

Interactive games for meaningful learning in the area of Language and Literature

Los juegos interactivos para el aprendizaje significativo en el área de Lengua y literatura

Jogos interativos para uma aprendizagem significativa na área da língua e da literatura

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Abstract

Given the need to promote more dynamic and participatory educational strategies, a proposal for interactive games as a pedagogical resource to improve learning around Language and Literature in sixth grade students of Basic Education is proposed. The methodology used consisted in applying surveys and interviewing 57 students and two teachers of an Educational Unit in order to design and carry out a series of educational sessions that incorporated interactive games as an integral part of the teaching-learning process. The main results showed that, although a significant percentage of students (60%) use interactive games for language and literature learning, there is still a considerable proportion (40%) who are not familiar with this type of resource. The use of different interactive resources, such as Wordwall, Arbolabc, Liveworksheets and Jiwsaplanet, varied among students (8%-49%), with some being more popular than others. There is a different perception of teachers (50%-50%) on the level of knowledge to apply interactive games in the classroom, highlighting differences in the evaluation of aspects such as the definition of clear objectives, transformation of learning into a game, proposal of specific challenges, among others. This study concludes that the detailed proposal to improve learning in Language and Literature using interactive games represents an innovative and effective approach to promote meaningful and participatory learning in the classroom.

Keywords: Interactive games, participatory learning, educational strategies, language and literature, elementary education.

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Resumen

Ante la necesidad de promover estrategias educativas más dinámicas y participativas, se plantea una propuesta de juegos interactivos como recurso pedagógico para mejorar el aprendizaje en el área de Lengua y Literatura en estudiantes de sexto año de Educación Básica. La metodología utilizada consistió en aplicar encuestas y entrevista a 57 estudiantes y dos docentes de una Unidad Educativa a fin de diseñar y llevar a cabo una serie de sesiones educativas que incorporaron juegos interactivos como parte integral del proceso de enseñanza-aprendizaje. Los resultados principales mostraron que, aunque un porcentaje significativo de estudiantes (60%) utiliza juegos interactivos para el aprendizaje de lengua y literatura, aún existe una proporción considerable (40%) que no está familiarizada con este tipo de recursos. La utilización de diferentes recursos interactivos, como Wordwall, Arbolabc, Liveworksheets y Jiwsaplanet, varió entre los estudiantes (8%-49%), con algunos siendo más populares que otros. Existe una diferente percepción de los docentes (50%-50%) sobre el nivel de conocimiento para aplicar juegos interactivos en el aula, destacando diferencias en la evaluación de aspectos como la definición de objetivos claros, transformación del aprendizaje en juego, propuesta de retos específicos, entre otros. Este estudio concluye que la propuesta detallada para mejorar el aprendizaje en el área de Lengua y Literatura mediante el uso de juegos interactivos representa un enfoque innovador y efectivo para promover un aprendizaje significativo y participativo en el aula.

Palabras clave: Juegos interactivos, aprendizaje participativo, estrategias educativas, Lengua y literatura, educación básica.

Resumo

Dada a necessidade de promover estratégias educativas mais dinâmicas e participativas, propõe-se uma proposta de jogos interactivos como recurso pedagógico para melhorar a aprendizagem na área da Língua e Literatura em alunos do sexto ano do Ensino Básico. A metodologia utilizada consistiu na aplicação de inquéritos e na realização de entrevistas a 57 alunos e dois professores de uma Unidade Educativa, com vista à conceção e realização de um conjunto de sessões educativas que incorporaram jogos interactivos como parte integrante do processo de ensino-aprendizagem. Os principais resultados revelaram que, apesar de uma percentagem significativa de alunos (60%) utilizar jogos interactivos para a aprendizagem da língua e da literatura, existe ainda uma

percentagem considerável (40%) que não está familiarizada com este tipo de recursos. A utilização de diferentes recursos interactivos, como o Wordwall, o Arbolabc, o Liveworksheets e o Jiwspanet, varia entre os alunos (8%-49%), sendo alguns mais populares do que outros. Há uma percepção diferente dos professores (50%-50%) sobre o nível de conhecimento para aplicar jogos interactivos na sala de aula, destacando-se diferenças na avaliação de aspectos como a definição de objectivos claros, a transformação da aprendizagem em jogos, a proposta de desafios específicos, entre outros. Este estudo conclui que a proposta detalhada para melhorar a aprendizagem na área de Língua e Literatura através do uso de jogos interactivos representa uma abordagem inovadora e eficaz para promover uma aprendizagem significativa e participativa na sala de aula.

