



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**LOS RECURSOS DIDÁCTICOS PARA EL MEJORAMIENTO DE LA
PRÁCTICA DOCENTE EN LA ENSEÑANZA DEL IDIOMA INGLÉS.**

**BRIONES AGUIRRE AUGUSTA DAYANA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GONZALEZ GUILLEN AMMY MISHELLE
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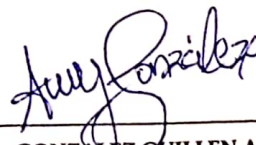
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DEDICATION

I dedicate this work to the two most important people in my life, my mother **Eulalia** and my son **Isaac**, who have been my pillars, motivation and inspiration every day. My grandmother **Maria**, who blesses me from afar, my sister **Mayumi**, for always being my partner, and last but not least, to my eternal friend, **Cristian**, who has been my support from the very first moment in every project.

Augusta Dayana Briones Aguirre.

I dedicate my degree work to the people who never made me doubt my ability and who always gave me words of support and were continually present during the process of my studies, they are my parents **Gianny Mariuxi Guillén Alvarado** and **Klinton Vinicio González Malla**, who with a lot of effort and dedication gave me the opportunity to continue my studies, to my siblings **Klinton Stalin**, **Gianny Analía** and **Angelina Paulette González Guillén** who in their own way knew how to give me the moral support I needed, to my maternal grandparents **Luz María Alvarado Pacheco** and **José Amadeo Guillén Silva**, who in spite of everything gave me a lot of advice and never left me alone, to my paternal grandmother **Rebeca Mariana Malla González (†)** who, in life, was so eager for me to finish my studies, and last but not least, to my family, the one I formed with the love of my life **José Emanuel Romero Molina**, who from the beginning of our relationship has constantly supported me without doubting for a second that I could go very far, and to my beloved daughter **Sophie Elizabeth Romero González** who gave me all the strength I needed to continue and gives me so much joy, since her arrival I knew that I would achieve everything for her.

Ammy Mishelle González Guillén.

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I sincerely thank all those who were present throughout my studies, that is, my parents, my siblings, my grandparents and especially my thesis tutor Dr. Odalia Llerena, who guided us during this process.

Ammy Mishelle González Guillén.

RESUMEN

La presente investigación aborda temas importantes acerca de la práctica docente y como la utilización del juego como recurso didáctico puede contribuir en ella, de igual manera se busca mejorar los conocimientos del idioma inglés en los docentes, con la finalidad de que alcancen el nivel A1.1, el cual es requerido para poder impartir clase a estudiantes de segundo año de educación básica. El uso de diferentes recursos dentro de las aulas de clase no solo potencia la labor del docente sino que también favorece el proceso de enseñanza de los estudiantes, uno de los recursos más óptimos para la enseñanza del idioma inglés es el juego, ya que por medio del mismo los estudiantes demuestran mayor motivación e interés por aprender lo que el docente les imparte, es por esto que el objetivo principal del presente trabajo de titulación es mejorar la práctica docente por medio de capacitaciones en el nivel A1.1 mediante la utilización del juego como recurso didáctico. La investigación se planteó mediante un enfoque cualitativo por el cual se trabajó con instrumentos de recolección de datos como la observación y la encuesta, a través de los cuales se pudo recopilar la información necesaria para llevar a cabo la investigación planteada. Consecuentemente se obtuvieron resultados positivos, determinando que la utilización del juego como recurso didáctico potencia las clases y favorece el aprendizaje de los estudiantes, lo cual hizo que se vean mejoras notorias dentro la práctica docente, a su vez se evidenció el aporte significativo que tuvieron las capacitaciones hacia los docentes con respecto al nivel A1.1. Para concluir se recomienda a los docentes hacer más uso de este tipo de recursos dentro de sus clases, de esta forma facilitaran los conocimientos por adquirir de sus estudiantes, de la misma forma se les recomienda continuar capacitándose para potenciar sus conocimientos en cuanto al

idioma, de manera tal que puedan manejar con mayor fluidez y confianza la asignatura impartida.

ABSTRACT

This research addresses important issues about teaching practice and how the use of the game as a didactic resource can contribute to it, in the same way it seeks to improve the knowledge of the English language in teachers, in order to reach level A1. 1, which is required to be able to teach second year basic education students. The use of different resources within the classrooms not only enhances the work of the teacher but also favors the teaching process of the students, one of the most optimal resources for teaching the English language is the game, since through From the same, the students show greater motivation and interest in learning what the teacher imparts to them, that is why the main objective of this degree work is to improve teaching practice through training at level A1.1 through the use of the game as a teaching resource. The research was proposed through a qualitative approach by which data collection instruments such as observation and survey were used, through which the necessary information could be collected to carry out the proposed research. Consequently, positive results were obtained, determining that the use of the game as a didactic resource enhances the classes and favors the learning of the students, which led to noticeable improvements in the teaching practice, in turn, the significant contribution made by the training for teachers with respect to level A1.1. To conclude, it is recommended that teachers make more use of this type of resources within their classes, in this way they will facilitate the knowledge to be acquired from their students, in the same way they are recommended to continue training to enhance their knowledge of the language, in such a way that they can handle the subject taught with greater fluency and confidence.

KEY WORDS: language, improve, game, methods, learning, students, teachers.

GENERAL INDEX

1.	PORTADA.....	Error! Bookmark not defined.
2.	CONTRAPORTADA	Error! Bookmark not defined.
3.	TURNITIN SIMILARITY REPORT	Error! Bookmark not defined.
4.	ASSIGNMENT CLAUSE	Error! Bookmark not defined.
5.	DEDICATION.....	7
6.	GRATITUDE.....	8
7.	RESUMEN	9
8.	ABSTRACT.....	10
9.	GENERAL INDEX	12
10.	INDEX OF FIGURES	16
11.	INDEX OF TABLES.....	17
12.	INTRODUCTION	18
13.	CHAPTER I.....	23
1.1	HISTORICAL BACKGROUND	23
1.1.1	History of the evolution of teaching practice.....	23
1.1.2	History of Game Evolution.....	24
1.1.2.1	Background of the Game as a Didactic Method in Teaching- Learning Development	26
1.1.2.2	Multimedia Games as A Didactic Method In The Development Of Teaching And Learning English In General Basic Education	29
1.2	CONCEPTUAL AND REFERENTIAL ANTECEDENTS.....	31

1.2.1	Teaching Practice.....	31
1.2.1.1	Research Background in Teaching Practice.....	32
1.2.1.2	Beliefs and Values Present in Teaching Practice	33
1.2.1.3	Teaching Practice in English Language Education in Ecuador 34	
1.2.2	Didactics in Teaching	36
1.2.2.1	The Use of the Game as a Didactic Method for Teaching English in Basic Education.	37
1.2.2.2	How the Game Contributes to Teaching Practice.	37
1.2.3	Conceptual Foundations of the Use of Games as a Didactic Strategy 38	
1.2.3.1	Estrategias Didácticas En El Desarrollo Pedagógico.....	39
1.2.3.2	The Game As A Didactic Method In Teaching.	40
1.3	CONTEXTUAL BACKGROUND	41
1.3.1	Teacher Professionalization Process.....	41
1.3.2	Teacher Training Process.....	43
1.3.3	Teacher's Work with Didactic Methods.....	44
1.3.3.1	Importance of Working with Didactic Methods and How the Teacher Prepares for It.....	45
1.3.4	The Teaching and Learning Process of English in General Basic Education, Contextual Characteristics.	45
1.3.5	Analysis of the results of the application of the instruments.....	50
14.	CHAPTER 2.	54
15.	METHODOLOGICAL FRAMEWORK.....	54

2.1	Paradigm and Type of Research.	54
2.2	Research Design.	54
2.3	Population and Sample or Subject of Study	55
2.4	Research Methods.....	55
2.4.1	Theoretical Level Methods.	56
2.4.2	Empirical Level Methods.....	57
2.5	Data Analysis Processing Techniques	59
2.5.1	Content Analysis.....	59
2.6	Operationalization of Variables	59
16.	CHAPTER 3	67
17.	METHODOLOGICAL WORK SYSTEM FOR THE IMPROVEMENT OF TEACHING PRACTICE THROUGH THE INTRODUCTION OF THE GAME AS A DIDACTIC RESOURCE.	67
3.1	Pedagogical Proposal.....	68
3.1.1	How to Improve Teaching Practice through A1.1 Level English Language Training Using Games as a Didactic Method?	68
3.2	Theoretical Foundation of the Methodological Work System for the Improvement of Teaching Practice through the Introduction of Play as a Didactic Resource.....	72
3.2.1	Pedagogical Foundation of the Methodological Work System	73
3.2.2	Didactic Foundation of the Proposal	74
3.2.3	Psychological Foundation of the Proposal.....	75
3.2.4	Technological Foundation of the Proposal	75

3.3	Description of the Essential Aspects for the Design of the Methodological Work System.....	76
3.3.1	Elements Integrating the System	78
3.3.2	Personal Elements.....	78
3.3.3	Non-Personal Elements.....	78
3.4	Exemplification of the Methodological Work System	80
3.4.1	Practice Planning	80
3.5	Results of the Proposal Applied.....	85
3.5.1	Evaluation of the Methodological Work System for the Improvement of Teaching Practice.	85
3.5.2	Corroboration through observation.....	85
3.5.3	Practical Application of the System.....	88
3.6	Analysis and Presentation of Results.....	89
18.	CONCLUSION.....	92
19.	RECOMMENDATIONS.....	93
20.	REFERENCES	94

INDEX OF FIGURES

Figure 1	51
Figure 2	76
Figure 3	86
Figure 4	87

INDEX OF TABLES

Table 1	51
Table 2	62
Table 3	64
Table 4	70
Table 5	85

INTRODUCTION

Generally speaking, English language teaching has long represented a long time to the present day, a challenge within the educational system, due to multiple factors that have conditioned the effective and qualified delivery of the contents. Within the analysis of the indicators of deficient results in terms of foreign language teaching in the region and the country, the lack of language proficiency among teachers is one of the main causes.

Los profesores en América Latina muestran un bajo nivel de dominio de este idioma. Mientras que los marcos de políticas establecen expectativas de dominio a partir de los niveles B2 a C2 del Marco Común Europeo de Referencia (MCER), los exámenes y estudios de diagnóstico indican que muchos profesores de inglés se desempeñan muy por debajo de estos estándares. (Cronquist & Fiszbein, 2017,p.3)

One of the first steps taken in 2013, was the evaluation of teachers through an international test that measures the skills of teachers and English language competencies in teachers (TOEFL).

La evaluación fue realizada a 5022 profesores, de los cuales el 74% fue ubicado como “usuarios básicos”, a pesar de que el Ministerio de Educación establece que los docentes deben manejar el idioma en un nivel intermedio alto (B2). Estos resultados establecen que el 73,33% de docentes tiene un nivel de competencia lingüístico bajo; lo que afecta al proceso de enseñanza de los estudiantes. (Peña, 2019,p.26)

This situation has remained in Ecuador for many periods, which shows that English teachers do not have the required level to teach this subject.

The EF English Proficiency Index 2019 test revealed that the country has "very low English proficiency" due to the lack of capacity of its teachers and the poor knowledge of the language among its students. (Machado, 2019,)

This situation has been part of the reality of the Ecuadorian educational system, English language teaching has been affected for many periods not only in terms of the low level of English of teachers and therefore is taught in the classroom, but also to the lack of didactic methodologies that hinder this teaching process.

One of the goals of the recent English language reform is to increase the number of teachers at B2 level and to ensure that teachers are skilled in a variety of teaching methods (Equipo Técnico de Proyecto de Inglés, 2012, p.1). As a result of this problem in the educational system, educators are challenged to teach English classes even when they are deficient in the level required "La falta de competencias lingüísticas del docente es sin duda un factor que debe ser corregido, ya que el estudiante aprende el idioma con falencias: Los estudiantes conservan los errores gramaticales o de pronunciación aprendidos desde los primeros años" (Peña, 2019, p.7), and the challenge for learners to acquire knowledge in an effective way, for which they adapt didactic resources as tools to support their teaching practice. "Los medios de enseñanza, como los métodos, son expresión de imaginación, originalidad y audacia del profesor al seleccionar los más propicios para la estimulación del pensamiento creador de los estudiantes"(González, 2001, p.5).

In response to the use of didactic resources, the student shows more interest in learning and a better understanding of the topics taught in the classroom. “favorecen el proceso de aprendizaje. Además de facilitar al docente la enseñanza y agilizar la labor pedagógica en las clases”(Balseca, 2017, p.15).

