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**"Elaboration of a digital magazine with the joomag platform to develop listening skills for young learners at Centro de Desarrollo Infantil Parvulitos".**

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**Ibarra -Agosto-2025**



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## AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

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## DEDICATION

This thesis is completely dedicated to my entire family, especially to my husband Francisco and my son Gianluca, who are my motivation, and also to my brother who is no longer in this world but would surely be proud of this success.



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## **GRATEFULNESS**

I am mainly grateful to my parents for always being present in my life, to the universe because it is responsible for us being in this world.

To the university that has granted us a space to be part of online education.

And my sincerest gratitude to my educators who have been the guides to continue in this process.



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## ABSTRACT

Younger students are like sponges; they absorb all kinds of information quickly, which means there is an advantage to starting foreign language instruction at an early age. It is for this reason that the development of this interactive digital guide in English was undertaken using new technological resources to design it, with the aim of training listening skills through playful activities.

This research was conducted at CEI.PARVULITOS, in Imbabura-Otavalo, with 4-year-old children.

A survey was conducted, and the results showed that technological equipment and virtual platforms would serve as motivation for playful learning focused on developing auditory skills to learn English.

**Keywords:** Interactive guide, virtual platforms, playful teaching, auditory skills, technological resources.



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## RESUMEN

Los estudiantes más jóvenes son como esponjas, absorben todo tipo de información rápidamente, lo que significa que hay una ventaja en comenzar la instrucción de idiomas extranjeros desde temprano. Es por esta razón que se emprendió el desarrollo de esta guía digital interactiva en inglés utilizando nuevos recursos tecnológicos para diseñarla, con el objetivo de entrenar las habilidades de escucha a través de actividades lúdicas.

Esta investigación se llevó a cabo en CEI.PARVULITOS, en Imbabura-Otavalo, con niños de 4 años.

Se realizó una encuesta y los resultados mostraron que el equipo tecnológico y las plataformas virtuales servirían como motivación para el aprendizaje lúdico enfocado en desarrollar habilidades auditivas para aprender inglés.

**Palabras clave:** Guía interactiva, plataformas virtuales, enseñanza lúdica, habilidades auditivas, recursos tecnológicos.



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## INTRODUCTION

In recent years, the educational system in Ecuador has been exposed to constant changes; as a result, the acquisition of English as a foreign language has become a fundamental aspect of the educational process. This situation has created the indispensable need for English as a Foreign Language teachers to innovate their teaching practices; by seeking effective strategies that provide support to students in developing communicative competencies in order to successfully meet the standards of the English curriculum programs in Ecuador (Fabre Merchan et al., 2016).

Concentration and memory problems are becoming increasingly frequent in classrooms, especially in the early years of education. This is because children's environment is filled with information and stimuli, making it difficult for them to maintain concentration and attention. Attention, concentration, and memory problems in five-year-old children are closely related to academic failures in later years of study; therefore, appropriate strategies and methodologies must be established by teachers to address these issues at an early age (Vergara-Pareja et al., 2021).

The conventional education method does not allow students to be motivated to learn the English language, which is why this research study aims to create an interactive digital magazine with the help of innovative new technological resources designed with content, images, audio, and videos to train the listening skills of younger students, so they can absorb the foreign language from an early age and actively participate in the learning process.

One of the main advantages of this digital magazine is the easy accessibility through any electronic device, promoting online learning that began to be used during the health emergency. This will allow children to become familiar with technology from an early age and spark the interest of younger students in learning.

The youngest children are like sponges, they can absorb all kinds of teaching in a fast way, everything can be shaped and depends on how it is guided that is to say of the educators so that there is a good interrelation with the infants because from here depends on the path to their development.



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Currently, technology has been advancing in a very fast way and has become an indispensable and accessible tool for all types of people of different ages since there are educational, social, playful contents, etc.

The research carried out indicates that, if we were to implement a systemic reform based on new strategies for learning through the use of complex technology, the "typical" students could perform as well as 10 now do the axis students.

Our current expectations of what students can achieve are too low, largely because current educational processes are obsolete in view of the progress of computer technology, the knowledge we have about the nature of learning and the changes in educational outcomes that society needs. In many ways, we are living in the "age of obscurantism" of schooling: Prevented from moving quickly toward a teaching more effective because of old-fashioned ideas, traditions, and rituals.

Nor are the new forms of pedagogy a "philosopher's stone" that turns every school experience into gold for each student. Some argue that it would be enough to implement constructivist learning, or localized cognition, or individualized tutoring, or multimedia presentations, or integrated learning systems in all classrooms or any other pedagogical panacea, to ensure the success of all students. But learning is a very complex and idiosyncratic process that requires, for each student, a combined repertoire of many different types of teaching.

In other words, no examination, no curriculum and no teaching strategy can, on their own, guarantee the quality of teaching, even though our current way of determining the merits of schools is based on these inadequate assessment instruments. Instead, we need new standards, suited to a knowledge-based society, that combine all these measures of success and that are based on much higher levels of "typical" school performance. (Dede, 2000, p. 11,12)

Based on this context, we see the need to innovate the method of teaching the English language through technology, in this case, virtual platforms that will be designed with a variety of innovative digital resources such as Canva, Zapeto, Publuu, virtual narrators, YouTube, creating exclusive and appropriate content to develop the listening skills of the young students of "CEI.PARVULITOS." Once the proposal is professionally assembled, it can be uploaded to the



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platform (Joomag), which offers special packages for educators and is completely free for readers.



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## CHAPTER I

### 1.- THEORETICAL FRAMEWORK

#### *1.1 Chronology of the development of technology in education*

Using technology to support teaching and learning is not an exclusive achievement of the 21st century. Educators have historically attempted to incorporate various instruments into their teaching, aiming both at automating instruction and hence facilitating their work and at enhancing their pupils' learning. Throughout the history of education, technology appears to be an integral part of most educational milestones, highly promising for both students and instructors, affecting the educational landscape by eliciting new didactic dimensions. An extensive variety of learning technologies has been at the disposal of educators since at least the 19th century, while there is evidence of the use of instructional technologies at even older times. This paper will attempt to chart an updated chronological timeline of the critical educational milestones that ensued as a result of technology integration in educational settings; the paper will therefore provide a survey that can benefit any research related to the use of technology supporting teaching and learning. The value of chronological surveys is well-established, with numerous advantages, such as serving as thinking tools promoting reflection on current established practices. The paper will begin with a set of the prevailing definitions of relevant terms, including “Educational Technology” and “Instructional Technology”. Then, a time-based classification of such technologies will follow, grouping these as pre-digital (i.e. until the late 1960's) and digital (late 1960's until now) (Stefanou, 2022).

#### *1.1.2 Definition*

The ongoing development of ever more powerful digital technologies is undoubtedly one of the defining features of the past thirty years. The pace and scale of recent digital innovation –



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in particular the growth of computing, the internet and mobile telephony – has prompted many commentators to describe digital technology as a key driver of societal development around the world. As Manuel Castells (2006, p.3) put it, “we know that technology does not determine society: it is society”. For many people, then, digital technologies have led to a greatly improved era of living – the so-called ‘digital age’. One of the many perceived improvements of this digital age is a reduction in the physical restrictions and ‘frictions’ of the ‘real’ world. Indeed, in the latter years of the twentieth century, there was much talk of a technology-led ‘time-space compression’, ‘death of distance’, ‘end of geography’ and privileging of ‘virtual’ arrangements over material arrangements. Digital technologies were seen to be supporting a redefinition of what it was to live and work around the world, echoing enthusiasms from the late nineteenth century for the ‘new’ technologies of the telegram, telephone and steamship. Indeed, the 1990s was a time of similarly breathless descriptions of a ‘shrinking world’ that was more connected and less divided than ever before. At the heart of all these recent changes was reckoned to be digital technology (Selwyn, 2012).

