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**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“ENGLISH TEACHER TRAINING IN PROMOTING
EDUCATIONAL INNOVATION IN THE CLASSROOM”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Playas – Ecuador

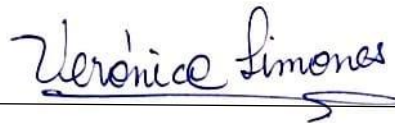
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled "ENGLISH TEACHER TRAINING IN PROMOTING EDUCATIONAL INNOVATION IN THE CLASSROOM" prepared by PAOLA ALEXANDRA CRUZ CHALEN an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declared that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

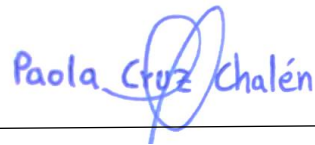
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Statement of Authorship

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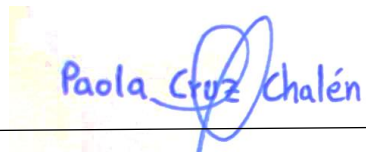


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Declaration

The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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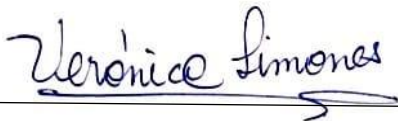
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First, I want to thank God for always being by my side, giving me the health, strength, and wisdom to continue pursuing my studies. To my parents, for being the fundamental pillars of my professional development and for supporting me every day. To my classmates, who have been with me from the beginning of this professional growth, supporting each other. And finally, to the professors, who were with us until the end, teaching us with such passion and motivating us in an admirable way. Without them, this achievement would not have been possible. Today I am completing my degree, and I owe it all to all of you. I carry you in my heart!

-Cruz Chalén Paola Alexandra

Dedication

I dedicate this project to God, my family, and the people I care deeply about, who always supported me and never let me give up. They were all fundamental pillars that helped me continue building my entire career and growing professionally. I would also like to dedicate this project to all my teachers who shared their knowledge with me throughout my university years. I am very proud of them for their support, patience, and passion when it came to teaching. I will always be very grateful to all of them.

-With all my love, Cruz Chalén Paola Alexandra.

Abstract

This research explored how English teacher training contributes to promoting educational innovation in the classroom. The study was based on the perceptions and experiences of five English teachers from two private institutions in the Playas canton, using a qualitative approach of individual interviews. It was found that each interviewee considers their training as a fundamental part of their learning, enabling them to teach their classes in a participatory, creative, and student-centered manner. They also highlight that innovation strengthens motivation, interaction, critical thinking, and the use of digital tools. However, the results showed that teachers face several challenges, such as a lack of institutional support, limited technological resources, and the need for ongoing training. Despite these challenges, teachers demonstrated a strong commitment to improving their practices through independent research on new pedagogical methodologies. In conclusion, training programs that integrate pedagogical, technological, and reflective aspects are essential for strengthening professional development and fostering more effective, inclusive, and meaningful innovation.

Keywords: Training, Innovation, Methodology, Learning, Resources.

Resumen

Esta investigación exploró como la Formación de los Docentes de Inglés contribuye en promover la Innovación Educativa en el Aula. El estudio se basó en las percepciones y experiencias de los cinco docentes de inglés de dos instituciones privadas del cantón Playas, por medio de un enfoque cualitativo de entrevistas individuales, las cuales, se identificó que cada entrevistado considera su formación como parte primordial de su aprendizaje para luego impartir sus clases de una manera participativa, creativa y adaptadas al estudiante. Asimismo, destacan que la innovación fortalece la motivación, la interacción, el pensamiento crítico y el uso de herramientas digitales. Sin embargo, los resultados mostraron que los docentes enfrentan varios desafíos como la falta de apoyo institucional, los limitados recursos tecnológicos y la necesidad de formación continua. Pese a estos desafíos, los maestros mostraron gran compromiso en la mejora de sus prácticas mediante la investigación independiente sobre nuevas metodologías pedagógicas. En conclusión, los programas de capacitación que integran aspectos pedagógicos, tecnológicos y reflexivos son esenciales para fortalecer el desarrollo profesional y para fomentar una innovación más efectiva, inclusiva y significativa.

Palabras clave: Formación, Innovación, Metodología, Aprendizaje, Recursos.

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Introduction

Today, rapid technological advancement, the emergence of new educational paradigms, and the transformation of student needs have placed educational innovation at the heart of global reforms. Incorporating innovative strategies in the classroom has become critical for establishing more dynamic, inclusive, and student-oriented learning spaces. As a result, teachers are required not only to master the content but also to constantly update their methodological skills to effectively meet these demands.

Teacher training plays a fundamental role in driving educational innovation, especially in English language teaching, where traditional approaches still prevail. While pedagogical innovation is considerably promoted in the theoretical framework, there is a significant gap between training and its practical application in the classroom.

In Ecuador, the Ministry of Education has emphasized the importance of ongoing teacher development as a means of improving educational quality and fostering innovation. Educational program and policy initiatives promote up-to-date training that provides teachers with the appropriate resources to strengthen and develop 21st-century competencies and skills. However, the actual implementation of this training remains uneven, especially in small educational institutions, where professional development opportunities may be limited or disconnected from classroom reality.

This study focuses on the topic of "English Teacher Training for the Promotion of Educational Innovation in the Classroom." It examines how English teachers perceive and implement their training based on the integration of innovative practices in the classroom. The research uses a qualitative and phenomenological approach that prioritizes the voices, lived experiences, and interpretations of English teachers.

It centers on the perceptions of five teachers working in two private educational institutions in the Playas canton. Therefore, it seeks to provide a grounded and realistic perspective on professional development and educational innovation. This research is eminently relevant, as it contributes to the improvement of teacher training programs by providing a better understanding of how teacher training is perceived and implemented in educational institutions.

This study highlights the need for reflective practice, experiential learning, and institutional support to bridge the gap between professional development and classroom innovation. Finally, this thesis aims to strengthen the link between teacher preparation and pedagogical transformation, providing valuable information for educators, policymakers, and academic institutions interested in promoting more effective and innovative English language teaching.

Chapter I

The Problem

Research Topic

English Teacher Training and Teaching Resources.

