

INVESTIGACIÓN CONTEMPORÁNEA

DESDE UNA VISIÓN MULTIDISCIPLINAR
LIBRO 5. CIENCIAS SOCIALES



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Latinoamericana de
Investigación Contemporánea





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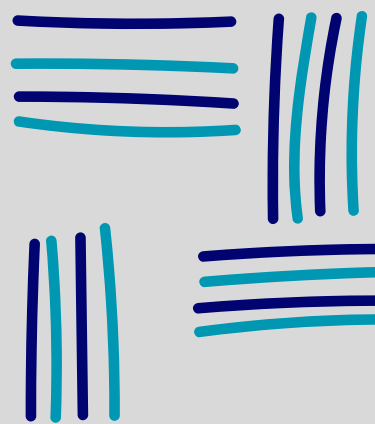
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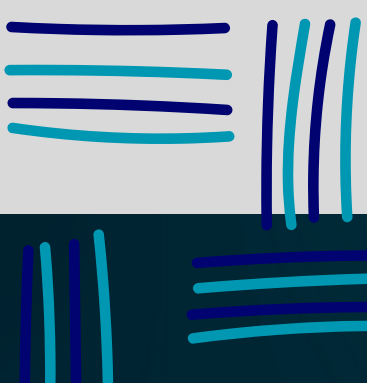
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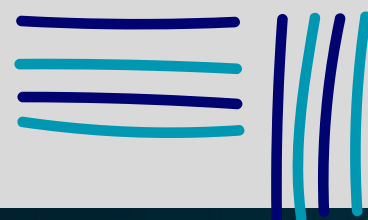




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Prólogo

Es con gran entusiasmo que presentamos el quinto volumen de la serie "Investigación Contemporánea desde una visión Multidisciplinar. Libro 5. Ciencias Sociales". En esta ocasión, hemos reunido una compilación de trabajos que abordan una amplia gama de temas relevantes y apasionantes en el ámbito educativo y socioeconómico.

Este libro es el resultado del arduo esfuerzo y la dedicación de investigadores comprometidos con la búsqueda de conocimiento y soluciones innovadoras para los desafíos contemporáneos que enfrenta nuestra sociedad. A través de la exploración de diversos temas, desde la metacognición hasta las estrategias de gamificación, pasando por la comprensión lectora y las técnicas de mapeo de historias, este volumen ofrece una visión panorámica de las investigaciones más relevantes en el campo de la educación y más allá.

Los capítulos recopilados en este libro examinan temas de gran importancia, como las percepciones de los estudiantes sobre el uso de ayudas visuales en el vocabulario, los factores que influyen en la reactivación económica y las prácticas para promover la inclusión educativa. Además, se exploran estrategias para fomentar la autonomía en los estudiantes y se analizan las tendencias y actualidades en educación que están moldeando el futuro de la enseñanza y el aprendizaje.

Cada capítulo ofrece una mirada profunda y perspicaz, respaldada por investigaciones rigurosas y análisis críticos, que contribuyen al avance del conocimiento en sus respectivos campos. A través de esta obra, esperamos no solo informar y educar, sino también inspirar a futuros investigadores y profesionales a continuar explorando nuevas ideas y enfoques para mejorar la calidad de la educación y promover el desarrollo socioeconómico.

En última instancia, este libro es un testimonio del compromiso de la comunidad académica con la excelencia y la búsqueda continua de la verdad. Esperamos que los lectores encuentren en estas páginas una fuente de inspiración y conocimiento que los motive a seguir explorando y contribuyendo al emocionante y enriquecedor campo de la investigación contemporánea.

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Exploring the application of the metacognitive components on the development of the English writing process

Explorando la aplicación de los componentes metacognitivos
en el desarrollo del proceso de escritura en inglés.

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1. INTRODUCTION

Writing in English as a Foreign Language (EFL) is one of the most challenging language skills because it aids learners in a deeper comprehension of concepts and ideas, making them applicable across diverse social scenarios on a global scale. In Ecuador, the National Curriculum considers writing as one of the threads of the 4Cs framework (culture, cognition, content, and communication), being imperative for achieving English learning objectives (Ministerio de Educación [MINEDUC], 2016). In consequence, for ninth-grade students, the Ministry established that it is mandatory to attain the A1 level of proficiency in English writing.

Unfortunately, the researcher observed a low level of English writing proficiency during his teaching practicum, facing challenges to effectively apply the writing process. Similar findings were noted in previous studies, indicating that at the high school level, students often fail in writing tasks due to a limited ability to express their ideas fluently, and insufficient training in the writing process (Cer, 2019; Ramadhanti & Permata, 2021; Teng et al., 2022).

As a result, this study presented metacognition as a strategy that has a certain influence on students' skills in English writing. The literature emphasized the positive impact of metacognition on English language learners' writing proficiency (Ramadhanti & Permata, 2021; Teng et al., 2022; Alamri, 2018) From this perspective, advocating for educators to furnish metacognitive tools presents a significant opportunity for students to take charge of the writing process, thereby improving their writing abilities (Al-zubeiry, 2019).

This study holds significance for the development of English teaching within the Ecuadorian context for many reasons. First, these findings pretend to inform educators about how to diversify instruction by including metacognitive writing components, enabling early intervention to address challenges faced by students in the writing process. Secondly, the presented findings and results can serve as a theoretical foundation and background for future research on metacognitive components in the writing process, facilitating the development of more in-depth studies in this area.

Despite previous research emphasizing the significance of metacognition in EFL academic writing, there was still room for further research. It was optimal to involve a larger group of students, consider perspectives from both students, and explore the use of metacognitive components, during, and after writing tasks. Based on these antecedents, the main objective of this research was to relate the metacognitive components that the teacher uses to improve the student's English writing process among students of superior basic education.

2. THEORETICAL FRAMEWORK

Metacognition

Metacognition refers to knowledge and awareness of the learning process, particularly perception. Nur (2017) mentions that "Cognition concerns with perceiving, remembering, recognizing and comprehending any concept or action; on the other hand, metacognition is dealing with thinking about how a concept has been learned and comprehended" (p. 13). This theory states that metacognition is the understanding of one's own learning, memory, and problem-solving processes, as well as the awareness of one's own learning strengths and weaknesses (Adi, 2023).

Metacognitive Components

Metacognition has two components: metacognitive knowledge and metacognitive regulation (Flavell, 1979). The first is also known as metacognitive awareness, which is constituted of declarative knowledge, task knowledge, procedural knowledge, and conditional knowledge (Paris et al., 1984, as cited in Teng et al., 2022). The second component involves regulation of cognition and it includes planning, monitoring (or regulating), and evaluation (Schraw, 1998)

Metacognitive Knowledge

Metacognitive knowledge holds significant importance since learners and educators comprehend how to control the learning process by employing various strategies that effectively fulfill the requirements of a defined task. In the words of Mohammad et al. (2018) "Metacognitive knowledge involves an awareness of one's knowledge about cognitive states and activities, and affective states, and control over this knowledge in order to achieve a specific goal" (p. 4). Therefore, students

who possess metacognitive knowledge are better able to think at various levels. For example, metacognitive knowledge skills can differentiate between concepts they have mastered and ones they must study further. In contrast, students lacking these skills can confuse their ability to recognize vocabulary words with mastery of the material (Stanton et al., 2015)

Declarative Knowledge

Declarative knowledge refers to knowledge about facts, concepts, and principles. It is the knowledge of what is true, what the relationships are, and what the world is like (Naseer, 2023). Mohammad et al. (2018) state that “Declarative knowledge involves knowledge of “what” one knows about cognitive states and activities states and activities involve knowledge of the world, understanding of one’s knowledge and capabilities and knowledge of strategy” (p. 4). Consequently, declarative knowledge forms the basis for understanding concepts, principles, and facts. It is the type of knowledge that can be easily shared and communicated, making it a vital tool for educators and learners alike (Bril, 2023).

Procedural Knowledge

Procedural knowledge is the comprehension of declarative knowledge, including the application of methods, modes of expression, and worldviews. Moreover, Cer (2019) mentions that “Procedural knowledge, which denotes the methodological knowledge related to how the individual will compose the writing plan, draft, revise, and organize” (p. 3). Consequently, proficient learners possess a greater level of automatic, precise, and practical procedural knowledge compared to less skilled learners. In this regard, it is the knowledge that the individual generates as a result of his experiences and his reflections on these experiences (Saks et al., 2021).

Conditional Knowledge

Conditional knowledge describes the learning methods related to when and how the learners are engaged in the writing process. In addition, Teng and Zhang (2021) describe conditional knowledge as an “effective selection of strategies and allocation of resources to facilitate learning” (p. 4). Based on this author conditional knowledge helps students to discern when and why to use specific strategies for a

relevant task. As a result, without conditional knowledge, a student cannot employ the appropriate strategies to accomplish the objectives.

Metacognitive Regulation

Metacognitive regulation involves the actions that learners take to manage their learning, including the monitoring and control of their cognitive processes. According to Yanqun (2019) “Metacognitive regulation involves planning to maximize the resources in a certain context before performing a task, monitoring, regulating to optimize the performance during the task, and evaluating and reflecting the cognitive process after the performance” (p. 29). Furthermore, metacognitive regulation includes planning, monitoring, and evaluation and could be considered as “self-management” of cognition involving reflective “self-appraisal” which supports awareness (Mitsea & Drigas, 2019).

Planning

In order to influence their outcomes, students create learning plans using best practices, giving them the opportunity to create personalized strategies suited to their needs. Moreover, Karim (2019) asserts that “Planning enables the language learners to prepare their learning for a goal of having a better result in their learning” (p. 28). This process empowers learners to effectively and systematically prepare and organize the essential tools required for a successful and productive approach to their writing tasks.

Monitoring

Monitoring supports learners in examining their individual learning styles and promotes self-awareness to enhance their best learning. Sulaiman et al. (2021) state that “Monitoring the pupil’s progress towards the goals, so as to evaluate the method that will enable the achievement of the learning goal and finally, self-reflect the entire learning process” (p. 76). As a result, this approach enables learners to assess their advancement throughout the writing process and identify their strengths and areas for improvement.

Evaluating

Evaluation typically occurs once the writing process concludes. This phase prompts learners to assess the effectiveness of their learning strategies and identify their areas of proficiency and areas for improvement. Additionally, Aripin and Hanim (2021) describe evaluating as a stage where “ESL writers will repeatedly proofread the text to recognize grammatical mistakes and inappropriate use of phrases or words. After scrutinizing the text several times, writers will reconsider to see if there are any changes or amendments needed” (p. 4). In consequence, learners examine their learning outcomes, including vocabulary, grammar, accuracy, and the cognitive strategies employed to reflect on their cognitive process after the task.

Benefits of Metacognition in ESL Writing

Additionally, enhancing students' metacognition can contribute to their increased independence in language learning, particularly in the area of writing. Besides, self-regulation skills such as metacognitive strategies for self-planning, self-monitoring and self-assessing, can develop self-efficacy for writing improvement. In this regard, based on these strategies, writers can construct feedback on the quality of their writing to make corrections and improve their compositions (Takarroucht, 2022). According to the aforementioned, by instructing students on how to consciously regulate their writing processes, we are equipping them with metacognitive thinking skills. In consequence, learners are able to write more effectively because they have more conscious control over their writing.

Metacognition and English Writing Skills

The ability to effectively plan, monitor, and evaluate writing activities is a result of L2 students' metacognition, which enables students to actively manage their language learning process. Kyestiati (2020) points out that “Knowing how their students understand their writing process will guide the teachers to better facilitate the students and hopefully will increase the student's awareness and writing performance” (p. 110). This means that students can make plans, keep track of their progress, and assess their own writing. By doing so, they can become more

thoughtful and purposeful in their writing, leading to a better understanding of their own writing abilities and improvements.

In summary, the use of metacognition and its strategies and components has a significant impact on the development of English writing skills. Therefore, it is crucial to understand the core elements of writing skills in the language being learned to fully comprehend the specific areas that will be enhanced through this teaching approach.

English Writing

Writing, among the other English language skills (listening, speaking, and reading), is regarded as one of the most crucial language abilities. It involves using written symbols to represent sounds, syllables, or words in a language (Chandra et al., 2018). Additionally, Selvaraj and Aziz (2019) argue that writing is a cognitive activity that requires the brain to process thoughts and ideas. Students must use their imagination and creativity to translate their ideas into words in order to effectively convey their thoughts in writing. This view was supported by Akhtar et al. (2019) who established that writing is a complex and significant skill that encompasses generating and organizing ideas, expressing knowledge, and practicing various subjects. Finally, according to Srinivas (2017), writing requires mastery over different levels of language, such as morphology, syntax, semantics, pragmatics, and discourse.

English Writing Process

Writing is not a single, isolated task; rather, it is a continuous process of creative expression (Oshima & Hogue, 2007). Besides, Novia and Saptarina (2020) affirm that “Process writing focuses more on a learner-centered approach and the fundamental stages of writing: prewriting, drafting, revising, editing, and publishing” (p. 332). As a result, (Williams (2003) as cited in Abas and Abd (2018) express that the writing process has certain influential states such as planning, drafting, and revising that is repeatedly changed as students revise drafts, plan how to edit their work and so on.

Prewriting

Before starting to write, a writer goes through a prewriting stage which involves three main activities: thinking, planning, and preparing. This stage allows the writer to gather ideas and organize their thoughts (Magdahalena, 2016). Furthermore, Mogahed (2013) emphasizes that “learners who are encouraged to engage in an array of prewriting experiences prove greater writing achievement than those enjoined to get to work on their writing without this kind of preparation” (p. 60). In this sense, students who are encouraged to participate in various prewriting activities tend to achieve better results in their writing compared to those who dive straight into writing without any preparation (Zakhareuski, 2012)

Drafting

Azariadis (2018) claims that drafting is the process of writing an initial version of your ideas. It allows you to assess the logic of your thoughts, and the clarity of your argument, and identify areas where you need more information or evidence. Likewise, Abas and Abd (2018) mention that “At the drafting stage, organizing and planning the time and focusing on related ideas are influential factors for an effective drafting process” (p. 1818). In this sense, Dewi (2021) considers when drafting, students should pay attention to word choice, grammar, and the development of complex ideas in a general format that matches their intention.

Revising

When you revise, you carefully review your ideas to make improvements. This involves adding, removing, rearranging, or modifying information in order to enhance the clarity, accuracy, interest, or persuasiveness of your ideas (Schmitz, 2012). Typically, according to Reis (2008) students receive feedback from their teachers a few days after completing a writing task. During this feedback process, errors are pointed out and corrected, and suggestions for improvements are given. Moreover, students have the chance to work in pairs or groups with different classmates to edit and provide feedback on each other's writing.