### *1.2.3 Dimensions*

The dimensions of new technologies must be considered part of our educational work, since they contribute through appropriate strategies both to the significance of teaching and learning, as well as to professional enrichment. Therefore, the objective of this article was to determine and describe the dimensions of new technologies in the educational field, between the years 2010 and 2021 (Pretell, 2023).



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## *1.2.3 Employment levels*

The general concept is that new advances in science and technology are widely applied in industries as they expand and improve. This results in a demand for experts in new areas by employers and often leads to the definition of new occupations. For example, the demand from employers for expertise in big data, predictive analytics, and machine learning over the past approximately 5 years has driven many universities to create degree programs in data science (Martinez, 2018).

## *1.2.4 Competencies*

The so-called digital competencies are understood as a concept that has generated several lines of research in light of the new technological advances in the field of ICTs. Its vast significance in the area of its application to Educational Technology, which spectrum of action covers various repercussions, both learning, research, recreational, and social, among others. For Marzal and Cruz (2018), the digital competencies in the training of citizens will provide perspectives of empowerment concerning intrinsic social aspects such as politics, economy, and employability, as well as aspects of new cultural trends and entertainment in this century (Levano-Francia et al., 2019, p. 582).

## **2. Teaching tools**

Tools for teaching provides new and experienced faculty in all disciplines with practical, tested strategies for addressing of major aspects of college and university teaching, from planning a course through assigning final grades. Graduate student instructors and teaching assistants will also benefit from the foundational knowledge and research findings described in this book (Davis, 2009).



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## *2.1 Definition of virtual platforms*

(Sánchez-Rodríguez, 2009 cómo se cito en Zhizhingo et al. 2020, p. 238) Virtual platforms are environments that facilitate learning. They are considered communication connectors between teachers and students, and also incorporate other virtual tools that are part of the new teaching-learning model, virtual platforms have incorporated a wide range of computer applications that allow an exchange of information which are installed on a server and are available to the educational actors so we can conclude that virtual platforms are of great help to teachers so that through them you can manage content focusing on a common goal and the creation of courses for their students and follow up for the course or the subject.

## *2.2 Classification*

Educational technology platforms, being computer systems created for the promotion of education, fulfill a virtual educational project created especially for this type of education.

Among the educational platforms we can find:

CMS (Content Management System) platforms, which are software that allows to manage and create content on the Web.

LCSM platforms (Learning Content Management System) which is a combination of software that allows the management of LMS courses with the capabilities of CMS.

LMS (Learning Management System) platforms, which stands for learning management systems and allows the automation of training processes.

In general terms, the platforms are classified according to their license and form of access:



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Open: Their availability is full-time, likewise, the entry, use, and participation in them can be given at any time, in addition, anyone can use and modify them at no cost.

Closed: Refers to those that can only be accessed under a subscription contract or a one-time payment. Once the payment is made, the student can access at any time and enjoy the educational content (Olguin, 2021).

## 2.3 Comparative table, strengths and weaknesses

**Table 1**

*Strengths and weaknesses of the use of virtual platforms*

<b>Strengths</b>	<b>Weaknesses</b>
Accessibility to all types of information and for all types of people, from anywhere there is an internet connection.	Dependence on smart devices
Resource optimization	The misuse of technology can generate antisocial behaviors in people, isolating them from the world around them.
Offers a diversity of educational tools and platforms for all ages.	Some people do not have the possibility of acquiring a technological tool.
It allows follow-up and performs various activities according to the student's needs.	There may be technical errors with the platforms or the internet connection.



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It allows us to value the creativity of  
the students and the interaction among  
them.

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*Note:* This table shows the strengths and weaknesses of the use of virtual platforms in education.

## *2.4 Joomla platform and its usefulness in L2*

Joomla es una plataforma digital innovadora que ofrece soluciones integrales en la creación, distribución y monetización de contenido digital. Fundada en 2009, la compañía se especializa en herramientas de publicación digital para crear revistas, catálogos, folletos, y más, proporcionando a sus usuarios una plataforma todo-en-uno que combina tanto editoriales como herramientas de marketing. Esta funcionalidad permite a los usuarios no solo diseñar contenido interactivo y visualmente atractivo, sino también analizar el comportamiento del lector y optimizar estrategias de marketing en función de datos reales (Petrosyan & Gevorg Grigoryan, 2024, p. 5).

La publicación de una revista escolar es una actividad que muchos centros se plantean, puesto que con ella se cubren dos importantes objetivos: divulgar la labor de la comunidad educativa y fomentar el gusto de los alumnos por la escritura y el trabajo en equipo. Bondades a las que sumamos una más, la del ejercicio de determinadas competencias básicas – lingüística, artística y digital-, gracias a la utilización de las múltiples herramientas que nos ofrece la web 2.0 para edición online de revistas y periódicos (Joomla, 2014).

## **3. Common European Framework in the educational context**

The CEFR is neutral concerning language and, as the common framework, must by necessity be underspecified for all languages. This means that specialists in the teaching or



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assessment of a given language (e.g. Cambridge ESOL for English) need to determine the linguistic features that increasing proficiency in the language entails (i.e. the user/learner's competencies described in Chapter 5 of the CEFR). Such features are peculiar to each language and so the CEFR must be adapted to accommodate the language in question (Milanovic et al., 2009, p. 5).

Hu argues that the CEFR has radically transformed education policy, traditionally decentralized, as the reference levels now have normative weight across all German states. Writing about Bulgaria, Stoicheva indicates that the CEFR seems to have completely changed the expectations of educators.

One of them is the powerful attraction of the CEFR as an international model of language education. To educators at large, whether policy-makers, teachers, researchers, or trainers, the CEFR appeared as a new, comprehensive, and internationally validated approach to language education, and, somehow, there seems to have been an urge to keep up with the international trend (M.Byram and L.Parmenter(Eds.), 2016).

### *3.1 What is the CEFR?*

In other words, the CEF attempts to bring together, under a single umbrella, a comprehensive tool for enabling syllabus designers, materials writers, examination bodies, teachers, learners, and others to locate their various types of involvement in modern language teaching in relation an overall, unified, descriptive frame of reference. It consists of two main, closely linked aspects, the 'Common Reference Levels' on the one hand, and a detailed description of an action-oriented view of language learning and teaching on the other (Heyworth, 2006).



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### *3.2 The coherence of the content of the common reference level Starters Pre-A1*

Alexiou and Stathopoulou (2021) mention that in 2018, the Council of Europe published the new CEFR Companion Volume with New Descriptors, which suggests new illustrative descriptors encompassing several more recently appreciated communication needs (for example, mediation and translanguaging, online interaction, plurilingual and pluricultural competence). An important inclusion with which this present paper is concerned is the Pre-A1 level descriptors; this inclusion finally recognizes the need for solid and concrete descriptors for young and very young learners and highlights the importance of Early Language Learning in Europe. In the CEFR Companion Volume, Pre-A1 “represents a ‘milestone’ halfway towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity but relies upon a repertoire of words and formulaic expressions” (Council of Europe, 2020, p. 243). Although limited in the range of communicative ability, this level is an important stepping-stone to later language proficiency.

### *3.3 The development of general skills*

Language is a multifaceted tool that serves as a means of communication, expression, and understanding. Within the realm of language acquisition, four primary skills play a central role: speaking, listening, reading, and writing. Each of these skills contributes uniquely to one's language proficiency and plays a vital role in different aspects of life. In this post, we will delve into the relative importance of these four key language skills and how they complement each other.

