

***Estrategias didácticas interactivas con actividades digitales para
lectoescritura en educación básica media, provincia Guayas,
Ecuador***

***Interactive didactic strategies with digital activities for reading
and writing in middle school, Guayas province, Ecuador***

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RESUMEN: La investigación aborda el tema de la lecto-escritura en Educación General Básica Media, partiendo del problema de cómo desarrollar competencias lectoescritoras en los estudiantes, quienes no pasan de la comprensión literal, no construyen significados, presentan pobreza lexical, no saben escribir coherentemente y están desmotivados para leer y escribir. Se ha utilizado el enfoque mixto, con métodos y técnicas cuantitativas y cualitativas (Encuesta, entrevista, observación, estudio documental y procedimientos estadísticos) El objetivo de proponer una guía de estrategias didácticas interactivas para la solución del problema, se ha aplicado y se evidencian resultados positivos en lectura, escritura, en oralidad y la escucha.

Palabras clave: Lecto escritura; Educación general básica media; Estrategias didácticas interactivas; Competencia lingüística; Tarea digital

ABSTRACT: The research addresses the issue of reading and writing in General Basic Secondary Education, starting from the problem of how to develop literacy skills in students, who do not go beyond literal comprehension, do not construct meanings, present lexical poverty, do not know how to write coherently and are unmotivated to read and write. The mixed approach has been used, with quantitative and qualitative methods and techniques (survey, interview, observation, documentary study and statistical procedures) The objective of proposing a guide of interactive didactic strategies for the solution of the problem, has been applied and positive results are evidenced in reading, writing, orality and listening.

Keywords: Reading writing; Secondary basic general education; Interactive teaching strategies; Language competence; Digital task

Introduction

The XXI Century has already been, in History, a transcendental stage for Humanity, due to scientific and technological discoveries, globalization in economy and culture, and the "Covid 19" pandemic that has punished millions of human beings with diseases and deaths. These social phenomena have occurred alongside the struggle for peace in the face of war and the need for social adjustments in the face of incessant immigration, scarcity, hardship, famine in various parts of the world and the violation of human rights.

In this global context, communication, through all channels, has been urged by the search for new ways of interpreting facts, for understanding and collaboration between human beings, countries and regions. New words have emerged; languages have been enriched, while some have included idiomatic turns of phrase from others.

In particular, education has been shaken by the need for social isolation of students at all levels, who have been deprived of direct oral communication with their peers and friends. The need for isolation has been pitted by the pandemic against the legitimate human aspiration for communication, understanding and collaboration. The pandemic also meant "a challenge to which millions of teachers responded with their technological doubts, with their own family challenges, with a whole world that lived with many doubts and few certainties what they had to face" (Macías Oscar, et al. p. 3, 2021).

It should also be said that in the pandemic and post-pandemic era, education has faced many conflicts, the greatest of which has been the impossibility for all students from all social contexts to assimilate the contents and develop the skills of the levels of education they have been studying, which has resulted in a great diversity in the groups, much greater than before the pandemic.

However, it is unquestionable that the use of technologies for non face-to-face teaching meant a challenge that, finally, provided knowledge and skills for teachers and students in terms of mastery of digital techniques. In the Ecuadorian context, the situations described above are revealed and, especially, in relation to communication skills and dissatisfaction in reading and writing in basic education.

It should also be mentioned, delving into the context of the research and the problematic situation, that students do not possess the communicative competencies required for previous grades; they do not go beyond elementary levels in reading comprehension and generally remain at the literal level; they do not like to read; they write school assignments with lexical poverty; they present confusion when interpreting texts, even of their own authorship; oral reading is also slow, they have difficulties in the pronunciation of many words and reveal incomprehension of syntactic coherence. In this aspect, it is observed that the texts constructed by the students, in general, do not meet the requirements of textual quality, all of which is further affected by the lack of interest and absenteeism in classes. These situations have an impact on poor school performance in other areas of school education.

As in other countries, the pandemic has deepened the problems in communication, reading and writing, because during the pandemic there has been a lack of direct communication, students have read less, have written less and everything has also depended on the cultural and economic levels of the families, which have or have not been able to meet the needs of the technologies.

Given these problematic situations, the research conducted has led to changes to improve the reading and writing processes based on the use of interactive teaching strategies with digital tasks that students can perform individually and in group collaboration.

Specifically, the objective of this article is to propose components of a guide of interactive didactic strategies for the development of reading and writing skills in elementary and high school students (5th, 6th, 7th) in the Playas Canton, Ecuador.

Development

The importance of reading and writing and the dissatisfactions that exist regarding the performance of communicative skills is a topic widely discussed in various publications, events, and meetings of teaching staff and sometimes even in the mass media, which is also worrying when remembering the thought-language relationships.

