



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

EDUCATION FACULTY

LANGUAGE SCHOOL

RESEARCH PROJECT:

GAME ENHANCED LEARNING THROUGH ICTS, FOR THE
DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST
BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA JOSE BENITO
BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADOS EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA

Y

ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

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GUAYAQUIL – ECUADOR

2019

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO de tesis

TÍTULO Y SUBTÍTULO: GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019

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INSTITUCIÓN:

UNIVERSIDAD LAICA VICENTE
ROCAFUERTE DE GUAYAQUIL

FACULTAD:

FACULTAD DE EDUCACIÓN

CARRERA:

CIENCIAS DE LA EDUCACIÓN - MENCIÓN INGLÉS

FECHA DE PUBLICACIÓN:

2019

N. DE PAGS:

105

ÁREAS TEMÁTICAS:

Humanidades

PALABRAS CLAVE:

Information technology, technology, communication, Skills.

RESUMEN:

The research work with the theme "GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT EDUCATIONAL UNIT JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019", was held in Private school "Jose Benito Benitez San Andres" Guayaquil, Province of Guayas, with the objective of modernizing the educational process and thus take advantage of the hundreds of tools that students have in their daily basis in the educational field using the game and integrating technology for the learning of communication skills through ICTs. At the beginning of this process there was little interest in the application of playful activities and technology management in the classroom, since the teachers, although it is true that they used certain technological tools, but did not have the importance and great advantages in them. what that entails During the research process we worked both on the induction of teachers into the world of the game through digital and presented the bases on which we have encouraged our study. In chapter three the methods used for the present investigation and the results of the different instruments used are

detailed. The aforementioned allows us in chapter four to present the proposal of a workshop that involves a number of benefits to the educational community as it aims to educate teachers in the use of ICT by aligning them through the game. The application of the aforementioned proposal generates multiple beneficiaries, including teachers, students, area coordinators and parents who see the significant advantages that the application of this basic proposal of the research made, brings.

N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO URL (tesis en la web):		
ADJUNTO PDF:	SI <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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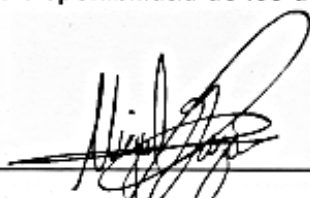
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MIGUEL GARZON PESANTES
Autor

ACKNOWLEDGEMENTS

Primarily I would thank God for being able to complete this thesis with success. Then I would like to express my sincere gratitude to my thesis adviser, Mr. Luis León for guiding me and my friend, giving us some useful tips for this thesis. Whose valuable guidance has been the ones that helped us patch this thesis and make it full proof success his suggestions and his instructions has served as the major contributor towards the completion of this thesis.

I have taken effort in this thesis; however, it would not have been possible without the kind support and help of many individuals. I would like to extend my sincere thanks to all of them, and also go to the people who are directly or indirectly helped us out in developing this thesis, which also helped us in doing a lot of research and I came to know about so many new things. I am really thankful to them.

I would also like to thank my parents for their love and support throughout my life. Thank you both for giving me strength to reach for the stars and chase my dreams. My brothers deserve my wholehearted thanks as well, thanks for their support throughout this study and especially for their confidence in me. To all my friends, thank you for your understanding and encourage me in many, many moments of crisis. Your friendship makes my live a wonderful experience.

Thank you Lord, for always being there for me, this thesis is only the beginning of my journey.

ANNY ANDRADE HURTADO

ACKNOWLEDGEMENTS

I would like to thank my parents in the first place for guiding me through the whole academic process since the beginning of my childhood. They have been the support any child can ask for and they will always deserve credit for everything I achieve in life.

My college friends, who are now my colleagues also, deserve my gratitude for it would not have been possible for me to learn several basic things about being a teacher by just reading a book. My poor motor skills have always hindered me from doing good manual work but with their help and patience, it has been a joyride.

To everybody who put their little grain into making this thesis possible. From our project tutor, to the authorities at José Benito Benítez San Andrés I warmly thank you all.

MIGUEL GARZON PESANTES.

DEDICATION

This thesis is who heartedly dedicated to my beloved parents, Juan and Aura, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

To my brother Juan and my sister Ana, who shared their words of advice and encouragement to finish this study, I want to thank for their support and love that helped me to be motivated throughout my life and whose good examples have taught me to work hard for the things that I aspire to achieve.

This thesis I want it to be specially dedicated to two persons who have offered unwavering support and encouragement during the past four years of my career, they have cheered me on when I was discouraged, and they have most importantly been 100% confident in my ability to get this done. Thanks for their support and counsel, and instilled in me the love of learning from an early age. They have been constant cheerleaders through every academic and personal endeavor in my life. Thanks mom and sis for always believing in me and for encouraging me to strive for my dreams. And lastly, I dedicated this thesis to the Almighty God, thank you for the guidance, strength, power of mind, protection and skills.

ANNY ANDRADE HURTADO

DEDICATION

I dedicate this project to the children of the morrow, for they are the future of mankind and education must prevail for them.

To all my teachers, as it was for them that I learned the methodologies and the patience that a teacher must have to impart knowledge.

To my colleagues, for I have learnt a lot about them. Always checking on me, advising me, and showing me the wonders of the teacher world.

Last but not least, to everyone who has given me an opportunity to prove myself as a teacher.

MIGUEL GARZON PESANTES.

Table of Contents

INTRODUCTION	1
1. THE RESEARCH PROBLEM.....	3
1.1 Background of the Problem.	3
1.2. Statement of the Problem	4
1.3. Systematization of the Problem.....	4
1.4. Broad Objective.....	4
1.5. Specific Objectives	4
1.6. Significance or Justification of the Study.....	5
1.7. Scope and Delimitations of the Study	5
1.8. Idea to Defend	6
1.9. Variables and Indicators	6
1.10. Operationalization of the variables	7
1.11. Line of Investigation.....	8
2. Research Theoretical Foundations.....	9
2.1. Literature Review	9
2.2. Theoretical Framework.....	11
2.2.1. Playful Activities.....	12
2.2.2. The game and its role in education.....	14
2.2.3. The importance of playful activities to acquire a foreign language.....	17
2.2.3.1. Intellectual Development.....	18
2.2.3.2. Emotional Development:	18
2.2.3.3. Physical development	18
2.2.3.4. Social development:.....	18
2.2.4. Technology and its playful benefits in English language Teaching.....	18
2.2.4.1. Interest	19
2.2.4.2. Motivation.....	19
2.2.4.3. Interactivity and Cooperation	20
2.2.4.4. Feedback	20
2.2.4.5. Initiative and Creativity	20
2.2.4.6. Communication.....	20
2.2.4.7. Autonomy	20
2.2.5. The importance of playfulness in English Language Teaching through ICTs..	20
2.2.6 What are communication skills?.....	21
2.2.6.1. Verbal reception skills.	22

2.2.6.2. Verbal Output skills	22
2.2.7 The development of communication skills	22
2.2.8 New technologies and the learning of English: bases for an	23
Integral education.	23
2.3. Legal Framework.....	24
2.4. Conceptual Framework.....	25
2.4.1. Game Enhanced Activities.....	25
2.4.2. Information and Communication Technologies	25
2.4.3. Communicative Skills.....	25
2.4.4. Online Resources	26
2.4.5. Communicative Strategies	26
2.4.6. Motivation.....	26
2.4.7. Meaningful Learning	26
2.4.8. Technology	26
2.4.9. The Teaching-Learning Process	26
2.4.10. Teaching Strategies.....	27
3. RESEARCH METHODOLOGY	28
3.1. Type of Research Description.....	28
3.2. Techniques and Research Instruments.....	28
3.3. Techniques and Research Instruments.....	29
3.4. Sources, Resources, and Timeline	30
3.5 Processing, Presentation and Analysis of Results	30
4. PROPOSED PROJECT PLAN	48
4.1. Title.....	48
4.2. Justification.....	48
4.3. Objectives (Broad and Specific)	49
4.3.1. Broad	49
4.3.2. Specific.....	49
4.4. Content Framework of the Proposed Project Plan.....	49
4.5. The Proposed Project Plan	50
4.6 Validation of the Proposed Project Plan	73
4.7 Impact/benefits of the Proposed Project Plan	64
FINAL CONCLUSIONS	65
RECOMMENDATIONS	67
BIBLIOGRAPHIC REFERENCES	69

Bibliography	69
ANNEXES	72

LIST OF TABLES

Table 1 Independent and Dependent Variables of Playful Activities Through ICTS for the Development of Basic Communication Skills.	7
Table 2 Research and Population Sample	33
Table 3 Sources and Resources	34
Table 4 Timeline of the Project	30
Table 5 Technological Means- Question 1. How often do you use ICT's?.....	35
Table 6 ICT's Support- Question 2. How often do you use ICT'to support your teaching work?.....	36
Table 7 Technological Means and Confidence - Question 3. You feel confident when employing technological means in front of the group?	38
Table 8 Technical Problems in the Classroom - Question 4. You have technical problems before or during your class?	39
Table 9 Importance of ICT's During the Teaching-Learning Process - Question 5. ICT'S are a determining factor in students' learning?	40
Table 10 Game Enhanced Activities and Students' Interest - Question 6. Game enhanced activities promotes the interest and motivation of your students?.....	41
Table 11 Colaboration and Inclusion - Question 7. Game enhanced activities promote the interest and motivation of your students?.....	42
Table 12 ICT's Training - Question 8. You take courses for ICT's knowledge?.....	43
Table 13 Training Attendance - Question 9. Participates in training focused on the development of playful strategies through ICT.knowledge?.....	44
Table 14 School Training Organization - Question 10. The educational institution organizes training aimed at the development of playful activities through ICT's?.....	45
Table 1 Workshop planning of the project.....	53

LIST OF FIGURES

Figure 1 .Unidad Educativa Jose Benito Benitez San Andres.....	6
Figure 2 . Question 1. Survey Results	35
Figure 3 . Question 2. Survey Results.	36
Figure 4 . Question 3. Survey Results	38
Figure 5. Question 4. Survey Results	39
Figure 6. Question 5. Survey Results	40
Figure 7. Question 6. Survey Results.....	41
Figure 8. Question 7. Survey Results	42
Figure 9 . Question 8. Survey Results	43
Figure 10. Question 9. Survey Results	45
Figure 11. Question 10. Survey Results	46
Figure 12. Tagul Website	54
Figure 13. Sesame Street Website	55
Figure 14. Starfall Website.....	56
Figure 15 National Geographic Website.....	57
Figure 16. High Lights Kids Website.....	58
Figure 17. Eduaction Website.....	59
Figure 18. Learning Games for Kids Website.....	60
Figure 19. ABCya Website.....	61
Figure 20. ABCya Website.....	62
Figure 21. Family Gonoodle Website	63
Figure 22. Teacher explaining to the students the activity to apply.....	84
Figure 23. Students in a class with ICT’s playful activities.....	84
Figure 24. First Grade Students – Jose Benito Benitez San Andres School.....	85
Figure 25 English Coordinator Jackeline Pezo Molina answering the interview	85
Figure 26. Students showing their class work	86
Figure 27. Students and teachers doing the activities.....	86
Figure 28. Teachers explaining activities to the students.....	87
Figure 29. Students a class with ICT’s playful activities	87

Abstract

The research work with the theme "GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT EDUCATIONAL UNIT JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019", was held in Private school "Jose Benito Benitez San Andres" Guayaquil, Province of Guayas, with the objective of modernizing the educational process and thus take advantage of the hundreds of tools that students have in their daily basis in the educational field using the game and integrating technology for the learning of communication skills through ICTs. At the beginning of this process there was little interest in the application of playful activities and technology management in the classroom, since the teachers, although it is true that they used certain technological tools, but did not have the importance and great advantages in them. what that entails During the research process we worked both on the induction of teachers into the world of the game through digital and presented the bases on which we have encouraged our study. In chapter three the methods used for the present investigation and the results of the different instruments used are detailed. The aforementioned allows us in chapter four to present the proposal of a workshop that involves a number of benefits to the educational community as it aims to educate teachers in the use of ICT by aligning them through the game. The application of the aforementioned proposal generates multiple beneficiaries, including teachers, students, area coordinators and parents who see the significant advantages that the application of this basic proposal of the research made, brings.

Key Words: ICT's, Game enhanced, technology, communication, Skills.

INTRODUCTION

The English language from very remote times has been distinguished as our second language and it has had great hierarchy. Nowadays, the need arises because this learning is estimated within the teaching process of the students and even more at an early age where they are more likely to receive a new language and to display receptive and productive language skills.

It should be considered that the use of methodologies not appropriate to the time in which we are living and traditional teachings, causes demotivation and, consequently, the loss of interest in the acquisition of this knowledge; it is for this reason that to use of recreational activities should be induced, applying ICTs, to motivate and develop communication skills in the teaching-learning process in students.

The ICTs today are an ally in education to improve the traditional teaching method, providing new innovative techniques, at the same time useful and efficient. They propose that children learn through games such as songs, animated videos, vocabulary exercises and association with characters and colors.

The implementation and use of technology for academic purposes are linked to the didactic and pedagogical principles that support the integration of various tools for students, in their process of acquisition and construction of knowledge, as for teachers, in the methodological exercise of design of the curriculum and planning of their classes. To this extent, the integration of technology occurs from the beginning of the preschool, in order to seek familiarity with these resources, to know how to select and use appropriately according to the different communication needs in English as a second language.

Today's children develop in a totally different environment from the previous generations; for them access to technology is natural and helps strengthen the cognitive ability of creativity, since it is a characteristic of their environment from the first months of life. This is a particularity that can be exploited in the academic spaces where the child arrives with a natural conditioning, acquired skills and a unique expectation before the use of technology to develop their learning and change their context and perception. Until that moment it is only playful.

The incorporation of technology in educational practice plays a double role specifically for the pre-school stage. On the one hand, the great boom and development

of specialized devices and applications generates a varied set of options that allow generating environments where the students accentuate their creative thinking. On the other hand, these same technologies allow academic practices to continue to be developed under group schemes, but where each child has the opportunity to generate an individual development and advance, which corresponds directly to their abilities and abilities.

The aim of this research project is to improve the teaching of the English language from the initial levels, through the insertion of technological advances as didactic tools to achieve effective and meaningful learning since at present the teachers and the institutions must be in Constant updating and take advantage of the best way the technological advances developed in favor of education.

1. THE RESEARCH PROBLEM

1.1 Background of the Problem.

There are several causes that generate difficulties for the development of the diverse communication skills of English such as reading, writing, speaking, listening and non-verbal communication. Among them the lack of learning techniques and the little application of recreational activities. On the other hand, the absence of didactic resources and more specifically of technological resources in a laboratory or specialized classroom for the teaching of this language, makes the task of attracting the attention of younger students when transmitting new knowledge more complicated.

Therefore, it is considered that the English teacher has a great disadvantage compared to the teaching colleagues of other areas since for the teaching of the foreign language; it is practically obligatory to have visual and auditory elements class to class since one of the big problems of the children who are beginning to learn a new language is the environment that surrounds them that does not present English as a common element outside the classroom and therefore within working hours we must connect with the students and make them feel that disappear for a moment from the habitat surrounded by Spanish and during those forty or forty-five minutes they will be surrounded solely and exclusively by the language in learning.

The increasing technological development that the world has experienced today and the management of computer networks such as the Internet is fundamental in various productive and recreational activities.

In this same way, the need has arisen to incorporate these technologies into pedagogical practices, as part of new teaching strategies. Thus, the use of technology in the teaching of languages is an increasingly relevant factor in the Ecuadorian educational reality. Consequently, it is a priority to reach consensus that will lead to a new reinterpretation of the communicative acts that are generated from simulated realities and that seek to delve into better theoretical and practical livelihoods that have a direct impact on the classroom.

As teachers we need to find our own way when using these technologies in class. In spite of new technologies, teachers will always be at the center of the educational intervention, because we will be the ones who encourage and motivate our students to become better apprentices.

All these technological applications are not the panacea and the solution for all the educational problems in which we normally develop our teaching practice and educational intervention. However, it is true that they open long-lasting paths to new forms of intervention prior to any other previously made.

