



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILI EXTENSION

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES UNDERGRADUATE PROGRAM

RESEARCH REPORT

“DIDACTIC STRATEGIES TO TEACH ENGLISH TO YOUNG LEARNERS”

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

Author:

Toapanta Chicaiza Brayan Paul

Tutor:

Castro Bungacho Sonia Jimena, MSc

PUJILI-ECUADOR

MARCH -2025

DECLARATION OF AUTHORSHIP

I Toapanta Chicaiza Brayan Paul, declare that I am the author of the present research project: **“DIDACTIC STRATEGIES TO TEACH ENGLISH TO YOUNG LEARNERS”**, being Sonia Jimena Castro Bungacho M.Sc.tutor of the present work; and I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

I also certify that the ideas, concepts, procedures and results expressed in this research work are my exclusive responsibility.

Pujilí, February 25th, 2025



Toapanta Chicaiza Brayan Paul

C.C.: 0502968076

ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

“DIDACTIC STRATEGIES TO TEACH ENGLISH TO YOUNG LEARNERS”, of Toapanta Chicaiza Brayan Paul of the career Pedagogy of National and Foreign Languages career, I consider that said Research Report complies with the methodological requirements and sufficient scientific-technical contributions to be submitted to the evaluation of the Project Validation Tribunal that the Board of Directors of the Pujilí Extension designates, for its corresponding study and qualification.

Pujilí, 25th February, 2025



Castro Bungacho Sonia Jimena, MSc.

C.C.: 0501974729

APPROVAL OF THE DEGREE TRIBUNAL


As the Readers' Tribunal, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and the Pujilí Extension; the applicant: Toapanta Chicaiza Brayan Paul with the title of Research Project: "DIDACTIC STRATEGIES TO TEACH ENGLISH TO YOUNG LEARNERS" have considered the recommendations issued in due time and have sufficient merits to be submitted to the act of Project Substantiation.

Therefore, the recording of the corresponding files on a CD is authorized, according to institutional regulations.

Pujili, February 25th, 2025

As proof, they sign:


Andrade Moran Jose Ignacio, Mg.
CC.: 0503101040
COMITEE, MEMBER 1. (President)


Chiluisa Chiluisa Marcia Janeth, MSc
CC.: 0502214301
COMITEE, MEMBER 2


Abata Checa Fanny Mercedes, Mg.
CC: 0502278740
COMITEE, MEMBER 3

GRATEFULNESS

First, I thank God for the life, health and wisdom to carry out this project and complete this stage. I thank my family for their love and constant support; without their sacrifice, none of this would be possible. I also thank the Technical University of Cotopaxi for its demands and for allowing me to obtain my degree. I thank the professors for their work and management, which provided us with the basis for learning. Finally, I thank my friends and colleagues who have made this journey enjoyable.

Paul

DEDICATORY

I thank all the people who contributed to the development of this thesis. First, to God for giving me a second chance to live. Second, to my mother Clemencia for her unconditional support throughout my career. To my siblings for their advice. To my kitty “Pacca” for keeping me company during the long nights of homework. To my friend Prissilla for her constant support. Finally, imparting me with meaningful knowledge that helped me develop as a person.

Paul

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TÍTULO: “ESTRATEGIAS DIDACTICAS PARA ENSEÑAR INGLES A NIÑOS”

Autor:

Toapanta Chicaiza Brayán Paul

RESUMEN

La enseñanza del inglés a niños representa un reto para los docentes al momento de implementar estrategias didácticas que promuevan el aprendizaje del idioma de manera efectiva y dinámica. Por ello, el objetivo fue identificar las estrategias didácticas utilizadas en la enseñanza del inglés a niños en dos instituciones educativas particulares de Latacunga durante el periodo 2024-2025. El problema abordado fue que las estrategias didácticas eran suficientes para enseñar inglés. La investigación se desarrolló bajo un enfoque cualitativo y descriptivo, método que utilizó una entrevista semiestructurada aplicada a cinco docentes de inglés. Se utilizó el análisis temático para analizar las experiencias aportadas por los docentes. Los resultados mostraron que los profesores utilizan estrategias activas como juegos, dramatizaciones y juegos de rol. Los profesores también utilizaron estrategias tecnológicas como: Spotify, Kahoot, Duolingo, Quizziz, YouTube y plataformas online. Para las estrategias de expresión oral y escrita los profesores utilizaron: juegos de rol, entrevistas, caligrafía, ortografía, sonidos, dramatizaciones, TBL y escritura creativa. Para las estrategias de lectura y comprensión oral los profesores o utilizaron canciones, audiolibros de cuentos, textos ilustrados, cuentos y lecturas compartidas. Se concluye que la aplicación equilibrada de estrategias didácticas favorece el proceso de enseñanza-aprendizaje del inglés. Los investigadores recomiendan reforzar la formación del profesorado y mejorar el acceso a la tecnología para optimizar la enseñanza del inglés en edades tempranas.

Palabras clave: Estrategias didácticas, estrategias activas, estrategias tecnológicas, Enseñanza de inglés.

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILI EXTENSION

THEME: “DIDACTIC STRATEGIES TO TEACH ENGLISH TO YOUNG LEARNERS”

Author:

Toapanta Chicaiza Brayan Paul

ABSTRACT

Teaching English to children is challenging for teachers when implementing didactic strategies to promote language learning effectively and dynamically. So, the objective was to identify the didactic strategies used in teaching English to children in two private educational institutions in Latacunga during the period 2024-2025. The problem addressed was that the didactic strategies were enough to teach English. The research was developed under a qualitative approach and descriptive , method, using a semi-structured interview applied to five English teachers. Thematic analysis was used to analyze the experiences provided by the teachers. The results showed that teachers use active strategies such as games, dramatizations, and roleplays. The teachers also used technological strategies such as: Spotify, Kahoot, Duolingo, Quizziz, YouTube, and online platforms. For speaking and writing strategies teachers used: roleplays, interviews, calligraphy, spelling, sounds, dramatization, TBL and creative writing. For reading and listening strategies teachers or used songs, stories audiobooks, illustrated texts, stories and shared readings. It is concluded that the balanced application of didactic strategies favors the teaching-learning process of English. Researchers recommend strengthening teacher training and improving access to technology to optimize the teaching of English at early ages.

Keywords: Didactic strategies, active strategies, technological strategies, Teaching English.

INDEX

COVER PAGE.....	i
DECLARATION OF AUTHORSHIP	ii
ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT	iii
APPROVAL OF THE DEGREE TRIBUNAL	iv
<i>GRATEFULNESS</i>	v
<i>DEDICATORY</i>	ii
RESUMEN.....	ii
ABSTRACT.....	iii
INDEX	ii
1. GENERAL INFORMATION	4
2. PROBLEM STATEMENT	5
3. OBJECTIVES	7
3.1 General Objective:	7
3.2 Specific Objectives	7
4. ACTIVITIES AND TASK SYSTEM CONCERNING THE OBJECTIVES PROPOSED. 8	
Table 1.....	8
5. JUSTIFICATION.....	8
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	9
6.1 Research Background	9
6.2 Theoretical Framework.....	11
6.2.1 Teaching English to Young Learners.....	11
6.2.3 Didactic strategies to teach to young learners	12
6.2.4 Types of Didactic Strategies.....	14
6.2.5 Use of Technology for Young Learners.....	17
6.2.6 Development of language skills.	19
7. METHODOLOGY	21
7.1 Research Approach	21
7.2 Research Method	22
7.3 Research context and participants.....	22
7.4 Data collection methods.....	22
7.5 Data analysis process	22

8.	ANALYSIS AND DISCUSSION OF RESULTS.....	23
	<i>Table 2</i>	23
8.1	Category: Didactic Strategies.	23
9.	RESEARCH IMPACT.....	27
10.	CONCLUSIONS AND RECOMMENDATIONS.....	28
10.1	CONCLUSIONS	28
10.2	RECOMMENDATIONS	28
11.	REFERENCES.....	30

1. GENERAL INFORMATION

Theme: “Didactic strategies to teach English to young learners.”

