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Pedagogical Strategy to Strengthen English Learning in Early Childhood Education Students through Socioemotional Support

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Abstract

This article analyzes the challenges faced by students in the Early Childhood Education degree program at Corporación Universitaria Minuto de Dios, enrolled in the virtual modality, in learning English as a foreign language. In academic contexts not focused on language instruction, English is often perceived as an obligation rather than a meaningful tool, which leads to demotivation—especially among students with negative prior experiences. This perception affects their academic performance and limits their professional development in contexts where English proficiency is increasingly valued. The study aimed to enhance students' communicative skills in English by incorporating emotional and social components into the teaching-learning process. A qualitative case study was conducted with 15 purposefully selected students. Data collection techniques included semi-structured interviews, reflective journals, and focus groups. Thematic coding revealed anxiety, stress, and low self-confidence as the main barriers. Based on the findings, a socioemotional pedagogical strategy was designed to reduce anxiety, boost motivation, and foster a more positive virtual learning environment. The study concludes that addressing students' emotional well-being is essential to promoting meaningful and lasting language learning experiences.

Keywords: Anxiety; Emotional Support; Motivation; Virtual Learning; Well-Being