1.2. Statement of the Problem

How do playful activities through ICTS influence in the development of basic communication skills in first basic year students at Unidad Educativa Jose Benito Benitez San Andres?

1.3. Systematization of the Problem

- What external aspects positively and negatively influence the development of communicative skills in 1st grade students?
- What are the effects of the lack of learning techniques and the little application of recreational activities?
- What are the advantages of using technological tools inside the classroom?
- In what way do playful activities influence the achievement of better communication skills?
- What have been the results obtained in the field of playful activities through ICTS?

1.4. Broad Objective

To evaluate the influence of playful activities through ICTS on the development of 1st graders communication skills at Unidad Educativa Jose Benito Benitez San Andres during the school year 2018-2019.

1.5. Specific Objectives

1. To diagnose communicative skills of first graders students through a test.
2. To analyze playful activities through ICTs, to motivate and develop communication skills in the English language.
3. To contribute with the development of meaningful and functional learning in students of Unidad Educativa Jose Benito Benitez San Andres.
4. To determine the positive results of teaching inferential reading using critical thinking strategies.
5. To provide training focused on the development of game enhanced activities through technology.

1.6. Significance or Justification of the Study.

Communicative development and second language acquisition in students of 1st basic year at Unidad Educativa Jose Benito Benitez San Andres is minimum, it is a huge reason to investigate the root of the problem and try to apply a plan.

The playful activities lead to intrinsic motivation, raising the potential for development and meaningful learning. Therefore, the interactions produce a type of communication that allows them to investigate their own thinking, test their knowledge and develop them progressively in the interactive use of actions and conversations through mimics, where the student joyfully starts learning with his peers, Exercises the language speaking and with the mimic develops and dominates the muscles, acquiring awareness of its usefulness. Thanks to these activities you can interact constantly as a group to access educational tools that help improve communication skills.

The ludic component can be used as a source of strategic resources in that it offers numerous advantages in the teaching-learning process, it can serve as an effective strategy since it disinhibits, relaxes, motivates; of communicative strategy, since it allows a real communication within the classroom; of cognitive strategy because in the game it will be necessary to deduce, infer, formulate hypotheses; and of memorization strategy when the game consists in repeating a structure to learn vocabulary, to mention a few examples.

1.7. Scope and Delimitations of the Study

This research project is carried out in Unidad Educativa Jose Benito Benito San Andres, located in Samanes 1 Mz 146 S 1-2, during the academic year 2018-2019 with students of 1st basic year. Its main objective is improving the development of communicative skills with the application of playful activities through ICTS.

In 1st grade of general basic education in Jose Benito Benitez San Andres, there are thirty students. We chose this group because nowadays children start using technology in their daily life and also to learn and they are at an age where they can begin to apply English in the real world. Also, this is a year of highly visible progress.



Figure 1. Unidad Educativa Jose Benito Benitez San Andres

Elaborate by: (Andrade, A. & Garzon, M., 2018)

1.8. Idea to Defend

The application of playful activities through ICTS affects positively the development of basic communication skills in students of 1st basic year at Unidad Educativa Jose Benito Benitez San Andres during the school year 2018-2019.

1.9. Variables and Indicators

Independent Variable: Playful activities through ICT

Dependent Variable: Basic communication skills

1.10. Operationalization of the variables

Table 1

Independent and Dependent Variables of playful activities through ICTS for the development of basic communication skills.

Variables	Definition	Indicators	Instruments
Independent Playful activities through ICTS	Playful Activity Playful activity is one that promotes the development of skills, relationships and sense of humor in people. ICTS Information and Communication Technologies (ICT) are all those resources, tools and programs used to process, manage and share information through various technological supports.	The development of Reading basic communication skills in students of first basic year by using ludic activities inside the classroom. Evaluate the impact of playful activities through ICT to improve English language development.	Evaluation forms (Pre-test) Observations (students) Assignments using ICT
Dependent Basic communication skills	Basic communication Transmit and exchange information in English language through speaking, listening and use of acquired vocabulary, Skill is an ability or capacity acquired through one's knowledge, practice and aptitude through the development of activities.	Be able to take advantage of technology inside the classroom to make students produce the language.	Post-test (students) Surveys

Note: This table represents data about the independent and dependent variables in this research project that will apply playful activities through ICTS to develop basic communication skills in students of first basic year.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

1.11. Line of Investigation

Line: Integral training, attention to diversity and inclusive education.

Integral training, attention to diversity and inclusive education will be present when teachers include in their programs a guide to develop a class using elements to make it creative and meaningful for all the classroom.

Sub-line: Teacher's performance and professionalism:

The role of the teacher is fundamental in this study because this research objective is to establish a series of creative writing activities which are going to demonstrate teachers mastering of the class through the application of different strategies which will be able to encourage the development of literary competences in students.

2. Research Theoretical Foundations

2.1. Literature Review

Education is one of the indispensable means for transformation, because through it, human beings have the opportunity to participate in a process that makes the development of their potential and the acquisition of skills much easier and use them in a positive contribution to society. Therefore, the purpose of education is to foster a physical, emotional, intellectual and spiritual environment that greatly contributes to the development of student skills where they are allowed to experience the satisfaction of coming to understand different aspects of reality by applying this knowledge to benefit them and its surroundings.

In order to adequately support the present investigation, an analysis of bibliographical documents was carried out, of the internet that contains information on areas of the topic to be investigated, selecting the most relevant theoretical proposals that support the conception of the problem.

This chapter starts with the theoretical framework of the study about ICTs and its influence in the development of basic communication skills. As Ibrahim discusses, Information and Communication Technologies (ICTs) have altered the way we teach and learn, taking education to another level, where a previous teacher centered approach has today become a student centered one. It is a breakthrough by all means which has revolutionized the learning process allowing knowledge to be effortlessly distributed and be able to take place anywhere since according to the ‘‘...Distribution of the knowledge and learning’ ... ‘Any space is a learning space’’ (Ibrahim, 2010)

The learning of a foreign language favors the social, cultural and cognitive development of children because it fosters respect for differences, improves the ability to interrelate, allows them to become aware of their learning process, potentializes memory, logical thinking - verbal and consciousness; among others.

The management of ICTs allows them to expand their knowledge, communicate with other people who are far away, learn about cultures different from their own, conduct distance studies.

In addition, the teaching of English requires the realization of various recreational activities that motivate the interest of students for their acquisition, for this reason is given from games, rounds, songs, puppet shows, sheets of topics, simple stories, videos,

puzzles, among others. When students discover that learning languages is helpful and fun at the same time; interest in the development of activities increases. (Plata, 2007)

Research has been developed at a national and international level in relation to the subject of research on playful activities in the development of communication skills in students, among which we can mention:

The ludic component can be used as a source of strategic resources in that it offers numerous advantages in the teaching-learning process, it can serve as an effective strategy since it disinhibits, relaxes, motivates; of communicative strategy, since it allows a real communication within the classroom; of cognitive strategy because in the game it will be necessary to deduce, infer, formulate hypotheses; and of memorization strategy when the game consists in repeating a structure to learn vocabulary, to mention a few examples. The games offer the student the possibility to become an active being, to practice the language in real situations, to be creative with the language and to feel in a comfortable and enriching environment that gives him confidence to express himself. (Sanchez, 2010)

Consequently, recreational activities through technological tools, provoke imagination, creativity, and authenticity, the same that leads them to achieve fruitful and meaningful learning.

In the same way we have the conception of Armijos, citing the following:

English language has great importance worldwide that is why its study is essential in our days. For this reason, the study of this research is of great benefit to the community and especially to teachers of the English area because throughout the research work the importance of speaking English through recreational activities is observed. In addition, we can notice the effect that the use of these activities has on students during English classes. Also, we noticed that the playful activities help to improve the oral skills of the students, helping them to express their ideas easily, and using correct pronunciation. (Ango, 2014)

Vygotsky contributes:

The game arises as a need to reproduce contact with the rest. Nature, origin and background of the game are social phenomena, and through the game scenes are presented that go beyond individual instincts and internal pulsations. According to the Vygotskian theory, it establishes that the game is a social activity that will

help the student to be creative, proactive and imaginative and therefore their learning will be significant. (Banda, 2008)

Analyzing this conception, it is considered how the student learns significantly, through playful strategies that have served as a basis for teamwork, to favor the student's sociability, the creative, critical and communicative capacity of the human being. In conclusion, the game constitutes a playful didactic strategy that encourages the improvement of communication processes and the exchange of ideas and experiences.

Another investigation developed on the strategies of playful activities is the one that establishes that:

Through the participation in the didactic strategy supported with Tics, the students obtained significant advances in the development of speech ability, since they recognized oral language as a means of communication, which allows them to express ideas, feelings and experiences, participated of the conversations, they made comments and expressed opinions spontaneously ... Analyzing this conception we could conclude that they understood the development of the skills through the dynamics of communication, achieving a good interaction. (Monsalve Upegui, Velásquez, Ríos, & Salaza, 2009)

According to the contributions of the authors mentioned above. The students not only intervene in the teaching-learning process during the teacher's explanations but even more so when he manipulates, explores, discovers and what is better, invents; that is why the game during the educational process plays a predominant role and this applied to new technologies increases interest and confidence and as a result we will observe the estimated goals in a significant way.

Therefore, when play activities are carried out, students are encouraged to use communication strategies to interact with their peers and achieve the aspirated goals, creating a new work atmosphere, in which the student acquires more confidence and feels free to participate in its learning process in a responsible and autonomous way.

2.2. Theoretical Framework

For the execution of this plan it was necessary to investigate about the related topics as well as the independent and dependent variables. The purpose of this study is to demonstrate the positive influence of recreational activities through ICTs in the development of communication skills of a group of students between 5 and 6 years of age.

To begin to get into the subject, we must recognize that the teacher must exercise a role of facilitator of information, giving the opportunity of learning to the student directly, making him protagonist of the learning process, a process of teaching-learning more dynamic than the to be simply and simply a mere spectator without the right to participate actively in the acquisition of knowledge and knowledge of the lessons taught in the day to day.

In this twenty-first century, the teacher must put within reach of his students' elements and tools to build little by little his own knowledge, being the students main protagonists of his self-learning. Therefore, teacher training must contemplate a global and integrative approach, taking into account different dimensions, such as didactic, methodological, psychological, research, curricular, etc.

In the teaching of English language, the teacher has made use of the new information and communication technologies, as an objective to a direct knowledge of the foreign language as well as the customs of the different English-speaking countries. Therefore the English teacher has always added resources to increase the attention and motivation of the student, recreating or engaging the student both in the English language and their customs, using texts where customs, songs, etc. are displayed.

2.2.1. Playful Activities

Some definitions of what are recreational activities have been given, for the developed research the following was considered.

Playful is understood as a dimension of the development of individuals, being a constituent part of the human being. The concept of play is as broad as it is complex, because it refers to the need of the human being, to communicate, to feel, express and produce in human beings a series of emotions oriented towards entertainment, fun, recreation, They lead to enjoy, laugh, scream and even cry in a true source of emotions.

“Playful activities promote peak-social development, the conformation of personality, evidence values, can be oriented to the acquisition of knowledge, enclosing a wide range of activities where pleasure, joy, creativity and knowledge interact” (Reyes, 2011)

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recreation. They lead students to enjoy, laugh, and even scream in a true source of emotions.

For this reason playful activities promote psycho-social development, the conformation of the personality, evidence values, can be oriented to the acquisition of knowledge, enclosing a wide range of activities where pleasure, joy, creativity and knowledge interact and these are elements that today are a fundamental part of a class, since the era in which we live is not the same as fifty years ago and therefore the students are no longer the same. Nowadays, human beings are born in an environment surrounded by technology where it is very common to find homes where instead of using rattles or toys to distract children, cell phones or tablets are used with applications designed for entertainment and education that show that the new technology used properly can become a preponderant part of the process of learning and acquiring new knowledge.

Playful activities should be taken into account mainly in the spaces dedicated to education, because they facilitate experiences through games. It is necessary to explain the more positive experiences and more realities the children know, the arguments of its activities, with respect to the playful will be much better. Playfulness is a dimension of human development that fosters psychosocial development, the acquisition of knowledge and the conformation of personality, encompasses a range of activities where pleasure is crossed, enjoyment, creative activity and knowledge to have more clarity before the playful.

Referring to pedagogy, it can be said that recreational activity is one of the most appropriate training resources for the development of the individual and is vital and indispensable. This activity, par excellence of childhood, is inherent in the nature of the child and is considered a key element for the personal development of the child.

Starting from the premise that places the game as a key piece in the integral development of children and that at the same time maintains connections with development in the creative, expressive, social, intellectual and related to the psychomotor levels, the following should be considered Question: The intense playful development during the teaching-learning process can positively affect the development of the basic communication skills of the children of initial education? Recall that children between the ages of five and six are students who discover a world full of possibilities every day and receive knowledge easily.

Characteristics of play activities play activities:

- They awaken interest in the subjects because they attract the attention of the students towards the teacher in charge of teaching the class.
- Allows the student to make autonomous decisions.
- They demand to put into practice the acquired knowledge.
- In addition to developing their linguistic skills, they help develop their social skills.
- Stimulate the development of creative skills
- The teacher becomes a facilitator and mediator and not just the interlocutor.
- The creative learning of a game or a playful activity becomes a happy experience.
- The relationship between play and learning is something natural.
- The communicative approach is sampled by games and play activities that have a real context and a need to use the language and specific vocabulary in everyday situations.

2.2.2. The game and its role in education.

Those of us who are educators today do not take into account the advantages offered by the game as a learning technique, especially when acquiring a new language. The game offers us different advantages such as:

- Generate pleasure
- Awaken the competitive spirit
- Develop kinesthetic skills
- Activate divergent thinking
- Encourages group integration

Class as the basic form of organization of teaching should be considered as a space where the student develops integrally playing a real active role in it. One way to achieve this is through the use of methods that initiate creative processes and foster a teaching in which students solve problems, organize ideas, etc., thus achieving a pleasant and deep learning.

The games allow students to discover new facets of their imagination, think of numerous alternatives for a problem, develop different ways and styles of thinking, and favor the change of behavior that is enriched and diversified in the group exchange. The game rescues the childhood fantasy and spirit so common in childhood which allows to emerge curiosity, fascination, wonder, spontaneity and authenticity.

There are hundreds of games available to teachers today, each with a context and a series of peculiarities that make it different. Games in general promote creativity and imagination and force us to enter an alternate reality that allows us to make decisions and be an active part of knowledge. In the game there is great pleasure in representing the reality lived according to one's own interpretations, and by having the control to modify or resignify that reality according to the wishes of the one who plays. Girls and boys represent in their games the culture in which they grow and develop; the richness of seeing the game from this perspective allows us to approach its reality and the way in which it is assumed and transformed. Thus, the game reveals all the diversity of cultural heritage that counted the countries that have English as a native language and, in that sense, favor the game in early education and that it is an integral part of the acquisition of a second language and also strengthens it.

Everything recreational is an ideal material to develop not only the communicative activities (skills) of oral, written, reading and listening comprehension, but also the different skills that articulate communicative competence: grammatical, discursive, strategic, sociolinguistic and sociocultural competence, as well as the development of learning strategies, social, motivation, etc. The game relegates its status as a hobby to a second plane, to become an effective instrument at the service of learning the English language.

The interest in the linguistic field for the game appears mainly from the years 60-70 of the 20th century. Until that moment, the linguistic was influenced by the proposals of structuralist linguistics and behavioral psychological theories. It is cognitive psychology and new theories of learning that call attention to the importance of the game. The game, highlights psychomotor, affective, social, cognitive and linguistic values. The game establishes a relational, emotional and emotional climate based on trust, security and acceptance in which there is room for curiosity, the capacity for surprise, interest in knowledge and interaction with others (Piquer, 2008).

The game thus shows that triple dimension: playful or fun, cognitive and formative and group or socializing that we pointed out.

