



Methodological Strategies for the Development of Language Skills in Elementary School Children



Dolores del Carmen Mendieta-Vera ^a
Orley Benedicto Reyes-Meza ^b

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Abstract

The objective of the research was to analyze the methodological strategies for the development of language skills of elementary school children in the Ibarra Educational Unit No. 2 of the city of Chone in 2022. Students have difficulties in reading and writing, due to the lack of support from the family due to difficulties that parents have in helping them in the development of tasks and the strategies used by teachers are not the ideal ones. The methodology used in the study was based on a quantitative approach of an exploratory type, the bibliographic review was used, interviews were applied to teachers, parents and observation sheet to the students. It was obtained as a result that students should be contributed to the development and stimulation of reading and writing comprehension, as well as motivating teachers to use innovative strategies that enhance linguistic skills according to the level they direct.

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Corresponding author:

Dolores del Carmen Mendieta-Vera,

Maestría en Educación Básica,

Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Manabí, Ecuador.

Email address: dolores_mendieta@pg.uleam.edu.ec

^a Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Manabí, Ecuador

^b Maestría en Educación Básica, Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Manabí, Ecuador

1 Introduction

One of the difficulties presented by the Ibarra de Chones educational unit is that teachers do not use suitable strategies in writing and reading, so students have difficulties in reading and writing skills. linguistics. Teachers must use strategies that help children to have an adequate linguistic expression (Mendoza Suárez & Rodríguez Gámez, 2020), other authors such as (Parra, 2015), state that linguistic expression is an activity through which the signs of language can be used. language to form a message to achieve an objective, understanding that according to the strategies, linguistic skills are achieved.

The purpose of the research was to analyze the methodological strategies for the development of language skills of elementary school children in the Ibarra Educational Unit No. 2 of the city of Chone, in 2022. The educational context every day is exposed to constant changes and demands when transmitting knowledge, for all this it is essential that the teacher is clear about how to proceed in the classroom, that is, knowing how to apply methodological strategies that strengthen the development of the child's school skills, in this case, literacy, for (Gutiérrez-Delgado et al., 2018), the teaching and learning methodological strategies must have a playful approach, these tools help to make teaching become an interactive activity within the classroom, the present socio-didactic teaching experience contributes practical-pedagogical elements that are carried out in the interaction of teachers and students to generate atmosphere before with significant learning (Barnard, 2004; Mendieta-Vera & Reyes-Meza, 2022; Candela-Santos & Reyes-Meza, 2022).

In Salvadoran schools, various strategies are used to carry out learning, most of them are based on the traditional method of teaching, on a methodology based on operant behaviorism. In accordance with this, the way of teaching in this country located in Central America refers to repetitive and sequential learning in the student, making him a passive subject and receiver of information. When talking about methodological learning strategies, it refers to a path, a set of steps, a series of strategies and techniques that help to make the most of the ability to learn, especially the ability to read and write in the early years. years of the life of the infant according to (Quimi Sanchez, 2019). Undoubtedly, linking correct methodological strategies for the development of literacy is a direct connection to the achievement of more significant learning, however, (Cuadra, 1993), states that in Latin America and the Caribbean the subject of literacy has been studied very little. the reading and writing ability of the student population.

The issue of reading in Ecuador is perhaps one of the greatest impediments to the nation's social progress because the habit of reading has not been a strong point in cultural development, obviously compared to other Latin American countries. An issue since ancient times that has been compared with a habitual instructional model conditioned to memory is a little understanding and little connection with the practice of reading (Espin Medina, 2010). Memorization is the cause that schoolchildren do not develop reading habits, which leads to low comprehension; the impact on the educational level is affected by the inefficiency in this practice, which is very common in other countries since reading is essential for better academic learning.

Students at the level they are in do not know how to read and write correctly, due to the lack of support at home, and parents do not spend time developing homework with their children; In addition, the strategies used by teachers are not ideal, this shows that teachers do not have an adequate plan so that students can overcome problems in writing and reading for the development of children's language skills. Difficulties in the development of the language of certain students of the elementary school of the Ibarra Educational Unit #2 are noted, as they cannot create the association between letters and sounds, pronunciation problems in the use of the r, in other words, determining that these students are considered academically poor performers in relation to phonological awareness tasks. It is also remarkable that these language problems tend to be for some expression and for others of comprehension (Leiner et al., 1991; Medeiros et al., 2011; Maron et al., 2011).

