7% to 63%, and that of the second year from 83% to 90%. (OECD, 2017, p. 8)

There is a great decision that the Costa Rica's government implement, where the preschool education is mandatory because the benefits are in the families, parents can work without worries meanwhile the kids are in the kindergarten and they do not need to pay because education is for free.

Teacher must apply and try to reach the objectives of the preschool teaching. It is necessary to encourage the most vulnerable kids, to give them the tools to learn a second languages, an ability, and others; Costa Rica Education describe

Those who attend preschool have the potential to benefit from a promising new curriculum, but little support in the form of training or learning materials has been provided to teachers to ensure that they can enable all children to reach important development objectives. (OECD, 2017, p. 8)

Also, the governments must support the teachers in different aspect according to the changes that the globalization require. In the actual situation due to at Covid-19, the education had changed and create a new way of education, and some countries like Costa Rica was not prepared to confront those changes, but as far as possible can take advantages but many students were excluded from the system.

Technology skills of Preschool teacher

Unless Covid-19 was a Pandemic, the Education was taken in a normal environment, after that and as a result of this, the way to learn and teach, change completely, besides the Education System was no prepared and furthermore teacher neither; Mclachlan and Nichols, describe teacher like; “Early childhood educators are often more comfortable with arts and languages in an early childhood context and tend to be technophobes, who avoid science, math and technology whenever possible” (2015, p 20).

In Costa Rica, there is not a virtual platform in public institutions, there is not internet connection by all students, but private and public institutions made effort to help and provide coverage and give implements that provides Public School with technology programs and gives training at teachers like Fundación Omar Dengo.

Bhamani et al, mentioned that teacher faced difficulties during the distance learning.

Another factor that hampered their learning was highlighted by the parents in the following words: Distance learning is problematic when teachers are themselves not

trained for it. Teaching is moving online on an untested and unprecedented scale. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone". (2020, p.16)

Teachers must change the methods and technics in the teaching of preschool, Bhamani et al, explain; "It was evident that not only the children found this new way of learning unusual, but the teachers as well who were faced with an unprecedented need to switch to their computers from textbooks and blackboards" (2020, p 16). In Costa Rica teacher was not training to face that modality of virtual classes.

Attention of Preschool students

According to Brain Balance Center (n.d), "the attention span expect from a child is two to three minutes per year of their age", in Preschool education teachers need to catch the attention trough different activities, because a child learn trough playful, and when they enjoyed. Early students learn by experience, play, and doing.

Indeed, it is important that teacher innovate, be creative and also be prepare to explain in a funny way the topics that have develop, because in the early stages kids absorb easily the information, as the acquisition of a Second Language, Marder and Borzone describe the next; "There is the "critical period" in which kids in their early ages obtain in a full and better way all the information they get from their environment thanks to their brain plasticity", (2016, p.153). Learning a second language not only benefit in preschool and early ages but also prepare them to the future

The age from 4 to 6, is the period of more flexibility and brain plasticity, that is the way that kids learn to walk, speak, doing something by themselves and can remember it, Hoiland describe it; "Long lasting functional changes in the brain occur when we learn new things or memorize new information. These changes in neural connections are what we call neuroplasticity.", overall, it is important that a child attends the Preschool, so in Costa Rica is mandatory.

The range of attention for Preschoolers according to the Brain Center are from 12 minutes to 18 minutes. For these reason students cannot be able to stay seated by large lapses of time in front of the computer. In a new normal likewise the distance education, the preschoolers are impacted also by these models of education.

Finally, it is important to choose activities that call at the action of interaction between teacher- student, Pianta, Downer and Hamre (2017) mention, “Another showed that interactions with teachers that stimulate cognition and language skills improved children’s academic achievement” (para. 10), different models of attention embedded in the learning process in preschool based on the interaction teacher-student,

Limited access to technology

In the other hand, the access to technology in Costa Rica in the Public Institutions, was reflected with a huge disadvantage between private and public school. Some problems that have the families in Costa Rica to technology access are extremely poverty, child, dysfunctional families.

The problems are described in the frame below

Table 1:
Social, device and economy Problems

Problems		
Social problems	Device’s problems	Economy Problems
Extremely poverty	Few devices at home.	Low income
More than one child for home in the school system.	Students do not have internet access.	Financial Problems at home.
Dysfunctional Families	Parents are no able with the technology.	Unemployment

Source: Own Elaboration (2022)

It is important that the government give tools at people that really need helps. The educational policy during the Pandemic did a big effort to provide students the learning process, but this was not enough, because more than 35% of students was excluded. The Minister of Public Education, Guiselle Cruz, mentioned; "The lack of connectivity in homes has prevented equitable distance education, and has become one of the relevant obstacles to bring the virtual modality to all students in times of pandemic". (Semanario Universidad, 2021)

Parent's interruptions

The parent's support is important when talking about distance education, in some case that is inexistent and in preschoolers is very difficult because students need the parent accompaniment, because they are not able yet to handle the computer or telephones when they are in virtual class, based on Costa Rica Education study mentions;

The lack of support for parental engagement is again a weak link, limiting the central role home support can play in encouraging early language skills and an interest and confidence in reading. Preschool in Costa Rica is not yet the strong steppingstone it should be into primary school and lifelong learning". (OCED, 2017, p.8)

Moreover, the impact that cause when parents are part of the education, and in this specific case, virtual education is relevant, in countries like Austria it is very strong and impact directly in the learning skills of kids, "Country and parental education have independent direct effects on children's cognitive Ability" (p 303)

The cognitive and affective aspect are impacted in a good direction, because students feel confident and support when parents are integrating in their learning process in a virtual environment; according to Home Learning in times of COVID (2020), expose; "When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. (p 12). Also, that interaction can reduce the anxiety and provide emotional support.

Parents are not able to complete or combine the work with the HomeWorks of the kids, because they are not in home, or do not have enough time, and in some cases the grandparents are taking care of the kids and they are not technology oriented.

“As a working parent, it is very difficult to manage nowadays. We assign daily 1 to 1.5 hours to studying at home with worksheets, workbooks, videos, and reading apps, but the school sessions are difficult to manage as we have a grandmother to take care of the kids at home and she is not so technology oriented.” (2020, p 21)

Technology platform

Until 2019, there was not a virtual platform for Education in CR, currently in Public Schools have the platform called TEAMS, that is a virtual system that provides teachers and students the space to connect at distance. Nowadays in Costa Rica the education is a bimodal way, students received class in physical and a distance, students that have internet connection receive class one or two days per week, and the other days go to the school.

Omar Dengo, the foundation that provide devices and training at the Public Institutions, expose they goals,

We reached 255 more educational centers, for a total of 3,466.

We have 5.9 students per computer (from 9.4 students per computer in 2014). More than 7 thousand students are being benefited in indigenous areas.

Despite of these goals their efforts if not enough because 35% of students do not have yet.

In the other hand, teachers must implement and faced the drastic change that switch their textbooks to computers and attendance to school to stay in their homes, “For decades our education system has been based on a very particular pattern and a drastic change like this has shown how unequipped the system is in other modalities of learning”. (2020, p16)

Virtual activities

The virtual education was developed in the past, 20 years, but only in private centers is develop, in public institutions the inequality is big and that is a huge problem due to at the present situation by Covid-19, when teacher have to changes the way of teaching;

Educators and educational institutions and mostly commercial companies saw this phenomenon greatly potent. Considering that the pedagogical practices in education haven't been progressing in the past century, experiential learning through communal play could be put to practice via educational virtual worlds (Kluge & Riley,2008).

Listening activities

In Preschool Education in Costa Rica, teachers do not have a specific English program to develop listening and speaking skills, Preschool Teacher must work with Preschool Program that is develop for Spanish competence.

Listen is the first senses that is develop since the baby is inside the womb of the mother, when the babies can hear and when they are born can recognized the heartbeat of the mother and their voiced, The Oxford Learning Center explain; "Having active listening skills has many benefits; besides better comprehension in the classroom, active listeners tend to be better communicators and problem solvers. Being an active listener also shows good character, commitment, and is an essential component of being a leader." (2017)

Speaking activities.

Communication in the learning of a foreign language is very importance to improve the language skills, repetition, correction, practice, and the imitation of sounds are part of the speaking skills. "Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more that" (p.8). Speaking skill has a significant impact in the acquisition of a Second Language.