All these contributions added to the new linguistic proposals that attached great importance to the concept of communicative competence were taking shape in the approaches of the communicative approach and the task approach. In them great importance is attached to the use of language in learning. It is about training the learner for real communication, for which activities are carried out that seek to faithfully imitate the reality outside the classroom and where communication is understood not as a product, but as a process. In this regard, as regards playfulness, both games and simulations are close to real communication, there is a concrete purpose, between specific participants-participants, in a specific situation in which those participants receive immediate feedback from the participants. Colleagues, and thus can gauge success in the game and in the use of the language. Although game and simulation present differences: the first implies interpretation of roles with a directed information while the second involves adopting a role and making decisions without ceasing to be oneself;

However, the power of simulation and play lies in the reality of the communicative practice in which the apprentices are involved, in the analysis of the situation they face and in their decision-making. Be that as it may, simulation allows our students to experiment with reality without unnecessary nerves, actively participating in previous, subsequent tasks and those required during the simulation itself; trains them to work in a cooperative team while practicing and, therefore, improving their ability with the target language. (Maria de los Ángeles Andreu Andrés, 2005)

Introducing a new way of teaching and receiving learning to the classroom requires teachers who are also capable of opening up to new materials and new options present today. The use of ludic activities also requires another way of acting in class, a new role for the teacher. Must be a mediator, be able to foster a climate of cooperation and respect that encourages interaction among participants. Teachers must also know how to be an animator, be able to activate the game, give prominence to the students, but, without forgetting his condition as group leader, since his way of acting has a significant impact on the classroom climate and the processes of the group

2.2.3. The importance of playful activities to acquire a foreign language.

Play offers an unlimited number of language practice opportunities. In a game, foreign language is contextualized and the context itself creates an immediate and urgent need for language use - "it brings the target language to life (Bedson, 1999)." Children really enjoy all the activities that involve leaving the routine and that generate pleasure and fun. In addition to being motivating and fun, play activities provide a good practice that entails improving the pronunciation of the words of the English language, grammar and the four skills of the language. Games are the means to practice vocabulary, verbal forms or to relax in class after a test, for example. In addition to getting them to quickly try to internalize quickly and well the knowledge that must be acquired in order to play correctly with their peers. The games can increase the popularity of the English class, and awaken in the student the desire to participate and act more during it. By introducing playful activities to the English classroom, this language becomes a rule to be respected and used correctly to bring the game to a successful conclusion. The focus group of this study are students between the ages of five and six, this is where the importance of drawing their attention and taking advantage of their young age to develop basic communication skills from their foundations.

The benefits of embracing fun and playfulness in foreign language education for young learners have already been discussed, and making the most of routines is another way to help towards foreign language development. Because the same or similar language will be used each time, it is a good opportunity for learning and for learners to engage in simple conversations (Pinter, 2017).

Nowadays the game the benefits of including the game inside the foreign language class is crucial since it contributes to the intellectual, emotional and physical development of the children and above all fills them with self-confidence and helps them to create an environment surrounded by elements that motivate him to communicate in English. The advantages within education that give us the recreational activities are many but we will focus on the most important.

2.2.3.1. Intellectual Development.

The mental activity that occurs through the game is continuous, it is why the game involves creativity, imagination and exploration. The child creates things and invents solutions to the problems that arise through the game and sees in the need to express their ideas in English as it is an inexcusable requirement to be a participant in the activity and the desire to be involved in everything what they find fun, the student will force himself to pay attention to the instructions and rules of the game given by the teacher in the classroom. In addition, the child learns to focus his attention on what he does, memorize and reason among others.

2.2.3.2. Emotional Development: With the game at school there are situations in which the child learns to control their feelings and solve their emotional problems.

2.2.3.3. Physical development: The child through the game runs, jumps, climbs, goes up and down. Thanks to this, he learns to control his own body and to coordinate his movements in addition to practicing the commands taught previously by the teacher in charge of the area.

2.2.3.4. Social development: With the incorporation of the child into the group thanks to the development in the other areas, the relationship and cooperation of the child with their peers and their authority figures is facilitated. Thanks to this, language is developed and perfected through the game. In addition, group games in which certain roles are assumed and imitated adults (symbolic game) help to learn behaviors, rules and social habits important for the future.

In short, the game helps to achieve optimal progress in these three fundamental areas of development so that the child becomes a social being and finds his place in the world but above all to find fun in what in most of the cases are usually seen as a challenge, because they are not surrounded by a language, with which they do not live and from which, in many cases, they can only be participants in the classroom.

2.2.4. Technology and its playful benefits in English language Teaching

The use of new technologies and recreational employment in English are intertwined, that is why Francisco Ciner de los Ríos in his work Educational Practices in a Technological Society, cites the following: We also believe in digital literacy from an early age. Therefore, we provide the acquisition of skills and knowledge related to the management of ICTs, so that, in the future, they can participate actively in a society based

on information, not forgetting the compensatory nature of educational equalities. (Rios, 2011)

Smart classrooms confer flexibility and endless facilities in the teaching-learning process, so that students have fun and attractive activities, as well as projects that participate in different tasks: collaborative tasks, flexibility of the evaluation process, development of projects, debates, etc. In addition, through ICTs it is proposed that the teaching of the English language is motivating, participatory, where students can manipulate, explore, create, lose the fear of expressing themselves freely, an ability to acquire knowledge with an integrative and meaningful teaching that breaks the barriers imposed by the environment that surrounds them and sometimes by themselves.

The objective of intelligent learning is the creation of a collaborative environment, where technology enriches the academic content of each subject and allows the teacher, the student can establish a wide interactive communication, motivate students to study and improve their academic level. Students can develop under a new learning environment, with dynamic and effective practices that maximize the acquisition of a new language and the implementation of it. A lot of advantages can be mention talking about technology and the development of English communicative skills but in this research the most important were selected.

2.2.4.1. Interest: The interest of the students for the subject to be taught may cost the teachers much more effort than desired. In the foreign language (English), if the teacher comments in class at the beginning of the subject, the use of computer media or other communicative tools can provoke in the student a feeling of interest and not of rejection as it happens in many occasions. The desire to visualize these changes is already an extra point of motivation that the student has about the future classes to receive.

2.2.4.2. Motivation: If the subject to be taught is attractive, fun, interesting, and learned with games, it can be an advantage for the teacher and his students. If the teacher is not a good communicator can cause rejection by a lot of technology and motivating innovation that uses since the human resource is the fundamental base of a good class.

2.2.4.3. Interactivity and Cooperation: The interaction of the student with his own classmates can enrich your learning greatly. Cooperating through ICTs allows the relationship of experiences, jobs and projects in common since working in groups helps a lot to know oneself and those around you, and you can use online tools to work in a group without having to move from home which is a major advantage for students who do not have time to meet.

2.2.4.4. Feedback. It is very interesting the tool of the corrector in various office automation programs to perform work. It is not necessary now to deliver the document to the professor so that he corrects it, automatically the program corrects the error, the student learns and can continue working without the need for the teacher to be attentive, with this, in addition, the student finds out for himself why he has made a mistake.

2.2.4.5. Initiative and Creativity: The development of the initiative, the development of your imagination and learning for yourself is also an advantage of these means.

2.2.4.6. Communication. There has always been a close relationship between students and the teacher in the classroom, but now it increases and allows greater freedom to both parties with online tools. Communication is no longer so formal, but much more enjoyable and naturally necessary. Of course, it is added that it is much easier to explain certain concepts with the help of online tools than simply with the book.

2.2.4.7. Autonomy. Until a few years ago, information was provided by the teacher. The information search sources were scarcer only with encyclopedias, today this has changed radically. With the arrival of new technologies and the help of the Internet, the student has a wide range in which to look for information. With this, the learner can be more autonomous when it comes to collecting information from different sites, how to distribute it and how to mention it. The work of the teacher here does not happen to be secondary, it is still the key to teaching, but now with an extra help for the students.

2.2.5. The importance of playfulness in English Language Teaching through ICTs.

The learning of a foreign language favors the social, cultural and cognitive development of children because it fosters respect for differences, improves the ability to interrelate, allows them to become aware of their learning process, potentializes memory, logical thinking - verbal and consciousness; among others.

The management of ICTs allows them to expand their knowledge, communicate with other people who are far away, learn about cultures different from their own, conduct distance studies. In addition, the teaching of English requires the realization of various recreational activities that motivate the interest of students for their acquisition, for this reason is given from games, rounds, songs, puppet shows, sheets of topics, simple stories, videos, puzzles, among others. When students discover that learning languages is helpful and fun at the same time; interest in the development of activities increases. Therefore the playful activities through the technological tools, provoke the imagination, creativity, and authenticity, the same that leads them to achieve fruitful and significant learning.

English language is of great importance worldwide that is why its study is essential in our days. For this reason, the study of this research is of great benefit to the community and especially to teachers of the English area because throughout the research work the importance of speaking English through recreational activities is observed. In addition, we can notice the effect that the use of these activities has on students during English classes. Also, we noticed that the playful activities help to improve the oral skills of the students, helping them to express their ideas easily, and using a correct pronunciation.

Therefore, analyzing this conception, it is necessary and essential to apply the teaching in English language, through play activities through technological resources, which will allow them to show their skills and knowledge in a favorable way, because they can interact with friends, family, people from different countries, and thus achieve the skills of speaking and listening.

2.2.6 What are communication skills?

As communicative skills it is considered: The development of each one of the attitudes, intellectual aptitudes, procedural aptitudes and the contents has correspondence with the formation in the being, in the thinking, the doing and the knowledge, respectively, and the learning achieved through The convergence of these four dimensions gives rise to the so-called significant learning, which is the learning in which the subject of the training process reconfigures the new information with experience, allowing it to integrate large bodies of knowledge with meaning. From this integration between knowledge with sense and experience is the development of competition. (Zapata, 2005)

2.2.6.1. Verbal reception skills.

Listening

It is the capacity to feel, to perceive sensory what another person transmits, to understand the message; this aspect allows the listener to evaluate the importance of what has been heard in order to respond correctly to the speaker; it also demands to be aware of the possibilities of misrepresentation of messages.

Reading

Reading is fundamental in the development of skills and communicative skills of the human being. As an intellectual accomplishment, it is an essential collective good in any economic and social context. As a cognitive function, it allows access to technological, scientific and information advances. It gives the possibility to recreate and better understand reality. Reading is being able to critically dialogue with the text, take a stand in front of it and value it by integrating it into one's own mental world.

2.2.6.2. Verbal Output skills.

Speaking

Speaking is the ability of human beings to communicate through articulated sounds. These sounds are produced by the speech device, which includes tongue, soft palate, vocal cords, teeth, etc. This property is distinctive in man, because although it is present in different species of the animal kingdom, it is in the nature of man that it reaches its highest manifestation, to the extent that it displays a very high degree of complexity and abstraction regarding the content.

2.2.7 The development of communication skills

The most important functions of the good teacher are creating an appropriate atmosphere, opening spaces for student participation in the learning process, give them the initiative and facilitate the evolution of their group by means of optimal conditions for their development. The advantages of considering the group as a means of social interaction in the learning process have been summarized by (Pressey, 2004) as the following:

1. Interaction with others in the classroom is the greatest influence on students.
2. What they learn and the progress of their knowledge is influenced by their socio-emotional needs.

3. Relationships in the classroom or atmosphere of the class strongly influence learning.
4. The organization of groups in the class can facilitate or block learning.
5. It takes time and intervention for the class to learn how to operate as a group.
6. The teacher can use the participation in the group of each student to modify their behavior and attitudes, and
7. The teacher can use the group to solve learning problems.

Giving credibility, these techniques should be applied to the development of each of the skills in the students, since, it would facilitate the process of teaching and learning in the English language, both individually and as a group, experimenting diverse uses of strategies for their comprehension. ; It should be noted that with these activities they will demonstrate the application of the knowledge and contents acquired, since with the applications of these skills, they will define the achievement of the proposed objectives

2.2.8 New technologies and the learning of English: bases for an

Integral education.

The learning of English as a foreign language is increasingly demanded in today's society and, as has been explained previously, New Technologies are a very useful resource to promote language learning in general. This fact is more significant, if possible, during the stages of preparatory education because it is where Ecuadorian mandatory education begins and faces new challenges: such as the need to educate a new student profile or to encourage and improve the learning of English language.

The first challenge is that nowadays a big amount of children in an Ecuadorian classroom can be considered “digital natives”. This term was coined by (Prensky, 2011) to refer to generations that have grown up surrounded by technology: such as mobile phones (smartphones), computers or the Internet. The existence of this term denotes that there are certain differences between generations younger and older: being considered a digital native implies having an intuitive of New Technologies and a predisposition to learn how to use them but goes one step further, also assumes that these generations have all the resources to learn intuitively about ICT and through them.

The teaching of the English language is also a challenge in Ecuadorian education since many studies show that English is the most widely used language for communication and dissemination of knowledge and therefore many authors understand

that learning this language is an element basic for the integral formation of the students (Alcedo Y. &, 2011) and in effect, we consider it essential to assume certain communication skills in English language learning to be competent at all levels.

Several factors influence the English language teaching-learning process during the primary education stage; for this we will follow the socio-structuralist assumptions, considering that learning of languages as a set of knowledge, procedures and attitudes about of the languages that are known in relation to the language studied. Taking the words of Alcedo and Chacón:

"The acquisition of a LE is a complex process in which they intervene multiple cognitive and affective variables inherent to the individual as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the Foreign Language teacher, among others." (Alcedo Y. &, 2011)

As stated in the above citation in learning involved various extrinsic and intrinsic factors to the individual, therefore, it is undoubted that in the process of acquiring a foreign language it is necessary to take into account the intrinsic characteristics of the apprentice. Therefore it is essential to assume that the profile of the student body has changed remarkably at present and therefore the teacher must adapt to the needs and motivations of these new apprentices to promote significant learning acquisition.

2.3. Legal Framework

This Project is based on the constitution of the Republic of Ecuador and the LOEI.

Art. 26. - Education is a right of people throughout their life and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process. (Constitución de la República del Ecuador Título II Derechos Capítulo dos "Derechos del buen vivir" Sección quinta "Educación", 2008)

Art. 343. - The national education system has as its objective the development of individual and collective capacities and potentialities of the population, which enables learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will center on the subject that learns, and works in a flexible and

dynamic, inclusive, effective and efficient manner. The national education system integrates an intercultural vision in accordance with the geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities. (Constitucion de la Republica del Ecuador , Titulo VII Regimen del buen vivir capitulo I "Inclusion y equidad" Seccion primera "Educacion", 2008)

Art. 344. - The national system of education will include the institutions, programs, policies, resources and actors of the educational process, as well as the actions in the levels of initial, basic and high school education, and will be articulated with the higher education system. The State will exercise the rector of the system through the national educational authority, which will formulate the national education policy; also regulate and control the activities related to education, as well as the functioning of the entities of the system (Constitucion de la Republica del Ecuador , Titulo VII Regimen del buen vivir Capitulo I "Inclusion y equidad" Seccion uno "Educacion").

The constitution establishes that education is a guaranteed right for citizens that must be of quality and effective so that others can develop professionally in their future life

2.4. Conceptual Framework

The purpose of this section is to present the conceptual framework of this research application of critical thinking strategies to develop inferential reading skills which will be employed by defining brief concepts that has been held on during the investigation.

2.4.1. Game Enhanced Activities

Set of strategies designed to create an atmosphere of harmony in students who are immersed in the learning process. This method seeks students to appropriate the topics taught by teachers using the game. (Jimenez, s.f.)

2.4.2. Information and Communication Technologies

Set of tools or resources of technological and communicational type, which serve to facilitate the issuance, access and processing of information through various codes that may correspond to texts, images, sounds, among others. (tugimnasiacerebral.com/, 2014)

2.4.3. Communicative Skills

The Communicative Skills or Communicative Competences are understood as a set of linguistic processes that are developed during the life, with the purpose of participating with efficiency and dexterity, in all the spheres of the communication and

the human society. Speaking, listening, reading and writing are the language skills. (<https://konpalabra.konradlorenz.edu.co>, 2016)

2.4.4. Online Resources

A digital resource is any type of information that is stored in digital format. Digital resource is understood as all material coded to be manipulated by a computer and consulted directly or by remote electronic access. (<https://recursos-digitales.fandom.com/es>, s.f.)