Title

English Teacher Training in Promoting Educational Innovation in the Classroom.

Problem Statement

Today, globalization and digital interconnectivity are placing increasing pressure on education systems to modernize and incorporate innovations in order to meet the demands of the 21st century. Specifically, English Language Teaching requires not only the incorporation of technological tools but also the implementation of pedagogical strategies that allow for the reimagining and optimization of teaching effectiveness Sultanovich and Samandarov (2024). In this context, communication skills, critical thinking, and digital literacy are essential for innovation. Similarly, while educational reforms place innovation as a priority, teacher training is a fundamental and essential component in ensuring that English teachers have up-to-date methodological tools and reflective practices that promote more dynamic, inclusive, and student-centered learning environments (Arshad & Shafiq, 2025).

However, in the Ecuadorian context, there is little research based on teachers' experiences and perceptions regarding innovation. According to Alzahrani (2022), a significant number of English teachers perceive a disconnect between their academic preparation and its practical application in the classroom. This is primarily due to a lack of contextualized information, a lack of follow-up, and limited feedback during activities or professional development processes, which impede the continued development of innovative pedagogical

practices. Similarly, Cely-Santana and Cuesta-Medina (2021) argue that, in Latin American countries, teacher training programs often lack significant opportunities for pedagogical innovation, which limits innovative classroom transformation. While the Ministry of Education's national programs support ongoing teacher development (Ministry of Education, 2021), their implementation is often hampered by institutional limitations, lack of resources, and inconsistencies in professional development strategies. According to Martínez-Aguilar (2020), the success of innovation in English as a Foreign Language Teaching depends not only on national policies but also on how teachers perceive and apply their training in educational contexts.

This situation is also evident at the national level. In which Ávila and León (2023) highlight that English teachers continue to face difficulties incorporating innovation into their classes, primarily due to a lack of ongoing training and limited institutional support. Therefore, it is considered necessary to analyze teachers' experiences and perceptions about of their pedagogical performance in the classroom.

Therefore, the problem identified focuses on the limited relationship between English teacher training and the application of innovations during their classes. Despite national and institutional efforts to promote professional development, doubts remain about how such training translates into creative teaching practices, particularly in local conditions such as those in the canton of Playas, Guayas province. Consequently, this situation often leads teachers to continue using traditional approaches, rather than integrating more dynamic pedagogical approaches that promote participation, collaborative work, and critical thinking among students. There is also a lack of practical preparation, which leads to insufficient development of skills such as effective communication, problem solving, and digital literacy, which are very important in 21st-century educational processes. Therefore, in light of this situation, this study aims to investigate the relationship between the methodological training of English teachers

and pedagogical innovation, considering the perceptions and experiences of the teachers involved in their professional practice.

Justification

It is important to investigate this issue, as it highlights a critical disconnect between educational policies and teaching practice. Understanding how teachers perceive and implement their training allows for the creation of more effective, classroom-based professional development programs. However, by emphasizing the importance of fostering innovation through continuous changes in current education, this study contributes to the field of English Language Teaching. Given that there are a limited number of studies analyzing this phenomenon in private institutions on the coast of Ecuador, this highlights a gap in contextualized research (Orosz et al., 2021).

By focusing on the experiences of teachers, this work provides a deep and situated understanding of reality, contributing to and supporting evidence of institutional and national efforts to improve the quality and relevance of English teacher training. This study is therefore essential as it addresses the current need to integrate English teacher training with the implementation of new educational techniques in the classroom. For this reason, various studies have been highlighted, in which Darling-Hammond et al. (2020) and Koh and Chai (2021), have noticed that teachers who participate in well-structured and up-to-date continuing education programs are more willing to incorporate innovative pedagogical methods into their teaching practices.

However, in Ecuador, there is limited research based on the experiences and perceptions of innovation teachers. Most studies focus more on outcomes than on processes,

neglecting both the complexities involved in teachers' decision-making and the specificities of the educational environment in which their practices are developed (Orosz et al. (2021); Rodas Brosam (2019)). Finally, this study aims to contribute to reducing this gap detected in the academic field by exploring how English teachers perceive their professional development and how it relates to innovation.

Scope of the Research

The research is conducted in the Playas Canton, with the participation of five English teachers who teach at the primary, secondary and high school levels. Therefore, this study focuses solely on teachers' perceptions and experiences, leaving aside the assessment of student performance and curricular elements. Therefore, its main objective is to analyze how teachers perceive and put their training into practice by integrating innovative teaching strategies.

Problem Question

How do English teachers describe their experience of their training in relation to educational innovation in the classroom?

Specific Questions

1. What methodological components are incorporated into English teacher training processes?
2. What training experiences have English teachers had in relation to the implementation of innovative practices?
3. How do English teachers perceive the contribution of their training to the development of innovative practices in the classrooms?

General Objective

To analyze English teacher training through the experiences and perceptions of teachers, in order to understand its relationship with pedagogical innovation in the classroom.

Specific Objectives

- To identify the methodological components that form part of English teacher training processes.
- To describe teachers' training experiences with innovative practices.
- To interpret teachers' perceptions of how training contributes to classroom innovation.

Chapter II

Theoretical Framework

Background

In recent years, there has been growing interest in teacher training and educational innovation. Today, teachers not only teach, but also accompany their students in the development of their own learning, stimulating critical thinking, autonomy, and the appropriate use of digital tools. Therefore, several researchers affirm that teacher training must adapt to the new times, becoming more flexible and innovative in order to face current challenges.

In this regard, Castro-Carracedo (2024) indicates that including critical pedagogy and 21st-century skills in the preparation of English teachers not only improves their performance but also opens the door to a deeper and more significant educational transformation. He also highlights the role of reflective and participatory training models in stimulating innovation among language educators. Similarly, Koh and Chai (2021) also assert that, to truly drive innovation in teacher training, it is essential to include a logical integration of pedagogical, technological, and content knowledge as outlined in the TPACK model, within teaching scenarios.

According to Fagan et al. (2025), teacher associations provide various opportunities for professional development. Therefore, their research reveals that ongoing and collaborative training, established in learning communities, promotes lasting changes in teaching practices. This reaffirms that educational innovation requires ongoing training programs that are adapted to the educational environment and the real needs of teachers.

