The Learning Process of the Contents of Language and Literature in the Students of Upper Basic

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Abstract---*The research was based on the investigation of the process of learning of the contents of language and literature in students of the upper basic of the Tosagua Educational Unit of the Tosagua canton in the period 2021-2022. The results obtained in the research carried out through diagnostic observation are shown, as a starting point to analyze the phenomenon under study. The problem of learning the contents of language and literature is conceived not only as an abstract system, but also as a communication instrument that can be used. A classification of the subjects on learning and the subject of language and literature of the students was carried out in the theoretical framework. Through the analysis of the contents of language and literature, the causes of errors in the learning process are revealed to improve the assimilation of knowledge by students. The objective is to determine the teaching-learning process of the language and literature subject of the upper basic students. The research has a qualitative, quantitative, descriptive, and documentary approach, in addition to the analytical method. The technique applied was the survey to perform the analysis and interpretation of the results of language and literature learning. The result was that the subject of Language and Literature becomes a fundamental element in terms of the student's personal development, in which skills and abilities competent in language, communication, expressiveness, vocalization are worked on.*

Keywords---*academic performance, content, language and literature, learning process*

Introduction

The research was based on helping students improve learning processes according to the contents of the subject of language and literature, so that there is a better assimilation of knowledge in this area. Language and Literature, from a theoretical point of view, has a multidisciplinary nature, since the contents addressed are related to other class topics covered in various subjects that make up the study curriculum and that play an important role in learning. The purpose of the education of this discipline in Higher Basic Education must be that the students progress in the personal mastery of the four basic and instrumental skills of the language: listening, speaking, reading and writing (Sigcha, 2013). In this way, the development of the linguistic capacity of the students depends to a large extent on the communicative exchange with the classmates and with the teacher in the school framework, which must be efficient.

The upper basic students present significant gaps in the learning of the essential skills of the subject of language and literature, and even in basic skills such as: reading and writing despite their age and have little or no literary notion. To overcome these difficulties, it is necessary to project the teaching work in linguistic and literary training outside of historicity, in such a way that the school is the space in which lasting representations of Language and, above all, of literature are consolidated. Literature allows students to combine literary analysis with the investigation of the role it plays, as well as fostering the ability to make independent literary judgments. Along the same lines, (Marzano, 2018), maintains that Language and Literature plays a fundamental role in communication, social life,

thought and artistic and intellectual creation, since Language is the ability of the human being to write and express themselves correctly in their language, while the purpose of Literature is to create beauty through words.

The Literature Language corresponds to the subject of the Castilian language, that is to say the development of the four basic linguistic skills: listening, reading, speaking and writing, including an approach, from the functional, to the reflective use and of the language, while the Literature is an approach to the artistic and cultural phenomenon that must be respected and preserved; This branch has as its objective the aesthetic and cultural lexical enrichment of students (Ortega Segrera, 2015). Similar criteria are deduced from a study by (Sumba, 2016), for whom the teaching of Language and Literature is important because it focuses on the development of the skills and knowledge necessary to know and effectively produce specific messages. While (Botello, 2013), highlights that teaching Language is to develop skills, abilities and competencies in students so that they are capable of interpreting and reproducing texts appropriate to their communication needs.

With the intention of responding to these research problems, the objective was determine the teaching-learning process of the language and literature subject of the upper basic students. The subject was selected because it allows students to combine literary analysis with research into its role, as well as fostering the ability to make independent literary judgements. In short, according to (Mondragón, 2013), Language and Literature corresponds to the development of the four basic linguistic skills: listening, reading, speaking and writing, including an approach, from the functional, to the reflexive use of the language. In addition, literature provides an approach to the artistic and cultural phenomenon that must be respected and preserved; This branch aims at the aesthetic and cultural lexical enrichment of students.