#### Speaking



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Speaking is often considered the most critical language skill, as it directly enables human communication. It facilitates interaction with others, both socially and professionally, allowing individuals to express their thoughts, ideas, and emotions effectively. The ability to speak fluently is especially crucial in situations like business negotiations, job interviews, and everyday conversations. Effective speaking enhances one's confidence, builds relationships, and fosters cultural understanding.

## Listening

Listening is the counterpart to speaking, and it is equally essential in effective communication. Without strong listening skills, misunderstandings can arise, leading to breakdowns in communication. Active listening involves not only hearing words but also comprehending their meaning, tone, and context. Proficient listening enhances language learners' ability to engage in meaningful conversations, understand cultural nuances, and respond appropriately. In educational settings, strong listening skills are crucial for learning and comprehension.

## Reading

Reading expands one's knowledge and understanding of language. It allows individuals to access a vast wealth of information, literature, and culture. Through reading, individuals can explore diverse perspectives, historical accounts, and contemporary issues. Reading also plays a significant role in academic and professional contexts, where individuals are required to process, analyze, and synthesize written information. Strong reading skills lead to improved vocabulary, comprehension, and critical thinking.

## Writing



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Writing is the skill that allows individuals to express their thoughts and ideas in a structured and organized manner. It serves as a means of documentation, creativity, and self-expression. In academic and professional settings, effective writing is essential for creating reports, essays, emails, and other forms of communication. It also plays a crucial role in preserving knowledge, culture, and history through the written word. Strong writing skills enable individuals to convey their thoughts with clarity and precision (Verbalplanet, 2023).

### *3.4 The role of teachers, students, and audiovisual media in language learning and teaching.*

Language learning is a complex process: in this process, language teachers can't be far away from technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching-learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization, and finance.

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful language learning environment. The teacher should get use of the power of video films. At his point, the video should never be considered as a medium that rivals or overshadows the teacher, but it is a useful aid for him. That is, it can not replace the teacher (ÇAKIR & Kırıkale Üniversitesi, Eğitim Fakültesi, 2006).



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## CHAPTER II: MATERIALS AND METHODS

### *2.1 Type of Research*

This type of research is described based on a mixed qualitative and quantitative method, a combined method that leads us to establish a relationship with the factors of said research.

The authors mentioned that mixed designs allow researchers and researchers to combine paradigms, to opt for better opportunities to approach important research problems. In this sense, they note that mixed research was strengthened by being able to incorporate data such as images, narrations, or verbalizations of the actors, that in one way or another, offered greater meaning to the numerical data.

They also affirm that mixed designs allow the obtaining of better evidence and understanding of phenomena and, therefore, facilitate the strengthening of practical theoretical knowledge. They also emphasize that researchers must have appropriate knowledge about the paradigms that they will integrate through mixed designs, so that can guarantee this strategy.

(Pereira Pérez, Enero-Junio 2011)

### *2.2 Research methods, techniques, and instruments*

In this research, we used a mixed approach to the collection of information and data that will be very useful to search for possible solutions.

“Mixed research does not aim to replace quantitative research or qualitative research, but use the strengths of both types of inquiry combining them and trying to minimize their potential weaknesses” (Ortega, s. f.).



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## 2.2.1 Techniques

### 2.2.1.1 Interviews

To obtain information and truthful data, interviews will be conducted with the staff of the institution in charge of the English area of the educational center.

The interviews will be composed of open questions that will allow this research to be carried out.

Open questions used in surveys provide information about the textual character; opinions, explanations, and justifications. The open question does not require one to choose between a fixed set of alternatives, it is free to answer, so, according to the nature of the question and the interest of the person, the answers vary greatly in terms of their extension and depth (Gómez, 2014, p. 141).

### 2.2.1.2 Observation

This technique will be used considering that the research is aimed at young students and for this reason, there is a continuous follow-up through observation sheets to be attentive to the needs of the students.

Everyday observation is that which is done every day at random, spontaneously, without a defined purpose, that is, attention is paid to some things and neglects others, it is observed by simple curiosity.

Everyday observation can sometimes be the basis of scientific observation (Abril, s. f., p. 9).

#### Instruments

#### Questionnaires for interviews



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Surveys

Observations sheets

Research Questions

How they might motivate younger students to teach a new language so that they develop listening skills?

Do you think that the use of new technologies is the right method to create educational content for young students?

What teaching method do you currently use with students?

## 2.2.2 Research scope

Descriptive

Interpretative

Sample

The research is aimed at a group of 50 young students to whom the observation technique that is considered the most appropriate for their age will be applied.

Data Analysis Procedure

Interpretive and descriptive analysis based on Observation technique will be used for the analysis of data and information obtained and to determine the objectives set focused on the development of listening skills in the younger students.



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## CHAPTER III: ANALYSIS AND INTERPRETATION OF RESULTS

This chapter describes the data obtained from the interviews and surveys conducted.

The surveys and interviews conducted are classified into three important points:

1.- The importance of using interactive activities to develop listening skills in younger students.

2.- The possibility for students to use smart devices.

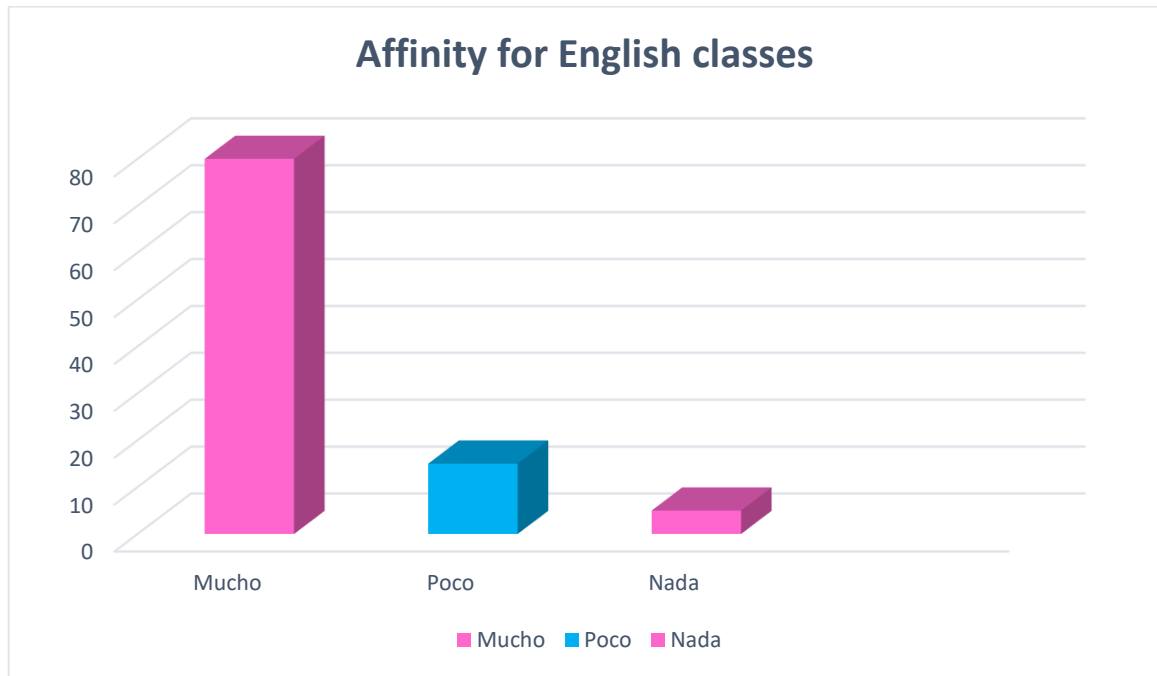
3.- Measure the level of interest of younger students in using the digital magazine.

