

Teaching strategies for improving linguistic communication in Language and Literature

Estrategias didácticas para el mejoramiento de la comunicación lingüística en el área de Lengua y Literatura

Estratégias de ensino para melhorar a comunicação lingüística no domínio da língua e da literatura

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Abstract

This article is relevant in the area of Language and Literature, because it covers the didactic strategies applied by teachers and aims to determine their impact on the improvement of linguistic communication, for which 12 teachers from two educational institutions were investigated by applying a mixed methodology through surveys and interviews, where the importance of communication in the training of students who, with the help of technology, must adapt to today's world was analyzed. This research proved the incidence of didactic strategies and ICTs to strengthen linguistic macro-skills.

Keywords: Teaching strategies, Linguistic Communication, Language and Literature, Information and Communication Technologies.

Resumen

El presente artículo es relevante en el área de Lengua y Literatura, porque abarca las estrategias didácticas aplicadas por los docentes y tiene como objetivo, determinar su incidencia en el mejoramiento de la comunicación lingüística, para lo cual se investigó a 12 docentes de dos establecimientos educativos aplicando una metodología mixta a través de encuestas y entrevistas, donde se analizó la importancia de la comunicación en la formación de los discentes que, con ayuda de la tecnología deben adaptarse al mundo actual. Esta investigación comprobó la incidencia de las estrategias didácticas y las Tics para fortalecer las macrodestrezas lingüísticas.

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Palabras clave: Estrategias didácticas, Comunicación Lingüística, Lengua y Literatura, Tecnologías de la Información y Comunicación.

Resumo

Este artigo é relevante na área da Língua e da Literatura, pois aborda as estratégias didáticas aplicadas pelos professores e tem como objetivo determinar o seu impacto na melhoria da comunicação linguística, para o que foram investigados 12 professores de dois estabelecimentos de ensino, utilizando uma metodologia mista através de inquéritos e entrevistas, onde se analisou a importância da comunicação na formação dos alunos que, com a ajuda da tecnologia, devem adaptar-se ao mundo atual. Esta investigação comprovou a incidência das estratégias didáticas e das TIC para reforçar as competências macro-linguísticas.

Palavras-chave: Estratégias didáticas, Comunicação Linguística, Língua e Literatura, Tecnologias de Informação e Comunicação.

INTRODUCTION

The teaching of the subject Language and Literature, encompasses different aspects in which the learning of linguistic communication stands out, as the main part in the study of our language and that serves to have a better harmony and coexistence among all members of society, since by being more communicative, better and greater benefits can be achieved in favor of the community.

As linguistic communication is the art that human beings have to be able to communicate and transmit knowledge or knowledge in different ways within different social groups, communication is a fundamental pillar in the formation of each individual, since the correct development in society depends on it, standing out in their professional, work, educational and daily activities.

Furthermore, it is an essential part of the educational process, becoming the most important aspect of the study and practice of our language, therefore, teachers must use innovative strategies, methods, techniques and tools to educate children and young people in a more creative way and whose objective is the improvement and learning at different levels of study of the educational system.

In the Ecuadorian educational environment, linguistic communication is embodied in the correct application of the macro skills of Language and Literature: listening, speaking, reading and writing, (Mineduc, 2016, p. 47) which are necessary to form people who contribute for the progress and development of society, through

values, principles, knowledge and innovative and creative ideas that allow achieving better human conditions to live.

With the development of Information and Communication Technologies (ICT), quality education can be provided, as it is part of a great challenge, since not everyone has the necessary resources. However, the preparation of teachers in the application of ICTs should also be considered as a key aspect, "it is not enough to have such tools or technological resources if current and future teachers have not been prepared to use them or do not know how to use the information they deliver" (Orellana García, 2018, p. 17).

Linguistic communication has also undergone changes due to the use of ICT, however, these changes do not represent significant advances in all sectors, due to the lack of internet access, mainly from rural areas. The development of linguistic communication involves different competencies and components ranging from the linguistic to the personal, which directly influence the life of each person, as expressed:

Therefore, the integral development of competence in linguistic communication includes knowing in the linguistic component, knowing how to do in the pragmatic-discursive component, knowing how to be in the sociocultural component, being able to do in the strategic component that allows the individual to overcome the difficulties that arise in the communicative act, and wanting to do in the personal component that includes the attitudes and motivation of the individual (Cejudo, Salido López, & Rodrigo Ruiz, 2017, p. 136).