Nowadays it has become customary to catalog that knowing how to read and learning and reading is synonymous with reading books and a variety of texts. Therefore, reading, in addition to being considered instrumental learning, is a high-level intellectual and cultural activity, in which the comprehension and production of texts are the purposes of this process. Due to this reality, reading is conceived from the beginning, as an activity that is carried out in various media; and it should not be subject only to the use of a school manual or a static plan, but should provide enough material, whether printed or digital (books, stories, magazines, newspapers, dictionaries, virtual spaces, among others (Chauveau, 2011).

The need for a satisfactory methodological technique for a successful assessment of reading comprehension normally forces the teacher to choose the procedure that he considers appropriate, taking into account the type of text to be read, so that the methodological technique used allows the educator makes himself understood, also helps the

student to develop their productive learning. Hence the importance of emphasizing the development of activities that activate the two cerebral hemispheres, to advance and acquire linguistic skills, which allow efficient and quality management of syntax, phonetics, semantics, as well as the practical uses of language in all its dimensions.

(Mendoza Suárez & Rodríguez Gámez, 2020), was considered in the study, he states that linguistic expression is part of good use of appropriate terms, and strategies that teachers should use, other authors, state that linguistic expression is an activity through which using the signs of the language form a message to achieve an objective, understanding that according to the strategies, linguistic skills are achieved (Parra, 2015). The oral expression implies interaction and directionality, in a shared context and in a situation in which meanings must be negotiated. Communication is a process or action, based on expressive and interpretive skills, so the person when speaking must be understood as such and must relate to and agree on everything.

Since, the methodological strategies according to (Riquelme, 2018), point out that these are processes through which all the skills that the individual possesses are selected, coordinated, and applied, linked to meaningful learning, with learning to learn. Instead (Rodríguez, 2017), defines strategy as a system of actions or set of activities of teachers and their students, organized, and planned by the teacher in order to enable student learning and the acquisition of basic skills. When considering methodological strategies to develop language skills in children's education, the goal should always be to help them reach the level of complexity, for example, if the child communicates in bursts of one or two words, your goal should be to model and use three- and four-word sentences; But be sure to follow your child's example so that he remains engaged and able to try new words and communicate in new ways. points out that, if teachers apply reading strategies dynamically and with the participation of students, language skills will enhance the development of language that involves many.

2 Materials and Methods

The study was based on a quantitative approach, of an exploratory type, in the analysis of the data, with a bibliographic review, the use of scientific methods, for which interviews were used with teachers, surveys of the parents of the family, and observation sheets for students. the research was applied field (Bernal, 2006), defines this research, data were collected directly from the investigated subjects or from the reality where the events occur without manipulating or controlling the variables, all to find answers to the methodological strategies and linguistic abilities in children of the level elementary, the observation guide was applied as a structured instrument with ten indicators which was complemented with information about the four linguistic skills to be observed. The population is all the actors of the Educational Unit "Ibarra # 2 Chone canton, in the 2021-2022 school period with a simple random sample consisting of 20 teachers, 50 students, and 50 parents

3 Results and Discussions

To study the development of linguistic skills, different methods and techniques must be applied that is based on research that helps to understand and diagnose the development of the relevant content at the level of teaching the four linguistic skills of the language. Spanish. The growth of the language involves many aspects, the cognitive at the level of the intellectual base where the information is received, processed, and elaborated and where various processes are set in motion, both education and memory, and the social-affective because the language implies communicating with other people, the auditory one for the adequate auditory appreciation and the discernment of the language, the motor (articular phono organs) for the structuring of the sounds and the adequate oral manifestation. Linguistic skills according to (Chen & Chen, 2020), are related to different aspects of the use of language, they are those that allow us to communicate effectively with other people. There are several language skills (also known as the four language skills) are a set of four abilities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication in figure 1, these can be seen.