3.1 Survey applied to the first-year kindergarten students of CEI.PARVULITOS.

3.1.1 Do you like English classes?

**Figure 1**

*Affinity for English classes*



**Analysis**

The following graph provides information on how much younger students like English classes; 80% show a positive response, which can be deduced that the proposal will be accepted within the sample. It can be observed that there is a minimal portion of students showing disinterest in the foreign language.

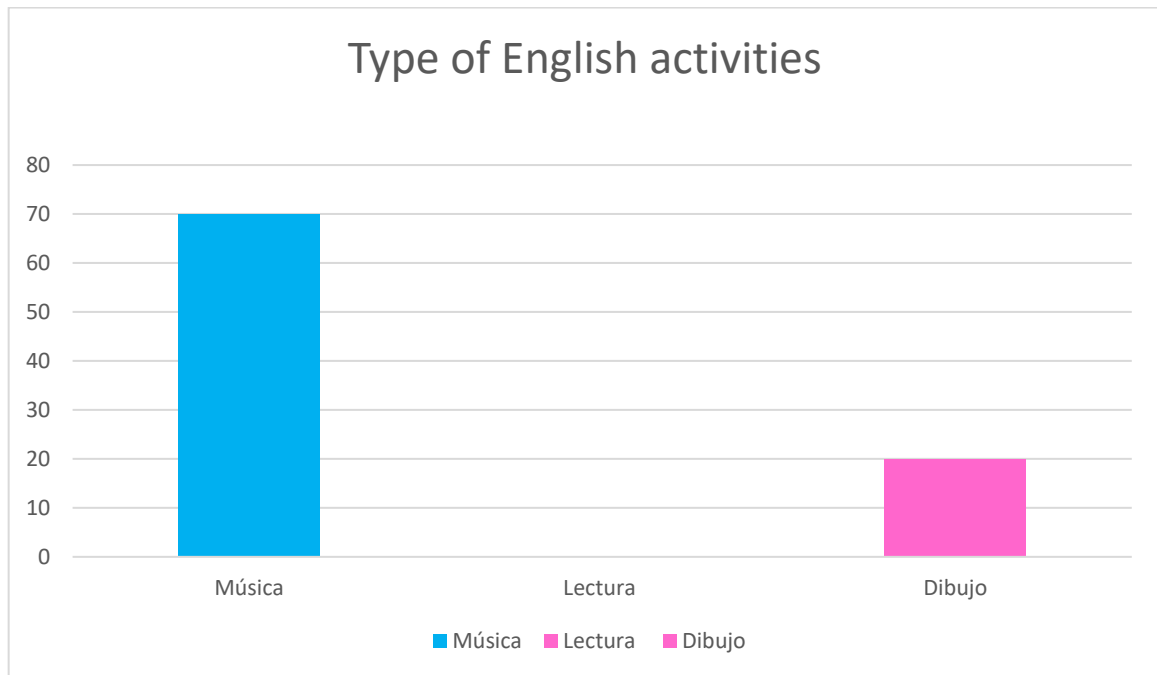


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What type of activities in English do you like the most?

**Figure 2**

*Type of English activities*



## Analysis

The bar chart shows that the majority of students have an affinity for playful activities in English with a focus on music. 30% leaned towards drawing, and it can be noted that students do not have an affinity for reading, one of the main reasons being their age.

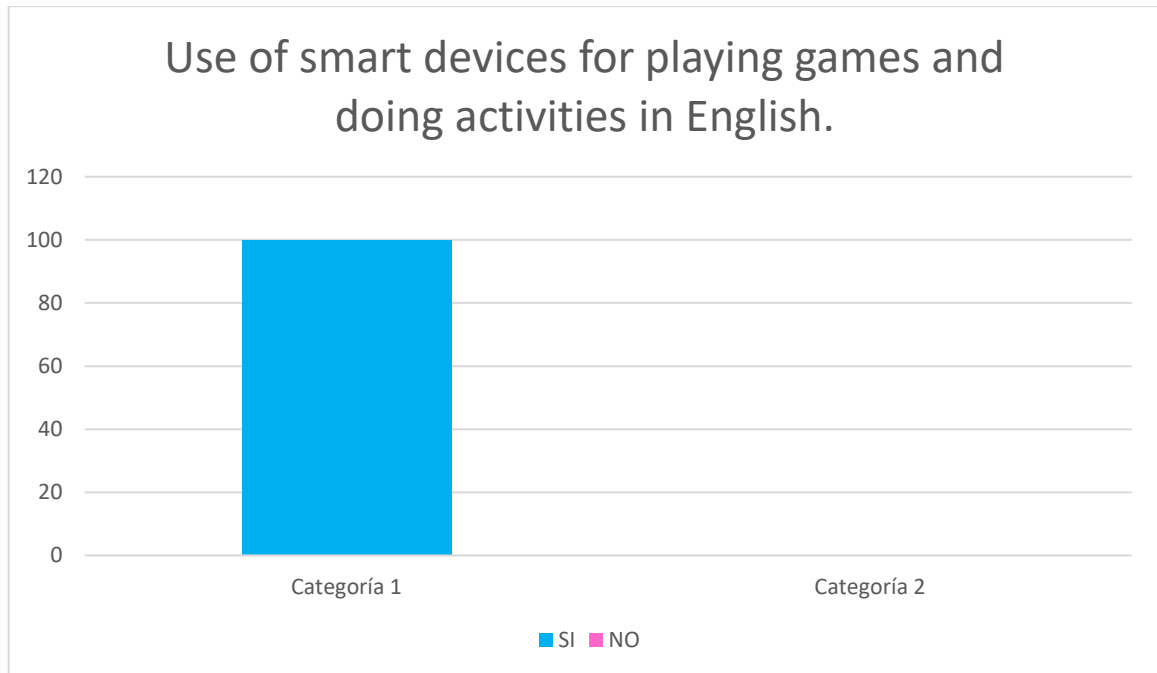


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Do you like playing games and doing activities in English on a mobile device like a cell phone, tablet, or computer?

**Figure 3**

*Use of smartphones for playing games and doing activities in English*



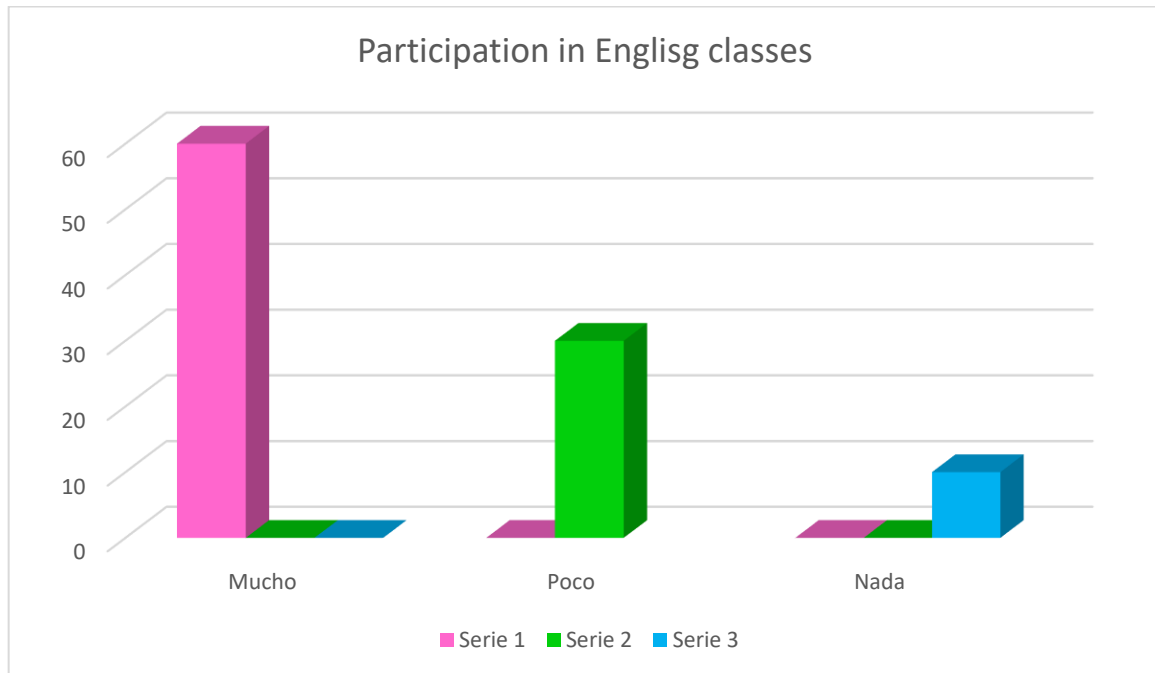
## Analysis

The use of mobile devices has become a necessity for everyone, as shown in the following bar graph. This graph indicates that students enjoy using technology as a method of learning from an early age.

