



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

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

**Estrategia de capacitación para el desarrollo de la competencia metodológica  
en docentes de inglés en formación**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**CHAVEZ TUAREZ JENNIFFER LIZBETH  
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# TRAINING STRATEGY FOR THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE IN ENGLISH TEACHERS IN TRAINING

*por* JENNIFFER LIZBETH CHAVEZ TUAREZ

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## **DEDICATION**

This research is dedicated to:

To God, who gives us life and new opportunities to improve ourselves day by day. To my little family, my beloved children Dylan and Cillian, my source of unconditional love and support, whose smiles and love are my driving force to achieve every dream. To my parents, Holger and Amalia, who have been a fundamental basis in my development and personal growth on this path full of pleasant experiences. To my dear siblings, Amalia, Joao, Johan, Joe and Jostin, despite our differences, I know with certainty that you will always be by my side, just as I will be for each of you, especially to Johan, my twin, who gave me that drive to study when I didn't feel safe. To all those who walked by my side and who, despite the differences, are still there supporting me on this journey of rewarding experiences. ...

With deep affection and sincere gratitude,

Jenniffer Lizbeth Chávez Tuárez

On the path of life, we meet people who make a profound difference in our path. I want to express my most sincere gratitude to Mr. Chamba, who from the first day believed in me and saw a potential that I myself barely glimpsed. His encouragement, support and trust were the guide I needed to persevere and achieve this achievement.

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This work is not only mine, but also those who have believed in me, supported me, and been by my side every step of the way. For you, Mr. Chamba and Milena, my deepest gratitude and dedication. Without your influence and love, this achievement would not be possible.

With infinite gratitude and affection,

Adriana Naomi Zagal Coronel



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May this work reflect not only my effort, but also the invaluable support of those who have been a fundamental part of this academic journey.

Jennifer Lizbeth Chávez Tuárez

I want to dedicate a few words full of gratitude to my mother, whose love and sacrifice have been the pillar of my life and that of my brothers. Thank you for your unwavering dedication, for being our refuge and guide during difficult times, and for listening to us with love and patience every step of the way.

To my dear brothers, my father Oswaldo, my friends and all those people who have been by my side, I thank you from the bottom of my heart for your unconditional support. Your words of encouragement and your presence have illuminated my path and made every achievement possible.

In this moment of reflection, I feel deeply blessed to have such a wonderful circle of loved ones. Their gestures of love and solidarity have left an indelible mark on my heart.

Thanks to everyone who was there.

Adriana Naomi Zagal Coronel

## SUMMARY

This research work addresses problems linked to the professional training process of language teachers in Ecuador, to cultivate methodological competence through training strategies. The main objective is to develop a training strategy focused on the use of language teaching methods, specifically aimed at English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.

The research is framed in the positivist quantitative paradigm and adopts an explanatory experimental design, seeking to elucidate the underlying causes of the phenomenon studied through a hypothesis. To do this, theoretical methods are applied to conceptualize and characterize the object of study through an analysis of bibliographic information. In addition, empirical methods such as observation and surveys aimed at pre-service English teachers are used to collect data that validate or refute the hypothesis.

Over the course of the research, the implementation of the training strategy generated positive changes compared to the initial state. Therefore, it is suggested to delve deeper into the problem that motivated this study, considering other possible solutions related to the development of methodological competence, given its importance in the process of professional teacher training.

**Keywords:** training strategy, methodological competence, methods, English language, teacher training.

## **ABSTRACT**

This research paper addresses issues related to the professional development process of language teachers in Ecuador, aiming to enhance methodological competence through training strategies. The main objective is to develop a training strategy focused on the use of language teaching methods, specifically targeted at trainee English teachers in the seventh semester of the Pedagogy of National and Foreign Languages program at the Technical University of Machala.

The research is framed within the positivist quantitative paradigm and adopts an explanatory experimental design, seeking to elucidate the underlying causes of the studied phenomenon through a hypothesis. For this purpose, theoretical methods are applied to conceptualize and characterize the object of study through an analysis of bibliographic information. Additionally, empirical methods such as observation and surveys directed at trainee English teachers are employed to gather data that validate or refute the hypothesis.

Throughout the research, the implementation of the training strategy resulted in positive changes compared to the initial state. Therefore, it is recommended to delve further into the issues that motivated this study, considering other possible solutions related to the development of methodological competence, given its importance in the process of teacher professional development.

**Keywords:** training strategy, methodological competence, methods, English language, and teacher education.

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## INTRODUCTION

Learning the English language as a second language in places where it is not the official language has been increasing over the years. Grimaldi (2009) indicates that this is due to the influence of the British Empire and the power of the United States. Since then, it has become the universal language, according to Tiwari (2020) “English is a language which is treated as a world language because of its great reach and influence all over the world” (pp. 102-105), which refers to its advantages in different contexts worldwide.

In the educational aspect, by socializing the problems in the training of English teachers, the aim is to improve educational quality to promote a spirit of leadership in teachers that helps them have better mastery in their classes. In this sense, as indicated Longinova, Akimova, Dorozhkin, & Zaitseva (2018), a teacher complements pedagogical actions aimed at the development and improvement of an educational process, that is, increases teaching methodological competence.

It is important to reveal the teacher's work to understand the current situation of English teachers, as well as to look again at the aspects of teaching, which are: knowledge, skills, attitudes and awareness. Vocational training means promoting development at different levels and processes of the educational system. Its purpose is to provide and improve classroom teaching methods when necessary, to encourage improvement of methods and techniques during learning.

In the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala, the authors of this work have observed a series of limitations in relation to the teaching practice carried out by students who are trained as language teachers, among which stand out:



- It is necessary to optimize the management of didactic resources within the practical classroom, this is a more appropriate purposeful style for a work of this nature.
- Need to increase creative stimulation within the language teaching-learning process.
- Practitioners must guide their classes in a more dynamic and interactive way.
- It is worth working on the aesthetic aspect and the organization of visual resources in the presentations.
- The participation of students in the Pedagogy of National and Foreign Languages career, during classes that correspond to the development of methodological competence needs to be oriented toward metacognitive learning and go beyond obtaining a grade.
- The display of creativity in group and individual tasks of the English teachers in training must be increased.

Pedagogues are required to use their professional skills to meet academic goals, which depend of the educational area. According to Mirzagitova and Akhmetov (2015) professional competencies are related with the level of knowledge of the pedagogical competencies that are part of the teaching skill, which includes planning, implementing and evaluating learning outcomes. These competencies must be specific to each teacher to achieve optimal teaching and learning. A good command of the subject is one of the qualities that define successful teachers. Creative learning must be encouraged in students so that the stated objectives are met.

After analyzing the external manifestations mentioned above, the following scientific problem is posed:

How to develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala?

In accordance with the nature of the research work, the object of study is focused on the professional training process of the language teacher.

- Not all teachers in training chose to study their professional career as their first option.
- The curriculum needs to focus more on the development of teaching methodological competencies.
- Work aimed at developing students' methodological competence within subjects can be increased and improved.
- An emphasis needs to be placed on the fundamentals of educational psychology within the corresponding subjects.
- Periodic curricular reviews are warranted with a view to updating teaching resources according to the changes observed in the environment.
- It is necessary to promote positive attitudes towards study and preparation in English teachers in training.

The general objective of the work is aimed at developing a strategy of training that involves strategies on the use of language teaching methods that develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.

The field of research is delimited in the methodological training of the English teacher.

Consequently, this research work raises the following specific objectives that allow the advancement and development of the investigative work:

- Theoretically substantiate teaching methodological competence in the professional training process of language teachers.
- Empirically identify the use of methodological resources during the training of English teachers.
- Execute a teacher training strategy for teachers in training in the eighth semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.
- Evaluate the effectiveness of training on the use of language teaching methods in the development of methodological competence in teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala with the introduction of a teacher training strategy.

This research work is carried out from a quantitative methodological approach, under an experimental-explanatory research design. Consequently, theoretical level methods such as historical-logical, hypothetical-deductive, synthetic-analytical and systemic are used. And it uses techniques to collect information, such as: experiment, indirect observation, survey and mathematical statistics.

The population is made up of 25 English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.

The importance of this research focuses on developing a training strategy on the use of language teaching methods that develops methodological competence in English teachers in training; as well as contributing to research carried out at the national level,

especially those focused on the area of English, on the training of English teachers to improve educational quality, since, currently, these require good teacher training to overcome the dissatisfaction gap that exists in the educational system. In future investigations, this work will be useful for those who decide to carry out work with topics similar to the present one, one of the professional objectives of this research is to share knowledge and reliable information to deal with problems similar to it.

The preparation of the investigative work contributes to the development of teaching methodological competence, implementing a training strategy on the use of teaching methods in languages, with knowledge related to correct teacher training, which will give way to creative learning in the classroom class benefiting the teaching and learning process with a detailed explanatory description.

The structure of the research is an introduction where a general overview of the work is presented, followed by a first chapter where the theoretical framework is found, with historical, conceptual and contextual background that helps to carry out the work. As the second chapter, the research methodology is presented, on which the type of research, its purpose, methods and techniques used are based, thus giving way to the third chapter where the pedagogical proposal predominates. Continuing with chapter four, where the results of the research are presented, they culminate with the conclusions and recommendations accompanied by bibliographic support, annexes and evidence of the investigative work.

## CHAPTER 1

### TEACHING METHODOLOGICAL TRAINING IN THE PROFESSIONAL TRAINING PROCESS OF LANGUAGE TEACHERS

This chapter presents the sections detailing the historical background of the research topic with the aim of knowing how it has evolved over the years. At the same time, the conceptual and contextual background of the topic is presented, the purpose of which is to understand clearly detailed and truthful way how it extends in the Ecuadorian educational context.

#### **1.1 Historical antecedents of teacher methodological training in the professional training process of language teachers based on the methodological competencies of English teachers.**

Vezub (2007) mentions that education has been a determining factor in the development processes of society and humanity throughout history. Through it, processes of enculturation and transformation have occurred; its realization in the different areas of action of the subjects has served as a mediator of their real possibilities and perspectives.

**First stage:** The need to train teachers begins from the mother civilizations, that is, original ones; such as Martínez & García (2023) mention the cultures of Mesopotamia, Egypt, China and India, which emerged at different chronological moments between 4000 and 2000 BC; since in all of them, providing training to those in positions and governments or in specialized professions represented a necessity, for which reason the teachers enjoyed respect, even veneration.

Around the 8th century BC. C, in addition to the family, ancient Greece had poets as its first educators, such as Homer, and through their works they represented the first educational model. In this population, in 594 BC. C, with the arrival of democracy

gave way to the creation of private formal schools, where the sophists – “wise men” – emerged who to meet the political need offered their teachings, thus appearing a new profession, that of teacher.

**Second stage:** With the arrival of Christianity, according to Martínez & García (2023), the theologian became the new model of education based on the religion; thus, since the second century, schools of Christian theology and monastic schools emerged in parallel within the different orders that were transformed into training and research centers. At this time, the teacher was called a scholastic, and he was in force throughout the middle Ages, his relevance was such that he was incorporated into the nascent schools of higher education that arose from the interest or knowledge needs of certain sectors of the medieval population, not focused on training for an ecclesiastical career.

In the 8th century, according to Villa Prieto, mentioned in Martínez & García (2023), in Europe the first universities were built, where over the years residences for teachers and students were built, which led to the increase in institutions and their internal growth, which led to the regulation of these teaching and study centers and highlighting that whoever studied in the aforementioned faculties obtained the degree of master in the discipline, permission to teach.

In relation to the latter, Romero & Pupiales (2013) mention that in the Middle Ages the teacher had to take into account his training to have an appointment, taking into account other aspects, such as: infrastructure, in addition to the increase in parishioners at Sunday mass which led to the improvement of the amount of the alms and allowed the construction and expansion of churches and workshops or schools assigned to the clergy.

**Third stage:** Later, during the 12th and 13th centuries, as Konstantinov mentions (1983) with the appearance of the philosophical schools of nominalism and

realism, a struggle was established between existing beliefs, where scholasticism had the function of reconciling belief with reason by developing formal logical thinking. From this, new universities were created under the initiative of scholars, where they themselves elected the rector and other officials; with four faculties from which their graduates received the titles of “master of arts” and “doctor”.

Based on the previous considerations, in the 14th century, González (1994) mentions that, with the emergence of the Renaissance, in Spain the figure of the teacher existed a little far from the predetermined curricular objectives, that is, he did not have a defined profile due to the little concern for the education of his people, which led Philip III to examine teachers, taking the first step to regulate teacher training. From this, the institutionalists vitalized the approaches to teacher training with their innovations, basing their goals on the ideal training of teachers.