Palavras-chave: Jogos interactivos, aprendizagem participativa, estratégias educativas, Língua e Literatura, ensino básico.

INTRODUCTION

In today's dynamic educational scenario, the integration of innovative pedagogical methods appears as an imperative need to enhance meaningful learning in students (Guilca et al., 2023). The growing demand for adaptive skills and access to advanced technologies underscore the importance of exploring educational approaches that not only maintain students' attention, but also promote deep understanding and the development of critical skills (Sempértegui et al., 2023). In this context, the use of interactive games in the area of Language and Literature emerges as an effective pedagogical strategy, capable of providing a dynamic and stimulating educational environment (Ponce and Vélez, 2023).

Despite the growing evidence supporting the effectiveness of interactive games in the teaching of Language and Literature (Moreira and Caicedo, 2022), the implementation of these tools in the educational setting presents specific challenges and opportunities (Vega et al., 2020). The lack of understanding about the variety of games available, their alignment with curricular objectives and, in particular, their effective integration into the teaching-learning process (Martín-Ferrer et al., 2022) constitute key aspects that deserve further exploration.

The Educational Unit "Crnl. Luciano Coral Morillo" Educational Unit in the city of Tulcán, Ecuador is no stranger to this dynamic that, despite having committed teachers, the systematic application and full understanding of interactive games in the context of Language and Literature may not be fully developed. This issue

raises the need for a thorough evaluation of existing practices in order to identify opportunities for improvement and optimize the effectiveness of these pedagogical methods (Garcia and Lizandra, 2022) (Novay et al., 2023).

The importance of the development of the present article lies in the need to address the gap between contemporary educational theory and practical application in the classroom. A deeper understanding of how interactive games can be optimally harnessed in the teaching of Language and Literature not only benefits the educators and students of the Unidad Educativa "Crnl. Luciano Coral Morillo" Educational Unit, but also contributes to the body of pedagogical knowledge at a broader level.

From this perspective, this article focuses on exploring and analyzing the crucial role of interactive games in the educational process of children in general in the sixth year of Basic Education of the Educational Unit "Crnl. Luciano Coral Morillo" Educational Unit in the city of Tulcán, Ecuador. The main purpose is to identify the interactive games used by teachers and students in the area of Language and Literature, evaluating their impact on students' significant learning. Specifically, the knowledge of teachers and students about the use of interactive games in this subject was evaluated to finally propose collaborative sessions between teachers and students in the context of interactive games in order to improve meaningful learning in sixth grade students.

The relevance of this study is highlighted in its potential to transform the educational experience, emphasizing the importance of pedagogical strategies that not only educate, but also inspire and promote the love for reading and written expression (Zapo et al., 2024). By addressing the identified problem, it is hoped to provide educators with the tools and information necessary to integrate interactive games more effectively, thus generating a positive and lasting impact on student learning in the area of Language and Literature.

MATERIALS AND METHODS

The Educational Unit "Crnl. Luciano Coral Morillo" is located in the La Palizada sector, belonging to the Urbina parish, located in the Tulcán Canton of the Carchi Province. It is a public-support institution characterized by its rural environment and its morning attendance mode. It offers a varied academic offer ranging from High School to Unified General High School, including the General Basic Education levels from second to tenth grade.

With a student population of 957 students, the institution has a diversified team that includes 1 director, 3 administrative staff, 57 teachers, 2 service personnel and 3 professionals that make up the Student Counseling Department (DECE). The research focused specifically on sixth-year students, divided into A and B parallels, totaling 57 participants. This choice is based on the need to understand in depth the educational dynamics at this level, where we seek to implement meaningful learning strategies through interactive games in the area of Language and Literature.