Méndez and Caro (2020) demonstrated through a study in Chile and Colombia that experiential learning causes many more significant pedagogical changes than traditional approaches. Therefore, they emphasize that teachers' professional development should be adopted through processes of reflection and pedagogical experimentation in the classroom.

The Ministry of Education of Ecuador has developed policies aimed at strengthening teachers' ongoing professional development, considering innovation as an important element for their professional growth. However, Ramírez et al. (2024) highlight that many of these programs still fail to adequately align with the actual needs of the classroom. Therefore, various national studies indicate that most training programs continue to focus on the transmission of content, without prioritizing the methodological transformation required for innovative teaching. Similarly, Pérez-Jorge et al. (2025) argue that, despite technology has been integrated into educational environments, the lack of teacher preparation reduces its true pedagogical potential in the classroom.

Based on preliminary and anecdotal evidence, many English teachers in the Playas canton have difficulty putting into practice what they learned during training sessions. Therefore, this gap between teacher training and what they actually apply in the classroom is related to the lack of follow-up support after training, limited teaching resources, and the inflexibility of training programs. This means that innovative practices are not always effectively integrated into teaching, which highlights the need to analyze English teachers' experiences and perceptions regarding how they develop their professional performance.

In many cases, continuing teacher training is not effectively tailored to the teaching environment, which reduces the possibility of incorporating innovative strategies into teaching. This is due, in part, to institutional limitations, lack of resources, and inflexible curricular programs. Therefore, analyzing teachers' perceptions of their preparation allows us to better understand how innovation is promoted in their daily practice.

In summary, the literature reviewed agrees that teacher training is essential to promote the strengthening of pedagogical innovation. However, its effectiveness depends on how it is planned, implemented, and tailored to the actual needs of the classroom. This research supports these contributions and also seeks to contribute to the analysis of the experiences of English teachers in Ecuador.

Pedagogical Basis

Digital Transformation and Teacher Training

Yulin and Danso (2025) conducted an analysis of how pedagogical preparation in digital innovation is progressing using a mixed methods approach. The results revealed that both technological skills and institutional support determined that although teachers incorporate innovation into their practices, they still face difficulties such as lack of training and resistance to adapting to new methodologies.

ELT in Ecuador – Use of Platforms and Teacher Training

Sánchez and Ramírez (2023) demonstrated that the use of learning management systems (LMS), interactive platforms, and multimedia tools improves student engagement and vocabulary acquisition learning. However, Teñesaca (2024) emphasize that the success of these innovations depends heavily on ongoing teacher training and access to adequate resources, which tend to be inconsistent in the Ecuadorian context. This reality reflects a disconnect between national policies for teacher professional development and pedagogical practice in the educational setting. Therefore, several English teachers have difficulty applying in their classes the strategies they learned during their academic training.

Teachers' Perceptions of Modules and Textbooks

A qualitative study reveals that teachers value textbooks as useful tools for their teaching process, although they also consider it essential to have specific training that allows them to use them effectively in education, given that many of them do not reflect the country's educational realities.

The materials developed by the Ministry of Education or the CRADLE project framework are mostly based on international standards such as TESOL or the CEFR. Several teachers express that these resources are not always adapted to the pedagogy and cultural reality of the students, which makes it difficult to connect with students' needs and motivate them in the classroom through the application of their activities.

Curriculum Reform and Teacher Perception

Research conducted in several Ecuadorian secondary schools showed that teachers highly value continuing education and express the need for programs to be more practical, tailored to their content, and promote direct interaction with trainers. These perceptions reveal the gap between educational policies and what actually happens in the classrooms. Teachers recognize that, while policies exist, such as compulsory English teaching from second grade through high school (Agreement 0052-14), it establish that teachers must require a B2 level as a standard according to the CEFR, which in many cases is not always accompanied by the training support or resources necessary to implement them.

In this way, curricular reform is seen not only as a structural modification of curricula, but as a process that requires ongoing training programs, developed with a practical, reflective approach, and tailored to local contexts. This is consistent with what Ramírez Navarro et al.

(2022) have indicated, emphasizing that teacher training must be aligned with classroom demands for educational reforms to become authentic and sustainable innovations.

Teaching Innovation: Conceptualization and Empirical Evidence

A recent review determined that, despite the increase in studies on educational innovation, much of it lacks a theoretical basis. Therefore, the analysis also emphasizes the need to better define the concept of innovation, rigorously develop assessment instruments, and consider not only the benefits it provides but also the possible negative consequences that may arise within teaching practice.

Scalable Models for Teacher Training in Digital Innovation

El-Hamamsy, et al. (2023) suggest an adapted training model to prepare large groups of teachers using a strategy of local trainers supported by international experts. This proposal aims to strengthen the teacher training process by promoting collaboration and providing teachers with opportunities to share experiences and apply the knowledge they have acquired in various educational centers. Therefore, it has been shown that this practice increases motivation, fosters educational innovation, and allows for more effective use of resources. Finally, these reports show that teachers perceive greater program effectiveness and a better application of innovative teaching methods.

Digital Literacy and Pedagogical Adaptation

Hizam et al. (2021) developed a theory about educational tasks and technology. It demonstrates that teachers' digital skills, especially technological literacy and professional

skills, are essential for effective use in virtual environments such as Moodle. They also found that these skills have a direct impact on teachers' performance.

Theoretical Basis

Sociocultural Theory and Task-Based Language Teaching (TBLT)

Vygotsky (1978) argues that learning is constructed through social interaction and the experiences students share in their environment. Therefore, his theory of the Zone of Proximal Development emphasizes the importance of guidance, orientation, and ongoing support throughout the learning process, underscoring that teamwork, dialogue, and shared experiences are essential for enhancing communicative skills in language teaching.

For its part, Task-Based Language Teaching is a methodological approach that prioritizes learning through authentic communicative tasks, considering these as central to language acquisition and application. According to Ellis (2017), this approach places the student at the center of the learning process, encouraging them to develop their language skills through meaningful activities that showcase real-life communication situations. In this way, the TBLT approach is related to sociocultural theory by highlighting the relevance of communicating meaningfully through interaction, collaboration, and the use of authentic language. Therefore, these elements become fundamental pillars, since they not only promote pedagogical innovation but also help students develop greater autonomy within the English classroom.