Do you like participating in class with the English teacher?

**Figure 4**

*Participation in English classes*



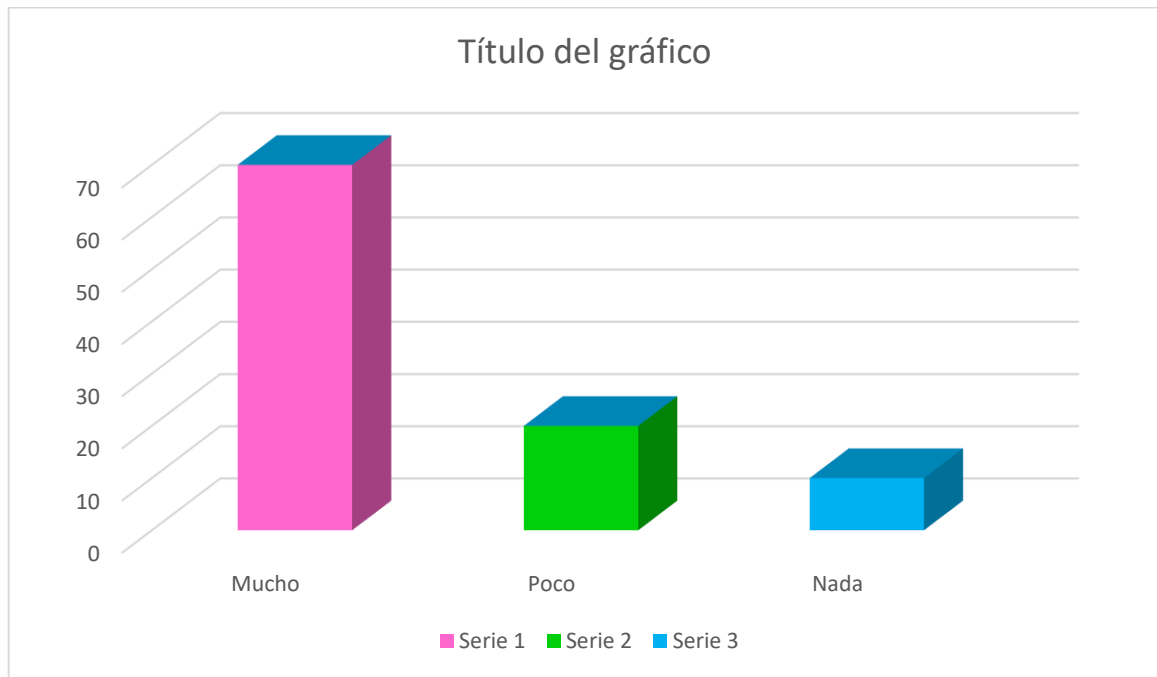
### Analysis

The bar chart shows the data obtained from the surveys indicating that more than half of the boys and girls enjoy participating in English classes. Younger students are like sponges that absorb information and new knowledge immediately. Thirty percent do not have active participation, while 10% show no interest in English classes, a problem for which it is proposed to change the teaching method.

Do you find English classes fun?

**Figure 5**

*Playful English classes*



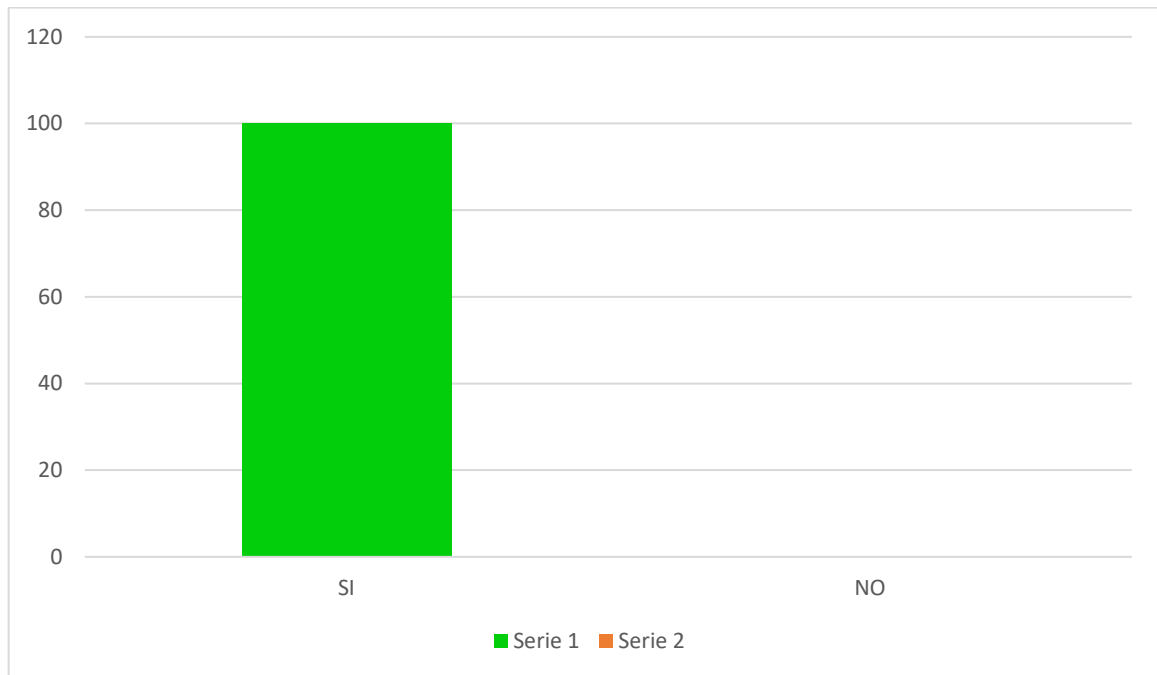
*Analysis*

The graph shows that the majority of younger students are motivated to learn and participate actively through playful activities and interactive classes in English. A small group of students does not achieve full concentration in English classes.

Would you like to learn English with a magazine with music, videos, and games?

**Figure 6**

*Interactive English Magazine*



### Analysis

Videos, music, games, and virtual activities are the best teaching methods, thanks to the technological resources available today to design interactive magazines to motivate children to learn and develop auditory skills from an early age. As we can see in the following graph, the acceptance of the proposal.



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## CHAPTER IV: PROPOSAL

### ***4.1 Proposal title***

MAGAZINE KIDS: ADVENTURES IN THE WORLD OF ENGLISH

### ***4.2 Rational***

This activity guide is based on the blended and online approach. It uses new resources and technological tools to motivate younger students to learn a foreign language, focusing on listening skills.

The templates and images were created in CANVA 2025, and the avatar's features and videos were designed with the help of ZEPETO, an application with artificial intelligence. The activities for each unit were created on the INTERACTY and WORDWALL platforms. A text-to-speech converter, SpeechGen.io, narrates the pronunciation of the unit content and sounds.

