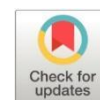


A sensory book for learning English as a foreign language in children aged 3 to 4 years

Un libro sensorial para el aprendizaje del inglés como lengua extranjera en niños de entre 3 y 4 años

- ¹ Kerly Belén Chamba Esparza  <https://orcid.org/0009-0006-6694-2289>
Universidad Técnica de Cotopaxi (UTC), Latacunga, Ecuador.
Master's degree in teaching English Foreign Language.
kerly.chamba1330@utc.edu.ec
- ² Gina Silvana Venegas Alvarez  <https://orcid.org/0000-0003-3263-6225>
Universidad Técnica de Cotopaxi (UTC), Latacunga, Ecuador.
Gina.venegas@utc.edu.ec



Artículo de Investigación Científica y Tecnológica

Enviado: 16/06/2026

Revisado: 15/07/2026

Aceptado: 01/08/2026

Publicado: 19/08/2026

DOI: <https://doi.org/10.33262/exploradordigital.v10i3.3735>

Cítese:

Chamba Esparza , K. B., & Venegas Alvarez, G. S. (2026). Un libro sensorial para el aprendizaje del inglés como lengua extranjera en niños de entre 3 y 4 años. Explorador Digital, 10(3), 215-228.
<https://doi.org/10.33262/exploradordigital.v10i3.3735>



EXPLORADOR DIGITAL, es una Revista electrónica, **Trimestral**, que se publicará en soporte electrónico tiene como **misión** contribuir a la formación de profesionales competentes con visión humanística y crítica que sean capaces de exponer sus resultados investigativos y científicos en la misma medida que se promueva mediante su intervención cambios positivos en la sociedad. <https://exploradordigital.org>
La revista es editada por la Editorial Ciencia Digital (Editorial de prestigio registrada en la Cámara Ecuatoriana de Libro con No de Afiliación 663) www.celibro.org.ec



Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: <http://creativecommons.org/licenses/by-nc-sa/4.0/>



Palabras claves:

Libro sensorial,
educación inicial,
análisis
documental,
vocabulario,
aprendizaje,
multisensorial.

Resumen

Introducción: el desarrollo de las habilidades del idioma inglés durante la primera infancia requiere recursos educativos que promuevan experiencias de aprendizaje activas, significativas y multisensoriales. **Objetivo:** diseñar un libro sensorial destinado al aprendizaje de vocabulario en inglés para niños de entre 3 y 4 años, mediante la integración de estrategias multisensoriales basadas en experiencias previas y en la investigación. **Metodología:** se adoptó un enfoque cualitativo con un diseño de investigación documental. La información fue recopilada mediante una lista de cotejo validada, aplicada al análisis de cinco estudios científicos enfocados en el diseño e implementación de libros sensoriales e interactivos para el desarrollo del lenguaje. **Resultados:** los hallazgos identificaron principios pedagógicos comunes basados en el aprendizaje activo, el aprendizaje a través del juego y las experiencias multisensoriales. Asimismo, los estudios revisados destacaron el uso de materiales táctiles y manipulativos, la asociación imagen-palabra, la narración de historias, las canciones y la interacción guiada como estrategias efectivas para el desarrollo del vocabulario. **Conclusión:** la revisión bibliográfica confirmó que las estrategias multisensoriales, basadas en el juego e interactivas favorecen el desarrollo del vocabulario y el aprendizaje significativo del inglés en la primera infancia. Estos resultados proporcionaron una base científica para el diseño del libro sensorial y el uso de la evaluación basada en la observación. **Área de estudio general:** Educación. **Área de estudio específica:** Aprendizaje del idioma inglés como lengua extranjera en educación inicial. **Tipo de estudio:** Revisión bibliográfica.

Keywords:

Sensory book,
early childhood,
education
literature, review,
vocabulary,
multisensory,
learning.

Abstract

Introduction: the development of English language skills during early childhood requires educational resources that promote active, meaningful, and multisensory learning experiences. **Objective:** design a sensory book aimed at teaching English vocabulary to children ages 3 to 4 by integrating multisensory strategies based on prior experiences and research. **Methodology:** a qualitative approach was adopted using a literature review research design. Information was collected using a validated checklist applied to the analysis of five scientific studies focused on the design and implementation of sensory and interactive books for language

development. **Results:** the findings identified common pedagogical principles based on active learning, learning through play, and multisensory experiences. Furthermore, the studies reviewed highlighted the use of tactile and firsthand materials, picture-word associations, storytelling, songs, and guided interaction as effective strategies for vocabulary development. **Conclusion:** the literature review confirmed that multisensory, play-based, and interactive strategies promote vocabulary development and meaningful learning of English in early childhood. These findings provided a scientific basis for the design of the sensory book and the use of observation-based assessment. **General Area of Study:** Education. **Specific area of study:** Learning English as a Foreign Language in Early Childhood Education. **Type of study:** Systematic bibliographic review.

