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Methodological strategies to improve school performance in language and literature

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Abstract---Reading comprehension is comprehensive and should be understood as a simple decoding, the objective of the research is to analyze the role played by teachers and parents of students in the use of methodological strategies related to the improvement of school performance of language and literature in high school students in the Trajano Centeno Rivadeneira educational unit of the Chone canton in the 2022 school year. Correlational descriptive research was applied, the deductive method, a quantitative analysis was carried out and two structured surveys were applied for parents of the children. Students and teachers; in addition to the bibliographic review for the analysis of the theoretical framework. It was obtained as a result that in the educational activities that are developed for the teaching of language and literature in the students, difficulties related to the techniques that guarantee the skills for student learning persist, as well as other problems associated with the lack of support from parents in motivating and stimulating the habit of reading in their children.

Keywords---Methodological Strategies, School Performance, Reading Comprehension.

Introduction

The role played by education is a basic pillar of the progress of society, academic performance is considered an indicator that is related to better health, a more productive professional and social career and as a factor that results in the improvement of families and communities (Duncan, Dowsett, & Claessens, 2007); (Kyunghée, 2010). Academic performance is an indicator of the level of learning achieved by the student, in this sense, it becomes an imaginary table of measurement for the learning achieved in the classroom, which is the central objective of education (Reyes, 2003).

Educational performance is a series where certain factors intervene, including the teacher's methodology, the individual aspect of the student and family support, among others. The action of the components of the educational process only has a positive effect when the teacher manages to channel them for the fulfillment of the foreseen objectives, the will of the student is an effort that is vital, otherwise one should not speak of academic performance (Martínez, Ferráz, & Bermudez, 2020). The traditional approach to language teaching, oriented towards grammar and the internal structure of a language, was based on the sophism of considering that only knowledge of categories and grammatical rules would make it possible to improve people's expressive use, but with the extension of compulsory education in recent decades to students belonging to social groups unrelated to school education, it has been proven that knowledge of grammar is not enough, but rather the precision of linguistic education aimed at improving the oral and written use of language. people (Arnáez, 2013).

Reading requires procedures, sequences of actions and processes that must be intentionally directed and harmonized with abilities, skills and cognitive actions, to acquire the construction of meanings and understanding. That is why it is necessary to know which are the strategies that most affect the level of comprehension, what is the use that students make of the strategies in relation to their level of comprehension and how comprehension and academic performance are related.

According to the data (National Institute of Statistics and Censuses, 2012) in Ecuador, a study applied to people aged 16 or older in 5 cities at the urban level is shown. In the results it was expressed that 26.5% do not have the habit of reading, among the reasons are the lack of interest, they do not need it, they do not have time, concentration problems, among others. In relation to the time dedicated to reading, 50.3% read between 1 and 2 hours a week, while 13.5% do so between 3 and 4 hours. By age groups, people from 16 to 24 years old are the ones who read the most with 83%, while those over 65 are the ones who read the least with 62%. It is important to note that 33% of young people do it to meet academic obligations, while 32% to learn about some subject. In general, it is not read for pleasure or self-improvement. The objective of the work is to analyze the role played by teachers and parents of students in the methodological skills related to the improvement of school performance of language and literature in middle school students in the Trajano Centeno Rivadeneira educational unit of the Chone canton in the school period 2022.

Method

An investigation was carried out at the middle school level on the methodological strategies to improve the school performance of language and literature in students, this topic currently involves students, parents and teachers in the process of the essential basic skills for the teaching of language and literature in students. The method chosen for the investigation is the deductive one, a descriptive correlational study was carried out, which aims to collect information on the study variables, to describe the characteristics of the students, with what their parents and teachers see on a daily basis. The sample was intentionally determined to be 40 parents of the students and 5 teachers of the middle school

level in the Trajano Centeno Rivadeneira educational unit of the Chone canton in the 2022 school year.