Editing

According to Oghi (2015) editing involves making corrections and adjustments to improve grammar, vocabulary, spelling, punctuation, and other types of errors. It

also includes proofreading to ensure coherence and eliminate mistakes. Likewise, Abas and Abd (2018) state that “All of the participants made the same effort to check their work for correct use of grammar, punctuation, and spelling by rereading carefully, word by word, what they had written. When they spotted a mistake, they changed it immediately” (p. 17). In this sense, Puji (2013) considers that after producing multiple drafts and receiving feedback from peers and teachers, editing is done to check and correct minor mistakes in grammar, vocabulary, and mechanics. The primary objective is to refine the writing without altering the main ideas. Once the editing is completed, students submit their final drafts to teachers for assessment.

Publishing

This is the final step in the writing process in which students share their written pieces either by reading them aloud to their classmates or by displaying them on a bulletin board or another accessible location for both students and teachers to read (Rebhi & Burogohain, 2019). Furthermore, Maysuroh et al. (2017) claim that “after they have revised their own writing, they can publish them. In this process, the lecturer asked the students to share their writing to their classmates and check it collaboratively with the lecturer” (p. 5). Once the students submit their writing to the teacher for sharing, the teacher's role extends beyond simply identifying mistakes and assigning grades. At this stage, the teacher assumes the role of a reader and evaluator, providing clear feedback to help the students understand their errors (Aziz, 2015).

Writing Importance in the 21st Century

Younger generation, more than anyone else, understands the essence of 21st-century writing. Their daily activities involve constant writing, such as sending text messages to friends and family (Senn, 2011). In this sense, in order to develop 21st-century skills, it is essential to shift the mindset of both teachers and students from the traditional model of learning to an innovative approach. Therefore, if writing instructors can effectively utilize these life writing abilities, it could lead to greater possibilities for offering more meaningful experiences to the students (Ghofur et al., 2019).

Likewise, students have the opportunity to improve their English skills by engaging in activities such as searching for information on the school website, writing resumes, and using online learning programs. It is crucial to incorporate instructional activities that not only allow for the practice of digital skills but also enhance the problem-solving process (Ugbe, 2020). In brief, students today will have to communicate using increasingly complex technology. They need to recognize that the same processes involved in paper-and-pencil writing apply to writing using new technology.

3. MATERIALS AND METHODS

Research Design

This study was developed by considering the mixed approach, which involved gathering and analyzing both quantitative and qualitative data to address the research questions outlined for this research (Fernández & Baptista, 2014). In this regard, it was quantitative since numerical and statistical data were collected to measure and analyze the metacognitive components through the survey technique. For qualitative data, descriptions and observation were gathered from the observation techniques, in order to complement the quantitative findings.

Equally important, the descriptive-exploratory research type was employed. In this sense, this research approach allowed the researcher to discover and at the same time to characterize the different metacognitive components that teachers and students applied in order to improve their writing process.

Population and Sample

The population for this study consisted of 180 ninth-grade students at a religious educational institution in Loja city. This research focused on a representative sample of 63 students, which allowed the researcher to make inferences and generalize the results about the population with a minimum margin of error (Arias, 2012). Moreover, the criterion of random sampling was employed (Hadi et al., 2023). Additionally, five teachers who teach the English subject in the ninth-grade, and belong to the English area participated in this study.

Data Collection Sources and Techniques

First of all, the survey technique was applied through a questionnaire to identify the metacognitive components that students used to develop their writing process (Hadi et al., 2023). This instrument contained ten questions and its design followed the Likert scale (Joshi et al., 2015). Second, to support the quantitative data collected from the survey to the students, another survey was employed for the teachers. Similarly, this instrument consisted of ten questions, following the Likert scale. Likewise, it was focused on the metacognitive components that students applied in order to enhance their writing skills.

Finally, the observation technique was used to gather data about how the metacognitive components were applied by the students in the writing process (Fernández & Baptista, 2014). In this regard, five classes related to writing skills in ninth-grade students' classrooms were observed and by employing this technique, the researcher collected significant qualitative data that complemented the previous quantitative analysis. In addition, the information gathered was connected through an analysis of the information obtained from the surveys. This data played an important role in drawing conclusive findings for this study.

Data processing

Based on the context of this study, the researcher used descriptive statistics to process and analyze the quantitative data. The data were visually represented in tables and graphs using the Excel software, enabling a comprehensive examination of the impact of the metacognitive components in the improvement of the writing process of the students. Regarding the qualitative data, they were systematically categorized and analyzed taking into consideration the indicators, which provided support for the findings regarding the influence of metacognitive components on students' writing process.

Data Analysis

For this research, the analysis of quantitative data involved frequencies and percentages, which were presented in tables to provide a clear visualization of the results. This visual representation facilitated a straightforward interpretation of the findings. Furthermore, the qualitative data played an important role in supporting

and substantiating the quantitative results. These qualitative insights provided additional analysis and context to enhance the understanding and interpretation of the overall research findings.

4. RESULTS

Objective: To relate the metacognitive components that the teacher uses to improve the student's English writing process among students of superior basic education.

Table 1

Data obtained from the survey applied to both teacher and students.

Statements	TA %	SA %	TNAND %	SNAND %	TD %	SD %
Metacognitive Components - Writing Process						
1 I use brainstorming or other strategies to generate many ideas (knowledge of cognition - prewriting).	66,7	46,0	33,3	41,3	0,0	12,7
2 I use mind mapping, free writing, or other strategies to develop my first drafts. (regulation of cognition - drafting)	0,0	33,3	66,7	49,2	33,3	17,5
3 I ask myself: Does my writing clearly communicate my main ideas? Is the structure correct? Are my ideas well-supported? (knowledge of cognition - editing)	66,7	61,9	0,0	28,6	33,3	9,5
4 I use revising techniques such as peer review to correct mistakes and improve my writing. (regulation of cognition - revising)	33,3	47,6	66,7	41,3	0,0	11,1
5 I share the final version of my writing with my teacher and classmates, or I use other strategies to check it and	33,3	52,4	66,7	36,5	0,0	11,1

receive feedback. (regulation of cognition - publishing)

Note. TA=Teachers agree, SA=Students agree, TNAND=Teachers neither agree nor disagree, SNAND=Students neither agree nor disagree, TD=Teachers disagree, SD=Students disagree.

Table 5 presents an analysis based on perspective from both students and teachers. It describes the proportions of students who applied metacognitive components (specifically, knowledge of cognition and regulation of cognition) during various stages of the writing process (pre-writing, drafting, editing, revising, publishing). The identified components are systematically grouped, and their corresponding evaluations align with the Likert scale (agree, neither agree nor disagree, and disagree). It facilitates a clear and effective contrast of the findings.

In response to the first question, 46% of students agreed that they apply brainstorming and other strategies to effectively generate ideas and enhance the prewriting stage. Additionally, 66,8% of surveyed teachers supported these findings, noting that most students rely on strategies during the prewriting stage to achieve a well-organized writing task. In this perspective, it was evidenced, through the researcher's observations, that brainstorming and free-writing were the most common strategies used by students. These strategies aimed students to record ideas, select relevant ones, and establish connections between them, as result, students effectively organized their thoughts before drafting. In contrast, in the surveys a similar percentage of students 41.2% neither agree nor disagree that they incorporate these strategies during prewriting. These findings were further supported by the subsequent observations, indicating that a significant number of students wrote spontaneous ideas without using any strategies. It resulted in disorganized and incoherent ideas during the writing presentations. In consequence, the students faced difficulties to effectively understand the main and secondary ideas that students intended to convey.

Findings from the second question about drafting indicated that 49.2% of students maintained a neutral position of neither agreed nor disagreed on employing mapping, free writing, or other strategies for first draft development.

Additionally, teacher surveys, with 66.7%, reflected a similar view, suggesting that the majority of students did not use strategies for developing their initial drafts. In this regard, researcher's observations noted that some students skipped drafting, instead they directly redacted the final version of their writing, resulting in poorly organized and unclear texts with many spelling mistakes. On the other hand, a minor percentage of students (33.3%) agreed that they applied strategies to successfully construct their first drafts. In this perspective, during the observation it was evident that most students used the free writing strategy, by writing and connecting their ideas in their draft notebook. Consequently, this particular group of students produced writings with a clear and well-organized structure, demonstrating a strong connection between the written ideas and the topic of the writing.

According to the third question about the editing stage, a significant 61.9% of the students agreed that they ask themselves reflective questions to identify and correct mistakes in the writing tasks. In this regard, 66.7% of surveyed teachers supported this statement, by indicating that most students formulated questions to review their ideas, correct mistakes, and refine their writing. In this context, previous findings emphasize that a majority of students recognize the importance of self-questioning for improving coherence and reducing mistakes in grammar, vocabulary, spelling, and punctuation, enhancing overall written work quality. Meanwhile, the second-highest inclination with 28.6% of the students, neither agreed nor disagreed with the statement. These findings suggest that a small proportion of the sample does not formulate questions to identify possible improvements in their writing. Interestingly, this discovery was substantiated during the observations, where it was noted that a small group of students presented their work without applying any editing strategy. Consequently, this approach resulted in numerous grammatical, vocabulary, and mechanical errors in their writing.

Regarding the fourth question about the revising stage, a notable 47.2% of the students agreed that they used peer-reviewing and other revision strategies to correct mistakes and enhance their writing. This perspective was reinforced by the researcher's observations, which show that proofreading and peer-reviewing were

the most frequent strategies employed by the students. As a result, based on feedback from these strategies, students made additions, removals, rearrangements, or modifications to the content, aiming to improve the clarity, accuracy, coherence, and persuasiveness of their writing. On the other hand, the second most common student response was the option "neither agree nor disagree," with 41.3%. It suggests that a meaningful group of students did not use revision strategies to have feedback and improve their pieces of writing. This perspective was validated by 66.7% of surveyed teachers, who indicated that a considerable group of students did not apply strategies in the revising stage. In this regard, during observations it was identified that students presented their work directly without employing any strategy to revise their writing. Consequently, the quality of their writing was affected by various grammatical and logical errors, making it challenging for the audience to understand the primary and secondary ideas conveyed in the students' writing.

Finally, the fifth question regarding the publishing stage revealed that a noteworthy 52.4% of students agreed that they share the final version of their writing to the teacher and use other strategies to publish their writing and obtain feedback. In this context, during the observations it was noted that most students shared their writing with the teacher before presenting it to the class. In addition, there was a group of students who compared the format of their writing with the format of other classmates. As a result, they were able to identify and rectify structural errors, leading to refining and improving the overall quality of the writing. Looking at it from another angle, the "neither agree nor disagree" option was the second most common response among students with 38.1%. In this regard, nearly 66.7% of surveyed teachers confirmed this trend, indicating that some students are not engaged in applying strategies to obtain feedback during the publishing stage. It was corroborated during observations, where a significant number of students directly presented their pieces of writing by reading them in front of the class, without employing any strategy to refine their work. This resulted in students failing to meet the main requirements of the task during the activity.

5. DISCUSSION

The present study was designed with the main purpose of determining: What are the metacognitive components that teachers and students foster in the development of the English writing process? On this question, the majority of the surveyed students 46% and surveyed teachers 66,7% agreed that they apply brainstorming or other strategies to generate ideas before writing. It was verified during the researcher's observations, as students employed brainstorming and free-writing to generate and organize their ideas in the prewriting stage. In accordance with these findings, Al-Inbari et al. (2023) affirms that brainstorming is an important strategy in the prewriting stage of the writing process, as it enhances learners' ability to plan and organize their ideas for writing tasks.

Furthermore, most of the students 49,2% and teachers 66,7% neither agreed nor disagreed that students use mind mapping or other strategies to develop their first draft. It was corroborated during researcher's observations evidencing that students skipped the drafting stage, and directly wrote the final version of their writing. In addition, similar results were found by Bryce et al. (2023) who indicates that the absence of mind mapping practice among students negatively impacts the cohesion and expression of ideas during the drafting stage.

Likewise, the majority of both surveyed students 61,9% and surveyed teachers 66,7% agreed that during the editing stage, students ask themselves questions such as: "Does my writing clearly communicate my main ideas? Is the structure correct? Are my ideas well-supported? Although these findings weren't confirmed by the researcher's observations because it was evidenced that the majority of students directly wrote and they did not check their pieces of writing. These findings align with Zulkifli's (2017) perspective, who found that during the editing stage, students can effectively monitor their written work through self-questioning, allowing them to independently correct their drafts.

In addition, nearly half of the students 47,6% agreed that they use peer-reviewing and other strategies to correct mistakes and improve their writing. In contrast, most of the teachers 66,7% answered that they neither agreed nor disagreed with this

statement because, during observations, it was evidenced that students presented their writing without employing any strategy to revise their composition. These findings were substantiated by Philippakos (2017), who suggests that students struggle with revision because they do not know how to evaluate their own writing as readers. By applying peer-reviewing students can receive feedback to improve their ideas and their work.

Lastly, most of the students 52,4% agreed that they share the final version of their writing with their teacher and used other strategies to check it and receive feedback. However, most of the teachers 66,7% neither agreed nor disagreed with this statement. The teachers' opinion was confirmed during the researcher's observations, indicating that most students directly presented their writing without sharing their final work with the teacher. In alignment with these previous findings Kamal & Faraj (2015), points out that if teachers do not provide feedback in the publishing stage, there will be a missed opportunity to identify student mistakes. If teachers do not identify students' problems, students won't receive the necessary guidance to create a good piece of writing.

6. CONCLUSIONS

Bearing on mind the analysis of results and the research objectives, it can be stated that both students and teachers perceive that the students applied brainstorming to generate ideas before writing, and self-questioning to improve the editing stage of their writing. Particularly, the use of brainstorming improved the prewriting stage as it developed learners' ability to plan and organize ideas for writing tasks. Similarly, by asking themselves reflective questions related with the clarity, structure and foundation of ideas, students take active control of their writing. It allows them to identify errors in their writings and correct them.

It was evident that both students and teachers recognize that students find obstacles in applying mind mapping to develop their first draft. Observations indicated that students skipped the drafting stage, and directly wrote the final version of their writing. For this reason, some students faced challenges in

expressing their ideas and creating cohesive sentences, resulting in poorly organized and incoherent texts.

Finally, while students considered that they applied peer-reviewing and shared the final version of their writing with the teacher. Teachers perceive that students struggle to effectively apply this strategy and observations revealed that students often forget to apply these strategies. In this sense, it was found that the lack of peer-reviewing affects the revising stage because learners do not know how to evaluate their writing. Similarly, when students do not share the final version of their writing with the teacher, they do not receive the necessary feedback because the teacher was not able to identify the students' problems.

This study revealed several limitations. Due to an exclusive all-male student population, the findings gathered are only applicable to the male population. Similarly, findings from a small sample size of 63 students may not be applicable to a wider population. Lastly, the limited observation time of five writing classes suggested that more accurate and realistic results could be obtained by increasing the experimentation time. Other studies are necessary to further investigate the impact of the application of the metacognitive components in the development of the English writing skills, using other techniques such as, interviewing both teacher and students and the analysis of writing samples.

