

The Role of English Teachers in Creating Learning Environments for Preschoolers

El papel de los profesores de inglés en la creación de entornos de aprendizaje para niños en edad preescolar

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Abstract

This study explores how learning environments can promote English oral interaction in early education settings, focusing on the context of preschool grades. Employing documentary analysis. Several case studies from different countries of America were examined alongside insights from theorists like Vygotsky (1978, 2007), Montessori (1949, 2013, 2021), Krashen (1998, 2019), and Reggio Emilia (2006,2019). Teaching practices and strategies were analyzed to address the research question: How can learning environments facilitate English oral interaction among preschoolers? Findings revealed the crucial role of teachers in creating supportive environments and the significance of tailored spaces and materials for language instruction. Strategies such as dialogue-based activities and language-rich environments were identified as effective in promoting oral interaction. However, limitations included the lack of specific language policies for preschool education in Colombia, and recommendations for future research advocates for empirical studies to validate teaching strategies and explore the impact of technology. Overall, the study underscores the importance of creating conducive learning environments to foster preschoolers' language acquisition and social development.

Keywords: Learning environment, English oral interaction, preschool-grade, teaching practices, language acquisition.

Resumen

Este estudio explora cómo los entornos de aprendizaje pueden promover la interacción oral en inglés en entornos de educación temprana, centrándose en el contexto del grado preescolar. Empleando análisis documental, se examinaron diversos estudios de casos

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de diferentes países de América, junto con aportes de teóricos como Vygotsky (1978, 2007), Montessori (1949, 2013, 2021), Krashen (1998, 2019), and Reggio Emilia (2006, 2019). Se analizaron prácticas y estrategias de enseñanza para abordar la pregunta de investigación: ¿Cómo pueden los entornos de aprendizaje facilitar la interacción oral en inglés entre los niños preescolares? Los hallazgos revelaron el papel crucial de los maestros en la creación de entornos de apoyo y la importancia de espacios y materiales adaptados para la instrucción de la lengua extranjera. Estrategias como actividades basadas en el diálogo y entornos ricos en lenguaje se identificaron como efectivas para promover la interacción oral. Sin embargo, las limitaciones incluyeron la falta de políticas lingüísticas específicas para la educación preescolar en Colombia y las recomendaciones para futuras investigaciones abogan por estudios empíricos para validar estrategias de enseñanza y explorar el impacto de la tecnología. En general, el estudio subraya la importancia de crear entornos de aprendizaje propicios para fomentar la adquisición del lenguaje y el desarrollo social entre los niños preescolares.

Palabras clave: ambiente de aprendizaje, interacción oral en inglés, grado preescolar, prácticas de enseñanza, adquisición de la lengua.

Introduction

The increasing cultural and linguistic diversity, coupled with the implementation of national language policies such as Colombia's National English Program 2015-2025 (MEN, 2014), highlights the urgent need to identify and implement effective teaching strategies tailored to the needs of young English language learners. These learners form the foundation of education in bilingual schools, aiming to instill bilingualism from kindergarten through playful, and immersive activities.

Most preschool children are also still developing foundational skills like reading and writing (Weadman et al. 2023). Therefore, they need a learning environment that allows them to achieve the target language through listening and speaking skills and different strategies to promote English learning, emphasizing the critical importance of creating learning environments conducive to oral language development (Tsai, 2023). That is why this documentary study focused on exploring learning environments to foster oral interaction among young learners from different parts of America and to bring to light different perspectives and tools to guide Colombian English teachers in preschool grades.

The role of learning environments and the practices employed within them become paramount in fostering oral interaction skills among preschool-aged students. Drawing on

insights from prominent theorists such as Vygotsky (1978, 2007), Montessori (1949, 2013, 2021), Krashen (1998, 2019), and Reggio Emilia (2006, 2019), this research addresses the following research problem: How can learning environments promote English oral interaction in preschool-grade settings? This overarching question guides exploring teaching practices, strategies, and environmental factors to facilitate language acquisition and social development among young English language learners in preschool settings. By deepening diverse perspectives and theoretical frameworks, this study aims to provide valuable insights into different approaches for promoting oral interaction skills in preschool educational contexts.

The increasing cultural and linguistic necessities and the implementation of linguistic policies such as the National English Program 2015-2025: Colombia very well, which sought to consolidate a state policy that would allow “to achieve transformation in the teaching and learning process of the English that Colombia requires” (MEN, 2014, p.5). Represent a growing necessity to identify and implement effective teaching strategies tailored to the needs of young English language learners, who are somewhat the basis of education in the initial English programs in bilingual schools, that seek to begin the process of bilingualism from kindergarten in a playful way in all day activities with a percentage between 60% and 80% of the school day in the target language (Álvarez Rojas, 2022).