According to Chomsky as quoted by Beltran & Salgado (2010) refer to language development as;

The communicative process that involves language and tongue as the cognitive capacity of men to communicate their ideas through a system of gestures, a system of verbal and written communication of a specific community, respectively. Both mother tongue and language (any other language) work simultaneously during human development. (p.16).

So, it is important in virtual environment or in a distance education to develop meaningful activities that master the speaking skills in kindergartens.

2.2 Historical Context (School background)

República Federal de Alemania School is in Patarrá, Desamparados San José, the population of student is around 200 hundred students, from Preschool to Primary school, the quantity of members in the school between teachers, cooks and janitors is 18 people. The school was open in 2010.

According to the school's vision and mission, declares;

Vision

“Ambitious institutional programs under the auspices of quality education in schools República Federal de Alemania in Desamparados in the form of efficiency and effectiveness that respond to those responsible for delays. And the modality of the Costa Rican education system encourages the active participation of families in educating educators in an ambitious democracy and social opportunities that can and cannot be done.” (Escuela República Federal de Alemania,2017)

Mission

“The advantage of removing to give a quality education service that stimulates personal management assistants including the vitality of values and the

integrated formation of teachers.” (Escuela República Federal de Alemania ,2017)

School República Federal de Alemania, is a level 2 in administration, have a principal, three sport´s teachers, six primary school teachers, one teacher of Special Education, one France´s teacher, one informatic teacher, three preschool teachers, also have security guard, concierge, two cooks

The investigation is developed in three groups of preschool education, to collect the activities that teachers use in their virtual class.

2.3 Conceptual Framework

Activities (kind of activities that catch the attention of the preschoolers on face-to-face class)

In the classroom, students can have a relationship with their partners in the face-to-face class, but in the virtual class is not the same: Students cannot stay sit and listen at teacher talk all day. In the face-to-face students have routine, can stand up, can play and have different activities.

Presential schedule /Virtual schedule (How this impact in the learning process)

In the early stage of learning, students learn through the play, joy, and social relationship with their pairs. The teacher in virtual class has another routine that change all the teaching method that is develop in the class. In the virtuality students don not have outdoor play, and classroom free play. Teachers must change the way of teaching.

For example, according to Minister of Education in Ecuador ruled the time that the teacher can be exposed at the computer screen during the virtual classes is as can be seen in the frame below;

TIEMPOS DE CLASES VIRTUALES SUGERIDOS POR EL MINISTERIO DE EDUCACIÓN

Mínimo y máximo por edad

0 a 2 años	Nada de pantallas
2 a 5 años	Entre media y una hora al día
7 a 12 años	Una hora al día con el acompañamiento de un adulto
12 a 15 años	Una hora y media al día, con el acompañamiento de un adulto
Más de 16 años	Hasta dos horas al día con el seguimiento de un adulto

Tareas autónomas fuera de pantalla



Trabajo diario de 30 minutos en el caso de inicial y al menos 50 minutos diarios para el resto de los niveles.



Otras actividades planteadas por los docentes hasta completar un máximo de trabajo diario de dos horas.

FUENTE: MINISTERIO DE EDUCACIÓN / EL COMERCIO

Source: El comercio (2020)

The frame reflects that student from 2 at 5 years in Ecuador, can be during 30 or one hour in a virtual class; that is the recommendation, Costa Rican Ministry of Education, do not give information related about the time that the preschool student can be exposed in the virtual class.

Routine of students in home

The routine of each student can be different from one and another, so it is important that teachers know how students live in their home, because the schedule of virtual class depends on jobs parents, devices. Also, kids need that someone helps then to take the virtual class, so is necessary that attendant stay with the students, and also depends of is the student has a

sibling that also need the device. In the other hand, the home environment, (noise, disturbs or lack of support) is important to consider because can interfere in the virtual class develop.

Climate and internet connection (lay off class due to a climate or internet issues)

In some cases, the climate can affect the internet connection for example rain, wind, or power cut, that is a variable that have considered to develop a virtual class, because depends on the climate, the student can have access to participate in virtual class.

Public education (economic issues and less support at students that does not have devices and internet at home to take the virtual class)

Poverty in Costa Rica in 2020, it is the high level during the last 28 years, so in percent the level of poverty is in 26,2% according to INEC, also the family income decreased.

Public education in Costa Rica has issues because was no prepared to face the abrupt change

2.3.1 Definition of the variables

Table 2:

Definition of the variables.

Objectives	Variables	Definition	Instrument
1.To describe the best virtual activities to develop and improve the speaking and listening skills in preschooler’s students.	Virtual Activities	Pedagogical practices in education have not been progressing in the last, experiential learning through communal play could be put to practice via educational virtual worlds	Interview Questionary
	Speaking Skills	“Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more that” (EL Fattah ,2006, p.8).	
	Listening Skills	Being an active listener also shows good character, commitment, and is an essential component of being a leader.” (Oxford Learning, 2017)	

	Preschoolers	A child below the official school starting age, usually a child up to age five. (Samuels, 2017)	
2.To recognize the difficulties in aspects like; financial, platform, quantity of child in home, in the student's context.	Poverty	In Costa Rica, Education turned to distance education in the last of 2019 and at the beginning of 2020 to, this process was difficult due to a different aspect; the poverty in Costa Rica, Political Education, absent of technology or slight access to internet or devices like computers in the schools, poor training in technology skills in teachers but also in students, and culture.	Observation
	Financial income	As well known, in Costa Rica the poverty impact directly the education, because if the students, kids and vulnerable people do not have food they need to look for and that is a reason to leave the school and desert.	
	Virtual Platform	Until 2019, there was not a virtual platform for Education in CR, currently in Public Schools have the platform called TEAMS,	

		that is a virtual system that provides at teachers and students the space to connect at distance	
3. Contrast the virtual necessities from parents, students and teacher in the virtual learning process	Quantity of child	"The lack of connectivity in homes has prevented equitable distance education, and has become one of the relevant obstacles to bring the virtual modality to all students in times of pandemic,"(ECLAC-UNESCO,2020)	Data Analysis INEC
	Virtual necessities	"For decades our education system has been based on a very particular pattern and a drastic change like this has shown how unequipped the system is in other modalities of learning". (2020, p16)	
	Parents	According to The Role of Parental Involvement and Social/ Emotional Skills in Academic Achievement; "The lack of support for parental engagement is again a weak link, limiting the central role home support can play in encouraging early	

		<p>language skills and an interest and confidence in reading. Preschool in Costa Rica is not yet the strong steppingstone it should be into primary school and lifelong learning".</p> <p>(Roy and Giraldo, 2017, p 8)</p>	
	Students	<p>In Preschool education teachers need catch the attention trough different activities, because child learn trough playful, and when are enjoyed. Early students learn by experience, play, doing</p>	
	Teachers	<p>"Distance learning is problematic when teachers are themselves not trained for it.". Teaching is moving online on an untested and unprecedented scale.</p> <p>Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone."</p>	

Source: Own Elaboration (2022)

Chapter III

Methodological Framework

3.1 Type of investigation

This investigation is descriptive, because seeks to descriptive a phenomenon like the virtual class, that emerge during the Pandemic of Covid-19, during the 2020 at currently time, in preschool education and the activities that teacher applied during that time, also descriptive the techniques, methods and procedures that teacher put in practice, to publicize the best activities for future teachers.

The investigation is developed in San José, Desamparados Patarrá, in three preschool education groups. During the second semester of 2021.

3.1.1 Purpose

The purpose is theoretical, because the search looking for activities, review the literature and compare with the virtual class through the observations, interviews and others. To understand through the gather information to expand knowledge. The theoretical research guides to innovate about subject, like in this case that look activities to virtual class in the first stages of education.

Some characteristics of theoretical research are according to;

- ❖ Answer the questions “what?”, “Why?” or as?”
- ❖ Curiosity
- ❖ No commercial goals
- ❖ Its purpose is not to innovate or solve
- ❖ It is the basis for further research

<https://englopedia.com/theoretical-research-definition/>

3.1.2 Research method.

For the present investigation, is important research and examine the educational practices in virtual class, and at the same time try to improve the teaching techniques, and identify problems to find solutions, like in this case, where the virtual education take place. This

academic research, pretend analyzed the important of funny, entertainment, functional and creative activities in virtual class, and to improve the classes in virtual environments.