However, the availability of didactic resources in the classroom, it is not enough for the content to be optimally developed in the classroom., the teacher must have knowledge of how to apply these resources according to the skills within the foreign language, perspective according to the same author Balseca (2017) who states that: "The effectiveness of these didactic resources depends on the work methodology and the use that teachers and students make of them. In the case of English, they should favor the development of oral and written communication skills, among others".

Undoubtedly, the teacher is a professional who is aware of the innovations in the field of pedagogy, however, delimit learning from the use of resources for the improvement of the teaching process. “Una de las razones es que el maestro no se especializa en el uso de recursos didácticos del inglés, lo cual induce a la mala praxis o simplemente el desuso, dificultando los objetivos que se pretendan alcanzar” (Chura, 2018, p.13).

Antagonistically, the reality in rural educational institutions is very different from what should be fulfilled “En muchas ocasiones el docente de la zona rural no es de la especialidad siendo sus clases monótonas y limitando el aporte activo del estudiante”(Chura, 2018, p 14).

Therefore, it could be determined that educators need to have not only the required level of English but also implement the necessary knowledge for the management of didactic

resources in the classroom, this is why the following **research question** arises: How to improve the teaching practice of the English language with teachers of second year of basic education from the Manuel Encalada Zúñiga school of the Buenavista parish in the school year 2021 - 2022? in the 2021 - 2022 school year.

The **field of research** is delimited in the methodological work.

Thus, the specific objectives of this research project are as follows:

To achieve the expansion of knowledge in the English language at level A.1.1 in the teachers of the basic education school of the "Manuel Espinoza Zúñiga" school, in the school year 2021 - 2022.

To provide a theoretical basis for the evolution of the methodological work on the use of the game in the process of professionalization of the English teacher.

To diagnose the use of the game as a didactic resource by the educators of the basic education institution.

To elaborate a methodological work system based on the introduction of the game to contribute to the improvement of the teaching practice of English teachers.

Evaluate the relevance of the proposed methodological work system.

This research is aimed at improving educational praxis inside the classrooms of two teachers at the "Manuel Espinoza Zúñiga" school in the Buenavista parish.

For the above mentioned and observed in the present work, the researchers determined the execution of a qualitative, descriptive study, with a single case study approach.

The research uses theoretical and empirical methods, with the use of techniques such as interviews, direct observation and content analysis.

The importance of the research presented is that; with the teacher's preparation in terms of A1.1 level knowledge of the English language as well as for the implementation of didactic resources in the teaching and learning process, the teacher will be able to increase his or her knowledge of the language and encourage students' interest and participation in classes, this way, you will be motivated and achieve optimal language training, promoting innovation in foreign language instruction through didactic resources, thus improving teaching practice.

The practical contribution of the research is the methodological work system on A1.1 level English language training for teachers, through the use of games as a didactic resource, in order to achieve the improvement of teaching in teaching practice through the use of didactic resources.

The present research work consists of an introduction that addresses theoretical issues, which support the approach to the subject of this research, the methodological framework, which specifies: the type of research, its objectives, object of study and the different methods and techniques applied for its development, is consecutively sustained in the following chapters. Consequently, the results obtained are detailed, and finally, conclusions and recommendations are made, including the corresponding bibliographic sources.

CHAPTER I.

1.1 HISTORICAL BACKGROUND

1.1.1 History of the evolution of teaching practice

The educator's occupation has been in constant evolution throughout the ages, the beginning of this, as well as pedagogy, took place in primitive societies. This is how the exercise of this practice was carried out in societies, but it was in the nineteenth century when it was recognized as a movement. As the basis for the development of society, it took place in unique spaces, in a given time and place, supported by historical habits that have allowed the development of this practice to adapt to continuous change.

La idea básica que subyace en los acercamientos a los significados que los profesores han elaborado acerca de la práctica docente, como objeto de estudio, es que se trata de un concepto construido por el individuo con base en los significados acerca de ella. (Vergara, 2016,p.5)

From this, we mention the transformation in the teaching practice, estimating that this does not occur by referring specifically to estimates that have modified the system as this has implied that teachers have to give up their traditional formative model, because the educational system and technological advances have allowed us to recognize the importance of adapting to the changes required by the teaching practice in order to advance the purpose of teaching.

La práctica docente es una praxis social que enfrenta situaciones, eventos y personas, donde intervienen sentidos y significados, producto de las relaciones que en ella se dan. En el hacer diario de la práctica docente los

maestros enfrentan retos, uno de ellos en la actualidad son las exigencias que desde las políticas educativas han asignado a los maestros “cambiar sus propias prácticas docentes”, por ser una necesidad consecuencia de la modernidad del siglo XXI. (Téllez et al., 2014,p.1)

The teaching practice establishes a concordance settlement of the different associative aspects with respect to an aspect, the one of the works performed by teachers. Thus, it can be defined as a set of components that are related for the execution of the teaching-learning process. Subjects are understood as actors immersed in society, the teacher therefore, the teaching practice is a social exercise that makes reference to social aspects from which precisely this work derives.

“La práctica docente está inmersa en un continuo cambio por el entramado de situaciones de la vida cotidiana que se presentan por medio de las relaciones y donde el diálogo es una posibilidad para enfrentar las crisis”(Téllez et al., 2014).

1.1.2 History of Game Evolution

The history of mankind has placed gambling as a significant practice and gambling has been considered older than the culture itself through which people have produced community, early cognitive processes, and have been able to develop survival skills.

According to research conducted by Calvo et al., (2018) Paleolithic men developed, through play, signs or expressions related to culture, these activities are oriented to morality, education or rights, as they manage to transform the game into a significant feature not only for the value it brings to the human being, but also because of the changes they instinctively induced in society.

They express that play helped physical development in Greece, as it was important for the Greeks to obtain a complete education. Since the game follows certain rules that must

be considered for its execution, the following rules must be followed, also contributes to the moral education of people, to the growth of their creative spirit and to the promotion of cooperation. Giraldo & Soto (2016) mentioned that in ancient Greece (5th century B.C.) it included education for future citizens. Plato associates it with sacred worship and Aristotle with rest; evidence that since those times there has been a proliferation of views centered on the fact that play contributes to the discipline and education of people.

In the 17th century, modern pedagogical thought was born, where the game is the educational factor that promotes learning since it is considered a pedagogical tool infused by the thinkers of the time, who pursue a useful and enjoyable educational method. (Calvo et al., 2018)

In summary, the origin of the game, although notoriously defined in prehistoric times, is a somewhat mysterious subject with too little evidence to draw definitive conclusions. As a result, several evidences that anthropologists have recognized as ludic, but whose origin or function we do not know, have come to the present day. Many more have been destroyed or lost due to the deliberate rudeness of the excavators when extracting the remains. It is to be hoped that the most advanced techniques and the most experienced scientists of today will eventually be able to uncover all the mysteries related to the roots of the game.

Games have always played an essential role in terms of learning and socialization. This is because play is an essential component in the evolutionary development of children who demonstrate recognition of their physical and social environment through logical manifestations, and is present in all ages and cultures throughout history. In fact, it is evident that play has historically distinguished itself as the pillar of the individual and social

formation of human beings in the course of which they learn, interact and transmit knowledge of all kinds.

1.1.2.1 Background of the Game as a Didactic Method in Teaching-Learning Development

The rise of international marketing and globalization in recent decades are responsible for improving language teaching methods as society and the market demand it in order to maintain communication.

English is known as a global language because it is used worldwide not only by a large number of native speakers, but also by a considerable number of people who learn it as a second or foreign language. An estimated one-quarter of the world's population, or approximately 1.5 billion people, are fluent in English. (Peña, 2019,p.22).

Piaget (1946) suggests that the different types of game that emerge during a child's development are a direct product of changes occurring in the child's cognitive systems at the same time. The direct connection between a child's play styles and cognitive systems helps him or her cope with his or her own reality.

Although Piaget's theory was not developed specifically with educational objectives in mind, his explanations are fully applicable to the teaching and learning process. Piaget's theories have had a great influence on the growth of educational policies and teaching practice. Currently, many authors agree with several of Piaget's hypotheses on the independence of individual learning, concluding that play is one of the most important ways for a child to develop his or her own learning process and to understand his or her own life, as well as the world around him or her.

The study of a foreign language is an important issue in national and international education systems. Among the studies carried out to record the methods used to teach English as a foreign language (EFL) to schoolchildren are the use of songs, rhymes, stories, technology, multimedia resources, among others. (Fuentealba et al., 2018)

The use of games in English language teaching is a very important learning technique, the naturalness in its execution allows students to let their skills, perceptions and aptitudes flow.

With respect to aptitude, this is observed in the naturalness with which the learner can recognize and imitate sounds of a new language, infer rules, memorize and understand other factors such as grammar. It is obvious that those with greater linguistic aptitude learn more quickly and fluently.

Therefore, learning is prioritized starting with elementary school and progressing through higher education, where knowledge and skills in various aspects of listening, speaking and interpreting should be improved.

An important factor to recognize is the advancement of information technology sciences (TIC) whose reach, especially in urban areas, has generated advantages for society but in turn has led to greater inequality due to the disadvantage of little or no accessibility in rural areas.

Nowadays, thanks to the progress of technological sciences, there are other methods and techniques that are applied as a teaching and learning process such as, for example, the instrumentation and musicality of the language become fundamental factors during the

execution of the lesson in the classroom, as well as the ability of educators to keep time and improve their pronunciation.

According to the author Cabero Almenara (2017) Information and communication technologies (TIC) have transformed educational institutions by allowing teachers and students to access a wide range of current information found on the Internet. This requires educating students in a variety of learning environments and, in this regard, Information and communication technologies (TIC) provide real-world opportunities to create successful learning environments that expose students to new learning methods emerging in the knowledge society.

Cordero & Morales (2017) empathy for the learner helps to override feelings of insecurity and promotes a climate of collaboration rather than competition. As it is, if you don't push yourself to speak until you think you are capable of doing so, and if you don't use a fun error-correction practice.

Technological sciences through the web allow recipients to obtain information related to didactic methods for teaching and learning the English language, you can find a variety of multimedia games for all school ages.

López Raventos (2016) indicates that the terminology "multimedia" refers to the use of multiple media together, such as text, image, sound, video, animation and even interactivity. This type of multimedia content can be used in various fields, including business, virtual reality, entertainment, art, engineering, medicine, mathematics, science and, of course, education.

1.1.2.2 Multimedia Games as a Didactic Method In The Development Of Teaching And Learning English In General Basic Education

Since its introduction into society, “se han discutido las posibilidades de utilizar los videojuegos como método pedagógico” (Cardozo, 2018, p.22). From the educational world it was understood that video games could link the new generations born in the digital era to traditional educational programs. The benefits of using multiple media are derived from what these materials create in students, such as interest, stimulation, growth of initiatives, improved communication and cooperative learning. “Las TIC desde el enfoque educativo son un método pedagógico con gran potencial para la enseñanza de la lectura y la escritura” (Sasnabas et al., 2017, p. 732)

Games as multimedia resources are an exceptional platform for learning new skills and disseminating comprehensive information. As a result, there is an abundance of options for using multimedia games in the educational world that have not always been differentiated and understood. To adapt a multimedia game to the educational needs of any institution, whether a school or not, it is important to understand the game mechanics and learning processes.

Due to the use of video games, it is possible to inspire students both internally and externally, because these games provide a great opportunity in terms of challenge, perseverance and restlessness for example, by having to keep playing to learn more about a fact, find the answer, get new things, interact more with our favorite characters and get to know them better, etc..., usually at the end of the game rewards are offered which are the importance points of the students and of the challenge itself.

If this is practiced in English class, “habrá muchos beneficios, como querer aprender nuevas palabras y entender lo que los personajes están tratando de transmitir, o incluso tener que poner atención para entender las conversaciones de los personajes y captar qué nuevas metas pueden estar proponiendo”(Moral, 2017,p. 12).

In the case of school children, there are multimedia games among the most common games described below:

- **ESL Fun Games Online**

Provides a variety of interactive games and exercises for total English language fun. Our free fun ESL games here include: snakes and ladders, hangman, spelling games, wheel of fortune, TV games (gambling game), mazes, memory games, matching exercises, sequencing exercises, picture quizzes and more.