Starting Date: November 2024

Ending Date: March 2025

Place of Research: Latacunga, Provincia del Cotopaxi

Sponsoring Faculty: Technical University of Cotopaxi, Pujili Campus

Sponsoring career: National and Foreign Language Pedagogy: English

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

Work Team: MSc. Castro Bungacho Sonia Jimena, Toapanta Chicaiza Brayan Paul

Project Coordinator:

Name: MSc. Castro Bungacho Sonia Jimena

E-mail address: sonia.castro@utc.edu.ec

ID. Number: 0501974729

Researcher: Toapanta Chicaiza Brayan Paul

E-mail address: brayan.toapanta8076@utc.edu.ec

ID Number: 0502968076

Knowledge area: Education

Research line: Education, communication and graphic design for human and social development.

Research sub-line: Personal training and professional development of the English teacher.

2. PROBLEM STATEMENT

In the field of teaching English as a foreign language, educators face the challenge of selecting and implementing didactic strategies that not only capture students' interest but also foster their comprehension and language proficiency. However, the paucity of information about didactic strategies employed by teachers to teach young learners is a central problem. This problem is compounded by a lack of teacher motivation. As Kumari and Kumar (2023, p. 4) state, “teacher motivation plays an important role in teaching and learning excellence,” suggesting that an unmotivated teacher can negatively influence students, as they may lose interest in language and learning in general. So likewise, Burdersa (2016, p. 1) notes that “lack of professional training and continuous development for teachers can be a key source of dissatisfaction with the quality of their teaching,” resulting in outdated and scarce didactic strategies. In this context, the main stakeholders are teachers and students, who depend on attractive didactic strategies, adequate professional training, and appropriate materials to improve the teaching-learning process.

In Ecuador, English language teaching has faced difficulties over time that persist to this day. The main problem lies in the teacher's professional development, the lack of appropriate resources in the application of didactic strategies in language teaching. They are not sufficient to achieve an adequate command of the language, resulting in a low level of English among students. According to Sanchez (2022), the English Proficiency Index (EPI) ranks the country 82nd out of 111 nations evaluated, reflecting a low level compared to other countries. In addition, Education First's EPI report shows that the province of Cotopaxi has a score of 370 out of 700, equivalent to an A2 level, confirming the low proficiency in this region. Even though English is a compulsory subject from the second grade of basic education to the third year of unified general baccalaureate, with an hourly load of three hours per week since the 2016-2017 academic year (“Ministerio de Educación”, 2014), this hourly load is insufficient to achieve adequate language proficiency. These combined factors have led to students not developing the necessary skills, perpetuating the low levels of English proficiency in the country.

Currently, the teaching of English in educational institutions in the city of Latacunga, Cotopaxi province, reflects several limitations. Teachers face difficulties in adopting new didactic strategies due to inadequate resources, a lack of technological integration, and limited access to professional development programs. In addition, lack of teacher motivation and students'

unresponsive attitude towards learning English aggravate the problem. As Cabrera and Ríos (2023) point out, deficiencies in early English education create learning deficits that persist throughout students' academic careers. This is due to unattractive didactic strategies and a curriculum that does not respond to the demands of the modern world. These factors have led to ineffective and outdated English language teaching. In addition, there is a lack of research on how teachers apply didactic strategies in the classroom, making it difficult to establish better strategies to improve English language teaching at the primary level. As a result, young learners are not receiving the quality of education needed to develop communication skills, which further contributes to low proficiency levels in Ecuador.

The objective of this research is to identify the didactic strategies used by English teachers in teaching young learners in two educational institutions in the city of Latacunga during the 2024-2025 academic period. Its relevance resides in the fact that it will provide valuable information on didactic strategies and their effectiveness, which will allow proposing improvements in the design of educational programs. In addition, by addressing constraints such as lack of resources, this study can contribute to the development of an English teaching system that meets the needs of students. It is hoped that the findings will contribute to the development of didactic strategies to make English teaching more engaging, interactive, and effective, ultimately improving the teaching-learning process. In addition, this research highlights the importance of integrating technology, training educators, and fostering student-centered learning environments to optimize the teaching of the English language to young learners.

Research Questions

¿What are the types of didactic strategies most commonly used by teachers to teach English as a second language to young learners?

3. OBJECTIVES

3.1 General Objective:

To identify the didactic strategies currently used in the teaching of English to young learners in two educational institutions in the city of Latacunga during the 2024-2025 academic period.

3.2 Specific Objectives

- To establish theoretical foundations about didactic strategies in the learning process of young learners.
- To diagnose didactic strategies in EFL classrooms for young learners.
- To describe the didactic strategies used by teachers to teach English.

4. ACTIVITIES AND TASK SYSTEM CONCERNING THE OBJECTIVES PROPOSED.

Table 1

Activities and Task System concerning the Objectives Proposed

Specific Objective	Activities	Result of Activities	Verification Means
To establish theoretical foundations about didactic strategies in the learning process of young learners.	Look up information in books, eBooks, scientific magazines, institutional websites, and theses.	To obtain relevant information	Theoretical framework.
To diagnose didactic strategies in EFL classrooms for young learners.	Implement research instruments. Apply the semi-structured interview.	the Data collection Informed consent Records Transcription	Results and Discussions
To describe the didactic strategies used by teachers to teach English.	Analyze the teachers' opinions. Categorize the teachers' opinions.	Extracts of the teacher's opinions Conclusion and Recommendations	Results and Discussions

5. JUSTIFICATION

The field of English language teaching increasingly recognizes the importance of early foreign language acquisition, especially in young learners. According to Navés and Muñoz (2000),

children possess a natural aptitude for language acquisition, which highlights the need to implement didactic strategies for English language teaching that are adapted to their learning styles and cognitive development. However, a significant gap persists, such as the lack of access to educational resources and the lack of teacher training for the implementation of didactic strategies.

This research focuses on the identification of didactic strategies used by teachers, which was done through an interview with semi-structured questions. These strategies were detailed according to the opinions and experiences of the teachers interviewed. Remer and Tzuriel (2015) emphasize that developing strategies that generate motivation and promote meaningful learning is a key but essential challenge. Therefore, this study determined which didactic strategies are the most effective for teaching English to young learners.

The main beneficiaries of this research are the teachers, who have a repertoire of didactic strategies that allow them to create a positive learning environment, directly benefiting the young students, improving and increasing their confidence in the use of English, and motivating them to learn languages. On the other hand, the didactic strategies identified contribute to the development of students' communication skills, preparing them for academic and personal success in a globalized world. Furthermore, by addressing the lack of research on this topic in diverse contexts, this study offers a valuable contribution to the field of English language teaching, contributing to the importance of teacher training and technology integration.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Research Background

The research that addresses the topic of didactic strategies for teaching English to children has had the purpose of being a research topic due to its importance as stated by multiple authors. However, it is vital to bring to light the lack of specific and consolidated information about this topic, even though it plays an important role in education. Therefore, this thesis proposes to address this problem by contributing new perspectives to the already existing knowledge about the application of strategies in the teaching process.