7. AUTHORS CONTRIBUTION

- ~ JP: Theoretical Framework, Results, Discussion and Conclusions
- ~ MC: Introduction, Methodology, and Instruments Design, Revision of the whole chapter

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Viewpoints on layers of learning: Enhancing EFL learners' reading comprehension skills by applying scaffolding strategies

Puntos de vista sobre niveles de aprendizaje: incrementando las destrezas de comprensión lectora de los estudiantes de Inglés como lengua extranjera mediante la aplicación de estrategias de andamiaje

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1. INTRODUCTION

“Reading comprehension in English language learning emerges as a crucial skill for both educational and personal development, offering access to a broad spectrum of knowledge and enhancing critical and reasoning abilities” (Plessis, 2022, p. 2). Nonetheless, preservice teaching experiences have disclosed significant shortcomings in the reading comprehension abilities of ninth graders at a public institution in Loja, because of the absence of supportive strategies, preventing them from achieving the A1.2 proficiency level as outlined by the Common European Framework of Reference for Languages (CEFR) (2022). These challenges encompass difficulties in grasping main ideas, understanding specific details, vocabulary comprehension, and predicting text outcomes, thereby limiting deep learning and effective class participation. Yawileong (2021) agrees that this issue aligns with findings from previous studies, indicating a widespread problem in reading comprehension skills among learners, where strategic support is essential for deeper understanding and engagement in reading activities.

Addressing this concern, the primary aim of this research is to analyse the students' perceptions about the use of scaffolding strategies on the development of EFL learners' reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024. To conduct this research, the subsequent question has been formulated: What are the students' viewpoints about scaffolding strategies to enhance reading comprehension among superior basic education students, school year 2023 – 2024?

In addition, Scaffolding, as a pedagogical approach, facilitates tasks and understandings beyond students' independent capabilities, supporting cueing, questioning, coaching, and providing necessary information for task completion, Herawati et al., (2020) explored that, this study not only contributes to the pedagogical field by analysing scaffolding's effectiveness in enhancing reading comprehension at the ninth-grade level but also offers insights for English teachers and pre-service teachers on employing these strategies to foster independent reading skills among students. Ariani (2018) suggested that through this lens, the study seeks to fill a gap in existing literature, particularly concerning scaffolding's

role at different educational levels within EFL contexts, thereby providing valuable contributions to teaching and learning English as a foreign language, with a specific focus on enhancing reading comprehension skills through effective scaffolding strategies.

2. LITERATURE REVIEW

This section presented a detailed theoretical explanation of the variables related to the topic under investigation. It elaborates on the first variable, which encompasses the themes and sub-themes related to scaffolding, and the second variable, which outlines the topics and subtopics associated with reading comprehension skills. The aim is to delve into a more thorough analysis of each category involved in this study.

Scaffolding

What is scaffolding?

The idea of Scaffolding was initially introduced by Bruner (1975). Subsequently, Wood and Ross expanded upon it in (1976) and their work received further endorsement from Vygotsky in 1978. In the words of (Vygotsky, 1978, p. 35 as cited in Aslam et al., 2018, p. 8), immature learners are capable of accomplishing tasks they cannot do alone with the assistance of a more experienced individual. In the same way, this concept is attributed to Vygotsky in the sociocultural theory and the notion of the zone of proximal development (ZPD) which was proposed in 1978. Sociocultural theory considers that learning is influenced by both cognitive and social factors. Additionally, Kim (2010) stated that “language learners are more prone to achieve success in their learning journey when they engage in interactions with instructors, peers, and members of their community” (p.15).

In this way, scaffolding is a method widely adopted by teachers to support students' learning processes. According to Gonulal (2018). This approach involves providing temporary support or guidance to students, enabling them to achieve understanding or skills they would not manage on their own. As students become more proficient, the support is gradually removed, fostering independence and confidence in their learning journey (p. 8)

Elements of Scaffolding

The application of scaffolded instruction can be examined by considering its six overarching components. These three general aspects of the scaffolding process, as identified by Zhao and Orey (1999) , include: sharing a specific goal, whole task approach, and intention-assisting.

Sharing a specific goal. The teacher bears the responsibility of setting a common objective, but it is crucial to actively engage the learner's interests by effectively communicating and establishing intersubjectivity, which encompasses the mutual exchange of purposes, viewpoints, emotions, and thoughts, as quoted by Zhao and Orey (1999).

Whole task approach. Zhao and Orey (1999) emphasises that in the context of the whole task approach, the focus is on attaining the primary goal across the entire activity. As a result, the task is understood as an integrated whole instead of a series of distinct sub-skills. Every part of the lesson is seen in connection with the entire task, diminishing the dependence on passive knowledge and lessening the necessity for knowledge transfer.

Intention-assisting. An essential aspect of the scaffolding process involves providing assistance that aligns with the learner's current needs and challenges. By providing prompt assistance customised to the particular task, a more conducive learning atmosphere is created (Zhao y Orey, 1999).

Benefits of Scaffolding in Education

"Scaffolding is one of the principles of effective instruction that enables teachers to accommodate individual student needs". According to this theory, it becomes apparent that teaching should be designed to incorporate "contingent instruction," a concept introduced by (Zhao y Orey, 1999, p. 13). Furthermore, according to the University of San Diego (2022) mentions that even prior to its formal identification, the concept of scaffolding has demonstrated its significance as an essential educational approach. Educators have observed that scaffolding:

- ~ **Engages Language Learning progress.** The engagement of language learning through the scaffolding strategy is a pedagogical benefit designed

to support learners as they acquire new language skills. These strategies benefit language learning by actively engaging students in the learning process, allowing them to build upon their existing knowledge and skills at their own pace. By receiving the right amount of support at critical moments, learners are more likely to participate actively, and develop a deeper understanding of the language. (Yildiz y Celik, 2020).

- ~ **Motivation to learn.** The scaffolding strategy increases the motivation to learn by providing learners with the necessary support to overcome challenges at their own pace, fostering a sense of achievement and progress. By breaking down complex language learning tasks into more manageable components, scaffolding helps to reduce frustration and build confidence, as learners are able to see tangible improvements in their skills. This positive reinforcement encourages continued engagement and effort, making the learning process more rewarding. As learners experience success in overcoming hurdles with the aid of scaffolding, their motivation to learn and explore further increases, leading to a more self-directed and enthusiastic approach to acquiring new knowledge and skills.

Scaffolding plays a crucial role in the field of English as a Foreign Language (EFL) teaching, enabling educators to effectively guide and support language learners in their journey towards proficiency (Yildiz y Celik, 2020).

Scaffolding Strategies

According to Ariani (2018) emphasises on three types of scaffolding strategies that teachers employ to instruct reading comprehension skills, which include:

- ~ **Asking Questions.** It involves having students read a specific text and respond to questions that are given. This aids in enhancing text comprehension and in the improvement of students' vocabulary. Teachers favour this strategy over others as it is deemed the most appropriate for the students (Ariani, 2018).

- ~ **Using Visual media.** This strategy is often directed at materials related to descriptive and explanatory texts. Initially, students are prompted to read the text. Subsequently, the teacher may display an image, inviting students to highlight specific sections of the picture or articulate their interpretation of the image grounded in the text they have examined. Furthermore, the use of graphic organisers is incorporated into scaffolding strategies, providing support for the learning process (Ariani, 2018).
- ~ **Generating Question.** According to Ariani (2018) this strategy involves having students read a passage and then create questions from the content. The students subsequently answer these questions themselves. Essentially, this strategy demands a greater emphasis on reading compared to others.

How to Teach Scaffolding Strategies

- ~ **How to teach asking questions.** Scaffolding can be utilised through various methods to assist students in reaching their target proficiency. In the same vein, Teng and He (2015) suggest that question flashcards, characterised by their simplicity, convenience, adaptability, and value, remain an underused asset yet show promise as an instrument for encouraging self-directed learning. Furthermore, these flashcards prompt students to introspect about their learning journey and assume accountability for it. Personalising learning tasks and objectives leads to heightened student motivation and dedication, with learners applying themselves as diligently as possible.
- ~ **How to teach visual media.** In this strategy, Lingaiah & Dhanapal (2020) argued that using graphic organisers as part of a visual media strategy within an instructional scaffolding framework is a powerful method to enhance learning and comprehension. Graphic organisers visually represent ideas, concepts, and relationships among them, making complex information more accessible and understandable for students. This visual representation supports the scaffolding strategy by breaking

down new information into more manageable parts, thereby facilitating easier assimilation and connection to prior knowledge.

- ~ **How to teach generating questions.** As for the final strategy, Ordoñez & Matts (2022) argue about the use of a reading spinner, students are encouraged to explore different aspects of the text, which can lead to a deeper understanding and retention of the material. This strategy can be particularly beneficial for students who may struggle with open-ended tasks, as it gives them a clear starting point for their inquiry, the interactive and tactile nature of the reading spinner can make the learning process more engaging for students.

Reading Comprehension

What is reading comprehension?

According to Rashed et al., (2015) “reading comprehension is a critical skill that EFL teachers must develop to equip learners with the ability to handle more complex texts and tasks effectively, efficiently, aptly, and adeptly” (p. 18). Furthermore, it involves an interactive exchange between a reader and a written text, as noted by Pham and Nguyen (2017). Pang et al. (2003), defined it as an engaged process where the reader actively constructs meaning from the text, at the same time, reading comprehension is a process in which the reader's cognitive processes and prior knowledge interact with the text to create meaning. Taken together, reading is a dynamic and active process that necessitates the application of various reading strategies, enabling learners to comprehend a specific text comprehensively as quoted by Hong and Nguyen (2019).

Based on the constructivist viewpoint, reading comprehension can be understood as a dynamic process of active learning, wherein students actively construct meaning by integrating their prior knowledge with new information. In this way, reading comprehension empowers students to become engaged and self-reliant readers throughout the reading journey (Hong y Nguyen, 2019).

Importance of Reading Comprehension

Token and Aminou (2019) believed that reading comprehension equips individuals with the essential abilities to perform various tasks, liberates people from the constraints of illiteracy, and enables them to fulfil their dreams, thereby enhancing personal growth and development. Meanwhile, Rintaningrum (2020), highlighted the significance of reading ability in securing employment, expanding one's knowledge base, accessing new information, sharing newfound insights with others, enhancing focus, and providing entertainment.

Elements of Reading Comprehension

The primary goal of reading is to grasp the meaning of the text we read. Reading comprehension is a vibrant and interactive activity. Snow (2002) suggested that “comprehension involves three key components: The readers, the texts, and the activities” (p. 5).

- ~ **Readers:** The initial component is the readers. Those engaging with the text need to possess a broad spectrum of skills and abilities. This encompasses cognitive skills (such as attention and memory), motivation (including a reason for reading and confidence in their reading abilities), and diverse forms of knowledge (like vocabulary). The reading process is shaped by the readers' skills, abilities, knowledge, and experiences as quoted by (Snow, 2002).
- ~ **The text:** Textual features have a significant impact on the comprehension, it is not just about deriving meaning from the text. Throughout the reading process, the reader builds various representations of the text crucial for understanding. These representations encompass the surface code (the precise wording of the text), the text base (units of idea that convey meaning), and a depiction of the mental models contained within the text (Snow, 2002).
- ~ **The activity:** Regarding the last element, Snow (2002) argues that the activity of reading comprehension is a process undertaken to decipher the text's meaning (Snow, 2002). This activity encompasses one or more goals or tasks, various operations for text analysis, and the results of these

actions, all situated within a particular context. The original intent behind the activity may evolve as the reader progresses through the text. In other words, encountering new information can prompt fresh inquiries, rendering the initial goal inadequate or obsolete.

Strategies for Reading Comprehension

A reading comprehension strategy refers to a cognitive or behavioural tactic employed in specific situational contexts, aimed at enhancing facets of understanding. Several strategies available for readers to use include

- ~ **Skimming:** This is a type of speed reading that allows you to quickly find the general information or gist of a text. It implies that readers skim through the text to capture the main idea or general content, without going through each word in detail. (Brow, 2004).
- ~ **Scanning:** Brown (2004) describes scanning as the reader's practice of searching for specific details within the text without reading it in its entirety. Essentially, readers focus on particular sections of the text to find precise information. This technique allows readers to quickly locate the specific points they need without dedicating a significant amount of time to read the entire text.
- ~ **Predicting:** Prediction involves forming expectations about the text's developments using clues gleaned from the text and the reader's prior knowledge. This means that before delving into the text, readers should speculate about its contents. To evaluate this strategy, pictures can be used to anticipate future events or outcomes in the text.
- ~ **Vocabulary Comprehension:** This process enables readers to recognize when they comprehend the material and when they do not, allowing them to employ suitable strategies to enhance their understanding. Assessing vocabulary comprehension involves gauging how well a reader grasps the meanings of words and phrases in the context of a passage. One method for this strategy is using form-filling questions. Thus, proficient readers are aware of and reflect on their cognitive processes while reading to achieve improved reading results (Pourhosein, 2016).

3. METHODOLOGY

This study was conducted at a public institution situated in Loja city, in the southern region of Ecuador. The institution is part of the Educational District of Zone 7, positioned at the geographic coordinates of latitude -3.99258° and longitude -79.20926 . The research intervention took place in face-to-face classes over a period of eight weeks, involving a ninth-grade classroom during the 2023-2024 academic year.

This study's participants were chosen using convenience sampling, a method where the selection criteria include factors like ease of access, geographic closeness, and the participants' availability to the researcher at a specific time. (Etikan et al., 2016).

This study used a qualitative method approach, allowing the researcher to gather, analyse, and integrate qualitative data within one investigation to comprehensively address a research issue, as explained by Creswell (2012). As reported Creswell (2012) "the adoption of qualitative method furnishes researchers with the capacity to explore research questions with the necessary depth and scope, thereby facilitating the generalisation of the study's findings and implications to the broader population" (p. 162)

Therefore, to gather data, the researchers employed a questionnaire and reflective journals designed to analyse the students' viewpoints about using scaffolding strategies on the development of EFL learners' reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024.

This study was conducted using the action research cycle framework as proposed by Susman and Evered (1978), enabling researchers to autonomously select their research focus, define their methodologies for data collection, conduct data analysis and interpretation, and formulate action plans derived from their conclusions. Thus, the researcher structured the study in accordance with the phases outlined by Susman and Evered (1978) namely: diagnosing, action plan, acting, and evaluating and reflecting.

Diagnosing. -Based on the observations made above, the researchers identified some difficulties in English reading comprehension skills among ninth-graders at a public institution. Further insights into this problem were gathered from theoretical sources. Moreover, the researcher determined that a questionnaire was the most suitable tool for understanding students' views on the impact of scaffolding strategies on enhancing EFL learners' reading comprehension abilities.