However, preschool English teachers face important challenges considering the fact that English teachers are usually focused more on topics, whereas preschool teachers emphasize both contents and the development of dimensions that allow them to demonstrate their preoperational stage by providing different ways to learn (León et al. 2023). Furthermore, language policies in Colombia have not yet contemplated education, such as Guía N° 22 (2015), which establishes the standards for teaching English from first grade, making it difficult to determine what to teach and how to teach to preschoolers.

Besides, most preschool children have not yet developed skills such as writing and reading. Therefore, they need a learning environment that allows them to achieve the target language through listening and speaking skills and different strategies to promote English learning. That is why the learning environment and its practices are important in promoting oral interaction skills among preschool-aged students.

The research problem outlined above presents factors that contribute to the significance of addressing this issue. The importance of linguistic policies, and the lack of them in preschool context: “Colombia does not have a curriculum or learning standards for pre-primary children, and the decision on what basic competencies should be nurtured, how

and to what level is taken by service providers and staff.” (OECD,2016,p. 90). These policies aim to transform the teaching and learning process of English to meet the linguistic necessities of the population. There is also a clear need to ensure that preschool English teachers are provided with strategies and elements that allow them to promote a learning environment that facilitates oral interaction in preschool-grade.

The OECD (2016) pointed out that "Colombia is unusual compared to OECD countries in not having an early years curriculum on learning standards" (p.97). Not considering formal preschool education within language policies highlights the need to research and explore methodologies, specifically in creating learning environments that promote oral interaction in preschool scenarios, as young learners have not developed skills like reading and writing. Furthermore, bilingual educational schools in Colombia often tend to integrate English learning into various aspects of the curriculum, with a significant portion of the school day conducted in the foreign language (Corrales & Poole, 2023). This underscores the importance of designing learning environments that facilitate immersive language by oral interaction experiences among preschool students.

Therefore, this research proposal addresses the overarching question: How do learning environments facilitate English oral interaction in preschool grades? With this in mind, the general objective is to recognize the use of learning environments in fostering English oral interaction in preschool grades. To achieve this, specific objectives have been outlined. Firstly, to document the various teaching practices employed within learning environments for English oral interaction in preschool settings. Secondly, to identify the specific teaching strategies utilized within these environments to encourage oral interaction among preschool students. Through these objectives, the proposal aims to offer insights into the role of teachers in creating learning environments for promoting English oral skills among preschool-aged children.

Literature review

To carry out this theoretical framework, different case studies from the last four years in the American continent were selected to be analyzed from the perspectives of learning environments, practices, and oral interaction strategies and applications to promote it. Furthermore, four authors, Vygotsky (1978, 2007), Montessori (1949, 2013, 2021) , Krashen (1998, 2019), and Reggio Emilia (2006, 2019), supported English teachers' perspectives and

experiences and explored and documented how these practices and strategies have been applied in educational settings.

Perspectives on Learning Environments in Preschool Classroom: Contrasts Across North, Central, and South America.

In Educational settings, teachers play a role in fostering student interaction and promoting integral development. Exploring learning environment perspectives from North America, it becomes evident that educational institutions prioritize creating dynamic and inclusive learning spaces that foster academic skills and social and emotional development among students. That is why Custode et al. (2023) pointed out in their research “Preschool Language Environments and Social Interactions in an Early Intervention Classroom: A Pilot Study” that the role of the teacher is really important in the creation of the learning environment because they can establish the rules for social interaction, they can manage challenging or negative interaction among children, and they can provide the input needed to make the students feel comfortable interacting with teachers and peers for learning.

Indeed, the role of the teacher in managing social interaction is crucial since teachers can provide the environment with elements that result in safety, inclusiveness, and comfort for preschoolers. It determines whether the learning environment allows students to interact or not. Vygotsky (1978) argued that interactions among children within their social/cultural environments promote their cognitive growth. In his perception, shared experiences between children and others who were more knowledgeable, for instance, parents, teachers, and older peers stimulate cognitive growth. (Vygotsky as cited in Hall, 2007) reported that these socially guided experiences foster children in a deeper understanding of concepts, which are then internalized, training the child to encourage cognitive development .

In learning environments, not only does the curriculum matter but the spaces must also be appropriated and equipped with accurate materials for learning a second language. Examining learning environments from a Central American view highlights unique cultural and educational priorities that shape the design of educational spaces in this region. A case study conducted by López (2020), concludes that it is very important to begin teaching a second language at an early age, considering that it is not enough to include English in the curriculum, but the most important thing is to facilitate the ideal conditions to carry out the teaching process and English learning. The existence of its own space for teaching language would facilitate language instruction in the first instance so that the teacher is in a single

space. Likewise, a physical space allows the existence of teaching material in English. Although literacy is not promoted at this academic stage, individuals also receive visual stimulation, which is important. Lopez's findings underscore the critical role of tailored learning environments, emphasizing the need for accurate spaces and resources to facilitate preschool children's English language acquisition.