2.4.5. Communicative Strategies

Communication strategies are planning tools that globally, comprehensively and coherently systematizes the general objectives, the tactics, the messages, the actions, the indicators, the instruments and the deadlines that the organization will put into play to move its image and its message abroad in a given period. (<https://comunicacionlvm.wordpress.com>, 2017)

2.4.6. Motivation

Motivation is a set of internal or external factors that determine in part the actions of a person. (<https://positive.varilux.es>, s.f.)

2.4.7. Meaningful Learning

Significant apprehension is that which modifies the knowledge that the human being possessed from the acquisition of new information while, simultaneously, this new information acquired also produces changes in previous knowledge. (<https://definicion.de>, s.f.)

2.4.8. Technology

A set of techniques, knowledge and processes, which serve for the design and construction of objects to meet needs. (<http://www.alegsa.com.ar>, s.f.)

2.4.9. The Teaching-Learning Process

The teaching-learning process is conceived as the space in which the main protagonist is the student and the teacher fulfills a function of facilitator of the learning processes. ... In this space, it is intended that the student enjoy learning and commit to lifelong learning. (<https://www.academia.edu>, s.f.)

2.4.10. Teaching Strategies

Teaching strategies are a specific type of action, planned by the teacher and carried out by the teacher and / or students in order to achieve learning objectives.
(<https://www.redalyc.org>)

3. RESEARCH METHODOLOGY

3.1. Type of Research Description

The type of the study based on the inquiry mode is:

Qualitative: The basis of qualitative research is the constant observation, the analysis of each situation related to the behavior between people. The behavior of students and teachers lies in the relationship with their environment, experiences, knowledge and contexts. For this reason, this study is defined as qualitative since it includes the consequences of human behavior in relation to certain strategies to be applied.

Based on the Objectives and Variables this study is:

Observational Research

This study is observational because it is done to know the context on the subject that is the object of study. Its objective is to find all the evidence related to the phenomenon of which there is no knowledge and increase the possibility of conducting a full investigation. Although observational research is a very flexible technique, compared to other types of studies, it implies that the researcher is willing to take risks, be patient and receptive.

3.2. Techniques and Research Instruments.

The research exposes the most appropriate techniques among already commonly used techniques according to students' level, such as data collection and data analysis techniques.

In the elaboration of this project, the researcher decided to apply surveys to teachers, authorities and an oral survey to students.

In pursuit of useful information:

1. The Analysis – Synthesis method was used in this thesis, It was elaborated a detailed and exhaustive study of the parts or elements that make up this research. Although theoretically there are no steps or a sequence to carry out an analysis, Can be pointed out that the process begins when the whole is identified, later it is broken down and identify the parts that comprise it and finally, since they are 'separated' parts, each of them is studied deeply and in detail. Synthesis: It goes in the opposite direction to the analysis. The beginning of the process is located when the parts that make up a whole have been identified. The interrelations between the elements or parts are established, and from the knowledge of the parties and the 'unions' between them, the whole can be reached or understood.

2. The Inductive – Deductive method was also utilized in this project because the present investigation is characterized by the induction of explanatory principles from the phenomena observed, and then in a second stage, on these principles are constructed statements that contain them and refer to the case. That is to say, that the first part of the process consists in the creation of a theoretical body that explains, through elementary principles, the problem, and the second part of the process consists in deducting general laws for the phenomena, constituted by the theoretical body formed and valid to explain / apply the phenomena.

3.3. Techniques and Research Instruments.

In this educative project was necessary to extract a sample of the study universe to be investigated of a concise way and can apply the pertinent instruments that contribute to the assessment of this research. Usually the sample should be obtained through a formula if the universe selected was over one hundred individuals but in this thesis the sample integrates thirty students from first grade, eight teachers and one area coordinator which was granted by the human group of Unidad Educativa Jose Benito Benitez San Andres.

Table 2

Research and population sample

	Population	Sample
Students	30	30
Teachers	6	6
Area Coordinator	1	1
Total	37	37

NOTE: This table represents the research and population sample of the project.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

3.4. Sources, Resources, and Timeline

Different resources were contributed in this project. The first resource was the human resource established by the authors of this project. The second resource was the technological resource which included short stories, online activities tested with the students, and different hands on activities that helped to construct their own knowledge.

Table 3

Sources and resources

TYPE OF RESOURCE	RESOURCE
Human	1. 1 Researcher
Technological	2. Photocopier
	3. Cd Player
	4. Laptop
	5. In focus
Bibliographies	1. Worksheets
	2. Flashcards
	3. Story Books

NOTE: This table includes human, technological, and bibliographic resources.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

3.5 Processing, Presentation and Analysis of Results

Application of the investigation instruments survey to the teachers.

Table 4

Technological means- Question 1. How often do you use ICT's?

Category	Frequency	Percentage
Always	2	33%
Usually	4	67%
Sometimes	0	0,00%
Never	0	0,00%
TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the first question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

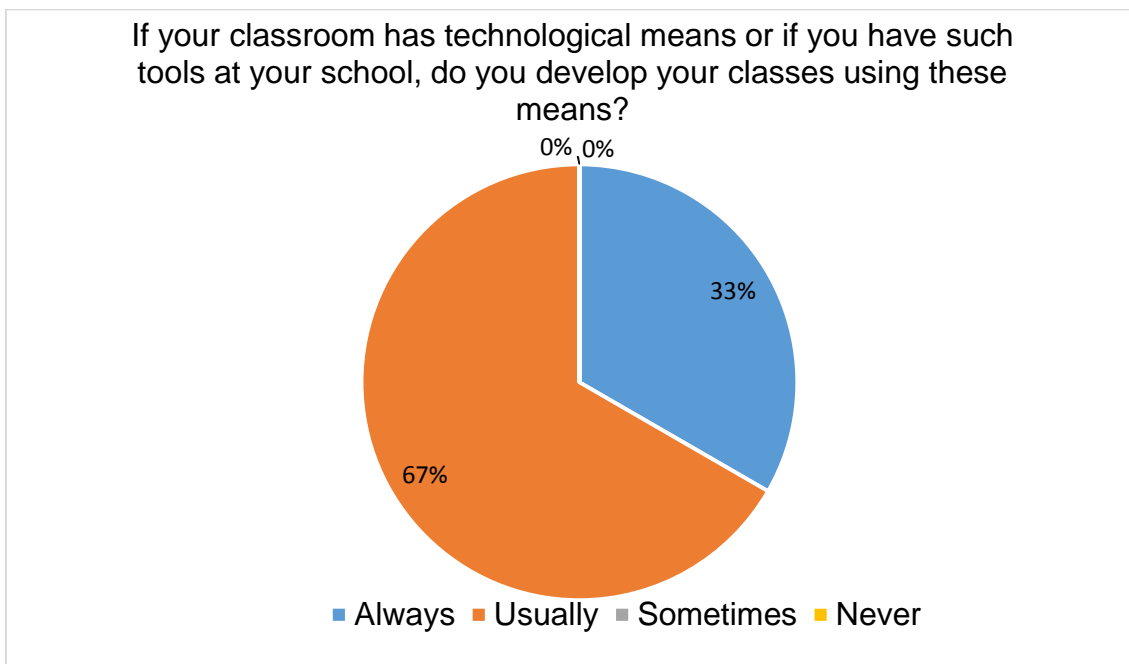


Figure 2. Question 1. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the results, the 66% of teachers usually develop their classes. Traditionally, in the teaching of English, multimedia systems have been used with great frequency, but the entry of ICTs in a "massive" way in some centers has made the teaching staff have a powerful tool to motivate the students, although the truth is that relevant and determining will be the pedagogical use that we, as teacher-mediators, make of them. According to teachers using technological means make the children feel motivated and encouraged to new challenges it is because of that the 37% of teachers always use ICT's during the teaching process.

Table 5

ICT's Support- Question 2. How often do you use ICT'to support your teaching work?

	Category	Frequency	Percentage
	Always	4	67.00%
	Usually	2	33.00%
Table 5	Sometimes	0	0.00%
	Never	0	0.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the second question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

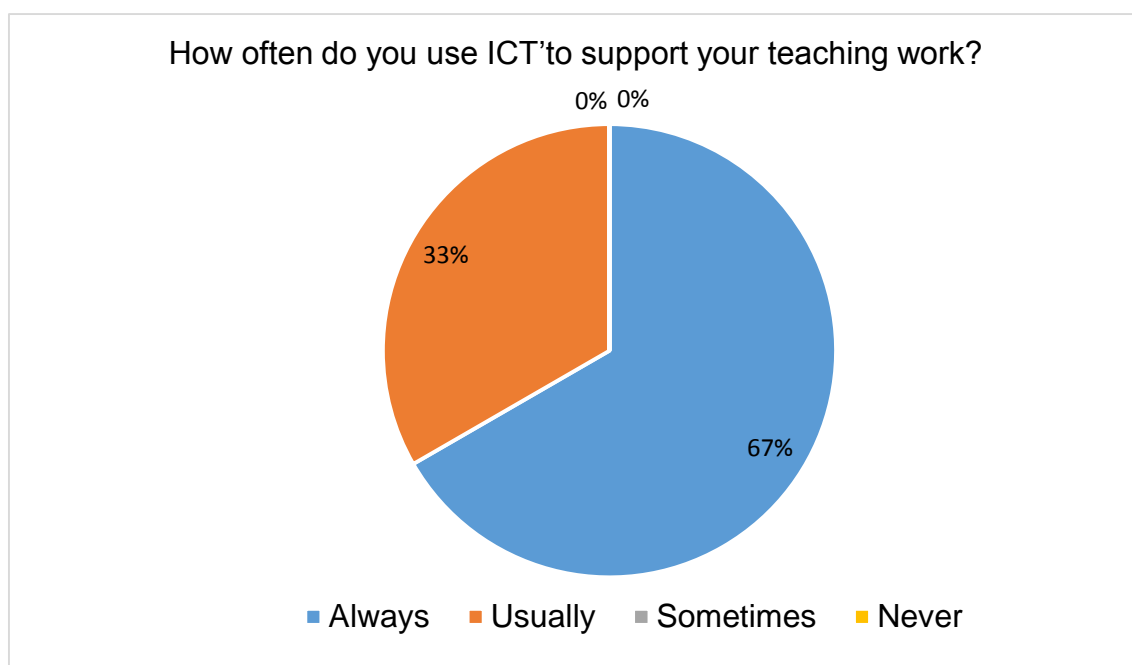


Figure 3. Question 2. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the results, the 67% are teachers who support their classes through the use of information and communication technologies. In the era in which we live, technology is influencing the lives of human beings in an accelerated way; present in all fields, is a tool that facilitates processes in all areas of knowledge, planning, directing, executing and controlling in an organized manner and of course the area of education cannot be alien to this type of progress and tools.

The use of ICT's, offer some truly useful elements, which allow a significant interaction between the teacher and the student, when they are used in an appropriate way, because it is necessary to remember that they do not work by themselves, but are human beings who give movement and application to these, so that they can be exploited in the best way. On the other hand 33% are teachers who answered the survey, usually use ICT's support during the teaching process.

Table 6

Technological means and confidence - Question 3. You feel confident when employing technological means in front of the group?

	Category	Frequency	Percentage
	Always	5	83.00%
Table 6	Usually	1	17.00%
	Sometimes	0	0.00%
	Never	0	0.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the third question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

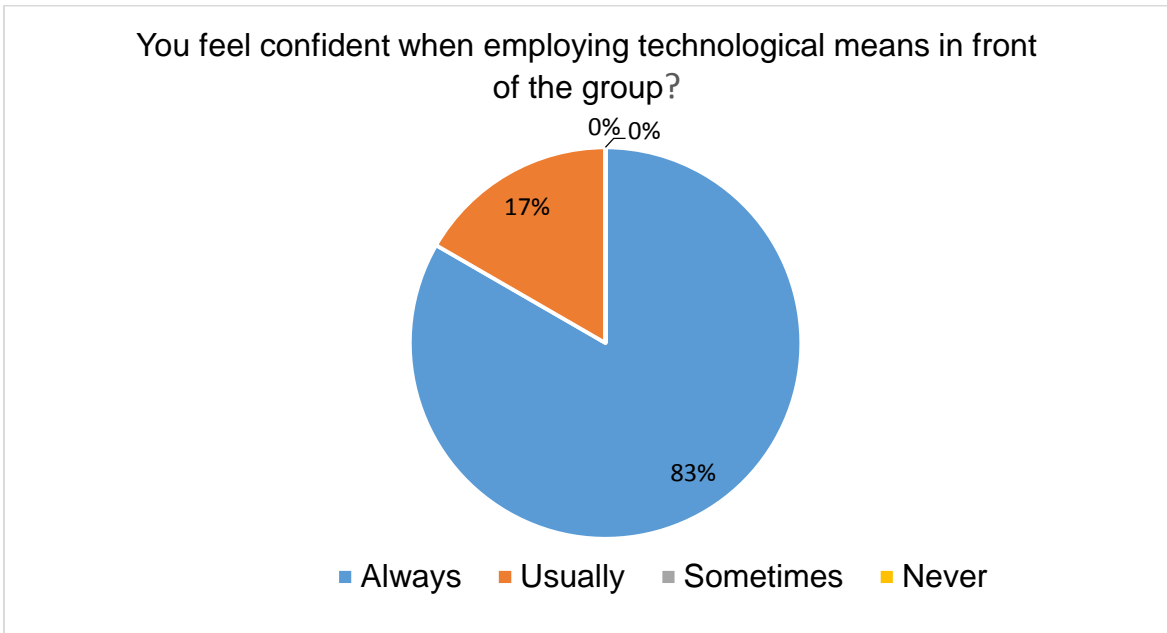


Figure 4. Question 3. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the result, the 87% are teachers who feel really confident employing different kind of technological resources in front of the classroom. Therefore, it is necessary to assume the challenge of implementing pedagogical proposals that contribute to the teaching of learning a foreign language in a different way to the traditional one, which generates impact in its educational process and leads it to reflect on itself in to create digital citizen awareness that allows the appropriate and relevant use of ICTs that promote the improvement of educational actions in this specific knowledge, which results in effective teaching, which favors the understanding and interpretation of oral and written messages in English language and showing students total confidence of what teachers know. As there are different points of views, the 17% expressed to usually feel secure at the time of teaching with ICT's means.

Table 7

Technical problems in the classroom - Question 4. You have technical problems before or during your class?

	Category	Frequency	Percentage
Table 7	Always	0	0%
	Usually	1	16.67%
	Sometimes	4	66.66%
	Never	1	16.67%
TOTAL		6	100,00%

Note: Results gathered in the survey given to students in the fourth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

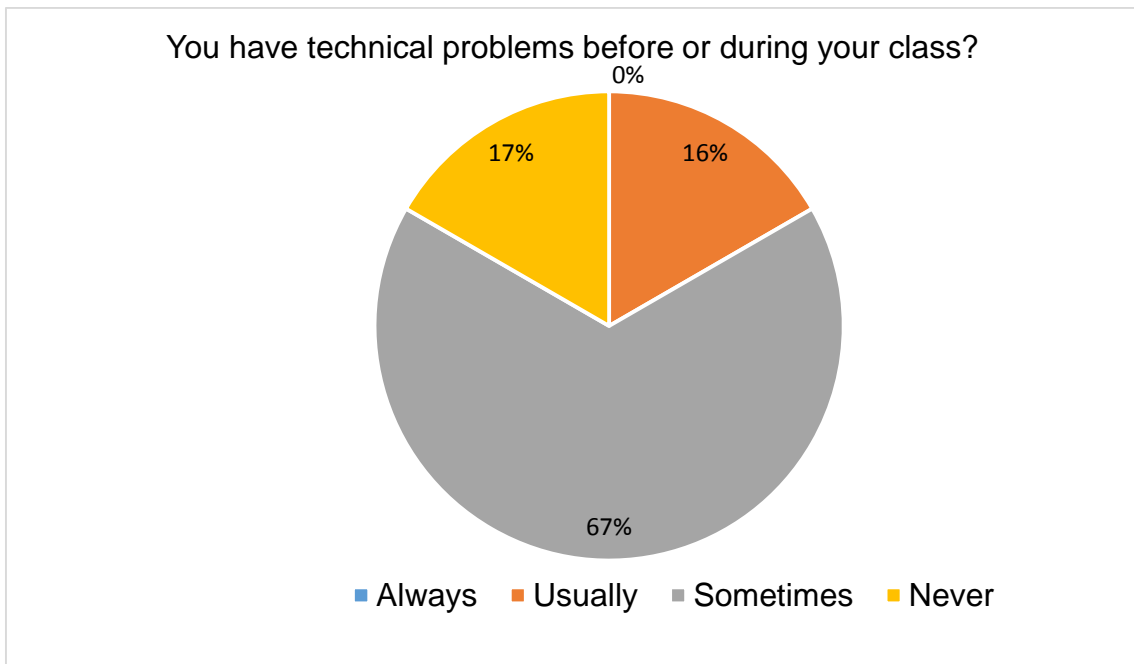


Figure 5. Question 4. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the results, the 66.66% are teachers that sometimes face problems during the teaching process. The fact of working with technology, which implies using an external agent, already indicates that teachers could face certain problems that get out of hand such as problems with the internet, problems with the projector, speakers etc. as teachers it is good to be prepared and some teachers shared their strategies to solve this type of unexpected by using other technological devices such as removable memory, where they keep the information in case of problems related to technology in the classroom and classes or extra activities so that students are not affected. The 16.67% usually have some problems and the other 16.67% never present problems during the class.