- **Duolingo is a language learning program.**

According to Sánchez (2019) the best application to learn English is Duolingo known as one of the best. Players will compete against each other to become language experts. Not only do you learn English inversely, but you can also improve your level in other foreign languages.

- **English for young children**

It is a modern method for learning simple vocabulary that categorizes and is quite didactic. The voice of the character is being interpreted by a child, so that the students feel at home.

- **Learning English for children**

It is an educational resource designed to improve reading, communication and creative skills through interactive games, stories and grammar activities. It is also used for primary education.

- **Children's story books online.**

As the name implies, they are online stories for children and adults with stunning illustrations and a wide variety of stories to choose from.

1.2 CONCEPTUAL AND REFERENTIAL ANTECEDENTS

1.2.1 Teaching Practice

The work of a teacher is carried out within a specific space; that is, in educational centers, it is worth mentioning this information since it is there where they play their role as trainers and where they impart their knowledge. “La práctica docente representa un reto intelectual de gran envergadura y una responsabilidad humana y social de la mayor trascendencia para la formación de las nuevas generaciones, en vista a un mejor y más equitativo desarrollo del país” (Velazco, 2017, p.1)

As for the different skills of a teacher, these are formed through the experience they gain in the course of their teaching practice, in spite of this, many of these experiences need to be oriented from the teacher's initial training.

Within the teaching practice, not only the educator's training is taken into account, but also his or her personal qualities, his or her ingenuity in any situation inside and outside the classroom, their cultural environment, how they handle themselves within the student context and a number of attitudes and aptitudes that a teacher must possess to be able to exercise the meaning given to their profession.

Currently, the role of a teacher is not limited by his or her knowledge, but by the positive contributions he or she makes to his or her students, the teacher may have great knowledge, but if he does not know how to reach his students, he will not be able to provide them with really important things, this is why a teacher must be very aware of his or her function, which is to educate future generations.

1.2.1.1 Research Background in Teaching Practice

Teaching practice is a complex exercise, necessary for human and societal development. Taking into account that the human being is exposed to different social, economic and political changes; teaching practice plays an important role in the face of the changes that arise; therefore, it must be characterized by a process of continuous research, reflection and intervention, that provide solutions to the requirements of the educational system, focusing on the improvement of teaching practice.

“Así, la práctica docente implica acciones intencionales que tienen efectos en un mundo social, por ello puede considerarse que en las prácticas que los docentes realizan, se ponen en juego ciertas intenciones conscientes, pero también deseos, temores, expectativas, etc” (Vergara, 2016,p.76).

Thus, teaching practice is defined as a set of actions carried out in the educational system for educational purposes, these processes contemplate knowledge and perspectives that establish the development of skills within the educational area, the same that facilitate the development of the teacher's work.

Knowing the teacher's perspective on the teaching process will demonstrate the way in which the teacher carries out the development of learning, the means applied within the teaching process, such as educational didactic resources, didactic strategies and techniques.

1.2.1.2 Beliefs and Values Present in Teaching Practice

In the educational context, beliefs, in contrast to knowledge, do not require general approval with respect to the validity of beliefs. In this sense, beliefs, by nature, are defined as more rigid and representative, but less dynamic compared to knowledge.

Las creencias, por lo tanto, juegan un rol importante cuando se plantean reformas educativas. Los docentes elaboran su propia lectura de las propuestas, de las reformas educativas, a partir de sus creencias que se construyen desde sus experiencias estudiantes y maestros. (Solis, 2015, p.7)

During the teaching and learning process, scenarios are developed that allow the student to interact, but it is also necessary to use the different didactic variables that do not make the practice a complex act. The study of teaching assumes that it is not reduced to the didactic aspect or to the activities carried out in the classroom but to the teacher's reflection, who questions and interprets intellectual and affective aspects, his own and those of his students, and in his response, carries out his teaching practice; since it includes the interaction of diverse social and institutional aspects.

...Our cross-professional, comparative approach allows us to investigate aspects of teaching practice that are deeply embedded within particular professions, while also looking for aspects of pedagogy that cut across professional preparation. Such an approach enables us to explore the

theoretical understandings of the pedagogy involved in teaching practice.
(Grossman et al., 2009,p.7)

1.2.1.3 Teaching Practice in English Language Education in Ecuador

More than a century ago, English began to be taught in the country's educational institutions. However, it was not considered a formal subject until the 1950s, when it was taught for just one hour a week starting in high school. Since then, the major shortcomings in the teaching of the subject have been the lack of teachers, since at that time the language classes were taught by language amateurs and not by language professionals.

Teachers need good training; this is a priority for some countries, which is why we investigated how teaching practice is managed in Ecuador and what training teachers receive. In the words of:

Solis (2015) Teaching practice is characterized by being dynamic (constantly changing), contextualized (because it is in situ and complex (because understanding is given according to time and space); is also considered as a form of praxis, because it possesses the features of any activity: an agent carries out its activity on a given reality, with the support of certain means and resources.

In Ecuador, teachers are expected to actively participate with their students, to participate in the development, creation and mastery of new knowledge, in order to meet these objectives, teacher preparation needs to be prioritized, in such a way that there is a better training of education professionals in Ecuador.

At present, education does not have as an option to accommodate a teacher who is governed to teach his class and through this try to demonstrate, rather, our education needs

teachers who give greater importance to pedagogical management and try to generate changes in our educational system, this is something that is really necessary, since we can still observe teachers who maintain traditional models in force, the education provided by this type of teacher is very memoristic, does not seek the autonomy of the learner and thus makes it very difficult for students to achieve a comprehensive training and in turn their personal development. However, the illusion remains that we will see changes in the thoughts and methodologies used by traditional teachers, when teachers understand that education has evolved over the years, our education will really have positive changes and in turn teachers will be able to exploit their work potential.

La educación es un proceso por el que se transmite conocimiento, hábitos, costumbres y valores de una sociedad a una generación, el fin que persigue es que los seres humanos desarrollen al máximo sus potencialidades. El aprendizaje de una persona comienza en la infancia y se extiende hasta la edad adulta, donde adquiere distintos conocimientos que lo preparan para la vida.
(Utpl, 2021, p.1)

Currently, learning a new language brings with it a number of benefits and great opportunities, in addition to providing new knowledge and skills through it. For the teaching and learning of a new language, in this case referring to the English language, the four fundamental skills of this language are taken into account, which are: Listening, writing, Reading, speaking, Consequently, it should be noted that the role of the teacher in the teaching and learning process is fundamental for the learning of the aforementioned skills.

1.2.2 Didactics in Teaching

Didactics is a science that has a very significant contribution in education, through it you can achieve a great contrast between what is explained and what is practiced in class. Didactics is understood as the active participation generated by factors such as: teacher-student, infrastructure, management, etc.

Teaching goes hand in hand with didactics, which in turn tries to satisfy, encourage and satisfactorily guide students during their learning process.

En otro contexto la didáctica también puede ser considerada como una rama de la pedagogía que permite abordar, analizar y diseñar esquemas y planes, en donde el docente organiza, jerarquiza, el qué y el cómo se enseña por lo que involucra el conjunto de decisiones y acciones.(Blanco, 2017, p.1)

It is worth mentioning communication within the teaching-learning process, since it is a major factor in the educational world, education is a process in which the individual tries to communicate and socialize, which is why it is important that it is carried out efficiently, However, there are a number of barriers that prevent good communication during the teaching-learning process, among these we could highlight the importance of the teacher's mastery of the situation in which the communication is being established in this way, the teacher will obtain positive results, since he/she transmits security and confidence to his/her students, it is also very important that the teacher has a good command of the subject, the use of appropriate language to convey a clear and meaningful message is also of great importance, these factors are considered essential to establish a good communication during the teaching process.

1.2.2.1 The Use of the Game as a Didactic Method for Teaching English in Basic Education.

The current section is oriented towards the origins of the game and its strategic and methodological use in teaching students, resulting in a better understanding of the different models and processes they have gone through throughout history. Currently, teachers have adopted defined capabilities for English language teaching by reviewing the prevailing methodological approaches that can be applied, in addition to the experiential or empirical strategies based on the theory that teachers develop in order to improve the teaching and learning process through the use of multimedia resources focused on the game.

The conceptualizations and characteristics of the games and multimedia resources used as a method of teaching English language, described and analyzed, allow us to present a segmentation of multimedia games oriented to the requirements of elementary school students.

1.2.2.2 How the Game Contributes to Teaching Practice.

Playful activities have achieved a significant framework in education, becoming an educational strategy as a didactic method, especially in the area of early childhood education, based on this need, strategies are implemented to dynamize learning, which is why play is included, to make the contents better understood by the students, through playful activities. Therefore, play is no longer attributed only to a recreational activity but also to an educational activity, which is considered a strategy used by teachers, “Debido a que el juego ha demostrado ser una valiosa experiencia de aprendizaje, en la actualidad se ha superado en gran medida la tendencia a considerar el juego como una inofensiva “pérdida de tiempo”,

propia de la infancia” (Herrera,2016, p.11). Its purpose is to integrate knowledge and provide solutions to the different ways of learning presented by students in a classroom, since the educational strategies contribute to the development of a more dynamic classroom that improves teaching practice.

1.2.3 Conceptual Foundations of the Use of Games as a Didactic Strategy

From the educational point of view, there is a close relationship between play, playfulness and educational didactics, playfulness is a set of strategies created as a learning method that allows the student to learn by playing.

The word playful is closely related to the act of playing without pressure of any kind and can be played individually or in groups as long as the rules of the game are followed and respected. “El juego y la lúdica son consideradas como estrategias fundamentales para la enseñanza y el aprendizaje del inglés, así como experiencias significativas de aprendizaje en las que se usan objetos reales y conocidos por los niños en el aula” (Villa & Londoño, 2019, p. 15).

Didactics is of great value from an educational point of view because it facilitates the teacher in the performance of his or her functions. through the adequate selection and production of material resources and activities that synchronize and promote the teaching and learning process. Learning by discovery becomes a learning strategy. The belief that children learn best through constructive experimentation and practice is seen as a central component in the transformation of the elementary school curriculum.

1.2.3.1 Estrategias Didácticas En El Desarrollo Pedagógico

The development of teaching strategies should be focused on a specific objective, taking into account the needs and characteristics of the group. Several authors have developed their views on the strategies that a teacher can develop in his or her educational practice, specifically those oriented towards the teaching and learning process, within the scope of pedagogical theories.

Hence, the importance of didactics in English language teaching, where the teacher-trainer, through the use of his or her pedagogical practices and lesson planning presents students with didactic material with which the English subject builds knowledge based on the context in which it is immersed, the teaching method and the knowledge of the subject.

Peña (2019) teacher supervised instructional strategies lead to favorable teaching results among the operations performed by the guides, the use of notebooks or worksheets containing images and meanings that complement grammatical aspects for the student to complete is illustrated.

The most commonly used correction techniques are permanent feedback: teachers correct their students in a clear and timely manner during class, but not in an impertinent manner. Corrections are made orally and in writing in a positive environment so that students are not negatively affected.

On the other hand, another strategy is known as inverted classrooms, which are considered as teaching strategies and support for the teaching-learning process, also fulfills the function of promoting learning in basic education students.

The benefit of a flipped classroom is that it can help the teacher explain concepts through tools, videos and lectures, among other elements that contribute to learning, in addition, learning goes beyond the classroom, i.e., it can be developed outside the classroom so that projects and activities can be developed in the physical environment to help students consolidate their knowledge.

It is at this stage that the instructor has the opportunity to engage with those students who need close supervision to master the material previously taught by different methods.

1.2.3.2 The Game As A Didactic Method In Teaching.

Current developments and problems demand, on a daily basis, a response to the generations that need to find answers in the educational sense to their technical demands and immediate needs. This implies that teachers and institutions have the responsibility to innovate in emerging methodologies when trying to incorporate strategies in their classes to increase motivation and commitment to provide all the tools and resources available to support the autonomous and meaningful learning of their students.

Games are one tool a teacher can use to get students' attention during lessons. From a didactic point of view, play can be conceptualized as “Una ocupación satisfactoria, libre y expresiva que se lleva a cabo con el objetivo de disfrutar, y ayuda al niño a conocerse a sí mismo, a relacionarse con las demás personas y a comprender el entorno que le rodea” (Gallardo, 2018, p. 5).

The role of the game's animator, i.e., the English teacher in addition to making him a second player, is something to be learned. During the game, your role will be defined by guiding, contributing ideas and motivating the children. This way of behaving in front of the

students will keep you out of leadership, teaching positions, because the child should see in his or her instructor someone with whom to engage in more relaxed behavior.