As a research technique, a structured survey was applied through a questionnaire, which allowed collect quantitative information to make an approximation to the role played by teachers, family members and students, in methodological strategies to improve school performance in language and literature. A bibliographic search was carried out with reliable information that helped to know the theoretical, practical and illustrative elements necessary to fulfill the pre-established objective.

Discussion

In the field of teacher training, it is common for a diversity of theoretical currents, methods and pedagogical models to coexist. In the didactics of the language, four basic linguistic skills are considered, represented in figure 1.

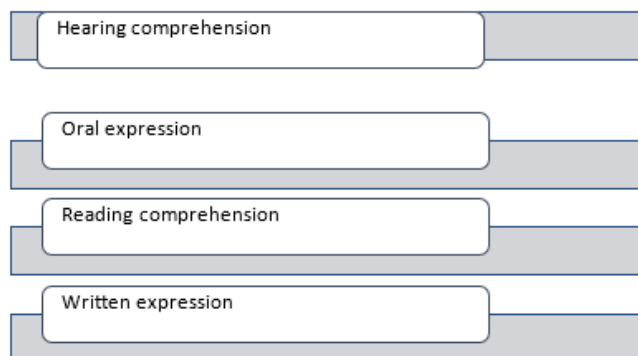


Figure 1. Basic linguistic skills
Source: Own elaboration based on (Maximiano, 2010)

The basic skills of oral communication are speaking and understanding. In parallel, the basic skills of written communication are writing and reading. These constitute the central axis of all didactic activity to teach oral language, help in the exercise of giving a lesson in oral expression and understanding its comprehension. Instructing the written language is teaching to write the expression and to read the reading comprehension (Padilla, Martínez, & Pérez, 2008).

Reading comprehension is integral since it is understood as a simple decoding, it implies limiting the purposes and the effects that reading has on learning (Solé, 2012). According to (PISA, 2006) reading is the ability to understand, use and analyze written texts to achieve the reader's objectives, develop their knowledge, possibilities and participate in society. Written expression is an essential aspect for the comprehensive training process of the student and its improvement as an essential aspect for their personal and professional future (Cedeño & Padrón, 2022), it contains linguistic structures of complete expressions in sentences and is analyzed with the grammatical properties that go beyond the framework of the

sentence, which are related to semantics and provide a substantial basis for the understanding, construction of texts and the study of the textual macrostructure in the different types of texts and uses of the language (Hernández , 2011).

Surveys aimed at parents

According to (Machen, Wilson, & Notra, 2005), parental involvement can help improve the quality of public school systems, based on the understanding that involved parents can provide a mosaic of opportunities for their children are successful in transit through school, attending to this, a survey was carried out on the parents of the Trajano Centono Rivadeneira educational unit of the Chone canton, which is represented in table 1

Tabla1. Encuesta dirigida a los padres

<i>Questions</i>	Frequency	Positive	Negative	Indifferent
Do you think your child likes to read?	40	21	8	11
Your child practices daily reading at home	40	20	5	15
Your child reads sporadically at home	40	22	9	9
Do you feel that the school has influenced your child's learning to read?	40	20	6	14
Do you think your child is able to understand what he reads?	40	10	17	13
You consider that your child's teacher applies methods that stimulate the habit of reading	40	11	14	15
You believe that the school library has the necessary resources to support the quality of your child's reading	40	4	26	10
How do you rate your personal support of your child's reading?		172	105	123

Considering the results of the survey carried out in relation to criterion d Regarding the parents about their children's preference for reading, it can be verified that 21 parents state that their children like to read; 5 parents state that they do not like reading and 14 of them are indifferent. At present, there is sufficient scientific evidence that supports the importance of reading aloud from an early age, which facilitates the child's development for literacy and the habit of reading started early in a pleasant way, either by parents or another member of the family, where a positive influence is exerted for intellectual and affective development. But there are alarming results with the indifference of parents regarding the teaching of reading, contributing negatively to the education of students. There is much research related to the role that a parent plays in teaching their child, as is the case of (Paradas, 2010), which states that the family is the educational nucleus of society and performs essential functions in the education of each member. that composes it, being the educational epicenter.