The present research adopts a mixed design that combines qualitative and quantitative elements to comprehensively address the specific objectives proposed. This mixed approach is selected with the purpose of providing a complete and enriching vision of the implementation of interactive games in the area of Language and Literature, as well as the knowledge and teaching practices in the Educational Unit "Crnl. Luciano Coral Morillo" Educational Unit in the city of Tulcán.

It is framed in two types of research: descriptive and exploratory. On the one hand, the exploratory approach allowed us to openly inquire about current practices, explore new ideas and discover possible interactive games that teachers may be using. On the other hand, the descriptive research focused on characterizing and measuring teachers' knowledge regarding the use of interactive games.

The study population consisted of a total of 957 students, covering all educational levels, from High School to Unified General High School. A representative sample was selected to obtain relevant and significant information, being the sample size 57 students, belonging to parallel A and B of the sixth years of Basic Education. The choice of this specific group was based on the need to understand in depth the pedagogical dynamics at the sixth grade level, where we seek to implement meaningful learning strategies through interactive games in the area of Language and Literature. In addition, two sixth grade teachers were included in the sample, whose participation provided a valuable perspective on the implementation of interactive games in the educational process.

First, a quantitative analysis was carried out in which teachers' and students' knowledge about the use of interactive games in the area of Language and Literature was evaluated by means of structured surveys. This quantitative approach allowed the collection of specific and measurable data on the perception, understanding and frequency of use of these pedagogical resources. The combination of

closed and open-ended responses facilitated statistical analysis that contributed to objectivity in the interpretation of the results.

Subsequently, a qualitative analysis was carried out through the application of semi-structured interviews with sixth grade teachers. These interviews made it possible to identify the interactive games used in the area of Language and Literature, exploring the teachers' perceptions of their effectiveness and understanding the educational context in which they are implemented.

Finally, the design phase of interactive games was approached through a participatory method, where teachers and students were involved in collaborative sessions. These sessions encouraged creativity and the co-creation of games adapted to the specific needs of the Language and Literature area. In addition, direct feedback from the participants in this process allowed adjusting and refining the games according to the characteristics of the educational environment of the institution.

The information gathered during the research was subjected to a rigorous process of analysis and processing in order to extract significant patterns and relevant conclusions. The responses obtained from the semi-structured interviews with teachers were transcribed and subjected to a qualitative content analysis where emerging patterns, recurring themes and shared perceptions about the effectiveness of interactive games in the area of Language and Literature were identified.

The responses from the structured surveys were tabulated and organized for subsequent quantitative analysis. The statistical approach included both closed and open-ended responses, allowing for a quantitative assessment of teachers' perception and knowledge of the use of interactive games in the area of Language Arts.

The design phase was based on the active participation of teachers and students in collaborative workshops. The direct feedback received during these workshops was documented and analyzed to identify key elements in the creation of interactive games adapted to the specific context of the educational unit.