Among the multiple shortcomings within linguistic communication are the lack of habits in reading, deficiencies in reading comprehension, little interest in learning the subject, among others. This in turn generates consequences in the students' learning, such as: poor linguistic communication skills, limited vocabulary, lack of argumentation and support of ideas, which are reflected in incorrect decision making.

At the Higher Basic level of the fiscal establishments belonging to District 24 D01, Circuit 03, there are indications that the students show deficiencies in linguistic communication, which causes them to be unable to develop adequately inside and outside the educational environment, evidenced in the limited oral expression and the little importance of learning Language and Literature, forgetting that this subject is the basis of our language.

The teaching of Language and Literature should be strengthened with the use and application of technological tools and/or resources,

in order to meet the proposed objectives according to the demands of the technological world, where students can improve the different aspects that are part of linguistic communication, both oral and written, so necessary for the development and progress of different societies.

Among the negative aspects of the lack of correct linguistic communication is the scarce application of macro-skills in daily life, which greatly affects the present and future of students. In this sense, it should be considered that their learning and subsequent practice is essential to improve the educational process and personal relationships within the different social environments in which each individual develops.

This research work focuses on the improvement of linguistic communication due to its importance in the social context, because it represents the degree of study that each person has and that will determine in a positive or negative way, his style and level of life within a society. That is why its teaching and learning should be a priority within the National Education System. With respect to the aforementioned, it is stated that:

In a society that intends to find in the development of the knowledge of those who conform it its greatest asset, the child, the young person and the adult have to be able to employ as many instruments as are within their reach to make effective learning throughout life. And in this learning, reading and writing should be the educational priorities of those of us who have any responsibility (Consejo Escolar del Estado, 2008, p. 4).

Education constitutes an investment of great social relevance, (Colella & Díaz - Salazar, 2015, p. 300), however, the reality of our country due to the economic crisis and the current pandemic, makes the State unable to provide sufficient technological resources or infrastructure to educational institutions, thus affecting public education with greater emphasis on rural areas, causing limitations at the time of educating.

For the aforementioned reasons, the following research question arises:

What is the incidence of the didactic strategies in the improvement of linguistic communication in the area of Language

linguistic communication in the area of Language and Literature?

The present research work is relevant, since both didactic strategies and linguistic communication are essential parts of the educational process and, therefore, in the formation of students. With respect to the first variable, it is related to the teaching work that aims to

achieve the best academic results in Language and Literature; and in the case of the second variable, it has to be reflected in the behavior of the students with their environment, demonstrating education and culture in different social scenarios.

Similarly, this project seeks to improve the quality of education through the analysis of the didactic strategies used by teachers so that students acquire significant learning that will help them in their daily lives and thus, comply with the fourth sustainable development goal proposed by the United Nations General Assembly in 2015, which refers to ensuring quality education that promotes learning opportunities for all (UN, 2015).

The strengthening of personal relationships, expressed in good communication and constructive dialogues are key to understanding the importance of linguistic communication during the schooling stage of students at all levels, allowing them to create spaces for social coexistence and also generating confidence when communicating either orally or in writing with other people, inside and outside the classroom (Escobar, 2019).

In the educational field, this research work contributes with a thorough study and analysis of didactic strategies, their impact on linguistic communication and on the fulfillment of the macro-skills (listening, speaking, reading and writing) so fundamental for social interaction, since it is the most effective means that human beings have to transmit their ideas or thoughts to other people.

For teachers, the full development of linguistic communication should be a priority in the area of Language and Literature, for this reason they should be in constant innovation and search for resources that allow them to interact with students, making it a strength within the educational system, evidencing knowledge, principles and human values to have a Good Life according to human dignity.

Finally, this issue is related to Article 27 of the Constitution of the Republic in force since 2008, which states that education will focus on the holistic development of human beings by improving competencies, skills and abilities that allow them to develop within society in a dignified and responsible manner to contribute to the progress of the country with creative or innovative ideas for the common good.

