



## The Quality of Reading and Learning in Basic General Education Students: Case Study



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### Abstract

The investigation was related to the quality of reading and learning in basic general education students: The case study had the objective of investigating the level of reading comprehension and determining their learning difficulties in the following institutions: "Oswaldo Castro" Educational Unit, "Raymundo Aveiga" Educational Unit, "Gonzalo Abad" Educational Unit and "Cinco de Mayo" Fiscomisional Educational Unit of the city of Chone. For information purposes, the research had a quantitative approach with the purpose of generating statistics based on the results obtained during the implementation of the knowledge test for students and a survey for language and literature teachers. The results presented show the students were able to infer the content of the reading, evidence that they do not practice reading in class, at home, or in other places. That is to say, there is a real disinterest and/or lack of motivation for reading. Finally, it is presented as conclusions the heterogeneity of the strategies used in the teaching-learning process of reading is evident, where there is no unanimous criterion on the part of the teachers related to the way of teaching reading.

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## 1 Introduction

One of the most noble tasks of the teacher is the teaching of reading, teachings that will forever mark the future of their students. Basic education is an educational level where objectives are met in the social, intellectual, emotional and motor areas, closely related to the student's preparation for regular schooling. However, the constant evolution of society causes teachers to formulate new questions related to how they should address this problem, questions that are related to their work, and questions such as: What strategies should be used to improve the reading quality in their classrooms? students? How to include parents in the educational process? How to motivate students to read? These questions are not an easy task nor do they correspond to a single person, it is about working together with the educational community (Valiandes, 2015; Sonnenschein & Munsterman, 2002).

In this sense, it is an urgent task for Language and Literature teachers to investigate the reading quality of students. The purpose of the research was to determine the quality of reading and learning in students of institutions such as: "Oswaldo Castro" Educational Unit, "Raymundo Aveiga" Educational Unit, "Gonzalo Abad" Educational Unit and "Cinco de Mayo" Fiscomisional Educational Unit " from the city of Chone. Determine the impact that reading teaching methods have on learning.; For this purpose, a knowledge test was implemented to define the traits or ways of learning of each student. For Arias (2020) Students do not have a similar learning style, which poses challenges for planning and instructional design that responds to their needs (p. 85).

The objective was to investigate the level of reading comprehension and determine their learning difficulties. Encourage and support access to training in quality reading, as a condition and support for learning at the EGB level. The methodology used during the investigation had the purpose of developing a set of procedures that allowed analyzing the different scenarios in which the learning of reading takes place at the level of Basic General Education, implementing instruments that allowed each of the educational institutions to be evaluated. involved. The proposed instrument sought to establish the criteria and indicators that relate to reading and the methods used by the teacher; on the other hand, the knowledge test sought to identify the quality level of reading in the students (Pedaste et al., 2015; Hänze & Berger, 2007).

Based on the above, it is considered that the research related to the quality of reading and learning in basic general education students in the participating educational units emphasizes that, fundamentally, the center of teaching activity is knowing the form how their students develop their activity in a more productive way for them. Within the research, it was also considered that the teacher must plan and implement strategies so that his students build their knowledge and, in this way, improve the quality of reading and learning (Van Dinther et al., 2011; Deng et al., 2021).

Sometimes the question is raised regarding the implications of being a teacher in the current educational system. This being a legitimate question, without a doubt a frank analysis is required that leads to finding sincere answers that strengthen the reasons why this profession was chosen, answers that are based on the sincere relationship that must exist between teachers and students. The teaching activity occurs daily and, in any place, it is observed that the teachings can have diverse scenarios, as well as contents that nourish the students' thinking.

Seen in this way, research related to the quality of reading at the level of Basic General Education students is very important, since reading constitutes the very essence of the learning process (Cheng et al., 2009; Haerens et al., 2015). About the topic, theoretical elements have been taken that are considered interesting to summarize and where significant contributions such as Rosero et al. (2020), point out that the didactic process has become of utmost importance in the first years of teaching-learning. of reading (p. 643). From this perspective, the quality of reading will always depend on the didactic process and the skills that children develop in reading.