TPACK – Technological-Pedagogical-Content Knowledge

According to the TPACK model proposed by Mishra and Koehler (2006), for teaching to be effective, it is necessary to equitably integrate three types of knowledge, which are pedagogical, technological and content-related. This is very fundamental to understand that teacher training cannot be approached in a fragmented manner, but rather must integrate these elements to enable teachers to generate meaningful and innovative learning experiences in their own teaching environments. In other words, a teacher skilled in TPACK has the ability to select relevant technologies and use them innovatively to optimize both student motivation and learning.

Structured Teaching Innovation

Blömeke et al. (2021) argue that innovation in teaching does not incorporate change, but rather encompasses reflecting on, designing, applying, and sharing new pedagogical strategies. This promotes a more student-centered learning, where collaboration and constant feedback are essential for strengthening educational innovation.

Teacher Training Models: Cascade

This model is based on progressive training in which a small group of local teachers receives direct instruction from a specialist and then shares all their knowledge with other colleagues. This method has shown positive results in increasing teacher motivation and facilitating the incorporation of pedagogical innovations. Furthermore, it promotes broader professional development, ensuring that content maintains its quality and responds to the needs of the educational environment (Hayes, 2000).

Task-Technology Fit and Digital Literacy

This model highlights that the usefulness of technological tools in education depends on how well they are adapted to teachers' skills and the educational activities carried out in the classroom. Therefore, this approach highlights the need for specific technological training, as it enables teachers to use these digital tools to strengthen both the execution of activities and the quality of learning.

Legal Basis

Constitución de la República del Ecuador (2008)

Art. 26.- Education is a right of individuals throughout their lives and an inalienable and inexcusable duty of the State. It is considered a priority area within public policy, since it guarantees equality, social inclusion, and comprehensive human development. It also establishes that teacher training, including that of English teachers, is an obligation of the State, as part of the right to quality education and to strengthen teaching in the educational process (Art. 26, 2008).

Art. 27.- Education is fundamental in all areas and processes, guaranteeing the integral development of the individual, with respect for human rights and democracy; promoting participatory, intercultural, inclusive learning oriented toward innovation and stimulated to critical thinking. This constitutional principle asserts the need to integrate teacher training programs that promote educational innovation in the classroom, especially in language teaching (Art. 27, 2008)

Art. 350.- The national education system must be oriented toward academic and professional training based on scientific and humanistic approaches, promoting research,

technology, and innovation. This principle reinforces the importance of having ongoing teacher training programs that strengthen reflection on educational practice and the application of innovative methodologies in the classroom (Art. 350, 2008)

Ley Orgánica de Educación Intercultural (LOEI): Teacher Education and Training

This law establishes that English teachers have the right and the responsibility to participate in continuing education programs, which are essential for their professional growth. Likewise, it is important to emphasize that educational quality depends directly on the teacher's commitment to continuous improvement and professional development. Therefore, it agrees that universities should promote programs that encourage innovation and teacher development, aligning with international standards that emphasize continuous teacher training as an essential foundation for achieving modern, quality education.

Previous Reforms and Teacher Professionalization

According to the LOEI, English teachers must hold a B2-level certification, in accordance with the CRADLE program. This regulation also supports the creation of educational materials that support language teaching and learning, strengthening teacher training, and promoting educational quality in the country's institutions.

Standards for In-Service English Teachers

The Ecuadorian Ministry of Education incorporated the Standards for Practicing English Teachers, based on the principles proposed by TESOL (2009). These are divided into six main areas, which are assessment, ethics, language skills, professional development,

curriculum planning, and intercultural awareness. Therefore, they are linked to the CEFR, which covers levels A1 to B1 in the Ecuadorian educational environment.

In this way, a logical framework is provided that guides the training and performance of teachers, ensuring that educational practices are relevant, effective and of quality (MinEduc, 2012).

Mandatory English Language Requirements and Proficiency Standards

According to Ministerial Agreement 0052-14, English as a Foreign Language (EFL) must be taught as a mandatory language in all educational institutions in the country, covering the second grade of basic education through high school. This agreement also establishes that English teachers must have a minimum level of proficiency equivalent to B2 of the CEFR, and that teachers must have the appropriate pedagogical resources and the necessary language skills for effective teaching, in order to ensure that language teaching is carried out under quality parameters and with perspectives aligned with international standards (MinEduc, 2014).

Variables in the Study: Teacher Training in English and Teaching Resources

Teacher Training in English

Teacher training includes both initial and continuing preparation, with the aim of improving the skills necessary for innovative English language teaching. It focuses on the development of technological and pedagogical skills, based on the TPACK model Mishra and Koehler (2006), which connects pedagogical, technological, and content knowledge, as well as the Task-Technology Fit approach, which analyzes the relationship between digital resources and learning activities. Therefore, it is relevant to understand the perspectives of teachers, their

motivation, group cooperation, and the ability to adapt to different local educational environments is considered important.

Teaching Resources

These include Learning Management Platforms, digital materials, books adapted to the needs of the educational environment, and multimedia materials, all of which are aligned with CEFR and ELLS standards. Therefore, it is important to implement these resources, as they require adequate guidance, prior training of teachers, and cultural adaptation of content, following experiences such as those of the CRADLE project and the modules developed by the Ministry of Education.

Chapter III

Methodological Framework

Research Method

This study uses a qualitative approach, which allows for an in-depth analysis of the experiences and perceptions of English teachers. This approach is particularly well suited to understanding and analyzing educational phenomena from within their own environment, allowing for a more realistic and comprehensive understanding (Creswell, 2013).

Research Type

A phenomenological study will be used to investigate the lived experiences of English teachers regarding the relationship between teacher training and educational innovation in their teaching practice.

Data Collection Technique

Semi-structured interviews will be conducted with each teacher individually in order to obtain detailed information about the professional development process and the teaching experiences of each teacher in the classroom, always maintaining a strong relationship with both the objectives and the research questions.

Instrument

An interview process will be conducted using an open-ended questionnaire of eight questions, which can be carried out in person or online, depending on each teacher's

availability. This technique seeks to analyze how English teachers perceive and apply their methodological training when integrating innovative strategies into their classes.