1. Introduction

Childhood is a critical stage in human development. Early educational experiences shape neuroplasticity and strengthen executive functions such as memory, language, and emotional self-regulation Palma et al. (2026) therefore the foundations for cognitive, linguistic, sensory, and socioemotional growth are laid during these early years.

In this context, multisensory learning has gained increasing importance in the field of education. Park et al. (2025) demonstrated that multisensory instruction improves early literacy and motivation in preschoolers, highlighting the value of integrating multiple sensory channels into the learning process. Similarly, Frank et al. (2025) emphasize that continuous changes in word recognition support vocabulary growth during early childhood, underscoring the importance of incorporating diverse stimuli in early educational settings. This is why multisensory learning is recognized as an effective approach to enhancing vocabulary acquisition within a language.

However, despite growing evidence supporting the effectiveness of multisensory learning in vocabulary acquisition, its implementation in educational contexts particularly in the teaching of English as a foreign language (EFL) in early childhood education remains limited. Neeman & Raviv (2026) note that, although gamified and multisensory strategies lead to significant improvements in vocabulary acquisition, their application in school settings still requires greater systematization to achieve a sustained pedagogical impact. This gap between theory and practice highlights the need to develop innovative teaching

resources capable of operationalizing multisensory principles in the early teaching of English vocabulary.

In response to this challenge, the present study is created with the objective to design a sensory book aimed at learning English vocabulary in children aged 3 to 4, through the integration of multisensory strategies based on previous experiences and research. Considering that sensory books have recently been recognized as valuable resources that foster active participation and meaningful learning experiences in early childhood (Baquerizo et al., 2025). This is a fundamental part of the project. For this reason, the study search, to identify multisensory strategies and resources used in previous research to strengthen English language learning in young children, to design sensory activities and materials adapted to the characteristics and needs of 3 to 4 years old children for learning English vocabulary, and to develop a sensory book that integrates visual, tactile, and didactic stimuli to enhance the teaching and learning process of English vocabulary.

2. Methodology

This research is applied in nature, as it seeks to develop a practical pedagogical proposal: a sensory book. Applied educational research is characterized by its focus on solving specific problems and producing innovative resources that enhance teaching practice (Rafiq-uz-Zaman & Shih, 2026). Furthermore, the study adopts a qualitative approach, based on the work of Schreyer & Balas (2025), who emphasize that qualitative designs are particularly appropriate for exploring educational practices and interpreting contextualized information without manipulating variables.

The research has a descriptive scope and employs a non-experimental documentary design, as it focuses on the analysis of five previous studies selected according to the criterion of thematic relevance. Documentary research designs are considered appropriate when the objective is to systematically organize and interpret academic sources, generating new knowledge without experimental manipulation (Schreyer & Blikstad-Balas, 2025). Therefore, this design is considered feasible, as the study aims to produce a bibliographic synthesis.

For data analysis, the study adopts a qualitative approach, which, according to Rodrigues (2026) is particularly relevant in the field of education because it enables an in-depth interpretation of the data and the identification of meaningful categories within the contexts under study, thereby strengthening the validity of the research process. Consequently, this approach allows the information to be organized systematically and facilitates the identification of relevant patterns across the reviewed studies.

A documentary analysis checklist, validated by experts, is used as a research instrument to ensure methodological rigor. In this regard, Rodrigues (2026) highlights that techniques such as observation, document analysis, and content categorization reinforce the validity and reliability of qualitative research in education. Therefore, the selection of this instrument is considered appropriate because it enables the examination of aspects related to the structure,

sensory elements, materials, activities, and teaching strategies presented in the selected studies. This process will provide the essential information required for the development of the sensory book by ensuring that the most relevant elements identified in literature are incorporated into its design.