Table 8

Importance of ICT's during the teaching-learning process - Question 5. ICT'S are a determining factor in students' learning?

	Category	Frequency	Percentage
	Always	3	50.00%
Table 8	Usually	1	16.67%
	Sometimes	2	33.33%
	Never	0	0.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the fifth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

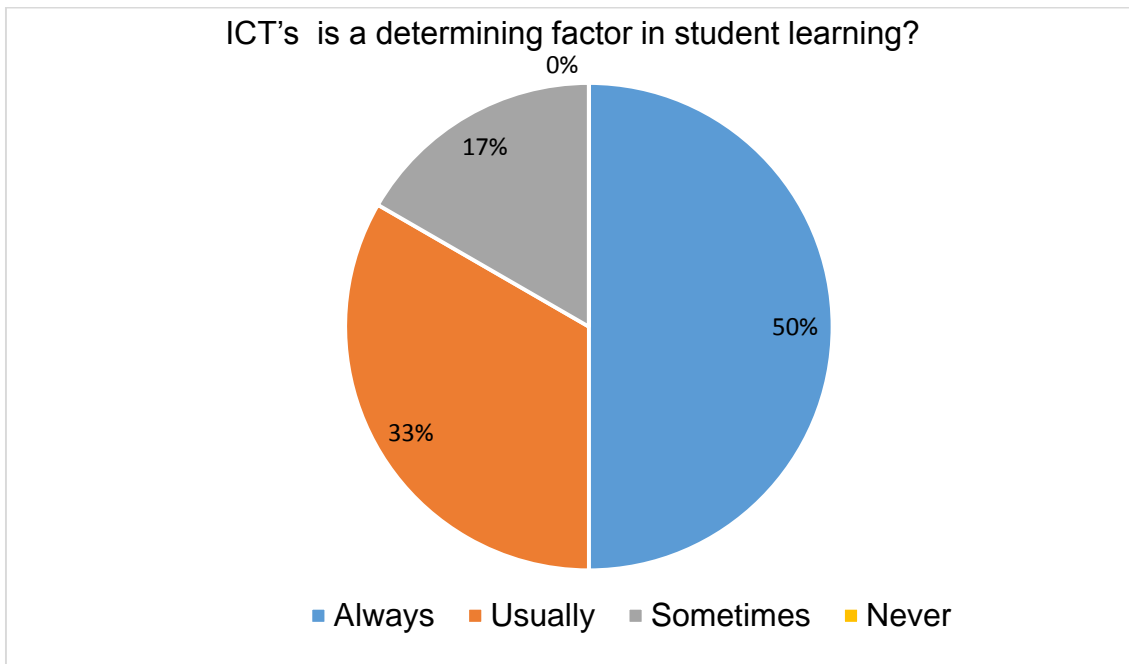


Figure 6 . Question 5. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the results, the 50% are teachers who say that ICT's are always determining in the acquisition of knowledge especially in the development of language skills. The 33% of the teachers think that information and communication technologies are sometimes important during the learning process and the 16.67% of teachers think that these tools are sometimes important taking in to consideration that the use of ICT's offer some truly useful elements which allow a significant interaction between the teacher and the student, provided they are used in an appropriate way, because it is necessary to remember that they do not work by themselves, but are human beings who give movement and application to these, so that they can be exploited in the best way. In addition, it is important to emphasize that teachers of foreign languages should strive to train beings that not only understand and interpret the purposes of speakers and users of the language in pragmatic and semantic terms, but are reflexive, critical, autonomous and managerial beings.

Table 9

Game enhanced activities and students' interest - Question 6. Game enhanced activities promotes the interest and motivation of your students?

	Category	Frequency	Percentage
Table 9	Always	3	50.00%
	Usually	3	50.00%
	Sometimes	0	0.00%
	Never	0	0.00%
<i>TOTAL</i>		6	100,00%

Note: Results gathered in the survey given to students in the sixth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

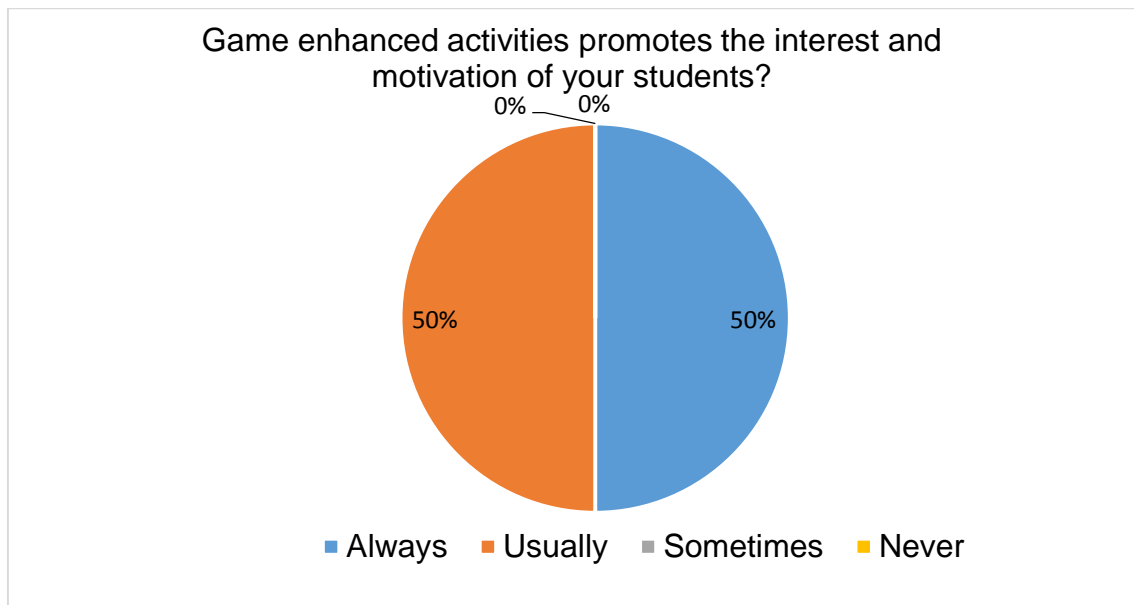


Figure 7. Question 6. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

Playful activities, when used as a pedagogical resource, can supply deficiencies in the teaching and learning process, its importance being justified by the ability to stimulate the student to participate in the class, motivating them to the discussion, acting as a facilitator of learning and helping in the establishment of the scientific concepts worked on. When using recreational activities, students satisfy intrinsic needs to "play and work" at the same time and teacher incorporates a different way of teaching. According to the results, the 50% of teachers definitely agree that using ICT's is always going to produce a great impact on learners motivation and interest, and the other 50% think that ICT's usually are determining during the teaching-learning process which means that the 100% of teachers think that ICT's are useful tools in the classroom.

Table 10

Collaboration and Inclusion - Question 7. Game enhanced activities promote the interest and motivation of your students?

	Category	Frequency	Percentage
Table 10	Always	4	67.00%
	Usually	2	33.00%
	Sometimes	0	0.00%
	Never	0	0.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the seventh question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

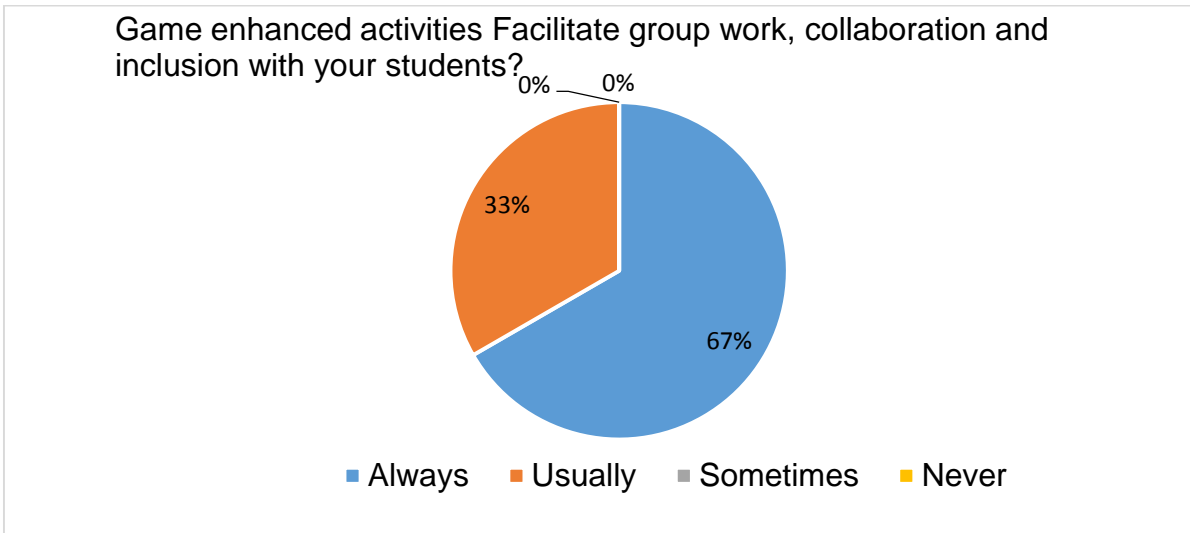


Figure 8. Question 7. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

Nowadays, with the advance of technology, teachers must keep in mind that the way to call attention to students has changed. Teachers cannot limit themselves to simply explaining content and text and moving forward. The world around us is full of communication and information media that allow us to establish a link between the learning of a second language and the interest shown by students. In addition to this, playful activities, being in their great majority of joint work, promote the collaborative work between classmates which also encourages the inclusion of the different personalities existing in the classroom, highlighting the virtues of each one and forming among them the knowledge that allows him to develop and put into practice the knowledge acquired. According to the results, 67% of the teacher expressed that game enhanced activities always promote collaboration and inclusion. The other 33% think that playful activities usually encourage students during the class.

Table 11

ICT's Training - Question 8. You take courses for ICT's knowledge?

	Category	Frequency	Percentage
	Always	0	0.00%
Table 11	Usually	1	16.67%
	Sometimes	3	50.00%
	Never	2	33.33%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the eighth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

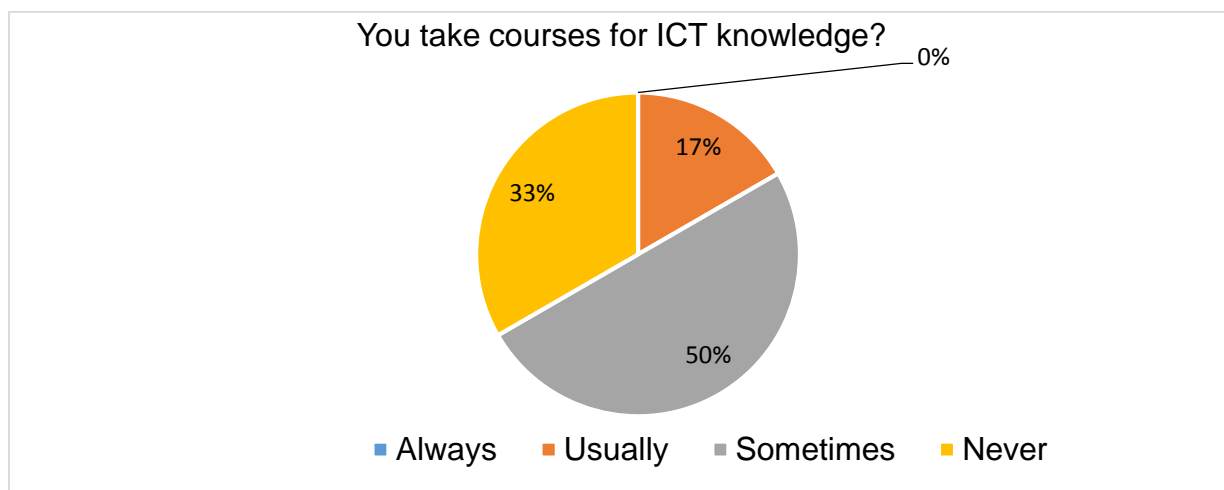


Figure 9. Question 8. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

According to the results, ICT's training is not a strong point during teachers working out. It is necessary to restructure the form to teach, since there are stereotypes that have been going on for several years without changes important and totally repetitive, a large majority is unaware of the procedures and processes to use computer rooms (they are used for computer literacy) since the philosophy and vision of ICTs have another dimension quite appropriate for the management of new technologies and the development of the neurological processes of "modern" students You could say that the teaching-learning process that promotes the use of Tics and recreational activities, is of paramount importance.

50% of the teachers expressed that just sometimes they have taken especial classes to be ready to work with information and communication technologies and he 33.33% of the teacher have never taken special training. Just the 16.67% have usually taken courses related with ICT's.

Table 12

Training attendance - Question 9. Participates in training focused on the development of playful strategies through ICT.knowledge?

	Category	Frequency	Percentage
	Always	0	0.00%
Table 12	Usually	0	0.00%
	Sometimes	3	50.00%
	Never	3	50.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the ninth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

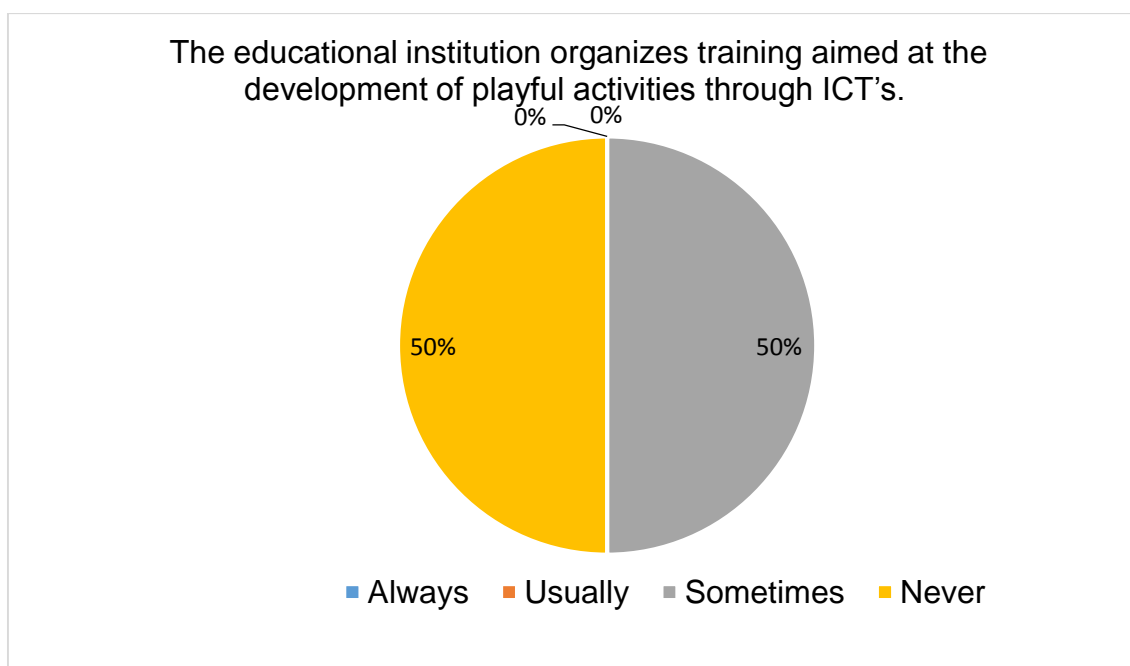


Figure 10. Question 9. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

The results of this question clearly show that within the institution training in play strategies through the use of tics is not part of the subjects in which teachers receive training. Being surrounded by technology and technological resources teachers assume that knowing the basics is enough to develop a class optimally, however the null or misuse of ICT in the classroom will not allow to take advantage of how important it is to a student of foreign language to have technological tools that are used in turn through playful strategies to develop qualitative abilities of the students. The results show that 50% of teachers sometimes receive training and that the other 50% clearly states that they have never participated in seminars or trainings that have to do with the branch object of this investigation.