Data Collection Processing and Resources

For this study, qualitative data will be obtained through individual semi-structured interviews in order to understand about the experiences of English teachers in relation to their methodological preparation and the way they apply innovations in the classroom.

The interviews will be conducted at two private educational institutions that include elementary, secondary, and high school levels.

The information will be collected during the two weeks following the academic semester, according to the schedules established with each teacher.

The sample will include five English teachers from different educational levels (primary, secondary, and high school), who will share information about their professional development and pedagogical innovation.

Each interview is expected to last between fifteen and twenty minutes and will be conducted in person or virtually, depending on participants' availability. All interviews will be recorded in audio and video format and then transcribed in detail; the transcripts will be carefully reviewed to ensure their accuracy before proceeding with the analysis. Through this procedure, it will be possible to demonstrate how the methodological training of English teachers relates to educational innovation, highlighting the importance of ongoing training to improve the quality of teaching.

Population and Sample

This research will be carried out in two private educational institutions belonging to the Playas canton. Therefore, samples will be randomly selected, taking into account the relevance and depth of the information the interviewees can provide for the respective analysis (Patton, 2021). It will be composed of five English teachers from different educational levels, which will provide a more comprehensive view of institutional support and expectations regarding pedagogical innovation.

Chapter IV

Analysis of Findings

Brief explanation of the findings.

The selected teachers shared their perceptions about the training they received and how they apply innovation in the classroom. This was conducted through open semi-structured interviews, where they were able to freely express their ideas and share experiences from their practices. These interviews revealed that English teachers from both institutions have different interpretations of their pedagogical training when it comes to promoting educational innovation in their classes.

Overall, the teachers developed their perspectives, basing their ideas on their experiences and previous studies related to educational innovation in the subject of English. The teachers were able to offer a balanced view, emphasizing the methods and approaches used in class. Participants also recognized the feasibility of fostering innovation in their classrooms.

Questions report

Table 1

Results obtained from teachers experiences towards English Teachers Training in Promoting Educational Innovation compared to the literature review.

CATEGORIES	ANSWERS	AUTHORS
1) Teachers' definitions of educational innovation in English teaching	In compliance with the interviewee's answers, educational innovation in English language teaching is essential, as it provides	Innovation considers that training should maintain a continuous updating process, integrating technological,

	<p>various strategies that allow students to actively participate in the classroom and foster their motivation, whether through interactions, dynamic activities, or technological tools that are tailored to students' needs.</p>	<p>pedagogical, and content-related knowledge in a balanced way. This approach allows teachers to offer more meaningful instruction tailored to students' needs, encouraging their participation in the learning process (Koh & Chai, 2021).</p>
<p>2) Challenges faced in applying educational innovation</p>	<p>Teachers interviewed mentioned that they face several challenges, such as some students' resistance to adapting to changes, the lack of technological resources, and the complexity of adapting pedagogical strategies to different levels of academic performance.</p>	<p>These challenges, such as a lack of training and resources, hinder the effective development of pedagogical innovation in the classroom and reduce teachers' pedagogical potential in teaching processes (Pérez-Jorge et al., 2025).</p>
<p>3) Integration of technology through methodological training</p>	<p>Teachers manifested that Technological Integration motivates students and effectively energizes classes. Therefore, these interactive platforms and gamification resources allow students to practice and reinforce the content covered in class, becoming an efficient support for</p>	<p>Technology and educational tasks demonstrate that teachers' digital skills are essential for effective use in virtual environments such as Moodle or other educational applications, which are useful and have a direct impact that aligns with teaching objectives</p>

	facilitating language learning in a more dynamic way.	and performance (Hizam et al., 2021).
4) Motivation for Independent Research on New Methods	According to the interviewees, they indicated that their training motivated them to continue researching new methods and innovative strategies independently, demonstrating their commitment to continuing to learn and adapt to new challenges in order to improve their educational practice.	Professional development and teacher training truly drive innovation by fostering teacher autonomy and reflective practice, integrating new teaching methods into the classroom (Koh & Chai, 2021).

Note 1: This table presents the results obtained from interviews conducted with teachers who had promoted educational innovation in their teaching practice versus the bibliographic review.

Interpretation of Data from The Interview

From the questionnaire of the research about English teacher training in promoting educational innovation, eight categories were detected, of which four will be deeply analyzed. The four categories selected are presented on one table in a clear and precise outline of the information collected. By the analysis and understanding of the teachers' answers, it was possible to obtain relevant perceptions of each category.

The first category is fixated on the definition of Educational Innovation in English Language Teaching. Teachers shared that educational innovation is necessary because it involves adopting a student-centered approach, incorporating technological tools, and applying creative strategies to promote motivation and participation. They also indicated that creative methods make learning more engaging and tailored to students' specific needs, since each

student learns differently; therefore, teachers mentioned that they use new educational methods to help them learn better, enjoy the process, and prepare them for the future.

The second category concentrates on Challenges in Applying Innovative Methods. The responses indicate that some students struggle with changes, requiring teachers to plan using technology as the primary tool to find activities suited to each student, which takes a great deal of time to design according to different levels. They also comment that there is a limitation of resources in the classroom, since not all institutions have enough technological devices and access to technology, which represents a major challenge for them.

The third category focuses on the Integration of Technology in Methodological Training. The interviewees stated that technology is necessary today, and that most professionals use AI as a tool and guide for their teaching, since it allows them to use different materials and activities to engage and motivate students. Other teachers use digital platforms to create interactive activities so that students can practice and expand their vocabulary through videos and online platforms. Finally, another teacher highlighted that she used technological resources as part of feedback to conclude a topic she had explained.

The final category from Table 1 is about Motivation for Independent Research on New Methods. Teachers' opinions highlighted that it is fundamental to thoroughly investigate various technological resources and teaching strategies, given that technology advances and teachers require the use of these tools to increase student practice and student engagement through the flipped classroom. Finally, one teacher commented that exploring new methods motivated him to teach creatively to help his students learn better.

The results conclude that methodological preparation provides significant support for consolidating teachers' professional development. However, its effective application depends on the presence of a conducive environment, with sufficient adequate resources and a commitment and perseverance on the part of teachers to improve the teaching-learning process.