Teachers can better support the linguistic level by prioritizing optimal conditions for language learning. The Montessori method often describes “the prepared environment,” a thoughtfully arranged educational environment where each element serves a specific purpose and is organized with intention (Montessori Academy, n.d). Even the furniture is designed to be child-sized and proportionate to the needs of children, while learning materials are designed to be grasped by small hands. The environment is intentionally open and accessible, promoting a natural inclination towards learning, curiosity, stability, and the freedom to make choices, (Montessori as cited in Macià-Gual, & Domingo-Peñafiel, 2021) . Moreover, integrating various activities, including expressive arts, is also essential, as advocated in the Reggio Emilia approach (Theodotou & Aden, 2019), allowing children to express creativity and facilitating cognitive and artistic development (Valentine, 2006).

Teachers face the challenge of transforming traditional educational norms and spatial boundaries to empower children as active participants in their learning processes, as Grimberg and Echeverría (2021) discussed in the context of South America. This involves enabling children to engage in creative citizenship through heterotopic place-making in kindergarten, which reshapes conventional norms and spatial boundaries, thus emphasizing the importance of empowering children to create alternative realities in their learning environments. Despite being sometimes overlooked or misunderstood by adults, these practices are crucial in actively allowing children to shape their social world.

In Colombian learning environments, teachers play a pivotal role in creating positive learning atmospheres by managing student interactions, providing language support, and controlling classroom dynamics, as Quintero et al. (2021) highlighted. Strategies such as reinforcing self-confidence, encouraging learning from mistakes, and promoting healthy coexistence are crucial for successful learning. Educational policies must recognize and support children's creative citizenship, integrating these practices into mainstream educational settings. Additionally, creating supportive environments where children can explore and learn independently is essential, with play being highlighted as a crucial space for such activities, as emphasized by Gordon et al. (2014).

In conclusion, exploring learning environments across North, Central, and South American perspectives offers valuable perspectives about practices in preschool educational environments since those views consider aspects such as emotional facts, interaction with others, materials used to prepare the learning environment, and classroom management, among other practices. Despite cultural differences and barriers, each region presents unique challenges and opportunities to foster learning acquisition by preparing and managing the learning environment.

Understanding Oral Interaction in Preschool Education, Perceptions Across the Americas: Insights from North, Central, and South America.

In promoting oral interaction, the level of the teacher's language becomes absolutely important, and it significantly provides the input needed (Villabona & Cenoz, 2022). It impacts the quality of teacher-child interactions as evidenced by studies in North America showing that "children who received more teacher language input engaged in more positive teacher-child interactions than children who received less teacher input" (Custode et al. 2023, p.11). It may be that children with lower language abilities do not have the tools to communicate their wants and needs to teachers, resulting in conflict and negative interactions.

In Krashen's input hypothesis, which describes that language acquisition occurs through exposure to comprehensible input, (Krashen as cited in Patrick, 2019). He also emphasized the importance of providing students with meaningful and comprehensible input and argued that students learn better when exposed to a language that is understandable to them, which facilitates them in gradually acquiring language skills. Even though Krashen (1989) proposed ways to make the input comprehensible, such as "slower rate and clearer articulation, which helps acquirers to identify word boundaries more easily, and allows more processing time; more use of high-frequency vocabulary, less slang, fewer idioms; syntactic simplification, shorter sentences." (p.59). In agreement, it could be beneficial that teachers are trained to provide comprehensible input to promote effective oral interaction in the preschool classroom. Also, they must consider that recommendations by Krashen (1989) for making input comprehensible are valuable, but their applicability may vary depending on the educational context, needs, and necessities.

Engaging in oral interaction can also be a great challenge because it is necessary to plan activities that provide enough input so the learners can interact with each other using the foreign language. Studies from Central America argue that "specifically, the skill of

conversation, or producing basic vocabulary, sentences, and complex ideas, constitutes an extremely important skill to achieve effective communication and is also one of the most difficult to master for foreign language students.” (López, 2020, p. 4). Therefore, educators must design activities that prioritize the development of conversational proficiency vocabulary acquisition and recognize these as essential components of successful communication.

