



Didactic Strategies for Teaching Literacy in Basic Elementary



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Abstract

Literacy is considered the ability to read and write, or rather it is the teaching and learning of reading along with writing. These basic skills allow them to understand and communicate adequately both in writing and orally. The main objective of the research is to identify the didactic strategies for teaching reading and writing in the “8 de Noviembre” school in Canton Junín. This shows that its main problem is the lack of application of teaching strategies in the development of reading and writing in The Elementary Sublevel, for the application of theoretical systematization, allowed this research to support the main authors who will provide theoretical and scientific support to this study, it was based on the methodology of descriptive and explorative studies, with a quantitative approach, bibliographical and field, the scientific method and techniques such as observation, interview and survey were used with a population of 90 students and 5 teachers, with a probabilistic sample per stratum, that is, 50 students and 5 elementary school teachers, having as conclusions that reading and writing are very important skills at the Elementary sublevel and it is necessary for teachers to look for alternatives and adapt innovative strategies to promote these skills effectively.

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1 Introduction

The teaching of reading and writing manages to be important in the different sublevels of basic general education, due to how elemental language is in the comprehensive development of the child, on which the entire linguistic process is based. Literacy is considered the ability to read and write, or rather it is the teaching and learning of reading along with writing. These basic skills allow them to understand and communicate adequately both in writing and orally, leading us to Identify the didactic strategies for teaching literacy in the “8 de Noviembre” school in Cantón Junín, this shows that their main problem is the lack of application of didactic strategies in the development of Reading and Writing in the Elementary Sublevel, due to its importance in the integral development process, since at this stage students acquire the fundamental skills for the development of their learning. Literacy is a process that involves the ability to read with comprehension as well as the ability to express oneself in writing clearly and coherently. In this sublevel, students are in the initial stage of their learning to read and write, so it is necessary to provide them with a base with correct teaching strategies that allow them to develop decoding, reading comprehension and written expression skills, through the use of interactive games, reading aloud activities, writing texts and stories, collaborative writing activities, use of technological and multimedia tools, among others that awaken interest and passion for reading and writing and provide constant feedback and adapt the activities to the needs and individual learning rates of each student.

The methodology was proposed under a descriptive design, with a quantitative approach, with a bibliographic and field type approach, the scientific method and techniques such as observation, interview and survey were used with a population of 90 students and 5 teachers. with a probabilistic sample per stratum, that is, 50 students and 5 elementary school teachers, with the conclusions that the current situation of the students of the Elementary Sublevel show deficiencies due to the limited use of all types, techniques and reading levels; In addition, the use of traditional strategies is perceived, which has caused deficiencies in reading and writing, which is why it is necessary for teachers to look for alternatives and adapt innovative strategies to promote these skills effectively..

2 Materials and Methods

The study has a quantitative approach. For [Sanchez Flores \(2019\)](#) the quantitative approach is called this because it deals with phenomena that can be measured using statistical techniques for the analysis of the data collected. The research has a documentary-bibliographic scope that emphasizes the review of information that allows the construction of the theoretical framework and is also oriented towards field research, since it involves data on the reality of the educational environment. [Indeed \(2022\)](#), mention that research techniques are “Field techniques that are techniques with which information can be collected and which will be studied later, in accordance with the purposes of this research.” The technique that was used in the research is the interview aimed at teachers whose instrument is the questionnaire for collecting information to determine what methodologies apply in the pedagogical process of reading-writing, with the observation guide it allows diagnosing the level of understanding. reading in students. The study population is the 90 students that correspond to the entire November 8 school in Junín Canton, with a sample of 50 students and 3 teachers that corresponds to the basic elementary school for the respective diagnosis of the teaching strategies applied by the teachers in the basic elementary school as indicated by the research topic.

3 Results and Discussions

Teaching strategies are a set of methods, tasks, that the teacher uses in the classroom [Guaraca Campoverde \(2022\)](#), mentions that these serve to carry out, explain, understand, motivate, stimulate, and guide the teaching-learning methods since They are sequential processes of ordered and systematized forms of different activities, establishing the way of teaching to achieve student learning. Furthermore [Ribadeneira \(2020\)](#), defines strategies as instructions oriented, formalized, and organized to obtain specific goals. This is how these are a oriented and organized process, of procedures and techniques to develop learning in students. Figure 1 shows some types of teaching strategies.