**The language teacher:** The first to argue that a competent English teacher possesses more than just knowledge about the language he or she teaches were Baslaw et al. (1977) and Purves (1973) mentioned by Izquierdo and others (2014); that is, he also knows the regulatory processes of language acquisition, the theory and rhetorical practice of language, history and literature. The conceptualization of methodological competence of the Foreign Language teacher according to Medina (2008) it originated in the three-year period 1996-1998, as a result of the research carried out in this sense, of which the results were published in the *Revista de los Centros de Profesores de la Palma, Spain, Tagasaste*, No. 14, 1998, and, later, in the *Informative Bulletin of the Corporación Educativa del Litoral*, No. 6, August 2000.

Since then, Izquierdo et al. (2014) mention that other authors have epistemologically and empirically enriched the concept (Güneş, Gökçek and Bacanak, (2010); Har Wong, (2008); Hol and Aktas, (2013); Măță and Suci, (2013); Penn-

Edwards, (2010); Kömür, (2010)); in the same way, different international organizations have made contributions to the concept of teaching competence, taking into account the characteristics of the contexts of language learning in Canada (Gouvernement du Québec, 2004), USA (Southwest Educational Development Laboratory, 1997), Jordan (Tawalbeh, 2012), Japan (Jimbo, Hisamura, & Yoffe, 2009) and the UK (BALEAP, 2008) among others.

Because of this, Padilla González & Espinoza Calderón (2015) they mention that for the development of teaching practice a fundamental element is the teacher and all his knowledge, his training and his constant academic preparation; this knowledge takes various angles, resulting in a set of actions that aim to achieve the learning that is the objective of their work. For his part, Fahriddin (2022) corroborates the priority of developing the competencies of future teachers; these, along with increasing their knowledge and pedagogical skills, are essential for the introduction of new educational standards, which require teachers to develop their methodological capabilities.

It should be added that Konstantinov (1983) attributes to the humanist thinker Thomas More (1475-1535) the idea of uniting education to the process of work activity, being the first to propose the pedagogical ideas of the nascent utopian socialism, as a consequence of this new theories and schools emerged to satisfy the needs of the new generations.

With these precedents, Bonnes and Hochholdinger (2020), mention that the role of the trainer within vocational training is an important factor that affects the results of the training, that is, the ability of trainees to apply what they have learned in their workplace. However, the role of the trainer has been widely neglected in empirical studies. Various authors, such as Baldwin, Ford, & Blume (2017), have summarized factors important for facilitating transfer, such as learner characteristics, training design,



and work environment, but little attention has been paid to the role of trainers and their teaching approaches.

Based on this, Fendler & Brauer (2013) studied the relationship of teaching approaches with three components of teaching as rated by students: support for learning, appropriate use of methods and goal orientation; that is, they found that students' positive evaluation of teaching methods was positively correlated with a student-centered approach and negatively correlated with a teacher-centered approach.

In this sense, over the years the needs within the educational field have been evolving, there are new challenges for teachers and students. Teachers have often come to the discussion of “Students are not like they used to be” and cite examples of how in previous years students voluntarily carried out research typical of a graduate professional today, as this contrasts with the today's student who is not capable, in most cases, of carrying out a simple search for information. Likewise, students also present disagreements with their teachers, as they feel that the teaching methodology applied does not fit their needs.

Therefore, to guarantee compliance with the objectives of education, scientific, technological and social development, teachers must attend professional training classes regarding their methodological competence. In order to end the discussion about how different students were in the past, the teaching methodologies applied to students 20 years ago are not adaptable to the current one, which is why teachers must be updated with respect to the needs of the current student body.

### **1.2. Referential conceptual characteristics of the training of the language teacher's methodological competence in the training process.**

Methodological Competence according to Villarroel & Bruna (2017), is that which links Knowledge with the reality of the students, incorporating the experiences of

the students and the teacher-student interaction during the teaching process. In other words, competence refers to knowing how to do in context, therefore, it is demonstrated through a person's performance in the different fields of human action.

In the same way, Espinoza & Campuzano (2019) mention that competition is an approach to education and not a pedagogical model, because it is not intended to be an ideal representation of the entire educational process, determining what the instructional process, the development process, the curricular conception, the didactics and the type of teaching strategies to implement. On the contrary, competence is an approach because it only focuses on specific aspects of teaching, learning and evaluation, such as:

1. The integration of knowledge, cognitive processes, skills, abilities, values and attitudes in performance in activities and problems.
2. The construction of training programs in accordance with the disciplinary, investigative, professional, social, environmental and labor requirements of the context.
3. The orientation of education through standards and quality indicators in all its processes.

In this purpose, as Tobón (2006) explains, the competence approach can be carried out from any of the existing pedagogical models, or also from an integration of them. The competence approach implies profound changes and transformations at different educational levels, and following this approach is committing to quality teaching, seeking to ensure student learning.

The referential conceptual characteristics of the training of the language teacher's methodological competence in the training process according to Laker & Powell (2011) they refer to the fundamental elements that define how the training of language teachers should be approached in terms of their methodological skills. These

characteristics provide a guide to design effective training programs adapted to the needs of teachers and educational contexts.

Consequently, the training of the language teacher's methodological competence must be comprehensive, adaptable, focused on communication, technologically updated and oriented towards continuous professional development, promoting a constructivist and collaborative approach. These features will help teachers be more effective in their language teaching and provide students with rich learning experiences.

### **1.2.1. Referential conceptual characteristics of teaching methodological training.**

Vocational training according to Salas, Tannenbaum, Kraiger, & Smith-Jentsch (2012), refers to planned and systematic activities that facilitate the acquisition of knowledge, skills and attitudes that relate to the work life of trainees. Likewise, there are several meanings of the concept of teacher training. To exemplify such consideration, Achilli in Gorodokin (2006) describes teacher training as the process where teaching and learning are linked. Likewise, Pérez (2010), emphasizes the relationship between theory and practice, in restructuring the daily lives of the subject and their interactions for their personal transformation.

Vocational training has two main results objectives according to Salas, Tannenbaum, Kraiger, & Smith-Jentsch (2012). The first objective is to promote learning in the sense of acquiring new knowledge and behaviors. The second objective is to promote transfer, which means that trainees can transfer the new knowledge and behaviors to their workplace and eventually improve their job performance.

Among the most common problems found in the training of English teachers is the fact that during their preparation they receive education regarding the use of the language as a communication tool based on the theoretical aspects of the language,

studying grammar, phonology, morphology and syntax. According to Ramírez & Chacón (2007) this results in methodological competencies not being developed in a relevant manner in accordance with the practice of their profession in the future.

Therefore, the concern for the adequate development of methodological competencies is always present, in fact, for this reason, multiple training programs have been created for teachers in training and graduated teachers.

For his part, Villagrán (2000) understands training as a technical process, it should be seen as the application of knowledge generated by science and experience. That is, the development of training is a matter of educational technology. According to Muñoz (2010) the methods of teaching foreign languages and particularly the English language are based on the recognition of predominant linguistic and psychological tendencies.

Similarly, the Real Academia Española (2023), conceptualizes training as “making someone fit, enabling them for something,” and training as “action and effect of training.” In that sense, training is a way of operating to promote modifications. As considered by Andrade, Porquenza, & Chitacapa (2020), being suitable is having the skills and abilities for your work and task as an educator, which are achieved by going through a process called training, which must be provided by an educational establishment and at the same time contribute to the didactic and educational needs teacher's pedagogical skills for their performance.

With everything stated above, it can be said that teacher methodological training is intended to ensure that teachers know how to teach, and also that they know strategies and methodologies that reach their students. For their part, Frenay and others, (2010) corroborates that this focuses on the improvement of teaching and learning skills by educators, considering it as a process of pedagogical growth.

### **1.2.2. Referential conceptual characteristics of methodological competence.**

In education, methodological competence plays a crucial role in the effectiveness and impact of the learning process. This competency encompasses a diverse set of skills and approaches that educators use to plan, implement, and evaluate pedagogical strategies that promote meaningful learning.

Teaching methodological competence is fundamental in the quality of the educational process. Regarding Toledo & Favela (2013) they define teaching competencies as the ability to successfully respond to a complex demand in which attitudes, values, knowledge, and skills must be involved in an effective and meaningful manner. That is, it is the way in which the set of knowledge, beliefs, abilities, skills, attitudes, values and strategies that a teacher possesses and that determine the mode and results of his or her pedagogical interventions are articulated.

Furthermore, according to Darling-Hammond (2017), teachers must have the ability to teach effectively to respond to the needs of students from a wide range of approaches and strategies. This competency allows educators to adapt their methods based on content, context, and student characteristics, thereby maximizing understanding and engagement.

Even, according to Vargas (2011) we must keep in mind that it is methodological competence, which according to the Bunk Approach, is defined as the ability to know how to react, resolve emerging situations at work and find new ways to solve them. All this to do his job more effectively, it is said that a good teacher is constantly learning and is concerned with developing and perfecting his personal skills.

The methodological competence of teaching finds application in various educational contexts, from preschool education to higher education. In preschool and primary education, educators must use playful and visual approaches to maintain

students' interest in learning. So within this competence we can find: affective communication, organization, teamwork, critical thinking, leadership, time management and problem solving.

In teaching English as a foreign language, methodological competence is fundamental, as Richards (2015) points out the need of teachers for a diverse repertoire of techniques and strategies to manage different linguistic skills and cultural aspects of the language. This competency allows educators to design lessons adapted to the needs of students, promoting their understanding and communication skills in the language.

Effective English teachers can use methodological skills through the communicative approach, since as Martínez (2020) indicates in this approach students are encouraged to engage in practical and real-life scenarios to improve their communication skills through the use of simulated conversations in English, a teacher demonstrates the application of methodological competence by creating a learning environment authentic.

Therefore Ramírez, Ramírez & Bustamante (2019) affirms that the English teacher must be the builder of his or her own training process and that together with the competencies provided, they will result in the ability to create instruction plans that promote comprehensive learning of the language and communication techniques. This means that effective methodological competence of English teachers is crucial to fostering students' linguistic competence and confidence in using the language.

To consider that a teacher is competent from a methodological point of view, says Medina (2007), must bring together the following elements or as he calls them, sub-competences:

- **Communicative Competence:** It is manifested through appropriate mastery of the foreign language.

- **Competence to operate with the logic of action of the profession:** It manifests the logic of the teacher's action that is, consisting of the consideration of the direction of the educational process.
- **Technological competence:** It is manifested through the use of innovative technological means for teaching foreign languages.
- **Competence to apply the principle of necessary stability and change:** This component is manifested through the flexibility to assimilate new approaches, methods, techniques and procedures that exist and those that emerge.
- **Competence to apply the necessary sense of priority:** It is evidenced through meaning to determine what is most important and least important according to the objectives proposed in their classes.
- **Value competence:** Which is manifested through essential values, as well as constituting a model of action and having skills to train them in students.

According to this same author, these subcompetences must manifest in a holistic way in the actions of the foreign language teacher in order to consider that he or she has the methodological competence, favoring the dynamics of the teaching-learning process in the classrooms.

### **1.3. Contextual characteristics of teacher methodological training in the professional training process of language teachers based on methodological competence in English teachers.**

Teacher methodological training in the professional training process of language teachers at an international level has been addressed by different entities, such as the Texas International Education Consortium (TIEC) with its Intensive English Program

(TIEP), which has the mission of providing instruction, training and exemplary student services in the English language. Since 1965, TIEP (2023) has helped more than 30,000 students and professionals from 131 countries achieve their goals by strengthening their English skills and improving their communication skills.

This program allows you to learn about the latest trends in the teaching of English as a foreign language, emphasizing instruction in methodologies and techniques so that participants expand their knowledge. TIEP is an accredited program by the Commission on English Language Program Accreditation (CEA), which is a national accreditation agency for postsecondary English programs in the United States, recognized by the U.S. Secretary of Education.

As Alfredo mentions (2014), TIEP and TIEC have conducted 20 training programs in Texas for non-American teachers with a duration ranging from 7 to 15 weeks, these programs have been given in both Latin America Eastern Europe and Russia and Asia in coordination with the Ministry of Education of the countries that received support.

In general, foreign language teaching development is related to the professional growth that a teacher achieves by acquiring experience, methodically examining his or her teaching, contextualizing his or her communication skills, and mastering the language. Therefore, globally, society demands innovation and ensure that teacher training is on par with current needs.