The research in progress has as immediate antecedent the study carried out by the first author of this work for the Master's Degree in Education with the Thesis entitled "Reading and writing in the

development of communicative skills of students in the fifth year of General Basic Education". The research had as executing institution the Intercultural Bilingual Educational Unit "Cacique Tumbalá" in the fishing community "Engabao" of the Canton: General Villamil Playas, Guayas Province in Ecuador. The problem of this reference research was: How does reading and writing affect the development of communicative skills of students in the fifth year of General Basic Education?

So, in this new stage of research, we are working with the three grades of Middle Basic Education (5th, 6th and 7th), in the same educational center and in the social context of the fishing village. The problem has been defined in terms of: How does a proposal for a guide of interactive didactic strategies favor the development of reading and writing skills in elementary and high school students in Playas Canton, Ecuador?

Based on the integral approach in language teaching, during the research, the skills prioritized in this case are reading and writing, but the activities and didactic sequences integrate reading, writing, speaking and listening, since linguistic competence involves and integrates the four macro skills.

In this sense, it is intended to take advantage of the knowledge and skills on distance education, practiced during the pandemic in conjunction with the inclination of adolescents towards technologies and social communication networks for the development of skills and motivation for reading and writing.

Another aspect that also builds a new relationship of the student in the teaching and learning process, in situations of distance classes or mixed modality, is their relationship with reading and writing through the mediation of information and communication technologies (ICT). This implies the promotion of reading in the virtual classroom is evaluated through the web, blog and wiki. In addition, the use of these platforms has expanded the types, languages and reading media (Inetti Pino S. X, p. 21, 2021).

In this paper, reading is understood as a communicative act that involves the production and exchange of information, both by the writer and the reader. The text is a graphic image exposed to the exploration of the eyes and propitiates a number of stimuli by which the mind reacts, so that the text encodes an oral discourse and this is decoded through a complex process, reading, which

involves a work of creation of meanings that reconstructs the memory of the reader, who processes a lot of information (Ramírez-Leyva, 2009).

Thus, reading constitutes a social, cognitive, assimilation and creation process; mainly the creation of new meanings as a result of the interaction text, context, author, reader.

Regarding writing, it is understood that textual construction establishes a complex cognitive process of "signification from the knowledge, habits and skills used by human beings to communicate through oral and written discourses, in which their personality, values and culture are evidenced" (Domínguez García, 2017, 53).

For the Ecuadorian context, the Ministry of Education in the level of General Basic Secondary Education for Language and Literature raises indications about literacy, when it refers that students at this level should be able to perform:

The analysis of the explicit relationships between two or more texts, the identification of the differences between different types of texts, and the elaboration of fundamental inferences that allow students in this sublevel to acquire the ability to understand the basic structure and objectives of the different texts selected. The skills planned for this sublevel will allow students to achieve autonomy in the use of cognitive strategies, develop self-regulation of comprehension and, in addition, fulfill the reading purpose they have set for themselves (p. 109).

In relation to writing, the General Basic Secondary Education Curriculum for Language and Literature provides the following indications:

The production of different texts in different platforms allows students to demonstrate logically ordered structures, which are used when producing a text. Students, together with the teacher, will develop the ability to reflect on language and the skills to produce oral and written texts, thus contributing to the general objectives of the area. In this sublevel, students will understand and construct meaningful textual units and will deepen their understanding of the structure of a text in order to produce logical and ordered writings (p. 109).

In the relationship between reading and writing, it is necessary to understand that writing is also a complex process and there are some indications from the Ministry of Education in the Guidelines for elementary school teachers that should be maintained in all grades. Thus, for example, writing is not just doing it with good handwriting, since it is necessary a "high cognitive commitment, which requires the active participation of the writer and it is the teacher who is in charge of creating real communicative situations in which the students' different mental operations are put into exercise" (MINEDUC, 2016, 15).

In this regard, the Guideline for Language and Literature Teachers 5, (2018) expresses those communicative practices:

(...) should be implemented within different communicative situations, real or simulated, that require students to interrelate oral, written, comprehension, oral expression and text production skills, for problem solving. This proposal requires teachers to redefine some ideas about the teaching of oral and written language and to look for appropriate methodological options to encourage students to internalize, in a comprehensive manner, the proposed communicative skills. In this way, students will be able to autonomously transfer all these communicative abilities to other situations of their academic and social life (Lengua y Literatura 5, 2018, p.5).

These guidelines presuppose the preparation of communicative situations that enable the integration of communicative skills, which contributes to the formation of skills so that communicative competencies are developed in practice, as needed in people's real lives.

Based on the results achieved in this research, a group of requirements have been determined to be taken into account in the teaching strategies to be used, which must be related in an integrated manner in communicative situations. The proposed system of requirements is also in line with the Curricular Updating and Strengthening of General Basic Education in Ecuador and are as follows:

- Demonstrate the relationship between communication, cognition and society through the readings and other activities.
- Conceive communication skills as an integral system.

- Plan each communicative situation as a human interaction of participation and construction of senses and meanings.
- To conceive linguistic awareness in its theoretical and practical profiles: semantic, syntactic, lexical, phonological and pragmatic.
- Contextualize each communicative situation used for reading and writing.