The strategies indicated in the above research are important to promote oral interaction in preschool English class: repetition, routines, association with images, body language, songs, and games. Nevertheless, the observation made it possible to identify difficulties in promoting oral interaction, one of them, being the most important, is the lack of training of teaching staff, specifically in language teaching. "The teachers indicate that the majority of training is aimed at linguistic improvement or, to the methodology but at the primary level, which differs from preschool because the teaching staff needs updating in activities to create an environment in which the student population is motivated to produce from an early age". (López, 2020, p. 11). The above clearly underscores the importance of designing activities to promote oral interaction. However, the lack of teacher training is identified as a significant challenge and marks a deeper necessity for improving teaching practices to promote oral interaction among preschoolers.

Oral interaction is vital for language acquisition, facilitating learners' fluency, comprehension, and confidence. Jaramillo (2021) identified challenges among students in speaking English in the Colombian context, proposing using board games and websites to enhance oral interaction skills by exploring identity, community, and problem-solving. Mackey (2013) noted that increased interaction correlates with improved second language development, necessitating English materials for practice. As Parra et al. (2023) demonstrated, integrating technology in preschool significantly advances English communication skills among preschoolers through educational digital games, fostering enthusiasm and active participation. This Game-Based Learning approach enhances teaching-learning processes across various educational contexts, promoting meaningful and motivating learning experiences. However, access to digital resources and devices requires consideration for effective implementation in educational contexts.

To sum up, promoting effective oral interaction in preschool classrooms, according to the different perspectives mentioned above, requires a multidisciplinary approach that considers the level of the teacher's language, the provision of comprehensible input, and the designing of engaging activities. Those students highlighted the significance of teacher

language input and training in fostering positive interactions among preschoolers. Strategies such as repetition, routines, songs, games, and integration of digital games showed the potential to enhance oral interaction skills among students. However, the training of teachers not only at a linguistic but also at a pedagogical level is key in the promotion of oral interaction in the preschool classroom and represents a challenge for educational services.

Methodology

This section introduces the methodology selected, supported by authors such as Ugwu and Eze (2023) and Ricoeur (2016), who analyzed the qualitative method (Fleming & Noyes 2021). and hermeneutic paradigm (Ricoeur, 2016; Dangal & Joshi, 2020) in research. The methodology also explains its appropriateness for achieving the research objectives in this research proposal.

The methodology selected is significant for achieving the objectives outlined in the theoretical framework for the following reasons:

The methodology allows for a systematic, interpretative, and comprehensive examination of learning environments in educational contexts, particularly focusing on their role in promoting oral interaction (Mezmir, 2020). By collecting data (Whitehead & Whitehead, 2020), this methodology enables the researcher to recognize practices and characteristics of learning environments that facilitate oral interaction in preschool students. Through detailed documentation (Ivanova et al. 2022) of teaching practices within learning environments, the methodology provides an understanding of the strategies employed to promote oral interaction and keep important aspects of the learning environment in preschool grades.

This methodology allows preschool English teachers and researchers to capture a wide range of instructional techniques, materials and approaches educators use in the preschool learning environment. Finally, the methodology facilitates the identification of specific teaching strategies aimed at promoting oral interaction among preschool students.

The method employed to carry out this proposal is based on a qualitative method (Maxwell, 2021); it emphasizes interpretation and understanding of the teaching practices in learning environments for promoting oral interaction in preschool settings. It is often used in social sciences and humanities because qualitative methods can “access the emotional information that influences how we make decisions. There is no right or wrong response

because it is an open-ended process, which makes gathering data much simpler” (Ugwu & Eze, 2023, p. 31). Qualitative methodology also involves a variety of data analyses (Lester et al. 2020), as applied in this research proposal for the interpretative case study.

The interpretative analysis (Nizza et al. 2021) was essentially included, seeking to understand the research problem, document pivotal cases and theories that supported it, and identify correlations between perceptions and practices in preschool learning environments to promote oral interactions in the American continent. The target population for this research proposal consists of English teachers from different American countries who documented their practices and presented a range of backgrounds and experiences in the learning environments for teaching English to preschool children.

This research proposal focuses on case study examination and interpretation (Priya, 2021) underscoring the importance of the experiences and perceptions of the participants. It was applied under the hermeneutic historical paradigm to determine how learning environments are used to promote English oral interaction in preschool grades. In this research proposal, the hermeneutic paradigm can be used to guide the research design and methodology (Nigar, 2020). This involves using qualitative methods such as literature review (Yadav, 2022) and documentary analysis to explore learning environments and practices applied within them and their correlation in promoting oral interaction in preschool grades. The hermeneutic paradigm allows individuals to comprehend and interpret the same experience or concepts differently. (Ricoeur, 2016). It focuses attention on the significance of understanding the subjective perspectives about learning environments in educational contexts from North, Central, and South America and how it facilitates oral interaction among preschoolers.

