

EFFECTIVENESS OF READING TECHNIQUES IN TEACHING THE SUBJECT OF LANGUAGE AND LITERATURE

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Abstract

The work shows the results of an investigation carried out in a fiscal educational unit located in a rural area of the province of Manabí, on reading habits based on the criteria addressed by the students and their families. From the problems faced in reading comprehension detected in the school system, they aroused interest in redefining the concept of this ability. The fact that reading affects the ability to learn the areas of knowledge of the human being has created in the educator the need to study learning strategies to stimulate and develop reading skills and abilities. In educational institutions in the first grades of basic education, students have an area for reading called the library, where reading constitutes an act of logical reasoning, which leads to construct the interpretation of a written message. The objective of the work consists in disseminating the results of the research carried out on the quality and analysis of the reading habits of the subject of language and literature through innovative techniques. Putting desktop research into practice for the review and analysis of bibliographies associated with the topic. A structured survey was applied to an intentional sample of students and a calculated sample of the parent population. The work allowed to reveal the relevance of the pedagogical methods during the exercise of the initial teaching.

Introduction

Society considers reading as an essential part of daily life, it is a participatory and complex course that consists of a basic means to obtain and use information. It is forged as a cycle of creation that contributes, enriches and recreates the text, it is a step that allows the reader to

actively construct meanings, applying effective reading and reflection strategies on their own reading process (Matos, Concepción, Fernández, & Empress, 2018).

The event of the reading is an experience that the reader must experience for himself. Boys and girls must learn first of all to develop their love of literature, personally experiencing the enjoyment it brings them. Reading is an entertaining action that allows the imagination to develop in time and space (Chaves, 2015).

The exercise of reading constitutes an act of logical reasoning that leads to constructing the interpretation of a written message. In the classroom, such an act is an essential aspect of both the activity of the teacher and the student's, reading comprehension is defined as a complex process, which involves the interpretation of an accumulation of words related to a significant context, as well as the perception of the impact of their sensory, emotional and intellectual strength (Rosenblatt, 1980).

Learning skills are sequences of conscious, voluntary, controlled and flexible actions, transformed into habits for those who are instructed, whose purpose is teaching and solving problems both in the academic field and outside of it (Wilian, 2015).

At the moment that education began to focus on the student as a learner, they began to analyze not only the tactics that the teacher manipulates to develop their classes, but also the teaching strategies used for students (León, Risco, & Alarcón, 2014).

Higher basic education is an educational level where objectives are met in the social, intellectual, affective and motor areas, closely related to the preparation of children and adolescents for their regular schooling (Flores, 2006).

In educational institutions in the first grades of basic education, students have an area designated for the reading corner or also called a library, which is also kept in proximity, where teachers must encourage students to read and not read it. they do, but many of them do not know strategies to encourage reading on these sites due to lack of preparation (Ripalda, Macías, & Sánchez, 2020).

To achieve optimal academic performance with the ability to read comprehensively, reading should be used as the main mode for the learning ability that lies in coordinating, sequencing, and performing simultaneous perceptual processes of graphic information, with lexical, syntactic and semantic of said information (Federacion de Enseñanza de Andalucía, 2011).

In Spain, educational jurisdictions and library services make economic efforts to acquire books and programming designs for reading and captivate users (Pérez, Gutiérrez, Soto, & Gutiérrez, 2020).

The Instituto Cervantes points out in its dictionary of key terms online (ELE), that the expression of linguistic skills refers to the ways in which the use of the language is activated. These skills are classified considering dissimilar criteria to the mode of transmission, whether oral, written or to the role they have in the communicative act of production and reception (Almeida, Bellido, & Gumiel, 2019).

All school institutions have the responsibility of educating students and this development begins with reading and writing. The objective of literacy instruction in classrooms is to develop the four basic communication skills in students, such as: speaking, listening, reading,

and writing, as well as the work of teachers to promote reading and learning. writing, motivating students to develop creativity (Eufrasio, 2017).

The current reality that Latin America is experiencing requires changes in the educational sector, fundamentally in the creation of reading habits. In Venezuela, there is an urgent demand for fundamental changes in the pedagogical sector, as it is the most important intellectual component in the formation of the labor, social and political force. The various news media express that the higher education system has serious flaws, which directly affect the comprehensive training of the student (Cardenas, 2018). The minister of this branch affirmed that Venezuelan education has become with the expectations that the country has placed in it, in terms of an instrument of democratization, progress and modernization of society.