Action Plan. - Once the main problem was identified, the researcher proposed three scaffolding strategies such as asking questions through flashcards, generating questions through a reading spinner and using visual media through the use of graphic organisers and images. These strategies specifically aimed to enhance skills such as skimming, scanning, predicting, and vocabulary comprehension. To effectively implement these solutions, the researcher designed eight lesson plans following the Presentation, Practice, Production (PPP) model.

Acting. - At this phase, the researcher implemented the action plan, executing the eight lesson plans weekly during on-site classes, each lasting sixty hours. Additionally, throughout the execution of the proposed strategies, the researcher used a specific research tool that enabled the collection of crucial data for analysing the students' perceptions regarding the improvement of their English as a Foreign Language (EFL) reading comprehension skills.

Evaluating & reflecting. - During this phase, the data gathered from the questionnaire underwent analysis, involving both quantitative and qualitative interpretation. A comprehensive report detailing the overall findings was prepared. Through conclusions and recommendations, the study addressed its specific objective and laid the groundwork for future research in this area. Consequently, the main outcomes were documented, leading to the formulation of conclusive insights.

After completing the intervention, a questionnaire was distributed to gauge student perceptions on the use of scaffolding strategies like question flashcards, reading spinner, graphic organisers, and images for enhancing reading comprehension skills, as well as their engagement in language learning, motivation to participate, and reading comprehension improvements. The questionnaire

enabled the collection of both qualitative and quantitative data (Creswell, Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.), 2012). In this sense, the researcher designed seven open-ended questions that allowed research participants to justify their answers.

4. RESULTS

This section presented the findings from the questionnaire administered to students following the intervention period. It details the specific questions posed, alongside the collected data, with the responses' frequencies expressed as percentages.

Table 1

Engagement in Language Learning

Questions	Strongly Agree		Agree		Disagree		T. P	
	F	%	F	%	F	%	F	%
	1. How effective did you find the use of graphic organisers, questions flashcards, reading spinner and images in helping you understand and organise information of the reading?	18	78	5	22	0	0	23
2. Using graphic organisers, questions flashcards, reading spinner and images captured your attention and encouraged your active participation in enhancing your reading comprehension	16	70	7	30	0	0	23	100

Note: F= Frequency %= Percentage T. P= Total of Participants

The questionnaire conducted by the ninth graders about their perceptions of the application of scaffolding to enhance reading comprehension revealed the following findings in relation to Engagement in Language Learning. Concerning the first item

(78%) of students answered strongly and (22%) said that the use of the scaffolding strategies was effective in helping them understand and organise information from their reading. Regarding the second item, (70%) of students selected strongly agree and (30%) agreed that the implementation of these strategies captured their attention and encouraged their active participation, which is essential for enhancing reading comprehension.

Notably, there are no students who disagree with the two statements, indicating a unanimous positive reception towards these scaffolding strategies in the context of understanding the texts. In conclusion, as we can observe the students' perceptions were positive in relation to the engagement in language learning. After examining the answers to the open-ended questions, students expressed that they engage their language learning as it was a different way of learning and for this reason, they were improving their reading comprehension with the use of different strategies presented in class.

In discussing these perceptions, student 3 emphasised that the aforementioned scaffolding strategies were easier to learn and grasp the information from the readings encouraging her to increase her reading comprehension skills through the use of these supporting strategies. Associated with engagement is active participation. In this regard, students pointed out that scaffolding strategies provide an interactive way to learn English expressing engagement to use these supporting strategies. Additionally, it is interesting the response from student 13 who mentioned that within scaffolding strategies increase his comprehension at the moment of getting specific information and their vocabulary comprehension of the readings.

Table 2.

Classification of scaffolding strategies

3.- Order the strategies from 1 to 4; 1 will be the least to understand a reading and 4 will be the most useful strategy.

Scaffolding Strategies	#1		#2		#3		#4		T. P	
	F	%	F	%	F	%	F	%	F	%
Graphic Organisers	6	26	1	4	9	39	7	31	23	100
Question Flashcards	5	22	3	13	5	22	10	43	23	100
Reading Spinner	10	44	4	17	4	17	5	22	23	100
Images	2	9	15	65	5	22	1	4	23	100

Note: F= Frequency %= Percentage T. P= Total of Participants

As it is presented, table 3 displays a categorization of each scaffolding strategy according to the students' preference. In this regard, a large portion of the students (70%) identified “Graphic Organizers” as the favourite scaffolding strategy for improving their reading comprehension while “Images” was the least favourite with (74%).

Based on responses to open-ended questions, students expressed a preference for “Graphic organisers” as their favourite scaffolding strategy due to its simplicity to learn, and helped to find specific information from the texts. This encourages them to engage actively with the texts they are reading not only it improves reading comprehension but also fosters a deeper, more meaningful interaction with the text, enhancing overall learning and retention. Conversely, students did not feel motivated with the use of Images since it was presented via zoom, therefore, it was a digital version. It is worth mentioning that the researcher’s initial plan was to work this strategy with the use of students’ hands to choose an image to make predictions about the text in order to guess what will be the text about and to increase their vocabulary comprehension. This interaction with images as real objects may have probably increased students’ interest and motivation to increase their vocabulary comprehension and predictions skills.

Table 3.

Motivation to Learn

Questions	Strongly Agree		Agree		Disagree		T. P	
	F	%	F	%	F	%	F	%
	4. How motivated did you feel to participate in reading activities when the teacher uses graphic organisers, questions flashcards, reading spinner and images?	15	65	8	35	0	0	23

Note: F= Frequency %= Percentage T. P= Total of Participants

As shown in table 4, The results from the questionnaire revealed a highly positive response from students regarding to motivation to learn in applying scaffolding strategies by the pre-service teacher, specifically about how students motivated they felt to participate in reading activities when the teacher used graphic organisers, questions flashcards, reading spinner and images, (65%) of them selected strongly agree. Besides they indicated that the use of those strategies created a positive learning environment. Further on, (35%) of participants agreed that these strategies represent a positive reception and support the notion that scaffolding strategies play a crucial role in motivating students towards reading activities. It is important to say that there are no students who disagree with the statement, which is a strong indicator of the acceptance and perceived effectiveness of these scaffolding strategies in motivating students.

Additionally, based on the open-ended questions students indicated that through the scaffolding strategies, they felt motivated to participate in class in order to increase their reading comprehension. Additionally, students highlighted the importance of incorporating scaffolding strategies such as graphic organisers, question flashcards, reading spinners, and images into reading activities. These strategies are evidently successful in enhancing students' motivation to participate, due to the way they make reading more interactive, understandable, and enjoyable.

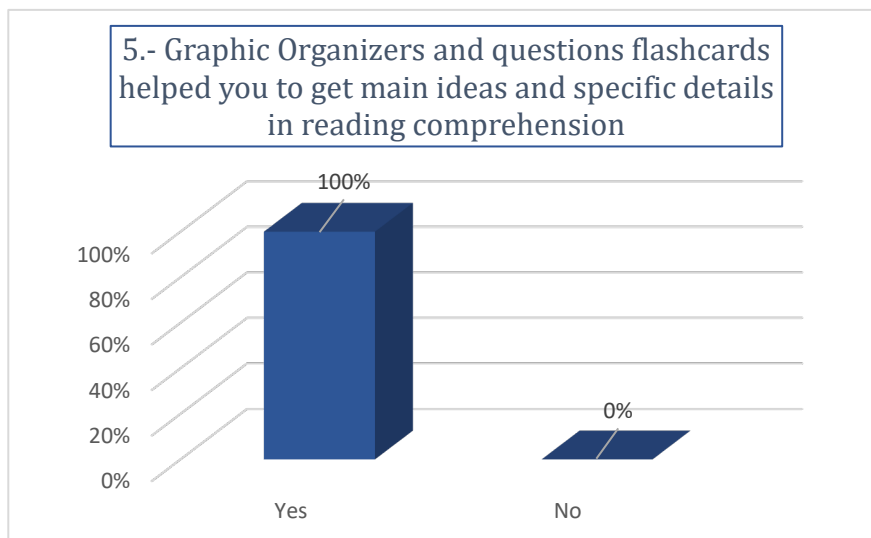


Figure 1. Participant Motivation Levels in Reading Activities with scaffolding strategies

Regarding the aforementioned positive perceptions, figure 2 illustrates the use of graphic organisers and question flashcards for aiding in reading comprehension are highly positive. The unanimous endorsement with (100% Yes) of students responding that these strategies helped them identify main ideas and specific details in texts, means a strong consensus about the value of graphic organisers and question flashcards in enhancing their reading comprehension skills. This unanimity is particularly noteworthy, as it suggests that these tools are beneficial across different learners, regardless of their individual learning preferences or abilities.

From the open-ended questions they pointed out that graphic organisers and question flashcards facilitated the practice and improvement of their reading comprehension to get main ideas and specific details from the texts. The use of these two strategies were necessary and very important for the students to understand the readings presented in class, and by incorporating these strategies it was easier to find the different answers in relation to the questions presented. Reflecting on these insights, student 7 emphasised that the scaffolding strategies had a significant impact on their learning because they were able to increase their reading comprehension with the help of the different strategies that the pre-service teacher presented in class.

Table 5.

Reading Comprehension

Questions	Strongly Agree		Agree		Disagree		T. P	
	F	%	F	%	F	%	F	%
6. Making predictions using images gives you an idea about the reading	18	78	3	13	2	9	23	100

Question	A lot		Moderately		A little		T. P	
	F	%	F	%	F	%	F	%
7.- Vocabulary comprehension was easier to keep in mind with the use of reading spinner and images	15	65	6	26	2	9	23	100

Note: F= Frequency %=Percentage T. P= Total of participants

Concerning whether scaffolding strategies in reading comprehension facilitate the learning a significant portion of students (78%) answered strongly agree and (13%) of students answered agree felt that making predictions based on images significantly helped them form an idea about the reading. Additionally, a large number of students (65%) strongly agree and (26%) answered that their vocabulary comprehension was significantly enhanced when using the reading spinner and images. This indicates that the interactive and visual nature of these strategies makes learning new vocabulary more memorable and engaging. The reading spinner, in particular, might add an element of randomness and fun, making the learning process more dynamic and less predictable. Apart from this, (9%) of students did not find making predictions with images and a similar percentage of students had a little benefit from these strategies. This disagreement is a product of the different learning styles that students have at the moment of acquiring a learning.

From the open-ended questions, students outlined that the use of images helped in understanding what the reading might be about, also the use of this strategy drew their attention to increase their reading comprehension. Examining the images and attempting to forecast the text's content introduced a novel and engaging approach

for the students. Furthermore, the effectiveness of the reading spinner and images in enhancing vocabulary comprehension points to the benefits of making vocabulary learning more engaging, memorable, and contextually grounded.

5. DISCUSSION

Regarding the general question for this study: What are the students' perceptions about scaffolding strategies to enhance reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024? This question was addressed through the questionnaire, and peer observations, both of which underscored positive attitudes towards the strategy under study. As illustrated in Table 1, students agreed that the use of the different scaffolding strategies helped them to understand and organise information of the reading, capturing their attention and encouraging the students' participation in enhancing their reading comprehension.

Likewise, in Table 2 evidenced that students' preferences differed regarding which scaffolding strategy they found most beneficial and effective for their learning. The results are consistent with the studies of Herawati et al., (2020), Yin & Aziz (2019), who stated that one of the key advantages of scaffolded instruction is that it fosters a nurturing learning atmosphere, where instructors are dedicated and invested in aiding students' educational progress, providing strategies that incentive students to take a more active participation and engaging they learning, teachers can use these strategies to help students improving their reading performance through compensating their comprehension breakdowns on specific reading tasks and in specific contexts, helping them to identify the main ideas, to get specific information, to increase their vocabulary comprehension, and to make predictions.

Furthermore, considering the questionnaire, specifically in the questions five, six and seven, they emphasised that the supporting strategies presented in class showed a positive pedagogical assistance in enhancing their reading comprehension skills and helped them to complete different activities independently. Consequently, students perceived that the applied strategies contributed to their learning,

facilitating their ability. Similarly, Yawileong (2021), and Aslam et al., (2018) stated that scaffolding is recognized as a potent instructional technique that bolsters learning within a nurturing environment. In educational settings, it represents a unique form of assistance that facilitates learners' progression towards acquiring new abilities, concepts, or deeper insights. Within such a context, students are encouraged to participate in reading activities as a component of their learning journey. This approach enhances various reading comprehension skills through scaffolded support, enabling learners to master tasks they would be unable to accomplish on their own.

Although the students reported positive perceptions about the use of scaffolding strategies, there were several limitations that affected their implementation when applying this strategy. Nevertheless, the action research design of the present study posed a major challenge to the researcher provided that it was the first time that a pre-service teacher conducted research. On the other hand, the change of modality that students had from face to face to online due to unforeseen events in the country affected the implementation of scaffolding strategies planned in the intervention plan. To counter these limitations, the researcher recommends that teachers incorporate scaffolding techniques into the teaching and learning process.

6. CONCLUSIONS

The students' viewpoints of scaffolding strategies were positive, and beneficial indicating a strong appreciation for the supportive and adaptive learning environment these strategies create. This feedback underscores the significance of employing scaffolding in educational settings, highlighting its role in not only facilitating understanding and retention of complex concepts but also in boosting student confidence and independence in learning. Moreover, these strategies increase their engagement in language learning as well as motivating their participation in the different reading activities.

The implementation of scaffolding strategies, including graphic organisers, question flashcards, reading spinners, and images, positively impacted the development of students' reading comprehension skills, significantly boosting their

capabilities. These strategies enabled students to tackle complex texts and assignments effectively. Their use in English classes not only engaged students but also motivated them to actively participate, thereby enhancing their reading skills. As support was progressively withdrawn, students grew into more autonomous readers, exhibiting improved proficiency.

The results of this research concluded that students had favourable perceptions towards the implementation of the scaffolding strategies, students perceive scaffolding strategies as a highly effective approach to improve reading comprehension, as well as they have meaningful impact in engagement in learning since they feel motivated and participate more actively with the help of them. This positive perception underscores the importance of continuing with the implementation and refinement of scaffolding techniques in educational settings to support students' reading development comprehensively.

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Exploring story mapping techniques: Perspectives on enhancing English writing skills

Explorando técnicas de mapeo de historias: Perspectivas en el incremento de las destrezas de escritura en Inglés

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1. INTRODUCTION

In a global context, writing proficiency among students has been a concern due to its multiple challenges. In Ecuador, The Ministry of Education (MINEDUC) emphasizes the importance of writing skills in the National Curriculum for English as a Foreign Language. However, writing is a difficult skill for students learning a new language. According to recent research, “writing requires a combination of skills, such as grammar, vocabulary, and planning, which are more challenging for students learning a second language” (Hyland 2018, pp. 30-35). Since every language has its own set of unique rules and conventions, learners have to acquire these skills through practice and instruction. Even so, the Ministry of Education expects students to achieve an A2.2 level in English by the end of superior basic education (Ministerio de Educación, [MINEDUC], 2016).