This research proposal involved collecting data at various points over a period of two months to obtain a comprehensive understanding of how the teaching practices in learning environments promote oral interaction in the preschool classroom. This likely implicated the analysis of the data collected over several weeks (Yildiz, 2020). The unit of analysis in this research proposal was primarily focused on individual cases, specifically preschool classrooms or educational settings where the English learning language is emphasized through oral interaction. A detailed examination of those cases was conducted through a chart made by Excel with specific characteristics and information that allowed the analysis of the data and aimed to understand patterns, practices, and strategies used in learning environments in preschool classrooms to promote oral interaction.

The sample was determined based on the research objectives and study design (Subedi, 2021). It ensured that the several case studies, from North America, Central America, South America and specifically from Colombia, conducted over the last four years and selected for carrying out this proposal were adequate to capture through the design of an Excel chart, in which the correlation of categories, the diversity in the perceptions about learning environments, teaching practices, and strategies used in preschool classrooms were possible while allowing the detailed analysis of the data collected.

A systematic procedure was used to analyze and interpret the information collected to obtain the necessary information to carry out this research proposal, which is why the instrument employed for that purpose was document analysis (Morgan, 2022). Furthermore, a search strategy was assumed by the researcher to find reliable information among different search engines, such as repositories in recognized universities, and databases, such as Google Scholar and other journals, to find accurate articles by the use of keywords related to the categories “learning environment” and “oral interaction” in preschool contexts.

The document analysis “applies to qualitative case studies-intensive studies producing rich descriptions of a single phenomenon, event, organization, or program” (Bowen, 2009, p.29). The document analysis allowed the possibility of collecting relevant information about situations, practices, and observations around the preschool learning environment and the strategies used to promote oral interaction among preschoolers.

An Excel chart was designed to select information from the different studies employed to correlate categories from this research proposal. This helped the organization and visualization of the data in a way that facilitated analysis and interpretation. The table design included essential columns that comprehended the case study information, such as year of publication, type of research, authors' names, country, relationship to the different categories, research method, research techniques, research analysis, and conclusions. This structure analysis aimed to systematize relevant information and facilitated subsequent data analysis and synthesis for the research proposal (Dashkovskaya, 2021).

Before selecting the data categories, the research question and objectives were proposed, which aided in identifying the relevant categories. This clarity on the research goals enabled the association of the pertinent categories for the research proposal (Lochmiller, 2021). Additionally, a list of potential categories (was compiled to eliminate no accurate or aligned categories. Nevertheless, during the data analysis phase, it was ensured that those chosen categories were appropriate and effective in responding to the objectives of

this study.

Category 1. Learning environment in preschool contexts. This category is connected with the specific objective 1.

Category 2. Oral interaction in preschool education. This category is correlated to the specific objective 2.

Data analysis

This information was analyzed in relation to the study's objectives, aiming to accomplish the specific objectives outlined in this research proposal. The analysis was structured around objectives to comprehensively understand how learning environments promote oral interaction in preschool education. Drawing upon the theoretical framework presented, it explores perspectives on the categories from the American countries.

The first objective focuses on documenting teaching practices in the learning environment used for English language instruction in preschool settings. Data from the selected case studies were examined to identify common teaching strategies and instructional techniques educators employ to teach preschool children. North America emphasized the importance of the role of the teacher in conducting learning environments, while Central American perspectives highlighted the significance of dedicated spaces and appropriated materials for language instruction. The analysis examined how these practices are reflected in the selected case studies, associating commonalities and variations in teaching methodologies employed by educators across different cultures and geographical contexts.

The second objective was to identify teaching strategies to promote oral interaction among preschool students in learning environments. Through the analysis of the selected case studies, emphasis is placed on recognizing practices that foster oral communication skills, such as dialogue-based activities, language-rich environments, and interactive learning approaches. It thoroughly examined the correlation between learning environment characteristics and the promotion of oral interaction in preschool education. Grimberg and Echeverría (2021) highlighted the role of teachers in creating inclusive learning atmospheres, while Jaramillo (2021) and Parra et al. (2023) emphasized the use of innovative approaches, such as board games and digital resources, to enhance oral interaction skills. In these insights, the analysis explored how different aspects of the learning environment, such as physical space, resources, and teacher-student interactions, influence oral language development among preschoolers.

Table 1. Information analysis.

N°	Research title	Author (s)	Type of Research	Publication year	Country	Relationship with learning environment category
1	Enseñanza del inglés a nivel preescolar en un contexto de educación pública.	López - Montoro, Rosberly	Journal Article	2020	Costa Rica	Although this research does not focus on learning environments, it does mention that providing an optimal environment for the acquisition of the second language through social interaction with peers and the empathy that it generates with the teacher is crucial for promoting a positive attitude towards the second language.