Considering the results of the survey carried out in relation to the criteria of parents with the practice that children do daily of reading at home, it was possible to show that 18 parents state that if there is a daily practice of their children in reading; while 9 parents express that there is no daily practice and in the case of 13 parents, their child's daily practice in reading is indifferent.

Promoting reading is a challenge that both the educational system and parents must face, since the practice of daily reading helps to expand the capacities of students and improve their chances of thinking clearly. Reading stimulates the imagination and creativity of students making them feel more interested in the things around them and in the culture. But it is necessary to improve and deepen the work so that parents understand the importance of their participation in the reading teaching process, explaining the importance of daily reading in students and that they are not indifferent to this educational situation.

Considering the results of the survey carried out in relation to the parents' criteria regarding the practice of reading sporadically at home, it was found that 25 parents state that their children do a sporadic practice of reading at home; 6 parents do not see that sporadic reading practice in their children and 9 parents seem indifferent to their child's sporadic reading practice at home. The most complex situation is repeated with parents who show indifference to the need to pay attention to the exercise of reading by their children. This means that for these parents reading has no meaning for the future of their children.

Reflecting on the results of the survey carried out in accordance with the criteria of the parents, on the influence that the school has exerted on their child's reading, it was found that 21 parents refer that the school has positively influenced the learning of your child's reading. It can be evidenced that most of the children make a sporadic practice of reading. It is significant to note that as a parent you must try to encourage your children to practice reading daily, dedicating time to it, knowing their tastes on literary topics, that children take reading as a game, since this can motivate the child to take love towards the act of reading. However, the problem persists in 11 parents who show indifference to knowing the influence of the school on their children's reading training.

Considering the results of the survey carried out in relation to the parents' criteria regarding the ability to understand what their children read, the results indicated that 20 parents do see their children's ability to interpret the reading; 6 parents state that their children do not understand what they read, and 15 parents do not care if their children understand what they read or not. It is good that children can understand reading since it is its inherent purpose for the creation of new knowledge, where the child being a reader uses different strategies that help him understand different texts, textual intentions, reading objectives and being able to solve multiple situations to make certain content their own.

Considering the results of the survey carried out in relation to the criteria of the parents, with respect to the methods that the teacher applies for the stimulation of reading habits in children, it was found that 22 parents do see the stimulation of teachers in their children to develop reading; 9 parents do not see this performance and the rest are indifferent to the situation.

Today's education professional must be an active part of the historical moment in which they have been living, be able to solve the performance problems that affect the educational reality and transform them, being the reading habit itself a pedagogical professional problem that must be solved in students, what is required of him as a future professional is to be a good reader, radiate culture, be aware of the main literary works, in other words, the exercise of reading must be part of the professional's actions.

Considering the results of the survey carried out in relation to the criteria of the parents, with respect to whether there are necessary resources in the school library to support the quality of children's reading, it was possible to demonstrate that 20 parents state that if they see the resources needed in libraries; 6 parents do not see the necessary resources to support their child's reading quality and 14 parents do not care if there are resources or not.

There is evidence of a high level of indifference from parents about the progress of the school to guarantee specialized spaces for reading. It is essential to know that one of the factors for the child to be successful lies in the presence and use of school libraries, which are responsible for providing adequate bibliographic material to promote information and ideas, in addition to providing the necessary skills for learning and the development of children's curiosity and imagination. Considering the results of the survey carried out in relation to the criteria of the parents, in relation to the personal support that is given to their children in reading, it was evidenced that 10 parents do personally support their children in reading; 17 parents do not support their children in reading and 13 parents are indifferent to the situation.

There is poor support from parents for promoting the habit of reading in their children. This situation implies an important concern regarding the support that parents should give their children in learning to read, it is necessary to create and promote the reading habit from the earliest years, which is the basis for literacy in any of the dimensions, physical, digital and ecological. According to (Rodríguez & Domingo, 2004), apart from favoring the formation of competent, critical people with the capacity for autonomous and cooperative work, the school also needs the collaboration of the family.