International studies such as Wulandari et al. (2020), mentioned that in their study their main objective was to identify the main English teaching strategies used by fifth-grade teachers and what problems teachers encountered when teaching young learners. This study was descriptive

qualitative research, where classroom observations and interviews were conducted to collect data. As a result, it was found that the teacher applies eight strategies in teaching English, such as; listen and repeat, listen and do, questions and answers, pairs, collaborative learning and games. In addition, the problems that the teacher experienced were the lack of resources and limited knowledge about teaching strategies.

Along the same line, Pratiwi et al. (2021) conducted a research study whose objective was to describe the problems faced by teachers in applying strategies in teaching English and to explain the strategies they use with young learners. This study is qualitative descriptive, where data were collected through semi-structured interviews, which were applied to six English teachers from various private schools. The researchers analyzed the data by categorizing, explaining, and drawing conclusions. The results show that there are nine problems they have to face when teaching English to young learners, which include limited time, diversity of students' characters, lack of concentration, students fighting with each other, the position of English in the national curriculum, large number of students in class, unsupported facilities, learning media, and the fact that English is not a communication tool. Meanwhile, the strategies they applied to teach students were cooperative, contextual, thinking along with students, expository, inquiry, exploration-elaboration-collaboration, TPR, students' active learning, and video strategies.

Several studies in Latin America explored the importance of didactic strategies in English language teaching. Cock Martinez (2022), in his study, starts with the objective of identifying innovative didactic strategies for the teaching and learning of the language, where she used qualitative research from the review of documents found in Redalyc, Scielo, Ebsco and Google Scholar. As for the results, she mentions that the motivation to learn English is very low, since this is linked to the teaching of the language, it can be reflected that the strategies are not correctly applied to the student, thus affecting their interest and motivation to learn the language. In this sense, the school environment has to be a suitable place for the student to practice it and the teacher has to be trained to be able to apply it effectively in the classroom.

On the other hand, Palacios and Cifuentes (2018) mention that their study aims to establish the impact of the application of didactic strategies to seventh-grade students in a school in Armenia, as well as to describe the strategies that can be applied to students in the teaching-learning process and analyze how didactic strategies related to multiple intelligences benefit the English language teaching process. The research that was carried out was qualitative and of the action

research type, for the collection and analysis of data, interviews, classroom observations, tests, and analysis of documents were carried out. Their main findings were that the intelligences most used by the students were interpersonal and intrapersonal, in turn, the motivation and performance of the students was linked to the variety of exercises presented in class.

Ecuador highlights the importance of didactic strategies for teaching English in elementary school students. In the study of Hidalgo (2020), the objectives of her study were to analyze strategies to activate learning in fourth graders, in addition, she developed qualitative and descriptive research using methods of analysis and synthesis. In turn, she used techniques such as observation and survey directed to 35 students who were randomly selected. The main findings were that when teachers applied the strategies, students kept their attention to the teacher, also that students' participation and understanding of the topics were better developed, she also mentions that the preferred strategies for students were working in teams, concluding that students develop their learning much better through Learning-by-doing and Learning-by-reading since teachers can better adapt these strategies before presenting to the class.

6.2 Theoretical Framework

6.2.1 Teaching English to Young Learners.

Generally, the term young learners refers to children between the ages of 3 and 12. According to Cameron (2001), children at this stage have a great capacity for language acquisition due to their fervor and liveliness as learners, but at the same time, children may lose interest and motivation when faced with difficult tasks; therefore, teaching approaches to language learning that take into account their limited attention span and need for hands-on learning are needed.

Young learners are in the midst of developing their linguistic and cognitive skills. As Piaget (1970) mentions, in the preoperational stage (2 to 7 years) and in the concrete operations stage (7 to 11 years), children learn best through concrete experiences and practical activities. In relation to this, this stage of learning should include activities that allow children to explore and discover through games, stories, and other activities. In addition, Vygotsky (1978) emphasizes that social interaction is important for the learning of young learners. His concept of the zone of proximal development (ZDP) proposes that children learn best when they receive help from a guiding adult or a more capable peer, implying that the teacher comes to play an important role as a mediator in the learning process.

Young learners do not have metalinguistic skills, unlike adolescents or adults. For this reason, according to Moon (2000), young children do not learn through grammatical rules but through meaningful exposure and functional use of language, thus providing an environment where they can actively participate in activities to maintain their motivation.

In addition, Medina, Melo, and Palacios (2013) mention that children develop better communication skills as well as self-confidence by learning a language at an early age; this confidence can be understood as a greater willingness to participate in group activities and peer interaction. For his part, Cummis (2001) points out that preparing children to learn a language provides advantages in linguistic skills and academic and professional preparation, being this bilingual education key to the student's integral development

6.2.3 Didactic strategies to teach to young learners

Mansilla and Beltrán, (2013) define it as follows: “The didactic strategy is conceived as the activity structure in which the objectives and contents are made real” (p. 29). In addition, Salvador (2018) mentions that didactic strategies are actions that are carried out by the teacher in a planned manner to achieve the established objectives. In other words, they are procedures organized by teachers and used by them to facilitate learning and the achievement of educational goals.

Characteristics

- *Structured planning*

Hernandez Bonilla (2022), emphasizes that “didactic strategies require planning that takes into account the learning objectives and structuring activities that consider the specific needs of the students” (p.67). In this way when a strategy is planned efficiently, the teaching and learning process is easier for the students and teacher, so the learning objectives are achieved.

- *Flexibility and adaptability*

Strategies should be adapted to the different needs of students. As mentioned by Guevara (2017), with emphasis on school libraries are much more than shelves full of books, they are the heart of educational institutions since in these spaces are built daily inclusive and dynamic learning environments where each student has the opportunity to have access to a wide variety

of information they need. This is of great importance for all students to develop critical and creative skills.

- *Promotes active learning*

Cock Martinez (2022) emphasizes that didactic strategies must promote the active participation of students, involving them in activities that enable them to apply what they have learned in real situations to encourage their curiosity and motivation to learn.

- *Formative Assessment*

Cruzado (2022) mentions that formative assessment seeks to develop autonomy in learning, with feedback being a significant aspect that allows the student to determine what progress he has made, as well as to see what his mistakes have been in order to avoid repeating them, what aspects he should improve, and what he still needs to learn.

- *Use of varied resources*

The integration of materials and tools in the teaching process significantly improves learning; the use of didactic resources facilitates the understanding and retention of new knowledge. The variety of didactic materials, such as infographics, videos, interactive games, and virtual tools, allows students to interact with the information, adapting to their learning style and promoting a dynamic educational environment (Amado, et al., 2021).

Advantages and Disadvantages.

According to Mayer (2002), one of the main advantages of using didactic strategies is that it allows students to link new concepts with previously acquired knowledge, improving comprehension and retention of the content. Meanwhile, Bonwell and Eison (1991) emphasize that active strategies, such as problem-solving activities or group discussions, increase student motivation, contributing to the development of critical and reflective skills.

On the other hand, Tomlinson (2001) points out that adapting strategies promotes an inclusive environment by allowing teachers to customize content and activities according to students' interests and learning styles. Similarly, Jhonson, Jhonson and Smith (1998) argue that strategies

based on cooperative learning not only improve academic results but also develop interpersonal skills such as communication and problem-solving, which are essential in daily life.

Nevertheless, didactic strategies also have significant disadvantages. As Wlodkowski (2017) mentions, learning strategies require intensive planning and preparation; for teachers, creating activities can be challenging, especially when time and resources are limited. In addition, another important disadvantage is the dependence on specific materials and technology; lack of access to technological tools can limit the performance of modern strategies, leaving slow learners at a disadvantage (Ertmer & Ottenbreit-Leftwich, 2010).

Finally, Cuban (1993) argues that both teachers and students may show resistance to adopting new strategies because students and teachers are accustomed to traditional methods, making it difficult to implement innovative approaches and limiting the impact of educational reforms.