3. Results

A literature review was conducted of five studies, the first study is “Enhancing early childhood education: an English busy book for second-year kindergarten students” (Regina & Alvita, 2025). The second study is “The use of sensory textile books to encourage creativity among preschool children: a case study” (Shi et al., 2023). The third study is “A book interaction scheme to enhance children's reading experiences and preferences” (Zhang et al., 2020). The fourth study is “Teaching style and storybook format: effects on vocabulary development and story comprehension in young EAL learners” (Savva et al., 2026). The last one is “Let’s read together”: a parent-focused intervention on dialogic book reading to improve early language and literacy skills in preschool children” (Dicataldo et al., 2022). The analysis was conducted using a checklist structured into six categories: pedagogical approach, teaching materials, vocabulary teaching strategies, child participation, learning assessment, and contributions to the design of sensory books. These findings made it possible to identify the pedagogical, didactic, and methodological characteristics, which are presented in **Table 1**.

Table 1
Comparative analysis of the selected studies according to the documentary analysis categories

ARTICLES		Enhancing early childhood education: an English busy book for second-year kindergarten students.	The use of sensory textile books to encourage creativity among preschool children: a case study.	A book interaction scheme to enhance children's reading experiences and preferences	Teaching style and storybook format: effects on vocabulary development and story comprehension in young EAL learners.	Let’s read together”: a parent-focused intervention on dialogic book reading to improve early language and literacy skills in preschool children.
CATEGORIES	General Information	Authors: Regina & Alvita (2025) Objective: To develop a bilingual English busy book to	Authors: Shi et al. (2023) Country: Malaysia. Objective: To identify how sensory books	Authors: Zhang et al. (2020) Country: China Objective: To examine how book interaction	Authors: Savva et al. (2026) Country: Cyprus. Objective: Comparing print books vs.	Authors: Dicataldo et al. (2022) Country: Italy Objective: Evaluate a parent-focused dialogic

Table 1

Comparative analysis of the selected studies according to the documentary analysis categories (continuation)

	support vocabulary development and English language learning. Participants: 14–15 kindergarten students aged 5–6 years. Design: Community service learning project using the ADDIE model.	influence preschool children and develop a sensory book that promotes a traditional, firsthand learning approach. Participants: Three early childhood education experts: two Montessori teachers and one teacher with experience in kindergarten and primary education. Design: Experimental, two factors (interaction and gender).	affects children's reading preferences and experiences. Participants: 40 children aged 5–6 Design: Experimental	e-books and teaching styles (interactive vs. performance) in vocabulary and story comprehension among EAL children. Participants: 60 children aged 3–7. Design: 2x2 experimental study.	reading intervention to improve preschoolers' language and literacy. Participants: 40 children (ages 4–6) and their parents, divided into treatment, information, and control groups.
Pedagogical Approach	Active, play-based, and firsthand learning supported by the ADDIE instructional design model. The book was designed according to the school curriculum and students' learning needs.	Montessori-inspired, constructivist, child-centered, and firsthand learning. The approach promotes independent exploration, sensory experiences, play, creativity, and learning through the manipulation of physical materials.	Child-centered, experiential, and multisensory learning.	Grounded in adult scaffolding and shared reading styles. Based on Cognitive Load Theory (CLT). Compared dialogic interactive reading with performance-based expressive storytelling.	Based on dialogic book reading principles (PEER & CROWD strategies). Parents are trained to actively engage children, provide feedback, and adapt reading style to children's abilities.
Didactic Materials	A bilingual English Indonesian busy book containing interactive activities related to	Sensory textile books are made with fabric, different textures, bright colors, and simple interactive	Interactive books with flip, draw, pop-up, folding, tactile, and olfactory features.	Two stories: The Kissing Hand and Elmer and Rose, available in both print and e-book formats. E-	Storybooks with 20 target vocabulary words. Parents received books and weekly assignments. Intervention

Table 1

Comparative analysis of the selected studies according to the documentary analysis categories (continuation)