### **1.3.1. Contextual characteristics of teacher methodological training in the professional training process of language teachers based on the methodological competencies of English teachers in Ecuador.**

In Ecuador, Andrade, Siguinza, & Chitacapa (2020) mention that the need arises to develop a model of training and professional development at a higher level, which



provides general guidelines to follow within a thoughtful and planned process. Just like Peña Ledesma (2019) explains that English occupies a very important place within today's society in various scientific and technological fields worldwide, and learning this language is very useful; for this reason, Ecuador has implemented new changes in its educational policies to align with the needs of the globalized world, which requires radically modifying methods of managing teaching-learning processes.

In this sense, the State has implemented the Codified Regulations of the Council of Higher Education that establishes the following in article 3 literal b, that academic-training management must be aimed at strengthening research, academic-professional training and linkage with the community. One of the first steps taken from this was to evaluate teachers using the international TOEFL exam, which is a standardized test that measures skills and competencies in the English language. In addition, categorical statutes were included that require university students to reach an upper-intermediate level (B2) in the study of English to graduate, that is, a level of proficiency in a language in accordance with the Common European Framework.

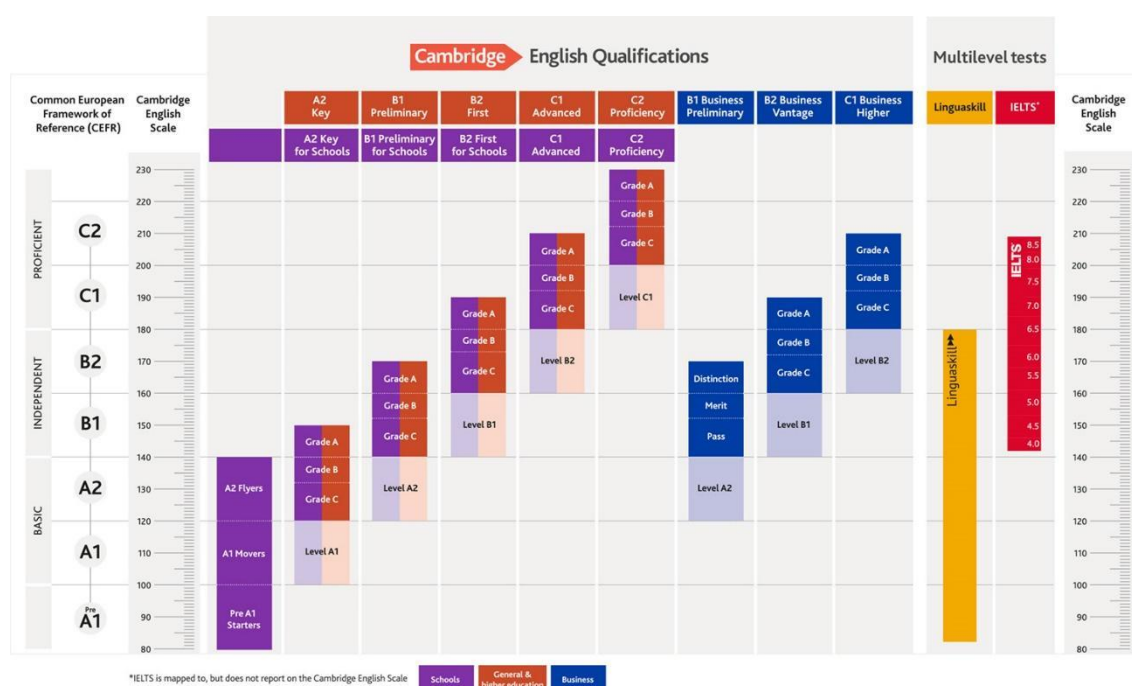


Figure 1. Levels of English according to the Common European Framework of Reference.

**Note.** Adapted from [Cambridge English Scale Results Reporting, \(2024\)](https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/)  
(<https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>).

According to information from the Ministerio de Educación (2014), and with the objective of strengthening the linguistic skills of the English language in teachers, the English Teaching Strengthening Project was initiated through distance training with the company Longmaned Ecuador SA, which consisted of 3 preparation modules with the so that they reach a B2 level. It is appropriate to mention that in 2020 the project was opened to more areas of the country due to the great reception it received.

Consequently, training in the language area was more named, due to the interest in acquiring better performance in teaching, as confirmed by Calle, Calle, Heras, & León (2019) regarding the training that language teachers receive, which has been a phenomenon of interest for several researchers in recent years, since it allows them to find useful tools for reflection, professional development and better teaching practice. Although some of the participants gave up the activity, those who continued with their training had the opportunity to improve their level of English and obtain greater opportunities within Ecuadorian education, as was the case of some teachers in the career of Pedagogy of National and Foreign Languages at the Technical University of Machala.

In relation to teachers in training, training is essential to promote teaching methodological skills, since through these they can better develop as professionals in their future teaching practice, obtaining the necessary skills to adapt to current learning, as well as to your interactions for your personal transformation.

**1.3.2. Initial diagnosis of the teaching methodological training in the professional training process of the language teacher of the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.**

The intervention proposal is planned to be carried out at the Technical University of Machala, located at Av. Panamericana Km.5 1/2 Vía Machala-Pasaje, Cantón Machala, province of El Oro. It was founded on April 14, 1969 by the collective effort of the people of El Oro. It is the only public university in the province. Its main mission is to guide teaching, research and links with society to improve production, competitiveness and the quality of life of the population in its area of influence. And its vision is to be a leader in the educational, cultural and socioeconomic development of the region and the country.

The Technical University of Machala is organized into five faculties: Faculty of Agricultural Sciences, Faculty of Business Studies, Faculty of Social Sciences, Faculty of Chemical Sciences and Faculty of Civil Engineering. The Faculty of Social Sciences was created in June 1976. It currently has several majors, such as arts, clinical psychology, sociology, law, social communication, psychopedagogy and education degrees. The intervention proposal will be carried out in the faculty of social sciences, specifically in the pedagogy of national and foreign languages career.

The Pedagogy of National and Foreign Languages degree lasts eight academic semesters, in person and during the day. The general objective of the degree is the following: Perform your professional work in the English language with solid scientific, theoretical, methodological and practical knowledge that strengthens equitable values and responsibility for the educational needs of the student population at the basic-higher and higher levels baccalaureate, embracing globalization and technological advances to face the challenges immersed within the socio-educational context.

### **1.3.3 Analysis of the results in the application of the instruments.**

This part of the chapter presents the results obtained from the data collection instruments in the research process, which focuses on the development of a training

strategy for the development of methodological competence in English teachers in training, which there are 25 students from the seventh semester, from the Pedagogy of National and Foreign Languages degree, from the Faculty of Social Sciences, from the Technical University of Machala.

As a first step, a moderate 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 domain and use of its methodological competence, this position in the performance of The teaching practice was reflected in the insecurity of the teacher's mastery of the subject and the lack of motivation of the students in learning the subject. Another notable aspect is the lack of innovative activities in the teaching-learning process, therefore, students do not feel attracted or motivated to learn the English language.

These results were qualified based on the following table, where values are assigned:

| Levels        | Ratings |
|---------------|---------|
| Always        | 5       |
| Almost always | 4       |
| Sometimes     | 3       |
| Hardly ever   | 2       |
| Never         | 1       |

*table1. Values for the Observation Guide.*

As a second data collection instrument, a survey was applied to English teachers in training, which allowed knowing the level of development of their methodological competencies, which reflected the following results:

### Dimension 1: Initiative

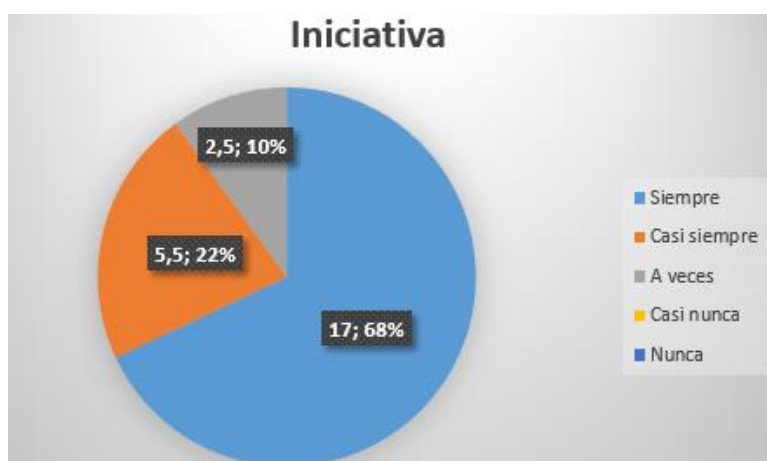
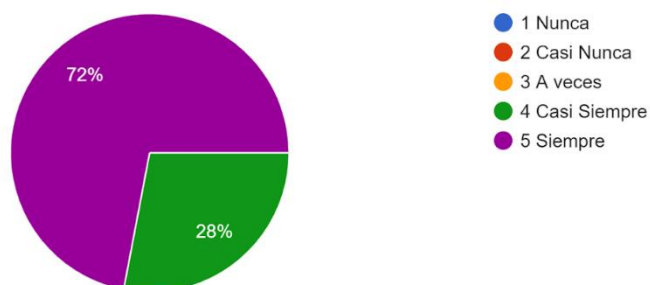


Figure 2. Survey results in the "Initiative" analysis unit.

In the first instance, the results reflect the first dimension corresponding to the initiative, which determined 68% of the students as a high index, followed by 22% of

1 ¿En su formación como docente de idiomas es importante capacitarse para desarrollar su competencia metodológica?

25 respuestas

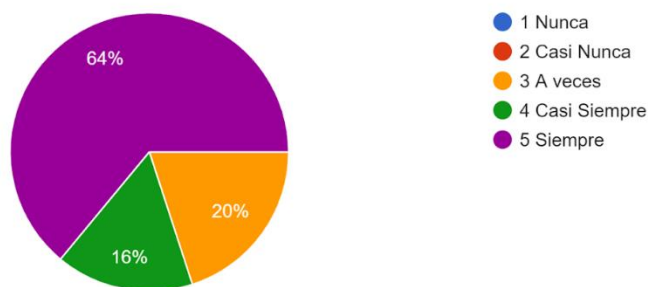


the selected population being at an average level, and the remaining 10% equivalent to a minority of students who do not have an adequate initiative to develop their competence. Therefore, the results obtained determine that the majority of students would always have initiative based on this dimension.

The results obtained show that 72% of English teachers in training affirm that it is important to train to develop their methodological skills.

2 En caso de que se ejecutara una estrategia de capacitación para el desarrollo de su competencia metodológica. ¿Usted se inscribiría para recibirla?

25 respuestas



64% of English teachers in training would enroll in a training strategy to develop their methodological competence.

### Dimension 2: Contents

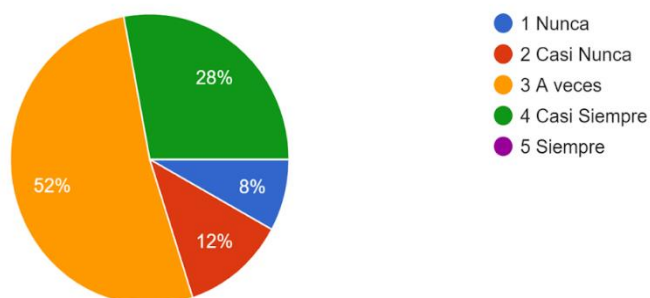


Figure 3. Survey results in the "Contents" analysis unit.

This dimension corresponds to the contents, in which it is established that 30% of teachers in training think that the contents are important in training, 30% almost always, while 28% sometimes, 8% almost never. , and the remaining 4% never. Which determines that this dimension is almost always at a level in reference to the contents.

3 ¿Recibió Usted capacitaciones sobre métodos de enseñanza de fuentes externas en su proceso de formación?

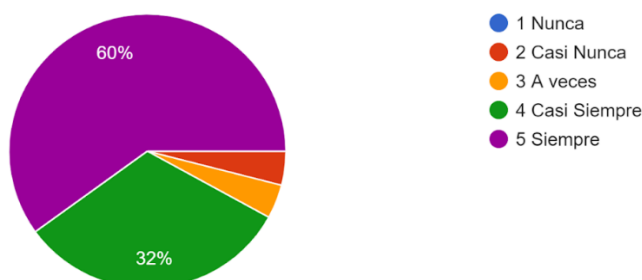
25 respuestas



52% of preservice English teachers sometimes received training from external sources in their training process. On the other hand, 28% have almost always received them. While the remaining percentage stated that they have almost never or never received training on teaching methods from external sources.