6.2.4 Types of Didactic Strategies.

Active Strategies

According to Prince (2004), active strategies are a teaching method that encourages participation, motivation, reflection, and collaborative learning, making them very practical for improving students' understanding and engagement in the teaching and learning process. These strategies generate a dynamic learning environment where knowledge is constructed in a meaningful and active way, centered on the learner. Some of the main strategies that are applied in the educational environment are described below:

Problem-based learning (PBL)

Problem-based learning involves students working collaboratively to solve a real or recreated problem related to the course content. For example, in an environmental science class, students may be asked to come up with solutions to reduce pollution in a local river. This strategy develops students' critical thinking, teamwork, and problem-solving skills (Hmelo-Silver, 2004).

Collaborative learning

Johnson et al. (2014) emphasize that collaborative learning consists of activities that students perform together to achieve a common objective, which helps to better develop social, communicative, and comprehension skills and cooperation among students. Examples include class discussions, group projects, or activities such as Think-Pair-Share.

Project-Based Learning (PBL)

According to Thomas (2000), in this strategy, students develop projects throughout the school course based on the content of the subject, which allows them to put into practice the theoretical knowledge acquired. This strategy fosters autonomy and deep learning.

Role Playing Games and Simulations

According to Bonwell and Edison (1991), role-plays and simulations increase students' motivation and engagement by allowing them to assume specific roles or situations where they seek to explore perspectives and practice communication skills.

Gamification

Gamification is the incorporation of game elements in the learning process to encourage engagement, motivation, and fun for students. This strategy can contain scoring systems, rewards, and challenges; incorporating these elements encourages greater participation and knowledge retention, making it an interactive and engaging experience (Deterding et al., 2011).

Technological strategies.

As Koehler and Mishra (2009) point out, technological strategies stand as digital tools that facilitate, strengthen, and personalize the teaching and learning process; currently, these strategies not only promote access to innovative learning resources but also encourage active participation and student autonomy. The effective incorporation of technology in the classroom requires both pedagogical and technological knowledge of the content. Meanwhile, Selwyn (2012) argues that the implementation of technologies in the educational environment not only constitutes a transformation in the teaching process but also presents itself as a didactic strategy that facilitates personalized, collaborative, and interactive learning, thus promoting pedagogical innovation by providing tools that adjust to different learning styles and student needs.

Main Technological Strategies are mentioned below:

Online Learning (E-learning)

Learning management platforms, such as Moodle, Google Classroom or Canvas, contribute effectively and affordably to the educational environment. They allow for online assessment, favor the monitoring of student progress, and, in turn, provide instant feedback, which encourages interaction between teacher and student through forums, promotes autonomous learning, and allows progress to be made at the student's pace (Means, et al., 2014).

Use of Interactive Tools

Wang (2015) considers that the use of tools such as Kahoot, Quizizz, or Mentimeter encourages students' active participation through active quizzes, surveys, and gamified activities. Through these gamified strategies, students can stay motivated and transform learning into a dynamic experience, improving the retention of the knowledge being acquired.

Access to Multimedia Content

According to Clark and Mayer (2016), the use of videos, podcasts, and simulators allows students to access visual or audio explanations of a specific topic and thus improve their understanding. Platforms such as YouTube or TED-Ed provide a variety of attractive multimedia resources accessible from anywhere; multimedia resources enhance learning by effectively integrating audio, video, images, and text.

Learning with mobile apps

As Luckin et al. (2016) report, applications such as Duolingo, Khan academy among others adapt the content according to the needs and pace of learning of the student, these apps have the function of identifying strengths and weaknesses so that they can provide personalized activities based on the user's progress; these tools develop autonomy and improve academic performance.

On-line collaboration

According to Scardamalia and Bereiter (2014), the use of digital tools, such as Google Docs, Padlet, or Trello, encourages collaborative work and facilitates the sharing of ideas in real-time.

These platforms allow students to collaborate online no matter where they are and thus encourage the development of critical thinking, team coordination, and problem-solving skills in order to foster a dynamic and participatory environment.

Augmented Reality (AR) and Virtual Reality (VR)

As Radu (2014) points out, augmented and virtual reality are technologies that allow creating immersive experiences, interactive simulations, and enhance learning by allowing students to explore scenarios that would be inaccessible in a traditional environment, applications such as Google Expeditions allow visiting various sites, such as museums or historical places virtually.

6.2.5 Use of Technology for Young Learners

Marsh et al. (2018) mention that the use of technology has proven to be an effective tool in the field of early childhood education, provided it is used appropriately. Its implementation in the educational environment has contributed to enhance students' motivation, interaction, and autonomous learning. In addition, it has facilitated the development of linguistic, cognitive, and social skills. On the other hand, it has made it possible to adapt the contents to the specific needs of each student, as well as to provide interactive and personalized experiences.

The study by Hirsh-Pasek et al. (2015) shows that the use of tools such as ABCmouse, Strafall, and Duolingo Kids, designed specifically for children, can have a positive impact on language development and the formation of critical thinking in young learners. These educational applications and games, when properly designed, can facilitate the acquisition of skills such as reading, writing, and vocabulary enrichment through interactive and gamified activities.

Advantages

- *Motivation and engagement in learning*

According to Flewitt et al. (2015), gamified apps, such as DoulingoKids or ABC Mouse, offer interactive and engaging experiences that sustain and extend children's interest in writing and reading. In this way, it is evident that such apps contribute to making language learning more dynamic and entertaining.

- *Access to varied and personalized educational resources*

Shapiro (2018) argues that digital tools contribute to the development of skills and learning styles in children, facilitating access to platforms such as Epic!, and Books for Kids, which have materials adapted to their level, as well as virtual libraries that offer books in English adapted to their age.

- *Digital and cognitive skills development*

Huber et al. (2018) state that implementing technology from an early age in the school environment contributes to the development of both technological and cognitive competencies, aspects that are fundamental in a digital context. Interactive tools favor problem-solving and critical thinking, while digital experiences foster creativity and curiosity in students.

- *Autonomous and flexible learning*

As Bird and Edwards (2015) point out, the use of digital technologies facilitates the learning process for young learners, as they can learn at their own pace. In addition, self-directed learning opportunities are encouraged so that children can experiment and learn in safe digital environments.

- *Encouraging creativity and collaboration*

Yelland (2010) states that the integration of technology in collaborative activities fosters socialization and creativity in learning environments. In this sense, platforms such as Scratch promote creativity by allowing children to program animated stories, which facilitates collaborative work and communication between teachers and students.

Disadvantages

- *Excessive screen exposure*

According to the World Health Organization WHO (2019), it is recommended that children under five years of age should not spend more than one hour a day in front of electronic devices, as this can have a negative impact on children's visual health and general well-being when spending prolonged time in front of screens.

- *Distractions and lack of concentration*

As Plowman et al. (2012) point out, access to devices not used for educational purposes can generate distractions. This is because some children may be tempted to play with non-educational apps instead of learning apps.

- *Technological dependence and reduction of social skills*

Kirkorian et al. (2016) expound that single learning, in which the student interacts exclusively with a screen, cannot replace the relevance of face-to-face interaction with the teacher, arguing that excessive use of technology can compromise the student's ability to interact socially with other children.

- *Difficulties in the supervision and control of the content.*

The possibility of children accessing content inappropriate for their age is a reality if control measures are not implemented by parents or the responsible teacher. In this sense, YouTube Kids is one of the platforms that have implemented security filters; however, exposure to inappropriate information for their age persists as a latent risk (Chaudron et al., 2018).

