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TEMA

“PROPOSAL OF A PEDAGOGICAL GUIDE TO ENHANCE DIDACTIC
STRATEGIES AND TECHNIQUES OF ECUADORIAN PRESCHOOL
ENGLISH TEACHERS”.

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Dedication

With deep gratitude, we dedicate this work to our beloved families, whose unwavering support and encouragement have been our greatest strength. To our teachers, whose wisdom and guidance have shaped our journey, inspiring us to strive for excellence. And to our dear friends, who have stood by us with kindness and motivation, making this endeavor all the more meaningful. This thesis is a testament to your invaluable presence in our lives.



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Abstract

This study offers Ecuadorian preschool English teachers a pedagogical roadmap to improve their teaching methods. The growing demand for multilingual education in early childhood settings emphasizes the need for well-prepared educators who can use effective teaching methods. The training and professional development of preschool English teachers in Ecuador is uneven, resulting in unequal instruction. This study uses qualitative and quantitative methods to evaluate teaching practices, identify pedagogical gaps, and create a framework for improving early English training. Interviews, classroom observations, and questionnaires with preschool English teachers revealed issues such as insufficient professional development, variable language proficiency, and a lack of standardized teaching resources.

The proposed pedagogical guide uses interactive and play-based tactics to help preschoolers learn language using constructivist and sociocultural learning theories. TPR, storytelling, singing, and collaborative activities tailored to Ecuador's educational context are key. Teacher training and professional growth are also stressed in the strategy for long-term educational efficacy. The pedagogical plans to guide improves classroom engagement, instructional consistency, and teacher confidence. This study provides a practical, research-based resource to standardize and improve preschool English instruction in Ecuador, improving language learning results for young learners.

Keywords: Pedagogical guide, didactic strategies, preschool education, English as a foreign language, teacher training, Ecuadorian education system.





Resumen

Este estudio ofrece a los docentes de inglés en preescolar en Ecuador una guía pedagógica para mejorar sus métodos de enseñanza. La creciente demanda de educación multilingüe en entornos de educación infantil destaca la necesidad de educadores bien preparados que puedan emplear métodos de enseñanza efectivos. La formación y el desarrollo profesional de los docentes de inglés en preescolar en Ecuador es desigual, lo que resulta en una instrucción inconsistente. Este estudio utiliza métodos cualitativos y cuantitativos para evaluar las prácticas de enseñanza, identificar brechas pedagógicas y crear un marco para mejorar la enseñanza temprana del inglés. Las entrevistas, observaciones en el aula y cuestionarios aplicados a docentes de inglés en preescolar revelaron problemas como el acceso insuficiente a la formación profesional, la variabilidad en la competencia lingüística y la falta de recursos didácticos estandarizados.

El manual pedagógico propuesto emplea estrategias interactivas y basadas en el juego para facilitar el aprendizaje del idioma en los niños de preescolar, basándose en teorías constructivistas y socioculturales del aprendizaje. TPR, narración de cuentos, canto y actividades colaborativas adaptadas al contexto educativo ecuatoriano son elementos clave. Además, la formación docente y el crecimiento profesional se destacan en la estrategia para garantizar la eficacia educativa a largo plazo. La guía pedagógica tiene como objeto mejorar la participación en el aula, la consistencia en la enseñanza y la confianza del docente. Este estudio proporciona un recurso práctico y basado en la investigación para estandarizar y mejorar la enseñanza del inglés en preescolar en Ecuador, mejorando así los resultados del aprendizaje del idioma en los niños pequeños.

Palabras clave: Guía pedagógica, estrategias didácticas, educación preescolar, inglés como lengua extranjera, formación docente, sistema educativo ecuatoriano.





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Introduction

Ecuador, like numerous other nations, has increasingly prioritized early childhood education. Consequently, institutions focus on the development of bilingual education, recognizing its critical role in shaping children's cognitive, social, and linguistic development. In the contemporary educational landscape, there is an increasing demand for preschool English educators who have the pedagogical expertise to teach young learners English as a Foreign Language (EFL).

Nonetheless, there is frequently a great deal of variation in the educational backgrounds of Ecuadorian preschool English teachers. While some teachers could have received official training in EFL teaching, others might not have received any formal training. The quality of English language learning in preschoolers may be adversely impacted by teachers' varied teaching approaches, methodologies, and language proficiency, which result from their diverse educational backgrounds.

Preschool English teachers in Ecuador may originate from academic subjects such as early childhood education, linguistics, English literature, and general education. Even if these backgrounds offer unique advantages in the classroom, it is possible that they do not fully equip teachers with the pedagogical strategies needed to teach English to young students. The teachers' varied levels of English proficiency also influence the criteria among preschool English teachers. Although confident educators may possess proficient English skills and a strong command of the language, others might not have such proficiency, impeding their capacity to engage with young children and convey practical English principles.

If there is no established pedagogical framework for teaching English to schoolchildren, teachers may use a variety of techniques and methodologies in their classrooms. Students may become confused because of this inconsistent instruction, which could impede their language learning.





The Ministerio de Educación of Ecuador has an official document to apply curricular educational design for preschool learners. Ecuadorian educational system provides a guide, “Guía Metodológica para la Implementación Del Currículo De Educación Inicial.” (*Guia-Implementacion-del-curriculo.pdf*, s. f.) As the umbrella organization of the national education system, the Ministerio de Educación implemented the Early Childhood Education Curriculum at the beginning of 2014 to guide both official and informal educational processes aimed at children under the age of five. Both guides consider preschoolers' individual requirements, potential, and interests; every child is a valuable participant in the teaching and learning process. First, using government-issued instructional resources is beneficial for instructing initial learners. However, this research pretends to address more concerns with teaching preschoolers for the first time.

Currículo Educación Inicial 2014 (*curriculo-educacion-inicial-lowres.pdf*, s. f.) clearly explain the purpose of initial education and explain that plans and programs that must be followed strictly are not applicable. There are no set hours of activity. Initial education is not materially organized and is not a prerequisite for beginning basic education. Initial education does not conduct a quantitative assessment; instead, it conducts a continuous qualitative assessment, highlighting the areas in which children succeed and encouraging those in which they face challenges.

Educational districts and early child education (ECE) head teachers will carry out study circles, workshops and meetings with ECE teachers aimed at promoting self-reflection on their responsibilities as teachers and their child development methods. Teachers are able to analyze self-reflective teaching practices, assess effective teaching techniques, and participate in self-directed academic research and reading. Effective management of classroom activities provides a supportive and socially nurturing as well as emotionally responsive environment by integrating organized and free play activities within the activities.

This guide does not intend to elaborate on the intricate mechanisms by which children of preschool age acquire and polish their learning capabilities in



a formal educational setting tailored for their age and development. A considerable amount of literature discusses this thoroughly, but the purpose of this guide is more hands-on and practical. Its main goal is to help teachers address the needs of young, educationally at-risk learners by providing them with various teaching resources and materials to incorporate appropriate strategies.

Every strategy showcased in this guide is thoughtfully designed to fit Ecuador's cultural, social, and educational framework so that it makes sense and supports teachers using it. In addition, this guide aims to promote flexibility and originality among teachers, allowing them to alter the suggested methods to suit their classroom circumstances and learners' specific requirements.

Besides providing valuable techniques, the guide proposes several captivating activities that can be incorporated into the classroom daily. It aims to help educators manage young preschool learners in a traditional classroom environment so that they can foster and facilitate active learning for their children. This guide aims to help educators and caregivers design responsive, nurturing, and productive learning environments for young children through comprehensive strategies and thoughtful activities.

Student learning results may be directly impacted by the diversity of teachers' educational backgrounds and pedagogical approaches. According to this research, age-appropriate teaching methods, culturally sensitive practices, and specialist understanding of language acquisition theories are all necessary for practical EFL training in preschool settings—all of which may be absent in the current situation.

The most pressing problem is to construct an educational tool aimed at improving the skills and knowledge of Ecuadorian preschool English instructors. Focusing on enhancing the standards of English taught in preschools. This educational tool is intended to help Ecuadorian educators by designing a guide that seeks to enhance the English teacher's profile at the preschool level, thus providing a more comprehensive and functional framework for the teaching of languages at an early age. The pedagogical manual strives to guarantee preschool English teachers have the methodology, competencies, and techniques necessary

to teach young children English in a manner that leads to desirable educational results, thus offering a comprehensive set of recommendations and instructions aimed at nurturing optimum learning outcomes.

The present study contextualizes the main theme, the Proposal of a pedagogical guide to enhancing the didactic strategies and techniques of Ecuadorian preschool teachers, by presenting a range of authors and theoretical educational resources. In addition, the research object entails investigating efficacious tactics and treatments that foster consistency in the academic backgrounds of English language preschool instructors. This could include creating thorough pedagogical norms, frameworks for curricula, and professional development initiatives designed to meet the needs of Ecuadorian preschool English instructors.

A multitude of theories and approaches, both conventional and contemporary, fundamentally shaped an effective instructional design program. The study's literature will thoroughly review constructivism, sociocultural theory, bilingual education models, Pedagogical Content Knowledge (PCK), inclusive education, professional development, and other educational theories. This comprehensive analysis will provide a theoretical framework for research.

The diagnostic inquiry will emphasize qualitative methods in the methodological design to collect diverse data. Interviews and classroom observations will be employed to thoroughly understand the complex factors influencing preschool English teachers' educational profiles. Gathering all that information enables the identification of prevalent deficiencies among educators in their instructional practices. The sample strategy that is most suitable for the research is random sampling.

The broader step's first phase is centered on scheduling and carrying out in-depth interviews with various experts in the field, in particular the preschool teachers who specialize in young learners' English. They are in the best position to comment on as their day-to-day contact with children of preschool age is educational. In attempting to address qualitative problems during such interviews, it is necessary to think through the questions in order to guarantee appropriate

answers that help in comprehensively understanding problems and prospects that exist in the preschool English teaching context.

After the interviews, the candidate must conduct a set of instructional observations in an operational preschool classroom. These observations are important for collecting primary information regarding the teachers' approach to teaching, classroom control, and educational practices. They are also useful in identifying deficiencies that require attention to improve preschool children's developmental and language abilities. Examining children's engagement with learning materials and teachers' responses to classroom activities provides a profound understanding of the efficacy of current educational methods.

An expert in preschool education will review the lessons captured from the teaching practices and observations; since they are trained professionals, they will take a more objective approach to the head teacher's evaluation. This analysis will be insightful in pointing out both the notable and actual gaps in the teaching skills offered while addressing the lesson or class. This professional will pay attention to the instructional methods used, the learners' participation, the communication skills employed, and the educational performance of the learners.

Interviews and observations of each expert will collect data that will serve as the basis of a complete and implementable handbook. This handbook aims to assist educators with sound, well-documented, and practical approaches tailored to the difficulties identified in preschool English teaching. Drawing upon the insights of seasoned professionals and actual classroom practices, the handbook will be geared toward improving teaching techniques and creating better and more stimulating learning environments for young children.



Chapter 1

Theoretical Foundation of the Research

In early childhood education, effective pedagogic tactics and procedures are critical in influencing young learners' cognitive, social, and linguistic development (Pianta et al., 2009). Ecuadorian preschool teachers encounter a variety of obstacles, including insufficient resources, a lack of professional training, and changing curriculum requirements (Villagomez Rodriguez, 2012). A well-organized pedagogical guide may improve teaching efficacy by providing educators with clear methodology, interactive approaches, and new tactics that are targeted to the requirements of preschool students (Marmol Castillo & Bernal Tenorio, 2023).

The pedagogical material for teachers who are focused on teaching English to toddlers is one area that has been identified as needing improvement. The lack of instructional materials to help new preschool teachers is the starting point of the problematic situation. To address this issue, the study was conducted to provide suggestions on teaching approaches for preschoolers' learners.

Conducting a comprehensive diagnostic investigation to examine the educational profiles of Ecuadorian primary school English teachers. The diagnostic study will begin with a contextualized introduction that emphasizes the importance of evaluating the educational backgrounds of English language preschool teachers in Ecuador. Using the theoretical foundations previously discussed, the introduction will establish the platform for a thorough examination of the various aspects of teacher education.

Proficiency in English has become essential in the context of globalization and increased international communication, especially at the preschool level. Ecuador is a nation, as many others, that understands the value of early language acquisition and has worked to improve the quality of English language instruction in preschool system. However, achieving consistency in the educational backgrounds of preschool English teachers across the country presents a substantial difficulty. This essay investigates the significance of uniformity in educational





profiles, examines the present condition of preschool English instruction in the nation of Ecuador, and suggests solutions for improving homogeneity in this domain.

Significance of Didactic Strategies in Preschool Education

Didactic strategies are systematic methods of instruction that provide meaningful learning experiences. According to Piaget's (*Piaget When Thinking Begins10272012_0000.pdf*, s. f.) constructivist theory, early learners build knowledge via active investigation and interaction with their surroundings. Vygotsky (Vygotsky, 1978) highlights the role of social contact and scaffolding in early childhood learning. These ideas emphasize the need for organized teaching strategies that encourage student involvement, creativity, and intellectual development.

A pedagogical guide that enhances didactic strategies ensures that Ecuador's preschool teachers can employ age-appropriate, evidence-based teaching practices. Research indicates that incorporating diverse methods such as storytelling, role-playing, and hands-on activities fosters student engagement and comprehension in early education settings. For instance, studies have shown that combining storytelling with hands-on activities can boost young children's awareness and understanding of subjects like chemistry. (Huerta et al., 2019). Additionally, integrating storytelling in early childhood education has been found to enhance language development and creativity. (*Storytelling in Early Childhood Education*, s. f.)

The Role of Techniques in Effective Teaching

Teaching techniques are specialized ways or processes for delivering pedagogic strategies successfully. Interactive strategies like cooperative learning and gamification provide a dynamic learning environment and improve information retention in preschool children. Using personalized teaching strategies in Ecuadorian schools promotes inclusion and addresses multiple learning styles. (Chambers, 2020).