Note: this is an example of how the information was analyzed

To gather all the relevant information, this study employed both open and axial coding to identify the primary topics for further discussion in the research (Mohajan, & Mohajan, 2022). Through this analytical process, 25 open codes and 2 axial codes were established, leading to the formulation of two main topics. Below, the resulting chart is presented for review.

Table 2. Triangulation and data analysis

Main objective: To recognize the use of learning environments to promote English oral interaction in preschool grade.			
Specific objective	Open codes	Axial codes	Topics
To document the teaching practices in a learning environment that have been used to teach the English language in preschool grade.	<ul style="list-style-type: none"> ● Learning environments ● Social interaction ● Prepared environment ● Inclusive environment ● Preschool grade ● Interactive activities ● Teacher's role ● Engagement techniques ● Language immersion ● Accurate materials ● Giving instructions ● Citizens 	Teaching practices in preschool learning environments	The role of English teachers in creating learning environments for preschoolers.

<p>To identify teaching strategies used in learning environments to promote oral interaction in preschool students.</p>	<ul style="list-style-type: none"> ● Teaching strategies ● Language rich ● English oral interaction ● ELT challenges ● English Language training ● Body language ● Use of storytelling ● Songs ● Game based approach ● Language input ● Repetition ● Routines ● Images association 	<p>Teaching strategies to promote oral interaction among preschool students</p>	<p>Oral interaction in preschool classrooms: strategies and challenges.</p>
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This study integrates insights from the literature review to provide an understanding of how learning environments promote oral interaction in preschool education. By systematically examining teaching practices, strategies, and environmental factors across diverse educational contexts, the analysis clarified key factors contributing to effective language instruction in early childhood settings. The subsequent presentation of results will offer a detailed overview of findings contextualized within theoretical perspectives and implications for practice in preschool English language instruction.

Results

Teaching practices in preschool learning environments.

This section will explore the practices teachers use in language learning environments for educational preschool settings. These practices significantly shape the learning environment for language acquisition among preschool students. Common strategies employed by educators across different geographical contexts were examined, drawing insights from selected case studies from North, Central, and South America.

One prominent observation from North American case studies is the emphasis on the role of teachers in facilitating learning environments. Custode et al. (2023) underscored the importance of teachers in establishing social interaction norms, managing classroom dynamics, and providing necessary support for preschoolers to feel comfortable interacting with peers and teachers. This highlights the crucial role of educators in creating conducive environments that foster oral interaction.

In contrast, Central American perspectives emphasize the significance of dedicated spaces and appropriate materials for language instruction. López (2020) highlighted the importance of beginning language instruction early and creating physical spaces equipped with English teaching materials. This underscores the importance of prepared learning environments in promoting language acquisition among preschoolers, allowing them to access the necessary implements for their learning process.

South American perceptions shed light on the challenge of transforming traditional educational norms to empower children as active participants in their learning processes. As Grimberg and Echeverría (2021) discussed, Teachers face the task of reshaping spatial boundaries to facilitate creative citizenship among preschoolers. This highlights the evolving nature of learning environments and the need for educators to adapt practices to promote holistic development in early childhood education settings.

In conclusion, the observations from North, Central, and South American case studies highlight the diverse, interconnected nature of teaching practices in learning environments for English language instruction in preschool settings. Across these regions, educators play a crucial role in creating supportive and inclusive environments that foster oral interaction among young learners. From establishing social interaction norms to providing dedicated spaces and appropriate materials, teachers adapt their practices to support the linguistic needs of preschoolers. These findings highlight the importance of teacher involvement and the creation of tailored learning environments in promoting language acquisition in early childhood education.

Teaching strategies to promote oral interaction among preschool students

This section explored teachers' strategies to promote oral interaction in the preschool classroom. These strategies enhance young learners' language proficiency and communication skills. Those strategies were observed from the selected case studies educators across North, Central, and South America proposed.

Some important strategies observed across this case study are the use of dialogue-based activities such as repetition, routines, association with images, body language, songs, and games to facilitate oral interaction. Teachers often design activities that encourage conversation, vocabulary acquisition, and the expression of ideas. López (2020) emphasized the importance of conversation skills in effective communication and advocated for activities prioritizing conversational proficiency. This underscores the role of dialogue as a fundamental tool for promoting oral interaction in preschool education.

Another key strategy identified is the creation of language-rich environments within learning spaces. Teachers can immerse students in environments where English is used in every situation, fostering language exposure and engagement. Parra et al. (2023) demonstrated the effectiveness of integrating technology, such as educational digital games, to enhance English communication skills among preschoolers. This highlights the importance of using various resources to create dynamic and stimulating learning environments conducive to promoting oral interaction.