Materials and Methods

The applied methodology has a mixed, quantitative - qualitative approach, the quantitative method was used for the analysis of the data and figures obtained from the proposed surveys, while the qualitative method was used to interpret and decode both the results obtained, such as the bibliography and aspects consulted regarding the learning of the subject of language and literature in the upper basic. In this sense (Hernández Sampieri , R., & Mendoza Torres, 2018), they maintain that the use of a mixed methodological approach in a study represents a set of systematic, empirical and critical research processes and involves the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences as a result of all the information collected (meta-inferences) and achieve a greater understanding of the phenomenon under study. Some qualitative-quantitative contributions were valued in this research, the descriptive method, whose purpose, according to Hernández Sampieri & Mendoza Torres (2018), is to have a first knowledge of reality as it emerges from the direct observation made by the researcher and the knowledge that has been acquired through the indirect information obtained.

The descriptive method is one of the variants of the qualitative paradigm and its objective is to evaluate some characteristics of a particular population or situation. It is complemented by the bibliographic-documentary method that allows gathering the existing theory on the proposed object of study. This approach allows the analysis of various useful documentary sources for the conformation of the theoretical foundation and contributes to a greater understanding of the methodological issues of the investigation (Martínez, 2004). The technique for obtaining data is the survey, which was applied to the students and teachers of the Upper Basic of the Tosagua Educational Unit of the Tosagua canton. This technique is an instrument that allows gathering general information and points of view from a group of people. According to Hernández Sampieri & Mendoza Torres (2018), the survey is a research study carried out on a sample of subjects representative of a broader group, and uses standardized interrogation procedures in order to obtain quantitative measures of objective and subjective characteristics of the population. The methodological approach described allowed to obtain an exact description of the phenomenon that occurred around the analysis of the learning process of the contents of the subject of Language and Literature in the students of Basic Superior of the Educational Unit in question. The population studied was 30 students and 12 teachers of the Upper Basic of the Tosagua Educational Unit of the Tosagua canton in the period 2021-2022.

Analysis and Discussion of the Results

The results shown are the data obtained from the survey technique designed to analyze the learning of the subject of language and literature, since the subject of Language and Literature is important because it focuses on the development of the skills and knowledge necessary to know and effectively produce specific messages (Hoyos & Gallego, 2017). Another relevant aspect, according to Escobar (2011), is that it contributes to developing skills,

abilities and competencies in students so that they are capable of interpreting and reproducing texts appropriate to their communication needs.

Learning process

Despite efforts, the concept of learning is still difficult to explain and there is no consensus on its definition, as Cruz (2001), defines it as a process where learning skills are acquired and developed. read, write, do mathematical calculations, etc. promoting academic achievement at different levels; This definition is very broad and does not take into account particular variables of the person who learns such as their habits, interests, culture, among other important variables; (Cepeda, 2018), assumes learning as the ability to acquire and modify knowledge, skills, strategies, beliefs, attitudes and behaviors, however, it does not clearly define how people achieve this modification. Learning takes place when a novel idea is assimilated into an existing cognitive structure, thanks to the fact that a variable influences learning and retention due to the availability in the cognitive structure of re-anchoring the relevant ideas (Ausubel, 1968), this definition Its strength is that it is the basis of meaningful learning, but as can be seen, it is a definition focused on the problem of cognitive structures, that is, on a purely psychological idea, which lacks the inclusion of variables external to the person who learns (Evseeva & Solozhenko, 2015; Ghasemi & Hashemi, 2011; Briones et al., 2020).

Teachers need to be trained to be able to make their classes more dynamic and generate better skills in the field of Language and Literature in their students. Therefore, it is necessary for higher education institutions to always train teachers, because the methodological strategies in this discipline are constantly updated (Vélez Meza, 2020). Another important aspect is that contemporary education requires that the teacher's way of teaching change, since the intensive use of the blackboard and the spoken word as tools for communication is no longer necessary, but the use of resources from new information and communication technologies. In this sense, (Acevedo Corimanya, 2020), points out that the teacher has the responsibility to manage these resources and their contents, carefully design the learning objects that are going to be incorporated, as well as in the rebound and knowledge construction activities, clarifying doubts, inducing the performance of activities of analysis, evaluation, and creation of knowledge by the student.