Furthermore, the use of technology-enhanced strategies, such as digital storytelling and interactive media, is consistent with current educational trends





and increases engagement. According to research, preschool kids benefit from multimodal learning techniques that include sensory, auditory, and kinesthetic aspects. (Reasco Garzón et al., 2024)

Impact on Teaching Effectiveness and Learning Outcomes

A pedagogical guide that focuses on improving didactic strategies and techniques increases overall teaching effectiveness. According to research, well-trained teachers who have access to organized instructional resources have more confidence, more consistent teaching approaches, and better classroom management (Romero-Tena et al., 2020). This, in turn, leads to increased student engagement, improved language learning, and higher cognitive skills in preschool students.

Furthermore, preparedness for educators has a direct impact on the quality of education. When educators obtain professional development and organized direction, they are more likely to implement new teaching approaches that promote holistic child development. Educational institutions may address current gaps in early childhood education and increase long-term academic achievement by providing Ecuadorian preschool instructors with a complete pedagogical guide. (Pineda, 2025)

Current State of Preschool English Teaching in Ecuador

Preschool education is the foundation of a child's cognitive and linguistic development, and teaching English at this early age has grown in popularity worldwide. Ecuador's preschool English teaching setting brings unique problems and opportunities. Despite efforts to improve English language teaching in Ecuadorian preschools, teacher educational profiles remain unequal. While some educators have extensive degrees and pedagogical experience, others may have inadequate English proficiency or no particular training in teaching young students. Variations in teaching methods and resources also contribute to the educational disparity among preschool English teachers. These discrepancies undermine the efficiency of English language training and may increase educational inequities among preschoolers.





The present condition of preschool English instruction in Ecuador is influenced by the national policy, which is a framework guiding early childhood education. Ecuador's Ministry of Education has attempted to incorporate English language education into the preschool curriculum. (*Inclusion and Education | Global Education Monitoring Report, 2022*). However, resource constraints, teacher training, and curricular alignment all pose barriers to policy implementation (OECD, 2019). Despite the governmental emphasis on bilingual education, the actual availability of effective English instruction in preschools varies across the country.

The success of preschool English education in Ecuador is dependent on teacher preparation and competency. («(PDF) Teaching English Language in Ecuador», 2024). This research emphasizes the relevance of comprehensive teacher training programs and continuous professional development activities for improving educators' pedagogical abilities and English language competency. However, many preschool instructors in Ecuador lack specific training in English language education, resulting in teaching quality and method variations.

Access to high-quality preschool English instruction in Ecuador remains a considerable barrier, especially in rural and underprivileged regions. According to UNESCO (2021), access to early childhood education varies by location, with rural regions experiencing larger hurdles owing to insufficient infrastructure and resources. Furthermore, socioeconomic issues increase disparities in access to English language education, with children from impoverished households frequently receiving little exposure to English outside the classroom (UNICEF, 2021). Addressing these access disparities is critical for ensuring that all children have equitable opportunities to learn English from a young age.

The current preschool English curriculum in Ecuador needs to be thoroughly reviewed and adapted to meet the diverse needs of young learners. The OECD (2019) emphasizes the importance of age-appropriate and play-based approaches to teaching English in preschool settings. However, the existing curriculum often relies on rote memorization rather than meaningful language





learning experiences. Revising and contextualizing the curriculum to include research-based pedagogical strategies can enhance the quality and relevance of preschool English instruction in Ecuador.

Educational Background

The function of preschool English instructors is critical in creating the groundwork for language acquisition and cognitive development in early students. Their educational experience is an important factor in determining their efficacy as instructors. Preschool English teachers with a strong educational background has the knowledge, abilities, and pedagogical practices required to establish engaging learning environments. Muzaffar et al. (Muzaffar et al. 2023) discovered a favorable relationship between instructors' levels of education and pupils' academic success in early childhood language learning. This demonstrates the importance of investing in teachers' educational qualifications.

Specialized training in early childhood education (ECE) is an important component of preschool English instructors' educational backgrounds. According to Piaget's theory of cognitive development, young children move through various stages of learning, necessitating educators who understand the specific demands of each stage (Piaget, 1952). ECE training gives instructors insights into child development, effective instructional practices, and classroom management skills for the preschool age group.

Preschool English teachers must be fluent in English in order to communicate and educate effectively. Brown (*Teaching by principles: an interactive approach to language pedagogy*, s. f, 2015) found that instructors' language competency is critical in aiding language development among young children. Teachers with superior language abilities may demonstrate proper pronunciation, give relevant language input, and scaffold language growth in their pupils.

Early childhood education is a dynamic area that is always evolving with new research and teaching approaches. Thus, preschool English instructors must be committed to lifetime learning via continuous professional development (CPD).





CPD activities, such as seminars, conferences, and advanced degree programs, allow educators to keep the best practices and improve their educational approaches (Vygotsky, 1978).

The educational background of preschool English instructors has a significant impact on the quality of early childhood education. Teachers with proper skills and training are better able to fulfill the different needs of their students, enhance language development, and promote school preparation. Furthermore, investing in teacher professional development increases job satisfaction, lowers turnover rates, and ultimately improves student results (Darling-Hammond, 2000).

Pedagogical Training

Pedagogical training plays an essential role for impacting the efficacy and quality of early childhood education, particularly in the context of preschool English instruction. This training includes knowledge, abilities, and strategies learned via formal education, professional development programs, and hands-on teaching experiences. Preschool English teachers get specialized training in early childhood education methodologies, language acquisition theories, and age-appropriate instructional approaches (Pianta et al., 2009).

Teachers get pedagogical training to help young children adjust their lessons to preschoolers' various needs and skills. Pedagogical knowledge helps preschool English teachers build a solid basis in early childhood education concepts and methods. Epstein's (2011) research emphasizes the relevance of knowing child development theories such as those offered by Piaget and Vygotsky for constructing developmentally appropriate learning experiences for young children.

Cummins (1981) states that preschool English teachers must use various teaching tactics, including immersion, scaffolding, and interactive activities, to enhance early learners' language development. Teachers get pedagogical training that teaches them how to build language-rich settings, engage students in meaningful interactions, and increase English language competency. It provides instructors with the information and abilities they need to assist language-learning students successfully.





Something that improves cultural competency and sensitivity in preschool English instructors is precisely pedagogical training. Given the multicultural nature of many preschool classes, instructors must be able to recognize and incorporate kids' different cultural origins into their educational approaches (Gay, 2018). It focuses on cultural responsiveness, equality, and inclusion in early childhood education, teaching teachers to establish inclusive learning environments in which all kids feel valued and respected.

Furthermore, pedagogical training promotes continuous professional growth and development for preschool English instructors. Teachers may keep up with current research, trends, and best practices in early childhood education by attending workshops, seminars, and graduate courses (Guskey, 2000). Pedagogical training fosters a culture of reflective practice, encouraging instructors to critically analyze their teaching techniques, solicit criticism from colleagues, and strive for continual improvement.

Language Proficiency

Language competence is an essential component of effective teaching, especially for preschool educators entrusted with teaching English to young learners. Language competency is defined as an individual's capacity to communicate and comprehend in a given language. Language competency in preschool English instruction includes both fluency in English and the capacity to adjust language usage to young learners' developmental requirements (Cameron, 2001).

Preschool teachers of English act as linguistic role models for their pupils, influencing their language development through exposure to spoken and written English (Brown, 2014). A high degree of language competency allows teachers to demonstrate proper pronunciation, intonation, and grammar, setting the groundwork for students' language learning journey.

Language competence enables preschool English teachers to promote language development in young learners successfully. According to Ellis (2003), teachers with strong language abilities may give understandable input, structure





learning experiences, and engage students in meaningful language exchanges. This promotes active involvement, vocabulary expansion, and linguistic fluency in preschoolers.

Preschool classrooms should be immersive environments that include English language acquisition into daily activities and interactions (Genesee, 2006). Language-proficient instructors excel at establishing environments in which English is utilized regularly and meaningfully in a variety of learning situations, such as storytelling, play-based activities, and group discussions.

Language competence goes beyond language ability to include cultural awareness and efficient communication. Preschool English teachers must handle the different cultural backgrounds and communication styles of their pupils and families (Gay, 2010). Proficient instructors show respect for cultural diversity, capitalize on students' cultural advantages, and use tactics to promote clear and meaningful communication with all stakeholders.

Teaching Methods and Approaches

Teaching strategies and approaches are critical to preschool English teacher effectiveness in promoting language acquisition and competency among young students. Teaching methods are instructional tactics and procedures used by educators to impart knowledge and enhance learning, whereas teaching approaches contain wider philosophies and frameworks that guide instructional practices (Richards & Rodgers, 2014a). Preschool English teachers can use a variety of tactics and approaches to engage pupils, enhance language development, and provide meaningful learning experiences.

Communicative Language Teaching (CLT) is a well-known strategy in language education that stresses interactive, communicative activities to help students improve their language skills (Richards and Rodgers, 2001). Preschool English instructors can apply CLT principles by allowing pupils to engage in real-life language usage, such as role-playing, games, and pair/group activities, in order to improve language production and communication.





Total Physical Response (TPR) is a system based on the idea that physical movement and kinesthetic experiences help with language learning (Asher, 1966). TPR strategies in preschool English classes, such as the use of gestures, actions, and instructions, can assist young learners in associating language with actions and meanings, making learning more remembered and interesting.

Play-based learning capitalizes on children's inherent desire to play and explore their surroundings (Bruce, 2011). Play-based activities in preschool English education, such as storytelling, puppetry, and pretend play, may be effective tools for language learning, encouraging creativity, imagination, and language acquisition in a fun and relevant setting.

Integrated Content and Language Learning (ICL) combines language instruction with content-based learning experiences, allowing students to improve their language abilities while investigating important subjects and concepts (Snow et al., 1989). Preschool English instructors can use ICL by including language learning in theme units, scientific experiments, art projects, and other interdisciplinary activities that improve kids' language skills while also meeting curricular objectives.

Guidebook as an alternative for early childhood learners

Similar to Vygotsky's intellectual work, sociocultural theory reflects the relationship between social interaction and the cultural setting of cognitive development. The socio-cultural background becomes a representative quality of an English Language Teacher ELT for the preschool audience. Pedagogues, as virtuoso conductors, are beckoned not merely to recognize but to weave these cultural strands into the very fabric of their linguistic methodologies, cultivating an environment that resonates with cultural responsiveness, an immersive sanctuary. (Howard & Lipinoga, 2008). Furthermore, as the veil of comprehension descends, an imperative revelation surfaces – the familial and communal tether, a lifeline threading through the tapestry of childhood upbringing, an indispensable dynamic for the orchestration of effective ELT endeavors. (P. Edwards, 2016)





Coursebooks are not for kindergarten

Young children, of course, are known to learn a new language when immersed in it through human communication. However, learning a new language in a formal classroom setting is somewhat different, with exposure often limited to a handful of hours per week, as demonstrated by Rixon (2013) and Enever (2011) studies quoted by Ghosn, I. K. (Ghosn, 2016). Young children have limited attention spans and may struggle to sit quietly and focus on course materials for long periods of time. They are more engaged when the learning experience is dynamic and engaging.

Ghosn I. K (2016) clarifies that according to Vygotsky Children must be exposed to engaging, dynamic, and properly challenging learning experiences that provide many opportunities for play, particularly dramatic play. Vygotsky (1978) landmark work *Mind in Society*, play significantly impacts a child's development. Secondly, there is the curriculum. The Association for Supervision and Curriculum Development (ASCD) suggests that the curriculum be organized around each child's developmental requirements, interests, and learning styles, rather than a single text, curriculum guide, or time schedule. The curriculum should address the child's cognitive, emotional, and psychomotor development. Young children develop differently and have a wide range of interests. A standardized coursebook approach may not meet each child's unique demands and learning paces.

The article argues that the internationally marketed young learner products imply formal, teacher-fronted, and coursebook-based instruction inconsistent with the DAP standards listed above. For example, at the time of writing, numerous worldwide and regional publishers provide course books for five kindergarten classes. One worldwide publisher promotes a coursebook series for youngsters aged two to five. However, teaching children this young with a coursebook is not suggested, no matter how colorful or appealing the book is. Finally, the article suggests practical examples of alternatives to course books such as children's rhymes, songs and chants, picture books, and big books.





Children adore rhymes. Thus, nursery rhymes are a natural medium in early learner classrooms. Nursery rhymes are typically short and depict hilarious or familiar scenarios. Songs and chants are ideal for young learners in language sessions since they are entertaining and often incorporate physical activity. The following are well-known examples with numerous applications in the language classroom. Children are naturally drawn to stories.

Therefore, well-illustrated picture books make wonderful language teaching tools in young learner classrooms. The appendix contains a list of recommended titles for children aged three to six. There is a broad assortment accessible on the market, and secondhand copies can be purchased online.

Learning strategies

Skinner's operant condition theory (Skinner, 1957) is based on the hypothesis of demand- response. It is a traditional and external theory that holds that students pick up languages by imitation based on what they hear around them. It is a mechanical and repetitive form of learning where the teacher instructs the material to the students, and they then perform repetitive mechanical exercises. Chomsky's innatism hypothesis from (1968) contends that linguistic patterns are innate to every person and that it is through these structures that language is generated and evolved. He thinks that there is universal grammar, and that language learning and growth is a creative process that is the same for all languages. Language is said to develop from innate cognitive processes, according to Piaget (Piaget, 2005) and Vygotsky (Vygotsky, 2012) who hold this view. The interaction between the subject and the learner, according to both authors, is essential for learning to take place, but their perspectives on the importance of the child's linguistic development in the context of their cognitive development diverge. Piaget contends that language is a part of the process of cognitive development in addition to putting out the acclimatization and assimilation processes, in contrast to Vygotsky who also considers communication as a crucial element in the formation of language. (Huang, 2021)





Early childhood education plays a crucial role in shaping a child's cognitive and linguistic development. Learning strategies are frequently used to indicate that students can select different approaches for completing specific tasks. These techniques can help students become more proficient in the topic studied and problem-solving. When students use particular learning strategies in conjunction with a variety of other processes, such as automatic skill retrieval, paying attention appropriately in the learning environment, self-awareness, motivation, and self-concept, learning becomes effective. (*Dale H. Schunk Learning Theories An Educational.*, s. f.)