Current developments and problems require, on a daily basis, an answer to the generations that need to find answers in the educational sense to their technical demands and immediate needs, which involves teachers, educational and governmental institutions, according to the criteria of Ortiz et al. (2018) to innovate in emerging methodologies by trying to incorporate strategies in their classes that increase motivation and commitment to provide all the tools and resources available to support the autonomous and meaningful learning of their students.

1.3 CONTEXTUAL BACKGROUND

1.3.1 Teacher Professionalization Process

At present, teacher professionalization has generated a great impact on researchers, trainers and society in general, since it allows the creation of solid foundations for the fulfillment of the educational objectives set. Therefore, it is considered as a constant training process, from primary school to professional work.

As mentioned in (Rivero et al., 2019) The professionalization of teachers in some way forms an awareness of the role of teachers in the quality of education. In addition to this, we must emphasize that most teachers do not have professional training related to pedagogical sciences, which justifies their teaching professionalization based on their essential competencies.

With regard to teaching, it is important to emphasize that within the educational guidelines established by the Ministry of Education, the constant changes that are generated

in society allow the development of new educational reforms, educational methods, and new study plans that seek to improve the teaching and learning processes of students.

Likewise, the teacher must seek constant updating of pedagogical, methodological and didactic content. In the same way, new knowledge and skills should be acquired based on professional improvement as a development opportunity for both teachers and students. According to Breijo & Fernandez, (2020) ensure that during the execution of the educational practice there are several processes directly related to the educational actors; teacher - student, student - tutor or vice versa.

Consequently, professionalization is developed in 3 dimensions, which are detailed below:

Identity dimension: The identity dimension refers to the experiences obtained during the professional teaching work in the classroom, which in turn allows the development of problem-solving skills, which enhances their professionalism.

Ethical dimension: When we talk about the ethical dimension, we refer to the ability to identify the perception that the educational actors have of the teacher, developing the capacity for self-criticism with the purpose of continuous improvement.

Reflective dimension: When speaking of the reflective dimension, the teacher must learn from experience, interpreting the knowledge acquired, values learned and beliefs developed.

Finally, teacher professionalization is a permanent process that allows a better perception of the development of new knowledge, since the need to educate in life for life is urgent.

1.3.2 Teacher Training Process

Teacher training is one of the main fundamental axes for the development and transformation of individuals in a society that seeks to fulfill its objectives through the permanent search for being and should be. Throughout the different phases of the training process, the development of skills and interests are effectively executed, causing the subject to find satisfactory results in the search for professionalism. (Breijo & Fernandez, 2020).

Each teacher, through the studies carried out in their different academic stages, acquires great knowledge and skills, which are then applied in the classroom in order to obtain better results based on their objectives.

Consequently, the experiences gained in educational institutions, whether public or private, allow him to soak up the classroom context and the reality of the students' lives.

It is evident that teacher training should not be accidental and spontaneous, nor is it limited to those who are starting out as educators; it is fundamental for all the educational actors involved in the process of developing the culture, the type of human being and inclusive society that we want to perpetuate. (Nieva & Martínez, 2016).

The personal development of teachers through the construction of knowledge allows them to strengthen their professional and individual values and principles; it should be emphasized that the importance of personal development is of vital importance to face the various stressful and demanding factors that the vocation presents, in turn allows him to have the ability to provide possible solutions, preserving his vocation as an educator.

Este proceso debe concebirse a partir de las actuales exigencias y condiciones de los entornos educativos, que conducen a nuevas miradas en la manera

de concebirlo y organizarlo para lograr aprendizajes desarrolladores en cada uno de los participantes, ya que su adecuado tratamiento posibilita el despliegue de competencias que se traducen en un desempeño profesional pedagógico exitoso (Lalanguí et al., 2017, p.1)

1.3.3 Teacher's Work with Didactic Methods

Nowadays, it is very common to see how the use of didactic methods reinforces a class and makes students show interest in what they are learning, directing students to the timely mastery of the topics taught during the classes, in such a way that it is useful for their academic, personal and intellectual future.

The use of didactic methods such as games is of utmost importance for the optimal educational development of children, since this is one of the most appropriate forms of learning and includes fun as part of learning through the use of concrete materials, This way children are involved in an interactive way during the teaching and learning process, which is considered a fundamental and determining stage for the rest of the coming years. (Esteves et al., 2018).

Didactic methods play a fundamental role in the teaching of academic content. Therefore, teachers often resort to the use of them, in order to direct the learning of students and through them to achieve the objectives set.

In order to apply didactic methods in the classroom, it is necessary that the teacher makes a complete analysis of the educational context, knowledge of his students and their learning style, etc.; based on this, you will be able to determine which method will suit your needs, and then apply it in your classes.

Finally, it is worth mentioning that the role of the teacher during this process is of utmost importance, since they have the task of transmitting new knowledge, strengthening abilities and developing skills.

1.3.3.1 Importance of Working with Didactic Methods and How the Teacher Prepares for It.

In the development of teaching practice, teachers recognize the importance of the use of didactic methods for the development of the class, this is reflected in several factors that show the improvement and progress in learning, which is why in the classroom, the teacher is daily in the need to find new ways to educate, applying these methods and teaching techniques that strengthen learning, as stated in González (2015) “Los medios de enseñanza, como los métodos, son expresión de imaginación, originalidad y audacia del profesor al seleccionar los más propicios para la estimulación del pensamiento creador de los estudiantes” (p.5). This is so that students can develop their skills, considering important conditions such as time and availability of materials so that they can be used in the best possible way in their development.

El material didáctico es de suma importancia para el desarrollo de los niños/as en esta edad, pues la mejor manera de aprender es mediante el juego y la diversión a través del uso de material concreto, así se logra que los pequeños se involucren de manera interactiva a la hora de aprender; considerándose una etapa fundamental y determinante para el resto de los años venideros. (Esteves et al., 2018, p.4)

Thus, we affirm that their importance lies in their efficient management of learning, since they constitute the necessary resources for teaching, constituting a vehicle for the

methodical realization of these resources. “Su utilización, en un nivel productivo, posibilita que se apropien de la información que localizan, de forma individual, en las fuentes orientadas por el docente los mismos que permanecen en el estudiante como estrategia de aprendizaje”(Infante & Miranda, 2016,p.7), if the student has achieved effective learning, he or she will retain the study methods, argues (Vivas J. A., 2015, pág. 80) “El educando hace suyo lo que le enseñan, también acoge las formas en las que el docente lo educa, exactamente habría que señalar que hace suyos los métodos que más le agradan y por los cuales ha podido aprender eficazmente”. It is here where the student reflects on his learning, which is very important because it allows him to realize the learning process, and to identify the method used, if it has been effective in achieving his learning.

The teacher designs the class, stating its objectives, in order to have a guide in the teaching process and the use of methods, techniques, strategies and resources, since it depends on them how the teaching practice is carried out with the objective of achieving effective learning by the students.

Teacher training has been undergoing a constant transformation, a process that evidently responds to the pedagogical evolution that education demands, and the didactic methods that are introduced into teaching practice. This is where certain conjectures arise, among them: the diversity of learning, which varies in each student, therefore some strategic conditions are necessary for the student to learn, prior to the application of teaching methods due to the fact that when we refer to learning styles, a diagnosis is required so that according to the learning styles, it can be determined which is the appropriate method for the class.

(INFANTE & MIRANDA, 2016, pág. 218) “La adquisición de los conocimientos, el desarrollo de habilidades y valores, se asocia al método que selecciona y emplea el docente,

en dependencia del propósito trazado”. Thus, the teacher and his ability to use the most convenient means, with the objective of making learning more vivid for the students.

In short, it is of utmost importance that teachers have the necessary knowledge about didactic methods, which is considered essential in the current educational practice, as well as their constant updating in the approaches and methods that raise the quality of education.

1.3.4 The Teaching and Learning Process of English in General Basic Education, Contextual Characteristics.

Every learning process takes into account human and cultural elements that must interact dialectically. To achieve this purpose, it is not only essential for the teacher to structure a classroom process that meets the needs and desires of the students, but it is also necessary to involve students in the process, in addition, the active and permanent participation of the Ministry of Education's management is essential, where, together with the teachers, solid and adequate theoretical foundations are prepared as a teaching-learning mechanism, the same to be developed after the creation of the students' personalities. As a result, it becomes more realistic to contribute to the holistic education of students to improve education. As part of the educational policy, the Ministry of Education, through the National Curriculum Directorate, has established a new English language curriculum that responds to the needs of the Ecuadorian truth. “La propuesta del programa está dirigida para los estudiantes de 2° a 10° de Educación Básica General y de 1° a 3° de Bachillerato General Unificado, cuya lengua materna no es el inglés”(Ministerio de Educación, 2016, p.8).

Given that the Ecuadorian population is made up of different cultural and linguistic origins, this curriculum recognizes that not all students in Ecuador speak the same language are L1 Spanish speakers and there are varying degrees of bilingualism in the communities.

The curricular proposal is modular, worked by sublevels and is developed in five (5) curricular blocks aligned with the exit profile and the principles of equity, creativity and unity it promotes, as well as with the Common European Framework of Reference for Languages (CEFR).

The fundamental principles according to the curriculum proposal of the Ministerio de Educación (2016) can be summarized as follows:

- **El enfoque del lenguaje comunicativo:** El lenguaje se aprende mejor como una herramienta para interactuar y comunicarse, en lugar de como un conjunto de hechos para memorizar.
- **Enfoque centrado en el estudiante:** Son enfoques de enseñanza que representen y respondan a las fortalezas y desafíos de los alumnos, fomentando su proceso de aprendizaje.
- **Habilidades de pensamiento:** el aprendizaje de un idioma extranjero fomenta el crecimiento cognitivo, así como las habilidades sociales y creativas necesarias para el aprendizaje permanente y el compromiso cívico.
- **Aprendizaje Integrado de Contenido para las Lenguas Extranjeras (AICLE):** un modelo utilizado para combinar el aprendizaje de la lengua con aspectos culturales y cognitivos, de modo que la adquisición de esta lengua sirva como motor para el desarrollo de los estudiantes.
- **Estándares internacionales:** El plan de estudios se centra en niveles y procesos de enseñanza globalmente aceptados para el aprendizaje de idiomas. (CEFR) Paráfrasis formalizada.

The main objectives of the English as a foreign language curriculum according to the Ministerio de Educación (2016) are as follows:

- Desarrollar la comprensión de los estudiantes del mundo, otras culturas y la suya propia, así como su capacidad para comunicar sus puntos de vista a través de un idioma extranjero.
- Incremente las habilidades personales, sociales e intelectuales necesarias para alcanzar su máximo potencial y participar productivamente en un mundo cada vez más globalizado y que opera en otros idiomas.
- Mejorar la pasión por el aprendizaje de idiomas desde una edad temprana, a través de experiencias de aprendizaje interesantes y positivas, con el objetivo de aumentar la motivación del alumno para seguir aprendiendo.

The study of English offers a series of activities that, in addition to attempting to establish operative memory mechanisms, allow for greater participation in the learning environment in order to obtain a better understanding of the subject. However, despite a series of national actions and measures aimed at improving English language acquisition for Ecuadorians, “el nivel de competencia de la población en este idioma es inadecuado” (*El Telégrafo*, 2014, p.1).

“En la evaluación de Education First, Ecuador ocupó el puesto 48 entre 60 países, con el nivel más bajo de inglés entre 60 países (EF). Education First es una empresa internacional que se especializa en la enseñanza de idiomas”(*El Telégrafo*, 2014, p. 1). A new version of the aforementioned study was completed in 2015; the report indicated that Ecuador had returned to the group of countries with low levels of English proficiency globally. (*El Universo*, 2015).

The weak academic results of students attending public schools appear to be the legacy of an archaic educational system. In general, it is detrimental to the cognitive, social

and affective growth of students, limiting them to reproducing rather than creating knowledge.

As the student body becomes increasingly technologically literate, it is essential that the education system meets their needs, education and expectations when accessing cognition and training. It is in this sense that there is significant interest in determining how we can integrate ICT and its diverse range of media, resources and gadgets, this requires the intervention, commitment and optimal preparation for virtual environments of both administrative and teaching staff of educational establishments.

For this reason, the present research work takes place at the "Manuel Encalada Zúñiga" Basic Education School in the Buenavista parish, located in the rural sector of the Pasaje canton. The institution is made up of 13 teachers, all of whom are professionals in education sciences with a specialization in basic education, and that they do not have the level of English required by the Ministry of Education, which is a shortcoming when teaching the subject since they do not have a basic command of the foreign language.