Considering the results in relation to the parents' criteria regarding whether they buy books for their children, it was stated that 11 parents do buy books for their children; 14 parents do not buy books for their children 15 parents are indifferent to buying books for their children. According to (Petit, 1999), it suggests that reading is not promoted in an equitable way for all people and its promotion is a social practice aimed at positively transforming the ways of perceiving, feeling, valuing, imagining, using, share and conceive reading as a sociocultural construction.

As stated above, the influence of the family on school performance provides the student with the construction of his character and personality, since parents are responsible for building habits in their children. Therefore, the apathy of many parents on the educational issue in infants must be eradicated and create mandatory monthly meetings for parents so that they have a brief overview of the

importance of reading in children. One of the ways that parents have to stimulate their children's reading is the acquisition of books, so that they invest part of their free time in the exercise of reading and thereby promote their comprehensive preparation.

In relation to the criteria of the parents, regarding whether there are libraries and spaces in their community that help in teaching their children to read, it was evidenced that 4 parents think that this type of space does exist; 26 parents state that there are no sites for teaching reading and 10 parents have been indifferent to this problem. The need that exists due to the lack of public libraries is alarming, these are necessary for cultural, recreational, and educational development. Libraries provide informational services within a context of inclusion and diversity, freedom, and peace.

The most worrying situation is related to the number of parents who show indifference regarding the situations and problems that their children have in relation to reading. It is necessary that educational institutions delve into carrying out activities aimed at parents to encourage concern and act in the interest of improving their children's reading development.

Survey addressed to teachers

Reading, like writing, is broken down into a series of skills that must be learned in sequence by all students. These skills must be directly observable, in such a way that it is possible to assess whether they have been learned (Vidal, 2016). Mastering written language lies in appropriating a categorical system of symbols and signs, whose mastery marks a crucial moment in the student's cultural progress (Montealegre & Forero, 2006). For this reason, a survey aimed at teachers was carried out, in order to obtain an idea about the lack of basic skills in the development of literacy and the results are expressed in figure 2.

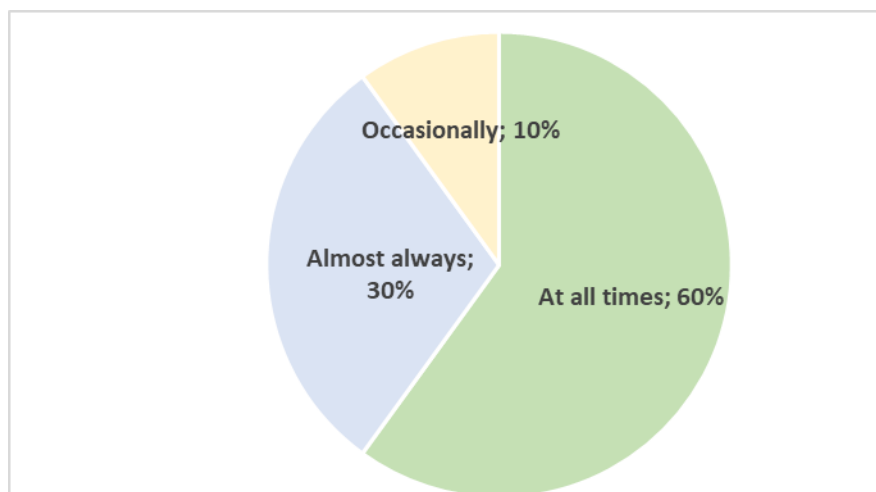


Figure 2. Incidence of the lack of application of skills for the development of literacy

It was found that 60% of teachers believe that the lack of basic skills affects at all times the development of literacy; 30% almost always and 10% state that occasionally. From what was observed, it was possible to demonstrate that there is a high acceptance of teachers in the lack of basic skills that affects the development of literacy, this is significant for the cultural development of the individual, where a series of psychological processes such as perception, memory, cognition, metacognition, inferential ability, and consciousness, among others. When evaluating the application of active strategies in the development of reading by teachers, the results are reflected in figure 3.