### ***4.3 Theoretical foundations***

#### **4.3.1 Blended and Online Learning**

Combined programs take advantage of the benefits of in-person and online classes to enhance teaching. This approach involves creating a combination of virtual and in-person learning. And this combined pedagogy reaches all types of students, with different styles and types of intelligence. The best thing about this combined teaching method is that it adapts to different students who learn in their own way. This pedagogy takes learning beyond the confines of a normal classroom. In this way, high-quality learning extends beyond the usual schedules and spaces of the classroom (Lim, 2023).



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## 4.3.2 Interactive Learning Technologies

“Interactive learning technologies are a variety of methods and approaches aimed at engaging students in the learning process. These technologies help to better assimilate the material, stimulate the improvement of critical thinking skills, and increase motivation (*What Is Interactive Learning*, n.d.)”

## 4.3.3 Listening Skills

Listening skills are essential for students’ academic success in school. They contribute to effective learning, classroom engagement, and academic performance. By actively listening, students can comprehend and retain information, actively participate in class discussions, and achieve higher grades.

As educators and parents, we must prioritize the development of listening skills in our students. By implementing strategies to enhance listening skills, we can empower students to become active and engaged learners (Selby, 2024).

## 4.4 Proposal Objectives

### 4.4.1 General Objective

The guide's content will be created using innovative technological resources based on the blended learning approach for young students at CEI PARVULITOS.

### 4.4.2 Specific Objectives

To develop interactive listening activities for young students.

To design an interactive avatar that interprets the digital guide



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## *4.5 Beneficiaries.*

Direct beneficiaries include the young students of CEI.PARVULITOS, who will practice with this didactic guide as a method of learning to develop auditory skills.

Indirect beneficiaries include the educational center, the parents, and the teachers, who will use this guide as a method for teaching the English language.



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ZEPETO  
3D ANIMATOR



# MAGAZINE KIDS

Pre  
A1

## ADVENTURE IN THE ENGLISH SPEAKING WORLD





# UNIT 1 GREETINGS





**GOOD  
MORNING**



**GOOD  
AFTERNOON**



**GOOD  
NIGHT**



Hello!



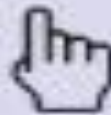
Hi!