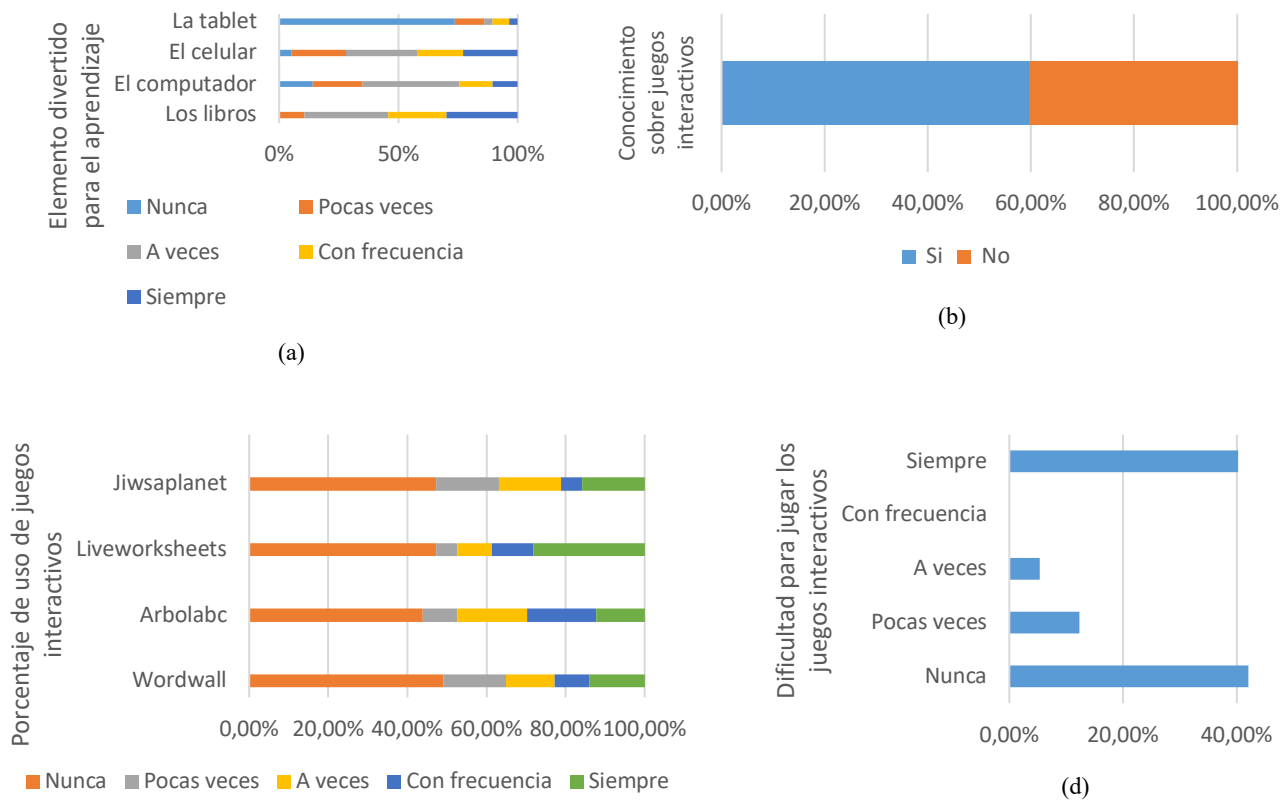
Informed consent was obtained from all participants prior to their inclusion in the research. Teachers and students were fully informed about the objectives, methodology and possible implications of the study, assuring them the freedom to participate voluntarily or withdraw at any time without repercussions. The information collected was handled confidentially, using codes or identifiers instead of real names where only the research team had access to individual data, and any presentation of results was done in an

aggregated and non-identifiable manner. Finally, it was ensured that the research provided tangible benefits to the educational community. Any potential harm to participants was avoided, and priority was given to designing activities and questionnaires in an ethical manner, avoiding any practices that could be harmful or generate discomfort.

RESULTS

The results of the surveys applied to students and teachers, as well as the interviews applied to teachers, are presented below. Based on this, different collaborative sessions between teachers and students are proposed in order to improve meaningful learning in the subject of Language and Literature in sixth grade students through interactive games.

Graph 1. Results of surveys applied to students



The majority of students (29.80%) indicated that they use books "always" for language and literature learning, followed by those who use them "sometimes" (35.10%). A significant minority (10.50%) indicated that they use books "rarely". The results show a more varied distribution regarding the use of the computer for learning since a considerable percentage of students (40.40%) indicated that they use the computer "sometimes", followed by the group that uses it "frequently" (14.00%). While 14% of the students indicated that they never use the computer for language and literature learning (Fig. 1a). Similar to the computer, the results for the cell phone also show a varied distribution in terms of usage. The majority of students (22.80%) indicated that they use the cell phone "always" or "sometimes" (29.80%) for learning, while a smaller percentage indicated that they never use the cell phone for this purpose (5.30%). The tablet was the least used device for language and literature learning according to the students surveyed as the majority (73.70%) indicated that they never use the tablet for this purpose, while only a small percentage use it often or always (Fig. 1a).