For this reason, authors such as (Pando, 2018), point out that the lack of knowledge of the appropriate methodological strategies in the learning of Language and Literature is due to the fact that educators resist change and innovation, that is, teachers still apply traditional methodology, therefore the Students maintain a passive attitude, they do not allow students to participate in learning, and they do not work as a team, this brings with it a lack of interest in this subject.

Language and literature

Scientific research on the teaching of reading, writing and literature has advanced considerably in recent years. However, speaking of a didactics of language and literature as a scientific discipline is still incipient (Camps, 2012; Mendoza, 2003; Munita et al., 2019), fundamentally with regard to the sense and significance adopted by the action of research within the subject of Language and Literature. This new approach entails a new way of understanding the teaching and learning of this subject, since it promotes in the student body the development of capacities for the use of the language in any situation in which they may find themselves (Mendoza, 2003), since it is not enough for them to be communicatively competent only in the classroom, but they must also perform effectively in various communicative contexts. In this way, students are expected to assume an active and leading role in the construction of their knowledge, since it would constitute a support when elaborating more complex personal responses (Colomer, 2010).

The importance of knowing how the teaching and learning activities that are generated in the classroom allow students to build their linguistic-communicative knowledge (Ruiz, 2010). However, Mendoza (2003) warns that, in the school environment, it is not enough just to ensure the development of linguistic competence, but also, the focus must be centered on ensuring knowledge of the sociolinguistic system, where the context and Interaction scenarios take on relevance within the communicative process. In simple words, the notion of language is privileged as a situated means of communication that takes place in a specific interaction context, not in isolation, that is, it is no longer just about speaking correctly, but about communicating efficiently and effectively in various ways. contexts or scenarios, both academically and personally (Conard, 2006; Duff et al., 2004; Samaha & Hawi, 2016).

Every teacher of any subject, for the simple fact of teaching, becomes a language teacher who must encourage dialogue and respect for diverse opinions in students (Zebadúa Valencia et al., 2011). Education must offer the

student body the possibility of developing all its capacities, contributing to the formation of informed, responsible people, capable of participating satisfactorily in a democratic society framed in respect for the rights of others. To achieve this, it is necessary for students to face activities that involve searching, selecting and evaluating information from different sources using critical and reflective thinking (Baeza, 2021). Precisely the subject of language and literature, and in particular the research axis, assumes a crucial role in the Chilean curriculum, since it contributes to the linguistic and literary training of students, by promoting inquiry activities that involve the development of various skills such as analyzing, argue, reflect, discuss, synthesize, interpret, among others, which go beyond mere access to curricular content.

Literary field and its importance

In this way, a study by Rodríguez Zambrano et al. (2019), states that poor motivation on the part of teachers towards students causes students to have no interest in learning language and literature. Along the same lines, (Véliz Salazar et al., 2021), argues that this is evidenced by the low participation of students in learning, by not participating they do not develop their skills and potentialities, they do not understand the knowledge which generates that there is no learning meaningful, participatory rather generates poor learning.

Virtual classrooms offer the opportunity to have a participatory atmosphere in which the student can interact, reflect and participate, satisfying needs, doubts and concerns, in addition, it allows the teacher to monitor the process that the student is obtaining during the teaching process. learning (Rodríguez Zambrano et al., 2019). In virtual classrooms, it is feasible to use role-playing, where students use their creativity, stimulated by their imagination, reflecting on video games, celebrities, events, etc. It is important to guide these activities to the teaching exercise to which they are directed, to be able to obtain the result that the teacher considers (Véliz Salazar et al., 2021). Structured questions were asked to the students of the upper basic about the learning in the contents of language and literature. The first question was related to the teaching resources that the teacher uses, showing the results in table 1.