O'Donovan (Donovan, 2021) mentioned Piaget and Bruner explaining that the cognitive stage hypothesis, which holds that children and teens gradually develop the ability to think logically and scientifically in discrete phases. This is accomplished via the interaction of two processes, accommodation and assimilation, followed by equilibration, which creates mental images of things and events. Then, these mental representations of the world are formed and stored in the mental schema. Due to his training in psychology, Piaget speaks about development rather than learning in and of itself.

Cognitive and memory strategies are more related to the research topic. Cognitive learning strategies are the methods and procedures people employ in their minds to understand and remember information. These include using imagery to help with memorization, summarizing information, organizing new language, and repeating and inferring meaning from context.

To enhance learning, these tactics all purposefully manipulate language. Learning strategy classifications differentiate cognitive strategies from two other categories: metacognitive strategies, which organize learning, and social/affective strategies, which facilitate interaction.(Burns & Richards, 2018). These techniques center on how students interpret, arrange, and work with data to improve their comprehension. Psycholinguists and applied linguists originally aimed to investigate language learners' methods to commit words, formulaic sequences (FSs), frequently used simple sentences, basic sentence patterns, dialogues, or





monologues to memory to improve language learning (RUBIN, 1981).

Psycholinguists and applied linguists originally aimed to investigate the methods language learners use to commit words, formulaic sequences (FSs), frequently used simple sentences, basic sentence patterns, dialogues, or monologues to memory in order to improve language learning (Rubin, 1981). Since both short and long language units are included in the memorizing materials, the term "memorization" is employed in a borderline sense and appears to be more general in the early studies (Wang, s. f.). Several subgroups of memory methods, including note-taking, associations, keyword, structured-reviewing, etc., were concluded in the early memorization list. Memory strategies refer to methods or procedures that enhance the process of encoding, storing, and returning data from memory. Below are some helpful memory techniques that might improve knowledge recall.

Both strategies are ideal for ELLs who can communicate with each other through talking. Cognitive strategies connect new and current knowledge and expand on new information. Creating connections and connecting ideas to practical situations improves comprehension and recall. Memory strategies, rather than memorizing facts, concentrate on their meaning. Memory can be enhanced by knowing the context and importance of the details.

Constructivism

Constructivism holds that learners actively generate knowledge via interactions with their surroundings and experiences (Piaget, 1952). A constructivist approach to preschool English instruction emphasizes hands-on, experiential learning activities that immerse pupils in meaningful language encounters. Teachers help young students learn language and critical thinking by promoting exploration, discovery, and inquiry (Bruner, 1960).

Social Learning Theory

Social learning theory highlights the role of social interaction and observational learning in the educational process (Bandura, 1977). In preschool English classes, social learning theory emphasizes the importance of collaborative





learning activities, peer relationships, and cooperative games. Teachers create a supportive learning environment where language development thrives by allowing students to learn from one another, share ideas, and collaborate on language assignments (Vygotsky, 1978).

Andragogy

Andragogy, or adult learning theory, recognizes adult learners' distinct traits and demands (Knowles, 1980). While andragogy ideas have typically been applied to adult education settings, they may also be used to guide teaching approaches in preschool English instruction, where instructors frequently collaborate with parents and learners. Recognizing adult learners' autonomy, experiences, and motivations allows teachers to personalize language learning experiences to their unique needs and preferences, establishing a culture of lifelong learning and professional development.

Didactical teaching tools are the base of a good lesson, so professors may acquire educational resources, materials, and strategies. “A pedagogical tool is anything that a person uses to learn or teach. Some pedagogical tools such as textbooks are considered traditional, but as the needs of students and teachers change, less-traditional items are becoming pedagogical aids” (Thibodeaux, 2023). A most significant purpose of teaching tools is active learning, in which students take part in the learning process directly and is supported by many pedagogical instruments. Innovative pedagogical tools may capture students' interest and motivation, making learning joyful and fulfilling. These tools include digital resources, gamification, and hands-on activities. Using pedagogic tools may significantly enhance the quality of schooling by making it more interesting, efficient, and inclusive. They provide teachers and students with the tools and techniques they need to fulfill the demands of contemporary education while preparing students for success in a constantly shifting environment. It is not a secret that innovative pedagogical tools may capture students' interest and motivation, making learning joyful and fulfilling. These tools include digital resources, gamification, and hands-on activities.





Indicators

The quality of preschool English education is inextricably tied to instructors' credentials and skills and the efficacy of instructional strategies used in the classroom.

Number of Teachers with Relevant Degrees/Certifications

Research repeatedly shows that instructor competencies improve student learning outcomes (Johnson & Smith, 2018). Preschool English instructors who hold appropriate degrees and certifications in early childhood education and English language instruction have the knowledge, abilities, and pedagogical ability to successfully promote language development in young learners.

Hours of Pedagogical Training

Pedagogical training provides preschool English instructors with the instructional methods and approaches necessary to establish engaging and successful learning environments (Epstein, 2011). Educators who complete hours of pedagogical training receive insights into child development, language acquisition theories, and best practices in early childhood education, allowing them to better fulfill their pupils' unique needs.

Language Proficiency Test Scores

Language competency is essential for preschool English teachers to provide efficient communication and language education (Brown, 2014). Teachers with superior language abilities may model proper pronunciation, give relevant language input, and scaffold language development in their pupils, therefore encouraging language acquisition and fluency.

Adoption of Effective Teaching Strategies

Effective teaching practices are critical for improving student learning experiences and results (Richards & Rodgers, 2014b). Preschool English teachers who use evidence-based methods, such as communicative language instruction, entire physical response, and play-based learning, create dynamic and engaging classroom environments in which language acquisition thrives.





This project is based on a constructivist educational framework that emphasizes the importance of creating learning environments in which educators and learners actively construct knowledge and understandings through interactions and experiences (Piaget, 1970; Vygotsky, 1978). This paradigm promotes the creation of a pedagogical guide intended at standardizing the educational profiles of Ecuador's preschool English teachers by using constructivist and sociocultural theory ideas. According to Jean Piaget's constructivist theory, children learn best when they are actively engaged in the learning process and new information is related to previous knowledge.

Similarly, Lev Vygotsky's Sociocultural Theory stresses the importance of social interactions and cultural settings in cognitive development, calling for directed interactions that help learners achieve their full potential through supportive and collaborative educational methods (Vygotsky, 1978). This approach not only satisfies the requirement for consistency in teaching approaches, but it also coincides with contemporary educational reforms that urge for a more cohesive and successful early childhood teaching framework (Brusilovsky & Millán, 2007). The proposed guide aims to bridge gaps between different teaching practices by providing a structured framework that promotes pedagogical uniformity, ensuring that Ecuador's preschool English teachers are equipped with effective and research-based strategies for improving educational outcomes for young learners (Montessori, 1912; Gardner, 1983).





Chapter 2

Methodological Design and Research Diagnosis

Qualitative research is a strategy for understanding and interpreting complex social phenomena by conducting in-depth studies of individuals' experiences, attitudes, and actions (Creswell & Poth, 2016). Unlike quantitative research, which focuses on measuring and quantifying variables, qualitative research aims to understand why and how particular results occur by gathering rich, comprehensive information that may be context-specific (Tisdell et al., 2025).

Within this research, a mixed methods research methodology would enable scholars to explore Ecuadorian preschool English instructors' perspectives on the pedagogical guide's effectiveness. This could involve collecting insights on how the guide reinforces or challenges existing teaching practices and understanding how educators adapt instructional strategies for young English learners.

Mixed methods research addresses research questions that cannot be fully answered by quantitative or qualitative methods alone, offering a broader set of tools to achieve the goals and objectives of a study. The diagnostic investigation will use quantitative and qualitative methods in a mixed-methodological research design to gather a variety of data. Questionnaires, interviews, and classroom observations will be used to fully comprehend the intricate network of variables impacting the educational profiles of preschool English teachers (Creswell & Poth, 2016).

Interviews are a common qualitative approach in which researchers undertake planned, semi-structured, or unstructured talks with participants to elicit comprehensive replies (Kvale, 1994). Semi-structured interviews with Ecuadorian preschool instructors would offer information on their experiences using the pedagogical guide, which might reveal teacher subjective experiences. For example, asking questions like "How do you perceive the guide's effectiveness in improving classroom engagement?" or "What challenges have you encountered when applying these new techniques?"





A focus group is a heated discussion of a small number of participants' perspectives on a certain issue, allowing for interaction and shared ideas (Krueger, 2014). A focus group of a few preschool teachers from various schools in Quito might spark conversation about the guide's applicability to varied situations. This engagement might provide unique insights into how different school contexts and student groups affect the guide's usefulness.

Observational research involves closely monitoring individuals in their natural contexts to obtain data on their behaviors, interactions, and contextual elements (Patton, 2002). Observing teachers in the classroom as they execute guide tactics allows you to examine how the guide impacts teaching approaches in real-time. For example, you may monitor how teachers alter tactics throughout lessons, how they deal with student involvement, and what changes are made based on classroom dynamics.

The expectation of interviewing professionals specialized in preschoolers' educational needs is to provide in-depth knowledge and insights not typically found in textbooks or scholarly articles. Their knowledge might provide a unique perspective on practical applications and issues. Professionals are often up to date on the newest trends, technology, and advances in their industry. Semi-structured interviews were chosen for data collection for two key reasons. First, they are ideal for exploring respondents' perceptions and opinions on complex and sensitive issues, allowing for deeper probing and clarification. Second, the sample group's varied professional, educational, and personal backgrounds made a standardized interview schedule impractical (Louise Barriball & While, 1994).

This guide is designed to enhance teaching methods, curriculum content, and professional development across the district, aiming to provide high-quality English education for preschoolers. Recognizing the unique challenges and opportunities within our diverse community, the guide serves as a comprehensive resource for educators, ensuring consistency and excellence in English language instruction. By addressing local needs and incorporating best practices, this guide helps create a cohesive and effective learning environment for young learners.

Delimitation of population, sample, and sampling





The research was addressed using a Methodology called Construction of Experience. The first step was interviewing a specific number of participants due to the shortage of specialists in preschoolers' English Education. The participants in the investigation were between 24 and 45 years old. The participants were randomly selected, and the sample will comprise approximately 8 teachers, ensuring representation from different institutions and experience levels.

The second stage of the study involved classroom observations conducted at Unidad Educativa Particular "LA PROVIDENCIA," located in Quito, Ecuador, specifically at Benalcázar N3-147 and Espejo, near Sector Plaza Grande. Five classes were observed, focusing on Inicial 2 students aged 5 and 6. The primary goal of these observations was to examine the teaching practices of an English instructor working with preschoolers.

According to the official document Mineduc ME2015-00069 (2011) in chapter I the procedure of selecting appropriate applicants for positions in public educational institutions must approve a specific linguistic level. Applicants to English teachers are required to take a habilitating exam in the English language. To pass the standardized knowledge test, candidates must obtain a certificate of approval or demonstrate a minimum score of B2 or above in variable-point exams (p.3).

Characteristics of the Population

Profession: Preschool English teachers

Location: Quito- Ecuador

Employment Type: Public and private institutions

Experience Levels: Ranging from novice to experienced teachers (B2)

Educational Background: Varied qualifications, including those with formal training in English education and those with general teaching qualifications.

Research Context

Even if these backgrounds offer special advantages in the classroom, it's possible that they don't fully equip teachers with the pedagogical strategies needed to teach English to young students. The teachers' varied levels of English proficiency also influence the heterogeneity among preschool English teachers.





While some teachers may speak English well and have a firm command of the language, others may not speak it as well, which could hinder their ability to interact with young children and impart English principles.

The Ecuadorian government policies remain unclear to English instructors who first encounter preschoolers' learning needs. Ecuadorian preschool English teachers have trouble finding enough educational information to implement an effective program designed for preschoolers' individual educational needs. Public educational policies governing English as a Second Language (ESL) content for students aged 3 to 5 may be more specific.

Research Stages

The research stages for the project "Proposal of a Pedagogical Guide to Enhance Didactic Strategies and Techniques of Ecuadorian Preschool English Teachers" include several key phases. Initially, a comprehensive literature review was conducted to understand existing education. This was followed by the design and distribution of a interviews to a stratified and convenient sample of Ecuadorian preschool English teachers, aiming to collect data on their educational backgrounds, teaching practices, and professional development needs.

Subsequent stages involve analyzing the data to identify gaps and inconsistencies in the current profiles. Based on these findings, a draft of the pedagogical guide was developed, incorporating best practices and recommendations for improving teaching strategies and methods. In trying to understand the educational needs of different groups, the observations will center on a teacher struggling with preschool-age learners. Also, the novice teacher will be assessed by the study participants to further understand their lived experiences and difficulties, realizing the full scope of support needed for effective teaching.

This approach will assist in identifying areas which, when correctly resolved, will lead to the development of a pedagogical guide capable of aiding educators in skill enhancement concerning preschool children. Addressing these areas enables the guide to offer actionable and customized approaches to aid the teaching techniques and address the demands of educators as well as young learners effectively. Educational experts and stakeholders reviewed and validated





the guide through focus groups and two interviews. Finally, the refined pedagogical guide was disseminated to relevant educational institutions and policymakers, with recommendations for implementation and future research.