Chapter V

Conclusions and recommendations

Conclusions

The main objective of this study was to analyze the training of English teachers in relation to educational innovation in the classroom, based on the experiences and perceptions of the teachers themselves. Following the research, it was determined that the methodological training received by teachers directly contributes to the implementation of innovative practices that promote student motivation and active learning.

The results show that the methodological components developed in teacher training, such as participation, technology integration, and recreational activities, enable teachers to use the necessary tools to improve and energize their classes. Furthermore, teachers indicated that these strategies greatly strengthen their creativity and pedagogical innovation, which helps them stimulate their teaching to different learning styles, promoting a more inclusive and engaging educational environment for students.

Likewise, it was identified that the training experiences of teachers, developed through individual mentoring, courses, and workshops, have had a positive effect on their professional practice. The results show that teacher training has significantly encouraged them to experiment with new methodologies and promote creativity in planning learning activities. They also highlighted that continuing education strengthens their professional confidence and self-assurance, allowing them to dare to apply innovative strategies in the classroom. However, the teachers themselves acknowledged that challenges persist that hinder the application of these practices, including a lack of resources and resistance to change among some students, which must be taken into account for educational improvement.

Regarding how teachers perceive their training in relation to educational innovation, it was highlighted that they consider it a key factor in improving interaction with students, maintaining their motivation, and improving their academic performance. Similarly, methodological updating allows them to expand their pedagogical practices and adapt them to their students' needs. Furthermore, they agreed that constant learning is essential given the rapid technological advances and the changes occurring in education.

Overall, the results obtained confirm that there is a direct connection between teacher training and educational innovation. Therefore, both methodological preparation and reflective analysis of educational practice allow traditional classes to become more dynamic and useful experiences for the learning process.

Recommendations

It is recommended that teacher training programs be adapted to the particular environment of each educational institution and the specific needs of students. These training programs should provide useful resources and pedagogical strategies that enable teachers to effectively apply innovative methods in their teaching. Likewise, it is considered important that the content be kept up to date in order to keep pace with new pedagogical approaches.

It is proposed to establish meeting spaces such as forums, workshops, and communities of practice, which would allow teachers to share their experiences and teaching methods. These spaces can also help strengthen educational innovation through the exchange of effective strategies and teaching resources. Likewise, collaboration among teachers can help maintain motivation and reflection on the challenges that arise when applying new teaching methods. In this way, creativity and professional development among teachers are stimulated.

Training should incorporate technological resources and digital tools that help improve interaction and make innovative teaching more effective without replacing the role of the teacher. To ensure teachers choose the most appropriate tools for the student's level and needs, it is important to train them. Likewise, technological integration must be aligned with learning objectives. This contributes to classes becoming more interactive and with more relevant learning.

Educational institutions must be committed to providing ongoing support to teachers after their initial training, to ensure the proper use of their innovative strategies in the classroom. This follow-up can take the form of pedagogical counselling, classroom observations, and the provision of educational materials. Likewise, this process helps strengthen teachers' confidence and promote their autonomy in applying new methodologies. Institutional support also promotes the sustainability of innovations over time. Finally, it ensures that good practices are maintained and shared among the entire teaching staff.

To optimize their teaching and support student learning, it is advisable for teachers to conduct regular, documented self-assessments of the impact of their innovative practices, as well as conduct small classroom investigations to continually adjust their teaching and support student learning. Research in teaching strengthens both professional autonomy and pedagogical reflection. In turn, it promotes greater responsibility and a constant commitment among teachers to improving teaching and learning processes.

In conclusion, it is stated that teacher training provides a fundamental basis for the development of educational innovation. Which, methodological updating, continuous learning, and collaboration among teachers, allow them to foster student motivation, improve classroom dynamism, and achieve deeper learning. As teachers indicated, innovating in teaching requires continuous preparation, constant analysis, and a commitment to teaching improvement.

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Annexes



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Annex A: Questionnaire

This information received in the following questionnaire is confidential, privileged, and only for educational purposes

1. How do you define educational innovation in the context of teaching English in your classroom?
2. What challenges do you face when trying to apply innovative methods learned during training in your classroom?
3. How was technology integrated into your methodological training?
4. How do your students respond to new, innovative teaching methods? Can you share specific examples?
5. Did your training motivate you to research or explore new methods independently?
6. How would you describe your overall experience with innovation during your training?
7. What aspects of your training were most helpful for applying innovation in teaching?
8. Do you think continuous professional development is necessary to sustain innovation?
Why?

Annex B: Transcriptions of interviews

INTERVIEW 1

Speaker 1 0:03

Good morning, Miss Luz Lázaro, thank you for allowing me to do this interview. I am Paola Cruz Chalén, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one. **How do you define educational innovation in the context of teaching English in your classroom?**

Speaker 2 0:29

OK, Miss Paola, good evening. Nice to meet you and answer your questions. The innovation is very important and necessary for because the innovation is using the student center approach, so when English teacher prepared your materials and nowadays is necessary you see a technology, but the students is the way to motivate it for the English class. OK, Thank you. Miss.

Speaker 1 1:16

Question number two, what challenges do you face when trying to apply innovative methods learned during training in your classroom?

Speaker 2 1:28

In the classroom, teachers motivate or innovate in different topics using materials prepared at home, using technology as the main tool to find different activities planned in the classroom using those materials. Students feel motivated and collaborative at this moment, which

facilitates the creation of different activities, such as role-playing games, which are very necessary for the class.

Speaker 1 2:26

Question number three, how was technology integrated into your methodological training?

Speaker 2 2:35

The technology is necessary nowadays, nowadays is important tools. Today using the majority professional AI, but it's very important understand that the AI help us, but it's not necessary copy the information only guide as a teacher guide for using more materials, different activities or different games to attracts the students in the classroom.

Speaker 1 3:24

Question number four, how do your students respond to new, innovative teaching methods? Can you share specific examples?

Speaker 2 3:35

When teachers give them materials or games or using different strategies that the students pay attention in the class and the student collaborate or the student participate in class act in class when the approach is very interesting. It's necessary using different materials, so the student participate, the students act, and the student apply that material, apply that strategic that the teacher presents, and, in that way, they students participate and student like the English class. It is very important using the technology, innovating materials, innovative strategies, innovating gamification of flipping classrooms.

Speaker 1 4:57

Question number five, did your training motivate you to research or explore new methods independently?