3.1.3 Research approach.

It is a qualitative approach, because Education is a social science, and due to the investigation study a social behavior like the virtual class students and teacher about how this impact the learning process. Qualitative Research have characteristic like Hancock et al mentioned (2009); “focuses on reports of experience or on data which cannot be adequately expressed numerically” (p 6), for example the attention can be measure and the teacher activities neither.

3.1.4 Type of approach: Exploratory Nature, because there is not a lot of information about the virtual class, and that happens immediately that change the way to teaching and has a little information about it. Also, during the investigations used surveys, observation, and online research.

3.1.5 Temporal dimension.

Temporal dimension is transversal because this study has a determinate time, is develop in one semester, in 3 groups of preschool education with three preschool English teachers. All the groups, teachers, and methodology of teaches are different.

That study only can reflect the different of the variables and can create a new data about virtual preschool education and their effects in the students.

is observation and can resolve problems,

3.1.6 Frame

The study of this investigation is applied in micro frame, due to is develop in one institution, with three preschool teachers and three different groups, it is because Minister of Education is very huge and as an investigator must remark the space to develop the problems, issues and resolves in small group of the Minister.

3.2 Sources

3.2.1 Subjects

For this study, the subjects are teachers and preschoolers that are participants with the implementations of techniques and instruments. According to Rochester University (n.d.);

A research subject is an individual that participates in a study and use the information that is collected from or about the individual to help answer the question under study by techniques and instruments. Sometimes research subjects are referred to as human subjects, research participants or study volunteers. (parag 2)

Subjects (Population):

3 groups of 15 students each one in Preschool Education of República Federal Alemania, and 3 Preschool English Teacher, and 2 parents of each group.

Table 3
Subjects

Preschool Groups	English teachers age of work in preschool	Parents
Pre-k 12 students	15 years	2
Pre-K 15 students	20 years	2
Kinder 17 students	8 years	2

Source: Own Elaboration. (2022)

3.2.2 Sources (*primary, secondary, tertiary*)

Sources Information:

The sources can help to reach the goals and objectives of the study, so for that reason must divide in primary and secondary information.

Primary information:

The instruments that are used for this research are: a questionnaire for preschool teachers, a questionnaire apply in parents, and observation in six virtual classes. The principal objects of the research are Students, Teachers, and Parents.

Secondary Information:

The secondary information is related about the information that exists now and confront the results obtained by the primary information. The secondary information that supports this investigation are books got for internet, other thesis, and magazines like national and international articles with literature research.

3.4 Instruments

Instruments

The instruments are the tools that are using to collect information related with the topic, according to Kabir (2016), "The data collection is the most strategic step in the study, because the main goal of the research is to get the fundamental data based on the scientific process in an efficient procedure" (p.202).

. The techniques of the data collection instruments used for this investigation like research paper are questionnaires, classroom observations and interviews.

Survey Research

Survey research is defined as; "the collection of information from a sample of individuals through their responses to questions". (Check and Schutt, 2012, p.160). This research use methods to collect data by the participants using different methods and it depends is it a quality or quantity research.

Questionnaire

That instrument is used to gathering information, it is easy to be prepared and can be distributed by e-mail, by the phone and others. In this study use questionnaire and this is the

definition; “A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents”.(Kabir, 2016, p.208).

Link to find an example:

https://forms.office.com/pages/responsepage.aspx?id=aMBRqPM9JEKxFjFSNng_EYNEAQWgModHurcSFWlxcNZURDkySFM5R0IESDJFNFRBOFICU0tONU5QUS4u

Observation

“According to observation is a complex process, a process that is composed of a variety of biological processes and psychological. Two of the most important is the processes of observation and memory” (Kabir,2016, p.240).

3.5 Variables operationalization (conceptual, instrumental, and operational)

Table 4
Variables operationalization

Variable	Conceptual	Instrumental	Operationally
Listening activities	The term 'listening' is mostly confused with 'hearing', though hearing might be conscious or unconscious in general, the listening process starts with conscious hearing and here hearing is only one step of listening, because listening is much more complex than hearing and 'listener' uses various sub-skills/components that is subsidiary to understanding. (Tuzcu,2014, p 990)	By observation of some virtual class in listening activities.	<i>Observation</i>
Speaking activities	"Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic". (Suminih,2017, p 13)	By observation of some virtual class in speaking activities	<i>Observation</i>
Attention of Preschoolers learning process.	When children choose to play, they are not thinking "Now I am going to learn something from this activity." Yet their play creates powerful learning opportunities across all areas of development. Development and learning are complex and holistic, and yet skills across all developmental domains can be encouraged through play, including motor, cognitive and social and emotional skills. (UNICEF,2018, p 8)	By observation in the virtual activities.	<i>Observation</i>
Poverty.	The United Nations observes that, worldwide, "frequently, poverty is defined in either relative or absolute terms. Absolute poverty measures poverty in relation to the amount of money necessary to meet basic needs such as food, clothing, and shelter". (n.d)	By answer that teachers respond.	<i>Questionary</i>

Financial income.	Poverty in Costa Rica in 2020, it is the high level during the last 28 years, so in percent the level of poverty is in 26,2% according to INEC (2020), also the family income decreased. Public education in Costa Rica has issues because was no prepared to face the abrupt change.	By answer that teachers respond	<i>Questionary</i>
Virtual platform.	Until 2019, there was not a virtual platform for Education in Costa Rica, currently in Public Schools have the platform called TEAMS, that is a virtual system that provides teachers and students the space to connect at distance.	By answer that teachers respond	<i>Questionary</i>
Technology skills of preschool teacher.	Fauzi et al. (2020), “found in their research that teachers face problems in the Covid-19 pandemic such as lack of opportunities, network and internet use, planning, implementation and evaluation of learning, and collaboration with parents”. (p. 323)	By answer that teachers respond	<i>Literature review and questionary.</i>
Teacher experience.	“Teaching is moving online on an untested and unprecedented scale. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone”.(Bhamani, 2020)	By answer that teachers respond	<i>Literature review and questionary.</i>

Source: Own Elaboration (2022)

List of reviewed studies.

Table 5

Literature research frame

Research	Number of Page/ years	Resume	Link
<p><i>Student Collaboration: Early Childhood Teachers' Roles and Perspectives</i></p>	<p>12-2021 126 pages</p>	<p>Early childhood environments can offer valuable opportunities for student collaboration. Social interactions allow students to practice listening to each other and learn how to work together. This study focused on the roles and perspectives of early childhood educators related to student collaboration in the classroom. Six educators from one elementary school in New Hampshire participated in two focus group discussions, the first of which included a presentation on student collaboration with first graders. Participants also completed four concept maps highlighting their perspectives about student collaboration and one written reflection comparing their perspectives before and after engaging in the focus group discussions. Participants' awareness of strategies for student collaboration grew through these discussions among peers. Implications of the study</p>	<p>Ballantyne, Kimberly, "Student Collaboration: Early Childhood Teachers' Roles and Perspectives" (2021). <i>Electronic Theses and Dissertations</i>. Paper 3999. https://dc.etsu.edu/etd/3999</p>

		include providing opportunities for educators to engage in discussions that examine their approaches for planning, preparing, and offering a variety of collaborative activities throughout. (Ballantyne, 2021)	
<i>Analysis of Different Views and Conceptualizations of the Literacy Practices of Pupils, Families, and Teachers in Costa Rican Primary Education</i>	(2018) 16 pages	<p>This article is based on a socio-cultural discourse model of literacy, whereby literacy events are regarded as being situated within social practices, creating various formal, informal, and non-formal literacy events that are part of multiliteracies. The aim of the research was to analyze primary pupils 'literacy practices (8–12 years) from the perspectives of 1,354 primary pupils, 1,020 family members, and 96 teachers in Costa Rica, using an ex-post facto design and a survey method. The findings indicate that the three groups of participants (pupils, family members, and teachers) have different views on and conceptualizations of literacy practices in school and in the community.</p> <p>The results show that young learners develop their literacy practices according to their different communicative needs inside and outside school. A multimodal literacy is promoted outside</p>	<p>Fernando Guzmán-Simón, Celia Moreno-Morilla & Eduardo García-Jiménez (2018)</p> <p>Analysis of Different Views and Conceptualizations of the Literacy Practices of Pupils, Families, and Teachers in Costa Rican Primary Education, Journal</p>