Stages	Description	Activities	Performers
Delimitation of the problem	Define the study's objectives and methods.	Make a review of past information and researchers.	Researchers Tutor
Literature Review	Understand existing profiles and teaching methodologies	Conduct a literature review	Researchers
Elaboration of Instruments	Determine the criteria needed to collect data for the study	Interview questions for the beginning and conclusion phases of the research. Evaluations for the observations	Expert researchers will validate the instruments
Application of Instruments	Use the tools to collect information	Sign up for the interviews and evaluations	Researcher
Data analysis	Generate a report describing the teachers' situations and results.	Apply statistical analysis to the obtained data in order to conclude.	Researchers
Draft Guide Development	Develop a draft pedagogical guide based on findings	Drafting guide, incorporating best practices	Researchers, Educational Consultants





Final report of data and conclusions	Gather investigative results.	Create a final report containing data, including findings and suggestions.	Researchers
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Conceptualization and Operationalization of Main Categories

The main categories identified in this study are the dependent and independent variables. The relationship between them is critical to determining the impact of the proposed intervention. The independent variable is the Pedagogical Guide, which enhances teaching approaches, methodologies, and educational resources across various educational contexts. The dependent variable is the Didactic Strategies and Techniques of Ecuadorian Preschool English Teachers.

The guide's efficacy is determined by its capacity to promote uniformity in teaching techniques and credentials among teachers. As the pedagogical guide is followed, it provides a systematic framework for aligning teaching approaches and improving overall instructional quality, hence increasing educational profile consistency. Consequently, the guide directly impacts and attempts to enhance the consistency and quality of the instructors' profiles, providing a clear link between the suggested intervention and the intended educational objectives.

- **Preschool English teachers:** English preschool teachers specialize in teaching young children, typically between the ages of three and five. They focus on fostering the development of social skills, cognitive abilities, and early literacy.
- **Pedagogical Guide:** A pedagogical guide is a resource to assist educators in teaching methods. It offers organized advice on different elements of instruction and learning.





Definition and Explanation of Main Categories

Preschool English Teachers

The role of a preschool English educator includes fostering a supportive learning environment, designing customized lesson plans, and evaluating language development through informal activities. They also work with parents to enhance children's language growth. A preschool English teacher specializes in teaching English language skills to children aged 3-5. They use age-appropriate, interactive methods such as games, songs, and storytelling to introduce basic vocabulary, phonics, and simple sentence structures (Celce-Murcia, 2001 (*Teaching English as a Second or Foreign Language (3rd Edition)*, s. f.); (Krogh & Slentz, 2001)

Pedagogical Guide

The pedagogical guide is a deliberately prepared guidebook to improve teaching techniques, methodologies, and educational material for Ecuadorian preschool English instructors. It seeks to provide comprehensive resources, techniques, and professional development tools to help every teacher maintain a consistent and high-quality teaching ((Delgado, s. f.); (*play-based-learning.pdf*, s. f.); UNESCO, 2021). The pedagogical guide is a carefully written guideline for Ecuadorian preschool English teachers. It seeks to enhance teaching techniques, methodologies, and educational materials by offering complete resources, procedures, and professional development tools to guarantee that all teachers adhere to a consistent and high-quality teaching (*Developmentally Appropriate Practice – V 1 | Routledge Resources Onlin*, s. f.).

Creating a pedagogical guide for preschool teachers involves integrating several key factors to ensure effectiveness and relevance. Teachers' educational backgrounds influence their understanding of child development theories, instructional strategies, and curriculum design. According to Torr (Torr, 2019) "The quality of teacher-child interactions is influenced by teachers' educational qualifications and professional development". Thus, a pedagogical guide must reflect this foundational knowledge to be useful. Teachers' proficiency in the





language of instruction impacts how they communicate concepts to children. The guide should provide language-specific strategies and resources. According to Cummins (Cummins, 2000), "Teachers' proficiency in the language of instruction directly affects the quality of education provided" (p. 41).

Experienced teachers bring practical insights and classroom management skills. The guide should incorporate strategies that resonate with their experiences while offering new ideas for novice teachers. Feiman-Nemser (*From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching* - Sharon Feiman-Nemser, 2001, s. f.) notes that "Experienced teachers have a wealth of practical knowledge that can inform the development of instructional materials" (p. 1021). Administrative support is crucial for the successful implementation of the guide. Policies that promote professional development and resource allocation can enhance its effectiveness. As Leithwood, Harris, and Hopkins assert, "Strong administrative support is key to the successful implementation of educational initiatives" (Leithwood et al., 2020)

The guide should respect and incorporate the cultural backgrounds of both teachers and students. This includes using culturally relevant examples, stories, and activities. Ladson-Billings (Ladson-Billings, 1995) emphasizes that "culturally relevant pedagogy is essential for engaging diverse student populations" (p. 159). A well-rounded guide integrates all these factors, creating a comprehensive resource that supports preschool teachers in delivering high-quality education. Effective educational materials address multiple dimensions of teaching and learning" (Hartley & Whitehead, 2006).

Content Quality

Refers to the value and appropriateness of the material provided in the pedagogical guide, ensuring it meets educational methodologies and strategies for addressing the needs of preschool English teachers. (Moncada González & Rengifo Orozco, s. f.)

Relevance of Topics Covered

This indicator assesses whether the topics included in the guide are pertinent to the goals of preschool English education. The guide ensures that all



topics are directly related to early childhood language acquisition and curriculum requirements, providing essential and up-to-date information for teachers. (van Alphen & Backman, 2024)

Usability

Refers to how easily teachers can interact with and apply pedagogical guidance in their teaching practice. It measures the guide's practicality and accessibility for everyday use («Best Practices in Teachers' Professional Development in the United States | Request PDF», 2024).

User-Friendliness of the Guide

This indicator evaluates the ease teachers can navigate and understand the guide. It includes aspects like clear formatting, straightforward language, and well-organized sections, making it practical and efficient for teachers to use in their classrooms («Best Practices in Teachers' Professional Development in the United States | Request PDF», 2024).

Professional Development

Encompasses the ongoing opportunities for teachers to improve their skills and knowledge through training and educational resources (UNESCO, 2021).

Availability of Workshops and Seminars

This indicator measures the extent to which the guide provides or facilitates access to professional development opportunities such as workshops, seminars, and training sessions. The guide ensures that teachers can participate in these activities to enhance their skills and stay updated with current teaching practices («Best Practices in Teachers' Professional Development in the United States | Request PDF», 2024).

Teaching Strategies

Refer to the methods and approaches suggested in the guide for effectively delivering educational content and engaging students. (Heilporn et al., 2021)

Variety of Instructional Methods Provided

This indicator assesses whether the guide offers a diverse range of instructional methods suited to different learning styles and developmental stages

of preschool children. It includes strategies like interactive activities, storytelling, and play-based learning to cater to various educational needs. (C. Edwards et al., s. f.)

Assessment Tools

Refer to the mechanisms included in the guide for evaluating and improving the effectiveness of teaching practices and materials. (van Alphen & Backman, 2024)

Feedback Mechanisms for Continuous Improvement

This indicator evaluates how the guide incorporates processes for gathering feedback from teachers and using it to refine and enhance the guide. It includes methods for assessing the effectiveness of teaching strategies and materials, ensuring that the guide evolves based on practical feedback and ongoing educational needs. (*Teacher feedback to improve pupil learning: guidance report* | *Unesco IIEP Learning Portal*, s. f.)

Providing relevant and up-to-date material, to Usability by providing a user-friendly design, to Professional Development by making training opportunities more accessible to Teaching Strategies by providing a variety of methods, and to Assessment Tools by incorporating feedback and continuous improvement mechanisms. Each component and its indicators indicate the guide's role in assisting and improving the educational profiles of preschool English teacher in Ecuador.

When dealing with human subjects, research programs should strictly adhere to ethical guidelines. Interviews are regarded as an intrusion into respondents' private lives in terms of time provided and the level of sensitivity of the questions asked so that ethical concerns must be maintained. As a result, ethical concerns should be addressed at every stage of the interview process.

Researchers should obtain informed consent from participants before conducting interviews, as this is a crucial step throughout the research process (Abhulimhen-Iyoha, 2020). According to ethical guidelines, the professionals interviewed provided prior agreement both orally and in writing. Additionally, the interviewed professionals had access to the questionnaire before the interview.

The objective of the interview is to collect information pertinent to the case study of this research. Therefore, questions regarding the interviewee's personal lives are excluded from this professional study. Questionnaires and Interviews follow ethical requirements.

Class Observations

The assessment of observations yields profound information that interviews may overlook, uncovering real classroom dynamics, instructor modifications, and student reactions. Examining these findings facilitates the identification of patterns and opportunities for enhancement, such as streamlining instructions or proposing low-resource alternatives. This guarantees the guidance is pragmatic, pertinent, and efficacious for Ecuadorian preschool classrooms.

Figure 1

First-class: Classroom Engagement



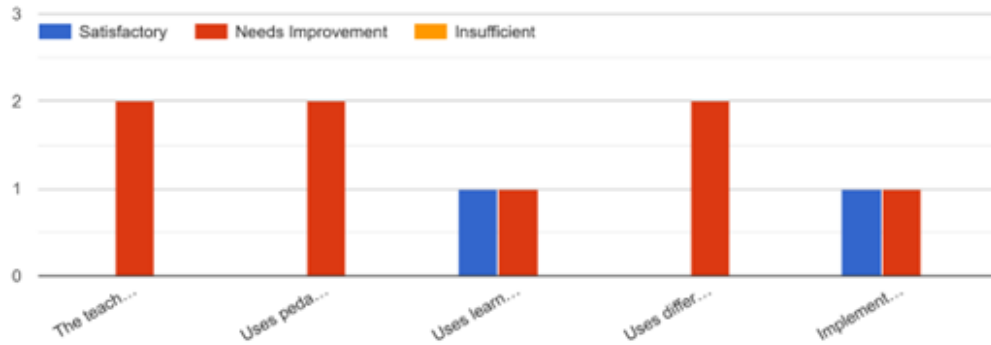
Note. Outcome for specialists' evaluation. By authors (2025)

Teachers' evaluations highlight four essential components of engagement in classroom activities. Although pupils met curriculum objectives, both teachers observed a lack of active engagement. The spectrum of behavioral guidelines spans from Satisfactory to Needs Improvement, whilst the promotion of respect for diverse problem-solving approaches was assessed as Needs Improvement to Insufficient. The identified professional development gaps, in conjunction with Balanced Solutions, indicate how these approaches may improve educators' performance.



Figure 2

Second class: Consistency of Teaching Methods



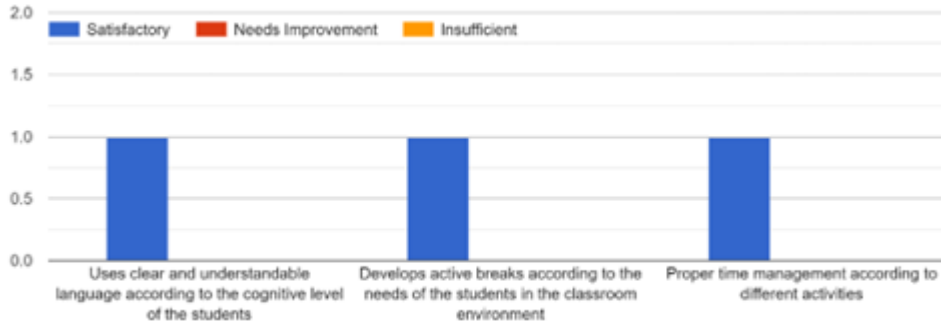
Note. Outcome for specialists' evaluation. By authors (2025).

The evaluations of the five misconduct score methods from the two educators reveal several areas requiring additional refinement. The educators have noted the materials utilized, taking into account the learning pace and duration of each student, employing suitable pedagogical resources, and implementing various assessment methods that indicate areas for growth. Regarding 'Uses learning materials' and 'Implements congruent learning activities', there is a disparity in ratings between the two teachers, with one assessing these tasks as 'Satisfactory' and the other indicating 'Needs Improvement'. It indicates that concentrated efforts are necessary to guarantee enhanced attention to instructional efficacy and resources.



Figure 3

Third class: Quality of Instruction

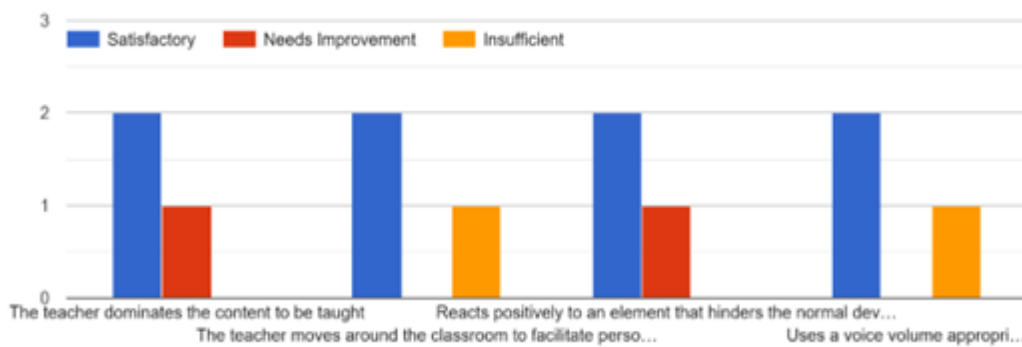


Note. Outcome for specialists' evaluation. By authors (2025)

Following the evaluation of three quality indicators, educators were able to articulate satisfaction over their performance. The teacher observed the effective use of intelligible language appropriate to the students' cognitive ability and the provision of active breaks when required during the session. These results exhibit a commendable level of consistency and satisfactory instruction.