1.3.5 Analysis of the results of the application of the instruments

As a first step, a moderated intervention is carried out through non-participant observation (ANNEX 1) the information in which we determine the information that leads us to confirm the evident deficiency of the teachers' command of the English language, and at the same time the null use of didactic resources, this position in the performance of teaching practice was reflected in the insecurity of the teacher's mastery of the subjects and the students' lack of motivation in learning the subject. These results were rated based on the following table, where values are assigned:

Table 1

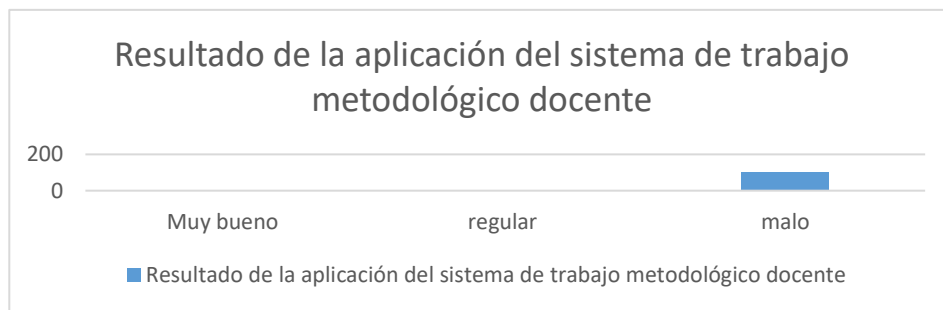
Values for the Classroom Observation Guide.

Levels	Ratings
Good	3
Regular	2
Insufficient	1

Note: Elaboration of the observation guide applied in class.

Figure 1

Once the values have been assigned, the results are plotted



Note: Evidence of the results obtained in the survey carried out

Note:

Also, with the objective of obtaining a different perspective on the evolution of teaching practice, a structured interview was conducted with the second-year elementary school teacher in which certain questions were asked that questioned her command of the

English language, internal and external situations that influence teaching performance and the learning environment in terms of didactic resources, as well as other questions related to teaching performance and the management of didactic resources in the classroom. (ANNEX 2) in which she provided us with the following information:

- I consider my English level to be basic. I fulfill the role of English teacher due to the need of the institution not having teachers with a language degree.
- On some occasions, parents opted to hire private teachers to teach students here at the school, since we did not have the level required and could not teach the classes correctly.
- Due to the lack of English teachers in our institution, we are aware that the authorities have requested by official letter to the technical university of Machala,
- The support of the interns of the language pedagogy careers to carry out their internships in the institution, which is why we have already had the support of the students in several periods to carry out their internships and thus give us support in the classroom for the teaching of the subject (ANNEX 3).
- Play is important for learning, in face-to-face classes the children learned much more through play.
- We teachers generally used the game as a didactic resource in the classroom, when these were dictated in person, now in this modality, it is complicated to adapt didactic resources because it is not complicated to maintain the children's motivation.

- I do not have much knowledge in terms of technology, the virtual modality has been of learning, I have received training in the management of teaching platforms but not focused so much on virtual teaching resources.
- The institution doesn't provide us with virtual didactic resources for the development of our classes, nor in the face-to-face modality, we teachers had to design our own resources.

In summary, it is possible to note the deficiency of knowledge on the part of the teachers regarding the basic level contents of the English language, this has an effect on the classroom, since it leads to classes not being developed in an effective manner and therefore the teacher is unable to identify the didactic resources that adequately contribute to the performance of his practice, which in turn leads to a number of disadvantages in the process, one of which is disinterest in the subject.

CHAPTER 2.

METHODOLOGICAL FRAMEWORK.

This chapter begins by explaining the type of research selected, followed by a description of the paradigm, the selection of the population and sample, as well as the methods and techniques used for data collection. “ Para hacer investigación entonces es necesario definir un método que nos permita dirigir los procesos de manera adecuado y eficiente para lograr resultados que permitan interpretar los fenómenos que nos preocupan” (Otero, 2018,p.4).

2.1 Paradigm and Type of Research.

This aspect focuses on the type of research adopted in the realization of the research work, specifying the qualitative paradigm, which requires an in-depth study of the concrete situation, in order to understand the facts, as stated by Ugalde & Balbastre (2013) “Los métodos cualitativos son paradigmas, aplicados comúnmente en las ciencias sociales, donde los fenómenos no se pueden comprender en toda su amplitud desde información cuantitativa” (p. 182).

This is how this paradigm is established for its implementation in response to the need to improve teaching practice. "Qualitative research tends to be more open and flexible, allowing for the pursuit of new lines of inquiry and the collection of additional data as new ideas emerge during the research process"(Ugalde & Balbastre, 2013, p.182).

2.2 Research Design.

The present research has an observational design, of a descriptive qualitative nature, it is referred that “Cada método de investigación a emplearse dependerá de las características

de la situación a estudiar y sus exigencias para entonces poder seleccionar el procedimiento que mejor se adapte a los objetivos planteados en el estudio” (Guevara et al., 2020,p.4) in a way that involves observing and describing the behavior of the subjects, without influencing them “Exhibe el conocimiento de la realidad tal como se presenta en una situación de espacio y de tiempo dado. Aquí se observa y se registra, o se pregunta y se registra. Describe el fenómeno sin introducir modificaciones”(Rojas, 2015, p.8).

2.3 Population and Sample or Subject of Study

The population of this degree work is the two teachers in charge of the English subject in the second basic education grade class "A" of the "Manuel Encalada Zúñiga" school, located in Pasaje city in the Buenavista parish.

The study population is a defined, limited and accessible set of cases, which will form the referent for the choice of the sample, and which meets a series of predetermined criteria.

Es necesario aclarar que cuando se habla de población de estudio, el término no se refiere exclusivamente a seres humanos, sino que también puede corresponder a animales, muestras biológicas, expedientes, hospitales, objetos, familias, organizaciones, etc.; para estos últimos, podría ser más adecuado utilizar un término análogo, como universo de estudio. (Arias et al., 2016, p.1).

2.4 Research Methods

In the research, theoretical level methods and methods of theoretical level have been used empirical. In this regard empirical. Del Sol Fabregat et al.,(2017) affirm:

A lo largo de cualquier investigación científica, los métodos empíricos y teóricos están dialécticamente relacionados; los primeros participan en el descubrimiento y acumulación de hechos y en la verificación de hipótesis, pero no son suficientes para poder profundizar en las relaciones esenciales de los fenómenos pedagógicos. (p.3)

2.4.1 Theoretical Level Methods.

The choice of the appropriate methodology for the effective development of a research project depends mainly on the theoretical foundation of the subject to be investigated, and the purposes of the research, Zambrano & Dueñas (2016) consider :

Despite the fact that this theoretical construction represents positive results, it is necessary to support it theoretically, backing up the topic investigated with general theories, since these theories support the stages of the theoretical design, starting from the organization of the theoretical framework and the formulation of the objectives, including the implementation of the methodological strategy for the analysis, with the previous collection of data.

Among the theoretical methods proposed in the research, the following are the main ones:

The historical-logical method helps to corroborate the facts that have already occurred with those present in the research.

Se aplica para estudiar una parte de la trayectoria histórica del objeto de investigación asociada al problema científico declarado, para determinar la

tendencia, las etapas más significativas de su desarrollo y sus conexiones históricas fundamentales de forma cronológica y lógica. (Torres, 2020, p.9).

Inductive - Deductive Method: the application of this method has the purpose of obtaining the possible causes of the problem through the observation of the given events. This method is usually based on the observation and experience of concrete facts and actions in order to reach a general conclusion about it; we can say that it goes from the particular to the general. in this regard Dávila et al., (2006) they state “Adviértase que en el razonamiento deductivo primero deben conocerse las premisas para que pueda llegarse a una conclusión, mientras que en el inductivo la conclusión se alcanza observando ejemplos y generalizando de ellos a la clase completa”.(p.8)

2.4.2 Empirical Level Methods

The empirical method is a method that focuses on knowledge through experience, in such a way that it is of great contribution to the researcher, since it allows a previous study of the information imparted. Rivero et al. (2019) considered :

Empirical refers to the experience that is obtained through the use of the senses and the knowledge obtained through practice unnecessarily to have theoretical knowledge, so that the senses and the physical take a foreground.

Three empirical methods were selected for the development of this research, which were the basis for it: The observation guide (annexed1) in which the problem to be addressed is examined, which is based on a card that allows us to record the information observed. The teacher interview (annexed2), which is applied in order to obtain another point of view from the teacher's perspective regarding English language teaching, in order to subsequently

implement a methodological work system that allows us to solve the observed shortcomings. At the end, the observation method (annexed 4) is applied to verify the effectiveness of the work system applied.

The following is a description of the methods mentioned and how they contribute to the research.

Direct observation:

- Assessment by direct observation consists of directly observing the behavior of students during the performance of an activity. But this observation must meet the following characteristics to be useful for the evaluation:

- It must be intentional, that is, we must have the intention to evaluate when we observe, analyzing each action and each reaction of the students.

- It must have a concrete objective, so that we are aware of what we are looking for in the observation.

• It must have a structured data collection, based on the objective pursued. This allows us to evaluate different aspects, but fundamentally attitudes, values, classroom work and knowledge. For this evaluation to be effective, the application of an Observation Guide is appropriate.

The purpose of the observation is to know what method the teacher uses during the classes and to verify the impact on the teaching of the students.

Teacher interview: The interview is a very useful technique in qualitative research to collect data; it is defined as a conversation that proposes a specific purpose

other than the simple fact of conversing. It is a technical instrument that takes the form of a colloquial dialogue. in the words of the following authors Poblete et al., (2016)

In general, the interview refers to a conversation between two or more people: the interviewer(s) who ask the interviewee(s) to answer the questions with the objective of referring to a specific subject. This technique considers its structure according to the objective to be achieved and the type of information to be collected.

The interview is directed to the teacher, in order to obtain information about the methods taught in their classes, to focus only on the types of methodologies applied and from this to take into account how to apply the didactic resources, in this case the game.

2.5 Data Analysis Processing Techniques

2.5.1 *Content Analysis*

Taking into account the results obtained by means of the empirical methods mentioned above, the technique of content analysis is used for data analysis. As stated by Fernandez (2002)

The main focus of the analysis is the identification of essential components and their classification within the documents under investigation, such as: sentences, headings, paragraphs, time measurements, space measurements, etc.

2.6 Operationalization of Variables

Variable: Improvements in teaching practice.

Teaching practice: Improvement of teaching practice in the subject of English through the application of didactic resources used in the school space to demonstrate the skills acquired.

Unit of Analysis: Mastery of the area of knowledge taught by the teacher, corresponding to the second year of basic education.

Category 1: Conception of the area of knowledge that the teacher teaches

- Mastery of level A1.1 in the English language, which is the level required for teaching the language to students in the second year of basic education.

- Evidently demonstrates knowledge of the language.

- Imparts the contents of the subject correctly.

UNIT OF ANALYSIS: Methodologies Used by the Teacher.

Category 2: Action of the educator in teaching English.

- Uses the games on the ESL page as a didactic resource for the practice of the subject matter.

- Applies different didactic resources in their classes.

- Knowledge of the learning style of their students.

ANALYSIS

MASTERY OF THE AREA OF KNOWLEDGE TAUGHT BY THE TEACHER, CORRESPONDING TO THE SECOND YEAR OF BASIC EDUCATION.

Good: Frequently demonstrates mastery of level A1.1 of the English language, which is the level required for teaching the language to students in the second year of elementary education, evidences her knowledge of the requested language and always imparts the contents of the subject correctly.

Regular: Rarely demonstrates proficiency in level A1.1 of the English language, which is the level required for teaching the language to students in the second year of basic education, occasionally demonstrates knowledge of the requested language and infrequently teaches the content of the subject correctly.

Insufficient: Never demonstrates proficiency in level A1.1 of the English language, which is the required level for teaching the language to students in the second year of basic education, does not evidence his/her knowledge in the requested language and does not correctly impart the contents of the subject.

METHODOLOGIES USED BY THE TEACHER

Good: The teacher always uses the games on the ESL page as a didactic resource for the practice of the topics, frequently applies different didactic resources in his/her classes and is aware of the learning style of his/her students.