The didactic process through reading skills is represented as one of the main challenges that preschool and basic education schools must work towards the improvement and development of didactics that allow great theories to be brought together in the teaching and learning processes. and in this way improve the educational quality of the child (Morales et al., 2020). Therefore, it is essential to develop pedagogical updating activities that guide the teacher's effort to develop better and updated reading teaching strategies that contribute to the meaningful learning of reading, and, consequently, a better apprehension of the knowledge of other subjects. that make up the study curriculum.

It should be noted that the development of reading comprehension at the level of EGB students is the basis for them to be able to understand and learn other types of knowledge in the future. Unfortunately, currently, university students and adults can be seen having difficulty reading and, above all, understanding its content. By way of illustration, it is indicated that the strategies linked to the reading teaching process are based on the development of its quality, but above all on the fruitful relationship which must exist between the quality levels of reading and students' learning processes (Förster et al., 2018; Trent et al., 2003).

The term reading quality is considered to have a connotation that goes far beyond semantics. The development of this skill at the level of basic education students is considered of transcendental importance since its adequate learning marks the future of these children. Hence, motivating its permanent practice is one of the most important tasks of teachers, at the same time enabling training scenarios aimed at reading exercises to strengthen students' knowledge about themselves. According to [Lara & Pulido \(2020\)](#), modifying scenarios is also viable and vital in changing the conception of reading (p. 42).

However, teachers generally agree that there is a diversity of perceptions regarding the strategies used to teach reading. There is no uniformity or specific axis which guides the teaching work. Rather, there is a diversity of isolated pedagogical efforts within the framework of teaching this skill, even more so when it comes to basic education students where reading quality indices, in general, are low ([Candela-Santos & Reyes-Meza, 2022](#)).

By way of illustration, it is indicated that within the classroom there is a diversity of students and each of them comes from a different environment and social condition. From this point of view, there are various factors which influence the learning of reading. Conditions related to lack of attention, behavior, nutrition, lack of parental collaboration, teacher methodology, the affinity of work groups, disabilities that a child could eventually have, infrastructure conditions of the school, among others.

## 2 Materials and Methods

The research adopted a quantitative approach, to investigate the level of reading comprehension and determine their learning difficulties. Encourage and support access to training in quality reading, as a condition and support for learning at the Basic General Education level. Present results related to the implementation of information collection instruments such for example, a survey of Language and Literature teachers and a reading test for students of the following educational institutions: Unidad Educativa "Oswaldo Castro", Unidad Educativa "Raymundo Aveiga". ", "Gonzalo Abad" Educational Unit and "Cinco de Mayo" Ficomisional Educational Unit of the city of Chone. The population and teaching sample are detailed in Table 1.

Table 1  
Language and literature teaching population

Educational institution	# Teachers
"Oswaldo Castro" Educational Unit	1
Educational Unit "Raymundo Aveiga"	3
"Gonzalo Abad" Educational Unit	1
Ficomisional Educational Unit "Cinco de Mayo"	2
TOTAL	7

Source: Survey of teachers

A random sampling of students belonging to the educational units is detailed in Table 2.

Table 2  
Student population

Educational institution	# Students
Educational Unit "Oswaldo Castro"	10
Educational Unit "Raymundo Aveiga"	10
"Gonzalo Abad" Educational Unit	10
Ficomisional Educational Unit "Cinco de Mayo"	10
TOTAL	40

Source: Student reading test

### 3 Results and Discussions

#### *The learnings*

One of the most important components of the educational process is learning reading comprehension, which begins as the student learns and practices, whether at the institution or home. However, learning can be developed depending on the conception of learning that each student has, that is, the learning styles, which are specific to each one of them. The existence of different ways of learning to read can be summarized below, depending on how comfortable the student feels. By way of illustration, it is considered that learning to read is intrinsically related to learning to write, therefore, if the child speaks badly, then he writes badly.

To the problem presented, it can be said that the reading learning process is more effective when the teacher can insert the child in an environment rich in significant stimuli that involve reading activities and that also tend to develop the child's oral language. Regarding learning and understanding the orthographic code, it helps the child to start reading, to decoding, even if he does not understand what he reads. The majority of student learning finds its explanation in motivation, whether intrinsic or extrinsic. In this regard, [Fabiana et al. \(2022\)](#), points out that behavior, decisions, attitudes and even feelings obey certain motivations for learning (p. 479).