Table 13

School Training Organization - Question 10. The educational institution organizes training aimed at the development of playful activities through ICT's?

	Category	Frequency	Percentage
	Always	0	0.00%
Table 13	Usually	0	0.00%
	Sometimes	0	0.00%
	Never	6	100.00%
	TOTAL	6	100,00%

Note: Results gathered in the survey given to students in the tenth question shown on the table.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

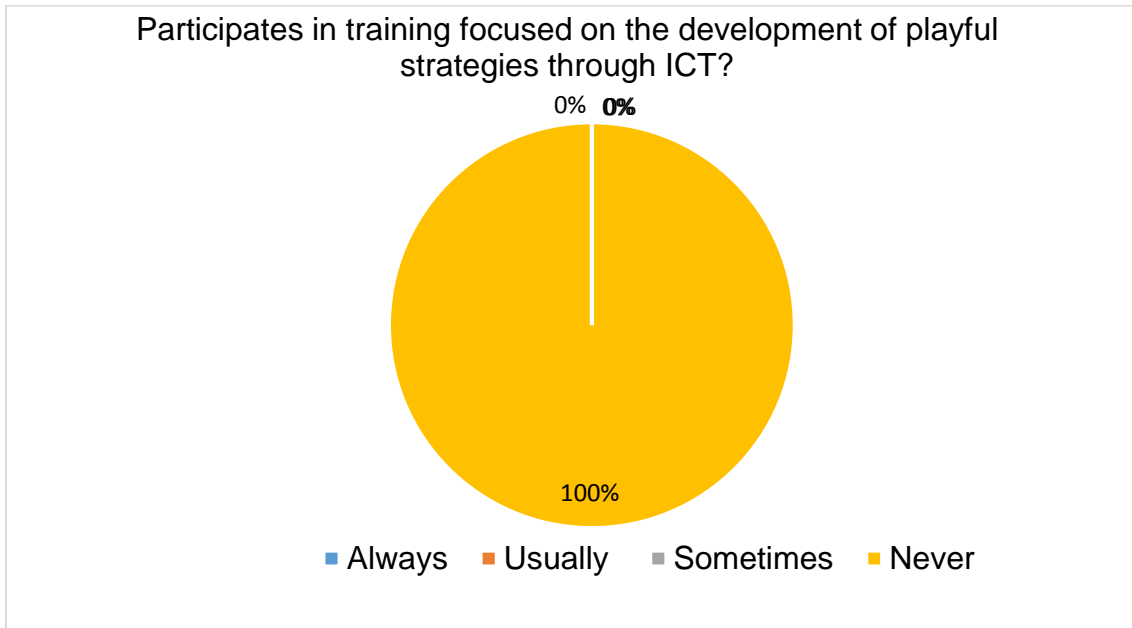


Figure 11. Question 10. Survey Results

Source: Teachers Survey

Elaborate by: (Andrade, A. & Garzon, M., 2018)

The results obtained in the previous question give us a strong and clear result, since none of the teachers evaluated claims to have participated in any training organized by the institution. Within this research project this information is very valuable because it indicates that researchers will have the opportunity to put into practice the proposal to implement seminars aimed at training teachers in the application of playful strategies through information technologies and communication.

ANALYSIS OF ICT'S AND GAME ENHANCED ACTIVITIES SURVEY FOR AREA COORDINATOR

It is necessary that students learn through playful learning techniques, that is, everything that enters through the sense of hearing, thus achieving to develop auditory learning; which allows us to infer that the playful is a potentialized strategy for students to learn to read and speak in an active and creative English language. The application of recreational activities through ICTs, would help to awaken interest in learning the English language, since with technology, they become more creative and more meaningful learning is motivated. The use of ICTs are great facilitators and motivators of meaningful learning, that is, it is a key factor to improve the practice of skills. I firmly believe that students will be able to strengthen the development of communication skills in listening, speaking, reading and writing, if teachers use methodological strategies, creative alternatives, in order to increase vocabulary, motivate them to interact with their peers, and achieve aspirated goals, creating a new atmosphere of work, in which the student acquires more confidence and feels free to participate in their learning process in a responsible and autonomous way. However, as an authority I must recognize the little or no importance that we have given to issues such as training for the implementation of game enhanced activities through ICTs, but I conclude that it would be a wonderful contribution to the development of our English teachers and therefore in the endless benefit that our students would have after their application.

ANALYSIS OF THE OBSERVATION FORM FOR FIRST GRADE STUDENTS OF UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES

The results obtained during the observation of the students of the first year of basic education indicate that when the teacher applies playful activities in the classroom, it helps to develop different communication skills in English language. During the observation we can conclude the significant change that entails the application of the playful activities by itself but even more so when they are combined with the information and communication technology. The individual interest of each student increases, promotes collaborative learning through group activities that reinforce the production of the new language within the classroom.

By giving the student tools such as videos, songs, digital flashcards and others we are able to awaken in them the desire to learn to communicate in order to participate in all the activities that are developed during the teaching-learning process. That is why we

can conclude that the application of these strategies will improve the way in which students take their classes, encourage active participation and increase the qualitative and quantitative results in the foreign language area.

3.6 Preliminary Conclusions.

English teachers, aware of the reality of the classroom, have come to the conclusion that very important tools nowadays in the teaching-learning process are the information and communication technologies and the development of game enhanced activities. But the lack of Knowledge about technology and how to relate it with game enhanced activities that awake the interest of the student to develop their communication skills make the application of new techniques complicated. English teachers at Unidad Educativa Jose Benito Benitez San Andres have shown some kind of domain talking about technology and good attitude towards playful activities but not the application of both strategies together. When teachers make a vivid class, full of real life situations, games and technological devices the learning process starts to be more real and modern for students.

The general objective of this research makes direct reference to the work English teachers in relation to game enhanced activities for the development of communication skills, that is, what techniques, resources and methodological strategies are used by teachers in the English area to achieve the motivation of students through technological games to awaken interest and curiosity for this second language, with the aim of enhancing the communication skills of the English language in first-grade students of Unidad Educativa Jose Benito Benitez San Andres. It has been shown that you learn significantly, if you create an excellent classroom environment, because with a positive climate in the classroom, students will feel confident and show great predisposition to receive the teaching-learning process.

It should be noted that the use of these recreational activities have great benefits, creating a motivating atmosphere in the classroom, which makes them lose the shame and fear when communicating and interacting with their peers and in this way without realizing the learning mechanisms and the use of the English language are being promoted, making it meaningful and authentic learning.

With the application of recreational activities, through technological innovations, a radical redefinition of learning and human development is allowed, in this sense, the teacher's job is to offer knowledge open to analysis, reflection and change, which facilitate ludic learning through ICTs, which are tools that provide assimilation,

understanding for the development of cognitive skills, when they are well oriented by the teacher.

The study elaborated on the use of recreational activities for educational purposes and their importance in teaching, contribute to motivation, to language skills and help to awaken students' interest in this second language.

Through this research and according to the objectives, there are several contributions that should be considered, this is with the application of recreational activities, which would help to awaken interest in learning this language, since with technology, they become more creative and the learning process is better motivated; and therefore, students can strengthen the development of communication skills of listening, speaking, reading and writing, using creative methodological strategies, in order to increase vocabulary, motivating them to interact with their peers, and achieve the aspirated goals, creating a new work atmosphere, in which students gain more confidence and feel free to participate in their learning process in a responsible and autonomous way.

4. PROPOSED PROJECT PLAN

4.1. Title

English teachers training on the use of educational strategies, as well as the management of technological resources for a dynamic teaching of the subject, implementing game enhanced activities through technology, to develop communication skills in English, in students of first year of Basic General Education.

4.2. Justification

English is the most widely used language worldwide, it is not limited to any country, region or culture, and it is the most widely used in all fields of knowledge and is a preponderant part of the academic offer of several educational centers, especially those private. Ecuador is not the exception, English is everywhere, in electronic equipment, beverages, in clothing, in catalogs, in household products, and to be part of this globalized world where success revolves around the excellent communication, it is imperative to integrate this language into our daily life. Thus, the Ministry of Education, consistent with these premises considers the English language as a work tool for future professionals who are prepared in the classrooms as students and therefore one of the essential elements in their holistic training.

This proposal aims to contribute to the institutionalization of English in the classroom, so that each teacher works with new practices, conceptions and attitudes to form creative, participatory human beings, committed to the highest human values, who consider that their essential role is to transform the classroom in a dynamic, motivating scenario in which action and knowledge are generated through the relationship between theory and practice, for this reason it is necessary to design and apply recreational activities, through technological tools, to develop communication skills in English through active participation; realizing the role of each individual in their own learning and also feel part of the activities that take place in the classroom.

The design of the present work proposal through pedagogical workshops applying recreational activities with the use of ICTs, to develop communication skills in English, responds to the results obtained from the diagnosis made in the Particular Educational Unit "Jose Benito Benitez San Andres "to teachers in the English area and first-year students of Basic General Education, who have evidenced the need to integrate techniques to develop the ability to speak English in an active and creative way.

The significant contribution of this research is based on the use of ludic technological learning techniques that help the English teacher to do a more effective job to develop the ability to speak and get the students to learn to communicate in this language. It is considered that the techniques of ludic technological learning arose to perfect teaching, invigorate educational processes and teaching - learning within institutional frameworks, arises in response to the need to create a participatory, active, educator and learner centered environment in a dialogued education that allows to build a new knowledge.

The present participation of the ludic technological tools, is important because it has techniques with programmed activities so that the English classes are fun that help to strengthen the organization in the classroom and outside of it, it constitutes a valuable resource with dialectical methodology.

4.3. Objectives (Broad and Specific)

4.3.1. Broad

To give teachers in the English area a short guide, on ludic technological strategies that allow teachers to develop the necessary skills for effective and meaningful teaching of this subject, with the purpose of achieving the students' proficiency in the English language.

4.3.2. Specific

- To organize a workshop with the teachers of the English area, for the knowledge and application of new methodological strategies through the educational ICTs.
- To apply audiovisual support material for the practice of English language skills.
- To develop teaching practices with interactive play activities to promote the development of listening, speaking, writing and reading skills.

4.4. Content Framework of the Proposed Project Plan

- Workshop planning
- Workshop Content
- Activities to apply

4.5. The Proposed Project Plan

According to the research carried out, it can be said that the present study has an academic viability because the playful activities in the development of communicative skills in the English language, will allow the students of the first year of General Basic Education, to develop a communicative process and participative through playful technical interactions, in order to reduce boredom and shyness in the learning process and develop talent and creativity, with the purpose of getting students to internalize the knowledge of the foreign language, to reach the interest and development in their student stage, not as an obligation but as a necessity, thus achieving progress in any field of society in today's world,

Through the implementation of recreational activities through ICTs, for the development of communication skills in the English language, Unidad Educativa José Benito Benítez San Andrés, could meet the proposed academic objectives.

Workshop Planning

OBJECTIVE: To train teachers in the area of English, on techniques and interactive teaching strategies, through training workshops that allow teachers to develop the necessary skills for effective and meaningful teaching of this subject, in order to achieve in the students the English language proficiency

STRATEGY: Training workshops for teachers in the English area

Table 14

Workshop planning of the project

STAGE	ACTIVITIES	GOALS	RESOURCES	TIME	BUDGET	RESPONSABLE
Planning	*Select the theme	100% of	Human: teacher	2	45 dollars	Anny Andrade
	*Organize the workshop * Of the ten activities proposed in this research, five are selected and will be carry out into practice on the day of the seminar, which are: Dress up time, Memory, Hidden picture, Mixing Colors and Banana Banana Meatballs	teachers correctly apply recreational activities through technology	Students Material: Board Markers Projector Speaker	hours		Miguel Garzon
Execution						
Evaluation	*Fill a checklist					

Note: Workshop planning of the project is shown on the table below.

Elaborate by: (Andrade, A. & Garzon, M., 2018)

Table 16

Activity 2

Activity	Strategy	Responsible	Resources	Time
Dress up time!	Teach the class about clothing, watch the YouTube video Put On Your Shoes Clothing Song for Kids and after that go to https://www.sesamestreet.org/games?id=304 and play the game Dress up time to practice what the students have learnt.	Researchers Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

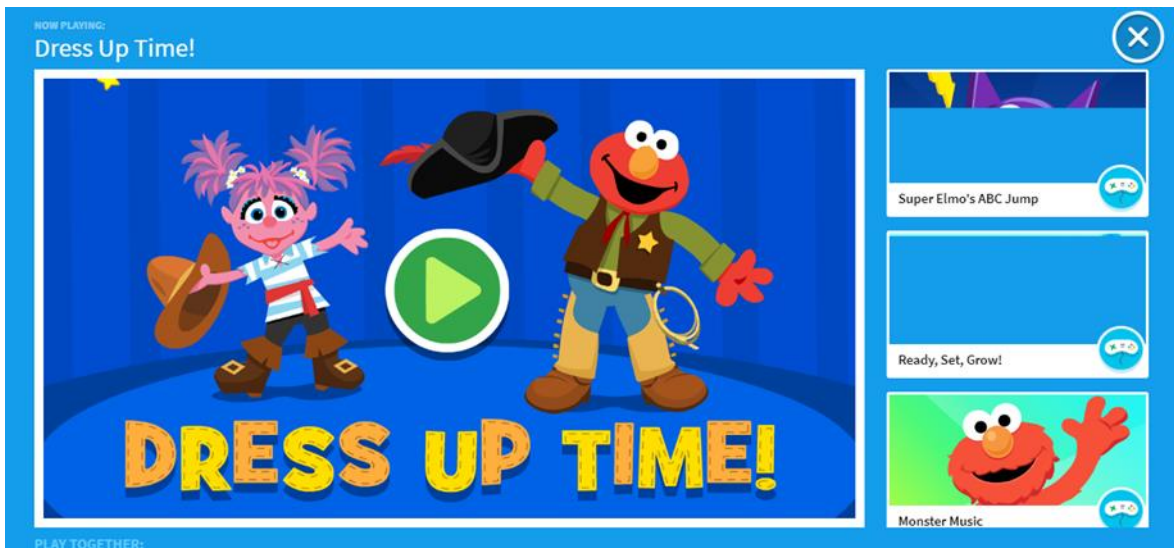


Figure 13. Sesame street website

By: (www.sesamestreet.org, s.f.)

Table 17

Activity 3

Activity	Strategy	Respon- sible	Resour- ces	Time
Gingerbread Man	Read the story about gingerbread man to the class, then go to https://www.starfall.com/h/holiday/gingerbread/?sn=main And select the game related to the story. You can mix this activity with shapes learning.	Research ers Teachers Anny Andrade and Miguel Garzon	-Smart Classro om -Internet Connect ion	30 minut es

Elaborate by: (Andrade, A. & Garzon, M., 2018)



Figure 14. Starfall website

By: (www.starfall.com, s.f.)