		<p>school to meet students' daily communicative needs. However, the school promotes a monomodal literacy, which allows pupils to respond essentially to school needs. (G et al, 2018)</p>	<p>of Research in Childhood Education, 32:3, 268-282, DOI: 10.1080/02568543.2018.1464527 https://www.tandfonline.com/doi/abs/10.1080/02568543.2018.1464527?journalCode=ujrc20</p>
<p><i>Childhood Context Explains Cultural Variance in Implicit Parenting Motivation: Results from Two Studies</i></p>	<p>2014. 23 pages</p>	<p>We investigated the effect of the childhood context variables number of siblings (study 1 and 2) and parental SES (study 2) on implicit parenting motivation across six cultural samples, including Africa (2xCameroon), Asia (PR China), Europe (2xGermany), and Latin America (Costa Rica). Implicit parenting motivation was assessed using an instrument measuring implicit motives (OMT, Operant Multimotive Test; Kuhl and Scheffer, 2001). Replicating</p>	<p>Chatiosis,A,Bender, M.,&Hofer,J.(2014)Childhood Context Explains Cultural Variance in Implicit Parenting</p>

<p><i>with Six Samples from Cameroon, Costa Rica, Germany, and PR China</i></p>		<p>and extending results from previous studies, regression analyses and structural equation models show that the number of siblings and parental SES explain a large amount of cultural variance, ranging from 64% to 82% of the cultural variance observed in implicit parenting motivation. Results are discussed within the framework of evolutionary developmental psychology. (Chasiotis et al, 2014)</p>	<p>Motivation: Results from Two Studies with Six Samples from Cameroon, Costa Rica, Germany, and PR China. <i>Evolutionary Psychology</i>, 12(2), 295-317. https://psycnet.apa.org/record/2014-49463-003</p>
<p><i>Cognitive ability of preschool, Primary and Secondary School Children in Costa Rica</i></p>	<p>6 Mar 2014 30 pages</p>	<p>Compared with the general Latin American average in student achievement. Costa Rican results are 5 to 8 IQ points above the Latin American average. Acknowledging the benign political and economic conditions in Costa Rica, the above-average results of Costa Rican students are not surprising. Costa Rica is sometimes described as the 'Switzerland of Central America'. For 60 years</p>	<p>Rindermann, Heiner & Stiegmaier, Eva-Maria & Meisenberg, Gerhard. (2014). Cognitive ability of preschool, primary</p>

		<p>there has been no war, crime rates are low by Latin American standards, life expectancy is 79 years, government has been relatively democratic since 1889 and solidly democratic since World War II, and average gross national income (GNI) per capita (PPP 2008 US dollars) is US\$10,870, compared with a Latin American median of US\$8542 (UNDP, 2010).</p> <p>According to the Happy Planet Report, in 2012 Costa Rica achieved the worldwide highest ecological efficiency in supporting happiness (Abdallah et al., 2012).</p>	<p>and secondary school children in Costa Rica. Journal of biosocial science. 47. 1-30.</p> <p>10.1017/S0021932014000066.</p> <p>https://www.researchgate.net/publication/260561623_Cognitive_ability_of_preschool_primary_and_secondary_school_children_in_Costa_Rica</p>
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Source: Own Elaboration (2022).

Chapter IV

Data Interpretation and Analysis

4.1 Results

In the investigation the results are presented in a data analysis frame, where the indicators are compared with the literature research and at the end had the review.

The result of a questioner is in a graphic and had a description in each question, must have an analyze about the information that is related with the results and each variable and question.

The result of the observation, the virtual class is developed in 2 virtual class, each teacher allows the observation of them.

4.2 Data Results Objective 1

4.2.1 Objective 1: *To describe dynamic and pedagogical virtual activities to develop and improve the speaking and listening skills in preschooler's students.*

Table 6
Virtual activities

Variable	Virtual activities
Category	RESULT
<i>Listening</i>	<p>The term 'listening' is mostly confused with 'hearing', though hearing might be conscious or unconscious in general, the listening process starts with conscious hearing and here hearing is only one step of listening, because listening is much more complex than hearing and 'listener' uses various sub-skills/components that is subsidiary to understanding (Tuzcu Eken, 2014, p. 990)</p> <p>Language such as not knowing enough words and their pronunciations, not mastering language structures, intonation, stress and even being lack of cultural elements. Thus,</p>

	<p>especially at beginner level, listening is a skill that needs to be developed with the help of various activities (Tuzcu Eken, 2014, p .991)</p> <p>Pre-listening activity types of activities are used to grasp learners' attention, activate prior knowledge, built on background knowledge, and make the learners be aware about what they are going to listen in a way giving them a motive to listen.</p>
<p><i>Speaking</i></p>	<p>Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express them opinions, intentions, hopes and viewpoints. (Shams University,2006, p 5)</p> <p>Speaking usually symbolized as express feeling to others. Through speaking, humans can connect their mind in every aspect of life. (Shams University,2006, p 5)</p> <p>The teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions role-plays themselves. (Shams University,2006, p 6).</p> <p>Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. (Shams University,2006, p 7)</p>

<i>Preschoolers</i>	<p>Children in preschool groups create and control their participation in peer groups, and the teacher has only a surface recognition of how significant the experience is for the children. (Karlsdóttir, 2017, 49)</p> <p>In preschools this would mean that children would learn through being active in projects that are of interest for them, and teachers would support the learning processes taking place through co-construction (Karlsdóttir, 2017, p 52)</p>
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Source: Own Elaboration (2022)

Analysis

Listening

This skill needs different activities in the early stages of the child to develop it. Listening is not the same as hearing, because listening needs active activities meanwhile hearing is passive. Students need conscious hearing to comprehend what are listening, listening to be successful integrated **pre – and while** listening activities, in virtual classrooms teacher can include: “repetition, sequencing pictures-sentences, information transfer, filling in gaps, ticking off items, detecting differences or mistakes, comparing with prelistening, matching the pictures-items which can be said to be diverse.” (Tuzcu Eken, 2014, p 990)

Speaking

It is one of the four skills that help to communicate, because since the early stage’s human being wants to communicate with others, through gestures, sounds, images, or draw. In the process of learning a second language, students try to express if teacher gave the tools to develop in virtual class, so “The teacher should be good animators when asking students to produce language.”(Fitriah, p 10), in this way students felt confident and wants to try one and more times, teachers have to facilitate learning in a virtual environments where the face to face is impersonal and students felt in some cases scare or nobody participate.

Preschoolers

In the preschool stages, in face-to-face class, teacher gave a student the opportunity to create themselves their own learning through experience, like welcome experiences, initial experiences, health and nutrition experiences, physical movements experience, work option experience, Artistic expression and closing experience, closing experience. The duration of the class is 3 hours 30 minutes in the Public Education in Costa Rica.

Preschoolers need active to learn, to discover to enjoy the learning of a second language.

4.3 Charts and Data Analysis objective 4.

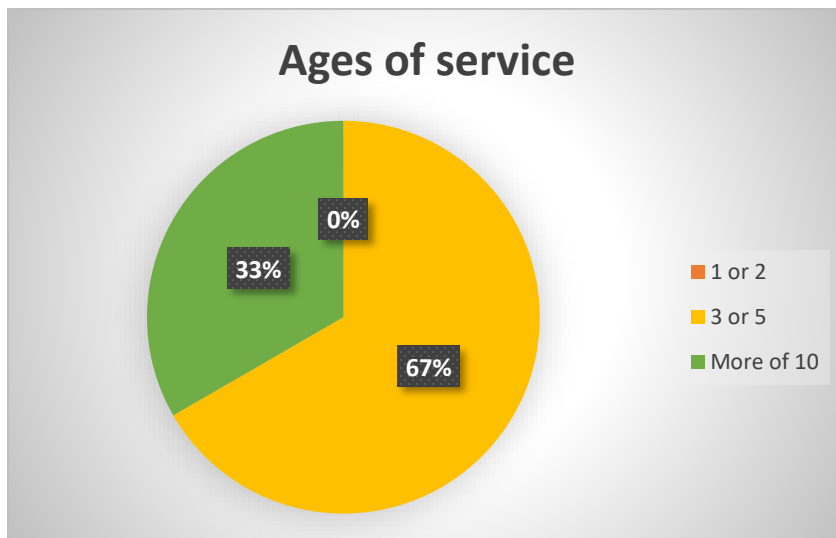
4.3.1 Objective 4 *To categorize the skills that preschool teachers have related with the virtual learning process and the training process that teachers need.*

Charts results reflect the teacher's description, skills and reflect the necessities of them.