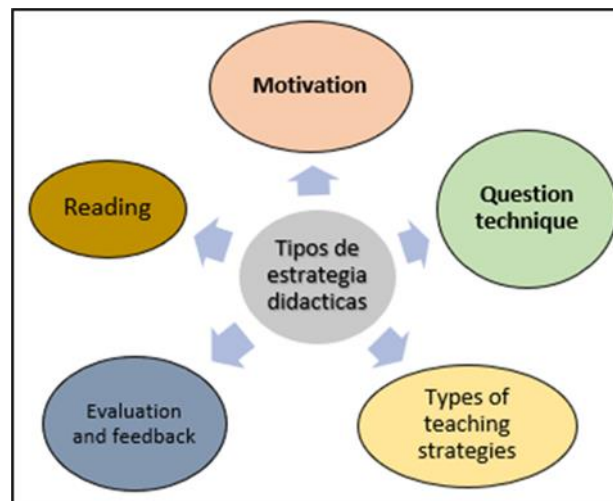


Figure 1. Types of teaching strategies
Source: (Cañizales, 2004)

Each of them plays a role in the teaching process of students. Reading, for example, is defined as an act of formal learning, which is why the school and teachers must be trained to initiate and motivate students in this process. process (Norway, 2018). Knowledge is transferred through teachers, however. These strategies have become tools that seek to improve educational quality, although it is not a new technique, but it is little applied in the classroom. The teacher is the mediator between knowledge and the student, who the use of appropriate teaching materials allows the student to acquire new significant learning. It is favorable that institutions use those strategies in conjunction with the relevant teaching resources to specifically strengthen literacy skills.

Reading comprehension is essential in the reality of the classroom, in all areas of knowledge and at different school stages (Núñez-Naranjo et al., 2021). Motivation to read makes it easier for students to develop their reading and writing skills, and is an efficient way to learn; Likewise, teachers must acquire updated and appropriate knowledge to apply in the various teaching techniques and procedures to work on adequate teaching material. UNESCO in its fact sheet points out that more than 100 million children and adolescents are not reaching the minimum levels of reading proficiency (UNESCO, 2022). While UNICEF mentions that four out of every five sixth grade students in Latin America and the Caribbean (LAC) do not reach the minimum level of reading comprehension (UNICEF, 2022). In Ecuador, basic education students are below the regional average in reading comprehension (UNESCO, 2019).

The study in question presents difficulties in reading and writing skills, this shows that one of the main shortcomings in the teaching of LITERACY WRITING has been the lack of knowledge of teaching strategies and resources that the teacher must apply for this purpose. Thus, the research is based on the way in which the Teacher applies strategies in the teaching process, and that they are not updated by the changes that education is experiencing today, changing the routine and rigorous processes of traditional education, in the one that needs to be innovated. For Martínez Aguilar et al. (2019) Teaching strategies are defined as the union of broad and general guiding actions, which teachers specify and adapt to their pedagogical work, in order to achieve proposed educational goals to produce new and better knowledge in their students.

According to the Royal Spanish Academy Academia (2021) it mentions that reading refers to the action of reading, that is, the process by which the meaning of a text is demonstrated. According to some authors, reading can be understood as it is defined (Zambrano & Rivadeneira, 2023). Reading is the word used to report an interaction, which is why the meaning compiled by an author in visual stimuli becomes the meaning of the mind. of the author. On the other hand, reading is a process of interaction between the reader and the text to understand a written text.” Reading is not only about decoding, but it also gives a unique and personal meaning and interpretation to what we read. Teaching strategies are procedures that allow teachers to apply them in their teaching-learning process, through methods and techniques, in order to be able to carry out the educational process where students have to develop capabilities to achieve their learning (Hernandez & Guarate, 2017).

In the interview with the Teachers, the answers are aimed at knowing what teaching strategies they use in learning reading and writing and how children at the basic elementary sublevel develop their skills and abilities in the different areas of child development, such as fine motor skills and thick, the emotional and social development and above all the part of hearing and language, Table 1 shows some of the questions asked to the teachers.