Unfortunately, the researcher, based on the realization of previous teaching practicum, found that English writing skills were not in accordance with the proposals established by the National curriculum. This is supported by previous studies indicating that writing can be especially challenging because learners often face challenges in writing skills in classes, especially when they have limited vocabulary and difficulties in English sentence structure. Kayaalp et al. (2022), indicated that “students with a limited vocabulary and difficulties in English sentence structure can face difficulties in communication, reading comprehension, and academic success” (p. 325). Overall, these problems can harm students' ability to learn and succeed.

This study contributed to the improvement of scientific knowledge, especially teaching techniques. First, it showed the teacher the benefits of using story mapping techniques to improve their students' writing skills. Secondly, it provided students with an overview of the impact of story mapping techniques on the English language learning process. Finally, it allowed superior basic students to experiment in various ways by providing the necessary techniques to improve English writing skills in a dynamic and engaging way.

In spite of previous research highlighting the importance of story mapping techniques in academic writing as a foreign language, there was still scope for further research. Based on this antecedent, the main objective of this research was to explore the students' perceptions about the use of story mapping techniques on the improvement of English writing skills among higher basic education students.

2. THEORETICAL FRAMEWORK

Story mapping techniques

A story map is any visual representation of the story plot. It is a map that lays out the story events so that you can see them in order (Johnson, 2008, p. 131). In addition, story maps facilitate comprehension and memory of stories, students need to know about the general structure of stories. From the explanations above, it can be concluded that the story map is a graphic visual representation of stories' major elements such as main characters, supporting characters, setting that include time, place, atmosphere, problem and resolution which will help the students to comprehend the whole story and make them easier to illustrate how the ideas of the stories are related one another. And it can be used as an outline and to develop students' ideas of their writing (Devi et al. 2020, p. 229).

Elements of story

Chase (2022) argues that the elements of the story mapping techniques may vary according to the purpose and context of the mapping, but generally include:

Setting. Where and when is the story happening? Setting represents both the physical location but also the time (past, present, future) and the social and cultural conditions in which the characters exist. The setting can be used to create atmosphere and mood, as well as to influence character behavior and plot development.

Characters. A person or animal or really anything personified. There can be one main character or many, and they may have a backstory that has shaped and molded them. Secondary characters may also play a role, though not always. Characters can be described in terms of their physical appearance, personality, background, and

motivations. They can also be dynamic (changing) or static (unchanging) throughout the story.

Plot. The plot consists of the events that happen in the story. In a plot you typically find an introduction, rising action, a climax, the falling action, and a resolution. Plot is often represented as an arc. The plot is the backbone of the story and provides structure and direction for the narrative. It should be engaging and make the reader want to continue reading.

Conflict. Every story must have a conflict, that is, a challenge or problem around which the plot is based. Without conflict, the story will have no purpose or trajectory. Conflict can take many forms, such as person vs. person, person vs. nature, person vs. society, and person vs. self. The conflict should be well-developed and add tension and drama to the story.

Resolution. The resolution of a story refers to the conclusion of its plot. Also known as a denouement, it is a literary term that describes the final plot points that occur after the climax and falling action. The resolution can be a scene or series of scenes that link a narrative arc near the end of the story.

Visual story structure

Visual story structure in story mapping is a tool used for visually organizing and breaking down the essential components of a story. It provides a clear understanding of the narrative elements, such as plot, setting, characters, and theme. Story mapping is frequently used as a strategic tool in the educational field to improve students' comprehension and analysis of storytelling. By creating a visual representation of story structure using diagrams, charts, or storyboards, complexity reduction and visual realignment can be achieved. This simplification creates a foundation from which students can understand and develop their narratives and stories (Kid Sense Child Development, 2011).

For these reasons, the visual representation of story mapping assists students in identifying and comprehending the different components of a story. It aids in understanding how the narrative is constructed, distinguishes the main points of the plot from the subplot, and illustrates how these points are linked. It is a thorough

process of breaking down the central concept or plot into smaller components and tracing how these smaller elements integrate and interrelate with one another.

Story mapping models

Implementing different story mapping models is advantageous in planning and outlining diverse stories or projects. According to Wilber (2019), "these models assist students in organizing their ideas and thoughts logically and coherently by providing a clear visual structure" (para. 1). Moreover, they can aid in the development of critical thinking skills, particularly in deciding which parts of the story should be included and how they should be interconnected.

Reading Rockets (2013), several story mapping models can be beneficial for students, including:

Character map. It is a visual representation of the relationships between different characters in the story. It can show how each character is related to others and how they interact throughout the story.

Figure 1

Character map

The figure shows a 'Character Map' template. At the top left, there is a line for 'Your name:'. The main title is 'Character Map'. In the center is a large box labeled 'Draw your character:'. To the left of this central box are three stacked boxes labeled 'Name:', 'Actions:', and 'Says:'. To the right are two stacked boxes labeled 'Feelings:' and 'Appearance:'. Arrows point from the central 'Draw your character:' box to each of the five surrounding boxes, indicating that the drawing informs the other details.

Note. Retrieved from (TemplateLab, 2019)

Simple story mapping. It is a well-established method for outlining a narrative in a concise and coherent manner. It entails dividing a story into three sections: the beginning, middle, and end. The introduction establishes the story and introduces the characters, setting, and conflict. The middle section expands on the conflict and introduces complications and obstacles for the characters to overcome. The

conclusion resolves the conflict and concludes the story. A basic story map can be a valuable tool for writers to plan and organize their narratives effectively. By breaking a story down into these three fundamental parts, a writer can ensure that their story has a clear structure and direction.

Figure 2

Simple story map (beginning–middle–end)

The image shows a template for a simple story map. At the top, there are two lines for 'Name' and 'Date'. Below that is the title 'Story Map 3' and the instruction 'Write notes in each section.' The main body of the template consists of three large rectangular boxes stacked vertically. The top box is labeled 'Beginning', the middle box is labeled 'Middle', and the bottom box is labeled 'End'. Small downward-pointing arrows are positioned between the boxes, indicating a sequential flow from beginning to middle to end. On the right side of the middle box, there is a vertical copyright notice: 'Copyright © Houghton Mifflin Company. All rights reserved.'

Note. Retrieved from (TemplateLab, 2019).

Complex story mapping. It enhances the basic structure of simple story mapping by incorporating more detailed elements such as characters, setting, plot, conflict, and resolution. In this type of story map, each element is broken down into further detail to create a comprehensive framework for the story. The characters are not only identified but also described in terms of their personality, motives, and relationships. The setting is not only a location but also described in terms of the time period, cultural context, and mood it creates. The plot is not only a sequence of events but also described in terms of its structure, pacing, and use of literary devices. The conflict is not only a problem but also described in terms of its complexity, relevance, and impact on the characters. The resolution is not only a solution but also described in terms of its effectiveness, implications, and emotional resonance.

An advanced story map can be an effective tool for writers seeking to create a detailed and cohesive narrative.

Figure 3

Complex story map (characters, setting, plot, conflict and resolution)

Name _____ Date _____

Story Map 1
Write notes in each section.

Setting:	Time:	Place:
-----------------	--------------	---------------

↓

Characters:

↓

Problem:

↓ ↔

Plot/Events:

↓

Resolution:

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Note. Retrieved from (TemplateLab, 2019)

Story pyramid. The event pyramid can also be implemented in story mapping to organize and prioritize events within a narrative. Each level of the event pyramid can be applied to different elements of the story. By utilizing the event pyramid in story mapping, a writer can ensure that all facets of the story are taken into account and given appropriate priority, resulting in a more coherent and captivating narrative.

Figure 4

Event / story pyramid

The image shows a template for an 'Event / Story Pyramid' from ReadingQuest.org. At the top left is the ReadingQuest logo. The title 'Story Mapping' is centered above the main heading 'EVENT / STORY PYRAMID'. Below the heading is a pyramid structure with five levels, each with a horizontal line for writing. The levels are labeled from top to bottom: 'MAIN CHARACTER'S NAME', 'TWO WORDS DESCRIBING THIS PERSON', 'THREE WORDS DESCRIBING THE SETTING or PLACE', 'FOUR WORDS DESCRIBING AN IMPORTANT EVENT', and 'FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT'. At the bottom, there is a footer with the website URL 'http://www.readingquest.org' and copyright information for Raymond C. Jones.

Note. Retrieved from (TemplateLab, 2019)

Literary genres

Ismail (2013) highlights that genre, in English writing skills, refers to "a category or type of writing that has specific conventions, rules, and expectations for structure, style, and content" (pp. 8-12). Each genre has its unique characteristics that differentiate it from others and aid readers in comprehending the intended purpose and audience of the writing.

There is a relationship between genre in writing skills and story mapping, because story mapping can be a useful technique for writers to understand and develop the structure of their stories within a specific genre. Story mapping is a method that employs graphic organizers or planning sheets to assist writers in planning and organizing the elements of their stories, including characters, setting, plot, and theme, among others. By utilizing story mapping, writers can have a better grasp of the standards and expectations of their chosen genre and ensure that their stories include the necessary elements to be effective within that genre. Additionally, Usman et al. (2020) explain that "story mapping can assist writers in identifying gaps or inconsistencies in their stories and making revisions to create a more compelling and coherent narrative" (pp. 512-514). Therefore, story mapping can prove to be a valuable tool for writers looking to enhance their English writing skills within a specific genre.

Writing skills

Writing is a valuable skill to express points of view in a way that is clear and understandable to both target audiences and listeners. Sharna (2019) supports that “the ability to write meaningful sentences, lines, and paragraphs that a reader can easily comprehend is known as excellent writing skills. It is essential to be able to communicate ideas in an organized and coherent way through written words. It requires constant practice, patience and dedication to master the basic principles of grammar, sentence and paragraph structure, and to develop your own style that fits the genre and the audience you are addressing.

Planning and outlining

Planning and outlining are crucial steps in the writing process that assist writers in organizing their thoughts and ideas before commencing writing. Planning entails considering the writing's purpose, identifying the target audience, generating ideas, and collecting supporting information. On the other hand, outlining involves creating a coherent and logical structure for the writing itself, usually consisting of headings, subheadings, and brief notes for each section. An outline ensures that all relevant information is included, and the writing progresses smoothly (University of Maryland Global Campus, 2023). These steps provide a clear framework for the writing process, resulting in a more productive, efficient, and high-quality text that is engaging, effective, and easy to read.

Furthermore, Borsellino (2021) emphasizes that "planning and outlining are crucial in creating an excellent story map." Students can enhance the quality of their stories by creating a clear outline that enables them to develop characters and describe settings in detail, bringing their stories to life. Planning ahead allows students to create a roadmap for the story, helping them maintain focus and advance the story in a logical and coherent fashion.

Transition words

Clarke (2016) defines “transitions as words or phrases that signal the connection between primary and secondary ideas”. When used appropriately, transition words can enhance the readability and comprehensibility of a piece of writing, guiding the reader through the author's main points and arguments. They also promote a sense

of coherence and unity within individual paragraphs and throughout longer pieces of writing. Possel (2023) similarly asserts that transition words are indispensable in English, as they can connect ideas and introduce changes, contrasts, contradictions, emphases, agreements, purposes, outcomes, conclusions, and more.

Punctuation and capitalization

Punctuation and capitalization are critical components of written English that contribute to conveying clarity, meaning, and tone. The appropriate use of punctuation marks, including commas, semicolons, and periods, can make the difference between a well-constructed sentence and a confusing one. Capitalization, on the other hand, is used to indicate proper nouns, titles, and emphasis (Ellis, 2023).

In story mapping, capitalization is employed to indicate the beginning of a sentence or a proper noun, such as character or location names. Consistency in capitalization throughout the story map also helps the reader in easily identifying key components of the map and comprehending the connections between them. Punctuation is equally important in story mapping techniques to reveal the structure of sentences and, consequently, aid in their interpretation. For example, periods, commas, and semicolons are utilized to establish sentence boundaries and initiate the next sentence. When used improperly or omitted, punctuation can significantly alter the meaning of the sentence and, in turn, the reading experience.

3. MATERIALS AND METHODS

This research study used a mixed design approach methodology, that is, quantitative and qualitative data. In this sense, it was quantitative since numerical and statistical data were collected to measure and analyze the perceptions about the use of story mapping techniques through the survey technique. Whereas, the qualitative data, descriptions and comments were gathered from the observation technique, in order to complement the quantitative findings. In addition, the researcher used field notes as part of the research process. This allowed the researcher to document contextual information about the students' progress in English writing skills.

The population of this study was superior basic education students at a public institution in Catamayo canton. In the same way, the researcher selected the participants in the tenth grade of superior basic education by convenience sampling. According to Emerson (2015), this method helps researchers work with a group of specific participants. In this method, sampling is simply based on who is available or who volunteers to participate in the study. The sampling chosen was a group of 27 students in the tenth year of public institution during the 2023-2024 school year. Of the whole group, 12 were males and 15 were females whose age average was between twelve and fourteen years old. The target group had an A2.1 level of proficiency in the English language. Considering the age of the students a consent form was signed by the target representatives. Importantly, the research uses a code to identify each participant to protect the ethical principle of privacy.

This study was conducted by using the action research cycle model, which contributed to solving a problem by part of it. As researcher and future teacher of the English language subject this model was suitable because this study was sequenced in the following stages suggested by Forbes (2014) which were adapted by the researcher in this study:

Exploring. - The researcher began to explore ideas and at the same time, identified a problem in the English writing skills of the target research group and developed a literature review in databases about the problem and possible solutions, so it was possible to develop a more detailed analysis.

Investigating. - The researcher also considered some story mapping techniques such as simple story mapping, complex story mapping, story pyramid and character map templates that were applied in each intervention session. For this reason, the researcher applied stories such as the three little pigs and the beauty sleeping that helped to teach with innovative methodology.

Processing. - In the processing phase, the researcher analyzed the information gathered, evaluated ideas, and synthesized the findings. This phase required careful evaluation of the perceptions of story mapping techniques in improving English

writing skills, and the researcher analyzed the findings to determine the best techniques that improve students' English writing skills.

Creating. - At this stage, the results of the intervention plan were reviewed. To better understand these results, two types of information were analyzed: quantitative and qualitative. These two forms of information were used to arrive at conclusions and recommendations. These conclusions and recommendations helped answer specific questions while providing ideas for future research. In this study, a technique called story mapping was used to improve English writing skills.