4 ¿Estima Usted que es necesaria una jornada de capacitación en donde se impartan temas para desarrollar la competencia metodológica?

25 respuestas



60% of English teachers in training consider it necessary to have a training day where topics are taught to develop methodological competence.

### Dimension 3: Time



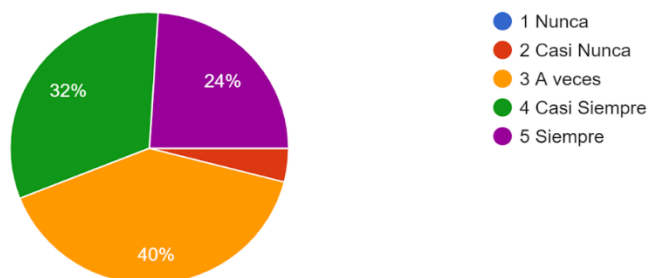
Figure 4. Survey results in the "Time" analysis unit.

In the "time" dimension, it is shown that 34% of English teachers in training would always take time to attend training that develops their methodological competence, 34% almost always, as well as sometimes 28%, and a minority almost never. Establishing that the majority of teachers in training would spend their time as much as possible to train.



5 ¿Tiene Usted predisposición a tomar un tiempo para asistir a estrategias de capacitación que le ayuden a desarrollar su competencia metodológica?

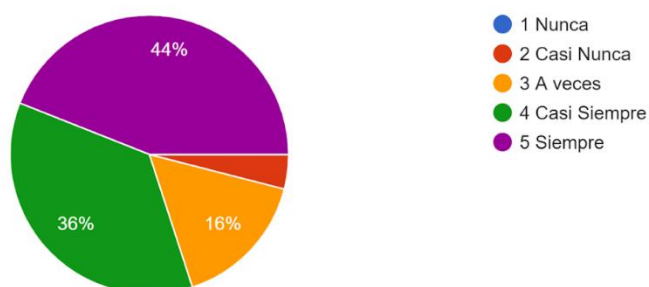
25 respuestas



24% of English teachers in training are willing to take time to attend training strategies that help them develop their methodological competence. On the other hand, 32% consider that they are almost always predisposed, while 40% sometimes.

6 ¿Estima Usted, sería viable asistir una jornada de capacitación sobre el desarrollo de la competencia metodológica?

25 respuestas



44% of English teachers in training see it as viable to attend a training session on the development of methodological competence, while 36% almost always, on the other hand, sometimes only reached 16% and a minority almost never.

#### Dimension 4: Preparation



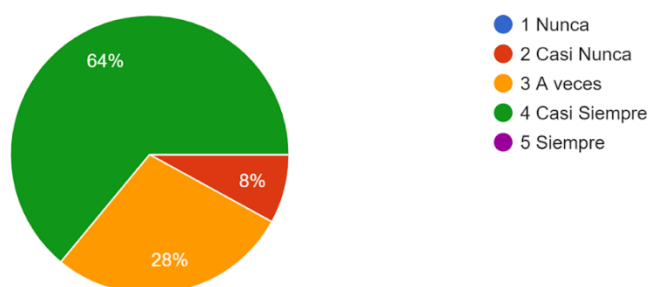
Figure 5. Survey results in the "Preparation" analysis unit.

For the next dimension, which is preparation, 40% of English teachers in training consider that it is always important to prepare to develop their competence, as well as 40% almost always, 16% consider it sometimes, and a minority almost never.

64% of English teachers in training consider that they have almost always received the necessary preparation, while 28% sometimes consider it, and a minority almost never consider it.

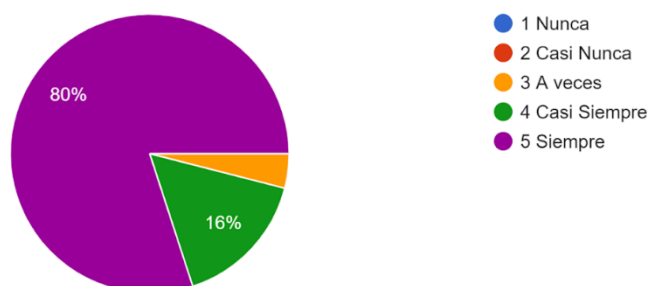
7 ¿Considera Usted que, en el proceso de formación, ha recibido la preparación necesaria para el desarrollo de su competencia docente?

25 respuestas



8 ¿Considera Usted que la el desarrollar nuestras competencias desde nuestro proceso de formación es importante?

25 respuestas



80% of English teachers in training consider that it is always important to develop methodological skills from the training process, while 16% consider it almost always and a minority sometimes.

#### Dimension 5: Update

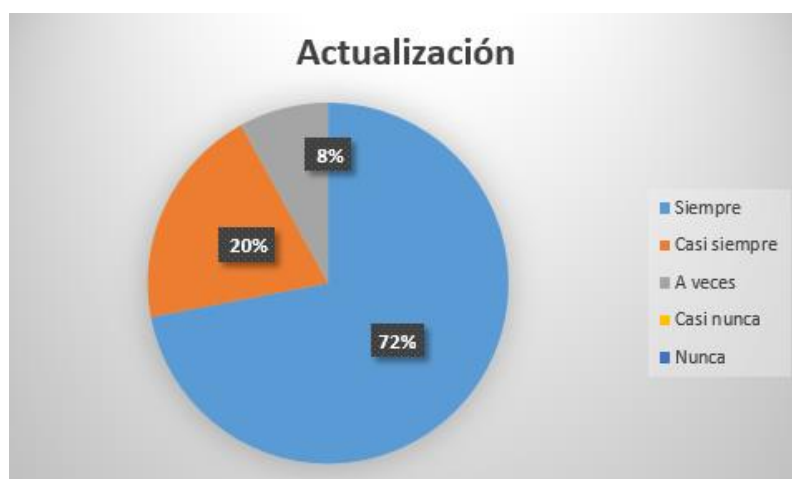
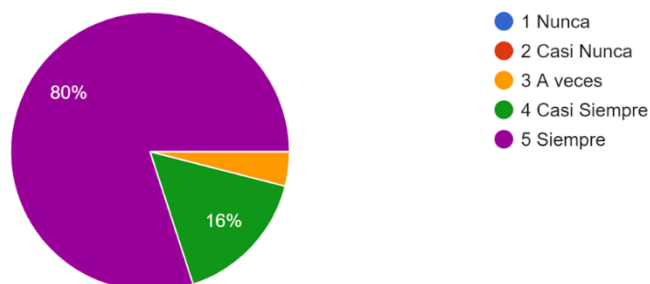


Figure 6. Survey results in the "Update" analysis unit.

The fifth dimension was analyzed aimed at determining the importance of updating in the development of methodological competence, which shows that 72% of English teachers in training consider that always, with 20% sometimes and a minority of 8% sometimes. Establishing that teachers in training do consider it important to update themselves.

9 ¿Considera Usted importante mantenerse actualizado y en constante capacitación para desarrollar sus competencias?

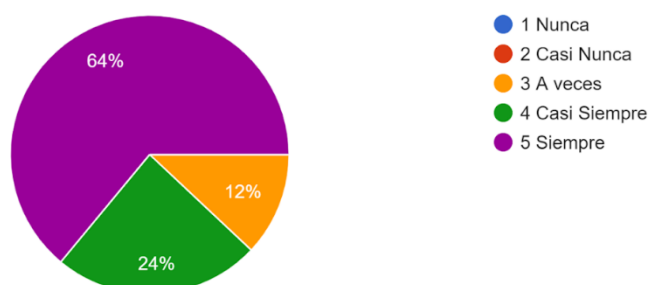
25 respuestas



80% of English teachers in training consider that it is important to stay updated and in constant training to develop their skills, while 16% consider it almost always and a minority sometimes.

10 ¿Estima Usted que el desarrollar e innovar nuestra competencia metodológica complementan convenientemente nuestro proceso de formación?

25 respuestas



64% of English teachers in training estimate that developing and innovating methodological competence conveniently complements their training process; on the other hand, 24% estimate that it almost always complements conveniently and 12% sometimes.

### Dimension 6: Attitude

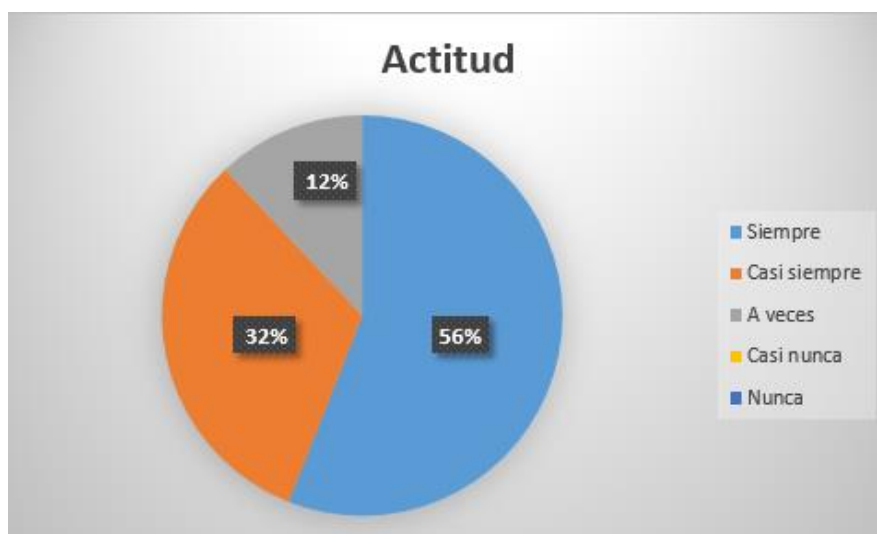


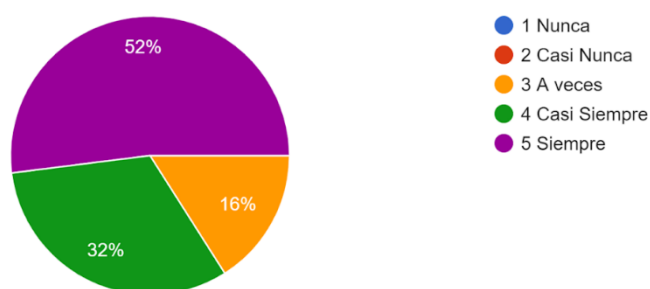
Figure 7. Survey results in the analysis unit "Attitude."

As a last dimension, the attitude of English teachers in training towards the processes of developing their skills, we have 56% who always agree that it is important to maintain a good attitude when receiving the necessary knowledge to develop their teaching skills, a 32% almost always and 12% sometimes.

52% of English teachers in training consider that they have maintained a

11 En su proceso de formación docente, ¿Considera Usted que ha mantenido una actitud positiva a los conocimientos impartidos en las aulas sobre el desarrollo de sus competencias?

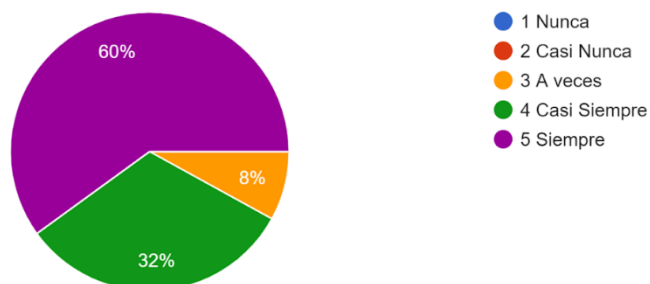
25 respuestas



positive attitude towards the knowledge taught in the classrooms regarding the development of their skills, while 32% consider that they almost always complement it conveniently and a minority considers 12% to times.

12 ¿Considera Usted que se desarrollan mejor la competencia metodológica docente al mostrar empeño y dedicación en su proceso de formación?

25 respuestas



60% of English teachers in training consider that teaching methodological competence is better developed by showing effort and dedication in their training process. On the other hand, 32% estimate that it almost always complements conveniently and 8% sometimes.