Table 1
Questions asked to teachers

Ask	Answer
What is the literacy teaching process like today?	The process is very complex, children after the pandemic have limited themselves to strengthening reading and writing, there is very little support at home, but they work with strategies such as: small fragments, slow reading, participation in reading syllables orally, creating songs with vowels and the alphabet, taking into account intonation, diction and fluency. As well as graphing the letters on individual sheets.
What methods and techniques do you rely on to teach the literacy process?	To provoke greater and application in learning in reading and writing, it is done through development through short dictations and in a slow manner, accentuating pronunciation, so that children master writing and graph the letters well, and it is also done out loud. For them to pronounce correctly, we also work with songs.
What literacy problem have you detected during your teaching practice in students at the Elementary sublevel?	Students have many spelling errors, slow reading, students confuse some letters, cannot separate syllables, and do not understand what they read.
What are the strategies that you apply in the classroom so that students listen clearly and concisely?	Be dynamic, moderate tone of voice so they can listen, focus on the topic, read clearly. Talk to them and listen to their questions.
Do you consider it necessary for teachers to be trained regarding the use of strategies or activities for the development of macro skills in Reading and Writing? Because?	Yes, the teacher specifically must be prepared and trained permanently with the aim of guaranteeing knowledge in the students. Likewise, the use of macro skills is important because it allows students to learn to communicate more easily. Also, training on the curriculum in Language and Literature so that they can better develop the contents.

Source: Teachers

It is recognized that literacy at the primary level is essential for the comprehensive development of students since it establishes the foundations for successful learning and contributes to their academic and personal growth. According to Semblantes (2021), teachers often encounter students who have difficulty reading and writing; presenting poor reading, they do not understand what they read or what they write, they have poor handwriting, there is no coherence in their sentences, however, teachers maintain that the process is complex, children after the pandemic have limited themselves to strengthening reading and writing, there is very little support at home, but they work with things like those shown in figure 2.

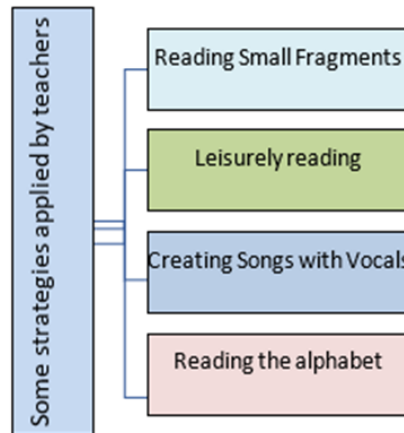


Figure 2. Some strategies applied by teachers

When teachers apply these, they consider intonation, diction and fluency. As well as graphing the letters on individual sheets, and according to observation, no significant development is seen in infants, there are limitations for both reading and writing, although in question 2 about the methods and techniques, which stick to using strategies too common for parents to help at home; However, there are no satisfactory answers, we work in short dictations and in a slow manner, emphasizing the pronunciation, so that the children master writing and graph the letters well, in addition it is done out loud so that they pronounce correctly, we work also with songs (Wen & Walters, 2022; Thompson & Childers, 2021).

It was found that students have difficulties decoding words fluently, they present slowness in reading, confusion with similar words and lack of automation in the recognition of phonetic patterns. Currently, the difficulties that arise in reading and writing arise when the student meets the written text, since this arouses boredom, fear, indifference, and attitudes that some teachers try to avoid by carrying out classroom activities focused on oral communication (Sánchez, 2022). Teachers at this level carry out dynamic classes with recreational activities, a moderate tone of voice so that they listen, concentrate on the topic, and can read clearly, and they also talk with them to listen to their doubts (Zambrano-Fernández & Navarrete-Pita, 2023). Didactic strategies as an element of reflection for one's own teaching activity offer great possibilities and expectations for improving educational practice. This leads us to understand that the problems of reading and writing must be given a lot of attention in elementary education, especially because it is fundamental for the comprehensive development of children, because all education is developed from good language and good writing (Ten Dam & Volman, 2004; File & Gullo, 2002).

It was noted that teachers must be trained regarding the use of strategies or activities for the development of macro skills in reading and writing. Nunez García et al. (2021), because education constantly evolves, this will allow the application of updated didactic procedures and tools in the teaching-learning process. Those interviewed at the elementary sublevel considered that among the causes that undermine the promotion of literacy in classes are that not all teachers are didactically trained to promote didactic strategies for teaching literacy in their classes. The literacy teaching process presents gaps since students do not recognize some phonemes, and their reading is syllabled due to the pandemic. Another difficulty is traditionalism in classes, because there are difficulties in teaching resources, in addition to the little family and community support to encourage reading. In this sense Laínez (2022), mentions that teachers have little training regarding the use of new teaching strategies to apply them in literacy classes. This reaffirms what was said by Comenio (1998) cited by Abreu et al. (2017) in relation to didactics, which is essential for the development of teaching and obtaining positive results, playing an essential role in the effective transmission of knowledge (Salceda et al., 2014; Pressley et al., 1997).