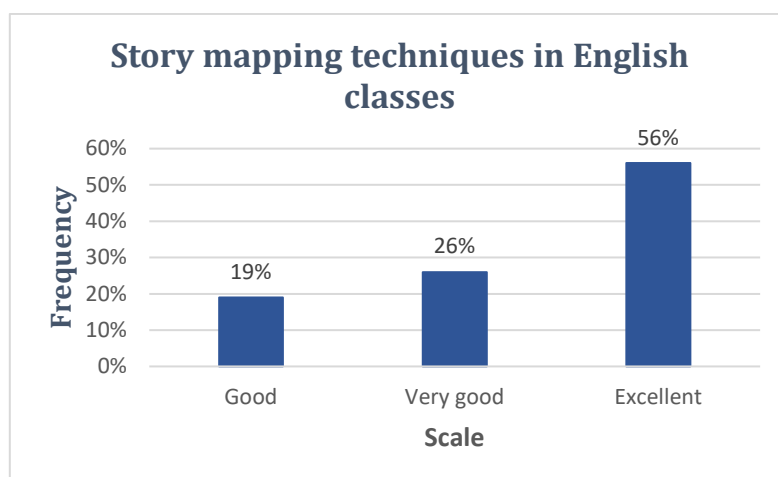
4. RESULTS

Questionnaire results

A questionnaire instrument was applied to explore the students' perceptions about the use of story mapping techniques on the improvement of English writing skills among superior basic education students. Additionally, an observation field notes instrument was used as support to describe students' perceptions about story mapping techniques. The results are presented in the following figures.

Figure 5

How did you consider story mapping techniques in English classes?



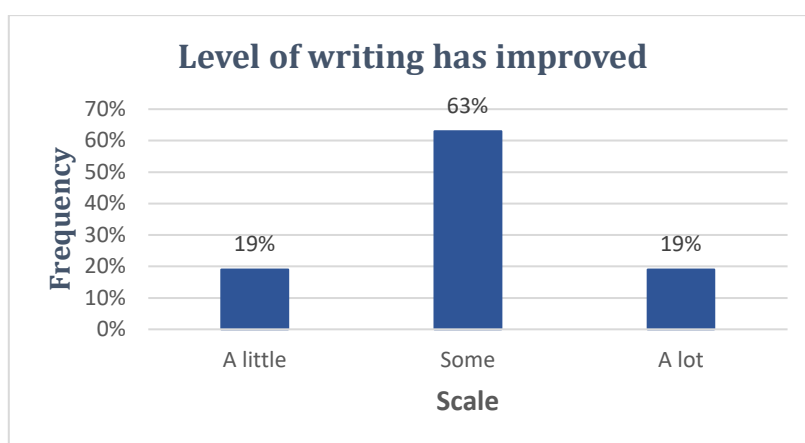
As shown in Figure 5, 56% of students rating the technique as “excellent” and another 26% as “very good,” highlighting a strong appreciation for story mapping within the learning process. This feedback highlights the effectiveness of story

mapping in facilitating English learning, suggesting that it not only met but exceeded students' expectations in numerous cases.

56% of students who found story mapping techniques “excellent” indicated that these methods contributed to their learning experience. On the other hand, the 26% of students who rated the technique as "very good" also demonstrate considerable approval. The students found story mapping techniques to be very beneficial. This can be verified through the researcher's field notes because there was active participation in the class.

Figure 6

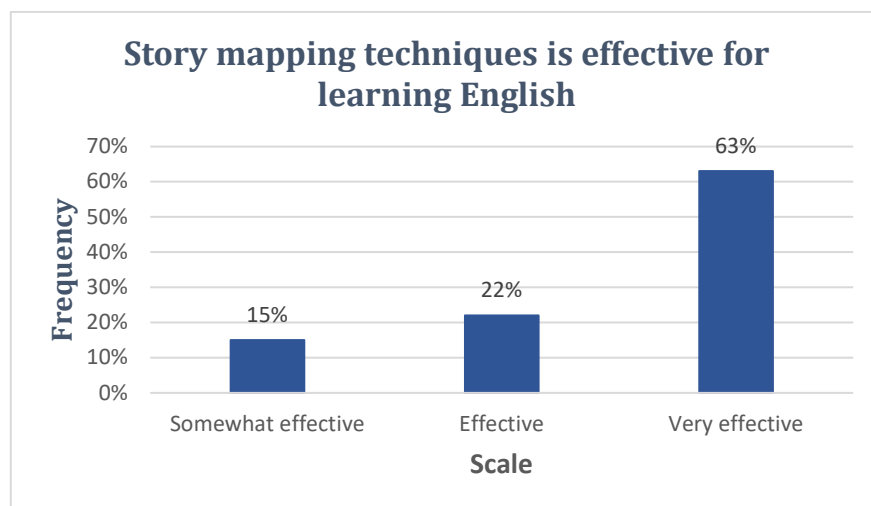
Do you consider that your writing skills have improved with the story mapping techniques?



As it can be seen in Figure 6, 63% of the students consider that their writing skills have improved thanks to the implementation of story mapping techniques. This suggests a positive impact of these techniques on the development of writing skills. In addition, 19% of the students experienced a slight improvement, which points to an overall benefit of story mapping techniques on students. The results are supported by the researcher's field notes, which provide validity to the students' responses. Therefore, story mapping is an effective tool, to some extent, for improving students' writing skills.

Figure 7

Do you consider that story mapping techniques are effective for learning English?

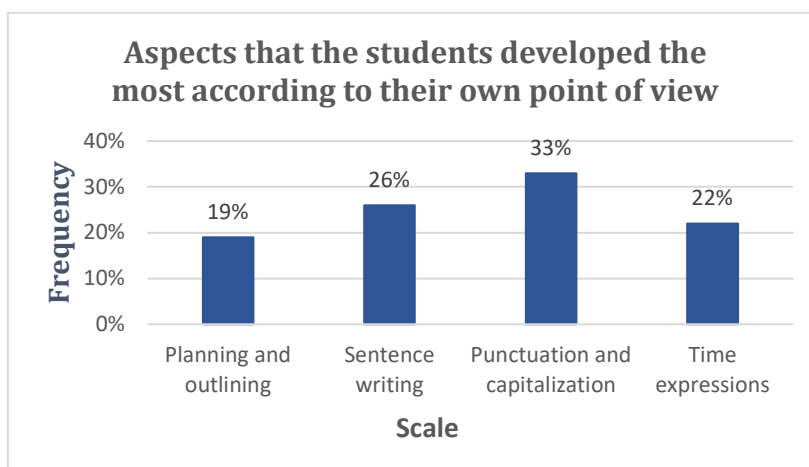


The present bar graph illustrates that 63% of the students indicated that story mapping techniques were "very effective" in learning English and underscores the value of the techniques. Thus, it suggests that a majority of the participants have found story mapping to be a powerful technique for improving their writing skills, facilitating comprehension and retention of the material learned. In addition, 15% of the students considered these techniques as "somewhat effective" because the impact was not as strong for this group, although the usefulness of story mapping in language learning is acknowledged.

The researcher's field notes provide valuable details and qualitative context to support these percentages, offering a more complete overview of the learning process. These notes include specific observations about how students applied story mapping techniques in their study of English, including challenges and successes experienced. This qualitative support is crucial to understanding not only the perceived effectiveness of story mapping, but also how and why it manifested itself in this way among students.

Figure 8

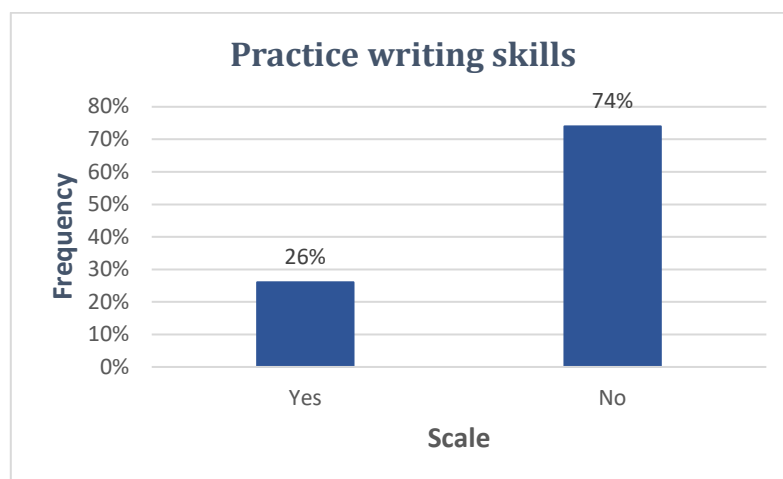
What aspects do you consider had the greatest influence when using the story mapping techniques in learning English?



The results displayed in figure 8 show that 33% of the students identified 'punctuation and capitalization' as the most influential aspect. Story mapping techniques were effective in highlighting the importance of these grammatical rules, which are crucial for clear and accurate writing in English. On the other hand, 25% of the students who chose 'sentence writing' indicated that the story mapping techniques also facilitated a better understanding of how to construct sentences correctly, supporting the development of writing skills. This result is relevant to the researcher's field notes because it demonstrates that students were able to construct simple sentences using the instructional material. Likewise, students improved in their writing because they paid attention to how to start and finish a sentence.

Figure 9

Would you like to continue practicing your writing skills with the story mapping techniques?



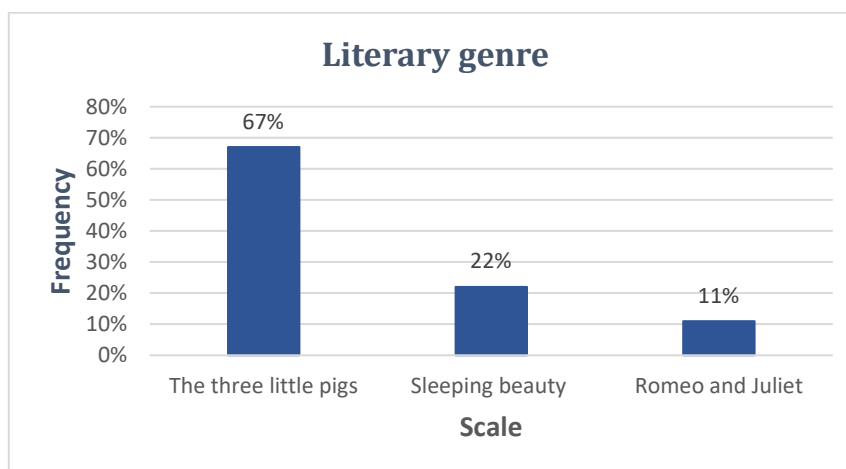
This figure 9 demonstrates that 74% of the respondents answered "yes", indicating that the students drew their attention to improving their writing skills. This positive response suggests that these students have probably perceived improvements in their writing skills, attributing part of their progress to the use of story mapping techniques.

On the other hand, the 26% of students who responded "no" indicate that there are still students who do not find story mapping as beneficial or possibly prefer other learning methods. This diversity in student preferences points to the importance of offering different techniques for different learning styles and needs.

In addition, the researcher's field notes include observations on student engagement and improvements when using story mapping, specific challenges some students faced, or even suggestions for improving the story mapping experience. The qualitative data in these notes provide a deeper understanding of the reasons behind student preferences.

Figure 10

Would you like to practice story mapping techniques with material taken from the story such as: The three little pigs, sleeping beauty and/or Romeo and Juliet

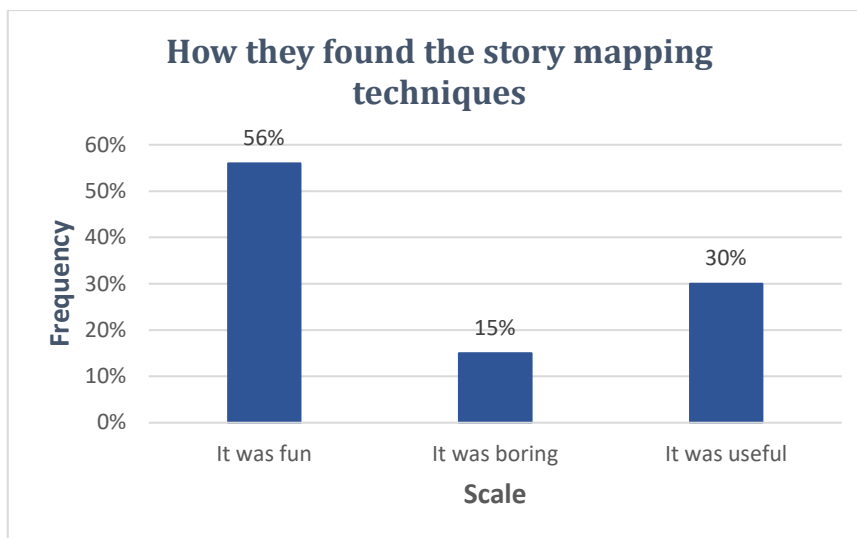


As shown in Figure 10, the majority choice of "The Three Little Pigs" by 67% of the students preferred the use of familiar and simple stories to practice story mapping techniques. This preference was because of the simple narrative structure, which is an accessible and engaging option for perfecting writing. On the other hand, the choice of "Sleeping Beauty" by 22% of the students showed interest in exploring familiar stories. This means the importance of story choice and how it influences student learning.

Additionally, the researcher's field notes revealed that students felt more comfortable and engaged with the characters and plot of "The Three Little Pigs" or that certain themes in "Sleeping Beauty" were especially intriguing to them for the story mapping template exercises.

Figure 11

What did you think of the story mapping technique in class?



The bar graph in Figure 11 indicated that 67% of students found the techniques "fun" and 22% considered them "useful." The high percentage of students who found the activity fun suggested that the story mapping techniques successfully engaged them, making the learning process more enjoyable.

On the other hand, 22% of the students recognized the usefulness of the technique. These students appreciated how story mapping techniques helped them organize their thoughts, understand story structures, and improve their writing skills, which indicates the effectiveness of the technique in achieving the proposed objectives. The researcher's field notes revealed observations about the students' enthusiasm during the activities and their approach to writing.

5. DISCUSSION

The purpose of the present study was to answer the main research question: What are students' perceptions of the use of story mapping techniques in improving English writing skills among superior basic education students? In response, the data gathered from field notes and questionnaires applied at the end of the process it is valid to say that story mapping techniques had a high acceptance by students. As shown in Figure 5, students felt that the story mapping techniques exceeded their expectations because they contributed to their learning experience. According to Sundari et al. (2019) "students can draw pictures to represent the sequence or write

the keywords using the story mapping templates” (p. 53). This means that the teacher can create a story mapping template appropriate for the type of story assigned.

Likewise, in Figure 8, students identified “punctuation and capitalization” as the most influential aspect. This can be verified with the researcher's field notes because it shows that the students were able to construct simple sentences using the story mapping templates. Similarly, Wilber (2019) in his research work discovered that “these models assist students in organizing their ideas and thoughts logically and coherently by providing a clear visual structure” (para. 1). Moreover, they can aid in the development of critical thinking skills, particularly in deciding which parts of the story should be included and how they should be interconnected. Thus, during the process the students were active and motivated, fostering them to work harder.