hello



good bye

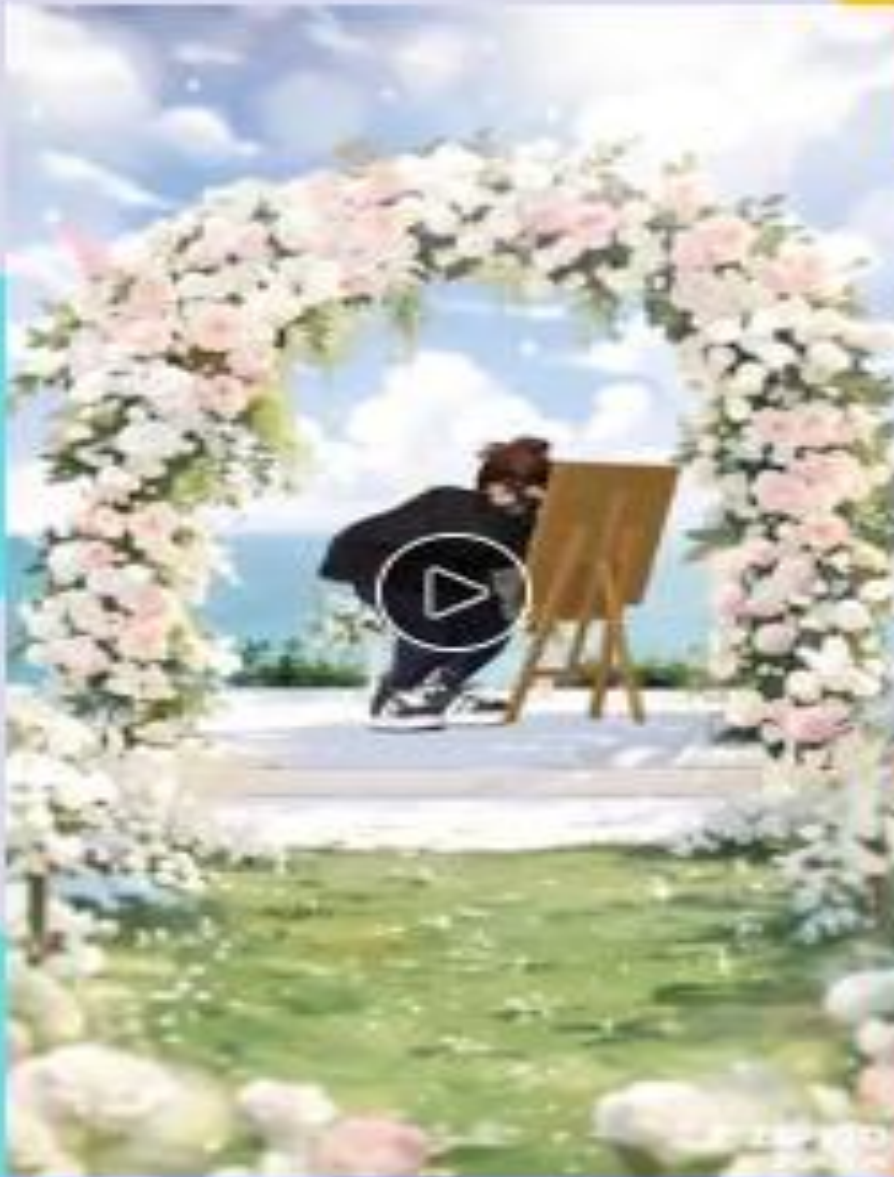






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UNIT 2  
COLORS





Red



Blue



Yellow



Green

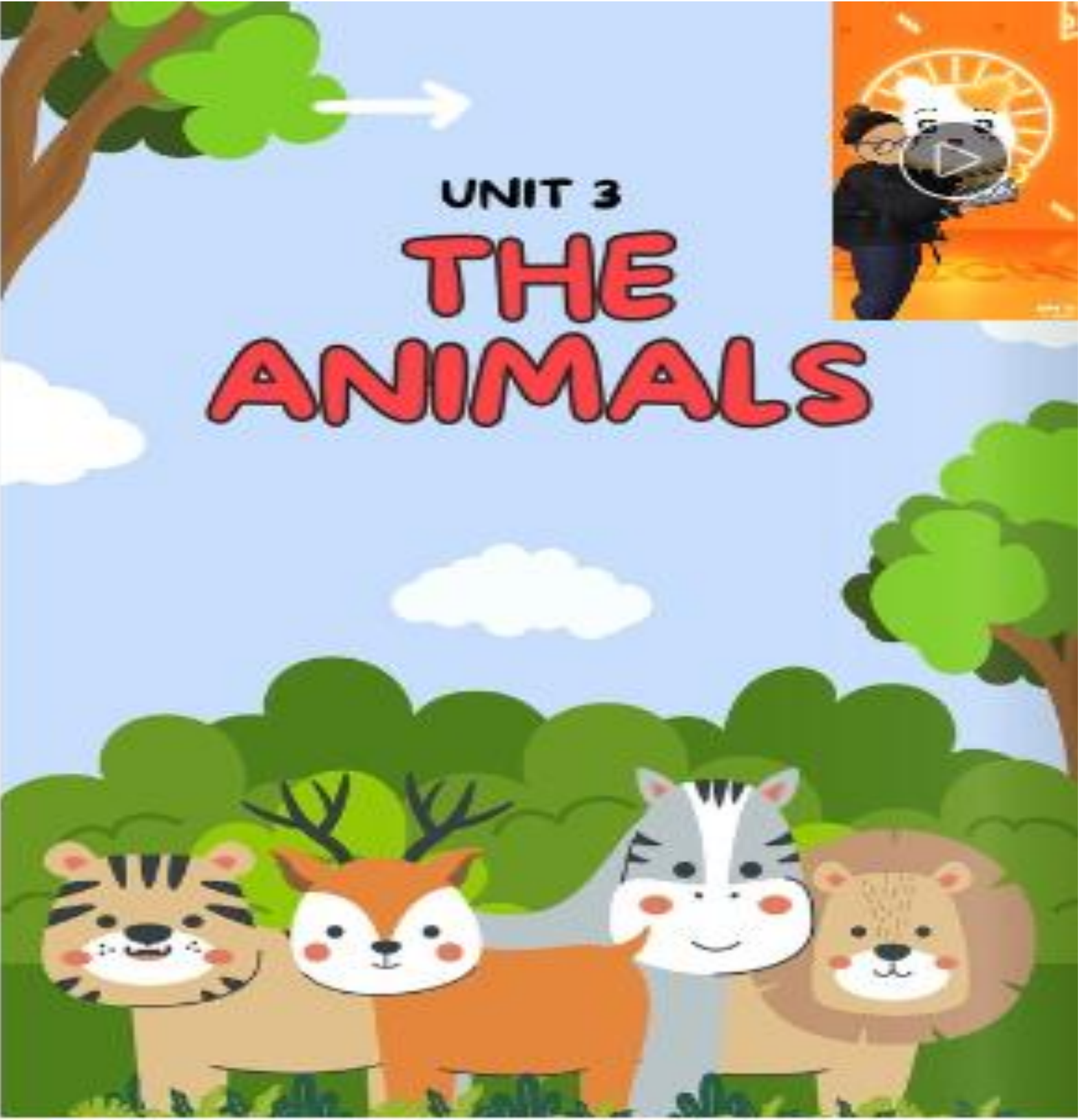




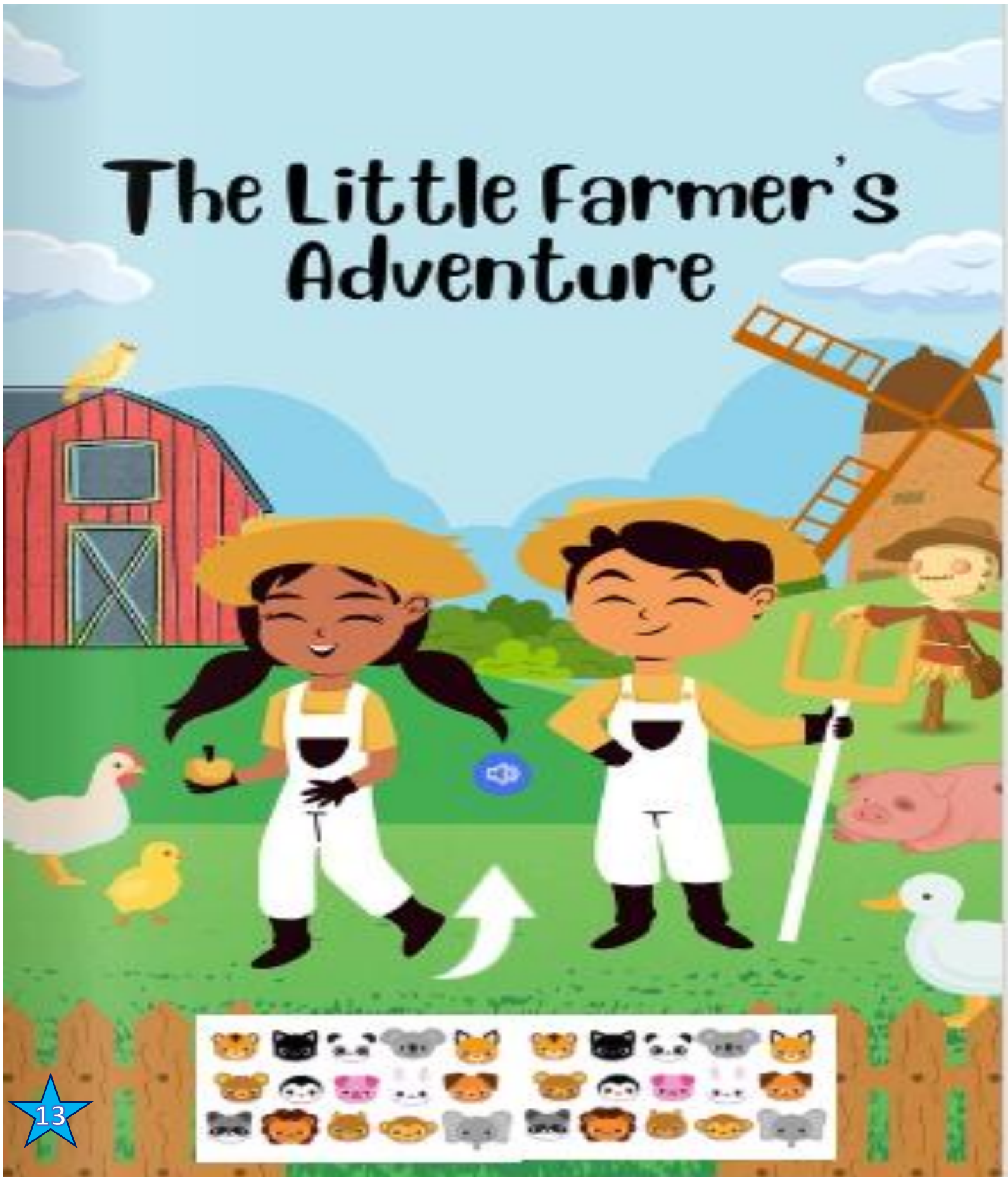
# WHAT COLOR IS IT?



UNIT 3  
**THE  
ANIMALS**



# The Little Farmer's Adventure





DOG



CAT



RABBIT

MOUSE



CHICKEN



HEN





cow



horse



pig







# ACTIVITY 1

## CAN DO OBJECTIVE:

UNDERSTAND BASIC CONTENT IN ENGLISH THROUGH INTERACTIVE  
ACTIVITIES.

Instructions

Join the image with the corresponding audio

GREETINGS

Join the image accordingly

The activity interface is titled 'GREETINGS'. It includes the instruction 'Join the image accordingly' with a checkmark icon. There are three images in a row: a person with arms raised at sunrise, a person yawning, and a smiling sun. Below these are three pairs of buttons. Each pair consists of a grey button with a curved arrow and a blue button with a play icon and a waveform.

(Interacty: *Contenidos Atractivos*, n.d.)









# ACTIVITY 2




## Instructions

Inside each box, there are audio clips with the colors in English; the students should place the image in the corresponding audio.

Match the color with the corresponding image

0:30

 orange	 red	 blue	 yellow
<input type="text"/>		<input type="text"/>	
<input type="text"/>		<input type="text"/>	

(Alexaopancho, 2025)

# ACTIVITY 3

## Instructions

Spin the wheel and repeat the pronunciation of the animals.

0:07

☰ Girar 🔊 🗉

THE ANIMALS [Compartir](#)

(Alexaopancho, 2025)



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[animals](#)

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[animals](#)



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## IMPACTS

There are three impacts to analyze

- Academic impacts
- Linguistic impacts
- Use of technology impact

The following scale was used to measure the impacts

### *Table 2*

#### *Numerical impacts level*

- 
- 3 High numerical impacts
  - 2 Medium Negative impacts
  - 1 Low negative impacts
  - 0 No impacts
  - 1 Low impacts
  - 2 Medium positive impacts
  - 3 High positive impact
- 

Taken from: (Posso, 2011)



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Table 3

*Academic impacts*

Numerical levels	-3	-2	-4	0	1	2	3
Statements							
I can indicate the pronunciation of basic words in English through images and sounds.							x
I can demonstrate that younger students are motivated to learn a foreign language through this type of activity and playful content.							x
Development of listening skills, through interactive activities, videos, and songs.							x
Interest in participation in various							x



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recreational activities is

increasing.

