



## Reading-Writing in the Development of Text in the Students of the Dr. “Aguiles Valencia” School



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### Abstract

The research had the purpose of determining the reading-writing in the development of text in the students at the School of Basic Education Dr. Aguiles Valencia. In this sense, the general objective was to analyze literacy in the development of text in the students of this educational institution. The investigative approach was quantitative, allowing the recovery, analysis, and assessment of information, through surveys and the analysis of statistical results. As a result, it is proposed that, because it is a segment of the population with limited economic resources, the academic level of the parents does not help to collaborate with their children. The methodologies of the teachers, it is considered that in the medium term the literacy deficit will not be reduced.

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## 1 Introduction

In the educational field, there have been very worrying cases about the deficit in reading and writing, with limited support from parents in the formation of their children, especially within the teaching-learning process, limiting their participation in reading-writing activities. The lack of knowledge of parents leads to the inability to guide their children to learn to read and write, considering that they are very important elements at all levels of learning, in addition to; encourage them to read. In this regard [Cruz \(2019\)](#), he states that it is taken for granted that reading and writing are mechanical and purely instrumental learning, however, these are fundamental due to their importance at a cognitive and affective level. In this sense, the research had the purpose of investigating the Reading-writing in the development of text in the students at the School of Basic Education Dr. Aquiles Valencia. At the same time, it entails the approach of how reading-writing affects the development of text in the students of the educational institution ([Tsang, 1996](#); [Iivari et al., 2020](#)).

Assessing the term of reading and writing, this improves the development of text in the students at the School in the second semester of 2021. For the investigation, the quantitative method and the inductive, deductive, analytical, synthetic, and statistical method were used; the information collection techniques are based on surveys, interviews and tests, addressed to 21 parents, 8 teachers and 21 students. According to [Ayala-Mendoza & Gaibor-Rios \(2021\)](#) it establishes that significant contributions such as reading writing is basic in academic training, because through it the person has autonomy to understand the world, issue criteria, transmit ideas, which are the basis for the development of behavioral and social processes. From a broader perspective, the parent does not always have the necessary knowledge to provide the support required in the student life of their children and especially in the reading-writing process ([Maron & Vallejo, 2020](#)). The family is the main part within society since the child acquires norms, rules, values, responsibilities that are transmitted by their parents ([Rojas Neira, 2019](#)). There are various strategies to strengthen reading and writing among those mentioned; mediated reading is an application that works emotions, thoughts; and the album book allows the child to interact in the story by providing their own ideas based on the image presented ([Salinas, 2020](#)).

It is understood then that the teaching-learning methods of reading and writing are not only a tool for teachers; the family must also know the ways in which it can help and contribute to the learning of reading and writing. The teacher's pedagogical intervention is not limited to organizing spaces and resources so that children can learn to read and write; rather, it must encourage its educational activity to be complemented by the intervention of the family ([Luna et al., 2019](#)). Contributions such as [Salinas \(2020\)](#), state that reading-writing establishes processes that need to be practiced systematically to obtain the assimilation of normal content and themes. To define the taste for reading, it is done autonomously, in such a way that learning is not an obligation, rather it is a habit achieved with reading itself. The construction of meanings is considered a main aspect for the learning process, which must be closely related to the interaction that the environment has, this causes learning based on experience ([Valenciano-Canet, 2019](#)). Reading-writing must be developed with skills that are attractive and dynamic in a way that captures the motivation of children and causes them to continue actively participating in the educational process ([Ayala-Mendoza & Gaibor-Rios, 2021](#)). It is established that reading is one of the fundamental instruments for the construction of an active and critical citizenship; it is a path that enables the right to democracy beyond that individual gaze ([Sahoo et al., 2015](#); [Islam et al., 2022](#)).

According to research carried out by [Álvarez Ramos et al. \(2019\)](#), they consider that the time students spend reading is one of the factors that affects the development of reading comprehension. The amount of reading time that students dedicate is affected by the limited fulfillment of the 30 daily minutes of reading selected texts freely as a cognitive activity. [Alonso & Frederico \(2020\)](#), explain that reading is one of the activities that can bring the most benefits to the human being, this is a human value that demonstrates the subject's ability to behave and act correctly in accordance with what is expected in a social way and with the norms imposed in society [Sánchez \(2018\)](#) (p.9 and 10). Some authors suggest that there should be trust and concern for the learning of those they represent on the part of the parents, helping children feel that need to overcome to achieve their goals ([Prencch et al, 2016](#)). Reading implies the understanding of a text and writing supposes the production of a message with a certain purpose ([Castells, 2019](#)). Teaching methods are the means used by pedagogy to reach their learning objectives, they guide the educational processes, and their particularities respond to being a necessary tool between teacher-student interaction, which reflect an organization in cognitive actions and pedagogical [Ecured \(2020\)](#), (p.15), therefore, according to [Punset \(2012\)](#), creativity is learned just like learning to read. It is necessary to know what to tell, when to tell, how to tell and for whom to tell, because the story does not end when it comes to an end ([Tahan, 2008](#)).