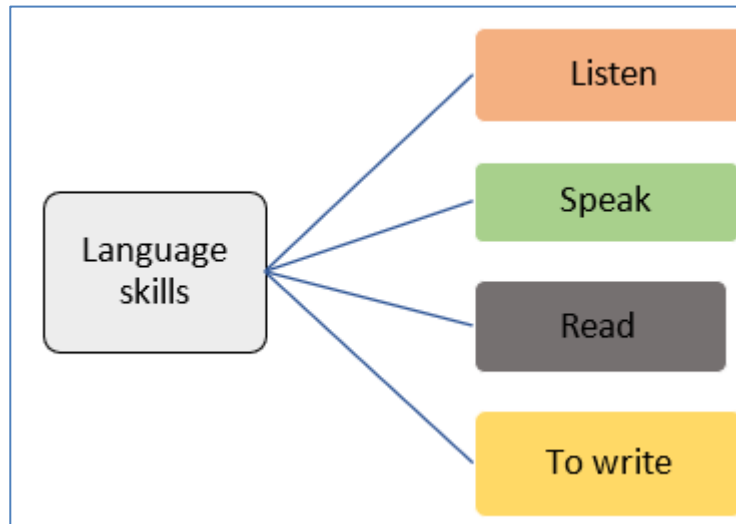


Figure 1. Language skills

These abilities or skills help listening comprehension, oral expression, reading comprehension, and written diction. In the context of first language acquisition, the four skills are often acquired in the order of listening first, then speaking, then possibly reading and writing. The Development of Linguistic Expression according to (Mendoza Suárez & Rodríguez Gámez, 2020), is based on the proper use of well-selected terms, for reading comprehension that plays an important role in the expression of linguistic orality. It is called oral because in them the lexicon is expanded that understands how to form a sentence, whether long or short, to make some sentences, but understanding the main word to get the sentence and semantics in people, to understand the meaning of that word that generates, an easy meaning if I study it Linguistic expression is an activity where, using linguistic signs, a message is formed to achieve a predetermined objective (Parra, 2015).

producing speech sounds by moving the tongue, lips, jaw, and soft palate. Children learn to speak by imitating the sounds they hear as they talk about what they do during the day, sing songs to them, and read books to them. Children begin to develop speech in early childhood. At 6 months of age, babies babble and play with their voices, making sounds like "uu, da, ma, and woof." As your baby gets older, he will begin to babble, pronouncing more consonants like "b" and "c" with different vowel sounds. Your child will continue to imitate sounds and word forms, which in turn will transform into natural, spontaneous speech. (Children's, 2017), but it is also part of the work of teachers to understand the phonological problems that according to (Cowan, 2020), this type of disorder is more common in boys; Furthermore, the cause of phonological disorders in children is often unknown. Some research suggests that close relatives may have had speech and language problems. Currently, children with phonological disorders often substitute, omit or change sounds, these errors can cause other people that their speech is difficult to understand. The most common types of errors are usually phoneme substitution, distortion or deformation of phonemes, omission of some sounds, insertion, or addition of sounds. change of order in some types of phonemes.

There are also pronunciation problems. such as stuttering, which occurs when you don't speak fluently or when words don't come out. Language problems are different, these are more related to meanings than to sounds. Language disorders are generally more serious than pronunciation disorders (unless your child's speech is understandable), these disorders are generally most common when the child is developing, if based on preschool age, affect between 5% and 10% of them (García-Carpintero Blas et al., 2017), implies that children with these problems may also have behavioral difficulties, this is due to the frustration they feel for not being able to communicate correctly.

The methodological strategies for the development of language skills in elementary school children have been discussed in groups of nursery school teachers, to the extent that their work in language development is affected every day, when the priority should be given to this age for greater applicability of strategies that allow a better adaptation to the processes, which can be from what the boys and girls like, such as the game, in which through this they assimilate faster and in a better way the learning taking into account that through this activity they accelerate their learning (Noble et al., 2019; Christoffels et al., 2006; Friedrich & Friederici, 2010).

Figure 2 shows the percentages of answers to questions applied to teachers according to the methodological strategies in linguistic development in children.