Conforming to the questionnaire the description of teacher's profile, all teachers are female according to the questionnaire. Besides all of them are preschool teachers.

According to ages of service, in the graphic below the 67% have 3 or 5 and only 33% more than 10 years.

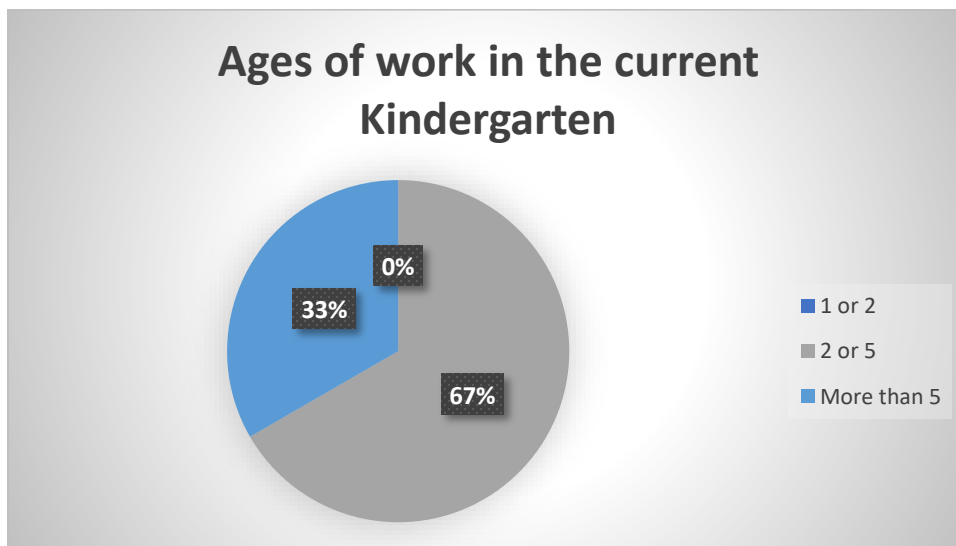
Graph 1.
Ages of service



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

In the next graphic reflect that only 33% of the teacher have more than five years working in the current kindergarten whereas the 67% have 2 or 5 years.

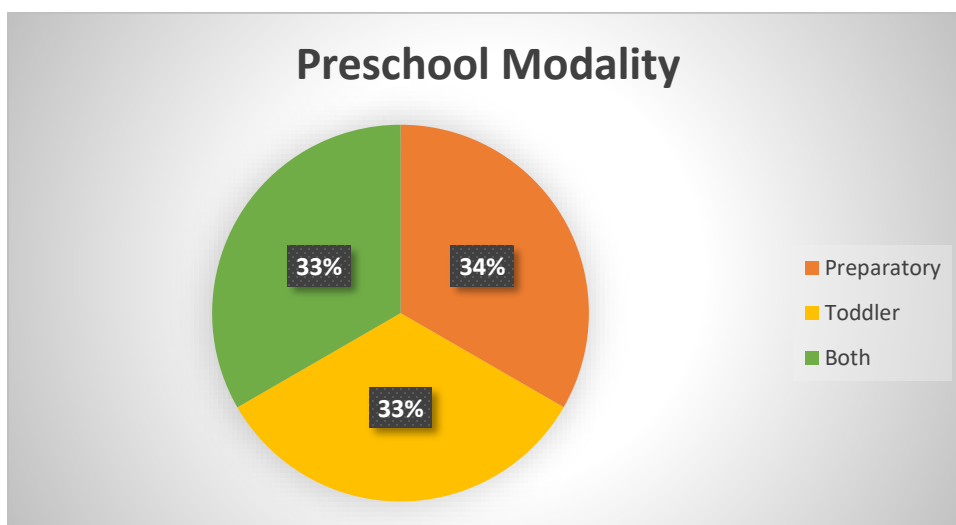
Graph 2.
Ages of work



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

Meanwhile in the graphic below show the modality of preschool during the second semester of 2021, 33% worked in preparatory, 34% in toddler and 33% in both modalities.

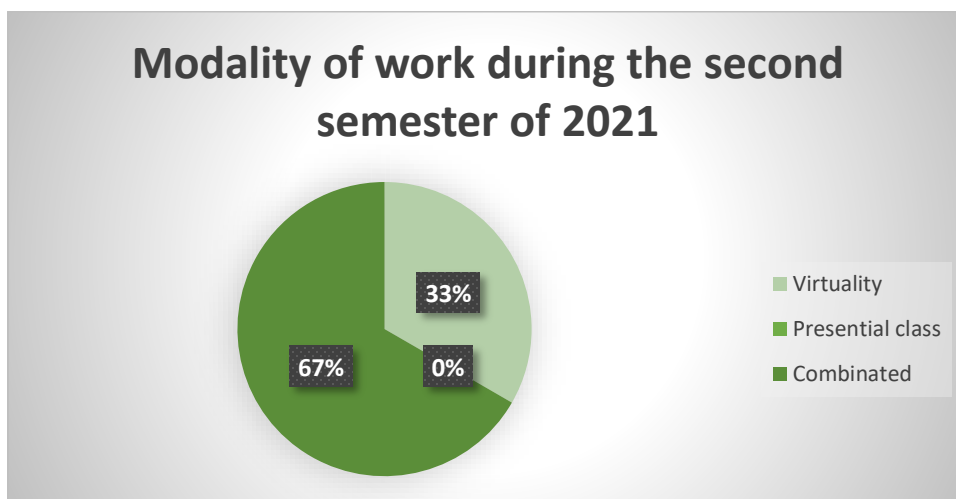
Graph 3.
Preschool Modality



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

As determinate by the graphic below can be seen the modality of work, 67% work combinate and the 33% in virtuality.

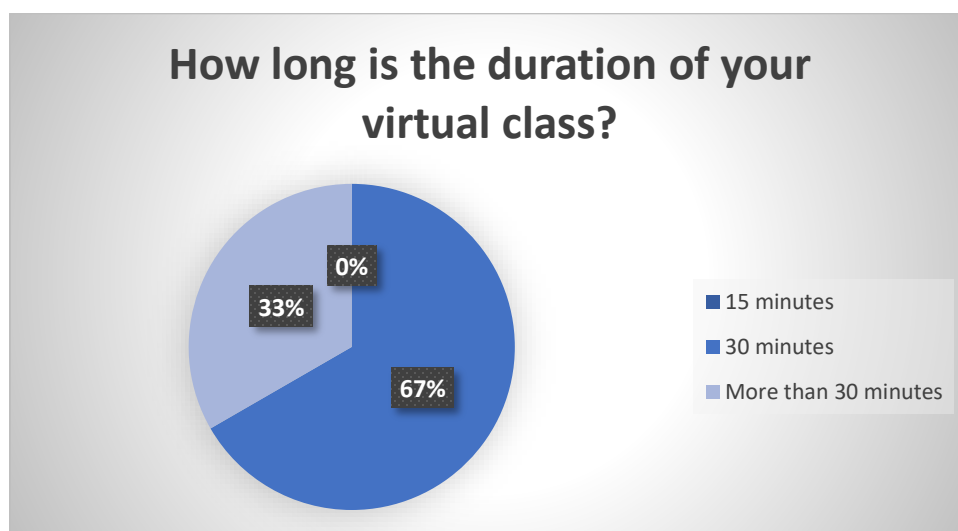
Graph 4.
Modality of work



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

In the next graphic, can be seen how long the duration of the virtual class is.

Graph 5.
Duration of the virtual class.



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

Based on the questionnaire 33% of the teacher was trained in virtual activities but 67 of the teachers was not.