	eight curriculum-based topics. The activities included matching, pasting, classifying, drawing, coloring, and writing.	mechanisms. The proposed features included Velcro, buttons, zippers, shoelaces, puzzles, matching activities, and shape-recognition tasks.		books were “ideal” designs: audio narration, synchronized text highlighting, vocabulary-support hotspots, limited interactivity, teacher-monitored use.	included four modules over six weeks, with video modeling and strategy training.
Vocabulary Teaching Strategies	Picture-word association, thematic vocabulary learning, bilingual vocabulary presentation, matching activities, classification tasks, guided questions, repetition, and firsthand practice.	The study did not evaluate a specific vocabulary-teaching strategy. However, the experts indicated that sensory books could include familiar topics and concepts such as animals, alphabets, numbers, colors, and shapes. Multisensory interaction through touch, sight, and sound could support learning and engagement.	Not directly addressed.	Interactive style enhanced expressive vocabulary and implicit comprehension. Performance style supported explicit comprehension. No differences found in receptive vocabulary or standardized scores. Adult mediation was more influential than book format.	Focused on active participation, vocabulary growth, inferential skills, and comprehension. Treatment groups showed stronger gains in oral language and literacy compared to information and control groups.
Children’s Participation	Children actively participated by manipulating materials, matching pictures, classifying objects, pasting images, drawing, and	Children were encouraged to actively explore, touch, manipulate, open and close mechanisms, solve simple problems, and interact independently with the materials.	Children actively explored books and expressed their emotions and preferences.	Children engaged in four shared reading sessions, exploring both print and digital books. They interacted with e-book features under teacher supervision.	Children engaged in shared reading at home with parents using dialogic strategies. Active involvement increased attention, vocabulary use, and inferential

Table 1

Comparative analysis of the selected studies according to the documentary analysis categories (continuation)

	completing activities. The busy book could be used both at school and at home with parental support.	Bright colors, attractive topics, varied textures, and simple mechanics increased attention and engagement.			comprehension.
Assessment	Teacher feedback, an assessment sheet, expert validation, classroom observation, and children's participation during selected activities. Experts also recommended brief self-assessment sections for each topic.	Data was collected through semi-structured, open-ended interviews with three experts . The study did not use a direct assessment instrument with children; findings were based mainly on expert perspectives and qualitative analysis.	Reading time, behavioral observation, emotion cards, and five-star ratings.	Measures: receptive and expressive vocabulary, implicit and explicit comprehension, standardized PLS-5 UK test. Analyses controlled age and baseline language ability.	Pre- and post-tests included vocabulary probes, inference tasks, standardized measures (PPVT-R, PVCL, TOR 3–8, NEPSY-II), and observational tools for parent-child interaction.
Contribution to Sensory Book Design	The study provides a structured model for designing a curriculum-aligned bilingual busy book. It highlights the importance of interactive activities, thematic vocabulary, firsthand learning, teacher guidance, and family involvement.	The study supports the inclusion of varied textures, bright colors, simple mechanisms, and firsthand activities to promote exploration, creativity, imagination, engagement, and fine motor development. It also highlights the importance of designing materials that children can manipulate independently.	Supports the use of sensory and interactive elements to increase children's interest, participation, and positive reading experiences.	Highlights that pedagogical quality and adult mediation matter more than book medium. Well-designed e-books with restrained, content-aligned interactivity can support vocabulary and comprehension, but require scaffolding.	Demonstrates that parent-focused dialogic reading can significantly improve preschoolers' language, comprehension, and literacy skills. Highlights importance of parental scaffolding and interactive reading behaviors.

The analysis revealed a consistent trend toward the implementation of pedagogical approaches centered on children's active participation, in which learning is constructed through interaction with materials designed to encourage exploration and language development. Although the studies employed different methodological frameworks, they all agreed on viewing educational resources to promote meaningful learning experiences through firsthand activities, play, and exploration. Regarding the materials, there was a clear preference for interactive resources, such as fabric books, busy books, illustrations, movable parts, and tactile elements, which helped stimulate different sensory channels during the learning process. These findings made it possible to establish the pedagogical principles and criteria for selecting the materials considered in the design of the proposed sensory book.

Regarding teaching strategies, the analysis revealed a predominance of activities aimed at strengthening vocabulary development through contextualized and highly participatory experiences. Among the most frequently used strategies were the association of images with words, storytelling, matching games, guided repetition, the use of songs, guiding questions, and firsthand manipulation of objects, all of which fostered the progressive development of language through constant interaction with teaching materials. At the same time, children's participation was characterized by an active role throughout the learning process, promoting independent exploration, play-based learning, and ongoing interaction with teachers or family members. Taking together, these results helped identify the methodological strategies that foster meaningful child participation and were used as guidelines for designing the activities included in the sensory book.

Finally, the literature review identified common elements related to the assessment of learning and the structural characteristics of the educational resources developed. These include assessment procedures based on direct observation, checklists, performance records, and expert validation processes, prioritizing the evaluation of the level of participation, interaction with the materials, and progress made during the activities. Likewise, a comparison of the studies reveals shared criteria for the design of multisensory resources, including the progressive organization of activities, the incorporation of manipulatives, the use of engaging illustrations, the integration of playful activities, and the sequencing of experiences aimed at language development. Consequently, these findings formed the methodological and pedagogical basis for defining the structure, organization, and pedagogical characteristics of the sensory book developed in this study.