Speaker 2 5:03

English all the different subjects. For a teacher is necessary is important investigate every day because the technology advance, advance and the teacher need to use technology tools, is very necessary.

Speaker 1 5:33

Question number six, how would you describe your overall experience with innovation during your training?

Speaker 2 5:41

And every day, the teachers learn to the students. For English class, the teacher only think that the students can learn using games, using different methodology, using different strategy. But the most important is the student learn real topic and the teachers know the level of the students is important recognize what topics are interesting are motivating in the class. As teacher I have worked as teacher 27 years ago, but every day you have experience that Investigate it and find more information to attract the student motivating the class OK in that way.

Speaker 1 7:07

Question number seven, what aspect of your training were most helpful for applying innovation in teaching?

Speaker 2 7:14

The technology, the materials we prepare and use today, and the reception of materials, or the students prepared with the materials given to us. Some bring materials they use in some topics. In the classroom, they collaborate, and most importantly, the student tells us, or in this case, tells me, their ideas, their opinions; the students participate, the students expose, the students say that they feel.

Speaker 1 8:14

Question number eight, do you think continuous professional development is necessary to sustain innovation? Why?

Speaker 2 8:22

Yes, it's very necessary. It's very necessary that teachers innovating methodology and using the materials, the tools and investigated and using different strategies, different techniques to improve the English class. OK, Miss, thank you so much for participating in my interview. I appreciated it. Thank you so much. OK, glad to hear you'll see you.

INTERVIEW 2

Speaker 1 0:00

Good morning, Miss Betzabeth Flores, thank you for allowing me to do this interview. I am Paola Cruz Chalén, and I am doing this survey to gather information for my graduation thesis. Ok, let's start with question number one, how do you define educational innovation in the context of teaching English in your classroom?

Speaker 2 0:24

Educational innovation means applying creative methods, such as strategies and tools that enable learning. In the case of English, I believe it should be more engaging and effective for students by integrating technology and interactive activities that can be adapted to their specific learning needs so they can communicate confidently.

Speaker 1 1:00

Question number two, what challenges do you face when trying to apply innovative methods learned during training in your classroom?

Speaker 2 1:09

It's worth mentioning that perhaps a major challenge could be limited resources. Sometimes, not all schools have sufficient technological devices, access to this technology, or any other materials that enable this type of learning, and this could be a process for adapting these innovative methods where we can use technology.

Speaker 1 1:42

Question number three, how was technology integrated into your methodological training?

Speaker 2 1:51

Well, when working online, we sometimes have to resort to this method, which I have applied on digital platforms. Interactive apps are an easier way to practice English. There are also collaborative tools that allow you to gather more information from students, which could be useful for expanding their vocabulary and familiarizing them with digital presentations and quizzes. There are some well-known or popular apps, like these.

Speaker 1 2:36

Question number four, how do your students respond to new, innovative teaching methods? Can you share specific examples?

Speaker 2 2:47

Most students respond positively, as innovative methods make their learning more interactive. One example would be role-playing activities that can be combined with digital storytelling or any other materials that can support the activity. Other examples could be interactive tools such as quizzes or bamboozle, which I use a lot when I need to form large groups. These can also enhance learning.

Speaker 1 3:28

Question number five, did your training motivate you to research or explore new methods independently?

Speaker 2 3:38

Yes, of course. I am always looking for more digital resources because there are online activities that could help us as teachers get our students to practice more. Yes, I have definitely looked into more teaching strategies, like all those online Cambridge courses. I have also looked into the flipped classroom method, which I try to use with students, but it's mainly step-by-step to increase their participation.

Speaker 1 4:22

Question number six, how would you describe your overall experience with innovation during your training?

Speaker 2 4:32

Well, I could describe it as enriching and motivating because, as I said before, innovation helps us as teachers, and personally, it helps me see a new perspective on teachers. And it helps us get our students actively involved. And yes, that training provided me with practical strategies that I could apply with my students and adapt them.

Speaker 1 5:09

Question number seven, what aspect of your training were most helpful for applying innovation in teaching?

Speaker 2 5:20

I think the most useful aspects were the workshops, the digital demonstration tools, and being able to attend seminars taught or provided by Cambridge, which we used the most. We communicated with them and also carried out collaborative activities with other professors to exchange ideas. Or perhaps with colleagues with more experience than me.

Speaker 1 5:58

Question number eight, do you think continuous professional development is necessary to sustain innovation? Why?

Speaker 2 6:10

Yes, definitely, because education involves conscious participation, and of course, we need to speak the same language with our students, as they all need to constantly develop, as we are constantly learning. Continuing professional development keeps us active, and maintaining student engagement is essential for an engaging classroom.

INTERVIEW 3

Speaker 1 0:03

Good afternoon, Mister Michael Arias, thank you for allowing me to do this interview. I am Paola Cruz Chalén, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one. **How do you define educational innovation in the context of teaching English in your classroom?**

Speaker 2 0:33

OK. I consider that is very important because as you know, every student learning a different way and that is very necessary for the teacher in every teaching to look for different ways to connect or different strategies to connect with the students. Thank you.

Speaker 1 0:51

Question number two, what challenges do you face when trying to apply innovative methods learned during training in your classroom?

Speaker 2 1:00

Yes, as you know when you apply a method that involves that the student needs to be developing the skills. For example, if you apply TPR the students need to be developed a kinesthetic learning and many occasions that is known as that and that is a challenge for the teacher.

Speaker 1 1:21

Question number three, how was technology integrated into your methodological training?

Speaker 2 1:27

OK, in my case I applied the technological resources as feedback, in this case to close a topic.

Speaker 1 1:38

Question number four, how do your students respond to new, innovative teaching methods?

Can you share specific examples?

Speaker 2 1:45

OK. I consider that it depends the way that the method is apply, for example in my case I applied TPR for my younger students, and in many occasion as you know, one of the characteristics of TPR is to make physical movement and many occasion this true embarrassed and making these physical movement and in my case, I tried to encourage them to apply these physical movements. That is the way that they respond to that.

Speaker 1 2:18

Question number five, did your training motivate you to research or explore new methods independently?

Speaker 2 2:26

Yes, of course. Remember that every student learns in a different way, OK? And the teacher has the responsibility to look for different strategies for that.