- *Digital divide and unequal access*

According to the Organization for Economic Co-operation and Development OECD (2020), limited access to technology is a significant obstacle to education in various regions of the world, attributed to inequity in access to electronic devices and high-quality internet connections among students, which is influenced by their socioeconomic background. This phenomenon leads to inequalities in learning outcomes.

6.2.6 Development of language skills.

Productive Skills (Speaking and writing)

Oral expression

According to Goh and Burns (2012), the development of oral expression is essential in the teaching and learning process. For communication to be effective, children acquire language through interaction with their environment. Therefore, the use of ludic strategies, such as role-playing and storytelling, helps to develop their oral competence more effectively. Similarly, Nunan (2015) argues that in order to effectively develop oral competence in children, it is

advisable to base teaching strategies on real and authentic contexts, as they allow children to apply what they have learned in a meaningful way. In addition, it facilitates motivation and interest by placing learning in relevant scenarios where language acquisition is easier and more stimulating.

On the other hand, Asher (2009) highlights the relevance of the Total Physical Response method, which has been shown to be effective in the association of movements with words or phrases, thus enhancing vocabulary retention and understanding of linguistic structures.

Writing skill

As Graham et al. (2018) point out, writing in young learners should be developed in a positive way, starting with basic strokes and evolving towards the elaboration of short sentences. Likewise, the incorporation of multisensory techniques, such as the use of tactile whiteboards and interactive activities, in the process of teaching writing is suggested. Similarly, Hyland (2019) argued that visual representations, such as graphical schemes or pictorial sequences, play an important role in children's elaboration of sentences or texts when learning a new language. These visual tools not only facilitate the organization of ideas but also provide highly beneficial visual support for language acquisition. The integration of these resources favors effective language learning.

For his part, Moorhouse (2020) argues that the use of strategies such as the use of illustrated journals helps children combine images and words, which reinforces the connection between thinking and writing. Likewise, digital platforms encourage feedback and continuous improvement since they allow the sharing of written texts among peers and teachers.

Receptive Skills (Reading and Listening)

Reading skill

Nation (2013) highlights the relevance of implementing pedagogical strategies that integrate visual, auditory and simplified literary elements in the process of teaching reading to young students, with the purpose of strengthening the relationship between words and their meaning. The repetition of terms aloud has been shown to be effective in improving reading fluency. On

the other hand, Duke and Catwright (2021) stress the importance of English reading instruction focused on the development of phonological decoding and textual comprehension.

On the other hand, McGee and Richgels (2012) point out that digital reading tools allow access to digital books with interactive features that reinforce reading. Likewise, shared reading, in which students and teachers read aloud, promotes text comprehension and grammatical patterns.

Listening Skill

Vandergrift and Goh (2012) point out that listening skills constitute one of the first competencies that children acquire when learning a language. Therefore, the incorporation of active listening activities, such as associating sounds with images and guided repetition, results in a significant improvement in language perception. For his part, Field (2010) argues that the development of listening comprehension should be based on keyword recognition and contextual prediction, which facilitates information processing in children.

Rost (2016) emphasizes the relevance of resources such as Stories Podcasts, or Wow in the World, which offer auditory material specifically designed for young learners. These resources not only reinforce their listening comprehension but also foster implicit learning through storytelling.

7. METHODOLOGY

7.1 Research Approach

This study was conducted using a qualitative approach. It is a useful approach for exploring and understanding the complexity of didactic strategies, as it allows the researcher to obtain rich and detailed information about teachers' experiences, which can lead to a deeper understanding of the strategies used in English language teaching and the generation of more effective solutions. As Macdonald and Headlam (2008) explain, it attempts to find out the underlying reasons and motivations that drive people's actions and, moreover, how they themselves interpret their experiences in the environment around them. This type of research helped the researcher to identify, explore, and understand didactic strategies for teaching English to young learners.

7.2 Research Method

A descriptive method was employed in this research, as it is used to describe in depth the characteristics, experiences, and meanings of a social phenomenon from the perspective of the participants. According to Kumar (2011), a descriptive study is based on systematically portraying various aspects, such as a situation, a problem, a phenomenon, a service, or a program. This method is appropriate because it allows the researcher to describe interview responses and develop categories for better analysis.

7.3 Research context and participants

The research was conducted in two private educational institutions in the city of Latacunga during the 2024-2025 academic period. The population consisted of five English teachers between the ages of thirty and forty years old. In addition, the teachers have ten years of experience in teaching English. In order to carry out this research, a request for authorization was requested to the main authority of each institution, which serves to obtain the necessary permission to carry out certain activities within these institutions.

7.4 Data collection methods

The initial step for the researcher was to create an interview with semi-structured questions, as it allowed for obtaining information and understanding the teachers' perspectives through a guided conversation. To ensure the validity of the instrument, it was reviewed by three teachers who are experts in the field of education and language teaching to confirm that it does not contain common errors, such as confusing or ambiguous questions (see Appendix 1). It is essential to validate a data collection instrument to ensure the reliability of the interview.

Before proceeding with the interview, authorization was obtained from the authorities of the institutions (see Annex 2). Following this, the researcher interviewed the five teachers, and their responses and opinions were recorded with a mobile device and, after the end of the interview, the audios were converted into text with an application called “transkriptor” and organized in a table containing the questions and the answers. (see Annex 4).

7.5 Data analysis process

The researcher used thematic analysis for data analysis since, according to Kampira (2021), this method focuses on identifying, validating, and connecting themes based on the idea that all information has meaning and that, when analyzing it, we find important ideas that together give it an overall meaning. Thematic analysis was used to analyze the data and address the related research questions.

The first step consisted of transcribing the responses and opinions of the interview applied to the teachers; the next step was to organize the responses into different categories and subcategories to then follow the data analysis and, based on this, respond to the research objectives.

8. ANALYSIS AND DISCUSSION OF RESULTS

In order to identify didactic strategies in teaching young learners, the researcher analyzed excerpts from the opinions and experiences of teachers. The main strategies were the following:

Table 2

Categories	Subcategories
Didactic Strategies	Active Strategies
	Technological Strategies
	Speaking and Writing Strategies
	Listening and Reading Strategies

8.1 Category: Didactic Strategies.

8.1.1 Subcategory: Active Strategies

"Well, I think that the most effective strategies that I can use are games, roleplays, easy activities that students can develop." (T2)

"I think that when you work with children, you need to apply all strategies that contain games because students need to pay attention and also need to play a specific activity according to

their English level and if you use games in your classes the class will be very interesting and also easy for children." (T4)

"Teaching English to children is incredibly rewarding and using interactive and attractive strategies is key to maintaining their interest, such as playful activities with games, songs, pictograms that help children relate English to the environment that surrounds them." (T5)

The use of active strategies allows children to interact constantly with the language, which facilitates their learning through meaningful experiences. Active strategies are those that involve students directly in their learning process. Teachers emphasized the importance of using games, role-plays, pictograms, and participatory activities, as these maintain motivation and facilitate language assimilation. Prince (2004) supports this approach by noting that active strategies foster engagement and meaningful learning, as students construct their knowledge through interaction with the content and their peers. In addition, Cock Martinez's (2022) research highlights that the lack of appropriate teaching strategies can decrease students' motivation and affect their performance in learning English. This coincides with the opinion of teachers, who stated that without active strategies, children lose interest quickly.

8.1.1 Subcategory: Technological Strategies

"Specifically, I use my speaker, we use Spotify, it is a very useful tool to practice listening and speaking, especially with the lyrics of songs, additionally some time we use cell phones to record videos, I also use WhatsApp to share information, we using a platform called NAS.io, where you can create communities and interesting courses." (T1).