Incorporating story mapping techniques in the classroom increased student engagement and motivation, because students connected more with the stories and analyzed them in greater depth. This is in agreement with what Sundari et al. (2019) states that “using story mapping techniques in education is significant as they assist learners in knowing and evaluating the structure of a narrative, leading to enhancements in their reading, writing, and critical thinking skills” (p. 50). In that sense, Figure 9 shows that students prefer to continue improving writing skills with story mapping techniques because they are easy to use. As a matter of fact, there were positive perceptions by part of the students on story mapping techniques, used on the development of English writing skills.

6. CONCLUSIONS

Students' perceptions regarding the efficacy of story mapping techniques on English writing skills were positive, underscoring the enjoyment they experienced during the English learning process. The integration of story mapping templates not only promoted creativity but also heightened engagement among students. Throughout the implementation of these techniques, students were not only intrigued by the challenges presented, but also found relevance and significance in the writing process as they worked towards fulfilling their writing tasks.

In the same way, the students' preference for fairy tales allowed them to feel more emotionally connected to the study material. This emotional resonance empowered students, fostering motivation and creativity throughout the English learning process. By immersing themselves in familiar stories, students were able to engage more deeply with the characters, thus enriching their experience and facilitating greater proficiency in English writing skills.

Finally, the application of templates such as characters, simple, complex, and pyramids as story mapping techniques through stories was significant because students improved both writing skills and motivation in the English language learning. In that sense, it was evidenced during the learning process, students were eager to participate, were active in class and they were capable of achieving the English writing tasks and activities, thus having a dynamic role in the classroom.

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Level up your lexicon: Exploring english vocabulary proficiency through gamification

Eleva tu nivel de léxico: Explorando el dominio del vocabulario en Inglés a través de la gamificación

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1. INTRODUCTION

In the process of language learning, vocabulary plays a crucial role and represents a major challenge, as it can hinder effective communication and comprehension in the educational setting. According to Setiawan and Wiedarti (2020), "Vocabulary can be defined as many words used to communicate with other people. Many words also have special connotations which provide different meanings" (p.85). This means that vocabulary is not only related to words but also to their meanings, which are considered essential and important elements for learners to understand the overall content of spoken or written texts in the educational context.

However, most of the students have not improved their English language proficiency, and this is affected by various factors that limit learning and do not complete the required level in the English language, including vocabulary. As a matter, through teaching practice in a public school, the researcher detected that most students have problems understanding or expressing their own ideas, and this is due to a lack of vocabulary. That is, they have serious difficulties using the right words in certain contexts because they do not know the meaning, form, and use of words, which was supported by other researchers who also found that their students were not able to understand or express (Elyas & Alfaki, 2014; Wilkins, 1972; Mutalid et al., 2014).

In the context of the mentioned problem, the researcher set out to determine vocabulary improvement through the application of new strategies. One of the strategies considered important and appropriate by the researcher is the use of gamification, as it encourages constant practice and positive reinforcement, which can improve vocabulary retention and mastery in the long run. Therefore, the present study aims to measure the effectiveness of gamification in English vocabulary learning.

Consequently, the integration of gamification techniques for English vocabulary learning is of significant importance. In fact, previous studies have identified that the incorporation of gamification strategies not only facilitates the creation of diverse vocabulary-oriented games, but also enriches the educational environment,

thus enhancing the overall English language learning experience. In addition to this, it is worth noting that “Gamification or gamified learning has paved its way and gained proliferating popularity in EFL education, particularly in the context of vocabulary learning, which is perceived to have a pivotal role in language learning” (Fithriani, 2021, p. 146).

Due to the aforementioned, then general objective that was established to carry out this research work was to improve English vocabulary learning by using gamification among high school students at a public institution in Loja, during the school year 2023 – 2024. Based on this objective, the researcher set out to validate the effectiveness of using gamification in improving English vocabulary learning.

2. THEORETICAL FRAMEWORK

Gamification

Gamification is a primary strategy used by teachers to encourage students’ motivation and participation within the classroom. According to Khaleel et al. (2020), this strategy refers to the application of game elements to the educational fields to make the teaching-learning process more entertaining and interactive. In that regard, Kapp (2012) describes it as an important and powerful tool to attract students’ attention and interest. From the above concepts, it can be concluded that gamification is a primary technique to promote fun and innovative learning.

Many authors mention that gamification is closely related to educational or entertainment games, which are physical and mental activities played through rules. To Bigdeli et al. (2023), “Games are product-oriented activities that progress based on predetermined rules and mostly comprise centralized decision-making” (p.1). Given this definition, games can be described as useful resources for enhancing students' thinking skills and facilitating their learning.

Elements of gamification

Within teaching, gamification has been divided into game mechanics, dynamics, and aesthetics in order to develop students’ language skills efficiently and appropriately. This is corroborated by Lu and Ho (2020) who summarize the three components through the MDA framework (Mechanics, dynamics, and aesthetics)

which comprises the rules, points, and badges for active players' engagement. Together, these elements allow teachers to design their classes with innovative and interactive activities.

Game mechanics. The first element refers to the system of rules that governs the players throughout the game. As Edusei (2022) claims "Game mechanics are rules that dictate how players achieve the game goal, interact with other players, and, in digital games, how the system responds to the actions they take" (p.5). Therefore, these are considered fundamental resources for motivating students to dynamically engage within the teaching-learning process.

In turn, game mechanics include elements such as points, badges, leaderboards, levels, and challenges that help teachers to arouse their students' interest, motivation, and curiosity. According to Ofosu-Ampong (2020), "Game components such as leaderboards, badges, points systems and levels that translate inputs to outputs are game mechanics" (p.115). Thus, these aspects help participants to be active learners and build their own knowledge.

Game dynamics. The second element of the gamified system refers to the different actions that users must do to play the game effectively and correctly. This is supported by Tao et al. (2021) who define game dynamics as "the various ways the player interacts, makes choices, and plays the game. Examples of Dynamics include resource management, time pressure, cooperation, collection, building, or other strategies" (p.3). Undoubtedly, the dynamic part is a key element since it allows students to have clear instructions about how to develop the game without problems.

Game Aesthetics. As noted by Tao et al., (2021), this game feature has to do with the emotional reactions that a participant has when playing a game. In this perspective, Schwarz et al., (2020) listed 8 kinds of game aesthetics that can make players experience different types of reaction such as Sensation, fantasy, narrative, challenge, fellowship, discovery, expression, submission.

Benefits of Gamification in Education

Interestingly, Lampropoulos et al. (2022) reported some appealing data of the effect of gamification in education going from generating a new class setting to foster technology usage. In their words, they referred to this approach as a peculiar way to influence the development of student-centered classrooms, assist educators in their practice, and pave the way for seamless integration of technology-enhanced learning. Accordingly, Mei and Yang (2019) manifested that the application of gamified teaching can enhance environmental awareness and language learning experience. In consequence, gamification affects positively in enhancing the immediate learning environment as well as the way in which the participants (players) communicate.

Moreover, several studies have listed many other benefits and contributions of this methodology in Education. For instance, Pektaş and Kepceoğlu in 2019, after reviewing several authors, they came to the conclusion that transforming teaching to gamified teaching can 1) nurture students' motivation to persistently pursue learning objectives. 2) Engage learners into teaching instruction without inducing monotony or imposing rigid directives. 3) Empower participants to undertake new challenges without apprehension regarding real-life consequences. 4) Foster collaboration and the development of social skills essential for teamwork, decision-making, and problem-solving. Finally, gamification provides students with timely progress feedback. This last benefit allows them to observe and correct their mistakes as they perform the task which heightens their learning experience.

Gamification in teaching English language.

Studying the gamification phenomena into language teaching and learning has recently become a compelling subject-matter for many researchers (Jun et al., 2020). For instance, Alomair and Hammami (2019) argued gamification can be highly adaptable to work on language acquisition in this contemporary context. As proof of this statement, there is the experimental work conducted by Yukselturk et al. (2018) with a group of 62 first-year university students in which gamified applications were implemented to nurture the development of English skills. According to this study, it was found that students' task-focus increased, keeping their concentration

on language concepts during longer time-lapses. Moreover, it fostered students' creativity and active use of the language in comparison to the traditional teaching method of lecturing.

Importance of applying gamification for teaching vocabulary.

The significant role that gamification plays in vocabulary development falls in its characteristic to making language concepts more comprehensible and interesting (Castillo-Cuesta, 2020). In other words, during gamified classes students begin to acquire vocabulary not because they are asked to, but because they enjoy it (Fithriani R., 2021).

This provides a grasp on how gamification boots students' interests by allowing them to explore an anxiety-free learning environment while improving their vocabulary. Moreover, this methodology expands vocabulary instruction in regards to learning activities. For instance, students can begin using their smartphones not only for social media but also to download apps that can help them in vocabulary learning. This can help them greatly to keep in contact with the target language vocabulary even when they are not inside a formal class environment. Besides, through gamification applications teachers can monitor their students' progress while showing them educational usages for their mobile devices (Panmei & Waluyo, 2023). Finally, in the research by Zou et al., (2019) about the impact of using gamification in vocabulary instruction in which they analyzed 21 research papers on the matter, they concluded that "(1) digital games promote effective vocabulary learning; (2) interactions in game environments are conducive to vocabulary learning; (3) game-embedded multimedia facilitates vocabulary learning; and (4) over-specified vocabulary information is better than isolated or minimally specified information." (p. 22–23). Within this framework, there are a plethora of scientific articles which have studied numerous applications to enhance vocabulary learning, some of these are explored in the topic below.

Games to Teach Vocabulary

Within the vast body of literature on gamification and vocabulary enhancement, some applications that have been found beneficial to develop EFL vocabulary have

been, 1) wordwall (Çil, 2021), Baamboozle (Hieu, 2021), Bingo (Syukron & A.E, 2022), and Board game (Quinchuela Andrade, 2023).

Wordwall. As noted by Çil (2021), Wordwall.net is an educational and entertaining website that offers a variety of interactive and individual game options, including information matching, picture matching, quizzes, wheel of fortune, puzzles, and more. These games are specifically designed for vocabulary practice. Users, typically teachers, have the ability to create their own games by utilizing pre-existing templates and adding their own content, such as words and images. Alternatively, teachers can also utilize games that have been created by other educators available on the platform.

The practical study carried out by Hasram et al. (2021) on the effects of this application on English vocabulary among year 5 pupils found out that according to the pre-test and post-test scores, students' vocabulary improved after the utilization of WordWall. In their study, they also reported that incorporating mobile phone applications for language educational purposes enhances students' comprehension and vocabulary understanding. They also argued that vocabulary elements were presented in the form of images, accompanied by audio or video recordings which promoted the correct pronunciation of the words. Finally, the wide range of game options within the application facilitated engagement through repetitive practice, leading to a more profound understanding of the vocabulary and an increased ability to easily recall correct spelling.

Bamboozle. Utilizing this software, educators have the opportunity to use it as a means to incorporate various English teaching games into their instruction. These games involve dividing the class into smaller groups, typically two or three, fostering a competitive environment where each group strives to emerge as the victor. The inclusion of visual elements within the game not only facilitates children's comprehension but also enhances their ability to retain the information over an extended period. Consequently, this software offers a time-saving advantage for teachers, as it eliminates the need to invest excessive effort in creating an active and engaging learning environment specifically tailored for children (Hieu, 2021).

In the quasi-experimental research conducted by Arequipa Tandalla (2022), she studied the effectiveness of bamboozle and some other digital games on EFL vocabulary learning among 58 fifth-grade Ecuadorian students divided into a control and an experimental group. In this study, a web 3.0 survey, a structured survey, a pre-test and post-test, and a TAM questionnaire were implemented to both assess students' vocabulary prior and after the intervention and document their perceptions towards the use of the digital games utilized. Moreover, the study used the Group Statistics and Independent-Sample T-test to interpret the difference between students' scores while the SPSS Statistics served to process students' reactions on the implementation of digital games to improve their vocabulary. The P-value being $p=0 < 0.05$ showed that bamboozle and some other digital games positively influenced the development of EFL vocabulary. Thus, the researchers concluded that digital games such as bamboozle can engage learners in wordplay due to their interest in gameplay mechanics that include a variety of learning ways.

Bingo. It is a game that allows a wide range of benefits in learning languages such as English, especially in learning vocabulary. Bingo, a game that can be adapted in a variety of ways to practice vocabulary. It is a fun and participatory way to reinforce learning. It also encourages attention, concentration, and interaction among students. This is supported by Syukron & A.E (2022) who says that "Games like Bingo provide an interesting and motivating way to review and reinforce vocabulary words" (p.173). Without a doubt, the game of bingo is an effective and motivating tool that allows students to strengthen their English vocabulary learning through active participation and interaction among the students.

Board game. The "board game" is a board game that combines several aspects of gamification. That is, a fun, standardized, and visually appealing game that encompasses content, design, players, and game mechanics. Typically, players move pieces on a pre-marked surface or board according to a set of rules. This means that players move around each square using dice or other methods of movement, which may present challenges in the form of words or questions related to the vocabulary in play. As participants move around the board, they must demonstrate their mastery of the vocabulary by correctly answering the questions or identifying the

proposed words, which allows them to advance more quickly towards the goal and, above all, in an interactive and entertaining way. As illustrated by Quinchuela Andrade (2023) who says that, "a well-designed board game acts as an effective educational tool that motivates the player so that he or she can learn more" (p.12). Consequently, using this board game to learn vocabulary facilitates the stimulation of learners' interest and improves their level of engagement.

Vocabulary

Vocabulary is the set of words used by human beings to interact effectively in a foreign language. According to Setiawan and Wiedarti (2020), "Vocabulary can be defined as many words used to communicate with other people. Many words also have special connotations which provide different meanings" (p.85). This means that vocabulary is not only related to words but also to their meanings considered essential elements to understanding the general content of spoken or written texts.

Within the teaching-learning process of a new language, vocabulary is an essential element to express feelings, emotions, opinions, and experiences related to any topic. As Guaqueta and Castro-Garces (2018) mention "Among the language skills that any learner needs to be able to develop a linguistic competence, vocabulary is foremost a key component" (p.63). Therefore, it is necessary for English teachers to encourage their students to acquire words used in various contexts in order to enable them to interact accurately with people from other places.

One of the most relevant aspects of vocabulary is the term "word" which represents the smallest unit of language used to form different sentences, expressions, and phrases. In accordance with Shavkatovna (2022), "A word is the main structural and semantic unit of a language that serves for naming objects and their properties, phenomena, relations of reality, having a set of semantic, phonetic and grammatical features specific to a given language" (p.69). From this concept, it can be stated that every word is a unit of sound and meaning which are the root of communication in areas such as listening, reading, speaking, and writing.

Importance of Learning Vocabulary in English as a Foreign Language

In the English language, vocabulary provides students with multiple benefits. First of all, this allows them to communicate properly with each other since without vocabulary nothing can be transmitted. Sari and Aminatun (2021) state that “Vocabulary plays an important role in communication, so we cannot be able to communicate well without sufficient vocabulary” (p.16). Based on this, it can be determined that vocabulary is key to mastering the language and sharing opinions.