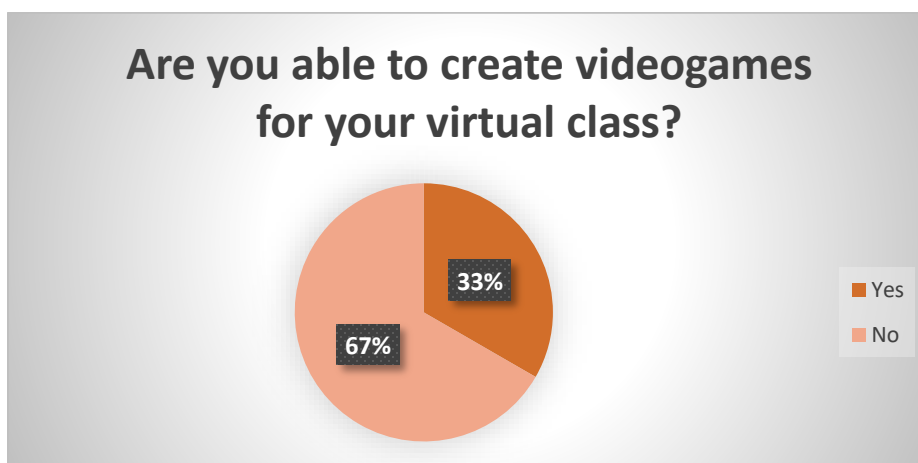
Graph 6.
Trained



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

According to the frame below, the 33% of the teachers can create videogames however the 67% of the teachers not.

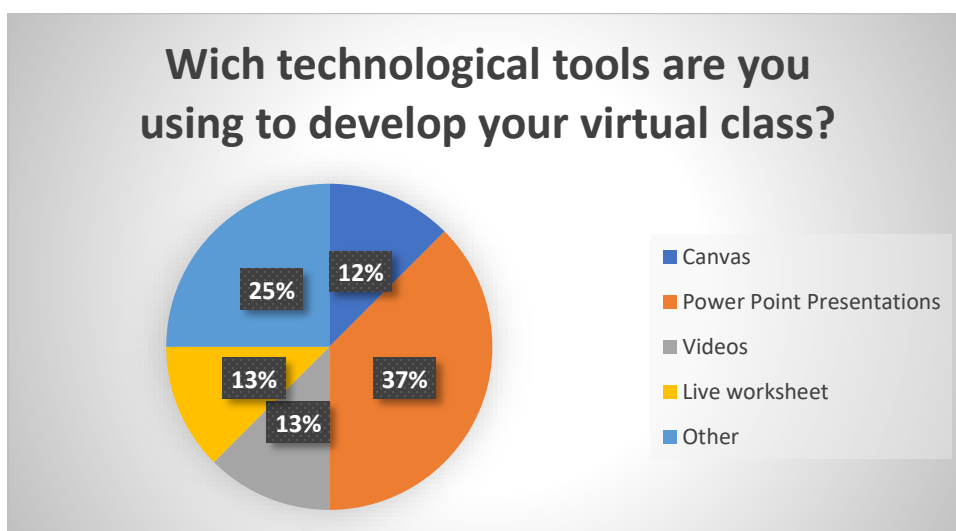
Graph 7.
Abilities to create videogames



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

Referring to the teachers about technological tools 12 % used canvas, 37 % PowerPoint, 13% videos, 13% live worksheet and 25% others.

Graph 8.
Technologies tools.



Source: Questionary apply to students of República Federal de Alemania School, Desamparados, San José, 2021.

4.2.2 To categorize the skills of the teachers in the virtual learning environment by a table. In the following frame is describe the teacher role, mental condition and the training process.

Table 7
Objective 4

Variable	Categorized skills
Category	RESULT
Preschool teacher	<p>The preschool teacher’s role, therefore, is to be active (on the inside as well as visible on the outside), open- minded, and non-judgmental; they need to be able to “capture the right moments, and then find the right approaches”. (Karlsdóttir, 2017, p.97).</p> <p>Preschool teachers who want to focus on children’s understanding carefully follow the children’s processes of exploring phenomena or taking part in project work as well as examining their own processes of supporting children. (Karlsdóttir, 2017, p.97).</p>
Virtual learning	<p>There are some examples of from parent’s experience in the virtual learning according to <i>Vanbuskirk. (2021) in The Impact of Distance Learning on Kids study;</i></p> <ul style="list-style-type: none"> • For example, many kids didn't have Wi-Fi or a computer—or had to share one device among multiple kids or parents. The fear is that these disparities will exacerbate the learning gap among disadvantaged students.

	<ul style="list-style-type: none"> • Students from traditionally underserved communities, those with learning disabilities, bilingual learners, and those with mental health conditions had unique challenges and found less access and support during remote learning. • Despite my kids' many wonderful teachers' best intentions, technical, practical, and social issues often got in the way of learning. For example, spotty Wi-Fi or other tech problems sometimes caused difficulty signing on (for them, their teacher, or other students) or disrupted a teacher's presentations. It could be hard to get teacher help when needed, too. Most schoolwork was done without ready access to a teacher—and their next office hours might be hours or days away. • One of my boys almost never even spoke in a class all year long, something one of his teachers described as "ghosting" her class • The mental health toll of distance learning has been well documented. Childhood rates of mental health conditions, such as depression, anxiety, and eating disorders, rose sharply while kids were out of school. <p>Some scholars according to Brady and Hill (1984) have insisted that young children should not expose to online learning because the latter cannot prepare young children socially and emotionally ready for school.</p>
<p>Training process</p>	<p>Maloney et al (2021) according to World Economic Forum, exposed;</p> <p>In a world where technological advancements come at lightning speed, there is a risk that students will be left behind if we do not</p>

invest in the digital skills of those who help them become creators of tomorrow: their educators. (World Economic Forum,2021).

The results suggest that “teachers, particularly those with the longest experience in the classroom, learned new digital skills, adapted their pedagogies, and invested hugely in their professional development by engaging in significantly above-trend amounts of training during the year 2020-21, spanning the pandemic.”. (World Economic Forum,2021).

According to a survey conducted by UNESCO, UNICEF, and the World Bank (Delgado, 2020); “only half of the countries surveyed provided their teachers with different distance education training. Furthermore, less than one-third offered psychological support to deal with the current situation.

(parag 3)

According to a survey conducted by UNESCO, UNICEF, and the World Bank (Delgado, 2020); The case of Latin America is even more worrying, given that 83% of primary school teachers and 84% of high school teachers do not have the tools to meet the challenges resulting from the pandemic. (parag 5)

The studies mentioned above reveal that a large percentage of teachers received little or no training during the early months of the pandemic, so many teachers simply replicate online what they would do in a face-to-face class without considering that online teaching requires a different approach. The more traditional a teacher is, the more likely they have not even taken an online course, so it is normal for them to try to hold on to what they master. However, it is not the same to bring face-to-face classes to the virtual environment. The latter requires asynchronous and

synchronous activities and rethinking class times, activities, and assessments. The teacher must be flexible and recognize that the school's-controlled class structure cannot be replicated online. (Delgado, 2020)

Wanting to maintain the same face-to-face routine in online environments ignores many equity concerns about access to technology. Based on research, this also goes against best practices in online learning. It is impossible to believe that students can be in front of the computer for seven hours in a row and assume that, at home, there is a computer for each family member and the broadband needed to support the various activities that take place online today. (Delgado, 2020)

Teacher training in Guatemala

The University of the Valley of Guatemala (UVG) researched the country's educational response and how teachers adapted to the pandemic. This study found that only one in four teachers were prepared for online teaching and that the most prepared were those who teach in the private sector. Part of this gap is because many private schools already had classes on virtual platforms or digital books, making the transition less complicated. (Delgado, 2020)

Source: Own Elaboration (2022)

Analysis

Preschool Teacher

Teachers must be proactive, open mind and found the strategies and methodologies to reach the objective, should present the topics in a creative way and as possible in playful way. In a face-to-face class, students and teachers can use materials to develop the learning of a

second language through role plays, imitation roles, storytelling, English fairs, and others, in a virtual environment, teachers must be innovators.