Studies to measure reading behavior carried out by the Regional Center for the Promotion of Books in Latin America and the Caribbean, in which 11 countries participated, show that the percentage of non-readers in the region is high. Surveys indicate in terms of book reading, that at least one book is read per year per person, In Colombia the results show that 2.2 books are read per year, in Mexico with 2.9, Brazil with 4.4, Argentina with 4.6 and Chile with 5.4, although Ecuador does not participate in the study, the need to pay attention to the issue is evident (Monak, 2013).

In Latin America it is understood that reading is a process of interaction between the reader and the text, in that sense, the first that can achieve the objectives guides the reading and the second shows the attitudes and capacities necessary for the reading experience, so An interlocution will be established with the author, understanding his ideas, in addition to revealing his purposes, asking him questions and looking for the answers in the text based on previously raised hypotheses (Avendaño, 2020).

Ecuador does not escape the realities that Latin America presents, so the objective of the work is to disseminate the results of an investigation carried out on quality and the analysis of reading habits of the subject of language and literature through innovative techniques.

The scientific impact of the work consists of having approached an investigation related to the habit of reading, based on the criteria of the students themselves and the analysis of the correlation with the opinions of the parents, which can be taken as a starting point for future research that also considers the participation of teachers with the results of the evolutions.

Materials and methods

The research was based on a review work, which according to the objective and level of depth, the scope is of a correlational descriptive type, for which the inductive method was applied since it understands, interprets and analyzes the aspects related to the analysis of the reading habits of the subject of language and literature through innovative techniques, in order to guarantee continuity and quality in the performance of teaching and suitable teaching methods, which allowed reaching concrete conclusions on the subject studied.

For this, a bibliographic review of books, articles, manuals, laws, regulations, institutional reports and other documents was carried out, which offered reliable information in the interest of delving into the subject studied, for which the Desk Research method was applied (IMEC, 2019) that allowed to obtain data efficiently and systematically review documents,

where it is explained about the effectiveness of reading techniques in the teaching of the subject of language and literature, which make it possible to use a language interrelating goals, linguistic means available and non-verbal codes, all of them a reflection of the knowledge by the speakers of the psychological, cultural, and social rules that create the conditions to produce and understand a given discourse in a specific type of circumstances, in which a training is involved and reflected. socioeconomic given.

Two structured surveys were applied to define the situation of the quality of reading in students of the upper basic level in a public educational unit, located in the rural area of the province of Manabí. The studied population of students is 25, the sample was determined intentionally to all of them. The other survey was applied to the parents of these students, which allowed the results to be correlated. The studied population of the parents is 47 and the sample was determined through the application for finite populations (García, Reding, & López, 2013).

The data obtained were tabulated using the Microsoft Office excel tool, which allowed the elaboration of statistical graphs that are complex semiotic objects, since their construction, reading and interpretation requires the conjugation of different mathematical objects, which must be understood each one separately. and (Godino, Batanero, & Font, 2007).

Analysis and discussion of the results

Language is a symbolic instrument through which people modify the environment to access a particular vision of it, this happens with communication and makes it have a social dimension impossible to ignore (Ministry of Education of Ecuador, 2017).

The latest educational laws include as a priority the need to promote the development of skills in students and classify them considering dissimilar criteria, the mode of transmission, whether oral, written or on paper in the communicative act of production and reception in basic communication skills in students such as: speaking, listening, reading and writing (Almeida, Bellido, & Gumiel, 2019).

Children when they are small gurgled before saying their first word, they practiced communication although their brain and oral apparatus are not in their full development to be able to transmit their needs. However, as they grow, they create a set of specific sounds, organized in a way that can come to have meaning (Uncategorized, 2012).

Oral skills are part of the biological endowment of the human being and written skills cannot be learned without instruction. This difference is crucial to work on the four skills, the human being is prepared to understand and produce oral emissions in their language, but this does not mean that these skills should not be worked on, but they should be produced on a basis acquired in the first years of life (Almeida, Bellido, & Gumiel, 2019).

The student must cultivate on how to order their productions and distinguish various oral texts, but they do not have to learn to speak or understand, on the contrary, reading and writing are learned in the first years of schooling, which favors the possibility of starting to work very early on certain micro skills that are sometimes forgotten (Almeida, Bellido, & Gumiel, 2019).