Thirty-four students indicated that they use interactive games for language and literature learning, this represents 59.60% of the total number of students. As for knowledge about interactive games, 40.40% of the students indicated that they are not familiar with this type of resource (Fig. 1b). Thus, more than half of the students surveyed use interactive games for language and literature learning; however, a significant percentage is still not familiar with interactive games, which could indicate an opportunity to introduce and promote their use in the classroom as a pedagogical strategy to improve meaningful learning in the area of language and literature.

Most of the students (49.10%) indicated that they never use Wordwall as an interactive resource for learning, while 14% always use it, and 8.80% use it frequently. About 43.90% of the students have never used Arbolabc, a similar percentage (12.30%) always use it, 17.50% use it sometimes, and another 17.50% use it frequently. The majority (47.30%) of students have never used Liveworksheets, however, 28.10% always use it, indicating a considerable group of students who prefer it as an interactive resource. Similar to Wordwall and Liveworksheets, about half of the students (47.30%) have never used Jigsawplanet, while 15.80% use it always, and 15.80% use it sometimes (Fig. 1c). The majority of students (42.10%) indicated that they never encounter difficulties when playing interactive games, while a considerable percentage (40.30%) indicated that they always face difficulties (Fig. 1d).

Both teachers surveyed use active methodologies in their teaching, with an equal distribution between the one who does it twice a week and the one who does it three times a week. This suggests an active engagement by teachers with the implementation of innovative pedagogical strategies in the classroom.

Both teachers surveyed indicated that they use interactive games in their classes once a week, representing 100% of the teachers. They also indicated that they use the inverted class twice a week, which also represents 100%. On the other hand, one of the teachers indicated that they never use gamification in their classes, while the other did not provide information in this regard. In addition, one of the teachers indicated that he uses project-based learning once a week, while the other uses it three times a week, each representing 50% of the teachers for each frequency. Both teachers indicated that they use problem-based learning once a week and twice a week, respectively, representing 50% of the teachers for each frequency. Finally, one of the teachers indicated that he never uses challenge-based learning in his classes, while the other did not provide information about it (Fig. 2b).

All teachers have knowledge about interactive games, suggesting a widespread familiarity with this type of pedagogical resource among the teachers surveyed (Fig. 3b). On the other hand, both teachers indicated that it is necessary to have a lot of knowledge on the subject to apply interactive games in the classroom; however, one of them considers that it is necessary to have a lot of knowledge on the definition of clear objectives, while the other considers that little knowledge is needed in this aspect. On the other hand, one of them considers that it is necessary to have a lot of knowledge about transforming learning skills and knowledge into play, while the other teacher considers that he does not need any knowledge at all. This same tendency was observed for the aspects of proposing a specific challenge, establishing game rules, and establishing levels of increasing difficulty, where one of them mentions that a lot of knowledge is needed while the other considers that it is not.

Table 1. Results of the interviews with teachers

Preguntas	Respuesta Docente 1	Respuesta Docente 2
Su nivel de conocimiento de los juegos interactivos es:	Mi nivel de conocimiento sobre los juegos interactivos es: Regular	Sobre los juegos interactivos mi nivel de conocimiento es Bueno
¿Si no conoce, qué información necesitaría para afianzar o implementar el uso de juegos interactivos en el aula?	Si conozco, pero sería necesario una capacitación con expertos en el uso de juegos interactivos	Conozco sobre el tema y me gustaría aprender a diseñar juegos interactivos para trabajar con mis estudiantes.
¿De qué modo el uso de juegos interactivos puede generar aprendizajes significativos en los niños?	En los niños aplican como estrategias motivadoras donde los estudiantes tienden a compartir, tienen una sana competitividad, aprenden a resolver conflictos y además contribuye a su autoafirmación	Los juegos interactivos ayudan a generar aprendizajes significativos ya que los niños al realizar este tipo de juegos expresan su imaginación, su intuición, su creatividad, su curiosidad al encontrar las respuestas correctas y a confiar en sí mismos.
¿Con qué frecuencia utiliza usted los juegos interactivos en el aprendizaje?	En la semana, 2 veces	Los utilizo con mucha frecuencia porque a mis estudiantes les agrada trabajar con ellos, en la semana, 3 veces.
¿De qué modo los juegos interactivos permiten la interacción entre los estudiantes?	Aprenden a forjar vínculos con los demás, aprenden a desarrollar líderes que pueden ayudar a los demás.	Los juegos interactivos ayudan a los estudiantes a relacionarse entre sí, a fomentar el juego, a aprender mutuamente y corregir posibles errores.
¿De qué manera los juegos interactivos desarrollan la competitividad y	Fomentan trabajo en grupo, estimulan la creatividad, la atención, mejoran sus estrategias y el liderazgo.	Los juegos interactivos ayudan a desarrollar en los niños y niñas la creatividad, la competitividad, el trabajo