Figure 4

Forth class: Teacher Confidence



Note. Outcome for specialists' evaluation. By authors (2025)

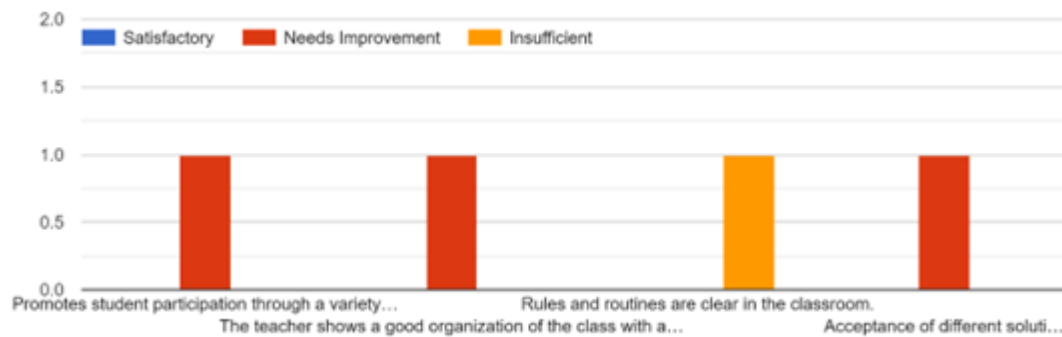
The perception of the teaching profession differs based on the evaluations provided by the three educators. The two educators assessed the instructor's capability to manage classroom topic, physical movement inside the classroom, interactions with students, and voice modulation as "Satisfactory," indicating a



competent level of performance. However, the third instructor provided a less favorable assessment of these qualities, designating "Needs Improvement" for content control and response to disturbances, and "Insufficient" for both physical movement and voice volume. These disparities underscore the neglect in addressing and articulating the systemic strategies necessary for classroom management and student engagement that demand focus.

Figure 5

Fifth class: Classroom Engagement



Note. Outcome for specialists' evaluation. By authors (2025)

Observations of classroom engagement reveal certain issues that require attention. The instructors demonstrated effective class organization; however, 'time management' and 'rules' were assessed as 'Needs Improvement' and 'Insufficient', respectively. Merely encouraging students to embrace diverse pedagogical methods and teacher involvement is inadequate. These highlight the necessity for enhancement in classroom management, optimizing time utilization, fostering increased engagement, and embracing diverse techniques for problem resolution.



Chapter 3

Proposal

Presentation

Early children's English education has recently received much attention, especially in non-native English-speaking nations like Ecuador. Preschool teachers are important in developing young learners' core language abilities; nevertheless, many educators struggle to apply effective practices that promote listening and speaking development. To address these issues, this project seeks to develop a comprehensive pedagogical guide that improves instructional approaches and boosts the English teacher's profile in preschool settings.

This study has investigated relevant theoretical frameworks and significant authors in language acquisition and early childhood education. In addition, surveys, interviews, and classroom observations have been developed to identify typical issues preschool English teachers encounter. Based on these findings, the study will recommend accessible and realistic instructional strategies to help instructors improve their teaching practices. By providing teachers with effective resources, this handbook hopes to contribute to a more unified and engaging early English learning environment, thereby improving the quality of preschool education in Ecuador.

General and Specific Objectives of the Proposal

The general objective of the proposal is to benefit Ecuadorian teachers by creating a comprehensive pedagogical guide to enhance strategies in the English Teacher's Profile in Preschool, fostering a cohesive and effective early language education environment in 2024.

The specific objectives of the proposal are:

- **To analyze current teaching practices** – Examine the methodologies, challenges, and needs of Ecuadorian preschool English teachers to identify key areas for improvement in early language instruction.
- **To design a comprehensive Pedagogical Guide** – Develop a structured guide incorporating research-based strategies, didactic techniques, and practical activities to enhance preschool English teaching.





- **To evaluate the guide's effectiveness** – Implement a pilot study with preschool English teachers to assess the guide's impact on teaching practices and student learning outcomes, ensuring its relevance and applicability.

Theoretical Foundation for the Proposal

This study is based on major theories of early language acquisition and pedagogical practices for preschool education. Several notable techniques shed light on how young learners acquire a second language and how teachers can tailor training to improve listening and speaking skills.

One of the most significant ideas is Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social contact in language development. Vygotsky's notion of the Zone of Proximal Development (ZPD) emphasizes the necessity of scaffolding, in which teachers provide systematic support to help youngsters improve their language abilities. This supports the need for instructional strategies that guide toddlers through meaningful communication activities.

Additionally, Krashen's Input Hypothesis (1985) emphasizes the need for understandable input in second language learning. Krashen believes that exposing young learners to engaging and clear conversation helps them learn language more effectively. This principle promotes the use of immersive and interactive teaching methods in the proposed pedagogical guide.

Another important paradigm is Piaget's Constructivist Theory (1964), which proposes that children learn best through active exploration and play-based experiences. This approach is critical in preschool education, where hands-on activities and storytelling help improve English listening and speaking skills.

Furthermore, Asher's (1969) Total Physical Response (TPR) and Communicative Language Teaching (CLT) offer practical approaches to engaging children. TPR stresses movement-based learning, which helps youngsters connect words to movements, whereas CLT promotes authentic communication through songs, games, and role-playing exercises.





By combining these theoretical approaches, this study hopes to uncover typical issues experienced by preschool English teachers and create an understandable, practical guide. The guide will provide practical techniques based on these theories to promote a dynamic and effective early language-learning environment in Ecuadorian preschools.

Characteristics of the Proposal

This project focuses on creating a comprehensive pedagogical guide to improve the instructional tactics of Ecuadorian preschool English teachers. The following significant features characterize its structure and approach:

Research-Based Framework

The guide is based on well-known language acquisition theories, including Vygotsky's Sociocultural Theory, Krashen's Input Hypothesis, and Piaget's Constructivism Theory. These frameworks ensure that the offered strategies follow practical early childhood language learning principles.

Empirical Data Collection

The proposal includes surveys, interviews, and classroom observations to identify typical issues for preschool English teachers. This data-driven approach guarantees that the guide meets actual demands in Ecuadorian classrooms.

Practical and Accessible Strategies

The pedagogical guide will include simple, adaptive, and engaging instructional strategies for strengthening preschoolers' listening and speaking skills. It will feature activities such as Total Physical Response (TPR), storytelling, songs, and interactive games to increase young learners' language exposure.

Teacher-Centered Approach

The guide was created to be user-friendly, allowing educators to simply use the recommended practices regardless of their degree of experience with preschool English instruction. It will feature step-by-step lesson plans, assessment strategies, and classroom management recommendations.

Focus on Early Language Development





The idea focuses on oral language skills by creating a communicative and immersive setting in which children can naturally learn English via play and interaction. The guide will emphasize scaffolding approaches for language learning at various developmental stages.

Adaptability to Ecuadorian Context

Given Ecuador's different educational contexts, the guide will be flexible and adaptive, allowing teachers to change activities based on classroom size, available resources, and student proficiency.

Basic Guiding Ideas

This proposal uses key ideas to construct a pedagogical guide for Ecuadorian preschool English teachers. The primary guiding notions are:

Early Language Acquisition is Essential

In preschool, kids learn how to talk, and it is one of the most important stages in a person's life as a child is able to listen to different structures and sounds, and learning a new language at the age is very beneficial. During the period of English language acquisition and use, the ability to listen and speak is greatly enhanced, and an English immersion program which is done at the right age will guarantee growth in the child's future ability to speak other languages.

Teaching preschool through activities such as songs, storytelling, and games where children are actively involved helps in improving the child's love for learning. At this age, through constant learning activities in preschool, the child is able to possess essential communication skills, confidence, self-esteem, along with a very positive attitude towards acquiring foreign languages.

The skills learned at this age like phonemic awareness, vocabulary, and simple sentences are much needed in the future where advanced language will need to be mastered. The earlier we start teaching the language the better it is for the children's future. Teaching languages during a child's preschool education will prepare them greatly for learning and understanding English and other languages throughout their educational development.





Teacher Support and Training is Crucial

The absence of adequate training in English instruction among preschool educators make employing diverse techniques to fully aid learners' language skills a challenge. In the absence of strategies to guide them, educators may find it difficult to teach lessons that are motivating to preschoolers. This is problematic since preschool children learn best when actively engaged in learning experiences. The pedagogical guide would present tips and instructional suggestions aimed at helping educators maximize participation and improve learning outcomes in the classroom.

The guide would provide lesson plans, appropriate tasks, and scientifically proven approaches to achieve desired objectives for younger learners. The guide provides diverse learning activities where teachers can help learners develop listening and speaking skills through storytelling, songs, role-playing, and other games. A comprehensive guide does more than aid teachers to deliver systematic and effective English language instruction; it also enables preschoolers to develop essential skills needed for successful language use and academic achievement in the future.

A Research-Based Approach Leads to Effective Solutions

Considering guiding principles for the handbook based on age-appropriate pedagogical practices alongside Vygotsky's Sociocultural Theory, Krashen's Input Hypothesis, and Piaget's Constructivist Theory, provides a reliable basis on which to build methodologies and educational strategies for the handbook.

Such as Vygotsky's social interaction and Zone of Proximal Development (ZPD) theories can be utilized towards designing group collaborative tasks where children receive appropriate guidance and support through scaffolding within instructional frameworks, ultimately enabling learners to attain higher levels of proficiency.

Lessons that provide input include Krashen's Hypothesis of Input so that materials taught are relevant and appropriate to the level of learners but still challenges learners to acquire the language needed naturally. In addition, hands-on, active participation in teaching and learning activities where young learners interact





with and create knowledge of language is possible in playful exploration, and problem-solving, which is inspired by constructivism from Piaget. Integrating all these elements enables the guide to address scientifically grounded English instructional methods for preschool children.

Practical and Engaging Strategies Benefit Young Learners

It is essential to use practical techniques when working with young learners, as it helps them benefit the most. Children's natural forms of exploration, interaction, and understanding of the world enables active methods such as play Total Physical Response (TPR), storytelling, music, or games to be the best match when teaching English to preschoolers. Using TPR, language is taught alongside movement, and children learn to do actions for words which enhance retention and understanding. Storytelling captivates the imagination of young learners and equips them with new vocabulary and sentence structures while exposing them to new cultures in a way that is enjoyable.

The repetitive rhythm and catchy melodies of music and songs also allow children to learn and develop phonemic awareness, improve their pronunciation, and gain confidence in using the language. On the other hand, interactive games enhance socialization, coalition building, and the development of problem-solving skills within a dynamic and collaborative learning environment. The above-mentioned methods aid in making learning enjoyable but also consider the different energy levels and learning styles of preschoolers, encouraging participation from every child.

In order to successfully implement these strategies, activities must be straightforward, engaging, and suitable for many learning contexts. For request, activities should use materials that are easy to procure and prepare, which would greatly assist teachers in poorly equipped classrooms. Additionally, activities should be adaptable to varying class sizes, ages, and skill levels to ensure that all learners are able to participate fully. Furthermore, participants' attention should be sustained and captured by incorporating creativity, surprise, and hands-on interaction with the topics.

If all of these criteria are fulfilled, these play-based approaches can be





applied in many different preschool settings—urban, rural, public, private, or even technologically resource-limited ones. The methodology promotes effective instruction of the English language while making teaching and learning enjoyable and equitable, thus enhancing the overall experience for younger learners.

A Cohesive and Immersive Learning Environment is Key

An integrated and supportive learning environment significantly influences toddlers' language acquisition by enhancing their self-esteem and English proficiency. This immersed approach to English in children's daily classroom activities, particularly during transitions, greetings, snack time, or changeover activities, cultivates a feeling of language nuance, rhythm, structure, and contextual comprehension.

This is accomplished by integrating English into classroom activities, such as morning greetings, snack times, or transition activities, so ensuring that language acquisition becomes an intrinsic aspect of children's everyday experiences. English instruction can be conducted effortlessly and fluidly by integrating it into daily classroom practices. Presently, children can be supported by visual stimuli such as posters, labels, and flashcards, as well as aural aids such as songs, chants, and rhymes. Immersing children in the surroundings fosters their linguistic comfort, hence encouraging uninhibited self-expression.

The incorporation of English in the preschool setting is crucial for facilitating children' language acquisition. Pronunciation, intonation, rhythm, and business English should be integrated to enhance a child's language acquisition. Instructors and educators must engage children in theme English through activities such as songs, games, open-ended narratives, and instructional frameworks to facilitate language acquisition.

Models and practitioners must incorporate advanced English language components where suitable. Stories, such as role play and interactive games, in conjunction with music education frameworks, can promote language retention. Children should be provided with a setting that fosters encouragement and motivation to explore their skills, free from the fear of judgment for errors.





This will enable students to cultivate the confidence required for utilizing their skills. Providing children with a variety of activities that incorporate English into daily routines helps foster an enjoyable and comfortable atmosphere. Educators ensure that English encompasses all types of communication, integrating English learning into nursery activities to make it enjoyable rather than only an activity. In addition to assisting youngsters in mastering spoken English, they will be equipped to present themselves and adapt to formal learning contexts with ease.

Accessibility and Adaptability for Ecuadorian Classrooms

Flexibility and accessibility are essential for public and private educational institutions in Ecuador's integrated infrastructure resource framework. All educators, irrespective of their expertise, should be capable of executing the strategies outlined in the guide without any prior training. Consequently, it is essential that the guide clearly defines objectives in simple language and provides detailed instructions accompanied by visual aids, or advanced English, to assist colleagues with limited English proficiency.

Similarly, the guidance must be incorporated into classroom adaptations, encompassing rural versus urban settings, technology-rich versus resource-poor environments, large versus small class sizes, and experienced versus novice educators, while providing easily modifiable complicated templates. Activities should necessitate minimal preparation and utilize readily accessible materials to ensure smooth execution in under-resourced classrooms.

The guide's practicality can be enhanced by incorporating scalability, enabling teachers to adapt its methodologies to the unique needs of their pupils and the specific conditions of their classrooms. This may entail presenting diverse activity versions tailored to distinct age groups or varying levels of language and learning skill, together with recommendations for the modification or enhancement of activities based on available resources.

A storytelling lesson can be adapted to include books or digital resources, or it can be conducted for students who do not possess these materials. By emphasizing scalability, the guide guarantees effectiveness across diverse





educational environments, encompassing resource-rich private institutions and underfunded rural public schools. This emphasis enhances the guide's thoroughness and impartiality while enabling teachers to customize training to promote students' learning through personalized tactics.

The guide should enhance accessibility and offer various flexible options to accommodate diverse needs; this approach could effectively tackle the challenges of English language instruction in Ecuadorian preschools, thereby reducing educational disparities and ensuring optimal opportunities for early language skill development.