Reading skills are represented as one of the main challenges of teaching centers that work on the improvement and development of didactic methods, which allow the agglomeration of great theories in the teaching-learning processes and thus improve educational quality. of the child (Roseros & Pérez, 2020).

Figure 1 shows the reading techniques in the teaching of Language and Literature, which allow to develop one's own ideas, convictions, critical thinking and create an opinion expanding with a personal point of view.

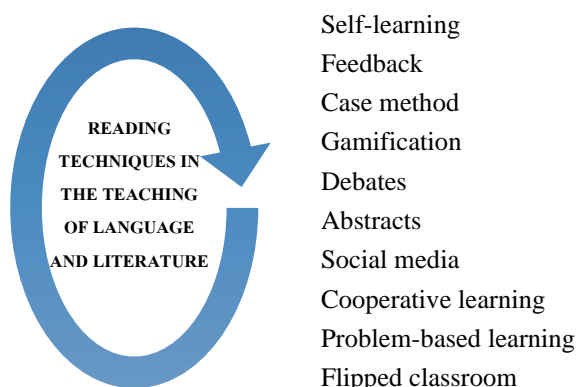


Figure 1. Reading techniques in the teaching of Language and Literature

Source: (Concordia, 2020).

Reading is capable of taking readers to other worlds, times and imaginary universes that allow relaxation, disconnect a moment from stress daily. Developing a taste for reading configures and reshapes the brain along with reasoning patterns. The new information and communication technologies are currently creating addictions and manipulative contexts, which require a specific type of reading competence in the selection and interpretation of information and perhaps other ways of understanding education.

Self-study is the way to instruct yourself. It is a course of benefit of knowledge, skills, values and attitudes that the person realizes on their own, either through study or experience. A person focused on his self-learning investigates the information himself and puts into practice personal experimentation to produce new knowledge (Peró, Solanas, & Leiva, 2014).

Gamification is a teaching technique based on learning through play. It consists of motivating people to assume desired behaviors or carry out actions that they would not normally do; so that gamification is responsible for increasing the performance of an action for the pleasure of performing it or to achieve a reward or avoid retaliation. This can be decomposed into four elements that allow contextualizing its fields of application and understanding its scope such as the game, the elements, the design and the non-game context (Perdomo & Rojas, 2019).

Feedback is fundamentally based on improving communication and recognition in the classroom, the receiver must have a standard concept in a goal to appropriate positive effects, be able to compare their current level of performance and commit to an appropriate action that leads to some of the gaps between their current level of performance and the standard (Contreras & Zuñiga, 2019). (Sandler, 2010). Any of the many techniques used to notify a student cannot be reflected as feedback, but the answer to a question, whether correct or incorrect, such as test scores, notes, symbols and words, can be reflected as feedback.

The case method prepares students for the real world, awakening their capacity for analysis, creativity and curiosity, it is based on using real things and solving through group analysis, creative ideas and innovation (Concordia, 2020).

The instrumentation of the debate in the classroom imposes challenges to the teaching staff, regarding the definition of the number of instances, the mechanism to configure the teams and the size of the debates, these will be represented in opposite positions and the teams will be made up of 8 to 10 students (Salazar & Acuña, 2018).

The debate is attributed the greater understanding of the contents among the students as a short-term impact and the strengthening of critical and analytical thinking as a positive long-term effect. They capture the perception of their students through the application of a survey, the results of which allow statistically validating the impacts described attributable to the debate (Salazar & Acuña, 2018).

In the summaries Students must process a large amount of information and must know how to identify and separate what is most important among the ideas that are presented. A successful summary identifies the main points of a text and highlights its essence, discarding what is not important, it is a traditional technique that students use to write and prepare their own summaries (Eufrasio, 2017).

The possibility of using social networks or social media has educational purposes and grows every day, it is an opportunity that should not be overlooked. The teacher focuses on helping the student develop talents and skills using new teaching schemes, which makes him a guide to the teaching-learning process (Islas & Alcázar, 2011).

Cooperative learning is the object of much research due to its effectiveness in relation to academic achievement and the affective, cognitive, and social development of students, this learning technique represents one of the educational practices that has been implemented with more success in the last decades (Azorín, 2018).