Table 1
Teaching resources used by the teacher to teach language and literature

	Alternatives	Frequency	Percentage (%)
A	Videos	10	84
D	School text	1	8
E	Dictionary	1	8

According to the results observed, 84% of teachers use videos, while 8% use school texts and the same percentage, that is, 8%, use a dictionary. Within the framework of the discipline of Language and Literature there are several skills that students must master. Teaching resources are essential in this process. The inclusion of teaching resources in each educational context requires that the corresponding teacher or Teaching Team be clear about the main functions that the media can perform in the teaching-learning process. The advantages and limitations of the different teaching resources (Oroujlou & Vahedi, 2011; Hardan, 2013; Cabanac et al., 2013).

The didactic resources are not only intrinsic to themselves but must be considered in their relationship with the role or function that the bodily senses fulfill in them for the assimilation of content, skills, or activities, not all of them contribute to the same degree to the learning process according to (Narváez Solarte, 2018), in the case of the question referring to didactic and methodological strategies, as shown in table 2.

Table 2
Didactic or methodological strategies used by the teacher to teach language and literature

	Alternatives	Frequency	Percentage (%)
A.	Commented reading	1	8
B.	Graphic organizers	6	50
C.	Recreational activities	5	42

According to the results observed 8% use commented reading, while 50% of teachers use the graphic organizers. Finally, the remaining 42% indicated that they use recreational activities. In this sense, the subject of Language and Literature is important in the training of students, because literature is a source of enjoyment, knowledge through an

aesthetic gaze, play with language and assessment of relevant aspects in the academic training of the students, for this the following results can be seen in table 3.

Table 3
Types of strategies and methodologies applied by the teacher

	Alternatives	Frequency	Percentage (%)
A.	Active classes	1	8
B.	Student-centered learning	6	50
C.	Implementation of group work	3	25
D.	Implementation of recreational activities and participation games.	2	17

According to the results observed 8% use active classes, 50% student-centered learning, while 25% opt for the implementation of group work, 17% chose as an alternative the implementation of recreational activities and participation games. Teachers, as professionals committed to the educational task, are always willing to provide innovations in terms of new strategies or ways of working that allow educational improvement and raise the quality of the educational service (Ochoa & Gustavo, 2016). In this task of improving the deficiencies and problems that education presents, efforts are deployed, and methodological proposals are developed aimed at improving the teaching-learning process in the area of Language and Literature.

The construction of the literary competence supposes a long process in which it is necessary to take special care of the adequate gradation of the contributions that are offered to the reader information of (Di Marzo, 2013). In this context, (Escalante de Urrecheaga & Caldera, 2008), point out that it is necessary to understand that from the moment the child meets books and begins to read until the time he masters the reading of literature and finds in her a pleasure, there is a long process that the school must nurture and guide, but unfortunately it does not always achieve it. The child who perceives learning to read literature as a difficult and punitive process will not feel pleasure or spontaneously approach reading; because the taste for reading is not developed under pressure or as an obligation, nor with boring or meaningless textbooks, whose only use is to teach reading.

The main didactic or methodological strategies are aimed at students developing reading communication, which includes students having the ability to actively listen to various simple, literary and non-literary texts, related to their interests in the family and social environment, which contain a vocabulary of daily use, recognize the meaning of words of daily use, simple sentences and gestures, respect the turn of participation of their interlocutors and express and orally convey their ideas and experiences with gestures and simple sentences, in daily communication situations (González-Kopper, 2016). For the development of this study, it has been necessary to know the techniques and procedures to implement the learning process of the contents of Language and Literature in Higher Basic students. It is also pertinent to know the way in which teachers of this subject incorporate the resources of the disciplinary field in the teaching-learning process, in this sense, these aspects are approached theoretically and methodologically (Reed et al., 2006; Merisuo-Storm, 2007; Álava et al., 2021).

Conclusions

The subject of Language and Literature becomes an essential element in the personal development of the student, this subject works skills and competent abilities to language, communication, expressiveness, vocalization and is relevant in the person's life, complementing other disciplines that are also decisive with their study plan. The application of didactic strategies is essential in the teaching-learning process, as shown in the results obtained, the fundamental educational objective is that students not only learn to write, read, speak, and listen; but also, to enjoy and accept the fictional character and the aesthetic function of literature, through the understanding of the contents of this discipline.

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