### General Diagnosis

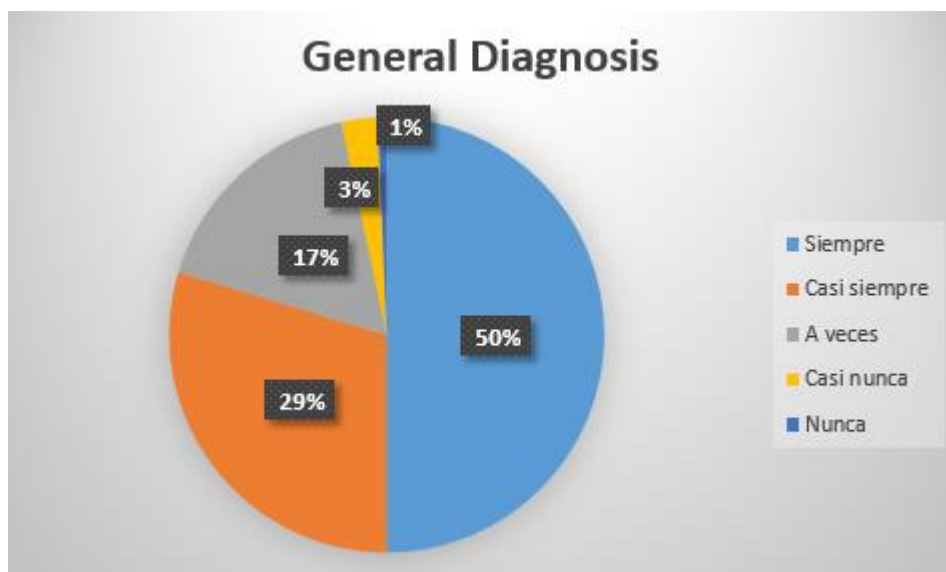


Figure 8. Results of the General Pre Diagnosis.

Taking into account the information collected through the survey, it can be summarized that 50% of English teachers in training consider that the development of methodological competence has a very significant role within teaching-learning; As well as, they have a high predisposition to train, 29% almost always, on the other hand,

17% sometimes and a minority aim for a level of 3% almost never and 1% never depending on the dimensions.

To conclude, through the analysis of the two instruments applied within this research work, it was evident that the English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala consider that the development of methodological competence has a very significant role within teaching-learning. At the same time, they have shown that the majority of teachers have a high predisposition to train that is, they agree to reinforce their knowledge about the use of teaching methods and encourage student participation, in order to develop activities and learn class content more dynamically. In accordance with the above, the authors of this research work analyze carrying out a training strategy to develop the methodological competence of English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree. Technical University of Machala.

## **CHAPTER II. METHODOLOGICAL FRAMEWORK**

Within this chapter, aspects related to the methodology used in the course of this research are detailed, such as: type of study, study method, sources and techniques for data collection, etc.

### **2.1 Paradigm and type of investigation.**

This research was developed from the positivist quantitative paradigm, under an explanatory experimental design because it seeks to explain the causes that give rise to the phenomenon studied based on a hypothesis and try to find its causes, according to Dobles, Zúñiga & García (1998), this paradigm focuses on finding the appropriate and valid method to discover a reality. Therefore, the research is explanatory in nature since it exposes the phenomenon-cause relationship, explaining why said event occurs and under what conditions it manifests, as well as how two or more variables are related. (Hernández Sampieri, Fernandez Collado, & Baptista Lucio, 2006).

### **2.2 Population and Sample**

The population is made up of a group of 25 English teachers in training of the eighth semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala from the city of Machala, province of Oro and their age range is between 21 to 27 years respectively and, therefore, the investigation is carried out for the direct benefit of this population.

### **2.3 Methods of the investigation.**

The methods of scientific research are the way in which the author relies to organize, substantiate and give reliability to his study, that is, they allow him to choose appropriate techniques to obtain scientific knowledge of the field and the object of the research during its preparation to prove the hypothesis and solve the problem. Some authors like Tamayo and Tamayo (2014): “The scientific method is a set of procedures



by which scientific problems are posed and hypotheses and investigative work instruments are tested” (p.30). As Arias (2012) mentions, the scientific method is the set of steps, techniques and procedures used to formulate and solve research problems by testing or verifying hypotheses.

### **2.3.1 Theoretical Level Methods.**

Theoretical methods according to Barcia Menéndez & Carvajal (2023), help process the results obtained through the use of empirical methods, systematize them, analyze them, explain them, discover what they have in common, to reach reliable conclusions that allow solving the problem.

The theoretical methods used are detailed below:

- **Historical-logical.**

It is defined as a systematic set of strategies and procedures focused on studying and analyzing the historical trajectory of the phenomenon under study in all its areas, in order to justify the behavior in its future. By virtue of this, the authors of this research make use of the historical-logical method to bibliographic review and search to determine the evolution of the training of methodological competencies of English teachers. Taking into account López (2021), where he mentions that this method is applied to understand the object in its changing trajectory and reflect its qualitative nature, doing away with taking into consideration the secondary and capturing the essential of the history of the object, finding the regularities, the laws of the process that explain the functioning and development of the investigated object.

- **Hypothetical-deductive.**

Considering Espinoza & Toscano (2015) the hypothetic-deductive method is defined as "the procedure or path that the researcher follows to make his activity a scientific practice" (p. 43), which provides new knowledge and gives reliability to the research. Another important feature to mention is that its function as a method not only lies in the formulation of the hypothesis based on the observed problem, but also in its verification or refutation. Therefore, this research uses this method to generate assertions based on hypotheses, to test them and issue conclusions based on them.

- **Analytical-synthetic.**

The analytical-synthetic method, according to Delgado & Romero (2021), starts from understanding analysis as the mental procedure that decomposes the complex into its parts and qualities, allowing the mental division of the whole in its multiple relationships; and synthesis as the union between the analyzed parts, discovering the relationships and general characteristics between them, which occurs based on the results of the analysis. The fusion of these factors contributed to defining key aspects that would give start to the research (topic, problem statement, research questions, objectives, etc.).

- **Systemic**

This method, for Cobas, Romeu & Macías (2010), is aimed at modeling the object by determining its components, as well as the relationship between them. The function is only the activity that the object manifests in its movement, in its relations with the environment, based on its internal structure. In view of this, this research uses this indispensable method to write the problem statement, research questions, objectives, etc. In addition, he contributed to the development of applied instruments, analysis and conclusions.

### **2.3.2. Empirical Level Methods.**

They are those methods whose purpose is to know a specific phenomenon from the observation of reality that will collect information about the object of the investigation, whether characteristics, data or facts not only at the beginning of the process and also during its development. These are used on this occasion to verify the hypothesis raised in this research. From the point of view of Hernandez Sampieri cited in López (2021) states that «*Empirical methods are used to discover and accumulate a set of facts and data as a basis for diagnosing the state of the problem to be investigated and/or the verification or validation of the proposal to be offered in the research (...)*».

Each method used is detailed below:

**- Observation:** It is considered one of the most important methods within the investigative field by López (2021) because it is used in all its stages, for this reason it is also called the universal method. Its objective is to observe a phenomenon, fact or situation in detail to collect data that will later be analyzed to test the hypothesis.

Another relevant aspect is that observation is supported by other instruments such as the observation guide, defined as an organized and systematic instrument, which uses structured observation when the aspects to be considered are established in advance. The observation guide will be made up of categories and indicators based on the variable that is intended to be measured, facilitating the organization of the collected data.

In this research, a structured observation (Annex 1) was carried out, non-participant in 2 moments: pre-observation with the intention of identifying the possible

causes that give rise to the problem. A post-observation to corroborate the level of student development from the application of the intervention proposal.

**Measurement:** This empirical method is used to obtain quantitative information about an object or phenomenon. According to Rojas, Vilaú & Camejo (2018), this method is based on observation and data collection, and is used in a wide variety of fields, from physics to psychology. Measurement is important because it allows us to quantify and compare objects and phenomena, and helps us better understand the world around us.

In scientific research, measurement is a fundamental method for obtaining accurate and reliable data. To ensure the validity and reliability of data, it is important that measurement instruments are accurate and well designed.

**Survey:** It is an essential procedure within qualitative research designs because it allows the collection of data through a designed questionnaire, without altering the environment or the phenomenon of information collection. Therefore, it is focused on the teacher to address the issue of their training and how it influences the creative learning of their students.

In the case of this research, the survey is aimed at English teachers in training which consists of 2 moments: an application before intervening (appendix #2) to know their point of view regarding the current situation of teachers In training; and one after (appendix #3), with the objective of determining their perspective regarding the development of methodological competence.

## **2.4 Data processing.**

The techniques used to process data in research seek to analyze the information collected from the beginning to the end of the research, to analyze and interpret it.

### **Data triangulation.**

Data triangulation in scientific research "refers to the use of different strategies and sources of information on data collection that allows contrasting the information collected" (Aguilar Gavira & Barroso Osuna, 2015), that is why the data triangulation technique was used to interpret results obtained after the application of the instruments, which are: observation, survey and interview.

## **2.5 Working with the variable in the research study**

**Independent Variable:** Training strategy on the use of language teaching methods that is defined as a series of classes that enable teachers to achieve the improvement of a system of actions aimed at organizing the practical and cognitive activity of the student so that they solidly assimilate the contents of language education.

**Dependent Variable:** Development of teaching methodological competence which is understood as the process that aims to improve the elements that teachers have to share knowledge, methods, techniques and ways that promote the quality of professional performance.

### **Collection of information**

#### **Research Instruments**

The research study considers "Oral Expression" as the variable under analysis, for which a consistency matrix (Table 1) was developed:

**Table 1**

Consistency matrix

**2.6 Description of the information analysis processes**

| Consistency Matrix   |  |   |  |                         |                   |  |                   |  |
|--|--|---|--|-------------------------|-------------------|--|-------------------|--|
| Title: Training strategy for the development of methodological competence in English teachers in training  |  |   |  |                         |                   |  |                   |  |
| Author: -  |  |   |  |                         |                   |  |                   |  |
| Scientific problem   | Goals  | Hypothesis  | Research variables   |                         |                   |  |                   |  |
| How to develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree? | General objective:<br>Develop a training day that involves strategies on the use of language teaching methods that develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.<br>Specific objectives:<br>-Theoretically substantiate teaching methodological competence in the | General hypothesis:<br>If a training strategy is developed on the use of language teaching methods, then it contributes to the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree. | Independent variable: Training strategy on the use of language teaching methods. |                         |                   |  |                   |  |
|  |  |   | Dimensions   | Measurements indicators | Items             | Measuring scale  | Levels and ranks  |  |
|  |  |   | Initiative   | Importance Provision    | 1,2,3<br>4,5<br>6 | Ordinal  | Always (5)        |  |
|  |  |   |  |                         |                   |  | Almost always (4) |  |
|  |  |   |  | Methods Techniques      |                   |  | Sometimes (3)     |  |
|  |  |   | Content  | Duration                |                   |  | Almost Never (2)  |  |
|  |  |   | Time   |                         |                   |  | Never (1)         |  |
|  |  |   |  |                         |                   | Variable 2: Development of teaching methodological competence. |                   |  |
|  |  |   | Dimensions   | Indicators              | Items             | Measuring scale  | Levels and ranks  |  |
|  |  |   | Preparation  | Curriculum              |                   |  | Always (5)        |  |
| Update   | Trainings Seminars   | 7,8, 9,10, 11,12  | Ordinal  | Almost always (4)       |                   |  |                   |  |
| Attitude   | Predisposition, performance and disposition  |   |  | Sometimes (3)           |                   |  |                   |  |
|  |  |   |  | Almost Never(2)         |                   |  |                   |  |
|  |  |   |  | Never (1)               |                   |  |                   |  |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
|  | <p>professional training process of language teachers.</p> <p>-Empirically identify the use of methodological resources during the training of English teachers.</p> <p>-Execute a teacher training strategy for teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.</p> <p>-Evaluate the effectiveness of training on the use of language teaching methods in the development of methodological competence in teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the</p> |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
|  | Technical University of Machala with the introduction of a teacher training strategy. |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|

*Table 2. Consistency matrix*

The information collected is analyzed using a proportion measure (%), for each indicator. With the summary of the data on the development of teaching competencies, five levels were considered: Never, Almost never, Sometimes, Almost always and always.

This chapter presented the methodological design of the research, emphasizing the selection of the population, typology and methods that were used to create the research problem.



## CHAPTER 3.

### **Training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.**

This chapter describes the proposal that the researchers provide to the educational community, in such a way that the development of a training strategy aimed at teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages career is specified from the Technical University of Machala, with the purpose of developing methodological competence at that level.

#### **3.1. Theoretical foundation of the training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.**

The development of methodological competence is achieved when the teacher in training has a good command of his knowledge and, as he decides to adapt it to the training methodology, that is, as Cepeda (2004) argues, it is about improving the elements available to share them through methods, techniques and forms that promote the quality of professional performance.