4. Discussion

The findings of this study confirm that multisensory learning strategies are effective in fostering vocabulary development and meaningful engagement in early childhood English language education. Consistent with prior research, the integration of tactile materials, picture-word association, storytelling, and play-based activities promotes active participation and supports language acquisition (Baquerizo et al., 2025; Frank et al., 2026; Park et al., 2025). The evidence also highlights that adult scaffolding and dialogic interaction

remain central mechanisms for enhancing comprehension and expressive vocabulary, regardless of book format (Savva et al., 2026; Dicataldo et al., 2022).

Moreover, the comparative analysis revealed that sensory books provide unique opportunities to stimulate multiple sensory channels, thereby increasing motivation and retention (Zhang et al., 2020; Shi et al., 2023). This aligns with recent studies emphasizing the importance of multimodal environments in advancing early linguistic development (Laksanasut, 2026). Similarly, teacher experiences confirm that multisensory methods such as songs, flashcards, and tactile games are particularly effective in supporting vocabulary growth in young learners (Tumbaco & Mero, 2026). In addition, play-based learning approaches have been shown to enhance classroom engagement and vocabulary acquisition in early additional language contexts, reinforcing the pedagogical value of interactive and playful strategies (Yu, 2026).

Taken together, these results demonstrate that sensory books designed with evidence-based multisensory strategies can serve as powerful tools for promoting vocabulary learning in children aged 3-4. The emphasis on active participation, guided interaction, and formative assessment through observation ensures that the proposed resource is pedagogically sound and responsive to the developmental needs of early learners.

5. Conclusions

- The literature review identified the main pedagogical, methodological, and didactic elements that underpin the design of a sensory book to promote English language learning in children ages 3 to 4, providing a scientific basis for the proposal developed.
- The review of the studies showed that the use of multisensory materials and active learning strategies promotes children's participation and vocabulary development— aspects that were considered in the design of the sensory book.
- The most common teaching strategies, such as image-word association, storytelling, and play-based learning, are effective resources for promoting meaningful experiences in early English acquisition.
- The evidence analyzed confirmed that assessment through observation and interaction with the materials is appropriate for evaluating learning in early childhood education, allowing for the design of instructional resources tailored to this educational stage.
- The sensory book design represents a pedagogical approach grounded in scientific evidence, integrating methodological principles and multisensory resources to support English learning in early childhood and serve as a reference for future research.

6. Conflict of Interest

The authors declare that there is no conflict of interest regarding the submitted article.

7. Copyright

The authors are the holders of the copyright (economic and/or exploitation rights) to the journal's content.

8. Authors' Contribution Statement

All authors contributed significantly to the preparation of the article.

Disclosure of the Delegation to Generative AI

The authors report on the use of generative AI in the research and writing process. According to the GAIDeT taxonomy (2025), the following tasks were delegated to GAI tools under full human supervision:

- Idea Generation
- Formulating Research Questions and Hypotheses
- Literature Search and Synthesis

The GAI tool used was: ChatGPT 4.

The authors bear full responsibility for the final manuscript.

GAI tools are not listed as authors and assume no responsibility for the results.

Statement submitted by: Kerly Belén Chamba Esparza.

9. Financing Costs

This research was funded entirely by the authors' own funds.

10. References

- Baquerizo Bacilio, P. M., Imacaña Perero, S. T., Mendoza Anchundia, T. M., Moya Pacas, D. del C., Pozo Caamaño, L. A., & Peñafiel Villarreal, R. E. (2025). Los cuentos para la comprensión de estímulo sensorial en la primera infancia. *Revista Multidisciplinar de Estudios Generales*, 4(4). <https://doi.org/10.70577/reg.v4i4.383>
- Dicataldo, R., Rowe, M. L., & Roch, M. (2022). "Let's read together": a parent-focused intervention on dialogic book reading to improve early language and literacy skills in preschool children. *Children*, 9(8), 1149. <https://doi.org/10.3390/children9081149>
- Frank, M., Marchman, V., Bergey, C., Boyce, V., Braginsky, M., Kachergis, G., Mankewitz, J., Meylan, S., Prystawski, B., Ram, N., Sparks, R., Steffan, A., Ming Tan, A.W., & Zettersten, M. (2026). Continuous developmental changes in word recognition support language learning across early childhood. *eLife*, 2, 1-2. <https://doi.org/10.7554/eLife.109636.2>
<https://link.springer.com/article/10.1007/s10643-026-02251-3>