Table 18

Activity 4

Activit y	Strategy	Responsib le	Resource s	Time
Memory	Teach the class about animals using videos and realia, after that go to https://kids.nationalgeographic.com/games/quick-play/photo-ark-ear-memory/ And select the activity photo ark memory	Researche rs Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

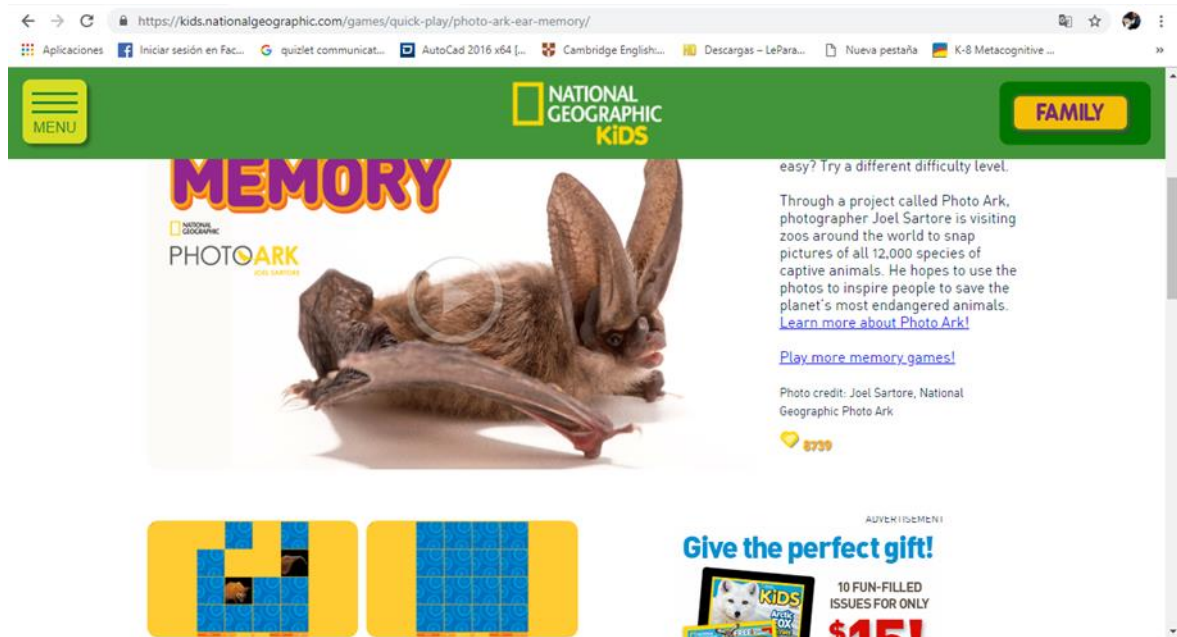


Figure 15. National geographic website

By: (www.kids.nationalgeographic.com, s.f.)

Table 19

Activity 5

Activit y	Strategy	Responsibl e	Resources	Time
Hidden Picture s	This activity is extremely useful when teachers want to try something different and develop extra skills. Go to https://www.highlightskids.com/games/my-first-hidden-pictures/winter-fun . Find the objects in the picture by clicking on them.	Researcher s Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connectio n	30 minute s

Elaborate by: (Andrade, A. & Garzon, M., 2018)

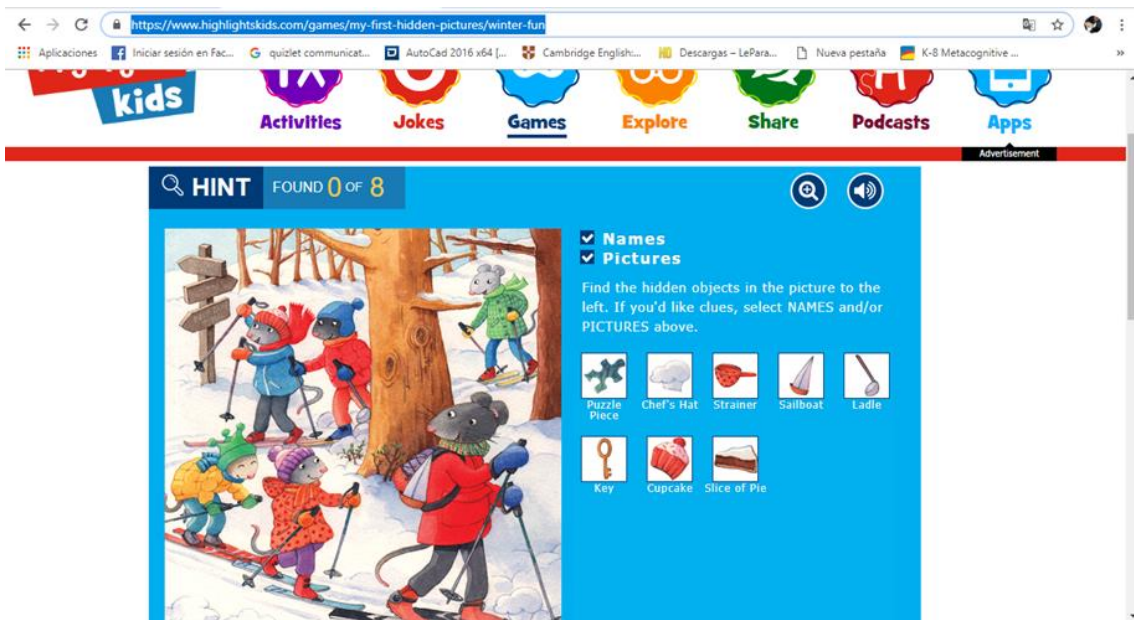


Figure 16. High lights kids website

By: (www.highlightskids.com, s.f.)

Table 20

Activity 6

Activity	Strategy	Responsible	Resources	Time
Ordering numbers 11-20	After teaching the class about numbers, go to https://www.education.com/game/ordering-numbers-11-20 select the game ordering numbers 11-20 where Kids will rearrange the numbers onscreen until they're in the right order, from smallest to largest.	Researcher's Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

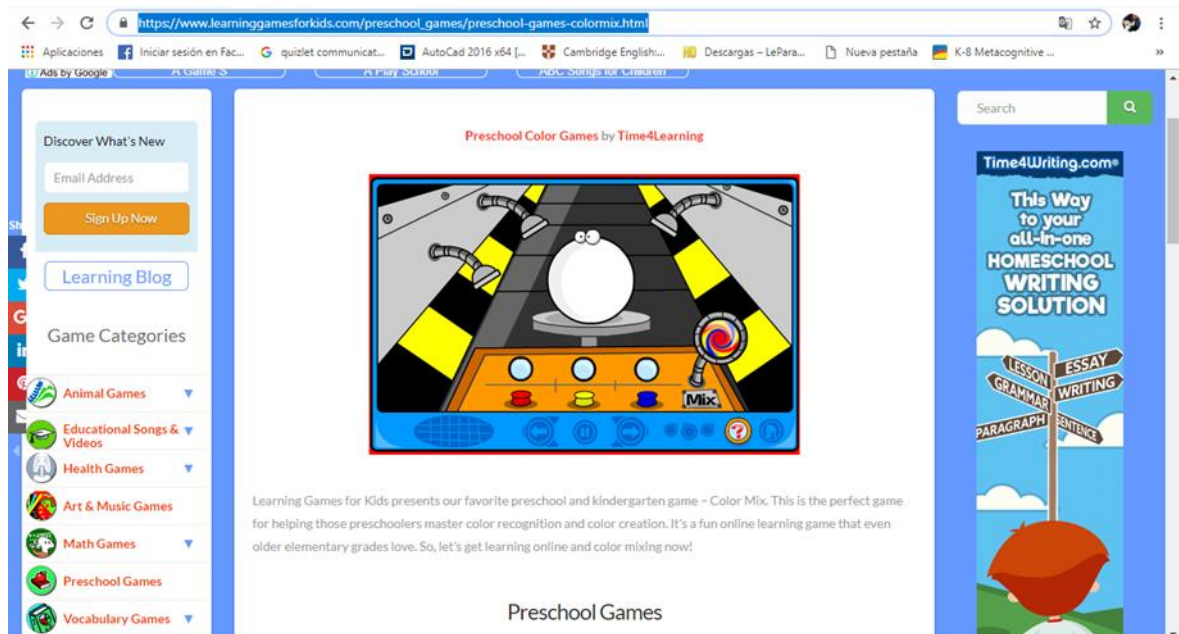


Figure 17. Education website

By: (www.education.com, s.f.)

Table 21

Activity 7

Activity	Strategy	Responsible	Resources	Time
Color Mix	After teaching Colors, teachers can go to https://www.learninggamesforkids.com/preschool_games/preschool-games-colormix.html to try a kind of experiment with their students mixing colors discovering new ones.	Research Teachers Anny Andrade and Miguel Garzon	-Smart Classroom - Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

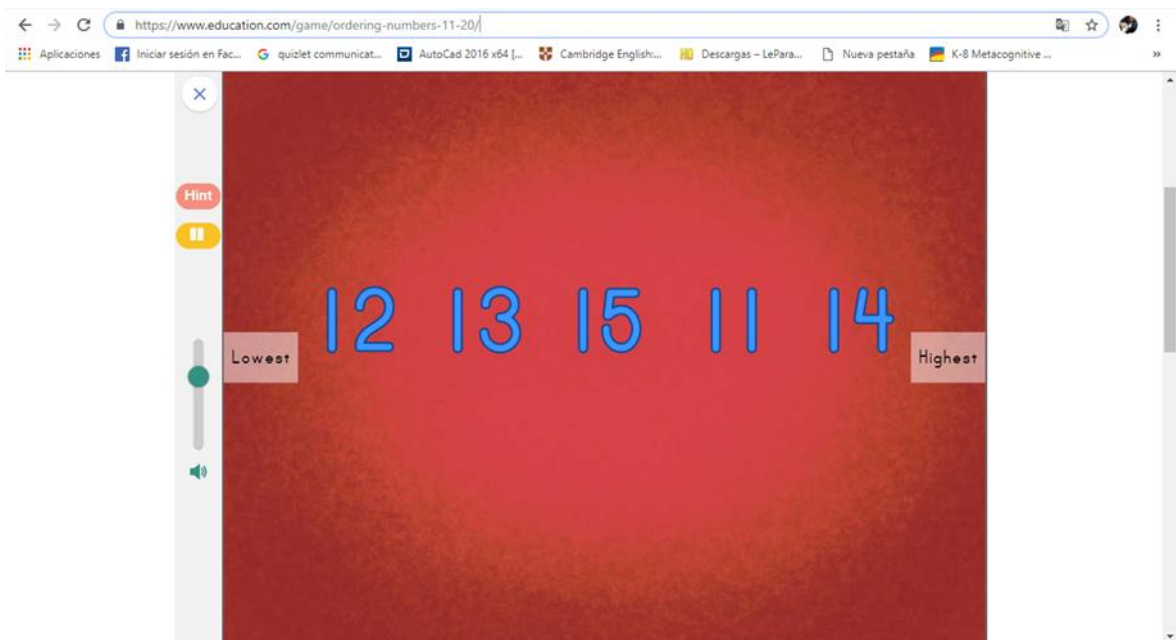


Figure 18. Learning games for kids website

By: (www.learninggamesforkids.com, s.f.)

Table 22

Activity 8

Activity	Strategy	Responsible	Resources	Time
Alphabet Bingo	After teaching the class about the alphabet as closure you can go to http://www.abcya.com/kindergarten_alphabet_bingo.htm Doing the activity online is funnier and more economic.	Research Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

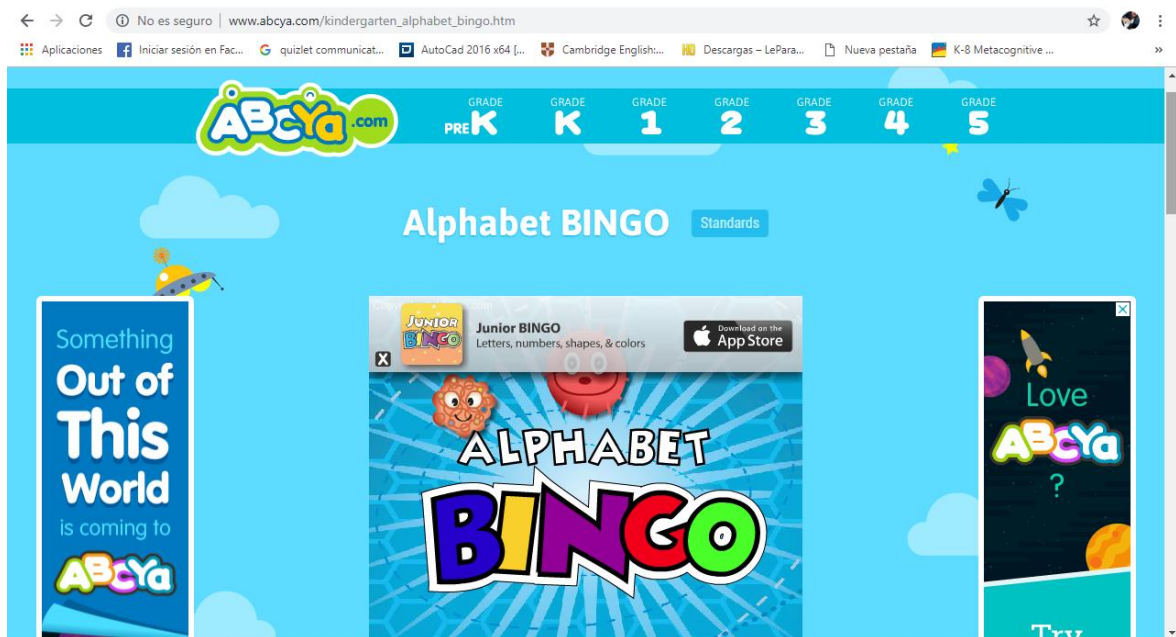


Figure 19. ABCya website

By: (www.abcya.com, s.f.)

Table 23

Activity 9

Activit y	Strategy	Responsib le	Resources	Time
Word Search Creato r	In any topic that teachers have taught before, this tool is pretty useful. Go to http://www.abcya.com/make_a_word_search.htm You can select the name of your puzzle and the words that you want to appear there.	Researche rs Teachers Anny Andrade and Miguel Garzon	-Smart Classroo m -Internet Connectio n	30 minute s

Elaborate by: (Andrade, A. & Garzon, M., 2018)

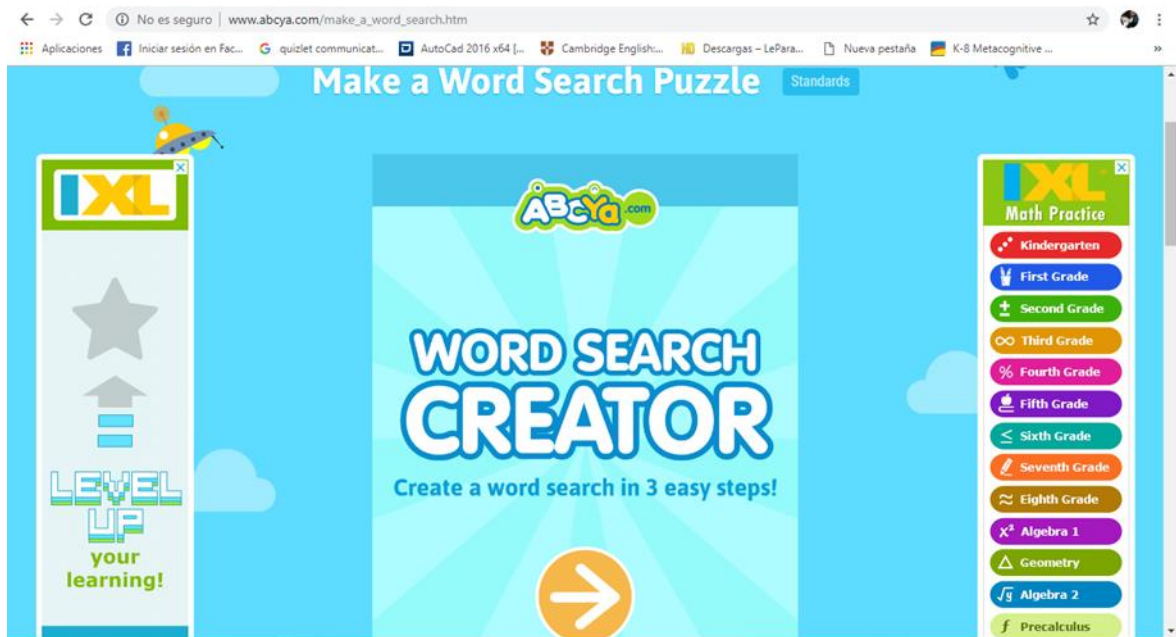


Figure 20. ABCya website

By: (www.abcya.com, s.f.)