Regular: The teacher rarely uses the games on the ESL page as a didactic resource for the practice of the topics, occasionally applies different didactic resources within his classes and regularly has knowledge of the learning style possessed by his students.

Insufficient: The teacher does not use the games on the ESL page as a didactic resource for the practice of the topics, never applies different didactic resources within his/her classes, and has no knowledge of the learning style possessed by his/her students.

Table 2

Working with the variable: Improvement of teaching practice

Analysis Unit	Categories	Indicators	Ordinal scale
Mastery of the area of knowledge taught by the teacher, corresponding to the second year of basic education.	Conception of the area of knowledge that teaches	Proficiency level A1.1 in the English language, which is the level required for teaching the language to students in the second year of elementary school. Evidences knowledge of the language. Imparts the contents of the subject correctly.	Scoring from 1 to 3, where 1 corresponds to the lowest level and 3 to the highest.

Methodologies	Educator		Scoring
used by the teacher	action in teaching English.	<p>Methodologies used by the teacher</p> <p>Educator action in teaching English.</p> <p>Uses the games on the ESL page as a didactic resource for the practice of the topics.</p> <p>Applies different didactic resources in her classes.</p> <p>Knowledge of the learning style of their students. Score</p>	from 1 to 3, where 1 corresponds to the lowest level and 3 to the highest level.

		from 1 to 3, where 1 corresponds to the lowest level and 3 to the highest level.	
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Note: Detail of the work with variables for the improvement of teaching practice

Table 3

Representation of the categories in the instruments employed

Categories	Observation	Interview	Analysis
Conception of the area of knowledge that teaches	Unit of analysis 1		3. Frequently demonstrates proficiency in English language level A1.1, which is the level required for teaching English to second year elementary school students, occasionally demonstrates proficiency in the requested language,

		<p>and always teaches the content of the subject correctly.</p> <p>Rarely demonstrates proficiency in English language level A1.1, which is the level required for teaching the language to second year elementary school students, occasionally demonstrates proficiency in the requested language, and infrequently teaches the content of the subject correctly.</p> <p>1. Never demonstrates proficiency in English A1.1, which is the level required for teaching English to second year elementary school students, does not demonstrate proficiency in the requested language, and infrequently teaches the content of the subject correctly.</p> <p>Language requested and does not correctly impart the contents of the subject.</p>
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<p>Educator's actions in teaching English.</p>	<p>Unit of analysis 2</p>	<p>3. The teacher always uses the games on the ESL page as a didactic resource for the practice of the topics, frequently applies different didactic resources in his/her classes, and is aware of the learning style of his/her students.</p> <p>2. The teacher rarely uses the games on the ESL page as a didactic resource for the practice of the topics, occasionally applies different didactic resources in his/her classes and regularly has</p> <p>Knowledge of the learning style possessed by their students.</p> <p>1. The teacher does not use the games on the ESL page as a didactic resource for the practice of the topics, never applies different didactic resources within his/her classes and</p>
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		has no knowledge of the learning style possessed by his/her students.
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Note: Representación de las categorías en los instrumentos

CHAPTER 3

METHODOLOGICAL WORK SYSTEM FOR THE IMPROVEMENT OF TEACHING PRACTICE THROUGH THE INTRODUCTION OF THE GAME AS A DIDACTIC RESOURCE.

For the development of this chapter, the contributions of the researchers provided to the teaching community are taken into consideration based on the implementation of the

methodological work system that consists of the training in English language level A1.1 through the game as a didactic resource to teachers of the second General Basic Education grade of the "Manuel Encalada Zúñiga" school in Pasaje city, Buenavista parish. Likewise, the efficiency of the proposed system was verified through the use of the ESL games platform, by means of which an answer to the proposed problem was provided.

3.1 Pedagogical Proposal

As a pedagogical proposal, the present methodological work system was developed, in which the contents framed in the CEFR Level A1 (Common European Framework of reference for language) were considered. Also, the availability of the ESL games page for the execution of the development of the themes through the games enabled in the page mentioned.

Due to the deficient management of didactic resources evidenced in the professional performance of the teachers of the second General Basic Education grade of the "Manuel Encalada Zúñiga" school and considering the poor management of the English language in terms of what is required for the teaching of the subject, the fundamental problem to be solved was determined, through the methodological work system.

3.1.1 How to Improve Teaching Practice through A1.1 Level English Language Training Using Games as a Didactic Method?

Based on these shortcomings, the following lines of methodological work were determined:

1. To strengthen the teachers' knowledge of the A1.1 level.

2. To promote the optimization of teachers' professional skills through the implementation of a didactic method focused on the development of an educational game that contributes to the development and understanding of the topics taught in the classes of the second year of basic education.

The objectives of the methodological work are derived from these statements:

1. To increase foreign language proficiency at level A1.1 in the teachers of the second year of the "Manuel Encalada Zúñiga" basic education school, guaranteeing the comprehension of the topics taught in the lesson plan presented.

2. To achieve the understanding of the teachers regarding the implementation of the ESL games as a didactic resource for the development and understanding of the topics taught in the classes.

The purpose is to improve the teaching practice of the teachers of the second year of basic education at the "Manuel Encalada Zúñiga" school in generalized conditions as a result of the methodological work to assess whether it was effective, which is represented in the development of the teaching practice, in order to prove that the validity of the methodology is guaranteed, the mastery of the knowledge of the contents taught in terms of the language level through the use of the didactic resource and thus the improvement of the teaching practice.

The following is the methodological work that aims to focus on training teachers in the contents that make up the A1.1 level of the English language, this as a teaching strategy that integrates the use of the ESL games page game as a teaching resource, the same that the teacher has available to run it in their classes, a resource that motivates them to practice the

content learned to achieve the goal that teachers understand the topics taught in training and integrate the resource in their teaching practice to improve it.

The observation carried out in the month of September, which allows evaluating the level of satisfaction regarding the efficiency of the methodological work system to the sample of teachers corresponding to the second year of basic education of the "Manuel Encalada Zúñiga" school.

Table 4

Methodological teaching work system.

TYPE OF ACTIVITY	TOPIC	METHODOLOGICAL OBJECTIVES	SPEAKERS	DATE
Instruction class	Daily Routines activities	Identify the different activities of the daily routine through didactic games and exercises exposed during the class, with responsibility and critical judgment.	Augusta Briones Ammy González	05/08/202 1

Instruction class	Present Simple Tense	Practice using the simple present tense and integrate the Hangman game from the ESL games page. Practice the simple present tense During class, with responsibility and critical judgment.	Augusta Briones Ammy González	12/08/2021
Instruction class	Simple past (affirmative-negative and yes/no questions)	Teachers will be able to learn the past simple (yes / no questions and yes / no) and teaching that topic thinking games.	Augusta Briones Ammy González	19/08/2021
Instruction class	Prepositions of Time- At, in, for, since.	Teachers will be able to identify prepositions of time: in, on, at, for, since through the game as a didactic strategy to promote	Augusta Briones Ammy González	26/08/2021

		<p>meaningful learning, with responsibility and critical judgment.</p>		
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Note: Evidence of the teaching methodological work system

3.2 Theoretical Foundation of the Methodological Work System for the Improvement of Teaching Practice through the Introduction of Play as a Didactic Resource.

Currently, the continuous evolution of the game as a didactic method in teaching has led teachers to reinvent strategies to improve teaching practice through the introduction of games as a didactic resource. “La tendencia educativa propone “innovar” las estrategias, entornos, recursos y técnicas que propendan motivar al estudiante y optimar la calidad de educación” (Chong, 2020, p.4) in order to enhance and improve education during the teaching and learning process of students. Therefore, play has a fundamental role in the construction of knowledge and the strengthening of skills.

The application of games as a didactic resource is not only important because of its capacity to develop knowledge, but also because it enhances aspects of the human being such as: values, sociability, kindness, etc. (Herrera, 2016).

On the other hand, the insertion of technology in education not only reduces application costs in the classroom, but also allows teachers and students to deliver relevant information in an optimized and effective manner in real time. As pointed out by (Noriega, 2011) the timely identification and selection of resources applied to learning fosters the development of learning requirements and in turn allows for the solution of educational needs.

Finally, this research work seeks to demonstrate its feasibility, veracity and importance through the theoretical foundations that are related to pedagogy, didactics, technology and psychology.

3.2.1 Pedagogical Foundation of the Methodological Work System

Regarding the methodological work system and the use of didactic methods, the cognitivist theory is the one that defends its use, since this theory aims at describing the way in which human beings acquire knowledge. Within teaching, it has a fundamental role because its main axis is to facilitate the learning processes of academic contents and to enhance the previously acquired knowledge for its respective application.

The training that was carried out with the purpose of improving teaching practice through the use of games as a teaching resource is an example of what this theory proposes, since training teachers in the application of games as teaching resources in their classes enhances the previous knowledge that educators have, so that by using teaching resources in their classes they can facilitate and improve the learning processes of their students.

Another theory that supports the above is constructivism, which is based on building knowledge, this is achieved through innovation in the classroom, which is where the use of

games as a didactic method is used, since the activities in which this type of resource is used, will make the socialization of class topics more bearable and in this way is directed to the positive construction of knowledge.

Among the differences between constructivism and other learning paradigms is the way in which teaching takes place; the teacher must be able to provide spaces and resources for the student to elaborate and interpret the information. (Guamán Gómez et al., 2020).

Therefore, the emphasis on innovation in the classroom through didactic resources, in this case games, is relevant because they are a great contribution to teaching practice and classroom management.

3.2.2 Didactic Foundation of the Proposal

During the teacher's academic preparation, information about the application of didactic resources is usually limited. Therefore, the application of such resources depends on the teacher and his or her training in academic programs or formative courses, so it is considered important to have a notion related to the elementary knowledge of the use of such resources, in this way teachers will know how to use them and fulfill their teaching and learning objectives.

Throughout the execution of the educational practice as a profession, the teacher will be able to identify the importance of the use of educational resources in the classroom, since they facilitate the teaching-learning process of their students and in turn will make the acquisition of knowledge positive and meaningful. In order to respond to the students' requirements, teachers design these resources to motivate and awaken the interest of their

students, so that they strengthen the teaching-learning process, allowing the articulation of the theoretical contents of the subjects with the practical classes (Vargas, 2017).

One of the main didactic resources currently used is the game, therefore it should be emphasized that the game not only has a distracting approach but is also used for educational purposes. The human being assimilates knowledge through play and as a result the motivation of students increases, therefore, it is considered that the contents are acquired in a faster and more effective way, The games are recreational activities, with a friendly and playful environment that allows children to have fun developing their imagination and creativity (Gallardo, 2018).

3.2.3 Psychological Foundation of the Proposal

Carlos E (2011) He affirms that teachers, during the active execution of the educational profession, become a model for students, parents and colleagues, therefore, they are not only considered professionals for their knowledge, but also for their integrity and integrity of their personality.

Consequently, the psychological development of an educational professional is considered a very important factor because the beliefs, values, morals, attitudes and behavior of the teacher in the classroom will have an active impact on the learning of his or her students.

3.2.4 Technological Foundation of the Proposal

Given the tendency to incorporate the use of technology in all spheres of life and with special emphasis in the educational sphere, since "learning" is one of man's primary needs.

For this reason, new technological resources are being used more and more, which allow for faster learning and greater motivation to study (Vidal et al., 2009).

In the academic context, technology has acquired a fundamental role in the development of classes and academic training. Currently, due to the COVID -19 pandemic, the use of technology has led to the implementation of new strategies and tools that facilitate the exchange of content and knowledge. Therefore, the use of tools that promote interaction and communication spaces have adapted to the new modality and in turn teachers have seen the need to adapt and grow along with technology.

3.3 Description of the Essential Aspects for the Design of the Methodological Work System

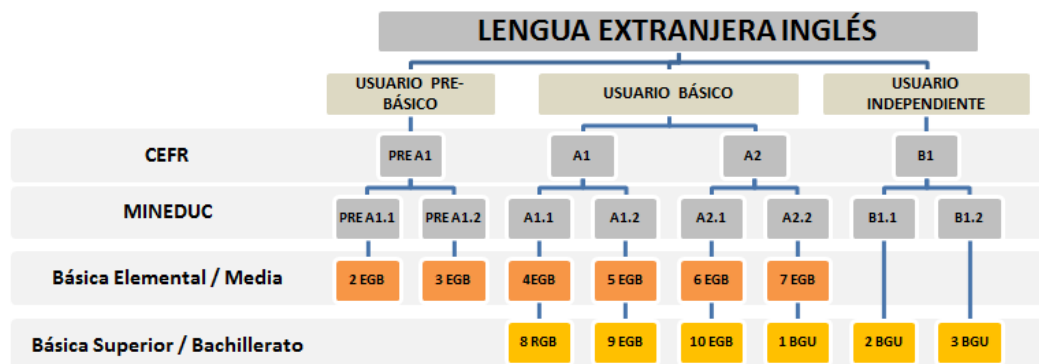
The design of the implemented system is based on specific guidelines that respond to the objectives, skills and abilities necessary for its development. The guidelines mentioned are the following:

English level: the reforms of the English level in basic general education were established since 2016 through the ministerial agreement.