"In my class, I like to use Duolingo, worksheets, YouTube Kids, e-learning like platforms that promote an effective learning in children, with these technological tools improve their communication skills." (T3).

"I use technology a lot, I use tools like Kahoot, live worksheets, visual flashcards, Bussu, virtual story tales, games also I use songs." (T4).

"Collaborative tools Google Docs, Padlet, and Miro, students can work together in real time on projects. Interactive platforms like Kahoot, and Quizizz are gamified learning tools." (T5).

Technological strategies enhance English language teaching by providing interactive and engaging tools for children. Teachers mentioned various technological tools useful in their

teaching, such as Duolingo, Kahoot, Quizizz, Spotify, and educational videos. The use of platforms, for instance, Miro, and NAS.io has been highlighted as effective learning. In addition, digital resources for collaborative learning such as Google Docs, and, Padlet, are considered essential to fostering cooperation among students. In compliance with Selwyn (2012) mentions that the use of technology facilitates more personalized and engaging learning, while Wang (2015) argues that digital tools such as Kahoot increase student motivation and engagement. In addition, Jamalova (2024), mentions that the use of technological platforms in language teaching promotes collaboration among students and improves academic performance how these platforms transform teaching in the best way possible.

8.1.2 Subcategory: Speaking and Writing Strategies

"I apply roleplays, also interviews, in these activities students feel free to ask their partners and also they interact with others without feeling nervous." (T2).

"In my students, I like to apply speaking activities in the classroom, creative communication, handwriting, and spelling. This encourages to students to speak." (T3).

"For writing skills, I use task-based learning, in this case, students have a specific activity that they need to do like create sentences or stories using the vocabulary that they learned." (T4).

The development of oral and written production in English is encouraged through practical, creative, and contextual activities. Teachers use strategies such as role-plays, interviews, handwriting, spelling, sounds, dramatization, TBL, and creative writing to improve English production skills. Teachers indicated that they use of these strategies to develop oral and written expression in children. Teachers emphasized the importance of creative activities such as writing short stories and making descriptions. Goh and Burns (2012) point out that, the development of orality should be based on real and authentic contexts to facilitate meaningful learning. In this way, Harmer (2007) mentions that role plays and interviews help improve fluency and confidence in oral expression, an aspect that teachers also highlighted in their responses. On the other hand, Hyland (2019) points out that guided writing and the use of graphic organizers facilitate the structure of thought in written production, which aligns with the strategies mentioned by teachers to improve students' writing skills.

8.1.3 Subcategory Listening and Reading Strategies

"To work listening we use songs, they have to watch some videos, analyze the videos, analyze the pronunciation, also we practice songs and, in that way, we can practice listening. When we have to practice reading, fortunately in my school we have like a library very small but is very useful because we use books for reading activities." (T1).

"When I practice listening and reading comprehension, I used to apply songs, because the students feel comfortable with the topic that they like, for example, I give them some vocabulary before starting the song and they can recognize that words." (T2).

"For me, the most effective to apply in the classroom are audiovisual activities, read books, and stories because this helps students maintain their motivation in English learning." (T3).

"For me, I think that the use of story tales is really useful because this way is so funny for kids, and also it maintains their interest and motivation." (T4).

"First of all, have audio and videos appropriate for their age, interactive listening activities, for example: activities such as dictating, listening to specific details, or filling in blanks while listening can improve attention to key information." (T5).

In turn, teachers in their responses mention that for receptive skills such as listening and reading comprehension, they highlight that by using songs, stories or audiobooks, they improve their listening comprehension, while for reading comprehension, teachers use illustrated texts, story tales, and shared reading, which makes the understanding of the language in an effective way. According to Vandergrift and Goh (2012), constant exposure to authentic materials promotes familiarity with the phonetics and structure of the language, which aligns with teachers' perceptions of the positive impact of these strategies. Furthermore, McGee and Richgels (2012) argue that the use of illustrated books and interactive texts in early English teaching not only improves reading comprehension but also increases student motivation. This point is reinforced by the interviewed teachers, who mentioned that stories and narratives allow for a greater emotional connection with language learning.

9. RESEARCH IMPACT

The following research provides a detailed analysis of didactic strategies for teaching English to young learners, providing a framework for improving teaching practice. Its impact can be significantly represented in several fields:

Impact in the educational environment since the research offers a new panorama about active, and technological strategies where a more dynamic and effective teaching is promoted. Also, the findings of this research can serve as a basis to promote training programs for teachers to adapt their strategies along with technology in the classroom in order to enrich the teaching-learning process, as well as to renew their knowledge about didactic strategies allowing their development in pedagogical practice thus allowing them to adapt to new educational demands. In the educational policy environment, the results of this research can help in making decisions in educational institutions and government agencies to promote investment in digital materials and tools. At the social level, this research shows that learning the English language from an early age improves students' language skills and enhances their academic and professional opportunities in a globalized world.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 CONCLUSIONS

This study identified that didactic strategies, such as active and technological ones, are fundamental to facilitate English learning in young children, as they are aligned with their learning styles and reinforce language comprehension in a dynamic way.

The findings showed that teachers employ a variety of didactic strategies in teaching English, highlighting the active strategies, which involve the direct participation of students through activities such as roleplays, dramatization, interviews, and debates, allowing them to practice the language in a real context; Playful activities, which use games such as memory, interactive songs, encouraging learning through entertainment; technological strategies, which include digital tools such as Kahoot, Quizizz, Duolingo, Spotify, YouTube Kids, and online platforms, useful to reinforce motivation and improve retention and comprehension of the language.

The analysis of the data allowed us to describe in detail the didactic strategies applied by the teachers in teaching English. It was identified that teachers combine different didactic strategies to address the four language skills (speaking, listening, reading, and writing) in a balanced way. For the development of speaking, strategies such as role-plays, dramatization, and interviews are used to allow children to improve their oral fluency in an interactive environment. For listening, teachers use songs, educational videos, and storytelling, facilitating listening comprehension and exposure to different accents and pronunciations. To strengthen reading, they use illustrated stories, texts with images, and interactive activities that help students recognize words and improve their reading comprehension. Finally, in the writing skill, teachers apply strategies such as guided writing and creative writing of short stories, encouraging the development of written production in English. The findings show that the effectiveness of these strategies depends on the teacher's planning, the availability of resources, and the adaptation of the activities to the student's level.

10.2 RECOMMENDATIONS

It is recommended to implement continuous training programs for English teachers, focused on the theoretical and practical bases of active and technological didactic strategies. These programs could include workshops on the design of playful activities, such as gamification, and

the use of free digital tools, such as Google Classroom or Quizizz, to align teaching practices with the needs of young children and maximize their motivation and meaningful learning.

It is suggested that educational institutions and local authorities invest in improving technological infrastructure, such as the provision of stable internet and basic devices, including interactive whiteboards, access to educational platforms and electronic devices in classrooms. In addition, physical and digital resources, with songs and stories, could be made accessible to teachers, diversifying the didactic strategies employed in EFL classrooms.

It is suggested that comparative studies be conducted among institutions with different levels of access to technological and methodological resources in order to evaluate the impact of these strategies in different environments. Finally, it is recommended to explore how active and technological strategies can be adapted to improve the learning of English in children with learning difficulties or disabilities.