The observation analysis reveals that few students have an acceptable level of reading and writing skills. However, a significant group of students show a need for additional support. These results are aligned with various studies that have highlighted the close relationship between reading and writing. Reading can be understood as a complex and interactive mental process that requires psycholinguistic skills to decode and understand (González Ramírez et al., 2020). It can be assumed that the reader is the one who constructs the meaning and interprets it based on his or her prior knowledge schemes and the new information presented in the text (Estaba & López, 2022; Noriega Vidal, 2018; Hurtado et al., 2018; Patricia, 2022; Sánchez Cruz et al., 2022).

The information collected from teachers through an interview affirms that the literacy teaching process presents gaps since students do not recognize some phonemes and their reading is syllabled due to the pandemic. MINEDUC (2021), mentions that it must be kept in mind that children are not born knowing how to decode words, they do not know how to read or write innately. So that they can become great readers and have good habits will depend largely on the motivation they receive from their environment (López, 2020; Hernández Segura et al., 2022; Lema Ruíz et al., 2019).

When students work on reading in Educational Institutions, they have great opportunities to practice these new skills correctly, but they need good support at home so that they not only learn to read, but also to be good readers. From the point of view Télcan & Telcán (2018), teaching strategies are important and necessary in the teaching-learning process, since they allow students to relate the contents taught by the teacher in the classroom, as well as allows improving cognitive knowledge and the emotional part of the student. Using teaching strategies, the teacher achieves a facilitating resource for teaching literacy since it allows students to improve their predisposition and academic performance (Arias González & Covinos Gallardo, 2021; Condori-Ojeda, 2020).

Finally, according to the results, it can be suggested that the application of good didactics in the reading-writing process allows for the effective and strategic use of all the materials, tools and techniques available to facilitate the learning of reading and writing. This involved selecting and appropriately using books, texts, visual and technological materials, interactive activities, educational games, among others, with the aim of creating an environment conducive to the development of reading and writing skills in students. It is therefore necessary to carry out different teaching strategies that motivate and interest students to introduce them to the exciting world of reading and writing (McClelland et al., 2006; Geary et al., 1987).

The diagnosis of the current situation of the students of the Elementary Sublevel was carried out and it was determined that the students show deficiencies due to the limited use of all types, techniques and reading levels; In addition, the use of traditional strategies is perceived, which has caused deficiencies in reading and writing. Reading and writing are very important skills at the Elementary sublevel and deserve attention. Although the school needs teaching resources, it is important that teachers look for alternatives and adapt innovative strategies to promote these skills effectively. Using a variety of innovative strategies, such as project-based learning, role-playing, the use of educational technology, and cooperative learning, you will be able to maintain attention and motivate students by offering diverse and stimulating learning experiences. It was achieved providing a wide range of books and texts appropriate for the age and reading level of students is essential. This includes stories, poems, informational books, among others; In addition, cards were created that can contain reading and writing exercises that focus on specific letters, words, or phrases, as well as cards with key words that students can use to form sentences and paragraphs (Conesa et al., 2022; Landerl & Kölle, 2009).

4 Conclusion

Didactic strategies for teaching literacy at school were identified in the “8 de Noviembre” school in Junín Canton, meeting with teachers who often encounter students who have difficulties reading and write; presenting poor reading, they do not understand what they read or what they write, they have poor handwriting, there is no coherence in their sentences, however, the Teachers maintain that the process is complex, the children after the pandemic have limited themselves to strengthening reading and writing having very little support at home. The Strategies that Teachers use is: Small fragments, slow reading, participation in reading syllables orally, creating songs with vowels and the alphabet, taking into account intonation, diction and fluency. As well as graphing the letters on individual sheets. We work on short dictations and in a slow manner, emphasizing pronunciation, so that the children master writing and graph the letters well. In addition, we do it out loud so that they pronounce correctly. We also work with songs.

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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