Although the development of reading is indeed accompanied by adequate development of oral language; In this sense, each child is encouraged to acquire the sounds of language (phonemes), for their natural psychological development, the increase in their interpersonal relationships and finally strengthen academic performance; taking into account that the individual is the only living being that can organize ideas, develop understanding processes and emotions through speech ([Flores et al., 2022](#)).

When referring to reading competence, the teacher must work early through the total participation of children in reading exercises. It is considered that the daily practice of reading and the incorporation of the family into the school environment generates profound ties that generate active participation of the child. As an important part of the reading-learning process, it is necessary to identify the level of prior knowledge that the student has. This is what [Ausubel \(1983\)](#) states, who maintains that student learning depends on the previous cognitive structure that is related to the new information. "Cognitive structure" should be understood as the set of concepts, and ideas that an individual has in a certain field. of knowledge, as well as its organization. In the learning orientation process, it is vitally important to know the student's cognitive structure; It is not only about knowing the amount of information it has but also what concepts and propositions it handles, as well as its degree of stability.

Learning to read at the beginning of the educational process is of relevant importance, since at this stage where the teacher can develop in the child the habit and love of reading, through the implementation of recreational activities, both the parent and the parent. The family and the teacher can do coordinated work to improve reading comprehension and in this way improve the student's general performance. The use of different methodologies and types of reading allows the execution of an indeterminate number of exercises related to reading, which minimizes the barriers that students have formed over time and has made reading a tedious activity. and boring without practical use.

#### *Analysis of results*

Based on the reading "Today I took my colored kite to the field", the information obtained is recorded in Table 3 that an average of 3.75 students evaluated under this modality were able to relate their response to the meaning of the phrase "Blow little", of In the same way, it was determined that an average of 2.5 students who were evaluated knew how to relate this option to the proposed phrase and an average of 4.0 students determined that this option is the most appropriate and is related to the proposed phrase.

Table 3  
Evaluation through sentences

Literal	UE1	UE2	UE3	UE4	Media
The kite	2	5	2	6	3.75
Field	1	2	3	4	2.5
Wind	3	4	4	5	4.0

Use: UE1: "Oswaldo Castro " Educational Unit, UE2: "Raymundo Aveiga" Educational Unit, UE3: "Gonzalo Abad" Educational Unit, and UE4: "Cinco de Mayo" Fiscal Educational Unit.

Source: Student reading test

The data consulted to the question about who played hide-and-peek, in Table 4 it was evident that an average of 4.25 students evaluated identified that the kite played hide-and-peek, while an average of 4.0 indicated their adherence to the game of hide-and-peek wind made it, while an average of 3.25 students considered that the clouds were playing hide-and-peek

Table 4  
Evaluation through games

Literal	UE1	UE2	UE3	UE4	Media
The kite	3	5	2	7	4.25
Field	2	3	5	6	4.0
Clouds	2	3	4	4	3.25

Use: UE1: "Oswaldo Castro" Educational Unit, UE2: "Raymundo Aveiga" Educational Unit, UE3: "Gonzalo Abad" Educational Unit, and UE4: "Cinco de Mayo" Fiscal Educational Unit.

Source: Student reading test

The data consulted to the question about who played hide and seek, in table 5 it was evident that an average of 5.75 students evaluated recognized characters such as the boy and the kite, while an average of 2.0 recognized characters like clouds and kite. On the other hand, an average of 3.75 students recognized characters like the kite and its tail.

Table 5  
Character recognition evaluation

Literal	UE1	UE2	UE3	UE4	Media
The boy and the kite	5	6	4	8	5.75
clouds and kite	2	1	2	3	2.0
The kite and its tail	2	5	4	4	3.75

Use: UE1: "Oswaldo Castro" Educational Unit, UE2: "Raymundo Aveiga" Educational Unit, UE3: "Gonzalo Abad" Educational Unit, and UE4: "Cinco de Mayo" Fiscal Educational Unit.