11. REFERENCES

- Amado Ayala, N, Castiblanco Bareño, M y Suarez Hernández, Y. (2021). *Estrategias didácticas que favorecen el aprendizaje del idioma inglés*. Universidad Santo Tomás. <http://hdl.handle.net/11634/38134>
- Asher, J. J. (2009). Learning another language through actions: The complete teacher's guidebook (7th ed.). <https://www.scribd.com/document/477091688/James-J-Asher-Learning-Another-Language-Through-Actions>
- Bird, J., and Edwards, S. (2015), Children learning to use technologies through play. *Br J Educ Technol*, 46: 1149-1160. <https://doi.org/10.1111/bjet.12191>
- Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. 1991 ASHE-ERIC higher education reports. *ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183*. <https://eric.ed.gov/?id=ED336049>
- Boudersa, N. (2016). The importance of teachers' training programs and professional development in the Algerian educational context: Toward informed and effective teaching practices. *Expériences Pédagogiques*, 1(1), 1-14. https://www.researchgate.net/publication/309430087_The_Importance_of_Teachers'_Training_Programs_and_Professional_Development_in_the_Algerian_Educational_Context_Toward_Informed_and_Effective_Teaching_Practices
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. <https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF42B159B8A9650D4CEB83409>
- Cabrera Chicaiza, J. E., & Rios Coro, K. E. (2023). *Strategies to teach the English language at the preschool level in a context of a public education* (Bachelor's thesis, Ecuador: Pujilí: Universidad Técnica de Cotopaxi (UTC)).
- Chaudron, S., Di Gioia, R. and Gemo, M., (2018) Young Children (0-8) and Digital Technology - A qualitative study across Europe, EUR 29070 EN, *Publications Office of the European Union*. <https://doi.org/10.2760/294383>

- Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781119239086>
- Cock Martínez, J. D. (2022). Estrategias didácticas que utilizan los docentes de inglés para el uso y disfrute del aprendizaje en el inglés. *Revista Palabra Palabra Que Obra*, 22(1), 42–60. <https://doi.org/10.32997/2346-2884-vol.22-num.1-2022-4094>
- Cruzado Saldaña, J. J. (2022). La evaluación formativa en la educación. *COMUNI@CCION: Revista de Investigación en Comunicación y Desarrollo*, 13(2), 149-160. <https://doi.org/10.33595/2226-1478.13.2.672>
- Cuban, L. (1993). *How Teachers Taught: Constancy and Change in American Classrooms 1890-1990*. New York Teachers College Press. <https://bit.ly/4hVBifv>
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Bristol, Blue Ridge Summit: Multilingual Matters. https://www.academia.edu/119240835/Language_power_and_pedagogy_Bilingual_children_in_the_crossfire_by_J_Cummins
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011, September). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 15th international academic MindTrek conference: Envisioning future media environments* (pp. 9-15). https://www.researchgate.net/publication/230854710_From_Game_Design_Elements_to_Gamefulness_Defining_Gamification
- Díaz, C. C., Reyes, M. P., & Bustamante, K. G. (2020). Planificación educativa como herramienta fundamental para una educación con calidad. *Utopía y praxis latinoamericana*, 25(3), 87-95. <https://doi.org/10.5281/zenodo.3907048>
- Duke, N.K., & Cartwright, K.B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Read Res Q*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>

- Field, J. (2010). Listening in the language classroom. *ELT journal*, 64(3), 331-333. <https://doi.org/10.1093/elt/ccq026>
- Flewitt, R., Messer, D., & Kucirkova, N. (2015). New directions for early literacy in a digital age: The iPad. *Journal of Early Childhood Literacy*, 15(3), 289–310. <https://doi.org/10.1177/1468798414533560>
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect. *Journal of Research on Technology in Education*, 42(3), 255–284. https://www.researchgate.net/publication/272007146_Teacher_Technology_Change_How_Knowledge_Beliefs_and_Culture_Intersect
- Goh, C. & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press. https://www.academia.edu/33477823/A_holistic_approach_to_teaching_speaking_in_the_language_classroom_1
- Graham, S., Harris, K. R., & Santangelo, T. (2015). based writing practices and the common core: Meta-analysis and meta-synthesis. *The Elementary School Journal*, 115(4), 498-522. <https://doi.org/10.1086/681964>
- Guevara, C. O. (2017). La estrategia didáctica y su uso dentro del proceso de enseñanza y aprendizaje en el contexto de las bibliotecas escolares. *E-Ciencias de la Información*, 7(1), 7. <https://www.scielo.sa.cr/pdf/eci/v7n1/1659-4142-eci-7-01-00134.pdf>
- Hyland, K. (2019). *Second language writing*. Cambridge university press. <https://catdir.loc.gov/catdir/samples/cam041/2003041957.pdf>
- Hernandez Bonilla, V. (2022). Estrategias didácticas empleadas en la enseñanza de inglés a jóvenes universitarios. <https://repositorio.unbosque.edu.co/server/api/core/bitstreams/2eacb4f1-9737-4fa8-8808-25544f6b7884/content>

- Hidalgo Mina, A. (2020). *DIDACTIC STRATEGIES TO ACTIVATE ENGLISH LANGUAGE LEARNING IN CHILDREN OF 4TH LEVEL OF GENERAL BASIC EDUCATION AT "SAGRADO CORAZÓN" SCHOOL IN ESMERALDAS 2018* (Doctoral dissertation, Ecuador-PUCESE-Escuela de Lingüística Aplicada). <https://repositorio.puce.edu.ec/server/api/core/bitstreams/9f4d356e-c216-4f63-a7e3-4d7d978cbce7/content>
- Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting education in "educational" apps: lessons from the science of learning. *Psychological science in the public interest: a journal of the American Psychological Society*, 16(1), 3–34. <https://doi.org/10.1177/1529100615569721>
- Hmelo-Silver, C. (2004). Problem-Based Learning: What and How Do Students Learn?. *Educational Psychology Review*, 16(3), 235-266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Huber, B., Highfield, K. and Kaufman, J. (2018), Detailing the digital experience: Parent reports of children's media use in the home learning environment. *Br J Educ Technol*, 49: 821-833. <https://doi.org/10.1111/bjet.12667>
- Isabel Rovira Salvador. (2018). Estrategias didácticas: definición, características y aplicación. *Portal Psicología y Mente*. <https://psicologiymente.com/desarrollo/estrategias-didacticas>
- Jamalova, M. (2024). Integrating Modern Technology in English Language Teaching: Innovations and Outcomes in School Education. *Eurasian Science Review An International Peer-Reviewed Multidisciplinary Journal*, 2(2), 138–142. <https://doi.org/10.63034/esr-48>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative learning returns to college: What evidence is there that it works? *Change: The Magazine of Higher Learning*, 30(4), 26–35. <https://bit.ly/4gBlxcB>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on excellence in*

college

teaching, 25(3&4).

https://www.researchgate.net/publication/284471328_Cooperative_Learning_Improving_university_instruction_by_basing_practice_on_validated_theory

Kampira, A., & Meyer, J. (2021). A brief introduction to thematic analysis. *Res. Gate*, 10(10.13140). <http://dx.doi.org/10.13140/RG.2.2.25899.57128>

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1). <https://citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge>

Kirkorian, H. L., Pempek, T. A., Murphy, L. A., Schmidt, M. E., & Anderson, D. R. (2009). The impact of background television on parent-child interaction. *Child development*, 80(5), 1350–1359. <https://doi.org/10.1111/j.1467-8624.2009.01337.x>

Kumar, R. (2011) *Research Methodology: A Step-by-Step Guide for Beginners*. 3rd Edition. Sage, New Delhi. <https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1971596>

Kumari, J., Kumar, J. Influence of motivation on teachers' job performance. *Humanit Soc Sci Commun* 10, 158 (2023). <https://doi.org/10.1057/s41599-023-01662-6>

Luckin, R., Holmes, W., Griffiths, M. & Forcier, L. B. (2016). *Intelligence Unleashed. An argument for AI in Education*. Londres: Pearson. <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/about-pearson/innovation/open-ideas/IntelligenceUnleashedSPANISH.pdf>