Speaker 1 2:40

Question number six, how would you describe your overall experience with innovation during your training?

Speaker 2 2:47

Well, I describe that and it is necessary, because I know that currently the student is attracted to different things, for example, Tik Tok, Facebook, YouTube and meditation for us as teachers it is very difficult to keep the student focused in class and I consider that innovation is very important necessary because that is the way we keep a student focused and that is the way the student can be attracted to learn something in class.

Speaker 1 3:27

Question number seven, what aspect of your training were most helpful for applying innovation in teaching?

Speaker 2 3:34

Add the necessity to connect with the student because if the students don't feel that they can learn English, you are losing your time as a teacher, remember that.

Speaker 1 3:47

Question number eight, do you think continuous professional development is necessary to sustain innovation? Why?

Speaker 2 3:56

Yes, of course, because if you don't get capacitation, your strategies become obsolete. Remember that for reason is important. Capacitation in very aspect as a teacher. OK. Thank you so much for participating in my interview. Thank you.

INTERVIEW 4**Speaker 1 0:01**

Good afternoon, Miss Gabriela Díaz, thank you for allowing me to do this interview. I am Paola Cruz Chalén, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one. How do you define educational innovation in the context of teaching English in your classroom?

Speaker 2 0:24

I define it as the application of playful methods such as games, karaoke, and Wikimedia, which makes learning more engaging and dynamic for students.

Speaker 1 0:42

Question number two, what challenges do you face when trying to apply innovative methods learned during training in your classroom?

Speaker 2 0:53

I face the challenge that some students show resistance to changes when adapting activities to different levels, requiring a lot of time and planning. Many of them tend to be more interested in video games and neglect their studies.

Speaker 1 1:19

Question number three, how was technology integrated into your methodological training?

Speaker 2 1:27

It was integrated through the exploration of digital tools for gamification and multimedia resources, such as online collaborations and platforms like Wordwall and Genially. Even before starting my training, I was already familiar with some platforms like this one.

Speaker 1 2:01

Question number four, how do your students respond to new, innovative teaching methods?
Can you share specific examples?

Speaker 2 2:14

They react with enthusiasm and confidence, for example, through games like karaoke or online games for interactive activities. They enjoy learning and feel confident. They aren't afraid of making mistakes.

Speaker 1 2:42

Question number five, did your training motivate you to research or explore new methods independently?

Speaker 2 2:54

Yes, although I try to use challenge-based learning. I do role-play games and drama activities in my classes.

Speaker 1 3:10

Question number six, how would you describe your overall experience with innovation during your training?

Speaker 2 3:21

Well, it was enriching and practical. It gave me tools to connect emotionally and clearly with the students.

Speaker 1 3:38

Question number seven, what aspect of your training were most helpful for applying innovation in teaching?

Speaker 2 3:52

Learn to design recreational activities and adapt them to different learning styles and levels.

Speaker 1 4:08

Question number eight, do you think continuous professional development is necessary to sustain innovation? Why?

Speaker 2 4:17

Yes, because education involves, and training helps me maintain creativity, relevance, and responsiveness to students' needs.

INTERVIEW 5**Speaker 1 0:03**

Good morning, Miss Surita Yagual Cevallos, thank you for allowing me to do this interview. I am Paola Cruz Chalén, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one. **How do you define educational innovation in the context of teaching English in your classroom?**

Speaker 2 0:30

Educational innovation in my English classroom means using new and creative ways to help students learn better and enjoy the process. It focuses on making lessons more fun, interactive, and suited to each student's needs to prepare them for the future. OK, thank you.

Speaker 1 0:55

Question number two, what challenges do you face when trying to apply innovative methods learned during training in your classroom?

Speaker 2 1:03

When applying innovative methods, I face challenges like limited technology access and some students resisting new ways of learning. Also, managing different learning needs while keeping everyone engaged can be difficult.

Speaker 1 1:24

Question number three, how was technology integrated into your methodological training?

Speaker 2 1:30

In my methodological training, technology was integrated through the use of digital tools like interactive apps, videos, and online platforms to make lessons more engaging and personalized.

Speaker 1 1:49

Question number four, how do your students respond to new, innovative teaching methods? Can you share specific examples?

Speaker 2 1:58

My students respond very well to new, fun teaching methods like games and group projects. For example, when we play vocabulary games or do hands-on activities, they are more excited and participate actively in class.

Speaker 1 2:17

Question number five, did your training motivate you to research or explore new methods independently?

Speaker 2 2:24

Ok, yes, my training motivated me to explore new methods on my own because it showed me how creative teaching can help students learn better. It also encouraged me to keep improving by trying different activities and tools. Ok

Speaker 1 2:46

Question number six, how would you describe your overall experience with innovation during your training?

Speaker 2 2:53

My overall experience with innovation during training was very positive and inspiring. It showed me new ways to use technology and creative activities that make learning more fun and effective for my students. Ok

Speaker 1 3:13

Question number seven, what aspect of your training were most helpful for applying innovation in teaching?

Speaker 2 3:20

The most helpful part of my training was learning new ways to use technology and creative activities. These helped me make lessons fun and interesting for my students.

Speaker 1 3:39

Question number eight, do you think continuous professional development is necessary to sustain innovation? Why?

Speaker 2 3:47

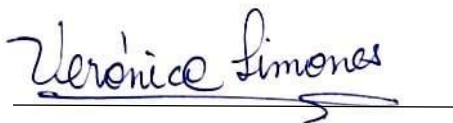
Yes, continuous learning is important to keep new ideas fresh. It helps teachers stay updated and improve how they teach every day. OK. Uh, thank you for participating in my interview. I appreciated that. Thank you so much. OK, thank you.

Annex C: Certified Anti-Plagiarism System

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ENGLISH TEACHER TRAINING IN PROMOTING EDUCATIONAL INNOVATION IN THE CLASSROOM” elaborado por la estudiante PAOLA ALEXANDRA CRUZ CHALEN de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Verónica Limones Borbor MSc.

TUTOR

Chapter I, II, III, IV and V- Cruz Chalén Paola..

6%
Textos
sospechosos



0% Similitudes
 0 % similitudes entre comillas
 0 % entre las fuentes mencionadas
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