Furthermore, teachers employ interactive learning approaches to engage preschool students in language acquisition. These approaches often incorporate songs, games, and hands-on activities to facilitate active participation and communication. Jaramillo (2021) proposed using board games and interactive websites to enhance oral interaction skills among preschoolers, promoting meaningful and enjoyable learning experiences. This underscores the significance of interactive methodologies in fostering language development and oral proficiency in early childhood education settings.

In summary, exploring teaching strategies for promoting oral interaction among preschool students reveals the significance of dialogue-based activities, language-rich environments, and interactive learning approaches. Some teachers implement these strategies to create dynamic and engaging learning environments that stimulate language acquisition and communication skills among young learners. Teachers play a crucial role in facilitating oral interaction in preschool education through conversation-focused activities, immersive language environments, or interactive methodologies. These findings demonstrate the importance of employing diverse and innovative strategies to support the linguistic needs of preschoolers and promote effective language development in early childhood education settings.

Discussions

The role of English teachers in creating learning environments for preschoolers.

From North American perspectives, Custode et al. (2023) showed that the role of the teacher is really important in creating the learning environment because they can establish the rules for social interaction, manage challenging or negative interactions among children, and provide the input needed to make the students feel comfortable interacting with teachers and peers for learning.

Vygotsky's socio-cultural theory emphasizes the crucial role of social interaction in cognitive development. According to Vygotsky (1978), interactions among children within their social and cultural environments promote their cognitive growth. As significant figures in these environments, teachers shape the social interactions that foster cognitive development. Their guidance and support facilitate academic learning and establish a social and emotional development foundation.

The testimony from Custode et al. (2023) resonates deeply with Vygotsky's socio-cultural theory, which posits that cognitive development is significantly influenced by social interactions. Teachers facilitate these interactions in preschool settings where language acquisition and socialization are highly important. They establish the tone of the learning environment, set expectations for social behavior, and provide the scaffolding necessary for language development.

Moreover, Vygotsky (1978) argued that interactions with more knowledgeable others, such as teachers, lead to cognitive growth. In the context of English language instruction, teachers play a crucial role in providing language input and modeling appropriate language use. Teachers create language learning and development opportunities by engaging in meaningful interactions with students.

The testimony highlights the importance of teacher involvement in shaping learning environments conducive to oral interaction. Teachers not only impart knowledge but also create environments where language acquisition occurs. By establishing a supportive atmosphere and guiding social interactions, teachers play a vital role in fostering language development among preschoolers (Ferreira et al. 2020).

In conclusion, teachers' roles in creating inclusive learning environments that promote English language instruction in preschool settings are important. Educators can design environments that foster language acquisition and social development among young learners by recognizing the significance of teacher involvement and social interactions.

Creating conducive learning environments

In exploring how learning environments promote English oral interaction in preschool education in Central America perception, the pivotal case study conducted by López (2020) offers valuable insights into creating conducive learning environments. López's research underscores the importance of dedicated spaces and appropriate materials in facilitating language instruction at an early age. By focusing on the significance of physical

environments in language learning, López's findings align closely with the principles of the Montessori method, which emphasizes the role of the prepared environment in supporting children's learning and development.

López's (2020) research highlights the importance of dedicated spaces for language instruction in preschool settings. The study emphasizes the need for physical environments that support language learning, providing teachers with the tools and resources necessary to facilitate language instruction effectively. López's findings suggest that the existence of dedicated spaces for language instruction can enhance language acquisition among preschoolers, fostering a supportive atmosphere for language development.

Montessori's educational philosophy centers around the concept of the prepared environment, which refers to thoughtfully arranged learning spaces designed to support children's natural development. According to Montessori (1949), the prepared environment should be organized with intention, offering children opportunities for exploration, discovery, and independent learning. Learning materials are carefully selected and arranged to promote engagement and autonomy, fostering a love for learning and a sense of confidence in children.

Integrating Montessori (2013) theory with López's case study, educators can gain valuable insights into designing learning environments that promote English oral interaction in preschool settings. By creating spaces that are conducive to language learning, educators can provide children with the tools and resources they need to engage actively in language acquisition. Montessori (2013) emphasized on autonomy and exploration aligned with López's focus on creating supportive atmospheres for language instruction, highlighting the importance of fostering independence and curiosity in young learners.

In conclusion, López's (2020) case study and Montessori's (2013) theory offer important perspectives on the role of learning environments in promoting English oral interaction in preschool education. It is relevant to recognize the significance of physical spaces and intentional design; preschool teachers can create environments that support language learning and foster children's development. Teachers can design learning environments that inspire curiosity, independence, and a love for learning in preschoolers (Krogh & Morehouse, 2020).