Preguntas	Respuesta Docente 1	Respuesta Docente 2
colaboración entre los estudiantes?		<p>en equipo, hay juegos que se pueden realizar en forma individual y otros en equipo, es ahí donde los niños pondrán de manifiesto su ingenio, su sagacidad y sus dotes de liderazgo para resolverlos.</p>
¿Qué herramientas didácticas utiliza usted para favorecer el aprendizaje significativo?	<p>Las TICS son herramientas de gestión de conocimiento que mejoran el aprendizaje y lo hace significativo para los estudiantes.</p>	<p>Las herramientas didácticas, son todos y cada uno de los materiales de los que hace uso el docente, con el propósito de hacer del proceso educativo más activo y pedagógico. Estos recursos didácticos son de tipo material, intelectual, en especial utilizo herramientas asociadas a las TIC como son videos, presentaciones, juegos interactivos, entre otros.</p>
¿Cuál es el rol del educador como guía en la aplicación de juegos interactivos en el aula?	<p>El rol del docente es de sumador a este tipo de juegos y también de estimulante ya que se juega juntamente con ellos.</p>	<p>El rol del educador es de mediador del aprendizaje, guía a sus estudiantes a realizar los diferentes tipos de juegos, estimula sus aciertos y ayuda a aprender de sus errores.</p>
¿Conoce usted algunos juegos interactivos aplicables al área de Lengua y literatura?	<p>Sí, juegos interactivos como: las sopas de letras, las ortografías, juegos de vocabulario, rompecabezas y muchas más.</p>	<p>Sí, conozco algunos y he usado con más frecuencia los siguientes: Wordwall, hojas interactivas, sopas de letras en Educaplay, rompecabezas en</p>

Preguntas	Respuesta Docente 1	Respuesta Docente 2
		jiwsaplanet, juegos de palabras en Arbolabc.

Both teachers showed a level of knowledge about interactive games, although one described it as "fair" and the other as "good". One of the teachers indicated that he uses interactive games twice a week, while the other uses them three times a week, which suggests frequent use in both cases. Similarly, both teachers recognize the potential of interactive games to generate significant learning, given that one mentioned motivation, healthy competition and conflict resolution as benefits, while the other highlighted the expression of imagination, intuition and creativity. They also agreed that interactive games facilitate interaction among students, fostering bonding, mutual learning and error correction.

On the other hand, both teachers highlight the ability of interactive games to develop competitiveness and collaboration among students, emphasizing teamwork, creativity and leadership, and also recognize ICTs as important didactic tools to favor meaningful learning, and one of them specifically mentions the use of interactive games as part of their repertoire. Additionally, they agree that the role of the educator is fundamental as a guide and mediator in the application of interactive games in the classroom, stimulating learning and facilitating student participation.

Finally, both teachers demonstrated knowledge of interactive games applicable to the area of Language and Literature, mentioning examples such as word searches, spellings, vocabulary games and puzzles, as well as specific tools such as Wordwall, Educaplay and Arbolabc. In short, the teachers interviewed showed a solid understanding of interactive games and their application in the area of Language and Literature, recognizing their value in generating meaningful learning, fostering interaction among students, developing competitive and collaborative skills, in order to enrich the educational process in general.