Problem-based learning is a student-centered teaching technique. In it, the teacher raises an initial, complex and challenging clinical problem to be solved based on collaborative work within work groups, in order to trigger self-directed learning. This procedure has positive effects on academic results in relation to traditional instruction (Chávez, Gónzales, & Hidalgo, 2016).

The flipped classroom is a didactic technique that consists of students studying and preparing the lesson in advance that will then be discussed in class, achieving a contribution of greater emphasis on practice (Vidal, Rivera, & Rosario, 2016). It is defined as a learning method whose purpose is for the student to assume a much more active role to study each topic through videos, forums, dialogues, among others and thus achieve a significant learning

process (Centeno & Orellama, 2017). For this reason, the methodology used favors the prominence of the student by implementing technological tools in order to facilitate the teaching-learning process and make the time in the classroom fruitful to clarify doubts (Cantuña, 2020).

The reading habit in Ecuador, according to data (National Institute of Statistics and Censuses, 2012), shows the study applied to individuals aged 16 years or more, in 5 localities of the urban level. It was found that 26.5% do not have the habit of reading, where a lack of interest can be seen stating that they do not need it, they do not have time, concentration problems, among others. In correspondence with the time dedicated to reading, 50.3% read between 1 to 2 hours a week, while 13.5% do so from 3 to 4 hours. By age groups, people from 16 to 24 years old read the most with 83%, while those over 65 read the least with 62%. It is decisive to highlight that 33% of young people execute it to attend to academic responsibilities, while 32% to understand about some subject. In general, it is not read for pleasure or self-improvement.

In the interest of fulfilling the objective of the work, two structured surveys were carried out to a group of students of the upper basic level of a fiscal educational unit located in the rural area of the province of Manabí and to their parents, in order to correlate the results.

The student population is made up of 25 students, of which 15 are female and 10 males. The sample was intentionally defined considering the total number of students. The population of parents is made up of 47 of which 33 correspond to the female sex and 15 to the male sex. The sample of parents corresponds to 32 and was determined with the application of equation 1.

$$n = \frac{(Z^2)(P)(Q)(N)}{(Z^2)(P)(Q) + (N)(e^2)} \quad (1)$$

$$n = 32$$

Where:

N → Population or universe = 47

n → Sample size = 32

Z → Confidence level = 1.96

P → Probability of occurrence = 0.5

Q → Probability of non-occurrence = 0.5

and → Acceptable limit of the sample error = 0.01

One hundred percent of the students and parents surveyed recognized the vital importance of reading habits in the educational teaching process and in the integral formation of the person. 96% of those surveyed consider that the educational unit and the family can make greater efforts in creating the reading habits of students.

Only 3 of the people surveyed stated that they had participated in a book fair. This is an issue that can be classified as a cultural weakness in the province of Manabí. Book fairs are a stimulus for the creation of study habits in the population and a source of knowledge to raise the sociocultural level of citizenship. The most important activities carried out in this regard are reduced to public sales of books in some squares and parks, an activity that is not usually

carried out in a systematic way. The province does not have enough bookstores, libraries and spaces dedicated to reading, which does not contribute to the formation of reading habits by the population.

Statistical data related to the situation of reading habits are shown in Figure 2.

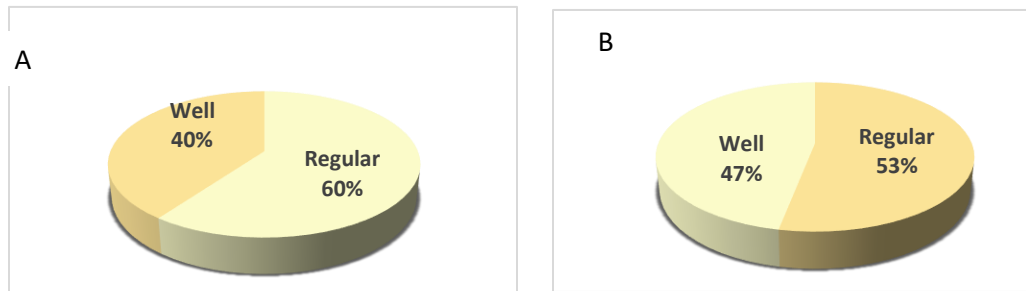


Figure 2. Situation of reading habits (in A the opinion of the students and in B the opinion of the parents)

60% of the students consider that their reading habits are good, while 53% of the parents share the same criteria. This indicates that the time spent reading by students at home does not allow parents to appreciate a satisfactory situation in this regard. 47% of parents rate their students' reading habits as regular, while 40% of them rate themselves as fair.