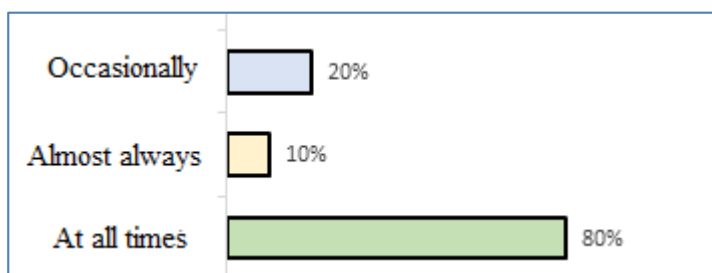


Figure 3. Application of active strategies in the development of reading

It was possible to show that 80% of teachers believes that active strategies for reading development are always applied; 10% almost always apply these strategies and 20% occasionally apply them. It can be evidenced that there is a high application of active strategies for the development of reading, that the same ones of teaching, which are the procedures that the teacher uses to make possible the learning of the student and those of learning that are the mental procedures that the learner follows to learn. In relation to how much the students know about the basic skills of reading development according to the teachers; the results are graphed in figure 4.

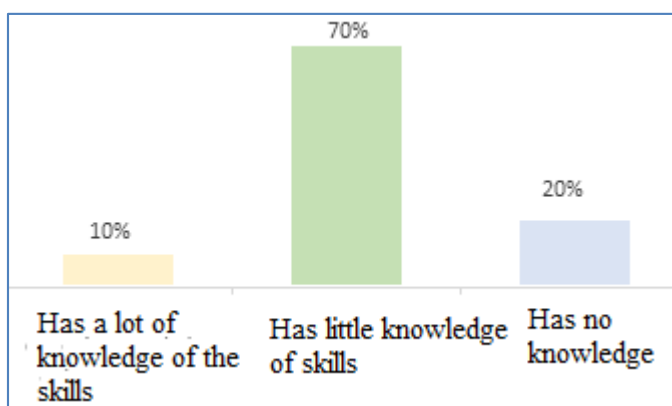


Figure 4. Knowledge of the students of the basic skills of reading development

Was able to verify that 70% of the students have little knowledge about the basic skills for the development of reading; 10% have a lot of knowledge of basic skills and the remaining 20% do not have knowledge of basic reading skills.

The results show that students have little knowledge of the basic skills of reading development and to eradicate this problem, teachers must do tutorials and apply learning methods so that students are not left behind in learning. In relation to the search for strategies to solve literacy problems, the results are reflected in Figure 5

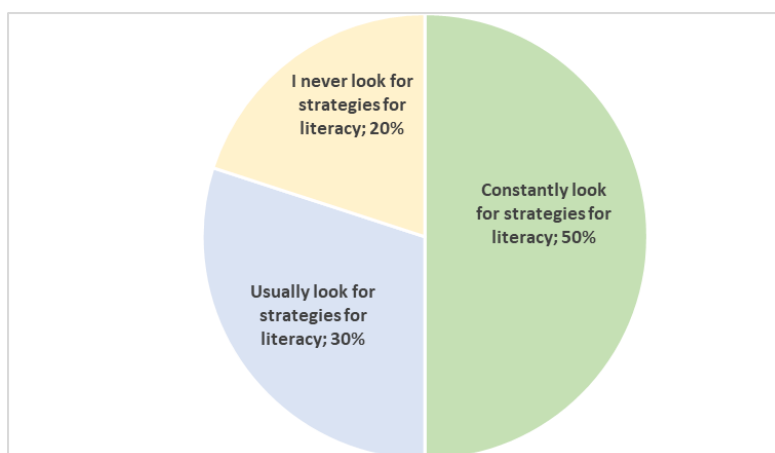


Figure 5. Search for strategies for literacy problems

It was found that 50% of teachers constantly seek the literacy strategies; 30% usually look for literacy strategies and the remaining 20% have never looked for literacy strategies. Didactic strategies for teaching reading in primary education is a topic that has concerned teachers, theorists, and researchers in the field of education. That is why the general objective of the teacher in the teaching and learning process of the written language must be that the student discovers for himself and that is that reading serves to provide information that can transform knowledge and that facilitates access to an integral culture.