The results showed that the majority of students use books as the main resource for learning language and literature is consistent with the existing literature on the subject. Textbooks have traditionally been a fundamental tool in the teaching of this subject, as they provide structured and contextualized information on various aspects of language and literature (Rivero and Oliva, 2022). These resources are widely used in educational environments due to their availability,

accessibility and credibility as reliable sources of information (Sánchez-Borrero, 2021).

The varied use of computers and cell phones is also supported by the literature, which has documented the increasing role of technology in education (Montoya et al., 2019) (Granda et al., 2019). The integration of technological devices in the classroom has enabled the personalization of learning, access to multimedia resources and online collaboration, which can enrich the educational experience and improve students' and teachers' motivation as well as their digital competencies (Fernandez et al., 2018) (Figueras et al., 2018) (Trejo, 2019) (Novay and Chacin, 2022).

On the other hand, a significant proportion of students used interactive games for language and literature learning is supported by research highlighting the benefits of game-based learning approaches. Studies have shown that interactive games can improve engagement, information retention, and the development of language and literary skills, making them a valuable tool for teaching this subject (Cruz & Rodriguez, 2023) (Cruz, 2024).

However, the existence of a considerable proportion of students who faced difficulties when playing interactive games is also consistent with the literature. Although interactive games have the potential to be effective teaching tools, their successful implementation requires careful design, access to appropriate technology, and pedagogical support from educators (Romero et al., 2018) (Chavez, 2023). In addition, factors such as prior familiarity with technology, problem-solving skills, and learning preferences can influence students' experience with interactive games (Godoy et al., 2018) (Ortiz-Tobón and García-Rentería, 2018) (Valencia-Arias et al., 2018) (Asunción, 2019) (Santana and Loor, 2022).

Moreover, both teachers showed an active commitment to the implementation of active methodologies in the classroom is supported by extensive research that highlights the benefits of this pedagogical approach. Studies have shown that active methodologies, such as project-based learning, collaborative learning, and gamification, can increase student engagement, improve knowledge retention, and foster a more dynamic and stimulating learning environment (Zambrano et al., 2022) (Buenaño-Barreno et al., 2021) (Navarro-Mateos and Pérez-López, 2020).

The equal distribution between the use of these strategies two and three times per week suggests a flexible and adaptive pedagogical practice, which is consistent with Andrade's (2023) recommendations that advocate for variety in teaching

methodologies to address individual student needs and promote meaningful learning.

The widespread use of interactive games among the surveyed teachers is also supported by the literature, which has recognized the potential of these resources to enhance student engagement, increase motivation, and promote active learning (Villacís et al., 2022) (Demyda et al., 2018) (Grávalos et al., 2022). However, the variability in teachers' perceptions of the level of knowledge needed to apply interactive games in the classroom reflects an ongoing discussion in the field of education.

While some studies emphasize the importance of a thorough understanding of the underlying pedagogical principles and best practices in designing interactive games to maximize their effectiveness, others suggest that practical experience and willingness to experiment are equally important factors. This discrepancy may reflect different pedagogical approaches, levels of experience, and educational contexts among the teachers surveyed.

Teachers' understanding and appreciation of the potential of interactive games to enhance learning in the area of language arts is supported by a number of studies in the field of education. For example, research has shown that the use of interactive games in the classroom can increase student engagement (Marco, 2020), improve their intrinsic motivation (Pérez-Vázquez et al., 2019), and foster more autonomous and collaborative learning (Arteaga, 2023) (Esteve et al., 2019) (Cruz & Alvites, 2023).

In addition, the literature has highlighted how interactive games can facilitate the development of language and literary skills in students (Nuria and Vicente, 2019). For example, vocabulary games can help improve reading comprehension and the acquisition of new words (Lopez, 2021) (Armijos et al., 2023), while spelling games can strengthen writing accuracy (Guaña-Moya et al., 2023) (Buñay and Cazorla, 2023). These findings support the idea that interactive games can be effective tools for learning Language Arts.