Durante el año 2016 el Ministerio de Educación, Dr. Augusto Espinoza emitió el Acuerdo Ministerial 2016-000-20 en el cual se entregan los lineamientos para el currículo académico para los 12 años de educación básica Se estableció oficialmente que el inglés se incluirá dentro de la Currículo Nacional Oficial desde el primer año de Educación básica hasta el duodécimo año de nivel Superior-Básico (Ministerio de Educación, 2016,p.1).

Figure 2

Foreign language English



Note: MINEDUC's English level organization

Lesson planning based on the CEFR: Taking into consideration the previous aspect, the lesson plan is designed, based on the contents included in the CEFR Level A1, which in general terms explains that at this level they can understand and use familiar everyday expressions and very basic phrases aimed at satisfying needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in simple ways.

Considerada una estrategia innovadora, aplicable o no con la tecnología, que utiliza los elementos del juego como incentivos, premios y demás para transformar los procesos de enseñanza aprendizaje diferenciándose del “juego” que solo divierte, porque este se proyecta al refuerzo y cambio de comportamiento, acoplable con diversas metodologías activas.(Chong, 2020, p.15).

This is the way how the ESL games page is integrated as a didactic resource in the development of the classes.

3.3.1 Elements Integrating the System

They are divided into two groups: the personal elements and the non-personal elements.

3.3.2 Personal Elements

The personal elements that integrate the system of didactic exercises proposed in this research work are:

- Teacher:

Teachers of the second year of basic education at the "Manuel Encalada Zúñiga" school who are trained in the English language at level A1.1 and through the application of the ESL games as a didactic method they obtain a significant improvement in teaching practice.

- Students:

The students of the second year of elementary school of this institution who are part of the observation classes and who are the direct beneficiaries of the effectiveness of the methodological teaching system.

3.3.3 Non-Personal Elements

The following elements are necessary for the development of the methodological work system:

- Objective of the class:

The objectives of the teacher training classes correspond to the purpose of the execution of the classes, therefore they are previously planned and included in the lesson plans.

- Content:

They correspond to the topics that are included in the A1.1 level of the English language, on which the teacher trainings will be based.

The games are available on the ESL games platform, which includes games and exercises for English language practice at all levels.

- Method:

Refers to how the teaching-learning process is carried out.

The games available in the digital platform ESL games, are the didactic resource that is applied in the present methodological system, which turns the student into the protagonist of the learning process through the digital game, in this way the student shows interest in the classes.

- Didactic Resource:

It is the tool that is going to be used for the development of the class, ESL games platform.

3.4 Exemplification of the Methodological Work System

The following are aspects corresponding to the application of the methodological work system, which details its planning, platform used, content, system of exercises, goals, objectives, evaluation, pedagogical framework, methods and resources, and time used.

3.4.1 Practice Planning

CLASS 1.

1. The teachers to whom the instruction is directed:

- Teachers of basic general education of the "Manuel Encalada Zúñiga" School.

2. The instructional goals and objectives, both in terms of content and process, that the teacher wants to achieve at the end of the class:

Aim: Identify the different daily routines activities through didactic games and exercises exposed during the class, with responsibility and critical judgment.

3. The content that teachers will receive:

- **Topic:** daily routine activities.

- **Objective:** Teachers are able to describe a sequence of daily activities and know basic information about the use of the game page.

4. The pedagogical framework under which the class is presented, indicating the activities to be performed:

- Task 1.

Introduce the Task by watching a Video on daily routine activities.

<https://www.youtube.com/watch?v=L31ExXwlsVc> to help teachers identify the activities and describe them.

- Task 2.

Teacher performs an online Matching Exercise - Action Verbs for Daily Routines on the ESL games and exercises platform ESL games.

<https://www.eslgamesworld.com/members/games/grammar/present%20tenses/daily%20routines%20memory%20text.html>

- Task 3.

Explanation of the importance of using the teaching resource. Task 4. Sign on the ESL games page, a brief guide on the use of the page is provided.

5. Materials and equipment needed for the development of the class:

- YouTube platform.

- Computer.

- SCL game platform.

- Slides

6. Time taken for scheduled activities.

- Introduction: 5 minutes.

- Development: 20 minutes.

- Conclusion: 15 minutes.

CLASS 2.

1. The teachers of the teaching practice to whom the instruction is directed:

- Teachers of basic general education of the "Manuel Encalada Zúñiga" school.

2. The instructional goals and objectives, both in terms of content required at the end of the class:

Aim: teachers will be able to learn the past simple (affirmative- negative and yes/no questions) and teach that topic through games

3. The content that teachers will receive:

- Topic: simple past tense (affirmative- negative and yes/no questions).

- Objective: teachers will be able to know the simple past tense, the structure and they will improve the knowledge learned through the practice of grammar through the game.

4. The pedagogical framework under which the class will be presented, indicating the activities performed by the teachers:

- Task 1.

Presentation of the simple past theme (affirmative- negative and yes / no questions) using slides.

- Task 2

Development of eliciting about the topic of the class presented in the slides.

- Task 3.

Do grammatical exercises related to the topic of today's class through the ESL game.

5. Materials and equipment necessary for the development of the class:

- YouTube platform.

- Slides

- SCL game platform

6. The time it takes for the programmed activities.

- Introduction: 5 minutes.

- Development: 20 minutes.

- Conclusion: 15 minutes

LESSON 4.

1. Teachers of the teaching practice to whom the instruction is directed:

- Teachers of the second year of general basic education "Manuel Encalada Zúñiga".

2. The instructional goals and objectives, both in terms of content and process that are intended to be achieved at the end of the class

Aim: Students will be able to identify and Prepositions of Time- At, in, for, since through play as a didactic strategy to promote meaningful learning, with responsibility and critical judgment.

3. El contenido que van a recibir los docentes:

· **Topic:** Prepositions of Time- At, in, for, since.

· **Objective:** teachers will be able to know Prepositions of Time- At, in, for, since.

They will improve the knowledge learned through the practice of grammar through the game.

4. El marco pedagógico bajo el cual se presentará la clase, indicando las actividades a realizarse

Task 1.

Presentation of the topic prepositions of time using Flashcards.

- Task 2.

Teachers watch an interactive video which is presenting the explanation and examples about the prepositions of time

<https://www.youtube.com/watch?v=fRrVkXG0-v4>

- Task 3.

Teachers sign in the SCL games and play the game Walk the Plank Game To practice the Prepositions of Time- At, in, for, since, during - .

5. Los materiales y equipos necesarios para el desarrollo de la clase:

- YouTube Platform.
- Flashcards.

6. El tiempo que toman las actividades programadas.

- Introduction: 5 minutes.
- Development: 20 minutes.
- Conclusion: 15 minutes.

3.5 Results of the Proposal Applied

3.5.1 Evaluation of the Methodological Work System for the Improvement of Teaching Practice.

Next, in this part of the research, the methodological work system proposed is corroborated for its greater validity, exemplifying aspects during the practical application, that is, and the teachers' responses to this system.

3.5.2 Corroboration through observation.

With the purpose of confirming the effectiveness of the A1. 1 of foreign language, which were carried out with the teachers, and also the confirmation of the application of the game in the ESL games platform as a didactic method for the improvement of the teaching practice, it was entered through the teams platform, to a class of one of the trained teachers, in order to endorse its use in the educational environment, it was proceeded to carry out the observation (ANEXX 4) with which it was intended to evaluate the level of knowledge acquired regarding the language, and the use of the resource:

To evaluate its effectiveness, the observation was carried out using a guide that establishes the following values:

Table 5

Values for the classroom observation guide

Levels	Ratings
Good	3

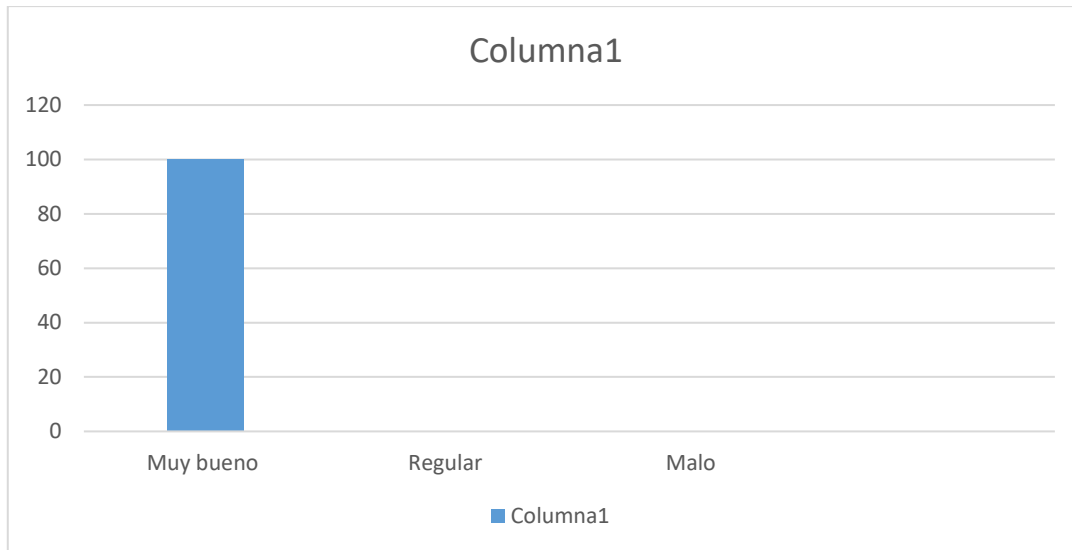
Regular	2
Insufficient	1

Note: Representation of the values for the observation guide

In response to this observation, and taking as parameters the scale and the statements that served as a guide in the observation, it was evidenced that the teacher reached the scale "very good" being this scale the highest in the range with respect to the mastery of the subject matter presented in his class, which correspond to the A1 level. 1 of the English language, and at the same time the teacher demonstrated the usefulness of the didactic game for the improvement of the teaching practice since he practiced the grammar of the topic taught, in the ESL games page and made the students practice what they learned through the game.

Figure 3

Methodological teaching work system

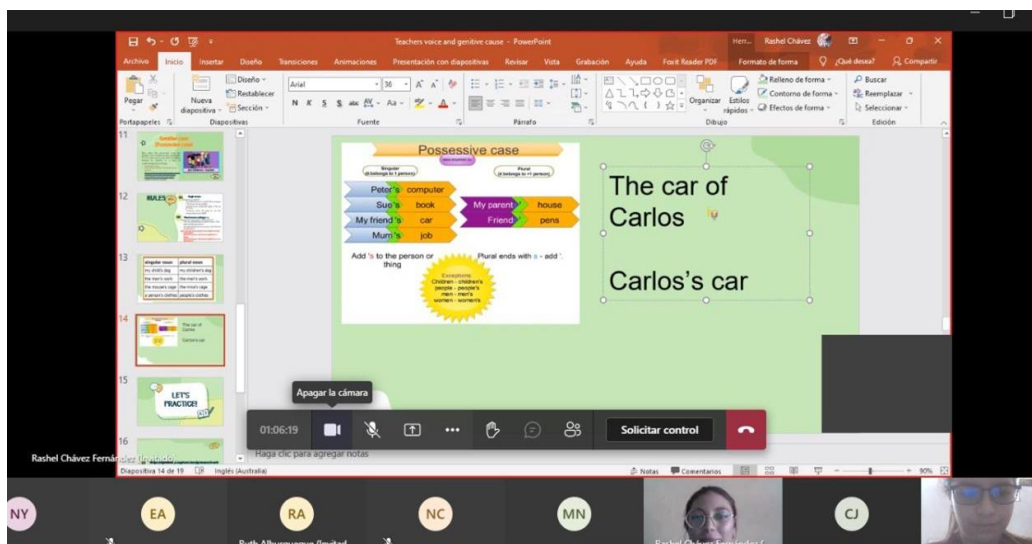


Note: Evidence of the results of the application of the teaching methodological work system.