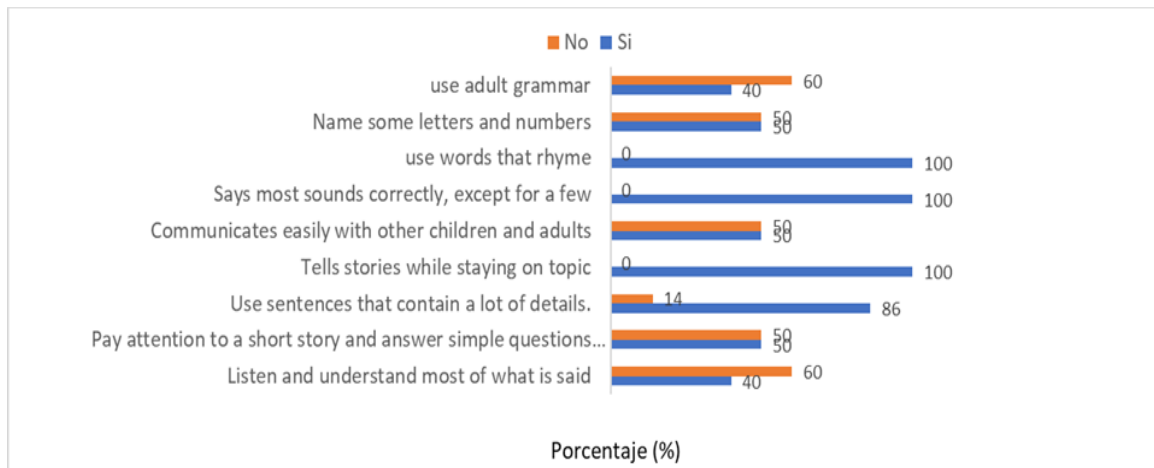


Figure 2. Percentages of answers to questions applied to teachers

Source: This list is based on the brochure *How Well Does Your Child Hear and Speak?* by the American Speech–Language–Hearing Association (ASHA).

The figure shows that such a child speaks and hears, it can be said that a minority (40%) hears and understands, that there are language problems in most infants. Likewise, according to the results, their level of attention is not good (50%), but, surprisingly, he develops sentences with many details (85%), as part of what he likes, he tells stories without losing the direction of the topic (100%). This explains that the teacher must incorporate strategies that are friendly and understanding to infants, because, in addition, even having understanding in sentences and telling short stories, they cannot easily communicate with adults.

In the interview applied to the teachers in relation to the methodology for linguistic development, it was possible to determine that of the 20 teachers interviewed, 80%, that is, 16 teachers, consider that teaching through songs, stories, games, accompanied by stimulation of their speech, although some have pronunciation problems with letters or words, what they do is accompany them in the way they say it without affecting their speech, according to nursery schools, sometimes they must change with another letter or word that they can say, with simple and short sentences; In addition, at this level, the child is able to listen, pay attention and tell short stories, which the researcher refers to as oral language must be developed at a high level at this age because here problems of speech can be corrected. speech that infants present, so pronunciation and language disorders are generally the most common problems when the child is developing, considering the preschool age, between 5% and 10% of them are affected ([García-Carpintero Blas et al., 2017](#)).

Then the language skills in children are related to the way and form of teaching in nursery schools, but it is also due to the materials that this may have at the time of generating a language activity, according to the table we observe that infants at this level are able to use rhyming words (100%), name letters and numbers (50%), say most sounds correctly, except for a few. sharing with ([Parra, 2015](#)), who comments that: "Linguistic expression is an activity through which, using the signs of the language, we form a message to achieve a goal set in advance", it can also be assessed that part of a word articulation they use in the process of producing speech sounds by moving the tongue, lips, jaw, and soft palate. In addition, in the parent surveys, it was found that they do not collaborate in developing linguistic skills in their children, both because of the way they speak, because of the words or the vocabulary they have and only 50% do not collaborate in the task's extracurricular activities in language training, it must be clear that in the social and cultural environment it is not very friendly due to the context in which infants develop ([Lanauze & Snow, 1989](#); [Milovanov et al., 2009](#); [Milovanov et al., 2008](#)).

4 Conclusion

That the methodological strategies that teachers apply in linguistic development in children are carried out through songs, stories, and games, accompanied by stimulation of their speech, although some have pronunciation problems with letters or words, which What they do is accompany him in the way they say it without affecting their speech, according to the nursery schools, sometimes they must change with another letter or word that they can say, with simple and short phrases, but it is worrying that not everyone manages to apprehend this way. Linguistic skills in children are related to the manner and form of teaching in nursery schools, but it is also due to the materials that this may have at the time of generating a language activity, infants at this level are capable of using words that rhyme names letters and numbers, says most sounds correctly, except for a few (“g”, “f”, “s”, “r”, “l”, “ch”), so these results will They consider that the nature of children should be accompanied by language stimulation, being important the support of parents and communication between them. That the methodological strategies for the development of language skills in elementary school children are given by how the teacher carries out activities through songs, stories, and games, accompanied by stimulation of their speech.

Conflict of interest statement

The authors declared that they have no competing interests.

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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