However, it is important to recognize that the effective use of interactive games in the classroom requires more than simply their superficial integration. Teachers must understand how to design and select games that are aligned with specific learning objectives and that promote reflection and deep understanding of literary and linguistic concepts. In addition, they must be prepared to adapt games according to the individual needs of their students and to provide effective feedback during the game process.

On the other hand, some studies have pointed out potential challenges associated with the use of interactive games in the classroom (Alvarado and Macias, 2023), such as the need for access to appropriate technology (Bohórquez and Ortíz, 2020), concern about excessive screen time, and the lack of solid evidence on their long-term impact on learning. These aspects contrast with the optimistic conclusion that teachers fully appreciate the potential of interactive games. Therefore, it is important for educators to address these challenges proactively and seek strategies to maximize the benefits of interactive games while mitigating their potential limitations.

Although the results of this study are aligned with existing literature supporting the use of active methodologies and interactive games in the classroom, the variability in teachers' perceptions highlights the need for a holistic and contextualized approach to implementing these strategies. This underscores the importance of ongoing training and professional development for educators, as well as the need for additional research exploring how to maximize the potential of active methodologies and interactive games to enhance student learning. While teachers show a commitment to and appreciation for the potential of interactive games in the area of Language Arts, it is crucial that they continue to explore how to integrate these tools effectively and thoughtfully into their pedagogical practice, taking into account both their benefits and challenges.

CONCLUSIONS

The majority of students use books as the main resource for language and literature learning, followed by the varied use of computers and cell phones, while the tablet is the least used device for this purpose. Although a significant percentage of students use interactive games for language and literature learning, there is still a considerable proportion that is not familiar with this type of resource, suggesting an opportunity to promote their use in the classroom. The use of different interactive resources, such as Wordwall, Arbolabc, Liveworksheets, and Jiwsaplanet, varies among students, with some being more popular than others. Despite the popularity of interactive games, a significant proportion of students face difficulties when playing them.

On the other hand, both teachers showed an active engagement with the implementation of active methodologies in the classroom, with an equal distribution between the use of these strategies two and three times per week, suggesting a dynamic and adaptive approach to their teaching. The use of interactive games was widespread

among the teachers surveyed, reflecting a widespread familiarity with this type of pedagogical resource. There is variability in the teachers' perception of the level of knowledge needed to apply interactive games in the classroom, highlighting differences in the evaluation of aspects such as the definition of clear objectives, the transformation of learning into a game, the proposal of specific challenges, the establishment of game rules and the creation of levels of increasing difficulty.

In conclusion, the results show that the teachers interviewed understand and appreciate the potential of interactive games to enhance meaningful learning in the area of Language and Literature. Their commitment to the integration of these tools, their recognition of the benefits, and their understanding of the educator's role in their application demonstrate a solid foundation for enriching the students' educational experience.

The detailed proposal to enhance learning in the area of Language Arts through the use of interactive games represents an innovative and effective approach to promote meaningful and participatory learning in the classroom. By integrating technological resources such as multimedia presentations, videos and interactive games, teachers can offer more dynamic and engaging learning experiences for students. Each planned session is carefully designed to address specific aspects of learning, from understanding concepts to developing language skills and reflecting on cultural diversity. In addition, the importance of continuous assessment is emphasized to monitor student progress and adjust instruction as needed.

The present study recommends promoting teacher training and support since, given the commitment of teachers to the implementation of active methodologies and the widespread recognition of the potential of interactive games, it is suggested that ongoing training programs be offered to improve their competence in the effective use of these resources. This could include workshops, online courses or mentoring sessions given by experts in pedagogy and educational technology.

In addition, it is suggested to encourage the diversification of interactive resources since given the variability in the use of different interactive resources by students and the difficulties some face when playing interactive games, it is essential to explore a variety of tools and platforms to suit individual student preferences and needs. In addition, collaboration with educational content developers could be considered to create specific interactive resources that address identified areas of difficulty.

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