Structure and Dynamics of the Components of the Proposal

The concept is organized into a series of interrelated components, each enhancing a systematic and pragmatic approach to advancing preschool English instruction in Ecuador. These components function dynamically, guaranteeing a unified framework that amalgamates theory, research, and practical application in the classroom. This approach provides educators with research-based and theoretically robust pedagogical direction, equipping them with effective, accessible, and adaptive strategies. Moreover, the design emphasizes educator-friendly procedures, facilitating the implementation of innovative strategies that improve language acquisition and overall learning experiences for young children.

Theoretical Framework

This section provides the groundwork for the study by examining fundamental language acquisition theories (Vygotsky, Krashen, Piaget, and Asher) and their applications to preschool education. It investigates effective methods such as Total Physical Response (TPR), play-based learning, and language instruction for communication. The theoretical background influences the instructional strategies recommended in the guide.

Needs Analysis and Data Collection

To identify common challenges in teaching listening and speaking skills, preschool English teachers are surveyed, interviewed, and observed in the





classroom. This component guarantees that the guide is suited to teacher actual requirements and solves specific gaps in their educational methods.

Development of the Pedagogical Guide

Based on study findings, a complete and accessible handbook is developed, including:

Using multimedia and storytelling, lectures and discussions can be turned into engaging exercises which aid in improving listening and speaking skills in young learners. In addition, this helps foster communication and language skills sequentially. Young learners are able to work with modern tools that aid in constructing and modeling lessons and curriculums which in turn assist the educators in guiding the young learners utilizing the smart school templates made available for different school types.

The templates might be utilized efficiently in traditional classrooms, remote classes, or hybrid setups without restriction. In addition to applying the guidance, understanding how to assess young learners' development through formative assessments or checklist evaluations provides valuable insights into students and their progress, hence facilitating the enhancement of teaching and learning methodologies.

The work alleviates the user's workload by providing instructional stages and practical advice, together with customizable tools instead of inflexible materials, enabling spontaneous use and enhancing the educator's confidence in instructing. The listening and speaking skills of young learners can be enhanced through an integrated approach, coupled with effective teaching and learning methodologies and well-defined quantifiable targets.

Implementation and Validation

Invited educators, who receive special consideration, are requested to adhere to the guide and execute its ideas and activities for instructing English to young learners. During the implementation of the guide, teachers' everyday activities are supported by systematically gathered feedback intended to assess the content's practicality and efficacy.

This feedback, based on observations and interviews, provides substantial





information regarding the extent to which the guide meets the needs of teachers and students, highlighting both its advantages and disadvantages. Utilizing this information, the guide is revised to enhance its applicability, relevance, and efficacy.

If certain educators' express apprehension about the absence of visual aids and overly simplistic explanations, these elements can be incrementally incorporated to enhance the document's relevance. The guide, refined via actual classroom experiences, serves as an effective resource that enables preschool teachers to deliver methodical, engaging, and high-quality English language lessons, thereby enhancing students' language skills.

Finalization and Distribution

The new guide has been finalized and made available to preschool English educators.

Description of the Type of Proposal

This proposal is for an applied educational research project to create a practical, evidence-based pedagogical guide for Ecuadorian preschool English teachers. It is descriptive and instructional, recognizing teaching barriers and providing practical, accessible solutions to improve early language education. The proposal integrates theoretical research with empirical data collected via surveys, interviews, and classroom observations. By combining ideas from educational theories and real-world classroom experiences, the guide will provide evidence-based solutions customized to the requirements of preschool teachers.

In addition, this idea is unique and intervention-based, as it aims to improve existing teaching practices through a structured, user-friendly resource rather than simply describing them. The pedagogical guide will act as a professional development tool, assisting teachers in implementing engaging, age-appropriate, and communicative approaches to improve toddlers' English listening and speaking skills.





Demands, Requirements, Conditions, or Criteria that Must Be Met According To the Nature and Scope of the Proposal

The plan is required to be planned and executed with specific consideration for the needs, demands, conditions, and standards of Ecuadorian preschool education to guarantee its practicality and efficacy. This necessitates a comprehensive examination of some facets of the Ecuadorian setting, specifically the language, culture, and socioeconomic factors influencing early childhood education in the nation.

Ecuador possesses distinct characteristics that influence the design and accessibility of educational resources, including bilingualism, resource availability, and the degrees of teacher training. Moreover, the guide must adhere to the regulatory policies and standards of the national education system while addressing the particular challenges faced by preschool educators, including restricted access to professional development opportunities, instructional materials, and other pertinent resources.

These customized components offer excellent solutions for both educators and students. Furthermore, the framework is obligated to incorporate the reality of the Ecuadorian preschool system, facilitating flexibility towards more pragmatic solutions. The guide must be prepared in collaboration with local stakeholders, including educators, policymakers, and education specialists, to ensure it adheres to pedagogical and cultural standards. This technique has advantages that surpass tactical aspects; the guide is not only contextually relevant but also fosters participant commitment and promotes ownership among individuals from diverse cultural backgrounds.

Adhering to these specific components will facilitate the plan's objective of improving English instruction in Ecuadorian preschool institutions, thereby supporting the broader aims of early childhood education and laying a robust foundation for children's future learning pursuits. These components are specifically designed to align with the study's nature and scope, so ensuring the guide's efficacy and sustained relevance.





Theoretical and Methodological Requirements

The guide is intended to be practical and self-explanatory so that teachers, regardless of their background experience with English language teaching, can seamlessly navigate its frameworks. This involves clear and simple English, outlining processes sequentially, and providing visuals or explanations for those who may not readily understand English teaching methodologies.

In addition, the guide must be useful for the distinct preschool environments throughout Ecuador, considering the public versus private institutional contexts, class size, and available resources. For example, it should offer adaptable lesson plans for small and large group instruction and activities that can be accomplished with little resources.

The proposed solutions and activities in the guide should not be based on extensive resources or sophisticated technologies because many schools, especially those located in rural or marginalized regions, have little access to these resources. Rather, the guide should focus on innovative strategies that are inexpensive or free, as long as they do not require lots of common materials.

By focusing on flexibility, the guide makes it possible for all preschool teachers to instruct English effectively, irrespective of their institutional setting and available resources. This encourages equity in education and enhances the chances that the guide will benefit learners of all ages in Ecuador with regard to developing their listening and speaking capabilities.

Pedagogical and Instructional Criteria

The tactics in the handbook must be developmentally suitable for preschool learners. They must be engaging and participatory, with techniques such as Total Physical Response (TPR), storytelling, singing, and play-based learning. The guide must also be aligned with communicative language education methods for improved listening and speaking abilities. The guide must offer clear instructions, adaptive lesson plans, and practical exercises that teachers can use regardless of their prior experience with English language instruction.

Accessibility and Adaptability Conditions





The guide must be designed to be simple and intuitive, ensuring that teachers with varying levels of knowledge and experience in English language education can easily understand and implement its strategies. This requires less reliance on English, providing adequate instruction with accompanying visuals or examples, and explanations to assist those who are instructions in English. Moreover, the guide needs to be applicable to the different preschool contexts all over Ecuador, considering the public/private dichotomy, difference in class sizes, and the wide range of resources available.

It should provide comprehensive teaching guides that can be tailored for large or small groups and activities that require little materials. The suggestions and activities in the guide should not make use of expensive resources and sophisticated technology because many other schools, especially those in rural and underserved areas, do not have these tools. The guide should instead provide practical ideas framed within the context of being inexpensive, easily created, and constructed from materials that are often overlooked or sometimes completely missing.

Focusing on accessibility and adaptability ensures that all preschool teachers, regardless of their position or available resources, are capable of providing English language instruction. This method facilitates equity within education and ensures that the guide has the best opportunity to impact young learners' listening and speaking skills throughout Ecuador.

Implementation and Evaluation Criteria

The guide's usability must be assessed in conjunction with a focus group of preschool instructors to evaluate its practicality and overall efficacy in a real classroom environment. This phase allows educators to implement the guide's techniques and activities while concurrently assessing its strengths and any weaknesses.

The assessment must be carried out via interviews and classroom observations with the chosen educators, addressing their concerns regarding the guide's relevance, applicability, and levels of student participation. The input requires meticulous analysis to identify flaws that must be resolved, including determining any modifications to the guide prior to dissemination.





The assessment of the proposal's efficacy will concentrate on teacher preparation, classroom engagement, and the enhancement of preschoolers' listening and speaking skills. The guide should equip educators with comprehensive tactics that bolster their confidence and proficiency in delivering English teaching. It would enhance classroom engagement through teacher-designed activities pertinent to young learners.

The guide's efficacy will be evident in the deficiencies observed in the preschoolers' advancement in the listening and speaking abilities assessed by formative evaluation and performance metrics. Integrating these outcomes and teacher recommendations would enhance the Ecuadorian preschool education system, resulting in a more refined and effective guide as a comprehensive educational instrument.

The usefulness of the Pedagogical Guide Analysis

The following questions helped the authors analyze the usefulness of the Pedagogical Guide

1. How well do you understand the strategies and techniques presented in the pedagogical guide?

During the interview, respondents showcased high levels of knowledge which suggests that they understood the materials. However, a fraction of them seemed to understand less than expected. This feedback suggests that while the guide is well-designed and logical, there are parts that may require more explanation or assistance. The responses also shed light on the fact that rather than assuming that the users understand the material in its entirety, there should be mechanisms in place that facilitate users to actively interact with the material.

2. How effective do you think the proposed pedagogical guide will be in improving the English language teaching strategies used by preschool teachers in Ecuador?

The received comments regarding the suggested pedagogical guide outline show that, in general, feedback is quite positive, with most of the





respondents considering it to be highly useful in improving the English language teaching strategies for preschool teachers in Ecuador. This shows the guide's attempts to cater to some of the important pedagogical gaps as well as provide substantial instructional assistance. Nonetheless, some respondents viewed it as somewhat effective, which indicates that some aspects of it require improvement or modification in order to fully serve teachers' expectations and actual conditions in the classroom. These diverse responses underline the strengths of the given effort and the gaps that further development will need to focus on.

3. In your opinion, which didactic strategies or techniques in the guide are most relevant for the specific challenges faced by Ecuadorian preschool English teachers?

During the interviews, participants identified visual aids and interactive activities as the most pertinent pedagogical tools to address the specific challenges of English preschool education in Ecuador. These elements are indeed in the guide; however, respondents suggested that their usefulness may still be enhanced. They also emphasized storytelling and role-playing, which were assigned minimal priority for revision. A significant area identified for enhancement was the integration of local culture and context, which the majority of participants believed would increase the guide's utility. This indicates a necessity to modify pedagogical approaches in Ecuadorian schools to fulfill cultural inclusivity and educational standards, hence enhancing engagement and improving learning outcomes.

Do you think the guide provides clear, practical, and actionable steps that teachers can easily implement in their classrooms?

The feedback received from the interviews suggests that most of the respondents were satisfied with the information provided in the guide and appreciated its practicality as well as its ease of implementation in the classroom. This suggests that the guide is written in a manner that helps teachers to take specific actions that address their instructional responsibilities. Nevertheless, a few respondents expressed the opinion that although the guide is lucid in most





parts, some portions of it are ambiguous and lack adequate explanation. Furthermore, a few respondents perceived the guide as being of minimal assistance, which indicates that some parts of the guide fell below the expected threshold of usefulness or relevance to their practice. These comments point to the value of the guide and at the same time, suggest underlying issues that should be resolved in order to improve its comprehensiveness in usefulness selection criteria for different users.

4. How well does the guide address the diverse learning needs and language abilities of preschool students in Ecuador? Are there any areas that need further attention?

The responses regarding the guide's effectiveness in coping with the multifaceted learning requirements and language skills of preschool children in Ecuador are inconclusive. Several respondents think that the guide meets those needs, but only some consider it as being addressed in detail, which implies that it is useful but not extraordinary. Some others argue that it serves its purpose, especially in matters of inclusiveness, language support, and differentiated instruction. This dichotomy of views shows that while the guide is functional, there are gaps that can be addressed more proactively, especially within the context of the country's complex linguistic and cultural setting. To improve its accuracy, additional investigations—such as interviews or focus groups—could pinpoint, for example, bilingual education, relevant instructional materials, or teacher education content that needs improvement.

5. What additional resources or support, if any, do you think would be necessary to ensure the successful application of the strategies and techniques presented in the guide?

The interviewees stressed the importance of further resources and help for successfully applying the strategies and techniques discussed in the guide. Many highlighted the need for more classroom resources and activities so that the guide's content can be adapted to various learning modes. Others pointed out the importance of employing professional development workshops to prepare educators to utilize the guide more efficiently. Others felt that online resources





and tutorials would allow teachers to access assistance more flexibly. This illustrates that, to facilitate the effective application of the guide, there is a need for a balance between active materials, training, and digital tools so pre-school students' diverse requirements will be effectively addressed.

Forms of Application, Implementation, and Evaluation

Interview Analysis for Preschooler Teachers

The academic qualifications of different teachers offer a diverse array of teaching experiences. Some specialize in teaching English and early childhood education, and some get their degrees in educational communication or even ecotourism. Regardless, these teachers still seem to share an interest in improving their students' English teaching skills. Many teachers pursue additional training, often acquiring international certificates and taking specialized courses to improve their language teaching skills.

Educators undergoing professional training in English teaching usually exhibit a deeper understanding of methods that work for teaching second languages. In comparison, people who come from non-educational or non-language backgrounds tend to need more training and help. This difference shows that trained teachers in pedagogy and language acquisition are needed to address classroom challenges and improve teaching.

Teachers' work experience ranges significantly from over a decade to just a year. This experience, or lack thereof, results in different teaching styles and approaches. More experienced teachers seem to have a better ability to devise new and innovative teaching strategies that target the different needs of children.

Teachers with over five years of experience demonstrate a high level of independence and creativity in preparing lessons and extending activities aimed at improving learning outcomes. Constructivist methods are highly recommended for the exploration and engagement of young learners. Untrained teachers stick to the books. They are looking for pedagogy training courses. Experience shapes people's classroom confidence and flexibility.