For this reason, the authors of this research propose a training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala, since it is aimed at raising the level of teaching competence.

The interpretations of various authors have been taken into account to understand the meaning of a training strategy, among whom are Barén (2021), González

& Hernández (2015), Cuevas, Reyes & Sánchez (2012), Saravia (2008), and Delgado (2001).

Among the characteristics of a teacher training strategy, the following stand out:

- Promotes the search for quality to provide students with comprehensive training.
- It constitutes a system of actions and operations for the specific functions that are implemented necessary to achieve the proposed objective.
- Works in collaboration with the educational community, in such a way that it recognizes the particularities of the subjects involved in the training process and the environments in which they develop and are taken into account in its design and implementation.
- Proposes different techniques to promote support for learning and adapt to new educational regulations.
- It is flexible, in such a way that it adapts methods, techniques and procedures to the peculiarities and needs of the students' training.
- Provides the teaching staff with theoretical and methodological foundations, with the objective of conceiving, planning and maintaining control over educational work.
- Contributes to the improvement of meaningful education, promoting the development of teaching professionalization and promoting curricular transformation.

According to the training strategy, the researchers agree with Ibáñez (1994) cited in Techera (2022), who proposes teacher training as a short-term educational process, applied systematically and organizedly, through which people acquire specific knowledge related to teaching performance, attitudes towards aspects of the organization, the task and the environment, and development of skills.

The training strategy for the development of methodological competence seeks to motivate English teachers in training to apply new teaching techniques and methodologies, integrating technology, which has a very relevant role today due to the teaching modalities learning.

By developing the teacher training strategy to develop methodological competence in teachers in training, the two phases proposed by Yaber and Valentino (2003) cited by Mosquera and Eslava (2019) were taken into consideration who mention an initial phase where the competence that must be improved is identified and, subsequently supported by the results, thematic units are designed to achieve the expected impact of the training model.

Training is essential in any organization to be successful by establishing goals and needs that allow individuals to have effective and efficient training. The variables are determined to put together a training program, choosing the appropriate method according to the needs of the institution, where the teacher will exploit all the skills and creativity of the institution, to improve the performance of the teacher and the student.

Educators need to possess the necessary skills to face the challenges that may arise in their daily routine. This is what we are looking for, according to Liston & Zeichner (1993), with the objective that the professional identifies the problem and seeks to understand what is not appropriate in the situation, acting effectively.

Skills include the mastery that the individual has over a certain competence, in the case of the teacher, the ability to guide and positively influence the teaching-learning process. While, attitudes are constituted by the tactics that the teacher has when he has to face problems that require strategic and functional solutions.

The teaching team may decide to do a complete review of the physical space or reevaluate the class schedule and plan moments of reflection with the students. Regular

teacher training facilitates the long-term progress of students by improving the development of the knowledge, skills and abilities that learners need to achieve success in their professional fields.

As mentioned by Garzón, Sola, Ortega & Marín (2020), to promote the development of teaching competence by enhancing continuous teacher training and improving the initial preparation of prospective teachers. Teacher training is a fundamental factor to face the new educational challenges of today's society and a key factor to improve the professional competence of each teacher, resulting in quality and equitable education.

To achieve quality education, organizational structures, resources, processes and functioning of systems are closely aligned with advances in educational knowledge and social, economic and technological changes that affect the activities of the education sector, especially those that teachers must adapt to. Promoting new training strategies that allow us to resolve the imbalances that appear in each project over time.

According to Dessler & Varela (2011), the training process consists of five steps, the first is the identification of needs, the second step is the design of the training program, the third step is its validation, in this part the corrections required to present are made the proposal to the public. The penultimate step is the application of the training and finally an evaluation and monitoring is carried out, this with the purpose of knowing if the program is successful or not.

Education is a life process and, therefore, an essential component. For teachers, trainers and teachers, it is not enough to have a university degree to stay updated, therefore, they must update themselves and participate in training programs that improve pedagogical, methodological, didactic approaches, scientific and technological progress.

### **3.2. Planning of the training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.**

This section details the pedagogical proposal that proposes to develop the methodological competence of English teachers in training by implementing a teacher training strategy. It has been chosen to develop this proposal with a training approach, since it allows the knowledge to be enriched and the professional skills of each individual to be developed through sequential activities, where each topic taught is correlated.

In the planning process of this pedagogical proposal, the first step consisted of proposing a general objective that can be achieved at the end of the intervention. In addition, specific objectives were set for the training.

Therefore, taking into account the weaknesses of methodological competence in teachers in training, the following general objective was proposed:

- Develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala using a training strategy with the aim of improving and strengthening them.

Likewise, this intervention proposal also seeks to achieve the following specific objectives:

At the end of the training strategy, teachers in training will be able to:

- Apply communicative strategies and linguistic registers that adapt to the needs and growing possibilities of their students and their own possibilities.

- Develop the ability to guide and positively influence the teaching-learning process of the foreign language.
- Face and creatively solve the various and complex problems that may arise in educational practice.

**Training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala.**

Taking into account that it is essential to create all the conditions that allow the development of methodological competence in educational practice, certain structures are proposed for the strategy:

Structures

- Mission.
- Vision.
- Guiding ideas.
- General and specific objective.
- Stages of the strategy: Diagnosis, Familiarization, Execution and Evaluation.
- Recommendations for the development of the process of introducing scientific results to the educational practice of educational centers.

Based on the diagnosis made and the theoretical foundations formulated, the mission and vision of the strategy were specified as follows:

**Mission:** to provide a training strategy for the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala

**Vision:** Teachers in training will reach a level of preparation that will allow them to successfully develop methodological competence.

Guiding ideas.

General objective of the strategy:

- Develop methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala using a training strategy with the aim of improving and strengthening them.

Specific objectives:

- Apply communicative strategies and linguistic registers that adapt to the needs and growing possibilities of their students and their own possibilities.
- Develop the ability to guide and positively influence the teaching-learning process of the foreign language.
- Face and creatively solve the various and complex problems that may arise in educational practice.

### **Strategy Stages**

**1st stage: Diagnosis:** In this stage, the starting situation of the trainee teachers involved is characterized in relation to methodological competence.

**2nd stage: Familiarization:** The purpose is to sensitize teachers in training with the importance of developing methodological competence, exposing them and completing the content of the strategy with their help.

**3rd stage: Execution:** In this stage, taking into account the results obtained in the previous stage, the main training actions of the strategy will be executed.

**4th stage: Evaluation and control:** The essential purpose is to evaluate the actions carried out and the results achieved in the strategy execution process.

### **Actions by stage of the Strategy**

**Stage I: Diagnosis.****Goals:**

1. Diagnose the knowledge that teachers in training have about issues of methodological competence.
2. Diagnose the knowledge that teachers in training have about teaching methods issues.
3. Assess the Teaching-Learning process, in relation to the performance in the classrooms of English teachers in training.

**Actions:**

1. Application of an observation sheet.
2. Application of a closed survey to English teachers in training.

**Stage II. Familiarization**

**Aim:** Familiarization of the teacher-trainer with the content and methods of application of the training strategy.

**Actions:**

1. Work session with the tutor teacher to evaluate the result of the diagnosis obtained.
2. Preparation of proposals by the authors of this work based on the results of the diagnosis.
3. Presentation of the training strategy developed, based on the diagnosis made and the authors' proposals.

**Stage III. Execution**

**Aim:** Deploy the strategy actions that will lead to developing the methodological competence of English teachers in training.

**Actions:**



1. Conference: “Language is used for different purposes in the classroom”
2. Conference “Activities and relationship in the classroom change”
3. Workshop: “Admit your ignorance”

#### **Stage IV. Evaluation and control.**

**Aim:** Assess the result of the actions included in the execution stage on the development of methodological competence.

#### **Actions:**

1. Interview to assess the fulfillment of the participants' expectations through the actions carried out in the execution stage.

#### **Strategy Description**

##### **Stage 1. Diagnosis.**

It should be noted that, particularly in this pedagogical proposal, the aim is to develop or improve the methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala through the application of a training strategy. Due to this, during the pre-professional practices, information was collected through an observation sheet that revealed a recurring problem related to the development of methodological competence.

To complement the results of the observation sheet, a survey was applied to demonstrate that teachers in training feel the need to develop teaching methodological competence, and as a result of this action a significant percentage of teachers in training have assimilated that they must be updated developing their skills, new approaches, methods, techniques and existing procedures and those that scientific-technical development brings to light as society evolves.

##### **Stage 2: Familiarization:**

A work session would be held with the authors of this research work to evaluate the result of the diagnosis. Based on the results obtained in the first action of this stage, it is appropriate to continue with the development of proposals to favor the training process.

Thus, with regard to the selection of the content to be taught during the training strategy, it has been decided to take into account the results of the observation guide and identify the weaknesses to develop them and improve the techniques and methods used in the training. English as a foreign language classes. The third moment of this stage would be the presentation of the training strategy developed, based on the diagnosis made and the authors' proposal.

Finally, it is important to take into account that the training strategy focuses on improving methodological competence, that is, on improving the techniques and methods used in English as a foreign language classes. This is so that the development and interaction of teachers in training is more efficient in the classroom.

### **Stage 3: Execution.**

This proposal directs that through the implementation of a training strategy focused on the development of methodological competence, English teachers in training are stimulated and motivated to maintain constant professional growth. Since, with a training strategy, variables are determined to put together a program, choosing the appropriate method according to the needs and established goals where the teacher will exploit all his skills and creativity, since with the training strategy the contents will be linked so that learning flows in an orderly, progressive and structured manner, to improve performance in the classrooms.

It is not unknown that through various means: conferences, training, English teachers in training, have received in one way or another information related to the

development of their skills. However, since it is a complex topic, it is recommended that when undertaking an effort such as the execution of the proposed strategy, it begins with the first day focused on developing communicative strategies within the classroom, focusing on the needs and possibilities of the students. This goal is pursued through a conference that addresses related topics, the use of visual materials, and the participation of pre-service teachers by asking teaching questions and creating fictional scenarios for future educators to develop possible solutions.

Likewise, the second day correlates with the previous one, as it focuses on developing the ability to guide and positively influence the teaching of English as a foreign language. As on the first day, this objective is intended to be achieved through a conference using audiovisual material, since interest and motivation are increased, as well as the participation of teachers in training.

Finally, the third day focuses on creatively face and solve the various and complex problems that may arise in educational practice. The objective is sought to be achieved with a conference and a Role-Play exercise that simulates the reality present in the classrooms.

As can be seen, the conferences follow a logical order, that is, the topics taught are related to each other, allowing the teachers in training to better retain what they have learned.

#### **Stage 4: Evaluation.**

At this stage, it is essential to assess the effectiveness of the training of teachers in training, in relation to the development of methodological competence. Information will be collected from the control carried out in each of the actions developed in the training strategy. Once concluded, it is proposed to carry out a survey, with the

objective of ensuring that the message about the development of methodological competencies has been transmitted in a clear and concise manner.

In this chapter, a training strategy was presented to develop methodological competence, where contents based on the development of methodological competences were applied in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the University. Machala technique. During the course of the training strategy, the English teacher in training was able to develop his methodological competence to apply and impart his knowledge in the classroom.

**CHAPTER IV**

**RESULTS OF THE APPLICATION OF TRAINING STRATEGY FOR  
THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE IN  
ENGLISH TEACHERS IN TRAINING**

This section provides the results obtained through the teacher training strategy focused on the development of methodological competencies in English teachers in training. The training strategy was carried out on Wednesday, January 31, Friday, February 2, and Monday, February 5, 2024.

The authors take as reference the results and the insufficiencies detected in the applied instruments, and determine the need to develop a training strategy for the development of methodological competencies in English teachers in training in the seventh semester of the Language Pedagogy degree. National and Foreigners of the Technical University of Machala.

**4.1. Description of the application of the training strategy for the development of methodological competence**

This fragment describes the application of the training strategy with the purpose of developing methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree at the Technical University of Machala, the application of said strategy through practice it was adequate, which is detailed in the following section:

**Day 1**

The development of the conference on Wednesday, January 31, with the participation of the 25 English teachers in training, began with the presentation of the speaker, followed by a warm-up with vocabulary related to the topic. After the new vocabulary was presented, the slides were presented with the topic “Language is used

for different purposes in the classroom”, where the speaker asked questions to the teachers in training to take into account whether they were paying attention. In addition, activities and questions were carried out to achieve the proposed objective.