MacDonald, S., & Headlam, N. (2008). *Research Methods Handbook: Introductory guide to research methods for social research*. Centre for Local Economic Strategies. <https://cles.org.uk/publications/research-methods-handbook/>

Mansilla Sepúlveda, J., & Beltrán Véliz, J. (2013). Coherencia entre las estrategias didácticas y las creencias curriculares de los docentes de segundo ciclo, a partir de las actividades

didácticas. *Perfiles Educativos*, XXXV(139), 25-39.
<https://www.redalyc.org/articulo.oa?id=13225611012>

Marsh, J., Hannon, P., Lewis, M., & Ritchie, L. (2017). Young children's initiation into family literacy practices in the digital age. *Journal of Early Childhood Research*, 15(1), 47-60.
<https://doi.org/10.1177/1476718X15582095>

Mayer, R. E. (Ed.). (2014). *The Cambridge Handbook of Multimedia Learning* (2nd ed.). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511816819>

Means, B., Bakia, M., & Murphy, R. (2014). *Learning Online: What Research Tells Us About Whether, When and How* (1st ed.). Routledge. <https://doi.org/10.4324/9780203095959>

Medina, M., Melo, G., & Palacios, M. (2013). LA IMPORTANCIA DEL APRENDIZAJE DEL IDIOMA INGLÉS A TEMPRANA EDAD. *Yachana Revista Científica*, 2(2).
<http://revistas.ulvr.edu.ec/index.php/yachana/article/view/46>

McGee, L. M., & Richgels, D. J. (2012). *Literacy's beginnings: Supporting young readers and writers* (6th ed.). Pearson.
https://www.desiredresults.us/sites/default/files/docs/resources/research/Research%20summaries/LLD%20Research%20Summary%20IT%20PS_u.pdf

Ministerio de Educación. (2016). *Lengua Extranjera*. Ministerio de Educacion.
<https://educacion.gob.ec/curriculo-lengua-extranjera/>

Moon, J. (2000). *Children learning English*. Macmillan.
https://www.academia.edu/20843161/Children_Learning_English?sm=b&rhid=31548202417

Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. *Journal of Education for Teaching*, 46(4), 609–611. <https://doi.org/10.1080/02607476.2020.1755205>

- Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge: Cambridge University Press.
<https://doi.org/10.1017/CBO9781139858656>
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14, e67670.
https://www.researchgate.net/publication/324590206_Snowball_Sampling_A_Purposeful_Method_of_Sampling_in_Qualitative_Research
- Navés, T., & Muñoz, C. (2000). Usar las lenguas extranjeras para aprender y aprender a usar las lenguas extranjeras.
https://www.academia.edu/702969/USAR_LAS_LEGUAS_EXTRANJERAS_PARA_APRENDER_Y_APRENDER_A_USAR_LAS LENGUAS_EXTRANJERAS
- Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction* (1st ed.). Routledge. <https://doi.org/10.4324/9781315740553>
- OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/69096873-en>.
- Palacios Rojas, A. M., & Juan Sebastián, C. D. (2018). Didactic strategies in English language teaching: analysis of the implementation of the didactic activities related to multiple intelligences in seventh grade in a public school in Armenia, Quindío.
<https://hdl.handle.net/20.500.14550/6218>
- Plowman, L., McPake, J., & Stephen, C. (2012). Extending opportunities for learning: The role of digital media in early education. In *Contemporary Debates in Childhood Education and Development* (pp. 95-104). Taylor & Francis. <https://doi.org/10.4324/9780203115558>
- Pratiwi, S. G., Fatimah, N., & Akhsan, N. R. (2021). Teachers' Strategies in Teaching English to Young Learners in Private Primary Schools in Yogyakarta. *ADJES (Ahmad Dahlan Journal of English Studies)*, 8(2), 154-163. <https://doi.org/10.26555/adjes.v8i2.19246>

- Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231. https://engr.ncsu.edu/wp-content/uploads/drive/1smSpn4AiHSh8z7a0MHDBwhb_JhcoLQmI/2004-Prince_AL.pdf
- Putera, Z. F. (2023). THE IMPACT OF GAME-BASED LANGUAGE LEARNING APPS ON STUDENT ENGAGEMENT AND PROFICIENCY. *Transformational Language, Literature, And Technology Overview In Learning*, 2(3), 7–13. <http://dx.doi.org/10.55047/transtool.v2i3.1362>
- Radu, I. (2014). Augmented reality in education: a meta-review and cross-media analysis. *Pers Ubiquit Comput* 18, 1533–1543 <https://doi.org/10.1007/s00779-013-0747-y>
- Remer, R., & Tzurriel, D. (2015). “I teach better with the puppet”–Use of puppet as a mediating tool in Kindergarten Education–An evaluation. *American Journal of Educational Research*, 3(3), 356-365. https://www.academia.edu/download/53171133/Remer_and_Tzurriel_AJER_2015.pdf
- República del Ecuador. (2014). Acuerdo Ministerial No. 0052-14. Quito, Ecuador <https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-052-14.pdf>
- Rost, M. (2015). *Teaching and Researching Listening: Third Edition* (1st ed.). Routledge. <https://doi.org/10.4324/9781315732862>
- Scardamalia, M., & Bereiter, C. (2014). Knowledge Building and Knowledge Creation: Theory, Pedagogy, and Technology. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (pp. 397–417). chapter, Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139519526.025>
- Selwyn, N. (2013). *Education in a Digital World: Global Perspectives on Technology and Education*. Routledge. https://www.researchgate.net/publication/287885588_Education_in_a_Digital_World_Global_Perspectives_on_Technology_and_Education

- Shapiro, J. (2018). Digital Play for Global Citizens: A Guide from the Joan Ganz Cooney Center at Sesame Workshop. In *Joan Ganz Cooney Center at Sesame Workshop*. Joan Ganz Cooney Center at Sesame Workshop. 1900 Broadway, New York, NY 10023. https://joanganzcooneycenter.org/wp-content/uploads/2018/03/jgcc_digitalplayforglobalcitizens.pdf
- Thomas, J.W. (2000). A Review of Research on Project-Based Learning. San Rafael, CA: Autodesk. https://tecfa.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Ascd. <https://rutamaestra.santillana.com.co/wp-content/uploads/2020/01/Classrooms-2nd-Edition-By-Carol-Ann-Tomlinson.pdf>
- Vandergrift, L & Goh, C.C.M. (2011). Teaching and Learning Second Language Listening: Metacognition in Action (1st ed.). Routledge. <https://doi.org/10.4324/9780203843376>
- Vygotsky, L. S. (1978). Mind in society: *The development of higher psychological processes* (Vol. 86). Harvard University Press. <https://www.unilibre.edu.co/bogota/pdfs/2016/mc16.pdf>
- Wang, A. I. (2015). The wear out effect of a game-based student response system. *Computers & Education*, 82, 217-227. <https://doi.org/10.1016/j.compedu.2014.11.004>
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). Enhancing adult motivation to learn: *A comprehensive guide for teaching all adults*. John Wiley & Sons. <https://bit.ly/3EIIvRI>
- World Health Organization (WHO). (2019). Guidelines on physical activity, sedentary behavior and sleep for children under 5 years of age. WHO <https://www.who.int/publications/i/item/9789241550536>
- Wulandari, N. L. P. T., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies Implemented in Teaching English for Young Learners in Primary School. *Journal of Education Research and Evaluation*, 4(3), 227–233. <https://doi.org/10.23887/jere.v4i3.26228>

Yelland, N. (2010). *Contemporary perspectives on early childhood education*. New York: Open University Press. <https://bit.ly/4hW1GZn>