In relation to the reading deficiency in the students, the results are reflected in figure 6.

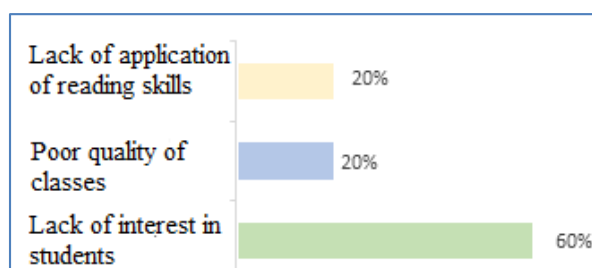


Figure 6. Reading deficiency in the students

It was possible to show that 60% of the teachers consider that the deficiency in the students is due to lack of interest; 20% to the poor quality of classes and the remaining 20% are due to the lack of application of reading skills. Learning to read is a process that begins before the child enters systematized education and is extends throughout life. For this reason, in order to motivate students in class,

innovative methods must be applied to capture their attention and create an environment where they feel comfortable and safe.

For (Barrientos, 1986) reading is conceived in two ways, as a process and as content. In the first case, reading is understood as the action of reading, the interpretation of the meaning of a text, and in the second case as the object of such action on the text being read. In addition (Benavides, 2010) states that these two perspectives complement each other, since the purposes, modes and instruments related to the action of reading are more or less directly conditioned by its content.

Student Survey

Motivation is a process that fosters the intensity, direction, and persistence of a student's effort to achieve a goal. Intensity consists of the effort that must be channeled in a direction that generates benefits, so both the quality of the effort and its intensity must be considered. The effort to use is the one that is directed towards the foreseen goals and is congruent with them. With what was stated, a survey was carried out on the students, exposing the results in figure 7.