The interviews reveal a range of games and other participative methods used by the teachers. Many teachers noted that using games, singing, and working





with different senses helps to gain children's attention and participation. There are common organized sets like introductory tasks, main tasks, and reflection or feedback sessions that are used to add order and discipline into the lessons.

Multisensory techniques are extremely important for enhancing learning. Teachers focus on the use of different senses by using gestures, pictures, sounds, and other media like music and movies. This approach strengthens the language and concept being taught. Lessons and routines are seen very important to grab and maintain the interest of children and aid them in language learning. Predictable activities are easier to integrate in practice and establish a calm atmosphere which increases concentration and memory.

Total Physical Response (TPR) is an example of an approach that combines teaching language with elements of dance. This one is very practical for preschoolers as they tend to better understand and remember what they have learned. These methods concentrate on the importance of active and playful learning processes, which are well supported by the theories of constructionism and play-based education.

Challenges and Barriers

Instructor issues such as limited resources, student participation, and classroom group development are brought up in the dialogues. It is observed that the size of a class is a major obstacle because students in larger courts are not able to receive individualized attention. The lack of resources is an unending problem. Many teachers point out that there is a need for more didactic materials, such as Bruner's Theory of Instruction, which more fully meets the teaching requirements of children. Books, technological equipment, and other materials for learning, such as flashcards, are essential resources.

It is a significant challenge to manage diversity within a class. Teachers face the difficulty of trying to meet students with varying degrees of development, leading to some needing special teaching methods for them. Classes of this nature worsen this problem. Big groups limit the teachers' ability to give adequate individual attention, which is important in preschool because it significantly alters the learning experience. This discussion stresses the need for more support from



the institution, including the allocation of resources and training to aid the teachers in coping with these problems.

Assessment

Teachers assess portfolios and informal observations. Assessment seems to be mainly done through games and other pleasant ways for kids to show off their talents. Game-based assessment is passive learning observation used to improve systematic student observation by accomplishing specified targets with young learners. Educational professionals recommend game-driven evaluations and passive observation for student learning. Instructors can use these methods to test vocabulary, pronunciation, comprehension, and other age-sensitive difficulties.

Many teachers encourage student portfolios as useful tools to determine learners' progress. Portfolios are collections of work, reflective work, and evidence of learning to show how each child has developed. These forms of assessment are useful for preschoolers because they are still too young for formal testing. Instead of focusing on the preschoolers, their approach to learning assessment is child-centered and appropriate.

Didactic Resources

Many teachers claim that they make their own materials to satisfy their students' requirements. Considering they can modify materials to suit the children's level, experienced instructors frequently use this technique. Customized materials are much more adaptable when it comes to serving various educational goals and keeping students engaged.

On the other hand, some teachers depend heavily on materials that are provided by publishers or other educational organizations. These materials are helpful and save time, but they may not allow for the customization of the teaching process for each learner. Teachers who create their educational materials are usually better at meeting the individual needs of their students. This statement makes it possible to train teachers on how to create instructional materials, which could be beneficial in improving students' performance and changing how they are taught.



Parental Involvement

In the case of these respondents, parents' involvement varies. Some teachers, while talking about these issues, say that parents are critical to maintaining what learners get in school. They see the successes of children's education and development in general as the outcome of parenting. On the contrary, some teachers mention the absence of parental involvement as a serious challenge. This absence might decrease the chances of learning outside the classroom and the academic development of children.

In this case, developing and enhancing the working relations between teachers and parents is necessary. It will be appropriate to show parents the need to be actively involved in the education process to encourage children to learn. The degree of parental participation in their children's schooling differs across the respondents. Some teachers emphasize the importance of what kids are taught in school by parents, saying that, almost without exception, home reinforcement is needed for every child to develop and do well in school.

Professional Development

Several educators point to the need for more training in teaching English to preschool children and developing didactic materials. This is regarded as important for improving the quality of instruction because many also feel that they require more training on the topics of neuro-education, educational technology, and teaching children with disabilities. Some of them would also want more training on playful pedagogy, and how to manipulate technology to enhance engagement and make language learning more effective.

In addition to these comments, teachers recommend that a pedagogical guide for preschool English teaching should be developed based on standards to facilitate their work. The guide provides playful methods, developmentally appropriate activities, and sample-adapted instructional materials. Most importantly, they stress that the guide needs to be flexible and consider the children's social and cultural realities to reach different learning objectives.

Beneficiaries





This guide is intended for preschool teachers, with clearly defined processes, new pedagogical strategies, and practical lesson plans that enhance their teaching efficacy. Through active learning, play-based education, and behavior modification strategies outlined in the guide, educators can cultivate stimulating and suitable environments for the child's development.

This paper will assist educators without professional training in early childhood education and English language instruction through its research-based methodologies centered on young learners. By adhering to the guide's methodology, educators can transform their instructional practices, foster increased active engagement among learners, improve educational outcomes, and therefore, build their self-esteem and self-efficacy inside the classroom.

Conclusion of the Analysis

Mixed-methodological investigation revealed numerous important features of preschool instructors' English teaching experiences and opinions. Many emphasize professional development through play, individualized learning, and material creation. Unfortunately, teachers report that there are still resource shortages, making it impossible to give personalized and engaging courses. Despite these limits, respondents agree that preschoolers learn language through entertaining activities, including games, music, and sensory exercises.

Although the parent's role is vital for reinforcing learning, educators find it challenging to regularly include parents in overcoming this barrier. There is agreement that informal observation and game-based assessment methods are suitable for monitoring children's growth. Numerous educators needed a thorough English pedagogy delineating approaches, resources, and systematic processes to improve preschool English language instruction.

The implementation of the Pedagogical Guide for Teachers to Enhance Didactic Strategies and Techniques represents a pivotal step toward strengthening English education in Ecuadorian preschools. By providing actionable techniques,





culturally relevant examples, and adaptable resources, this guide empowers teachers to overcome challenges and deliver high-quality, engaging instruction.

The guide also contributes to the broader goal of elevating early childhood education in Ecuador, recognizing that strong foundational language skills are crucial for students' future academic and personal growth. It underscores the importance of continuous teacher development, collaboration, and innovation in adapting to the evolving needs of preschool learners.

Ultimately, the guide serves as a vital tool for fostering both teacher and student success, paving the way for a more dynamic, inclusive, and effective approach to preschool English education in Ecuador.





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Appendix G Document to Validate the Measurement Instruments through Experts' Judgement

**INSTRUMENTS CONTENT VALIDATION DOSSIER
THROUGH EXPERTS' JUDGEMENTS**



La Universidad para todos





ANNEXES

Annex 1 Interview 1

Objective: To enhance the effectiveness of teaching English to preschoolers by identifying and addressing key challenges, improving classroom routines, adapting educational materials, and acquiring necessary support and resources.

Interviewers: Joselyn Carolina Chora Sánchez and Leonardo Alexander Condoy Panchi.

INTERVIEW

Section 1: Background Information

1. Can you tell me about your academic background and your teaching experience in early childhood education?
2. How long have you been teaching English to preschoolers?
3. What is your current level of English proficiency? (Beginner, Intermediate, Advanced)

Section 2: Teaching Strategies and Challenges

4. How do you currently structure your English lessons for preschoolers? Can you describe your typical classroom routine?
5. What teaching strategies do you find most effective when working with preschoolers learning English?
6. What are the biggest challenges you face when teaching English to preschoolers (e.g., student engagement, language barriers, lack of resources)?
7. How do you assess whether your students are progressing in their English language skills? Do you use any specific methods to track their progress?
8. Do you encounter any difficulties when trying to explain concepts or instructions in English to your students? How do you manage these challenges?





Section 3: Adaptation of Educational Materials

9. How do you adapt teaching materials to suit the language needs and comprehension levels of preschoolers?
10. Do you create your own materials or use pre-existing resources? What types of materials do you find most effective (e.g., books, flashcards, digital tools)?
11. In your opinion, are the materials you currently use engaging for preschoolers? Why or why not?
12. Do you face any limitations when it comes to accessing or creating appropriate English teaching materials for preschoolers?

Section 4: Support and Resources

13. What kind of support do you currently receive from your institution in terms of teaching English (e.g., training, materials, classroom resources)?
14. What additional resources or support do you feel would improve your ability to teach English to preschoolers effectively?
15. Do you collaborate with other teachers to share strategies or materials for teaching English? If yes, how often and in what ways?
16. What role does parental involvement play in supporting your English lessons? Do you feel parents are engaged in the learning process?

Section 5: Professional Development

17. Have you received any specialized training or professional development focused on teaching English to preschool-aged children? If yes, could you elaborate on the content and its impact on your teaching?
18. Are there specific areas where you feel you would benefit from further professional development to enhance your teaching of English to preschoolers?





19. Do you think a standardized pedagogical guide would help you in teaching English more effectively? If so, what key components should this guide include?

Section 6: Final Thoughts

20. If you could change one thing about how English is taught to preschoolers, what would it be and why?
21. What do you think is the most important factor in successfully teaching English to preschoolers?
22. Do you have any other suggestions or insights that could be useful for creating a pedagogical guide for preschool English teachers?

Thank you for your time and valuable insights. Your feedback will be instrumental in developing a pedagogical guide that aims to improve English language education for preschool students in Ecuador.





Annex 2 Interview: Evaluate the effectiveness

Objective: To evaluate the effectiveness, clarity, and practicality of the pedagogical guide in enhancing English language teaching strategies for preschool teachers in Ecuador.

Interviewers: Joselyn Carolina Chora Sánchez and Leonardo Alexander Condoy Panchi.

INTERVIEW

1. How well do you feel you understand the strategies and techniques presented in the pedagogical guide?
2. How effective do you think the proposed pedagogical guide will be in improving the English language teaching strategies used by preschool teachers in Ecuador?
3. In your opinion, which didactic strategies or techniques in the guide are most relevant for the specific challenges faced by Ecuadorian preschool English teachers?
4. Do you think the guide provides clear, practical, and actionable steps that teachers can easily implement in their classrooms?
5. How well do you believe the guide addresses the diverse learning needs and language abilities of preschool students in Ecuador? Are there any areas that need further attention?
6. What additional resources or support, if any, do you think would be necessary to ensure the successful application of the strategies and techniques presented in the guide?





Annex 3 Evaluations of class observations

CLASS OBSERVATION FORM				
INFORMATION				
Institution name:			Date:	
Teacher:			Subject:	
Start time:	Time of termination:		View no. 1	Grade:
Objective: To systematically observe and analyze the teaching techniques and strategies employed by a preschool English teacher				
Instructions: Mark with an (x) the criteria of evaluation according to the observation				
Dimension: Consistency of Teaching Methods	Satisfactory	Needs Improvement	Insufficient	Observations
The teacher considers the pace and learning time of each student.				
Uses pedagogical material appropriate for students. Handles symbols and graphics.				
Uses learning resources: technological, concrete materials, audiovisual media, etc.				
Uses different forms of evaluation and assessment				
Implements learning activities congruent with expected learning				

CLASS OBSERVATION FORM				
INFORMATION				
Institution name:			Date:	
Teacher:			Subject:	
Start time:	Time of termination:		View no. 2	Grade:
Objective: To systematically observe and analyze the teaching techniques and strategies employed by a preschool English teacher				
Instructions: Mark with an (x) the criteria of evaluation according to the observation				
Conduct to be Observed	Criteria to Evaluate			
Dimension: Classroom Engagement	Satisfactory	Needs Improvement	Insufficient	Observations
Promotes student participation through a variety of strategies				
The teacher shows a good organization of the class with a harmonious development of the different instances and consideration of time.				
Rules and routines are clear in the classroom.				
Acceptance of different solutions to face a problem is promoted.				





CLASS OBSERVATION FORM				
INFORMATION				
Institution name:			Date:	
Teacher:			Subject:	
Start time:	Time of termination:		View no. 3	Grade:
Objective: To systematically observe and analyze the teaching techniques and strategies employed by a preschool English teacher				
Instructions: Mark with an (x) the criteria of evaluation according to the observation				
Dimension: Quality of Instruction	Satisfactory	Needs Improvement	Insufficient	Observations
Uses clear and understandable language according to the cognitive level of the students				
Develops active breaks according to the needs of the students in the classroom environment				
Proper time management according to different activities				

CLASS OBSERVATION FORM				
INFORMATION				
Institution name:			Date:	
Teacher:			Subject:	
Start time:	Time of termination:		View no. 4	Grade:
Objective: To systematically observe and analyze the teaching techniques and strategies employed by a preschool English teacher				
Instructions: Mark with an (x) the criteria of evaluation according to the observation				
Dimension: Teacher Confidence	Satisfactory	Needs Improvement	Insufficient	Observations
The teacher dominates the content to be taught				
The teacher moves around the classroom to facilitate personalized attention to the students.				
Reacts positively to an element that hinders the normal development of the class.				
Uses a voice volume appropriate to the group and the space in the classroom				





Annex 4 Pedagogical guide

PEDAGOGICAL GUIDE FOR TEACHERS TO ENHANCE DIDACTIC STRATEGIES AND TECHNIQUES

VISUAL AIDS

Visual aids play a vital role in preschool education in our classrooms, where young learners often benefit from engaging and interactive tools to build foundational skills in English. Recognizing the importance of making learning both fun and effective, visual resources help address the diverse learning styles of preschoolers while aligning with local classroom realities.

Visuals

Classroom Setup Diagram

Create a labeled diagram of an ideal preschool classroom, showing areas like the reading corner, play area, and activity tables.

Routine Chart

Design a colorful daily schedule with visuals for each part of the day (circle time, snack, outdoor play).

Behavior Management Posters

Include positive reinforcement charts (e.g., "Star of the Day") and visual reminders of classroom rules.

Worksheets

Tracing and Pre-Writing Skills

Worksheets with dotted lines for children to trace letters, shapes, and patterns.

Example: Simple "A is for Apple" tracing activity.

Counting and Number Recognition

Worksheet featuring objects to count and match with the correct numeral.