In the Report to the United Nations Educational, Scientific and Cultural Organization (UNESCO), it is stated that education should be structured around four fundamental pillars for the development of society: learning to know, learning to do, learning to live together and learning to be, which generates a commitment among the

members of the educational community: managers, teachers, parents and students, in all areas of knowledge (Delors, 1996, pp. 95-96).

Taking as a reference the four fundamental pillars of education, it is necessary to consider that this helps in the holistic or integral formation of people and their constant preparation to be part of the true social change that aims at a more just, supportive and equitable society, having education as a starting point and society as a point of arrival for the growth and development of peoples.

Regarding the topic in question, (Araujo, 2017), published an article on "Meaningful Didactic Strategies for the Development of Reading Comprehension of Students in Primary Education" where she states that a productive work environment should be propitiated in the classroom that promotes the reading process towards the search for academic excellence, through dialogue and confrontation of ideas, this reflects the importance of reading as the basis of linguistic communication.

In her refereed article, the author emphasizes that reading is an essential part in the educational environment, therefore, the activities proposed within the teaching process should focus on the production of content that with the different techniques of oral communication: debate, round table, panel, forum, among others, serve so that students can improve their form of expression that leads them to be critical and confronters of ideas or thoughts.

Continuing with the description of previous research, in this regard, (Romo, 2017), in his doctoral thesis "Didactic Strategies and Evaluation of Oral Communication", argues that the systematic application of didactic activities by teachers, allow the development and fulfillment of the skills of oral communication, using effective instruments for the evaluation process of learners, which means a continuous preparation and training in teachers of all areas, and in this specific case of Language and Literature, as a primary area of knowledge.

In this doctoral thesis, an exhaustive study is made of the different aspects of Language and Literature, its components and changes that have occurred in Ecuador as a result of curricular reforms, design of didactic material, didactics of oral communication, among other aspects, in order to have a greater perspective on the teaching of this subject for teachers and learning in the case of students, concluding that an adequate application of didactic activities favors the fulfillment of the proposed objectives.

In any educational process, didactic strategies have a very important function, which consists of the selection of methods, techniques and

instruments focused on achieving the different skills and objectives proposed in the National Curriculum of Ecuador for each year of schooling, so that their adequate compliance or non-compliance will be decisive at the time of evaluating the learning required in students. In accordance with the above, didactic strategies are defined as follows:

Didactic strategies are also reinforced in the constructivist theory. These are considered actions planned by the teacher for the construction of learning and the achievement of the educational objectives set for the student. They can also be considered as a strict sense, an organized, formalized and oriented procedure to obtain an objective established in advance (Barreno, 2019, p. 26).

In this sense, he agrees in his definition and considers didactic strategies as:

The set of actions that the teacher designs for the development of the teaching-learning process according to his educational planning objectives, and with the purpose of generating in the students interests and motivations towards the topics under development (Jiménez, 2019, p. 37).

Didactic strategies are developed in an effective way, when the teacher selects the educational resources, taking into account the demands and diversity of learning styles that students have within the classroom, thus generating an environment of interest and motivation in the development of the subject, achieving greater and better results in the academic field.

The characteristics of the didactic strategies, according to (Feo, 2010), should consider various aspects that are elementary to achieve the objectives proposed in the study of each subject, adopting and adapting the most dynamic and innovative resources that promote the improvement of macro-skills as a fundamental axis in the subject of Language and Literature.

These aspects are related to teaching, procedures, learning and evaluation. With respect to the previous paragraph, it should be recognized that the application of didactic strategies has greater relevance due to the "success" or "limitation" that can be achieved during the educational process, which means that teachers must be very selective when choosing strategies and adapting them in their planning, in order to execute them in the classroom, considering the diversity and styles in which each individual learns.

Linguistic communication

Throughout the history of mankind, the human being felt the need to communicate in order to transmit feelings, emotions, thoughts,

opinions and ideas, but this was a very long process that began with a nonverbal language, then there was cave art, then the invention of writing appeared and this in turn gave rise to languages, all these changes helped to improve such communication with codes or signs that characterized the different societies.