Oral interaction in preschool classrooms: strategies and challenges.

From the North American perspective, "Children who received more teacher language input engaged in more positive teacher-child interactions than children who received less teacher input." (Custode et al., 2023, p. 11).

Krashen's input hypothesis emphasizes the importance of comprehensible input in language acquisition. According to Krashen (1989), learners acquire language effectively when they are exposed to input that is slightly beyond their current level of competence but still understandable. Teachers are crucial in providing this comprehensible input (Thach, 2022) facilitating language acquisition, and promoting positive interactions among preschoolers.

Custode et al. (2023) study shows the critical role of teacher language input in fostering positive interactions and language development among preschoolers. It underscores the significance of providing comprehensible input to support oral interaction in the preschool classroom. In examining how learning environments promote English oral interaction, it is evident that teacher language input significantly influences the quality of interactions and language development among preschoolers.

What Custode et al. (2023) indicated aligns with Krashen's input hypothesis, which posits that language acquisition occurs through exposure to comprehensible input. In the context of preschool education, where language learning is a primary focus, teachers play a crucial role in providing understandable and engaging input. By scaffolding language input to match the level of their students, teachers can create opportunities for language acquisition and positive social interactions (Deshmukh et al. 2022).

Moreover, Krashen (1989) emphasizes the importance of meaningful interactions in language acquisition. In the preschool classroom, teachers can create language-rich environments where students are exposed to various language inputs through conversations, stories, and activities by providing opportunities for meaningful interactions and facilitating language development to promote positive social interactions among preschoolers (Himmele & Himmele, 2009).

To sum up, the importance of teacher language input in promoting positive interactions and language development among preschoolers depends a lot on the teacher's proficiency. Teachers play a crucial role in fostering language acquisition and social development in early childhood education by providing comprehensible input and creating language-rich environments. Furthermore, teacher language input is a vital source of comprehensible input for language acquisition among preschoolers because teachers can create opportunities for language development and positive social interactions. Strategies to

increase teacher language input can enhance oral interaction skills and contribute to effective language acquisition in preschool settings.

Examining learning environments, teaching practices, and theoretical perspectives offers a comprehensive understanding of the challenges and opportunities in facilitating language acquisition among young learners. Factors such as creating supportive atmospheres for language learning in which educators can foster a love for learning and a sense of confidence among preschoolers, promoting language input, social interactions, meaningful learning experiences, and strategies such as repetition, routines, songs, and games emerge as effective tools for enhancing oral interaction skills among preschoolers and can result positive for the creation of English language setting in preschool education. However, it is necessary to understand the possibilities of the context in which the learning is carried out to comprehend the necessities of the students and appropriately support them by using the available resources.

Conclusions

In looking at how preschool environments support English speaking, this research has found some important insights about key factors influencing young learners' language acquisition and social development. By examining diverse perspectives from North, Central, and South America, as well as integrating theoretical frameworks from educational experts such as Vygotsky, Montessori, Krashen, and Reggio Emilia, this research offers a comprehensive understanding of the complexities involved in fostering oral interaction in early childhood education settings.

The findings showed the indispensable role of teachers in creating inclusive and supportive learning environments that facilitate language acquisition and social interaction among preschoolers. From establishing social interaction norms to providing language-rich environments, educators must adapt their practices to meet the linguistic needs of young learners across different cultural and geographical contexts. Furthermore, effective teaching strategies such as dialogue-based activities, language-rich environments, and interactive learning approaches emerge as vital tools for promoting oral interaction skills among preschoolers.

It is important to acknowledge the limitations of this study, particularly given its documentary nature. As data were collected from existing literature and case studies, there may be constraints regarding the depth and breadth of information available. Additionally, the research was conducted based on case studies from the American continent, which may

limit the generalizability of findings to other regions or educational contexts. Future research efforts should strive to overcome these limitations by incorporating primary data collection methods and exploring diverse perspectives and contexts.

Several recommendations for future research emerge in light of the findings and limitations identified in this study. Firstly, there is a need for further empirical research to validate the effectiveness of specific teaching strategies in promoting oral interaction among preschool students. Additionally, future studies could explore the role of technology in language acquisition and social development in early childhood education settings, considering the increasing integration of digital resources in educational practices. Moreover, comparative studies across different continents and cultural contexts could provide valuable insights into the universality of teaching practices and their effectiveness in promoting language acquisition among preschoolers.

Future studies should continue to deepen into the challenges of promoting oral interaction in preschool learning environments. Researchers could explore innovative approaches to language instruction, such as bilingual education models or immersive language environments, to further enhance language acquisition outcomes among young learners. Additionally, continued research efforts in this area are essential for advancing our understanding of effective practices promoting language acquisition and social development among preschoolers.

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