Virtual Learning

In Costa Rica, internet connection to Virtual Education was not accessible for all students, inequality was present in most of the student's home, also the devices to receive virtual class was a problem because did not have one of it in their house.

Students faced less access and support during remote learning. In the other hand, students also suffer for mental health conditions like anxiety or eating disorders.

Training process

According to investigation, teachers need digital skills, and also adapted the strategies of teaching a second a language, virtual learning is not the same as a face-to-face class, teaching online was not easy for some teachers, because they were no prepared to face the Pandemic and the transition from presently class to virtual class, teachers need perform their technological tools, and improve their IT skills. Is an error to replicate the same that is develop in face-to-face class, because students can stay sit in front of the computer or cellphone by long time.

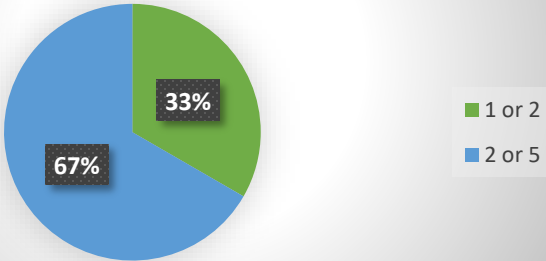
"The case of Latin America is even more worrying, given that 83% of primary school teachers and 84% of high school teachers do not have the tools to meet the challenges resulting from the pandemic."

4.3 Description by teacher's answers in questionnaire, objective 2 and 3.

4.3.1 Objective 2. To recognize the difficulties in aspects like; financial, platform, quantity of child in home, in the context of the students during the virtual

Table 8
Internet connection

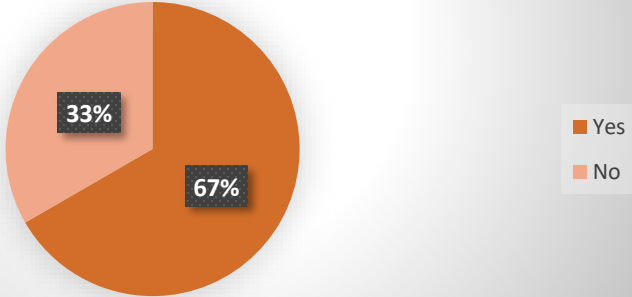
Question	22. Are your students able to connect at virtual class?								
Category Internet connection	<p style="text-align: center;">Result</p> <div style="text-align: center;"> <p>Are your students able to connect at virtual class?</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sometimes</td> <td>67%</td> </tr> <tr> <td>Yes</td> <td>33%</td> </tr> <tr> <td>No</td> <td>0%</td> </tr> </tbody> </table> </div>	Response	Percentage	Sometimes	67%	Yes	33%	No	0%
Response	Percentage								
Sometimes	67%								
Yes	33%								
No	0%								
Question	23. How many siblings have your students approximately?								
Category Siblings	Result								

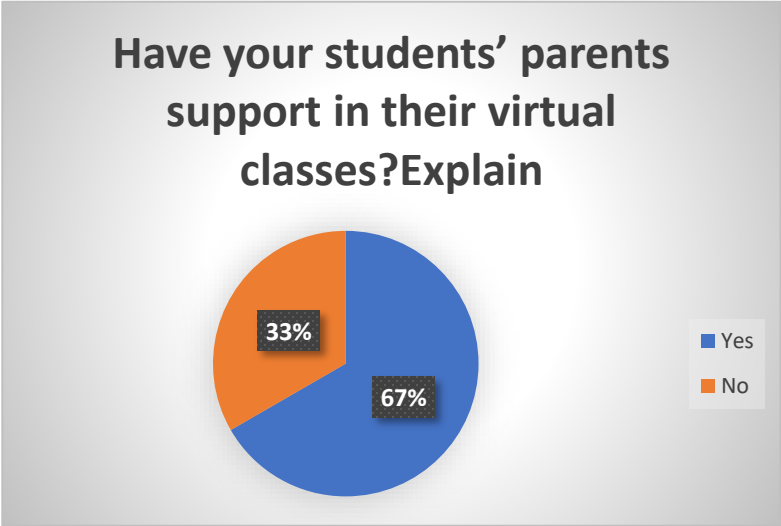
	<p style="text-align: center;">How many siblings have your students approximately?</p>  <table border="1"> <thead> <tr> <th>Siblings</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 or 2</td> <td>33%</td> </tr> <tr> <td>2 or 5</td> <td>67%</td> </tr> </tbody> </table>	Siblings	Percentage	1 or 2	33%	2 or 5	67%
Siblings	Percentage						
1 or 2	33%						
2 or 5	67%						
<p>Analysis</p>	<p>According to question 22, students can connect at virtual class sometimes, so in some cases they can stay in class and others no.</p> <p>As reported by the question 23, 67% of students have 2 or 5 siblings but 33% have 1 or 2</p>						

Source: Own Elaboration. (2022)

Table 9

Financial issues

<p>Question</p>	<p>Have your students' difficulties aspects like: financial or internet problems?</p>						
<p>Category</p> <p>Financial Issues</p>	<p style="text-align: center;">Result</p> <p style="text-align: center;">Have your students difficulties aspects like: financial or internet problems?</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>67%</td> </tr> <tr> <td>No</td> <td>33%</td> </tr> </tbody> </table>	Response	Percentage	Yes	67%	No	33%
Response	Percentage						
Yes	67%						
No	33%						

Question	Have your students' parents support in their virtual classes? Explain						
Category Parents support	<p style="text-align: center;">Result</p> <div style="text-align: center;"><p>Have your students' parents support in their virtual classes? Explain</p><p>A pie chart titled "Have your students' parents support in their virtual classes? Explain". The chart is divided into two segments: a blue segment representing "Yes" at 67% and an orange segment representing "No" at 33%. A legend on the right side of the chart shows a blue square for "Yes" and an orange square for "No".</p><table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>67%</td></tr><tr><td>No</td><td>33%</td></tr></tbody></table></div>	Response	Percentage	Yes	67%	No	33%
Response	Percentage						
Yes	67%						
No	33%						
Analysis	In relation for financial issues 67% of students have problems, but the 33%not. In the other hand 67 % of students have parents' support contrary at 33% of students that do not have it.						

Source: Own Elaboration. (2022)

Objective 3. Contrast the virtual necessities from parents, students, and teacher in the virtual learning process

Observation by Checklist.

It is a checklist that was used in the research and observation of 1 virtual class by group. The checklist has administrative part, with the information and the category to evaluate.

Table 10
Checklist for virtual class

Escuela República de Alemania			
Dirección Regional de Desamparados			
Number of students		Day	
		Hour	
Attendance at virtual class			
Duration			
Brain Recces			
Listening and speaking activities			
Videos or videogames			
Technological tools			
Page of activities			
Interference (noise-climate-sounds-internet connection)			
Parents support			
Students' concentration			

Source: Own Elaboration. (2022)

Analysis

According to the observation, class duration is between 30 minutes and 1 hour, the attendance is 8, 6 and 3 students and only one class have brain recces, in 2 class teachers use videos and

one of them did not use videos in virtual class, also have interference and most of the time in some cases have the parent's support.

Chapter V

Conclusions and Recommendations

Conclusions

- a) Due to the methodology in preschool classes is active, students need activities that integrated all their body, and in a listening and speaking skills, need activities where they can sing, dance, move, and most of the time practice the listening and speaking skills.
- b) In a virtual environment is difficult to know as a teacher the reality of the students, but teachers need to compromise to know what issues their students have, because the teaching must be contextualizing according to the necessities of the students.
- c) Also, it is important that teachers learn by their own capacity, teachers have to be self-taught and be trained in technological tools, but by their own decision have to improve their skills because teacher never leave to learn. And is important the relationship with the parents.
- d) Finally, is not what teachers learned in the university, is important be up to update, education is a social science and most of the time appears new strategies, tools, technology and teacher have to learn to put in practice in the classes

Recommendations

- a) Now the context where students' life is important to develop different strategies, as a teacher have to include not exclude student in the learning process,
- b) The Government must provide the tools at students and trained the teacher in technology aspect.
- c) Also, is important to have connections with parent, to know their reality to help at students.