Encourages mutual

x

support and fun in group

work.

---

TOTAL

15

---

$$\text{Academic impact level} = \frac{\sum}{\text{number of items}} = 15/5 = 3$$

*number of items*

Analysis

The academic impact of using an interactive digital magazine with 4-year-old children as a teaching-learning method for developing auditory skills is highly positive because it encourages active participation and makes the children enjoy the process.



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**Table 4**

*The use of technology impacts*

Numerical levels	-	-2	-4	0	1	2	3
		3					
<hr/>							
Statements							
The use of virtual platforms allows for parental participation in monitoring their children's learning progress.							x
Younger students are becoming familiar with the use of technological devices and virtual platforms to learn a new language and for educational benefit							x



---

Children can interact with quality content created on different virtual platforms for English teaching, which includes innovative methods that are difficult to replicate in non-digital environments, and they can access it from any technological device.	x
The use of educational apps and games allows children from an early age to foster the learning of auditory skills.	x
The digital magazine works with	X

---



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areas such as pattern recognition, colors, and shapes, which help in the adaptation and development of the child's skills to the digital world.

---

TOTAL

14

---

$$\text{Academic impact level} = \frac{\sum}{\text{number of items}} = 14/5 = 2.8$$

*number of items*

## Analysis

The impact of using technology is highly positive since there are currently many technological resources used for creating interactive content tailored to the needs and age of the learners, such as videos, sounds, narrations, activities, and games that strengthen the process of acquiring a foreign language.



**Table 5**

*Linguistic impacts*

Numerical levels	-3	-2	-4	0	1	2	3
Statements							
Development of basic vocabulary and constant repetition when listening to new words, to reinforce learning and retention of words							x
Listening to sounds in English allows younger students to develop phonological awareness.							
Interactive features such as activities, games, images, videos, avatars, and touch-sensitive elements motivate younger							x



students toward active  
participation.

x

Digital guides  
help create an organized  
and systematic learning  
process, which is very  
important for younger  
students.

The didactic  
guides are designed with  
age-appropriate content  
that helps enhance  
attention span,  
motivation, and  
comprehension levels.

x

Didactic activities  
and narrative content  
allow younger students to  
foster creativity and

x



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flexibility, improving the  
acquisition and  
pronunciation of basic  
vocabulary.

---

TOTAL	1
	5

---

$$\text{Academic impact level} = \frac{\sum}{\text{number of items}} = 15/5 = 3$$

The linguistic impact caused by the creation of the interactive digital magazine has been highly positive, as with the designed interactive content, younger students are able to differentiate and distinguish the phonemes and intonation of the sounds of the foreign language. Playful activities motivate the student to learn, the repetition of words increases the capacity to absorb and retain new basic vocabulary, developing their auditory memory.



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## Conclusions

- The use of new technologies and technological resources from an early age allows for the active participation of younger students.
- The innovative methods of teaching the English language motivate students to continue in the process.
- Videos, music, sounds, and content created for 4-year-old children help develop auditory skills.
- Helps to foster retention and concentration abilities.

## Recommendations

- It is recommended to monitor the use of mobile devices with the help of teachers and parents to prevent the child from becoming dependent on them.
- The World Health Organization (WHO) suggests that children under 5 years old should not spend more than 1 hour a day in front of screens, and the less, the better.
- After using digital resources for educational purposes, it is recommended to engage in other types of playful activities that promote social interaction.



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# **ANNEXES**



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**ANNEX 1: INTERVIEW FORMAT FOR THE ENGLISH TEACHER AT CEI  
PARVULITOS.**

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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -  
INGLÉS**

*INTERVIEW FORMAT FOR THE ENGLISH TEACHER AT CEI PARVULITOS.*

Objective. The objective of this interview is to enhance vocabulary learning and sound familiarization through the implementation of a digital magazine as a new teaching strategy for the listening comprehension of younger students.

1.- Do you consider that implementing a playful strategy would help listening comprehension in young students?

2.- Do you believe that it is important to encourage individual practice in younger students so that English is part of their daily life?

3.- What type of recreational activities do you use inside and outside of class to promote the listening ability of younger students?

4.- From your point of view, do you consider that this method serves as motivation for younger students to begin their first knowledge of a second foreign language?

5.- Do you think that with this type of activity, children become more participatory and are more curious to continue learning?

**THANK YOU FOR YOUR COOPERATION**



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**ANNEX 2: SURVEY FORMAT APPLIED TO STUDENTS OF CEI.  
PARVULITOS.**

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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

*FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DEL CEI  
PARVULITOS.*

Objective: The objective of this survey is to analyze the skills and motivation of CEI.PARVULITOS students absorb a new language through a recreational digital tool.

Instructions: The aforementioned survey is aimed at boys and girls between 3 and 4 years old, which is why help from teachers will be needed to answer it honestly.

QUESTIONNAIRE

1.- ¿Te gusta las clases de inglés?



Mucho



Poco



Nada



2.- ¿Qué tipo de actividades en inglés te gustan más?



Música







Lectura









Dibujo









3.- ¿Te gusta realizar juegos y actividades en inglés en un dispositivo móvil como celulares, tablets, computadoras?

	SI	
	NO	

4.- ¿Te gusta participar en clase con la profesor/a de inglés?

	Mucho	
	Poco	
	Nada	

5.- ¿Te parecen divertidas las clases de inglés?

	Mucho	
	Poco	
	Nada	



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6.- ¿Te gustaría aprender inglés con una revista con música, videos y juegos?



SI



NO



**THANK YOU FOR YOUR COOPERATION**



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## ANNEX 3: INTERVIEW FORMAT APPLIED TO DIRECTOR OF CELPARVULITOS.

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS –

INGLÉS

### *FORMATO DE ENTREVISTA A LA DIRECTORA DEL CEI. PARVULITOS*

Objetivo. Implementar el uso de nuevas estrategias y métodos de enseñanza actuales y lúdicas con ayuda de las nuevas tecnologías y plataformas virtuales para motivar a los estudiantes del CELPARVULITOS al aprendizaje de una segunda lengua extranjera.

1.- ¿Cuál es su perspectiva sobre la implementación de estrategias actuales y lúdicas para la enseñanza de un segundo idioma en la educación infantil?

2.- ¿Considera importante aprovechar la capacidad de aprendizaje que se desarrolla en la etapa infantil para adquirir una lengua extranjera como el inglés que pueda ser útil en el futuro?

3.- ¿Piensa que se debería familiarizar a los niños desde los 3 años con el idioma inglés de manera que lo vea de una forma natural y normal?

4.- ¿Considera esencial el uso de una revista digital para adaptarlo como técnica eficaz de aprendizaje del inglés y entrenamiento de la capacidad de escuchar en niños de 3 y 4 años?



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5.- En su opinión, ¿Piensa que antes de iniciar la enseñanza del idioma inglés en la educación infantil es importante tomar en cuenta las características psicolingüísticas?

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ANNEX 4: EVIDENCE FROM THE SURVEYS APPLIED TO THE CHILDREN  
OF CEL.PARVULITOS.



**ANNEX 5: SOCIALIZATION OF THE PROPOSAL**

The proposal was shared with the 4-year-old children at CEI.PARVULITOS, where they showed interest and successfully captured their attention and active participation by presenting unit one on the topic of greetings.

It was observed that the socialization was highly positive.