The analysis of the data reflected above allows us to appreciate that approximately 50% of the students have adequate reading habits, which they put into practice during their study days and that they spend time at home to carry out this activity. The most critical situation is presented by the other 50% because they cannot adequately systematize their reading habits.

Regarding the type of literature that students prefer, the statistical results are presented in Figure 3.

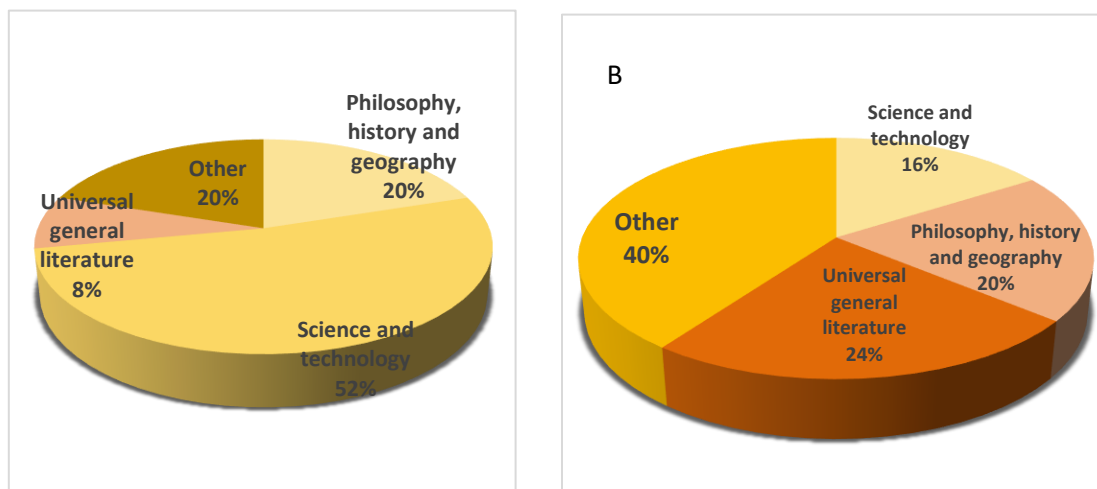


Figure 3. Type of literature preferred by students (in A the opinion of the students and in B the opinion of the parents)

20% of the students prefer technical scientific literature, while 16% of the parents perceive that their children they are inclined towards that type of literature. 52% of students say they prefer literature related to philosophy, history and geography, while 20% of parents appreciate that their children prefer this type of literature. 8% of students prefer universal general literature, while 24% parents appreciate that their children lean towards it. 20% of students choose to read other literature while 40% of parents perceive that their children have the same inclination.

The analysis of the data reflected above allows us to appreciate that there is a notable difference between the preferences expressed by the students and the parents' perception about it. This can be explained by the fact that the monitoring carried out by parents in relation to the type of literature that their children read is superficial, which translates into a weak influence of the family on the reading habits of their children.

In relation to the number of books they read, the statistical results are shown in Figure 4.

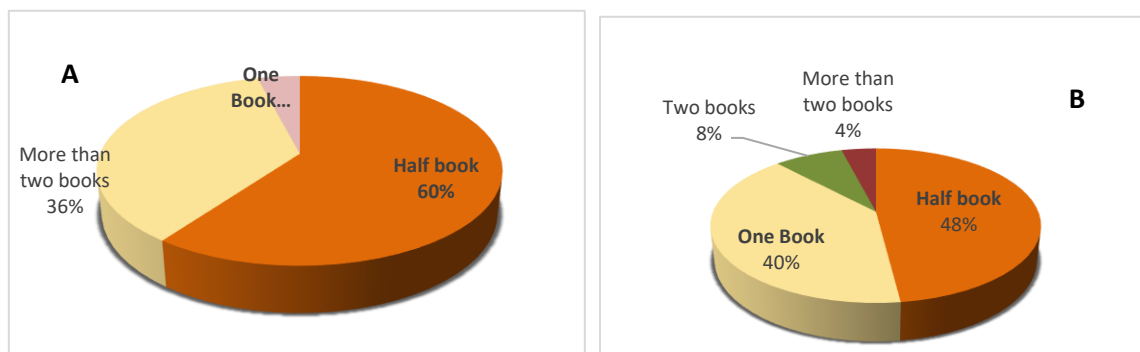


Figure 4. Number of books they read (in A the opinion of the students and in B the opinion of the parents)