Table 24

Activity 10

Activity	Strategy	Responsible	Resources	Time
Move with Purpose	Before or after any learning activity is always to take into consideration activities related with fun and kinesthetic abilities. You can go to https://family.gonoodle.com/activities/banana-banana-meatball and try the choreography Banana Banana Meatball. Believe it or not, it improves students' behavior and productivity.	Researchers Teachers Anny Andrade and Miguel Garzon	-Smart Classroom -Internet Connection	30 minutes

Elaborate by: (Andrade, A. & Garzon, M., 2018)

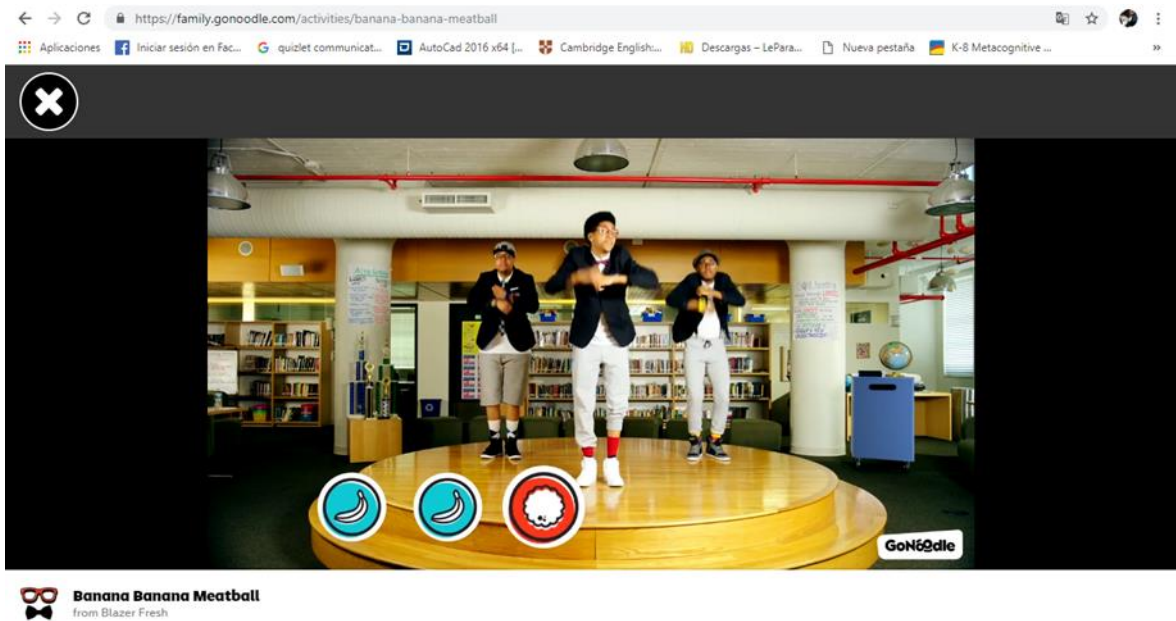


Figure 21. Family.gonoodle website

By: (www.family.gonoodle.com, s.f.)

Checklist

Workshop

English teachers training on the use of educational strategies, as well as the management of technological resources for a dynamic teaching of the subject, implementing Game Enhanced activities through technology, to develop communication skills in English

The following checklist must be filled by teachers after the development of the workshop in order to check knowledge acquisition in which one 4 is the highest score and 1 is the lowest one.

Table 25

Aspects to have into consideration about Teachers, Teaching and ICTs	1	2	3	4
The workshop content is relevant.				
Implementing game enhanced activities through technology would affect positively to the development of your class.				
The received information is important for your professional development.				
The proposed activities are possible to carry out in your classroom.				
Can the same types of pedagogical practices and transformations thought to be enabled by the introduction of ICTs be introduced and maintained in environments where ICTs are not used				
Game enhanced activities through ICT's can provide the most effective and relevant support for professional development, including enabling peer networks.				
Game enhanced activities through ICT's are regularly used in your classroom.				
Is technology used to take learning beyond the class borders				
Do you think assess children in activities when ICT is involved is necessary?				
Aspects to have into consideration in student's benefits	1	2	3	4
Proposed activities are useful to apply with your students				
The application of the proposals shown in the workshop will help the development of students' communication skills				
Game enhanced activities through ICT's have impact in the promotion of collaborative activities in groups.				
Children play an important role at your school in the process of integrating ICT				
Children could use game enhanced activities through ICT to solve real world problems.				
self-monitoring and self-assessment skills would be improved with the application of game enhanced activities through ICT's				

Elaborate by: (Andrade, A. & Garzon, M., 2018)

4.6 Impact/benefits of the Proposed Project Plan

The communication will allow interacting at all levels in the different areas in which man develops, so that the mastery of a language as important as English becomes a prevailing need for human beings and even more so for all professionals. Through the application of the recreational activities in the first grade students of the José Benito Benítez San Andrés Educational Unit, they will cause the various impacts. First Educational impact from the educational perspective in educational establishments at the preparatory level do not develop playful activities for teaching English learning; it is important to know that through the game and the use of technology, students can show more interest in learning the target language. Through playful activities, students will be able to acquire knowledge and skills, develop in all areas of personal development, fostering their abilities: Attention and comprehension skills Thinking capacities and logical and strategic behavior: Speaking skills Verbal skills Body Iconic expression capabilities Music expression capabilities Respect capabilities

Regarding the Social Impact, in this globalized world, the English language proficiency will cause individuals to immerse themselves in strategic areas that have to do with man as a socially interdisciplinary being. With the implementation of ludic activities in the teaching of English language learning, it is intended to achieve a society developed through the application and use of technology. It is considered that it has a social impact because communication influences society, therefore it is undeniable that knowing and correctly applying play activities and managing technological tools will help the social development of the individual and therefore of society.

FINAL CONCLUSIONS

During the development of this work the researchers have presented the teaching proposal of English through the TIC's that we have carried out with a group of 30 students of first grade. The proposal of this study was carried out as an activity mainly to encourage the learning of the foreign language outside the usual parameters. As researchers have explained, this project tries to contribute to the acquisition of competences and objectives related to the Communicative Competences in the English language as well as autonomous learning through New Technologies. In addition, through the programmed activities, working in parallel with other competencies, capabilities and fundamental generic values of futures adults, such as teamwork, responsibility, initiative in learning or the proper use of New Technologies.

In this study, researchers have also described and explained the utilities and possibilities offer the different materials that we have selected to carry out our proposal, we have also highlighted the most important aspects of our teaching practice and the response of students to different types of activities made. The work presented throughout this document aims to address two fundamental aspects: first, it has served to accept the responsibility to innovate and investigate what every modern teacher should answer secondly it has helped us to know each other better as teachers and discover investigating about the practice what type of methodologies adapt more to our style teaching staff and our particular teaching needs present and future.

Therefore, in the theoretical foundation of this work, we have reflected on all the aspects that intervene in the learning process to create a theoretical basis that adapts to our teaching practice, to our objectives and, of course, to the profile of students with whom we have worked on this occasion and hope to continue working. In this way, we have built our own teaching methodology appropriating the most communicative approaches to mediate the process of teaching English language learning, understanding practice and reflection as the main source of learning.

All this without leaving aside the contributions or reflections of other methods that finally and finally they have served to build the new educational paradigm and they are still present in innovative and useful proposals. On the other hand, we have reflected on the repercussions that ICTs have introduced in today's society, in the teaching- learning process and in the daily life of our schoolchildren that use New Technologies every day as a source

of fun, communication or information. That is why we have become aware of the facilities that the new digital tools in continuous evolution offer us to show the Real and effective English learning in childhood as a process towards a goal achievable that can be acquired not only in school but also outside of educational institutions from everyday situations, without leaving aside its more ludic, motivating and pleasant side.

Subsequently, the theoretical framework exposed has served to implement these initial reflections exercising our work as researchers-teachers: selecting, evaluating, modifying or creating each of the materials used during the implementation of this project and programming the didactic proposal with the intentionality of learning English through game enhanced learning through ICTS would be attractive to students, at the same time as safe and educational.

As already mentioned, this project was carried out in order to promote children (future adults) the transversal acquisition of essential skills for life in the 21st century. Finally, we would like to thank all the participants, especially our children, for their participation and involvement in this workshop, without which this work could not have been carried out and thanks to which we have both researched and learned.

RECOMMENDATIONS

According to the results and conclusions, the following are elaborated recommendations:

1. It is convenient that the educational authorities of the Jose Benito Benitez Educational Unit, take into account the results of the investigation in the sense that it is necessary to use ICTs (Information Technologies and Communications) in the teaching-learning process of a language, since it is the best mix to carry out a quality and meaningful education.

Game enhanced activities and their application through ICTs offer students and teachers a variety of teaching support resources such as didactic material, virtual environments, internet, forums, chat, messaging, videoconferences, and other communication channels. Information management developing creativity, innovation, collaborative work environments, promoting meaningful, active and flexible learning. But in addition to this use and enjoyment of technological means (in class, at home ...), which will allow educational activities aimed at psychomotor, cognitive, emotional and social development, new technologies can also contribute to increase contact with families and the institution in their role as trainer of individuals ready to face real life situations, should apply.

2. According to the results Game Enhanced Activities through ICT's can be used in the educational system in three different ways: as an object of learning, as means to learn and to support learning, therefore it is suggested that a pedagogical integration of technologies and is framed in a perspective of continuous training and personal and professional evolution as a "know to Learn" so much for students and teachers.

In the pedagogical use of tics in the classroom, technological resources favor the motivation of students for the teaching-learning process, for this the teachers must be trained correctly for those resources since it is very important for the subsequent development of the student. Currently the Internet has become the medium main information search entertainment...

The use of ICTs in education is necessary, since we are in the era of knowledge, where it is essential to introduce ourselves in today's society. The ICT's serve to help in the learning and teaching processes.

3. It is suggested to design programs or projects for the integration of Technology Information and Communication (TICs), which includes the use of digital resources and thus start the classrooms twenty-first century schools, classrooms equipped with technological infrastructure and connectivity; based on the following intervention axes: Digital classrooms, ensure Internet connectivity and interconnectivity within the classroom to all teams, promote teacher training in both aspects as in the methodological and social aspects of the integration of these resources in their daily teaching practice, generate and facilitate access to educational digital materials adjusted to curricular designs for both teachers as for students.

In the same way it is of vital importance to have a contingency plan in case any of the electronic equipment fails and above all to count with trained personnel that is available to attend any technical problem that could arise during the development of the class and that the solution is not in the teacher's hands. Taking into account all the aforementioned factors, the advantages of including recreational activities through the ICT's in the institution have innumerable advantages for the development of the communicative abilities of the students in the English language.

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ANNEXES

Annexes 1

Validation of the Proposed Project Plan


UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
"GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019"
Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Name:	Msc. Susana Maria Salmon Durán	 Signature
Occupation:	Teacher	
Phone number:	0984690157	




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

"GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019"

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	Msc. Matilde Patricia Benalcázar Espinoza	 Signature
Occupation:	Teacher	
Phone number:	0993182936	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“GAME ENHANCED LEARNING THROUGH ICTS, FOR THE DEVELOPMENT OF BASIC COMMUNICATION SKILLS IN FIRST BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2018-2019”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	MSc. Martha Macías Lascano	
Occupation:	School Principal	
Phone number:	0988219615	

Questions



UNIDAD EDUCATIVA BÁSICA JOSÉ BENITO BENÍTEZ SAN ANDRÉS

ICT'S AND GAME ENHANCED ACTIVITIES SURVEY FOR TEACHERS				
AREA	English	WORKING DAY:	Morning	
TEACHERS	Ms. Anny Andrade Mr. Miguel Garzon	DATE:		
GRADE	1st Basic Year	/	QUIMESTER	Second
PARALLEL	“ A ”	SCHOOL YEAR:	2018-2019	
Teacher's Name:				

SURVEY OBJECTIVE(S):

- To know about ICT's habits.
- To determine the amount of teachers who use ICT's and game enhanced activities.
- To identify problems faced by teachers when they use information and communication technologies.
- To answer truthfully will help teachers to develop new game enhanced activities through ICT's.
- **Answer the following questions about ICT's application and game enhanced activities.**
- **Mark and “x” in the box to choose your answer. There are no right or wrong answers.**

1. If your classroom has technological means or if you have such tools at your school, do you develop your classes using these means?
 Always

- Usually
- Sometimes
- Never

2. How often do you use ICT to support your teaching work?

- Always
- Usually
- Sometimes
- Never

3. You feel confident when employing technological means in front of the group:

- Always
- Usually
- Sometimes
- Never

4. You have technical problems before or during your class:

- Always
- Usually
- Sometimes
- Never

5. ICT's is a determining factor in student learning:

- Always
- Usually
- Sometimes
- Never

6. Game enhanced activities promotes the interest and motivation of your students:

- Always
- Usually
- Sometimes
- Never

7. Game enhanced activities Facilitate group work, collaboration and inclusion with your students:

- Always
- Usually
- Sometimes
- Never

8. You take courses for ICT knowledge:

- Always
- Usually

- Sometimes
- Never

9. The educational institution organizes training aimed at the development of playful activities through ICT's.

- Always
- Usually
- Sometimes
- Never

10. Participates in training focused on the development of playful strategies through ICT.

- Always
- Usually
- Sometimes
- Never



**UNIDAD EDUCATIVA BÁSICA
JOSÉ BENITO BENÍTEZ SAN ANDRÉS**

**ICT'S AND GAME ENHANCED ACTIVITIES SURVEY FOR AREA
COORDINATOR**

Name: Lcda. Jackeline Pezo Molina

Questionnaire guided by: Anny Andrade and Miguel Garzon

1.-Which skills do you think are developed in greater depth with the use of recreational activities through ICT?

.....
.....
.....
.....

2.-Do you believe that the application of recreational activities through ICTs in the teaching-learning process will help the student to awaken interest in English classes?

.....
.....
.....
.....

3.-Do you believe that the application of recreational activities through ICTs in the teaching-learning process will help students improve their participation and creativity in English classes?

.....
.....
.....
.....

4.-Do you believe that the application of recreational activities through ICTs develop communication skills, in order to enhance the skills of listening, speaking, reading and writing?

.....
.....
.....
.....

5.- Has the institution organized any training session focused on the application of game enhanced activities through ICTs?

.....
.....
.....
.....



**OBSERVATION FORM FOR FIRST GRADE STUDENTS OF UNIDAD
EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES**

AREA	English	WORKING DAY:	Morning	
TEACHERS	Ms. Anny Andrade Mr. Miguel Garzon	DATE:		
GRADE	1st Basic Year	/	QUIMESTER	Second
PARALLEL	“ A ”	SCHOOL YEAR:	2018-2019	
Teacher's Name:				

REFERENCES:

		1.-ALWAYS	USUALLY	2.-SOMETIMES	3.-NEVER
#	About the teaching learning process	ALWAYS	USUALLY	SOMETIMES	NEVER
1	When the teacher applies playful activities in the classroom, it develops communication skills in the English language.				
2	When playful activities are applied through Technological tools students are motivated and students'				

	Participation in classes increases.				
3	When the teacher selects and designs teaching didactic resources that are appropriate to encourage learning, students recognize and accept this new methodology with ease.				
4	When the teacher uses digital teaching resources through the use of internet and audiovisual resources students respond with enthusiasm.				
5	The material that the teacher uses, is easy to acquire, generates interest, interactivity and motivation in students when receiving English classes				
6	The student promotes the application of content learned to personal, family and social environment				

7	When evaluating the results by applying playful activities through ICTs, the student shows greater progress in learning English language than when doing it in a traditional way.				
8	Students face some limitation when they are working with ICTs				
9	The use of playful strategies through ICTs promotes the development of productive and receptive skills in students				
10	Playful activities without the use of technological resources arouse the same interest in students				

Notes:

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Annexes 2

Photos