Example: "Count the animals and circle the number."

Coloring and Matching

Pictures for coloring based on themes (e.g., animals, seasons).

Example: "Match the animal to its habitat."





Cut-and-Paste Crafts

Simple templates for creating collages or assembling shapes into pictures.

EXAMPLE LESSON PLANS

1. Circle Time Activity

Theme: Animals

Objective: Introduce basic animal names and sounds.

Materials Needed: Plush animal toys, flashcards, and a picture book (e.g., Brown Bear, Brown Bear, What Do You See?).

Steps:

Begin with a hello song.

Show flashcards or toys, naming each animal and its sound.

Read the book aloud and encourage children to repeat animal sounds.

End with a group activity: “Which animal am I?” game.

2. Art and Craft Project

Theme: Seasons – Fall

Objective: Develop fine motor skills by creating a fall tree.

Materials Needed: Brown paper, red/yellow/orange tissue paper, glue, scissors.

Steps:

Help children cut a tree trunk and branches from brown paper.

Tear or cut tissue paper into small “leaves.”

Glue leaves onto the branches to create a colorful tree.

Discuss fall and why leaves change color.

3. Outdoor Movement Game

Theme: Shapes

Objective: Reinforce shape recognition through physical activity.

Materials Needed: Shape cutouts taped to the ground.

Steps:

Call out a shape and have children run to the corresponding cutout.

Add challenges like jumping to the shape or naming its color.

Conclude with a group review of shapes learned.





TIPS AND BEST PRACTICE

In Ecuador, where classrooms often have mixed abilities and limited resources, these strategies are practical and adaptable. By focusing on structure, engagement, and emotional support, teachers can create an inclusive environment that encourages learning and development while addressing the unique needs of preschoolers in the Ecuadorian context.

Tips for best classroom management

Establish Clear Routines and Signals

In Ecuadorian classrooms, routines can be reinforced using visual aids, clapping rhythms, or songs in English only. Predictable transitions help reduce anxiety and maintain focus, fostering a smooth flow of activities throughout the day.

Preschoolers thrive on predictability. Set routines for transitions and use clear visual or verbal cues to signal changes, like clapping rhythms or songs, which can help maintain focus and reduce disruptions

Organize the Physical Space

Creating well-defined zones, such as a reading corner, play area, and art station, supports both independence and focus. Using labeled bins with pictures encourages children to organize materials themselves, a practical approach in resource-limited Ecuadorian classrooms where shared materials are common.

Arrange the classroom into well-defined zones (e.g., reading corner, play area) with labeled bins and pictures to help students understand boundaries and maintain organization independently.

Positive Reinforcement and Behavior Management

Recognizing and rewarding good behavior encourages a cooperative classroom environment. For example, "Star of the Day" charts or small rewards can motivate





children. Teachers in Ecuador should address misbehavior calmly and individually, avoiding punitive actions that affect the entire group, which can undermine trust.

Use praise and rewards to encourage desired behaviors. Address disruptions calmly, reinforcing rules consistently. Avoid generalizing or punishing the entire class for individual behaviors.

Incorporate Movement and Interaction

Young children learn best when physically active. Activities like Total Physical Response (TPR), where language learning is paired with gestures and movement, are particularly effective in teaching English vocabulary. This approach aligns well with Ecuadorian preschoolers' energy and need for dynamic, hands-on experiences.

Young children need opportunities for movement. Incorporate activities like Total Physical Response (TPR) to engage them in learning through actions and gestures.

Engage and Motivate

Lessons infused with music, storytelling, and games captivate children's attention and make learning enjoyable. For instance, using traditional Ecuadorian folktales alongside English stories can connect cultural relevance with language learning, keeping students engaged and motivated.

Make lessons exciting by incorporating songs, games, and storytelling. This keeps students enthusiastic about learning and fosters active participation.

Foster Emotional Expression

Preschoolers' classrooms can include quiet zones where children can calm down or express themselves through art. Supporting emotional growth helps children manage feelings and contributes to a harmonious classroom environment.

Provide tools for children to express emotions, such as through art or a designated quiet space. Helping children manage their emotions contributes to a positive





classroom atmosphere.

Build Relationships and Involvement

Developing strong connections with each child fosters trust and respect. Involving children in setting classroom rules promotes ownership and cooperation. For example, teachers can guide students in creating a visual "Classroom Rules" poster, encouraging participation and understanding.

Get to know each child personally and involve them in setting class rules. This creates a sense of ownership and mutual respect.

TIPS FOR BEST PLANNING STRATEGIES

Effective classroom management is essential for creating a positive and productive learning environment in Ecuadorian preschools, where young learners are at a critical stage of cognitive, emotional, and social development.

Set Clear Learning Goals

Define age-appropriate objectives for language development, such as recognizing basic English vocabulary (e.g., colors, animals) or responding to simple commands. Goals should align with the developmental milestones of preschoolers and Ecuador's early education standards.

Incorporate Repetition and Routine

Use songs, chants, and predictable routines to reinforce language structures and vocabulary. Repetition helps young learners internalize new content effectively. Young learners thrive on repetition. Using songs, chants, and predictable routines not only reinforces vocabulary and structures but also provides a sense of stability. For example, starting each day with a greeting song can make transitions smoother and enhance language retention.

Plan for Multisensory Engagement

Design activities that stimulate multiple senses to cater to diverse learning styles.





For instance, storytelling with puppets, singing songs with actions, and interactive games like matching shapes or counting objects combine visual, auditory, and kinesthetic elements, which are particularly effective for preschoolers.

Include Cultural Relevance

Incorporate stories, visuals, and activities that reflect the diverse cultural backgrounds of students. This fosters engagement and helps connect new language to familiar contexts. Integrate elements of Ecuadorian culture, such as traditional folktales, songs, or festivals, into your lessons. This approach not only fosters engagement but also connects English learning to familiar contexts, making it easier for children to grasp new concepts.

Use Visual Supports

Plan lessons with ample visual aids, such as flashcards, props, and posters. Visual supports help young learners associate English words with tangible items or concepts, improving comprehension and retention.

Prepare for Flexibility

Preschoolers have short attention spans, so it's essential to anticipate varying energy levels and adjust activities accordingly. Include backup activities, transition games, or calming exercises to maintain engagement and manage unexpected challenges.

Integrate Play-Based Learning

Develop activities that focus on play, such as role-playing or building with blocks, while embedding language learning into these activities. Incorporate play into your lesson plans to make learning enjoyable and natural. Role-playing scenarios (e.g., "shopping at a market") or constructing with blocks while practicing vocabulary embeds language development into fun, interactive experiences.

Engage Families in the Process

Provide simple resources or activities, like take-home worksheets or family-friendly games, to encourage parents to reinforce learning at home. Building this collaboration strengthens language acquisition and fosters a supportive learning environment.





In Ecuadorian preschool education, where diverse linguistic and cultural backgrounds shape how children engage with learning, these assessment strategies are especially important. Teachers should focus on fostering a positive, encouraging environment where every child's unique progress is celebrated. This approach helps ensure that assessment is a tool for growth, rather than a stressful or discouraging experience.

TIPS FOR EFFECTIVE ASSESSMENT

Assessment in Ecuadorian preschool classrooms should be a tool for understanding each child's developmental progress rather than a means of measuring perfection. The focus should be on the unique growth of each student, especially in a diverse classroom setting.

Focus on Progress, Not Perfection

Celebrate each child's individual growth instead of comparing them to their peers. In Ecuadorian classrooms, where students may come from varying socioeconomic backgrounds, this approach helps nurture confidence and motivation. For example, if a child begins to recognize new vocabulary words in English, this progress should be acknowledged, even if they aren't yet fluent.

Make It Fun

Assessment should be integrated into play-based activities rather than formal testing. For example, during circle time, a teacher might use a "memory game" with flashcards to assess children's vocabulary knowledge in a fun, relaxed manner. This not only evaluates learning but also ensures the child enjoys the process.

Adapt to Each Child

Recognize that every child learns differently and may require different methods of assessment. For example, some preschoolers may respond better to visual prompts, while others may need hands-on activities. A child might demonstrate their understanding of shapes through building blocks, while another might do so through a drawing activity. Adapting to these needs ensures a more accurate assessment of each child's abilities.





Be Patient

Development takes time, and some children may take longer to grasp certain skills. In Ecuador, where resources can be limited, it's essential to be patient and celebrate incremental successes. For example, if a child is learning to write their name in English, it's important to celebrate their progress (even if they only manage to write a few letters) rather than focusing on the final goal of perfect handwriting.

In Ecuadorian preschool education, where diverse linguistic and cultural backgrounds shape how children engage with learning, these assessment strategies are especially important. Teachers should focus on fostering a positive, encouraging environment where every child's unique progress is celebrated. This approach helps ensure that assessment is a tool for growth, rather than a stressful or discouraging experience.

FAQS OR TROUBLESHOOTING

Supporting dual-language learners (DLLs) in Ecuadorian preschools requires an inclusive and adaptable approach that bridges both the children's first language (Spanish or indigenous languages) and English.

How can I support dual-language learners?

Use visuals, gestures, and concrete objects to make meaning clear.

Encourage the use of students' first language while gradually introducing English. This helps build confidence and comprehension skills.

Create a language-rich environment with books, labels, and interactive storytelling activities.

Dual-language learners benefit from visuals, gestures, and tangible objects to help clarify meaning. For example, when teaching animals in English, a teacher can show flashcards of animals while mimicking their sounds or using stuffed animals. This approach reinforces vocabulary while making the lesson more concrete and engaging.

What should I do if students are unresponsive?





Engage them with games and songs to make learning interactive and enjoyable.
Break down instructions into small, manageable steps, repeating and demonstrating as needed.

Develop trust and connections with students to reduce anxiety.

To build confidence and comprehension, encourage children to use their first language (e.g., Spanish or Kichwa) when necessary while gradually introducing English. If a child is hesitant to speak in English, teachers can say, "It's okay to use Spanish first, then we will try it in English together." This gradual approach supports the child's sense of security and encourages language development without pressure.

How do I handle behavioral challenges in class?

Use positive reinforcement to encourage desired behaviors.

Establish clear, consistent routines to provide structure and security.

Provide calm-down spaces and activities to help manage energy levels or emotions.

Use Positive Reinforcement

Positive reinforcement encourages desired behaviors. A teacher might use a "Star of the Day" system, where children receive stars for following classroom rules or speaking English, creating a sense of accomplishment. In Ecuadorian classrooms, reinforcing cultural values of respect and community can also be incorporated.

Establish Clear, Consistent Routines

Clear routines provide structure and security, which is especially important for DLLs. A visual daily schedule with pictures (such as a sun for morning time, a snack icon for break time) helps children anticipate what comes next and fosters a sense of stability.

Provide Calm-Down Spaces

Designating a quiet area with calming visuals, soft pillows, or stress-relief toys allows students to manage their emotions and energy levels. This space is





particularly helpful for DLLs, who may feel overwhelmed by language challenges, giving them a safe place to regroup.

What if students struggle with attention spans?

Plan short, engaging activities that alternate between active and calm tasks.

Use physical movement, such as Total Physical Response (TPR), to help students learn through action.

Incorporate frequent breaks and transitions to maintain focus.

Plan Short, Engaging Activities

Preschoolers, especially dual-language learners, have shorter attention spans. Activities like "Simon Says" (with motions and simple vocabulary) or a "Find the Color" game help children stay focused by alternating between physical movement and calmer tasks.

Use Physical Movement (Total Physical Response)

Incorporating Total Physical Response (TPR) techniques makes learning more dynamic. For example, when teaching body parts in English, the teacher can say, "Touch your head!" while demonstrating the action. Children are more likely to remember vocabulary when paired with movement.

Incorporate Frequent Breaks and Transitions

Taking short breaks, such as a 2-minute stretching or dancing session, allows children to reset and refocus. In Ecuadorian classrooms, where children may come from different communities, varying the pace with transitions also prevents fatigue and maintains engagement.

How can I measure progress?

Use simple assessments like observation, art projects, or verbal storytelling.

Keep records of vocabulary learned, participation in activities, and improvements in listening and speaking.

Use Simple Assessments Like Observation, Art Projects, or Verbal





Storytelling

Observation is one of the most effective ways to assess language progress in young learners. For example, teachers can observe children as they play with blocks while incorporating English words like "big" and "small." Another assessment tool could be an art project where children describe their creations using simple English sentences.

Keep Records of Vocabulary Learned, Participation, and Improvements

Tracking progress can involve noting which vocabulary words children are able to use or understand. For example, a teacher might record a child's ability to identify colors in English or count to ten. Monitoring participation in songs, games, or storytelling helps gauge language comprehension and speaking skills.

In Ecuador, where many children may speak Spanish or an indigenous language as their first language, these strategies are particularly important for creating an inclusive, supportive learning environment. By integrating dual-language practices and recognizing the cultural diversity in the classroom, teachers can ensure that all students, regardless of their background, feel confident and engaged in their learning journey.

SUMMARY OR CONCLUSIÓN

Summary

The **Pedagogical Guide for Teachers to Enhance Didactic Strategies and Techniques** is a comprehensive resource designed to support preschool English teachers in Ecuador. Recognizing the unique challenges faced in Ecuadorian early education—such as limited access to resources, varying levels of teacher training, and diverse student needs—this guide offers practical, research-based strategies tailored to local contexts.

The guide is structured around key themes, including:





- **Teacher Training and Familiarity:** Empowering educators with innovative approaches to language teaching.
- **Interactive Methods:** Incorporating songs, games, stories, and visuals to engage young learners.
- **Cultural Relevance:** Designing lessons that align with Ecuadorian cultural values while introducing global perspectives.
- **Resource Optimization:** Making effective use of available materials, even in resource-constrained settings.

With a focus on improving teaching effectiveness, the guide aims to foster greater classroom engagement, consistency in instructional methods, and enhanced teacher confidence. By equipping educators with these tools, the guide addresses critical gaps in preschool English education and promotes a nurturing environment for early language acquisition.