60% of the student's state that they read half a book a year, while 48% of parents appreciate the same. 36% of students read more than one book a year, while 40% of parents perceive the same reasoning. 4% of students argue that they read more than two books a year, while 4% of parents share the same criteria.

The analysis of the data reflected above allows us to appreciate that there is no approximate correspondence between the data provided by the students and that provided by the parents. This corroborates the lack of monitoring by parents in the interest of reading on the part of their children. The results obtained indicate being above the situation of the reading habit of Ecuador, according to the report of the National Institute of Statistics and Censuses of the year 2012.

Regarding the opinion of the parents with the level where they appreciated that the children acquired better reading habits, the results are shown in Figure 5.

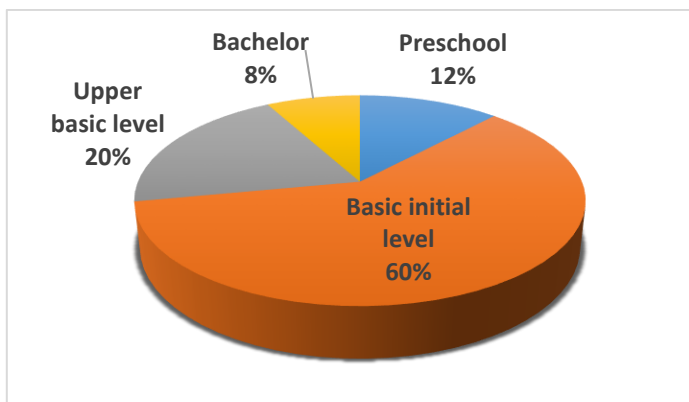


Figure 5. Level where the best acquisition of reading habits is appreciated

12% of parents appreciate that their children acquired the best reading habits at the level of preschool. 60% consider that it was acquired in the basic initial level, while 20% appreciate that the best habits were acquired in the upper basic level and 8% say that it was acquired in high school.

The systematization carried out by several authors allowed to broaden and deepen the trends, conceptions and theoretical and methodological requirements that currently support the process of text comprehension from primary education.

The understanding of the methodological strategies that teachers have manages to continuously influence the language and literature teaching course, since if a methodological strategy is chosen correctly, it can be developed in a better way in the educational process.

The analysis of the data allows us to appreciate that most of the students who have reading habits acquired it at the basic level and the upper basic level, which shows correspondence with what is indicated by the methodology for teaching reading at the upper basic level. It is fair to recognize that even though 12% acquired reading habits at the preschool level, it is a situation that can be improved due to the importance of this level of education in creating adequate study habits.

The results of the work allow us to analyze that it is advisable to carry out a similar study where the criteria of students, family members and teachers are correlated. The latter from the evaluations they have of the students on the quality of reading.

One of the main communicative competences is reading and the development of its understanding, for this reason literature is based on literary texts by great writers that teachers must know, analyze, and choose the best ones to work with students.

Invest in academic and professional guidance, reducing early dropouts and thus increasing student interest.

The constant pedagogical update is essential, as a transforming axis of education; in addition to strengthening the relationship between the educational system and the labor market.

Conclusions

The work manages to offer the results of a correlational descriptive research, related to the study habit of the students of a fiscal educational unit located in a rural area of the Manabí province and the parents' criteria in this regard, where it is It shows that 50% of the students have an adequate reading habit and the other 50% have not been able to consolidate reading as a tool capable of promoting knowledge and improving their academic situation.

In the correlational analysis carried out, it can be seen that the role of parents in monitoring their children's reading habits is weak and that they are not aware of the type of literature their children read, as well as the number of books that they can read in a year. Situation that does not promote the acquisition of good reading by students.

Among the main contributions that methodological strategies provide, are those that motivate the student to explore new knowledge scenarios and its correct application that provides the student with tools to take advantage of the skills to be acquired, creating in them the need to take ownership of a great diversity of knowledge.

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