The requirements determined as a result of this research are revealed in a sample of activities of the Strategy presented below. It is the work with images of Engabao, which is the beach and fishing port where the students live and where the educational center is located.

Interactive didactic strategy with teaching assignments

Task no. 1

Task title: "Engabao".



Image 1: Views of Engabao beach

Source: self-elaboration of the image from a selection made from Images of the port of Engabao. Ecuador:
Site: <https://www.shutterstock.com/es/search/engabao>

Reading 1: Engabao: Legends and Realities

The word engabao seems to be related to engaballo. The first one means calm and erect. The second word refers to a horse. The town of Engabao seems to have been born and grown with these two inheritances plus another even more powerful one: to be a son of the sea.

It is said that when the town was only a group of houses and was declared a commune on July 3, 1982, it had about 35 members and in the middle of the nights, a beautiful and gigantic horse, with a golden mane, rode through the town without a rider, but with a hasty gallop. No one ever saw this horse. Nor does anyone seem to have seen the gold-toothed leaden hog that is said to wander and

walk joyfully with its shiny trunk all over the village. No one has seen them but many have felt them walking. The fishermen have also felt giant fish under the water, as if they wanted to accompany the work, vigilant and brave.

Perhaps they were all left by the cacique Tumbalá to take care of his descendants. It is known that the cacique Tumbalá had in Engabao a favorite place to rest and it is also known that the cacique was brave and loving with the ladies. He left his seed in many wives, which later germinated in many Tumbalá men and women who today are honest farmers, hardworking women and above all, risky and persistent fishermen, who try to return with their nets well stuffed. Many have the surname Tumbalá.

In this quiet community, close to the sea, tourism is active on holidays and weekends. It is a place that has dropped its anchors to the sea in its history and in time; after having been a coal miner and farmer. It lives a few minutes away from General Villamil Playas. Engabao loves and is loved by the sea. It has more boats than cars and its sky is for the sun, clouds, boobies and frigates. Located 110 kilometers from Guayaquil, it is inhabited by about 6,000 inhabitants. Currently, Engabao can continue to listen to horse racing, walking chancos at night, but with the music of the waves of the sea (Diario El Telegrafo, 2016)

Teaching tasks

Read the images, that is, observe, compare, analyze, determine components of each image, and make a list of qualities or characteristics of the images presented to you.

Take other images of Engabao with a cell phone or camera.

Place them all on one or more Word pages. You will have to edit them. With the formatting tool you can enlarge them, crop them, make color changes until you get a picture that looks beautiful to you. Write a title for the picture you have made with the images.

Send the work you have done so far to your teacher for grading.

Now read the attached text carefully and mark the most important ideas.

Write a paragraph of 6 lines where you express what you like most about Engabao. You can write it by hand or digitally. Give a title to this short work.

Create your personal blog if you don't have one, copy your text with images and writing and invite your friends to write their ideas in the blog as well.

Extract from the texts a list of 15 words that seem most important to you. Mark with a "V" 4 of the words that are verbs and with an "S" 4 of the words that are nouns.

Get together with 5 other group mates to make a video for tourism purposes about Engabao.

In that subgroup, elaborate a text to put as an oral background to the video. Rehearse the oral reading of that text; select one of the subgroup to be your voice to guide the images.

Determine how to publish the video and submit it to the teacher for grading.

Ask the teacher for a group consultation on how to publish the video you have made.

As can be observed, students, from reading images, construct other images, read, write, systematize grammatical knowledge, work with digital tools, build a digital product that can be useful for tourism and, in an integrative way, participate in communicative situations with intense human interaction of participation and construction of senses and meanings.

In this way, with each activity and communicative situation created, students are also formed in cultural values and identity and love for the place where they were born and live. They work in groups, are motivated to perform different tasks that correspond to their interests in the use of computer tools.

Conclusions

The complexity of today's world requires that human beings communicate intensely as a way to understanding, cooperation, solidarity and peace, an aspiration that is part of the social formative functions of the school. Schools can contribute more and better with those contents that are transversal to all subjects and that may not be sufficiently explicit in the curriculum design.

In this sense, the teaching of Language and Literature in General Basic Secondary Education faces problems that have to do with the lack of motivation of students, the scarce development of

communicative skills, and at the same time a motivational growth towards digital communication technologies.

Consequently, the moment is to take advantage of these interests for the development of reading and writing processes, which is carried out in this research based on a proposal for a Guide of interactive didactic strategies with digital activities for reading and writing in basic secondary education, province of Guayas, Ecuador. The starting point was a system of requirements for planning, executing and evaluating the processes of this teaching in line with the Curricular Updating and Strengthening of General Basic Education in Ecuador.

With the application of the strategy, students can deepen their knowledge of the world around them, participate in developmental communicative situations, use computer tools and, most importantly, develop their culture and values, while forming social skills and improving their motivation and knowledge and use of the language. The partial application of the strategy shows positive results in these formative aspirations, especially in reading comprehension and text production.

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