Source: Student reading test

Table 6  
Event recognition evaluation

Literal	UE1	UE2	UE3	UE4	Media
The boy returned home alone	4	3	5	4	4.0
The boy and the kite returned home	6	7	5	8	6.5
The kite went home	4	5	3	2	3.5

Use: UE1: "Oswaldo Castro" Educational Unit, UE2: "Raymundo Aveiga" Educational Unit, UE3: "Gonzalo Abad" Educational Unit, and UE4: "Cinco de Mayo" Fiscal Educational Unit.

Source: Student reading test

In order to determine what happened when the wind stopped blowing? Table 6 showed that an average of 4.0 students considered that the boy returned home alone, an average of 6.5 considered that the boy and the kite returned home and finally an average of 3.5 students consulted indicated that the kite returned home went home.

As an analysis of the reading models used by teachers, the survey had the objective of establishing the criteria and indicators that relate reading and comprehension to learning performance. Likewise, the particularities of the models referring to the descending reading processes that teachers work with their students in the participating institutions are detailed, where the sample was made up of 7 language and literature teachers who carry out their functions at the EGB level in the aforementioned educational institutions.

Synthesizing the most significant data for each of the items indicates that within the reading models referring to the descending processes with which the teacher works with his students. Significant data is the Letter Process and its meaning where an average of 3.6 teachers use it to teach their students to read; on the other hand, an average of 5.4 teachers use prior knowledge to establish anticipations about the content of the text. It should be noted that methodologies such as Identification of letters, Processing of letters to arrive at their meaning, Based on hypotheses and prior anticipation, the text is processed for verification and Searching for the lexicon itself, are not used by teachers.

According to the information synthesized regarding the interactive processes in teaching reading that teachers use in their classes, it was evident that in aspects such as the Reconstruction of the meaning of the reading text, an average of 4.6 teachers indicated that they have adopted This methodology, it is also evident that an average of 3.2 teachers indicated that they understand the reading through prior knowledge and the content of the text and an average of 2.5 teachers work on linear reading.

Regarding the models of ascending reading processes where the teacher evaluates aspects related to the elements of the text, inferences, recognition and the meaning of the text. The information indicates that an average of 5.6 teachers expressed its practical usefulness, that is, they teach based on component elements of the text, starting with the letter, word, and phrases. At the same time, an average of 3.4 teachers identified inferences as a work strategy, while an average of 4.4 teachers indicated that they work on letter recognition and finally an average of 1.2 teachers maintained that the meaning is in the reader.

Regarding the methods of teaching reading in general and the alphabetic method in particular, the information indicated that an average of 6.4 teachers developed exercises based on the Sound of the alphabet and words, in the same way, an average of 7.2 teachers exercised reading based on of Combining vowels and consonants, memorization exercises an average of 1.2 teachers and finally an average of 4.0 The information related to the use of the phonetic method as a work strategy for teaching reading at the basic education level, where it is evident that an average of 6.5 teachers deepened their work in learning vowels and consonants with the image of the object and word, separating by the letter being taught, at the same time an average of 1.2 teachers worked on combining the consonants with the vowels giving rise to different sequences.

Regarding the use of the syllabic method, the data shows that an average of 7.6 teachers deepened their work in aspects such as the use of the Syllable constructed with the vowel combined with a consonant, while an average of 3.2 teachers prioritized their work based on first the vowel is apprehended, in aspects such as the combination of consonants with vowels, also the inverse form corresponds to the average of 6.2 teachers and finally an average of 7.2 teachers based their work on the construction of words that combine the syllables presented.

### Discussion

The most palpable difficulties that the Ecuadorian educational model presents is the low level of quality in reading and, consequently, in student learning, especially at the level of basic general education. An important segment of students, historically speaking, never developed a reading habit or did so in a traditional way, due to the obsolescence of the reading methodologies and techniques used. In this regard, [Noro \(2019\)](#) "Obsolescence is wear and tear, loss of effectiveness and functions, as well as the progressive deterioration of methodologies that become obsolete and require replacement by others with greater effectiveness" (p. 3).

The research focused on investigating the quality of reading and learning in students, where the information presented allowed determining the reading models used by teachers to develop the teaching-learning process of reading comprehension. At the same time, it focused on diagnosing the level of reading comprehension of the students of educational institutions: "Oswaldo Castro" Educational Unit, "Raymundo Aveiga" Educational Unit, "Gonzalo Abad" Educational Unit and "Cinco de Mayo" Fiscomisional Educational Unit from the city of Chone.

At the level of the reading models used by teachers, a fundamental contradiction is established concerning the fact that the Language and Literature teachers in the participating educational institutions, despite having various reading methods such as inferential reading, recognition and/ or the meaning of the text, they do not implement them. Therefore, the level of learning is also low. The lack of dynamic teaching strategies makes the transfer of information to students difficult, much more so when it is a subject that requires developing reading habits. According to [Noro \(2018\)](#), it is indicated that to educate it is essential to define what is human and how it should be human. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (p. 1).

The results obtained made it possible to show that methodologies in which the letters must be processed to reach their meaning, reading exercises based on hypotheses and prior anticipation where the text is processed for verification and the lexicon itself is searched, and finally, use of prior knowledge to establish anticipations about the content of the text, is not used by teachers. It should be noted that the student's significant learning is directly related to the cognitive structure and previous learning. In this regard, [Ausubel \(1983\)](#) identifies that, in the learning orientation process, it is vitally important to know the student's cognitive structure; What are the concepts and propositions it handles?

At the level of reading exercises developed by the students, the information based on the reading test "Today I took my colored kite to the field", the results obtained from the evaluation through sentences, show that few students are evaluated under this modality that they were able to relate their response to the meaning of the phrase "It blows little." It was determined that a minority segment of students who were evaluated knew how to relate this option to the proposed phrase. By way of illustration, the fact that the students have not been able to infer the content of the reading shows that they do not practice reading in class, at home, or in other places. That is to say, there is a real disinterest and/or lack of motivation in reading, probably due to the reading model applied by teachers, who, have not provided good learning results to their students. In this regard, [Bravo et al. \(2020\)](#), maintain that it is of utmost importance that both parents and teachers, who are responsible for the training of the new generations, know the reasons for children's disinterest in reading, it is sometimes converted into real apathy and negative attitudes.

As part of the analysis, a comparison of performance was also carried out concerning the assessment obtained by the students in the knowledge test of the students involved. To determine the level of reading quality, it was evident that the students of the Fiscomisional Educational Unit "Cinco de Mayo" had a better performance than the students of the other participating institutions. Therefore, there are differences between students. This is because this group belongs to a segment of society that relates better to reading and learning. It is worth mentioning that the absence of reading and reading comprehension problems have their origin at home, in the class, in the teachers, in the state of education, in the study plans, and the presence of technology.

The results obtained make visible the fundamental contradiction that exists in the educational institutions involved, regarding the relationship between the quality of reading developed by students and the socio-economic environment where they live. The idiosyncrasy of our society still allows reading quality to develop depending on whether or not we have economic resources. Currently, the dynamics of society reduce space and support in educational work.

## 4 Conclusion

The research highlights the importance of the quality of reading in the teaching-learning process in students. It should be noted that the lack of reading comprehension is one of the main problems that the educational system has. Different authors consider the fact that, if students do not have an adequate level of reading comprehension, they will not have acceptable learning, which is why better strategies are required for the students to understand what they read.

The data presented evidence of the heterogeneity of the strategies used in the teaching-learning process of reading, where there is no unanimous criterion on the part of the teachers related to the way of teaching reading. It is precisely at this point that there is a clear divergence in the motivation to learn to read. It is evident that, at the level of the participating educational institutions, there is a clear difference in the results obtained, that is, students who have better resources go to the fiscomissional support institution, so they learn better.

Learning to read at the beginning of the educational process is of relevant importance, since at this stage when the teacher can develop in the child the habit and interest in reading, through the implementation of reading methods, both The parent and the teacher can do coordinated work to improve the quality of reading and thus improve the student's general learning. The use of the different methodologies and types of reading presented allows the execution of an indeterminate number of exercises related to reading, which minimizes the barriers that students have formed over time and has made reading an activity tedious.

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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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