- Laksanasut, S. (2026). The power of multimodal environments: advancing early linguistic development in a digital world. *TESOL and Technology Studies*, 7(1), 58–75.
<https://doi.org/10.48185/tts.v7i1.1876>
- Neeman, R., & Raviv, H. (2026). Acquisition of multiple-meaning words, including polysemy and homonymy, in the expressive lexicon of 3-5-year-olds, and the impact of a gamified intervention program. *Journal of child language*, 1–20.
<https://doi.org/10.1017/S030500092610066X>
- Palma Perero, M. A., Sánchez Franco, L. M., López Vera, Y. E., Peña Vásquez, H. A., & Reyes Macías, D. I. (2026). Multisensory stimulation and development of infant neuroplasticity: scientific contributions and pedagogical perspectives in early childhood education. *Science and Education*, 7(5.2), 375-376.
<https://cienciayeducacion.com/index.php/journal/article/view/zenodo.20330293/3820>
- Park, S., Piasta, S. B., & Sayer, P. M. (2025). An initial yet rigorous test of multisensory alphabet instruction for English monolingual and emergent bilingual children. *Early Childhood Research Quarterly*, 72, 328-338.
<https://doi.org/10.1016/j.ecresq.2025.04.008>
- Rafiq-uz-Zaman, D. M., & Shih, Y.-H. (2026). A comprehensive review of high-impact educational research (2021–2025): trends, insights, and emerging practices. *Inverge Journal of Social Sciences*, 5(2), 58–70. <https://doi.org/10.63544/ijss.v5i2.243>
- Regina, F., & Alvita Kurniawati, L. (2025). Enhancing early childhood education: an English busy book for second-year kindergarten students. *Pengabdian Masyarakat*, 21(1), 260-272.
https://www.researchgate.net/publication/396122304_Enhancing_early_childhood_education_An_English_busy_book_for_second-year_kindergarten_students
- Rodrigues, L. (2026). Research in education: methodological foundations, data collection strategies and categorization process in qualitative analysis. *Regeo*, 17(7), 1-29.
<https://doi.org/10.56238/revgeov17n7-036>
- Savva, M., Beckmann, N., & Higgins, S. (2026, May). Teaching style and storybook format: effects on vocabulary development and story comprehension in young EAL learners. *Early Childhood Education Journal*.
- Schreyer, P., & Blikstad-Balas, M. (2025). A qualitative–reconstructive investigation of teaching quality through documentary video analysis. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 36(3), 448–465. <https://doi.org/10.1080/09243453.2025.2527739>
- Shi Qian, T., Lin, L. Y., & Pormalu, K. (2023, December). The use of sensory textile books to encourage creativity among preschool children: a case study. *IJMOE*, 5(19), 47-66.
https://www.researchgate.net/publication/377609624_THE_USE_OF_SENSORY_TEXTURE_BOOKS_TO_ENCOURAGE_CREATIVITY_AMONG_PRESCHOOL_CHILDREN_A_CASE_STUDY

- Tumbaco Tavaréz, B. N., & Mero Caiche, A. D. (2026). *Teachers' experiences using multisensory methods to develop vocabulary in young learners* [Bachelor's Thesis, Universidad Estatal Península de Santa Elena, La Libertad, Ecuador].
<https://repositorio.upse.edu.ec/server/api/core/bitstreams/49181c92-5bc3-4b75-ae4b-021677857f59/content>
- Yu, K. (2026). Exploring the impact of play-based learning on classroom engagement and vocabulary development in early additional language learning. *IOE Psychology & Human Development Department*, 1-11.
<https://lnep.ewapub.com/article/view/33846.pdf>
- Zhang, M., Hou, G., Cheng Chen, Y., Zhang, T., & Yang, J. (2020, October). A book interaction scheme to enhance children's reading experiences and preferences. *Frontiers in Psychology*, 11, 1-9.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC7591389/pdf/fpsyg-11-02155.pdf>



El artículo que se publica es de exclusiva responsabilidad de los autores y no necesariamente reflejan el pensamiento de la **Revista Explorador Digital**.



El artículo queda en propiedad de la revista y, por tanto, su publicación parcial y/o total en otro medio tiene que ser autorizado por el director de la **Revista Explorador Digital**.