## 2 Materials and Methods

The methodology used in the research was the quantitative analysis to allow the recovery, analysis and assessment of the information obtained, through the implementation of surveys, information necessary to know the difficulties related to reading-writing in the development of text in the students. This research is of an exploratory nature, the dynamics related to reading and writing were investigated, for which the descriptive method was used since the causes and effects of the problems related to the teaching process of reading and writing in development are specified. of text in basic education students, a classification and analysis of the information obtained with the inductive and deductive method was carried out. The techniques for obtaining data are the survey, interview and test applied to teachers, parents and students, the survey is articulated on the basis of a modeling of the social, carried out a priori by the person who investigates, this above all does not collect opinions, but rather it is an instrument that produces opinions, thereby giving shape to the social (Ríos, 2017).

The computer tools used to achieve the specific objectives are described, which are related to describing what happens to students in the reading-writing process, the support of parents in the formation of their children; in addition to determining their knowledge in the teaching of reading and writing (Hunt & Eisenberg, 2010; Regehr et al., 2013). The identification of the techniques and strategies used by teachers in the development of text and the evaluation of the different reading-writing skills are considered. To achieve this result, surveys, interviews and tests were implemented, aimed at 21 parents, 8 teachers and 21 students of this institution. The computer tools used contributed to the collection, tabulation, and presentation of information, for which the Microsoft Excel application allowed statistical processing and graph generation. The Google Form application was used, which facilitated the creation of dynamic surveys, the same ones that were sent by WhatsApp to be resolved by teachers and parents. The population under study consists of 179 people among teachers, parents and students, the sample was 50 people, it was carried out with elementary level students, parents, and teachers (Weigle & Parker, 2012; Harmony et al., 1995).

## 3 Results and Discussions

Reading-writing is a cognitive process that students acquire over the years, it is an aspect of special relevance because with the knowledge acquired, students can create their own ideas and advance in the acquisition of knowledge. tools that help you at all educational levels. Next, the data obtained based on the implementation of the survey aimed at parents is detailed, which allowed describing the support of parents in the formation of their children and determining the degree of knowledge of these that allows them to support the process of teaching reading and writing from their homes to the students of the Dr. Aquiles Valencia School of Basic Education. In this sense, the results obtained are presented. It was investigated if the father of the family accompanies his son (a) in the reading-writing activities when he does them at home, the results are observed in table 1.

Table 1  
Accompanies his son (a) in the activities of reading-writing when done at home

Alternatives	Frequency	Percentage (%)
Sometimes	14	66.66
Never	7	33.33

With the results of the surveys, it is evident that parents hardly collaborate in the teaching-learning process of the reading-writing. The ability of parents to support their children in their homes in reading and writing was consulted, the results are shown in table 2.

Table 2  
Ability to support the learning of reading - writing of your child (a)

Alternatives	Frequency	Percentage (%)
Little	17	80.96

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Nothing	4	19.04
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As observed for different reasons such as the lack of knowledge of strategies to achieve an optimal result, parents cannot support their children in the vast majority of 80.9%, this shows the problems in the development of reading skills and therefore in the development of critical and reflective thinking such as writing. The reality is that parents are not able to support their child's learning to read and write in some cases due to lack of interest, lack of time or academic training. The problems that the educational system has at the national level are focused on the teaching-learning process of reading and writing, the situation generated by social confinement has changed all the planning related to the educational process. In this sense, the research reveals that at the level of the homes of the students of the Dr. Aquiles Valencia Basic Education School of the Los Caras Community of the Sucre canton, the learning of reading and writing in the development of text is very low. , students do not receive and do not have the necessary collaboration from their parents. As seen in table 3, it was inquired if the father exercises reading and writing with his son.

Table 3  
Do you practice the reading and writing exercise with your child

Alternatives	Frequency	Percentage (%)
Sometimes	11	52.39
Never	10	47.61

It is evident that children without this help will undoubtedly have more leisure time and therefore they will not develop the habit of reading, this exercise in children is necessary for the optimal use of their abilities, similar occurs when consulting about family support in school activities, shown in table 4.

Table 4  
Help your child with school activities

Alternatives	Frequency	Percentage (%)
Occasionally	18	85.72
Never	3	14.28

Parents in the teaching-learning process must support the child's reading and writing development; but in many cases this does not happen, it has been shown that there is little willingness on the part of parents to accompany their children in their homework, as well as in the help that children require to learn and practice reading and writing. It is a fundamental factor so that the students can have an adequate performance that in their homes the family supports the students; but parents are not prepared to help their children in carrying out this activity. The status of the new generations depends on the effort they make to build their own knowledge in many cases, without the support of the family, because even though the creation of values, the riches of knowledge and culture depend on the role they play. parents in teaching and more about reading and writing. The qualification of the level of reading comprehension of the students was investigated with the teachers, the results are shown in table 5.