As explained and it can be observed that the application of the methodological work system resulted in the teacher improving his teaching practice, which means that its application was relevant and effective.

Figure 4

Results of the methodological work system for teachers.



3.5.3 Practical Application of the System.

With the objective of ratifying the effectiveness of the methodological teaching work system based on A1.1 level English language training with the purpose of improving teaching practice through the use of games as a didactic resource in the teachers of the second year of general basic education, the application of said system by means of practice was appropriate, which is detailed in the following section:

Class 1.

The development of the class began with the visualization of an interactive video on the YouTube platform as an introduction to the subject of the class, the video presented the subject and at the same time explained how to express it through examples, the teachers remained attentive, until the next activity, they made interventions, in which they put into practice personal examples applying the subject of the class.

For the introduction of the didactic resource, the next step was a brief explanation of the ESL Games platform and how to enter, the contents of the page and how to play. In addition, a practice on the page about the topic was performed.

Class 2.

The class began with the presentation of a video about the topic to be discussed, in order to enhance the content previously taught, followed by indications of the types of games available on the platform and how to adapt it to the teaching of each content. After this brief explanation, continuing with the next activity, they entered the ESL games page and practiced the content in today's class, while playing they were very interested in acquiring this knowledge and participated actively.

Class 3.

For the development of the class, we started with the introduction of the topic: (Simple past tense, affirmation and negation questions) through the exposition of slides. As a next activity, open questions were asked to confirm the understanding of the topic. For the introduction of the didactic resource, brief grammatical exercises related to the class topic were carried out through the ESL Games platform.

Class 4.

The class began with the presentation of flashcards with contents about the topic to be covered, in order to enhance the contents previously taught. This was followed by indications of how they could implement the game. During the explanation of this topic, they were very interested in acquiring this knowledge and participated actively during the course of the class.

Finally, for the introduction of the didactic resource, brief activities about grammatical prepositions were carried out through the SCL game in the Walk the Plank Game section.

3.6 Analysis and Presentation of Results

Based on the results obtained, an analysis was made of the achievements obtained by training the teachers and applying the game as a didactic resource within the framework of the methodological teaching work system carried out in the second year of elementary education at the "Manuel Encalada Zúñiga" school. according to Gallardo (2018)

The game has a fundamental role in the integral development of the child, since its purpose is to develop motor, cognitive, emotional and physical aspects. That is why it is

considered essential to integrate it into the environment in which the child develops, during all its stages. Without the game, the development of the children would not be effective because the competences, abilities and skills would be absent in their development process.

Therefore, after the trainings, there was a notable improvement in the execution of the teaching practice.

Consequently, the results were also based on observation and interviews with the teachers.

Through observation, it was possible to verify the increase in English language knowledge at level A1.1 and the implementation of the application of the game on the ESL page as a didactic resource by the teacher during their classes, and at the same time, the effectiveness of its application was evidenced.

According to the interview with the two teachers of the second year of basic education at the "Manuel Encalada Zúñiga" school, they stated that they do not have the required knowledge of the English language, therefore to carry out these classes, they are only guided by the text taught, likewise they did not use the digital didactic resources, because in the institution, the classes of the face-to-face modality are not designed for the use of these methods, because the necessary resources for their application are not available, In turn, they indicated that due to the current type of virtual modality caused by the health emergency, it has been complicated to apply traditional teaching methods that were regularly used in person, however, this has generated a benefit for the implementation of digital teaching methods since the virtual modality does have teaching resources for the execution of classes,

however, the absence of digital literacy has caused the application of these, within their classes, to be even more limited.

Consequently, the context was analyzed and the best alternative was sought to obtain improvements in their teaching practice, achieving a high degree of effectiveness and acceptance by teachers and students.

The results were also based on the observation (ANEXX 1) of the classes and the teacher interview (ANEXX 2), showing that there was a significant improvement in the teaching practice.

CONCLUSION

- English language teaching in the Ecuadorian educational system still needs many aspects to be improved, especially in rural areas, where teachers do not have the required level.

- The bibliography reviewed about the game as a didactic resource in teaching, evidenced that the use of this type of methods in the classroom is not frequent, since there is a lack of knowledge about its application, in addition to the fact that, within the teaching professionalization, this type of knowledge is not taught, so many of the education professionals choose to be trained externally.

- It was determined through the interview with the teachers of the second year of basic education at the "Manuel Encalada Zúñiga" school that the application of didactic resources was considerably low, due to the lack of resources and training for the use of games as didactic resources.

- The implementation of the methodological work system based on training given to teachers, allowed them to enhance their knowledge of the English language and at the same time contributed to the improvement of teaching practice.

- It is concluded that the trainings given and the use of the game as a didactic resource obtained a great acceptance and a high degree of benefit in the proposed methodological system.

RECOMMENDATIONS

- It is recommended to continuously apply the didactic resources, so that they reinforce their teaching praxis and in turn favor the teaching and learning process.
- It is recommended that teachers be trained frequently, so that they can enhance their knowledge as education progresses.
- It would be ideal to monitor the knowledge acquired by students by means of tests, surveys or interviews, in order to demonstrate the importance of the application of didactic resources.
- It is recommended that teachers make frequent use of games as a didactic resource in their classes to strengthen their teaching practice, in order to improve the teaching-learning process of their students.
- Seek advice or independently, soak up the correct use of technology and thus use the benefits it brings to their advantage.

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Resumen

Resumo.

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ANNEXES

Annex 1. Observation guide

Table of values

Levels	amount
Very good	3
Regular	2
Insufficient	1

Unit of Analysis:	
Category 1: Conception of the area of knowledge that teaches.	
She frequently demonstrates her domain of the A1.1 level of the English language, which is the level required for teaching the language to students in the second year of elementary school, evidences her knowledge of the requested language and always imparts the contents of the subject correctly.	
Rarely demonstrates proficiency in level A1.1 of the English language, which is required for teaching the language to students in the second year of basic education, occasionally shows evidence of knowledge in the requested language and infrequently imparts the contents of the subject correctly.	
Never demonstrates proficiency in level A1.1 of the English language, which is required for teaching the language to students in the second year of	

elementary education, does not demonstrate knowledge of the requested language and does not correctly teach the contents of the subject.	
--	--

Annex 2. Interview With The Teacher

Unit of Analysis: Mastery of the area of knowledge taught by the teacher corresponding to the second year of basic education.			
<i>No.</i>	<i>Questions</i>	<i>Answers</i>	
		<i>SI</i>	<i>NO</i>
01	Do you consider that you have the A1.1 level, which is required to be able to teach second year students?		
02	Have you received external instructions to improve your language skills and to be able to teach your classes correctly?		
03	Did you receive English language training during your years of teacher training?		
04	Do you think it would be pertinent to carry out more English courses and training for teachers in the different areas?		
Unit of Analysis: Methodologies used by teachers			
05	Do you use didactic resources to complement your classes?		

07	Do you believe that virtual education has had a positive impact on the teaching-learning process?		
08	Do you consider that the student feels more motivated with the use of a variety of teaching methods and techniques?		
09	Do you consider that the game is an appropriate didactic resource for English language teaching?		

Unit of analysis: Methodologies used by the teacher.

Category 2: Educator's actions in teaching English.

The teacher always uses the games on the ESL page as a didactic resource for the practice of the topics, frequently applies different didactic resources in his classes and at the same time is aware of the learning style of his students.

The teacher rarely uses the games on the ESL page as a didactic resource for the practice of the topics, occasionally applies different didactic resources in his classes and regularly has knowledge of the learning style of his students.

The teacher does not use the games on the ESL page as a didactic resource for the practice of the topics, never applies different didactic

resources in his classes and has no knowledge of the learning style of his students.	
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Annex 3. Request letter issued by "Manuel Encalada Zúñiga" school for the execution of the pre-professional practices of the students of the pedagogy career of national and foreign languages.



**ESCUELA DE EDUCACIÓN BÁSICA
"MANUEL ISAAC ENCALADA ZUÑIGA"**

Buenavista – Pasaje – El Oro

manuelencalada.buenavista@hotmail.com



**OFIC 27 -MIEZ – 2020
Buenavista, 28 de octubre de 2020**

Licenciado
JONH CHAMBA ZAMBRANO
Coordinador de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mi consideración:

Conocedora que el firme propósito de las actuales autoridades de la Universidad Técnica de Machala, es agotar todos los espacios de gestión que nos permitan ofertar una educación de calidad, por ello de la manera más respetuosa en el ámbito del CONVENIO ESPECÍFICO DE PRÁCTICAS PREPROFESIONALES SUSCRITO ENTRE LA UNIVERSIDAD TÉCNICA DE MACHALA Y DIRECCION ZONAL DE EDUCACIÓN ZONA 7 elevo a usted el requerimiento formal para que los estudiantes de Cuarto y Quinto Semestre, puedan ejecutar sus prácticas de SERVICIO COMUNITARIO, en la institución en cumplimiento de lo que dispone el Reglamento de Régimen Académico Codificado en su Art. 53:

"...Prácticas preprofesionales.- Son actividades de aprendizaje orientadas a la aplicación de conocimientos y al desarrollo de destrezas y habilidades específicas que un estudiante debe adquirir para un adecuado desempeño en su futura profesión. Estas prácticas deberán ser de investigación-acción y se realizarán en el entorno institucional, empresarial o comunitario, público o privado, adecuado para el fortalecimiento del aprendizaje. Las prácticas pre profesionales o pasantías son parte fundamental del currículo conforme se regula en el presente Reglamento...". Reglamento expedido por el Consejo de Educación Superior, y que no se contrapone a lo que indica la Norma Técnica Expedida mediante Acuerdo Ministerial MRL 191-2012, por cuanto se trata de una práctica de fortalecimiento académico que deben cumplir los futuros profesionales de las IES como requisito de titulación, y que no implica relación contractual ni salarial de dependencia.

En este sentido colaboraríamos de manera gratuita con talento estudiantil bajo la supervisión de los docentes tutores con lo cual deberá coordinar el plan de actividades a ejecutarse por parte del practicante.

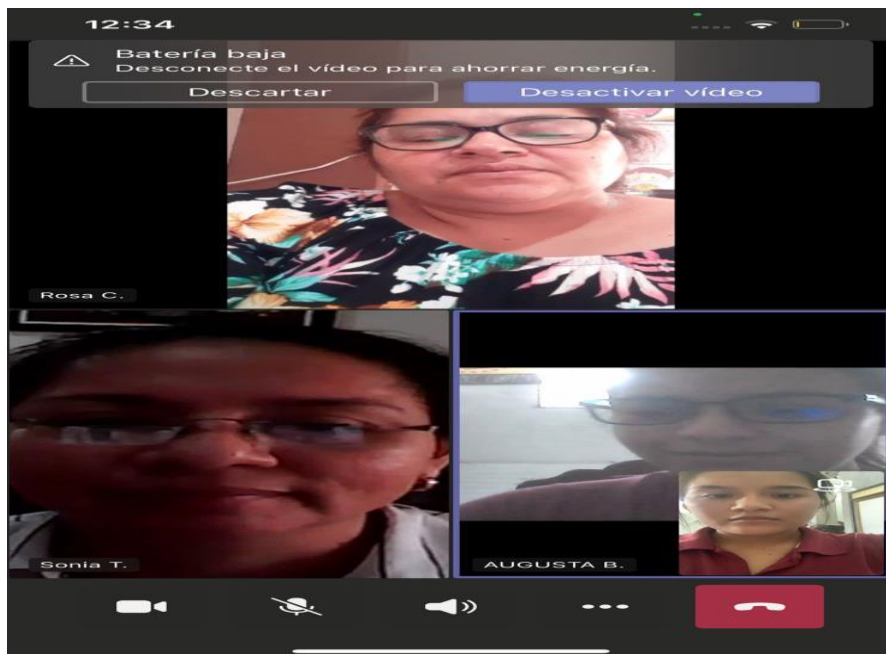
Seguro de su acogida favorable antelo mi agradecimiento sincero

Atentamente,



Lcda. Vilma del Carmen Guerrero Nieves
Directora (e)
ESCUELA DE EDUCACIÓN BÁSICA "MANUEL ISAAC ENCALADA ZUÑIGA"

Annex 4. Interview with teachers of the second basic education grade.



Annex 5 Observation 2 Corroboration of the Effectiveness of the Methodological Teaching System System