Linguistic communication is something proper and characteristic of human beings, it is an art that allows them to communicate with their environment in an effective and affective way, contributing with knowledge for the benefit of the community and clearly expressing the different ways of thinking, but this depends largely on the degree of culture, preparation and ability of individuals to live in society. In this regard, it is stated that:

Although communication is not the absolute property of human beings because animals also use it, linguistic communication is proper to human beings and gives man the power to construct a conception of the world different from other entities of the animal kingdom. Life in society is possible thanks to communication (Rubio, 2019, p. 20).

In addition, it should be considered that linguistic communication implies the full development of macro-skills and communicative skills, through the correct use of language in all its dimensions and that it allows human beings to interact in different areas, whether personal, work, social and professional. In this sense, it is mentioned: Linguistic communication consists of learning to use language with the necessary resources to participate, through language, in the different spheres of life to know how to provide communicative information that encompasses opinions for this we must be able to interact through language in a diversity of contexts to meet personal, professional and social needs (Jordan, 2016, p. 36). (Jordan, 2016, p. 36). The importance of linguistic communication (verbal and nonverbal) is a key point within the schooling stage and lies in the fact that students must develop the necessary skills that allow them to be true senders and receivers to interact with other people in different social and cultural contexts, even when there are different perspectives on a topic to be discussed, because tolerance reflects the maturity of people. Human beings are always communicating something, from the way they dress, walk, sit, sit, look, among other human activities, for this reason gestures must be accompanied by words; and words by the corresponding actions.

MATERIALS AND METHODS

Two types of research were applied in this work: bibliographic and descriptive. Regarding the bibliographic research, different sources were investigated, such as: books, undergraduate, graduate and doctoral theses, articles and scientific journals, as well as official documents issued by the Ministry of Education of Ecuador, which served as a scientific basis within the theoretical framework developed in the previous section. It is also descriptive since an in-depth study is made on the use of the respective categories.

Twelve teachers were interviewed and surveyed with the objective of determining the incidence of didactic strategies in the teaching-learning process of the students and in this way to know the different realities that are present in the educational environment, among which are that not all educational institutions have access to internet, as well as the little accompaniment of the parents in the school stage of the students.

RESULTS

With respect to the application of didactic strategies in the area of Language and Literature, the teachers surveyed know several strategies that are part of the theoretical framework of this research; however, not all of them are applied in a satisfactory manner within the educational process; this coincides with what they stated in the interviews and also with what was observed in the synchronous class record, where there was much limitation of content and few strategies were applied by the different teachers.

On the other hand, the teachers in the surveys agreed that the lack of reading has an impact on the lack of reading comprehension; likewise, in the interviews they stated that this problem exists in their students, but that they work to promote reading inside and outside the classroom; however, in the synchronous class it was evident that neither reading nor the writing of texts is always promoted as part of the teaching-learning process.

The teachers in the surveys answered that they agreed with the importance of developing the macro-skills (listening, speaking, reading and writing); in addition, during the interviews they referred to several strengths that their students have in the area of Language and Literature; but this information contrasts with the synchronous class, where it was observed that the development of the macro-skills is not fully complied with.

In relation to the information obtained from the interviews and surveys, the incidence of didactic strategies is verified, but at the same time, new ways of motivating dynamic, interactive and investigative learning should be investigated, considering the changes that occur in the technological world where Artificial Intelligence can be a wide field for research that favors teachers at all educational levels.

Can artificial intelligence improve the quality of education, so that students obtain better knowledge applied to everyday life?

CONCLUSIONS

The didactic strategies have an impact on the improvement of linguistic communication, because they make the educational process more dynamic, participatory and interactive, considering the different learning styles of the students, which are the main axis of education; in addition, empirical verification could be carried out taking as a reference the theoretical framework proposed in this research work.

The different didactic strategies applied by teachers in the area of Language and Literature during the teaching-learning process are: interactions among students, oral expositions, brainstorming, group work, reading and writing techniques.

Linguistic communication is important in the different daily activities carried out by students, when they listen and construct their own knowledge; when they speak or interact with other people, when they read to cultivate their intellect and also when they write to express their ideas or thoughts.

There is a relationship between didactic strategies in Language and Literature and linguistic communication, since, through bibliographic and empirical research, it was possible to learn about the great diversity of strategies that teachers can apply inside and outside the classroom.

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