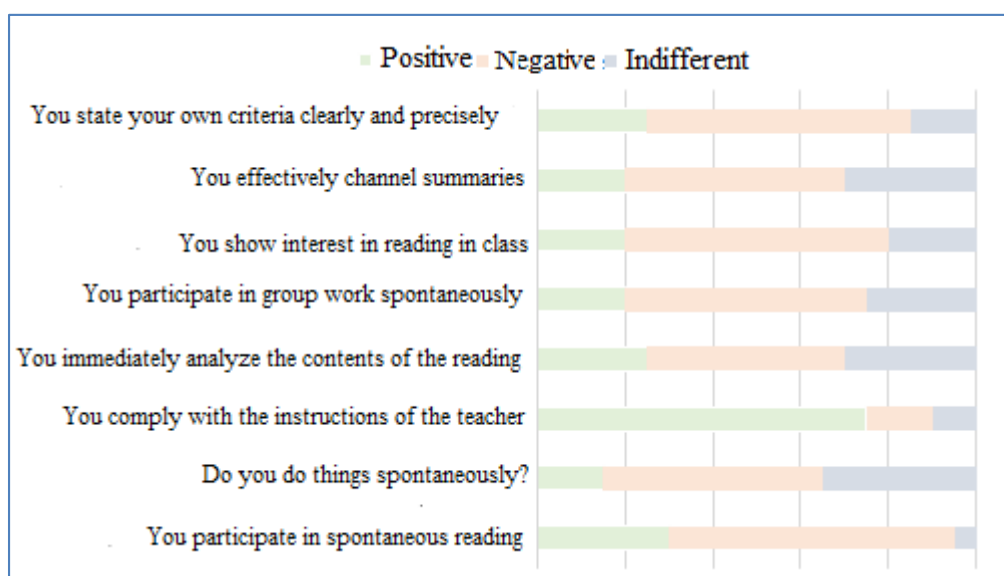


Figure 7. Survey directed at the students

Considering the results of the survey carried out in relation to the self-assessment of the students, it was possible to verify that 65% of students do not participate in reading sporadically, 30% do participate and 5% are indifferent. Considering the results of the survey carried out in relation to the self-assessment of the students, it was possible to demonstrate that 50% of the students do not carry out activities spontaneously, while 15% do carry out these activities and 35% are indifferent.

As evidenced in the previous analyses, it is observed that the demotivation of the students is something evident in reading as well as in carrying out activities spontaneously, the great failure of schools with reading comprehension is evident.

We must try to go beyond the textual with the students so that they can understand and assess what they are going to read and can relate what they have read with the previous knowledge that will be present in everyday life. Considering the results of the survey carried out in relation to the self-assessment of the students, it was possible to state that 75% of the students do comply with the instructions of the teachers, while 15% do not and 10% are indifferent.

It is notorious that most of the students follow the indications offered by the educator since the duty of the educator is to teach and apply strategies that allow the classes to be understood, having a good relationship with the teachers helps the students to have confidence to express their academic problems and give them an effective solution. In relation to the self-assessment of the students, it was found that 45% of the students do not immediately analyze the reading content, 30% are indifferent, and 25% do not analyze the reading content.

There is a lot of indifference from students to analyze reading and this is everyone's task to eradicate it, since by gaining mastery of reading comprehension a message can be received, this means if the student has limited strategic resources that lead him to discern what he has read, you will not understand properly and therefore you will not be able to interact with what you read. It is noted that with the self-assessment of the students it was possible to show that 55% of the students do not participate in group work spontaneously, 20% do participate and 25% are indifferent to this participation. In the case of the self-assessment of the students, it was possible to demonstrate that 60% of the students do not show interest in reading in class, 20% do show interest and are also indifferent.

The disinterest shown by the students in reading is evident, as well as in the participation of group work. Teachers have to put their maximum potential and interest in suppressing this type of apathy in reading teaching, through a strategy that encourages wisdom and having a linguistic and literary culture. In relation to the self-assessment of the students, it was possible to prove that 50% of the students do not effectively channel the summaries, 20% do channel them and 30% are indifferent to the summaries. Abstracts are academic writing in education, it becomes the possibility of thinking and recreating the ideas that will shape the contents of the text. Necessary strategies must be created so that students can channel the summaries and since this helps the writing and compression of texts.

The results show with the self-assessment of the students in 60% of them they do not expose their own criteria in a clear and precise way, 25% do expose it and 15% are indifferent. With the silver previously it was possible to show that most of the students do not expose the criteria in a precise way in class, this performance clearly depends on the concern that the teachers give to those criteria, since this can harm the student by marginalizing himself and not being able to enhance their cognitive abilities.

Conclusion

The methodological development applied in the work allowed to analyze the role played by the teachers and parents of the students, in the methodological strategies to improve the school performance of language and literature in the middle school students in the Trajano Centeno educational unit of the Chone canton. In the 2022 school year, it was shown that there is a problem with the attention of parents, as they are indifferent in the preparation of their children and, on the other hand, a group of teachers who do not put into practice the techniques that promote skills for the development of literacy.

The need to include families in the educational process that favors the stimulation of their children towards reading was appreciated. Teachers as a fundamental task have to promote this posture and apply innovative strategies in classes to motivate adolescents to take reading as a routine and not something unpleasant.

The work proposes a greater motivation to read and an improvement in reading comprehension and in the attitude that students show towards the library and reading itself, observing them as something that can help them to carry out their tasks. To encourage the reading habit in the little ones, topics that attract the child's attention should be chosen, favoring an assertive perspective to the story and avoiding topics that do not promote creativity.

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