### **Day 2**

The conference on Friday, February 2, began with an activity in which they practiced the content of the conference, while they were very interested in acquiring knowledge and participating in the conference. The topic to be discussed was “Activities and relationship in the classroom change” where they explained how to adapt new activities to the teaching of each content to develop the ability to guide and positively influence the teaching of English as a foreign language.

### **Day 3**

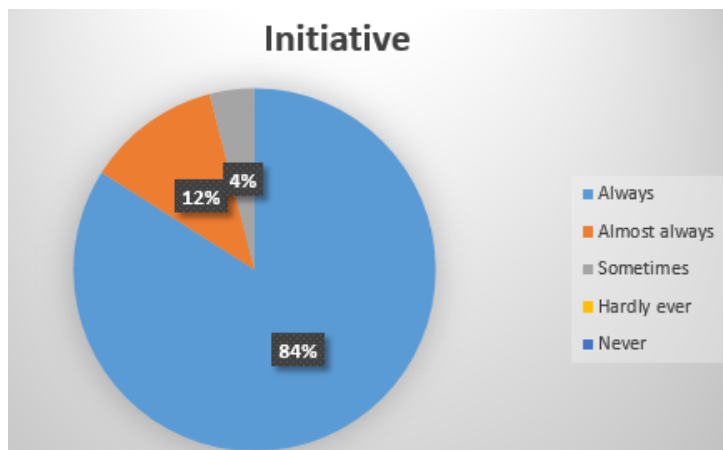
For the development of the last day of the strategy, it began with the introduction of the topic: “Admit your ignorance”, through the presentation of slides, which focuses on facing and creatively solving the various and complex problems that may arise in practice educational. As the next activity, open questions were asked to confirm understanding of the topic, as well as a Role-Play exercise that simulated the reality present in the classrooms, which consisted of placing the teacher in a scenario where the students realized an error in the class and the teacher had to find the best way to solve it.

## **4.2. Results of the Application of the training strategy for the development of methodological competence**

This section presents the results obtained after the application of the training strategy for the development of methodological competence, and is available for its pertinent effectiveness assessment through an online survey, based on previously

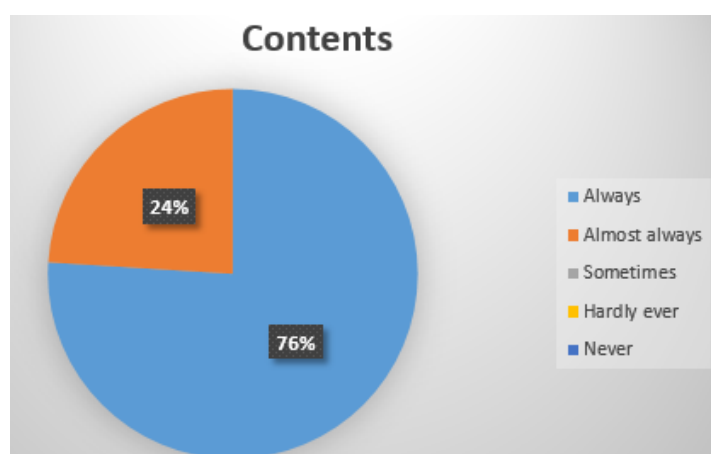
established evaluation criteria, which will allow comparison with the survey results and verify the development of methodological competence.

### Dimension 1: Initiative



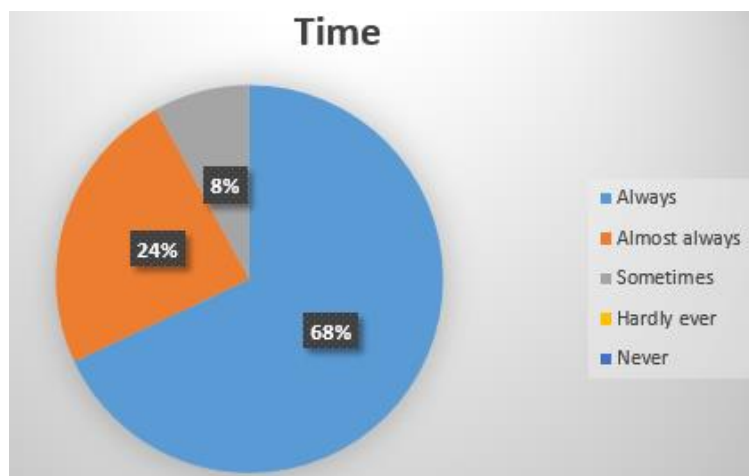
In the “Initiative” dimension, there is an improvement in the search to develop their teaching competence, since it is evident that 84% of English teachers in training aim to always have the initiative when it comes to developing their methodological competence, a 12% almost always and 4% sometimes, which indicates the effectiveness of the training strategy.

### Dimension 2: Contents



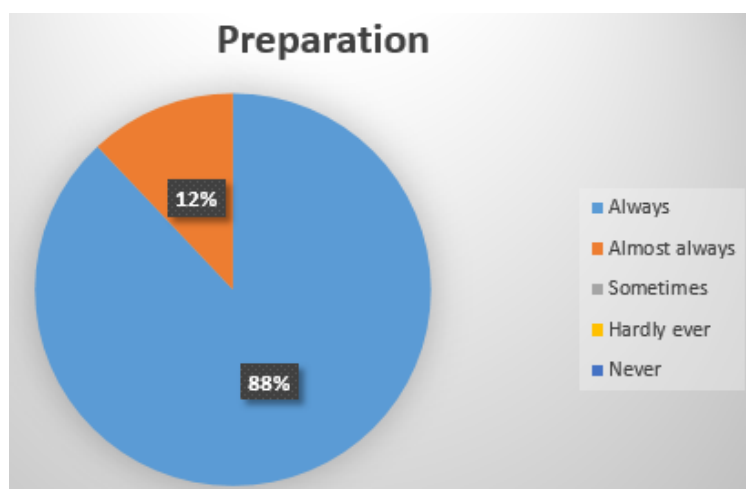
In the results obtained corresponding to the Content dimension, 76% show that content is always important for English teachers in training and 24% almost always. This demonstrates the effectiveness of the training strategy.

### Dimension 3: Time



In the Time dimension, 68% of teachers in training consider that the time they dedicate to training is always important, 24% almost always and a minority of 8% consider that sometimes; indicating the effectiveness of the training strategy.

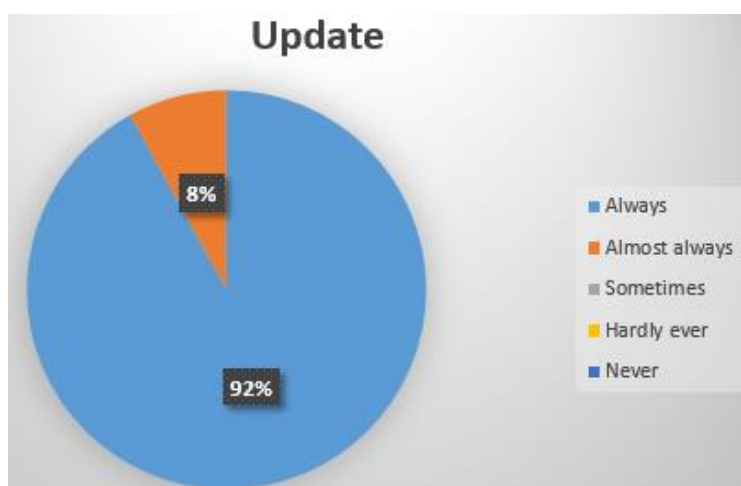
### Dimension 4: Preparation



The results of the Preparation dimension demonstrated that, for English teachers in training, preparation to develop their methodological competence is 88% always important and 12% almost always, demonstrating a considerable increase after the implementation of the training strategy. .

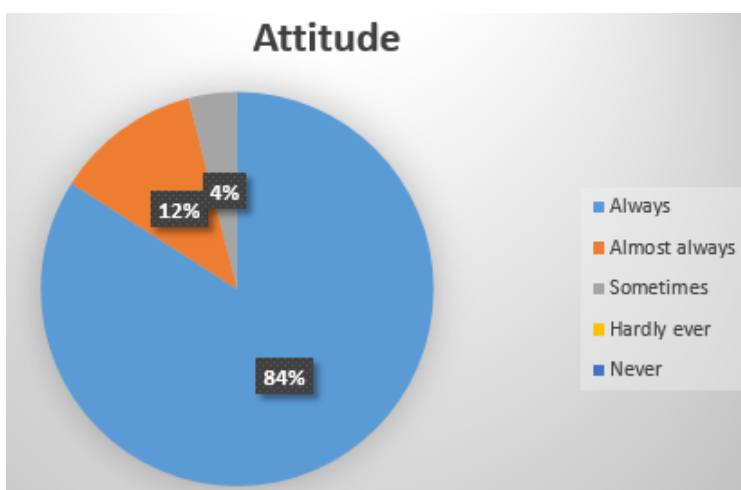


### Dimension 5: Update



This graph corresponding to the Update dimension, 92% of English teachers in training consider it important to stay updated based on their methodological competence, 8% almost always. These excellent results were obtained because they agree that maintaining constant training will help the development of their methodological competence, demonstrating the effectiveness of the training strategy.

### Dimension 6: Attitude



In this last dimension, based on “Attitude”, English teachers in training showed an improvement with 84% considering that attitude is important to be able to accept knowledge, 12% almost always and 4% sometimes. These results demonstrate the effectiveness of the training strategy.

## General Diagnosis

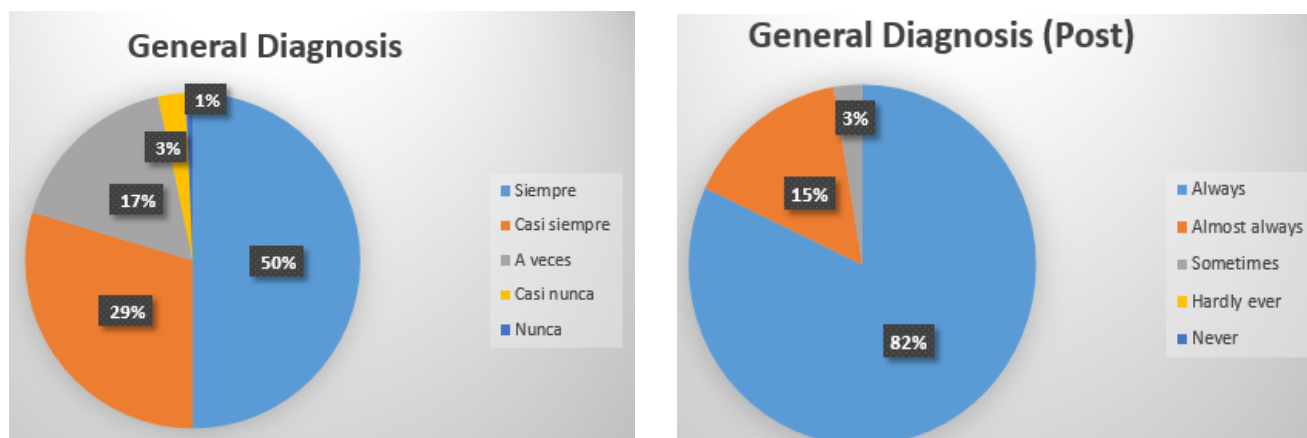


Figure 8. Results of the General Pre-Diagnosis Figure 9. Results of the General Post-Diagnosis

Through a general analysis of the training strategy application, it can be observed that after this the rate of improvement in the development of methodological competence in teachers in training increased by 32%, reflecting lower levels unlike how they were before the pedagogical proposal. On the other hand, in the never and almost never level scale of the general pre-diagnosis it is reflected with 4% of the students compared to the general post-diagnosis where it indicated 0%, which means an improvement for teachers in training. On the other hand, 82% is observed at the always level, which means that the proposed hypothesis is met that if a training strategy is developed on the use of language teaching methods then it contributes to the development of competence. methodology in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree, is right, because of the 21% of students who did not fully develop their methodological competence, 18% managed to increase their level of initiative, content, time, preparation, updating and attitude. However, it is worth noting that 82% of the students always managed to place themselves on the level scale, due to good preparation in their training process prior to the application of this pedagogical proposal.

### 4.3 Hypothesis Testing

**Scientific hypothesis:** If a training strategy is developed on the use of language teaching methods, then it contributes to the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree.

**H0:** There is no relationship between the development of methodological competence and the implementation of a training strategy.

**H1:** There is a relationship between the development of methodological competence and the implementation of a training strategy.