Table 5  
Qualification of the level of reading comprehension of their students

Alternatives	Frequency	Percentage (%)
Low level	6	75
Medium level	2	25

As can be seen, the teachers rate the reading comprehension of the students as a low level for the most part, demonstrating that the children of the educational institution have difficulties in general in their academic performance because these problems analyzed in relation to the support they receive in their homes have repercussions by not being able to develop reading comprehension guided by the family, these problems were identified by teachers as shown in figure 1

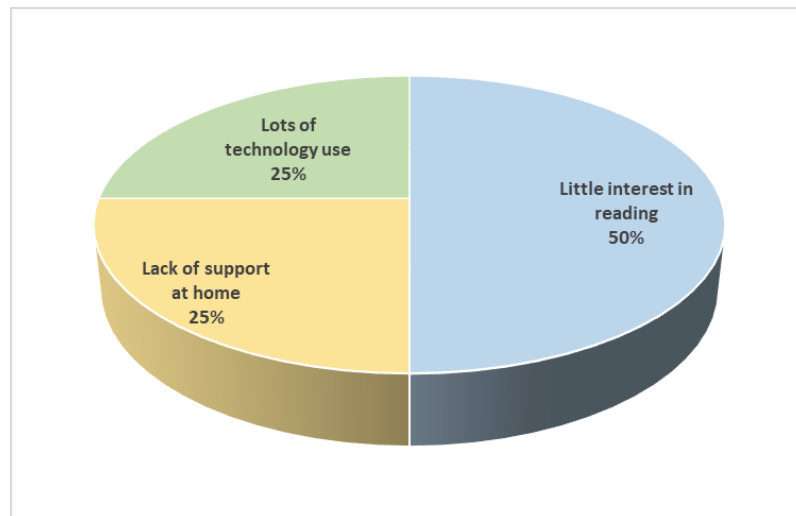


Figure 1. Problems that they have identified within their area of performance in their students associated with the reading comprehension

The little interest in reading is observed, at the same time the scarce support of the parents and they could not the inappropriate use of technologies, which is the main cause for children to have abandoned the healthy habit of reading, would be missing. Reading at all academic levels is necessary for the proper development of student performance, as well as for the improvement of their intellectual and cognitive performance in all aspects of life; however, the information obtained from the teachers shows a thorough knowledge of the problem related to the low level of literacy at the level of the students of the Dr. Aquiles Valencia School of Basic Education. It is worrisome that a majority segment of the teachers points out the lack of motivation of the student to learn to read and write as the main problem. There is a lack of methodologies and the obsolescence of the work they perform, according to [Noro \(2019\)](#), obsolescence is wear, loss of effectiveness and functions, the impossibility of responding to social demands, with the passage of time and implementation cause a progressive deterioration of the methodologies that become progressively obsolete and require replacement by others that are more effective. The obsolescence of the methodologies developed by teachers is evident in the tests that were designed for this purpose, where a majority segment of children obtained low grades. With the test, students were evaluated on reading-writing skills, considering the most relevant results related to phoneme discrimination and digit repetition, showing the results in table 6.

Table 6  
Phoneme discrimination

Alternative	Frequency	Percentage (%)
Qualification of 10 points	6	28.58
Qualification of 8 points	4	19.04
Qualification of 6 points	11	52.38

Writing is closely linked to reading, if the student learns linguistic signs correctly, he will easily assimilate reading, reflecting, and giving his own ideas on a particular topic of interest. Reading allows access to information and the development of a criterion through analysis (critical thinking), while, through writing, it is expressed in different ways (it is narrated, described, argued). Hence, the school plays a fundamental role in the development of these skills in students, without neglecting the real and continuous help of parents in this teaching-learning process. The evaluation of the skills related to reading and writing in the students showed that at the level of the test related to the discrimination of phonemes, the results obtained indicated that a large part of the children do not dominate the identification of the same. At the same time, in the test related to digit repetition, the information obtained reveals the

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same thing. Children do not know how to identify phonemes, which shows their lack of motivation when learning to read and write (Dempster, 1992; Brusilovsky et al., 1998).

#### 4 Conclusion

The knowledge of the parents in the teaching of reading and writing was identified, where, unfortunately, a great majority of them do not carry out an accompaniment during the learning process for their children. It is worth mentioning that, since it is a segment of the population with limited economic resources, the academic level of the parents does not help them collaborate with their children, coupled with the obsolescence of the teachers' work methodologies, considering that in the medium term they will not the reading and writing deficit and the reflective capacity of the students will be reduced (Delgado et al., 2019; Marpaung & Hambandima, 2018).

##### *Conflict of interest statement*

The authors declared that they have no competing interest.

##### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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