Students' recommendations

- a) The virtual class to students from four to six is recommended from 30-40 minutes per day.
- b) Students must be motivated and do the activities.
- c) Is important to take in to account the environment of each student

- d) Parents support is unconditional due to at the age of the students.

Teacher recommendations

- a) Teacher must be training in IT technology in teaching English.
- b) Teachers must plan their class, with active activities that motivated and catch the attention of students.
- c) Class duration must be from 30-40 minutes at least.

MEP recommendations

- a) Minister of Education must provide training in IT at teachers.
- b) Must work in technology in preschool education
- c) Minister must implement politics than include all the models and levels of education
- d) Must supplied at teachers by an English program in preschool education.

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ANNEXES

ANNEX #1

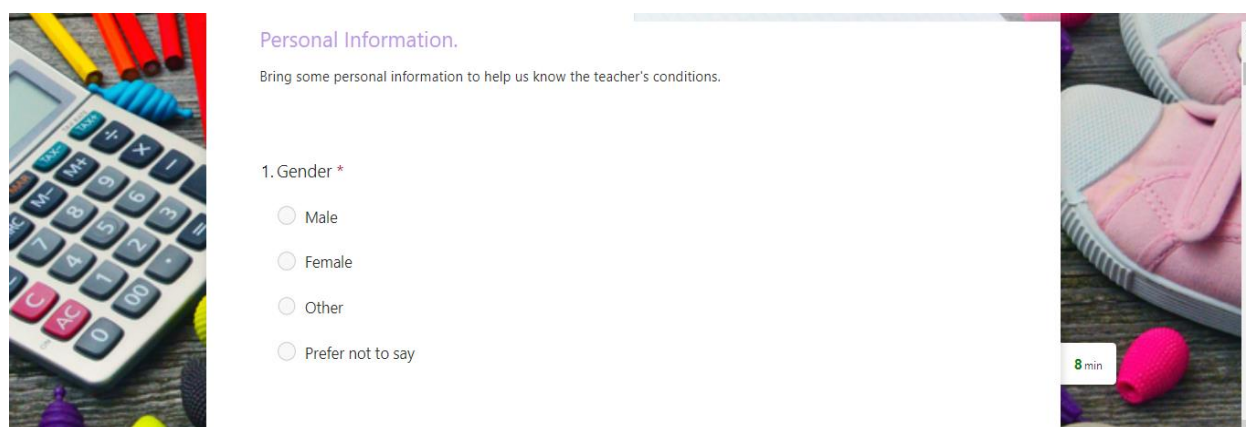
Questionary

A presentation slide with a white background. On the left, there is a vertical image strip showing a calculator, colored pencils, and a microphone. On the right, there is another vertical image strip showing pink sneakers and a pink pom-pom. The slide features the Universidad Hispanamericana logo (UH) and the title "Listening and Speaking activities in Preschool virtual class". Below the title, it says "This Questionary is about the listening and Speaking activities in Preschool virtual class." At the bottom left, it says "Sección 1" and at the bottom right, there is a "8 min" timer icon.

 **Listening and Speaking activities in Preschool virtual class**

This Questionary is about the listening and Speaking activities in Preschool virtual class.

Sección 1 8 min

A presentation slide with a white background. On the left, there is a vertical image strip showing a calculator, colored pencils, and a microphone. On the right, there is another vertical image strip showing pink sneakers and a pink pom-pom. The slide is titled "Personal Information." and asks for personal information to help know the teacher's conditions. It contains a question "1. Gender *" with four radio button options: Male, Female, Other, and Prefer not to say. At the bottom right, there is a "8 min" timer icon.

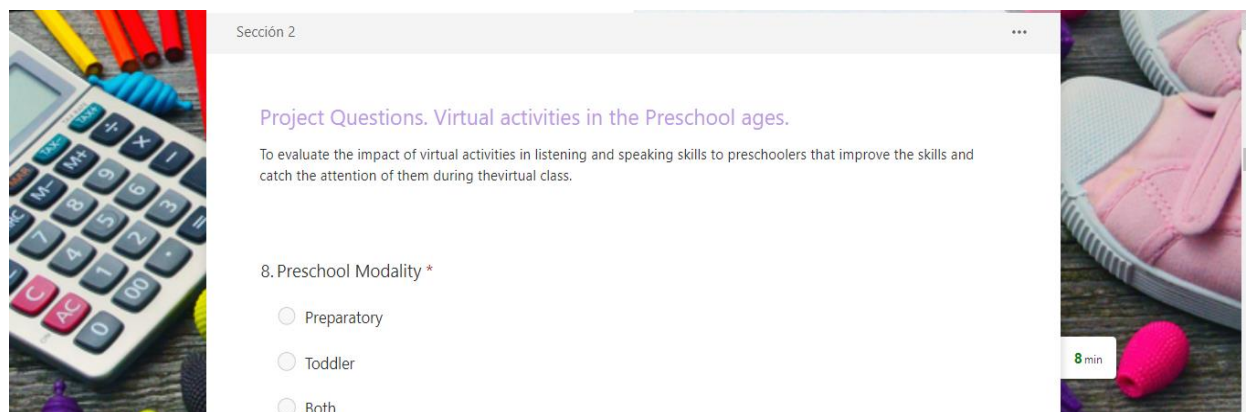
Personal Information.

Bring some personal information to help us know the teacher's conditions.

1. Gender *

- Male
- Female
- Other
- Prefer not to say

8 min

A presentation slide with a white background. On the left, there is a vertical image strip showing a calculator, colored pencils, and a microphone. On the right, there is another vertical image strip showing pink sneakers and a pink pom-pom. The slide is titled "Project Questions. Virtual activities in the Preschool ages." and asks to evaluate the impact of virtual activities on listening and speaking skills. It contains a question "8. Preschool Modality *" with three radio button options: Preparatory, Toddler, and Both. At the bottom right, there is a "8 min" timer icon.

Sección 2 8 min

Project Questions. Virtual activities in the Preschool ages.

To evaluate the impact of virtual activities in listening and speaking skills to preschoolers that improve the skills and catch the attention of them during the virtual class.

8. Preschool Modality *

- Preparatory
- Toddler
- Both

8 min

Observations

Observation #1

Escuela República de Alemania			
Dirección Regional de Desamparados			
Number of students: 15		Day: November 08, 2021	
		Hour:	
		Hour:	
		<i>First 8:30 a.m.</i>	
		<i>Second 9:00 a.m.</i>	
		<i>Third 10:00 a.m.</i>	
Indicators	Class 1	Class 2	Class 3
<i>Attendance at virtual class</i>	8	6	3
<i>Duration</i>	30 minutes	30 minutes	1 hour
<i>Brain Recces</i>	no	no	yes
<i>Listening and speaking activities</i>	Work in a worksheet, students have to develop with teacher.	Included song, expositions, dance.	Included works in material, color, cut.
<i>Videos or videogames</i>	1	4 videos	no
<i>Technological tools</i>	Yes	Yes Sesame street	no
<i>Page of activities</i>	Yes	Yes	no
<i>Interference (noise-climate-sounds-internet connection)</i>	Yes	Yes	Yes
<i>Parents support</i>	Yes	Yes	Sometimes
Students' concentration	Sometimes	Yes	Sometimes

Observation #2

Escuela República de Alemania			
Dirección Regional de Desamparados			
Number of students: 15		Day: November 12, 2021	
		Hour:	
		Hour:	
		<i>First 8:30 a.m.</i>	
		<i>Second 9:00 a.m.</i>	
		<i>Third 10:00 a.m.</i>	
Indicators	Class 1	Class 2	Class 3
<i>Attendance at virtual class</i>	8	6	3
<i>Duration</i>	30 minutes	30 minutes	1 hour
<i>Brain Recces</i>	no	no	yes
<i>Listening and speaking activities</i>	Work in a worksheet, students have to develop with teacher.	Included song, expositions, dance.	Included works in material, color, cut.
<i>Videos or videogames</i>	1	4 videos	no
<i>Technological tools</i>	Yes	Yes Sesame street	no
<i>Page of activities</i>	Yes	Yes	no
<i>Interference (noise-climate-sounds-internet connection)</i>	Yes	Yes	Yes
<i>Parents support</i>	Yes	Yes	Sometimes
Students' concentration	Sometimes	Yes	Sometimes