The critical value for the chi-squared statistic is determined by:

$$\chi^2 (1-\alpha) * (r-1) (c-1)$$

Degree of freedom:

$$DF = (r-1) (c-1) = 2$$

Margin of error

$$\alpha = 0.05$$

#### Value scale for students on the Pre-diagnosis and post-diagnosis

| instruments           | Always     | Almost always | Sometimes | Hardly ever | Never | Total |
|-----------------------|------------|---------------|-----------|-------------|-------|-------|
| <b>Pre-diagnosis</b>  | 12.9       | 7             | 4         | 0.99        | 0.11  | 25    |
| <b>Post-diagnosis</b> | twenty-one | 3             | 1         | 0           | 0     | 25    |

*Table 3. Value scale for students on the pre-diagnosis.*

#### Observed frequencies

| instruments           | Always     | Almost always | Sometimes | Hardly ever | Never | Total |
|-----------------------|------------|---------------|-----------|-------------|-------|-------|
| <b>Pre-diagnosis</b>  | 12.9       | 7             | 4         | 0.99        | 0.11  | 25    |
| <b>Post-diagnosis</b> | twenty-one | 3             | 1         | 0           | 0     | 25    |
| <b>Total</b>          | 33.9       | 10            | 5         | 0.99        | 0.11  | fifty |

Table 4. Observed frequencies.

### Expected Frequencies

| expected              | Always                        | Almost always           | Sometimes                | Hardly ever                   | Never                         | Total |
|-----------------------|-------------------------------|-------------------------|--------------------------|-------------------------------|-------------------------------|-------|
| <b>Pre-diagnosis</b>  | $33.9 \times 25 / 50 = 16.95$ | $10 \times 25 / 50 = 5$ | $5 \times 25 / 50 = 2.5$ | $0.99 \times 25 / 50 = 0.495$ | $0.11 \times 25 / 50 = 0.055$ | 25    |
| <b>Post-diagnosis</b> | $33.5 \times 25 / 50 = 16.95$ | $10 \times 25 / 50 = 5$ | $5 \times 25 / 50 = 2.5$ | $0.99 \times 25 / 50 = 0.495$ | $0.11 \times 25 / 50 = 0.055$ | 25    |
| <b>Total</b>          | 33.9                          | 10                      | 5                        | 0.99                          | 0.11                          | fifty |

Table 5. Expected frequencies.

### Chi-squared (x2)

| instrument            | Always      | Almost always | Sometime s | Hardly ever | Never | Total       |
|-----------------------|-------------|---------------|------------|-------------|-------|-------------|
| <b>Pre-diagnosis</b>  | 0.967699115 | 0.8           | 0.9        | 0.495       | 0.055 | 3.217699115 |
| <b>Post-diagnosis</b> | 0.967699115 | 0.8           | 0.9        | 0.495       | 0.055 | 3.217699115 |
| <b>Total</b>          | 1.93539823  | 1.6           | 1.8        | 0.99        | 0.11  | 6.43539823  |

Table 6. Chi-squared.

### Hypothesis testing

| Chi-squared | Critical Value |
|-------------|----------------|
| 6.43539823  | 5,991          |

*Table 7. Hypothesis testing.*

To verify the hypothesis, a comparison of the results obtained from the chi-square and the critical value must be carried out. Following the theory that if the chi-square is greater than the critical value, the null hypothesis (H0) should be rejected, for this reason the alternative hypothesis (H1) is accepted. Giving reason that there is a relationship between the development of methodological competence and the implementation of a training strategy, benefiting English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree.

#### 4.4 Analysis and discussion of the results

The development of methodological competence is crucial for English teachers in training in order to promote students' linguistic competence and confidence in the use of the foreign language, which is why it is considered that this competence will be enriched through the training strategy depending on the English language.

Therefore, this section focuses on the analysis and discussion of the results obtained, which address the initial diagnosis made to the 25 English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree, and about the changes that the subjects witnessed after the implementation of the training strategy to develop methodological competence.

Carrying out a general analysis based on the results obtained from the evaluation of the mastery of methodological competence of English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree, it can be said that the participants in general. They had an average predisposition to what

developing their methodological competence included. As stated by Ramírez, Ramírez, & Bustamante (2019), that the English teacher must be the builder of his own training process and that together with the competencies provided will result in the ability to create instruction plans that promote comprehensive learning of the language and communication techniques.

According to the observation sheet, methodological competence was considered in a medium range in the group, since almost half of the English teachers in training stated that they did not feel it was fully developed. Likewise, it could be observed that, in short, English teachers in training are in a good range in terms of the intention to develop their methodological competence, which allows highlighting the excellence that exists in this institution where the instruments of assessment.

Taking into account the total number of students, twenty-one of them managed to achieve the highest rank regarding the evaluation criteria (initiative, content, time, preparation, updating and attitude). Because the aforementioned knew how to defend themselves, it was evident that the training strategy strengthened the interest in developing their methodological competence, since through this they can understand attitudes, values, knowledge and skills in an effective and meaningful way.

Citing Muñiz (2022), which indicates that training strategies for teachers in the country are considered an essential tool in the teaching-learning process, since through various foundations educational institutions have actively incorporated resources in teacher training. This allows teachers to acquire new ideas and strategies, which they then apply in their classes to prepare students to develop intellectual skills.

In summary, this training strategy demonstrated improvement in the development of methodological competence in the designated population. However, it was observed that there is still a minority of English teachers in training who still do not

consider developing their skills as important, which can be remedied with constant motivation together with the teachers.

## CONCLUSIONS

The literature review process has shown that developing the methodological competence of the English teacher in training can contribute to an improvement in the teaching-learning process, since the teacher prepares to create an authentic learning environment, being also crucial for foster linguistic competence and confidence in the use of the foreign language.

The initial diagnosis of methodological competence in the 25 English teachers in training who are part of the study showed a medium interest in its development, characterized by lack of time, ignorance of the contents and lack of interest in their professional preparation.

The implementation of the training strategy for the development of methodological competence of English teachers in training, based on the difficulties evidenced in the diagnosis, demonstrated positive results during the three days applied, which promoted their participation.

The results obtained through the post-diagnosis indicated that 32% of the English teachers in training had notable progress compared to the pre-diagnosis that was initially applied, thus confirming the hypothesis that the implementation of a training strategy on the use of language teaching methods then contributes to the development of methodological competence in English teachers in training in the seventh semester of the Pedagogy of National and Foreign Languages degree.



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## APPENDIX

### Annex 1

### OBSERVATION SHEET

**Semester: Date:**

**Aim:** Observe and evaluate the performance of teachers in training during activities related to the development of their methodological competencies

**Evaluation criteria:**

- Effectiveness in the orientation and control of activities in English.
- Introduction of methodological strategies to improve language acquisition.
- Mastery of methods for the teaching-learning process of the English language

| No     | QUESTIONS   | 1 | 2 | 3 | 4 | 5 |
|--------|---|---|---|---|---|---|
| 1      | Do student teachers use appropriate and relevant teaching techniques in their classes?  |   |   |   |   |   |
| 2      | Do pre-service teachers correctly manage a participatory environment in the classroom?  |   |   |   |   |   |
| 3      | Do student teachers use innovative resources and materials in their classes?  |   |   |   |   |   |
| 4      | Do pre-service teachers seek to use different learning styles in their classes?   |   |   |   |   |   |
| 5      | In their classes, do trainee teachers give clear and precise instructions?  |   |   |   |   |   |
| 6      | Do pre-service teachers work with planned activities that facilitate students' knowledge acquisition?   |   |   |   |   |   |
| 7      | Do trainee teachers provide adequate feedback to students' doubts?  |   |   |   |   |   |
| 8      | In their classes, do trainee teachers integrate the four English skills in a proportionate way?   |   |   |   |   |   |
| 9      | In search of their students understanding and progress in classes, do teachers in training vary their teaching methods according to the needs that arise? |   |   |   |   |   |
| 10     | ¿Does the teacher in training incorporate cultural elements of the language studied during the lessons?   |   |   |   |   |   |
| eleven | Do pre-service teachers use adapted and contextualized strategies to motivate students?   |   |   |   |   |   |
| 12     | Do teachers in training show themselves to be suitable in their classes, showing skills and ability in their task as an educator?                         |   |   |   |   |   |

Use this scale of 1-5

- 1: Never
- 2: Almost never
- 3: Sometimes
- 4: Almost always
- 5: Always

## Annex 2

## Estrategia de capacitación para el desarrollo de la competencia metodológica en docentes de inglés en formación.

Estimado (a) estudiante(a) agradezco su valiosa colaboración. Nos gustaría saber cómo se siente acerca de su Formación Profesional y la relación con el desarrollo de las competencias metodológicas docentes, como estudiante de la Universidad Técnica de Machala. Sus respuestas son totalmente confidenciales, así que por favor sea lo más honesto posible.

Muchas gracias.

**INSTRUCCIONES.** La información que nos proporcionas será solo de conocimiento del investigador. Cada pregunta presenta cinco alternativas, priorice una de las respuestas y marque con una **X** la respuesta que usted crea conveniente. Por favor no deje preguntas sin contestar.

(1) NUNCA

(2) CASI NUNCA

(3) A VECES

(4) CASI SIEMPRE

(5) SIEMPRE

Nombre: \*

Texto de respuesta breve

**1 ¿En su formación como docente de idiomas es importante capacitarse para desarrollar su competencia metodológica? \***

1 Nunca

2 Casi Nunca

3 A veces

4 Casi Siempre

5 Siempre

**2 En caso de que se ejecutara una estrategia de capacitación para el desarrollo de su competencia metodológica. ¿Usted se inscribiría para recibirla?** \*

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**3 ¿Recibió Usted capacitaciones sobre métodos de enseñanza de fuentes externas en su proceso de formación?** \*

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**4 ¿Estima Usted que es necesaria una jornada de capacitación en donde se impartan temas para desarrollar la competencia metodológica?** \*

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**5 ¿Tiene Usted predisposición a tomar un tiempo para asistir a estrategias de capacitación que le ayuden a desarrollar su competencia metodológica? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**6 ¿Estima Usted, sería viable asistir una jornada de capacitación sobre el desarrollo de la competencia metodológica? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

...

**7 ¿Considera Usted que, en el proceso de formación, ha recibido la preparación necesaria para el desarrollo de su competencia docente? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre



**8 ¿Considera Usted que la el desarrollar nuestras competencias desde nuestro proceso de formación es importante? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**9 ¿Considera Usted importante mantenerse actualizado y en constante capacitación para desarrollar sus competencias? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**10 ¿Estima Usted que el desarrollar e innovar nuestra competencia metodológica complementan convenientemente nuestro proceso de formación? \***

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**11 En su proceso de formación docente, ¿Considera Usted que ha mantenido una actitud positiva a los conocimientos impartidos en las aulas sobre el desarrollo de sus competencias?** \*

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

**12 ¿Considera Usted que se desarrollan mejor la competencia metodológica docente al mostrar empeño y dedicación en su proceso de formación?** \*

- 1 Nunca
- 2 Casi Nunca
- 3 A veces
- 4 Casi Siempre
- 5 Siempre

Annex 3

Implementation of the training strategy



Annex 4

## **Estrategia de capacitación para el desarrollo de la competencia metodológica en docentes de inglés en formación**

Estimado (a) estudiante(a) agradezco su valiosa colaboración. Nos gustaría saber cómo se sintió acerca de la estrategia de capacitación para el desarrollo de las competencias metodológicas docentes, como estudiante de la Universidad Técnica de Machala. Sus respuestas son totalmente confidenciales, así que por favor sea lo más honesto posible.

Muchas gracias.

**INSTRUCCIONES.** La información que nos proporcionas será solo de conocimiento del investigador. Cada pregunta presenta cinco alternativas, priorice una de las respuestas y marque con una **X** la respuesta que usted crea conveniente. Por favor no deje preguntas sin contestar.

¿Usted participaría en nuevas estrategias de capacitación sobre métodos de enseñanza de fuentes externas en su proceso de formación?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera Usted importante en capacitarse en temas sobre el desarrollo de sus competencias metodológicas en el futuro?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera Usted que la duración de la estrategia fue provechosa para conocer cómo desarrollar la competencia metodológica?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Estima Usted que la estrategia de capacitación impartida influenciará el desarrollo e innovación de nuestras competencias metodológicas convenientemente?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera Usted importante asistir a estrategias de capacitación tales como la impartida para mantenerse actualizado para desarrollar sus competencias?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca



En la estrategia de capacitación impartida, ¿Considera Usted que ha mantenido una actitud positiva a los conocimientos recibidos sobre el desarrollo de la competencia metodológica?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca