

How to Cite:

Medina-Gorozabel, G. I., & Castillo-Bravo, E. F. (2022). Academic performance at the cognitive level in language and literature in higher basic students. *International Journal of Health Sciences*, 6(S4), 3572–3579. <https://doi.org/10.53730/ijhs.v6nS4.10632>

Academic performance at the cognitive level in language and literature in higher basic students

Glenda Isabel Medina-Gorozabel

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

Corresponding author email: glenda.medina@pg.ulearn.edu.ec

Eliecer Francisco Castillo-Bravo

Universidad Laica Eloy Alfaro de Manabí, Extensión Chon

Abstract--The objective of the research is to identify academic performance at the cognitive level in Language and literature in the Higher Basic students of the Carlos María Educational Unit, from Santa Rita - Chone. Experts have been warning for years that education in Latin America has serious deficiencies and this reality is verified in the reports that are made on the subject, in the PISA tests, showing that the levels are below the global standards of school performance. In the study, didactic strategies are proposed for the development of language and creativity in the teaching-learning process that led to improving reading and writing, to raise the cognitive level and develop knowledge in the expression of language. The research was explanatory in the field with a bibliographic review; the quantitative approach, using scientific, inductive, deductive, analytical, synthetic, and statistical methods. The results obtained even though teachers apply strategies to motivate students to practice the language, parents, even though they have completed secondary education and have mastery of reading; They do not spend the necessary time to help their children.

Keywords--academic performance, cognitive level, language, literature, basic education.

Introduction

The objective of the research is to identify the academic performance at the cognitive level in the area of Language and Literature in the Higher Basic students of the UE Carlos María, from Santa Rita - Chone in the period 2021-2022, which, according to the studies of the experts, who have been warning for years that education in Latin America has serious deficiencies and that reality is verified

year after year in the reports that are made on the subject. A study by the Organization for Economic Cooperation and Development (OECD), based on data from 64 countries participating in the Program for International Student Assessment (PISA), which indicates that the region is below global standards for school performance (Armas & Castro, 2017).

Due to the difficulties encountered in the PISA tests, the Ministry of Education, through the Ser Bachiller test (Senescyt, 2020), which is the instrument that evaluates the development of the aptitudes and skills that students must achieve at the end of intermediate education, intends to look at the cognitive level that the students have, highlighting language and communication; It should be borne in mind that in these last two years of the pandemic, education suffered a disparity despite the efforts of teachers who used resources and tools that facilitate learning.

Experts have been warning for years that education in Latin America has serious deficiencies and that reality is verified year after year in the reports made on the subject, showing in the PISA tests that the levels are below the global standards of school performance. The Ministry of Education, through the SER test, intends to look at the cognitive level that students have, highlighting language and communication; It should be borne in mind that in these last two years of the pandemic, education suffered a disparity despite the efforts of teachers who used resources and tools that facilitate learning. In the study, didactic strategies are proposed for the development of language and creativity in the teaching-learning process that lead to improving reading and writing, in order to raise the cognitive level and develop knowledge in the expression of language.

In some Latin American countries, studies have been carried out where the existing differences in the conceptualization of the language and its teaching by teachers who work at this educational level are valued (Arnáez, 2013). Learning enhances the development and construction of knowledge, according to (Tapia, 2022), the individual's cognitive system performs specific activities that refer to reasoning, information processing and immediate response generation, in the development of language the construction of knowledge is necessary through reading, because with it comprehension is enhanced, in addition to developing research training and skills at the basic level (Bonilla, Rodríguez, López, Gualacata, & Sánchez, 2022).

Method

This research has an approach quantitative, which allows analyzing the statistical results obtained from the numerical data collection process, for the understanding of the reality observed in the educational institution, in a rural education context. The level of research is explanatory, framed in the study of the two variables: independent (academic performance) and dependent (cognitive level) for the 2021-2022 school period. In this sense, the explanatory study dealt with the determination of causes and effects, through hypothesis testing (assessment of the demonstrative class).

The inductive-deductive method was used for the analysis of the problem: limited application of methodological strategies affects academic performance in the area of language and literature in upper basic. This problematic situation is described from the local and national level, for its general application and to the context and reality of the educational institution under study. method was also used analytical to know the details of the causes, nature and effects of the research problem, through the approach of specific objectives and the examination of the facts in the investigation; and, the synthetic method to summarize in a logical, sequential and structured way the main characteristics, results and conclusions of the investigation. As a research instrument, a demonstrative class observation sheet and a survey addressed to 35 students were used to investigate the perception of their learning and relate it to the cognitive level of the school grade under study, the teaching techniques and strategies used, and the motivation against the concepts acquired. This technique allowed us to observe and obtain relevant information about the school reality and describe possible solutions to the problem presented.

Discussion

With the objective of identifying the academic performance at the cognitive level of the area of Language and Literature in the upper basic students, the first question was related to the initial moment of the execution of the educational planning in the classroom to inquire about the attention of the students, showing the results in table 1.

Table 1. Use of playful dynamics in the initial motivation of a class to maintain the attention of students

Alternatives	Frequencies	Percentage (%)
Motivated.	18	51.4
Little motivated.	17	48.6

As can be seen, 51.4% of the students feel motivated when playful dynamics are used at the beginning of a class, maintaining attention during the subject under study, the remaining students (48.6%) express little motivation. In this sense, activities that promote playful actions such as the use of motivation at the beginning of a class encourage positive behaviors of "the promotion of effort, interest and motivation in the study" based on the adequate development of emotional competencies that prevents student dropout and negative results in short-term academic performance (Usán & Salavera, 2018, p. 107).

In the case of the second question, it was related to the perception of motivation in learning the subject of Language and Literature. The results of the observation are shown in Table 2.

Table 2. Perception of motivation in learning Language and Literature

Alternatives	Frequencies	Percentage (%)
Learning without difficulties,	31	88.5
Learning with few difficulties	4	11.5

As can be seen, 88.5% of the students surveyed present learning without difficulties when motivation is applied throughout the pedagogical process in the subject Language and Literature, while the rest presents few difficulties. Motivation processes in Language and Literature have the potential to encourage students from "the approach of sociocultural or transversal content and in the epistemological or conceptual content of the subject", allowing them to develop comprehension and analysis skills related to their context (Suárez -Robaina, 2021, pp. 18-19). Other authors identified elements that influence the study of the Linguistic Studies discipline in the Spanish-Literature major, in addition to the impact it has on the motivation to know the language and its structure, elements that contribute to linguistic training (Abreu, Barrera, Breijo, & Vichot, 2018).

Table 3 shows the recurrence in the use of strategies in the didactic process (relaxation, content presentation, reflection and feedback) during a demonstration class of Language and Literature.

Table 3. Application of relaxation, consolidation, reflection and feedback strategies in the understanding of Language and Literature

Alternatives	Frequencies	Percentage (%)
The student understands the entire planned process.	29	82.8
The student has little understood of the planned process.	6	17.2

As can be seen, 82.8% of the students understand the entire process planned by the Language and Literature teacher, regarding relaxation, consolidation, reflection and feedback strategies, while the rest have little understanding of the pedagogical process of the observed class. The didactic process proposed by teachers to induce significant learning of the language and communication in their students benefits from the use of strategies, describing that those who are taught with the use of these "suffer less stress, and these strategies are also mediators causing a lower effect of perceived stress on academic performance" and in relation to various affective-emotional motivation mechanisms (Valiente-Barroso, et al., 2020, p. 58).

Table 4 shows the result of the application of feedback strategies in order to activate knowledge associated with prior knowledge and drivers between contents of a didactic unit of Language and Literature.

Table 4. Application of feedback strategies in the systematization of knowledge

Alternatives	Frequencies	Percentage (%)
Always.	32	91.4
Sometimes.	3	8.6

As can be seen, 91.4% of the students systematize their knowledge when the teacher applies feedback strategies in each Language and Literature class, when

starting a topic or work session in order to activate their prior knowledge. The "multidimensionality" of feedback strategies understood from the functional complexity and the moments of the class "produce a formative effect on the future learning of both students" and "teacher assessments" (Canabal & Margalef, 2017, pp. 166-167), in addition, that if the context of the application of feedback strategies in students is very specific, that is, not transversal, "intra-situational modes of performance with a low level of generality and transfer to problem-situations are promoted innovative" (Carpio, et al., 2003, p. 102). Regarding table 5, related to the application of learning consolidation strategies in the development of language and communication, the results of daily application are shown.

Table 5. Use of language and communication consolidation strategies.

Alternatives	Frequencies	Percentage (%)
Always.	21	60.0
Sometimes.	14	40.0

As can be seen, 60.0% of students reinforce their learning in language and communication through consolidation strategies, while 40% do so only sometimes. Regarding table 6, related to the daily application of reading and writing to improve the reading process and expand the lexicon in students.

Table 6. Use of reading-writing to improve the reading process and acquisition of specialized lexicon

Alternatives	Frequencies	Percentage (%)
Frequently.	30	85.7
Uncommon.	6	14.3

As can be seen, 85.7% of the students consider that frequently the use of reading and writing improves their reading process and allows them to acquire a specialized lexicon, while 14.3% consider that the contribution that it gives them is infrequent. Regarding table 7, related to the motivation in the use of the dictionary as a didactic tool in the improvement of writing and knowledge of the semantics of words.

Table 7. Didactic use of the dictionary in writing and semantics

Alternatives	Frequencies	Percentage (%)
Frequently.	24	68.5
Infrequent	11	31.5

As can be seen, 68.5% of the students frequently use the dictionary as a pedagogical tool that improves their writing process (correction) and semantic conception (meaning) of words according to their school level, while 31.5% use it infrequent. Regarding table 8, related to the application of strategies for the acquisition of significant learning in language.

Table 8. Application of strategies for meaningful learning in language

Alternatives	Frequencies	Percentage (%)
Always.	34	97.1
Sometimes.	1	2.9

As can be seen, 97.1% of students perceive that meaningful learning strategies for language comprehension and expression are continuously applied in the classroom. Regarding table 9, related to the application of strategies for the acquisition of significant learning in language.

Table 9. Frequency of application of reading practices in the classroom

Alternatives	Frequencies	Percentage (%)
Always	22	62.9
Sometimes	13	37.1

As can be seen, 62.9% of students consider that significant learning strategies are applied regularly in the classroom for language comprehension and expression. Regarding table 10, related to school coexistence (norms, values and intentions of the community towards students) in the adequate development of language and communication.

Table 10. Application of school coexistence in language development

Alternatives	Frequencies	Percentage (%)
Highly motivates communication skills.	29	82.8
Motivates little communication skills.	6	25.0

As can be seen, that 82.8% of the students are highly motivated in communication skills when school coexistence is applied within a framework of norms, values and intentions abstracted from the community towards the students. In this sense, for the educational institution to be a safe and affective meeting place "it is necessary to believe and strengthen quality links between family and school" (Mendoza & Barrera, 2018, p. 99). To adequately develop the cognitive level, in Language and Literature, it must be mainstreamed with the application of school coexistence, promoting a safe environment for the pace of learning, considering the specific needs of students and their sociocultural context.

Conclusion

Through the analysis of the demonstration class of Language and Literature, it was evidenced that the use of didactic strategies promotes an optimal environment for the learning of high school students, promoting the systematization of the linguistic skills to be acquired, from the use of knowledge before the end of each subject, promoting an improvement in school performance. It was shown that the use of feedback as a teaching-learning strategy in Language and Literature promotes active learning in upper basic students, considering that it acts as a support link between the skills of the subject and the full scope of

communication skills up to the end of the school stage. It was found that the use of active methodological strategies that enhance the cognitive level, oriented in language and communication, with the support of educational resources such as texts and dictionaries, improves the reading-writing process in students, which has repercussions on an improvement in academic performance.

Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Abreu, Y., Barrera, A. D., Breijo, T., & Vichot, I. (2018). El proceso de enseñanza-aprendizaje de los Estudios Lingüísticos: su impacto en la motivación hacia el estudio de la lengua. *Mendive. Revista de Educare*, 6(4). Obtenido de http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1815-76962018000400610
- Armas, G. I., & Castro, C. E. (2017). Las técnicas de estudio en el área de Lengua y Literatura en calidad del rendimiento académico. Guayaquil.
- Arnáez, P. (2013). La enseñanza de la lengua desde la perspectiva del docente. *Paradigma*, 34(2), 7-29. Obtenido de http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1011-22512013000200002&lng=es&tlng=es.
- Bonilla, M. M., Rodríguez, M., López, N., Gualacata, A. K., & Sánchez, a. M. (2022). Training of Investigative Competencies at the Secondary Level: A Systematic Review. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1), 657-662. Obtenido de <https://www.int-jecse.net/data-cms/articles/20220317015249pm221078.pdf>
- Canabal, C., & Margalef, L. (2017). La retroalimentación: La clave para una evaluación orientada al aprendizaje. *Profesorado, Revista De Currículum Y Formación Del Profesorado*, 21(2), 149-170. doi:<https://doi.org/10.30827/profesorado.v21i2.10329>
- Carpio, C., Pacheco, V., Carranza, N., Flores, C., & Canales, C. (2003). Tipos de retroalimentación en el aprendizaje de términos metodológicos de la psicología experimental. *Anales de Psicología / Annals of Psychology*, 19(1), 97-105. Obtenido de <https://revistas.um.es/analesps/article/view/27891>
- Mendoza, B., & Barrera, A. (2018). Gestión de la convivencia escolar en educación básica: percepción de los padres. *Revista electrónica de investigación educativa*, 20(2), 32-102. doi:<https://doi.org/10.24320/redie.2018.20.2.1729>
- Senescyt. (2020). ¿Qué es el examen Ser Bachiller? Obtenido de <https://admission.senescyt.gob.ec/faq/que-es-el-examen-ser-bachiller/#:~:text=El%20examen%20Ser%20Bachiller%20es,a%20estudios%20de%20educaci%C3%B3n%20superior.>
- Suárez-Robaina, J. (2021). Realía con escritura: motivación y reflexión metalingüística sobre la L1 en la formación del profesorado. *Educação & Formação*, 6(1), 1-28. doi:<https://doi.org/10.25053/redufor.v6i1.3613>
- Suryasa, I.W., Sudipa, I.N., Puspani, I.A.M., Netra, I.M. (2019). Translation procedure of happy emotion of english into indonesian in kṛṣṇa text. *Journal of Language Teaching and Research*, 10(4), 738-746

- Suryasa, W. (2019). Historical Religion Dynamics: Phenomenon in Bali Island. *Journal of Advanced Research in Dynamical and Control Systems*, 11(6), 1679-1685.
- Tapia, H. (2022). Aprendizaje cognoscitivo impulsor de la autorregulación en la construcción del conocimiento. *Revista de Ciencias Sociales (RCS)*, XXVIII(Número especial 5), 2477-9431. Obtenido de file:///C:/Users/YO/Downloads/Dialnet-AprendizajeCognoscitivoImpulsorDeLaAutorregulacion-8471682.pdf
- Usán, P., & Salavera, C. (2018). Motivación escolar, inteligencia emocional y rendimiento académico en estudiantes de educación secundaria obligatoria. *Actualidades en Psicología*, 32(125), 95-112. doi:<https://dx.doi.org/10.15517/ap.v32i125.32123>
- Valiente-Barroso, C., Martínez-Vicente, M., Cabal-García, P., & Alvarado-Izquierdo, J. (2020). Estrés infantil, estrategias de aprendizaje y motivación académica: un modelo estructural predictor del rendimiento académico. *Revista de Psicología y Educación*, 15(1), 46-66. Obtenido de <https://www.revistadepsicologiayeducacion.es/pdf/185.pdf>