Secondly, vocabulary helps students significantly develop their listening, reading, writing, and speaking skills. This is supported by Ariffin (2021) who carried out a study where she found that vocabulary knowledge allows students to successfully perform their receptive and productive skills. From this research, it can be highlighted the importance of teaching vocabulary through pictures and interactive activities which allow students to acquire a large number of words for different real-life situations.

Finally, vocabulary offers students the possibility of having academic achievements and successful careers where they can use their knowledge of the English language to generate a positive impact within the working market. Researchers such as Bekteshi and Xhaferi (2020) have concluded that students who learn vocabulary in their English classes have high levels of stimulus for future job opportunities. As a result, vocabulary has been recognized as a vital factor in the educational field and in the work environment.

Types of Vocabulary

The vocabulary has been divided into four types related to listening, reading, speaking, and writing skills which play a specific role during the teaching-learning process. This is corroborated by Rustamova and Bahodirova (2023) who claim that “The four vocabularies of listening, speaking, reading, and writing are frequently taken into account by educators” (p.1101). Consequently, teachers need to prepare their lessons with tasks, activities, and games that motivate students to reinforce their vocabulary within each type; otherwise, they cannot develop their language skills effectively and productively.

Listening to vocabulary. This type refers to the words we hear to understand the messages. As Putri (2022) points out, “A person's listening vocabulary is all the words they can recognize when listening to speech” (p.2). Based on this concept, it can be said that the term “vocabulary” is an essential tool to effectively and easily develop listening comprehension skills, especially when students must recognize the main ideas and specific details conveyed by the speakers during their speech.

Spoken vocabulary. The second type is related to the words used by people when expressing their ideas or opinions toward others. To Dalimunthe and Haryadi (2022), spoken vocabulary can also be defined as the ability to express the meaning of words during conversation or verbal discourses. Undoubtedly, this highlights the importance of teaching a wide variety of lexical ranges to students who need to learn meaningful, helpful, and appropriate vocabulary to communicate in today's globalized world.

Reading vocabulary. The third type refers to the words that a reader needs to know in order to understand the content of the reading. It is also defined as the indirect acquisition of the meaning of words through conversations and readings in various situations (Ibhar, 2022). In this sense, teaching vocabulary has been one of the best methods to motivate learners during their learning of English as a foreign language, as it allows them to acquire useful words to communicate effectively with people from other countries.

Writing vocabulary. The last type consists of the words used by people when writing a text, which are an important element in conveying clear messages and ideas. In accordance with Barus and Panjaitan (2022) “When writing, our vocabulary determines how we express our thoughts clearly and accurately to others” (p.13). Therefore, it is necessary for students to have a broad and useful vocabulary that allows them to develop this skill effectively; otherwise, they will not be able to produce a text with coherence and cohesion, which will prevent readers from understanding what they have transmitted in their writing.

In order to expand the students' vocabulary in writing skills, English teachers must follow some steps. First of all, they have to motivate students to learn new

words that allow them to write their ideas clearly since without vocabulary and grammar the texts do not make any sense. Secondly, teachers need to teach students vocabulary on different topics according to their interests in order to encourage them to produce their own writing by using the words learned in the classroom. Finally, they also must implement technological resources and digital platforms where students can practice and improve their writing skills. This has been supported by some studies developed by researchers who have found out the impact of websites to increase students' vocabulary use when writing a text (Rong and Noor, 2019). From these statements, it can be claimed that vocabulary and writing are closely related as the first one is key to developing the second one.

In conclusion, vocabulary is an essential factor to develop the four skills and make sense of the language. Therefore, teachers need to focus mainly on looking for new ways to expand the students' vocabulary within their lessons through interactive and innovative tasks, activities, and games aimed at creating a positive learning environment where the students feel motivated. In addition, it is fundamental to use technology as a tool to arouse the students' curiosity as today's modern teachers must adapt their teaching-learning process to the new technological era.

Aspects of Vocabulary

As Alharthi (2020) stated, developing vocabulary requires students to understand the form-meaning link of a word. He also expressed that there are other kinds of vocabulary knowledge which are involved within the nurturing of receptive and productive skills such as word form, word meaning, and word use. All these aspects of vocabulary knowledge are analyzed in depth in the work by Nation (2022).

Components of vocabulary

Spelling. This component is defined as the ability to write words that accurately follow the orthographic rules of a given language. Even though nowadays there is spell check software freely available for writers to automatically correct, complete or replace a spelling error, it continues to be of utmost significance for language users to not relegate this spelling responsibility entirely to a software-based writing aid since some limitations of these are still present (Pan et al., 2021). This

significance is observed within the employment and business fields where appropriate spelling may result in providing job security, whereas incorrect spelling may produce negative effects in terms of credibility, sales, and professional capabilities. Finally, spelling has been found useful to endorse the development of appropriate reading and writing skills since the use of the correct graphemes allows learners to access higher-order skills that are required in text production and understanding (Graham, 1999).

Meaning. As noted by Bender and Koller, (2020) meaning is defined as the relationship between any linguistic form (word, phrase, clause, etc) and the communicative purpose that the language user wants to convey. Although this definition may sound concrete, they warned that it is a more complex concept to understand in the world of linguistics. In this research, the researcher studies the concept of “meaning” in the field of conventional or standing meaning. That is to say, what a word stands for depending on the context provided (Quine, 1960).

Association. According to Nation (2022) this component has to do with the items to which a given concept can be referred. For example, the word friend can be related to a person with whom we keep a close or tight-knit relationship; in consequence, hearing this word can lead us to think about our own friend. Indeed, that is what this term “association” refers to, it is “an idea or a memory that is suggested by somebody/something; a mental connection between ideas” (Oxford, 2023).

Grammatical function. In linguistics, grammatical function refers to the syntactic role of the words and phrases within the context of sentences or clauses, which consist of a subject, and an object. According to Dalrymple and Lodrup (2000), “This is defined in terms of a functional hierarchy, usually taken to represent relative syntactic obliqueness” (p.1). That is to say, these grammatical functions focus on the functional relationships of the elements present in a sentence in order to ensure the correct meaning of the words during the transmission of the messages.

To illustrate the grammatical function, it is necessary to take into account the following example: “Carlos bought a house”. In this case, Carlos is the subject defined

as the person who performs the action (Aliyevna, 2023), whereas the house is the object affected by the verb. In general, both subject and object have different functions in the sentence; however, they complement each other to make sense of the message.

Collocations. In lexicology, collocations are the combinations of words or phrases within a sentence that can be made up of nouns, verbs, adverbs, and adjectives. This is supported by Umar (2021) who claims that “Collocations are used mainly by semanticists, lexicologists, and phraseologists to refer mostly to different forms of word combinability” (215). Therefore, these constitute an important part of the teaching-learning process since they allow students to acquire the language successfully and learn new vocabulary for a wide variety of contexts and situations.

In the English language, there are many collocations such as breakfast or butterfly that arise from the combination of the different parts of speech. For instance, the term breakfast is formed by the verb “break” and the adjective “fast”, while the word butterfly is made up of the noun “butter” and the verb “fly”. In both examples, it is observed the importance of using collocations since they help to form diverse words and phrases with new meanings. In this sense, some studies carried out by researchers have recommended teachers teach collocations through interactive, entertaining, and innovative activities to increase students’ lexical range during their learning cycle (Noroozi, 2022).

3. MATERIALS AND METHODS

Research Design

In general terms, the research project adopted a mixed-method approach within the framework of an action research model. This approach involved not only conducting research but also implementing an intervention proposal as part of the study.

To begin with, Molina (2016) defines a mixed method approach as “ the combination and integration of qualitative and quantitative methods in the same study” (p. 37). On the one hand, qualitative research assumes a fundamental research role, as it provides a means to explore and understand how individuals or

groups attribute meaning to a social or human issue. In such a way, the research process involves the development of inquiries and methodologies, the collection of data usually in the participant's setting, the analysis of the data by extracting general patterns from specific cases, and the interpretation of the meaning of the data by the researcher (Creswell, 2008). On the other hand, the quantitative research method is collecting and analyzing numerical data. This method is ideal for identifying trends and averages, making predictions, verifying relationships, and obtaining general results. Similarly, this can be evaluated through the use of instruments, typically resulting in numerical data that can be subjected to statistical analysis methods (Creswell, 2008). Consequently, the mixed method is the most appropriate for this project, since through it, the researcher collected and analyzed quantitative data corresponding to students' vocabulary scores, as well as qualitative data comprising students' perceptions of the use of gamification for vocabulary learning.

Data Collection Sources and Techniques

First, a pretest and a posttest were used to collect quantitative data, the questions contained questions such as, sorting, matching, space filling, etc. The purpose of this data collection was to help the researcher determine the level of knowledge about vocabulary learning before and after the intervention proposal.

Furthermore, an observation technique using the instrument of field notes on a weekly basis was used to collect data on the students' progress after introducing the use of gamification as a learning strategy.

Data Analysis

From the point of view, Yellapu (2018) asserts that descriptive statistics is a way for researchers to organize and summarize data they have collected. It helps them to understand the relationship between different things they are studying. By putting the data in an organized form, connected things can be seen and learned in research. It is like sorting the data into groups to make it easier to understand.

Research Participants

In this research project, the participants of the following work were the researcher, who acted as a teacher and was part of the study considering that it is

action research. Likewise, 23 eighth-grade students from a public institution in Loja, whose average age ranges between 11 and 13 years old, were part of this study. This sample was taken for convenience because it presents some deficiencies in vocabulary learning.

Timing

The intervention plan had a duration of two months of English classes that were developed in eight weeks, with 3 hours of classes per week that were taught in the morning session during the 2023-2024 school year. In this intervention proposal, the teacher used the gamification strategy to improve the students' vocabulary learning.

Procedure

The present research followed the five steps of the action research cycle suggested by Yasmeeen (2008), which emphasizes collaboration, participation, and learning, which allowed the researcher to find solutions and achieve significant change to the problem previously identified within the classroom.

Diagnosing

In the first stage of the research, it is essential to begin by identifying the problem, since this will establish the basis for the planning and execution of innovative actions. Then, the researcher analyzes what has happened in the English classes through the new experiences and will look for problems or things that did not work well.

Action Planning

After identifying the problem, during the action planning stage, the researcher created an intervention plan that listed all the actions intended to solve it. In other words, the plan detailed what steps would be taken to enhance and accomplish vocabulary learning. Consequently, the plan explained how the use of gamification was implemented to address issues in English vocabulary learning.

Action Taking

During the action taking stage, the researcher put the intervention proposal into practice, implementing what had been planned. In other words, the researcher

selected the course of action for the research and the use of gamification to enhance vocabulary with the target group. To achieve this, data collection instruments were utilized, including a pre and post-test, field notes.

Evaluating

During the evaluating stage, the collected information on the results of the intervention plan was analyzed and interpreted. Subsequently, the quantitative data was presented in tables and graphs.

Specifying

Finally, after evaluating and obtaining results during the research process, all significant findings were acknowledged. At the end of the research work, everything that had been learned during that period of development was discussed and questioned, demonstrating how well the use of gamification for vocabulary learning worked. These findings were communicated through conclusions and recommendations in the report.

4. RESULTS

In the following section, the results obtained through the research instruments, which encompass quantitative approaches, are shown. With the help of these instruments, which were a pre- and a post-test, the researcher was able to evaluate the students' performance after the intervention proposal in terms of vocabulary, considering indicators such as spelling, meaning, association, collocation, and grammatical function.

Pre-test and Post-test Results

Objective: To validate the effectiveness of gamification on the improvement of English vocabulary learning among superior basic education students at a public institution of Loja.

First of all, the pre-test results are presented as follows:

Pre - Test Results

Table 1

Pre-test scores on vocabulary learning of 8th grade students

Grading scale (2/2)	Spelling		Meaning		Association		Collocation		Grammatical function	
	f	%	f	%	f	%	f	%	f	%
0 - 0,5	12	52	7	30	10	43	10	43	16	70
0,6 - 1	8	35	14	61	12	52	12	52	6	26
1,1 - 1,5	3	13	1	4	0	0	0	0	1	4
1,6 - 2	0	0	1	4	1	4	1	4	0	0
Total of students	23	100	23	100	23	100	23	100	23	100
Mean	0,67		0,75		0,74		0,87		0,48	

Table 1 displays the number and percentage of eighth-grade students who achieved scores in the ranges 0–0,5; 0,6–1; 1,1–1,5; and 1,6–2 across some vocabulary indicators, such as spelling, meaning, association, collocation, and grammatical function.

In the item 1 which was about spelling vocabulary words correctly, 52% of the students achieved a score between 0 and 0,5 in "spelling" words. This indicates that they face significant challenges in spelling, either due to insufficient practice or a lack of interest. Additionally, 35% of the students scored in the range of 0,6 and 1, which is still a low score because students show limitations in spelling vocabulary written exercises. Lastly, 13% of the students got a score between 1,1 and 1,5 in spelling vocabulary. It is evident that most students have problems spelling words in the English language vocabulary. This indicator got a total mean of 0,67 out of 2.

Regarding the item about "meaning" vocabulary the results showed that 61% of the students scored between 0.6 and 1. This indicates that most of the students have difficulties identifying meaning through the use of pictures and recognizing the meaning of their vocabulary. In addition, 30% of them scored between 0 and 0.5, which means that a substantial part of the student population also had difficulties recognizing the meaning of the vocabulary. Finally, 4% of the students scored in the upper ranges of 1.1 to 1.5 and 1.6 to 2. This suggests that very few students performed well on the test, achieving above-average scores.

Within the "association" vocabulary, the majority of students scored between 0.6 and 1, with 52%, which shows that they have a moderate level of understanding of the meaning of words and are able to associate them. Meanwhile, 43% scored between 0 and 0.5, which shows that they have too much difficulty associating words with each other based on their meaning. And only 4% scored between 1.6 and 2, indicating a high level of comprehension—that is, they can connect words based on their meaning. Taken together, these data gave a mean score of 0,74 out of 2.

Next, regarding item 4 of the vocabulary "collocation," 52% of the sample obtained a score of 0.6 to 1, which shows that most of the students have mastered the combinations of words within a sentence. However, 43% of the students had difficulties with the use of collocations, with a score between 0 and 0.5. In addition, only a small percentage, 4%, demonstrated a high level of proficiency, with a score between 1.6 and 2. In summary, the results show an average score of 0.87 out of 2.

Finally, in the "grammatical function" of the vocabulary, 70% of the students obtained a score between 0 and 0.5, which shows that most of the students could not recognize the correct grammatical function of the word or phrase. This result indicates a lack of learning the grammatical structures of the tenses and the use of vocabulary. In addition, 26% of the students obtained a score between 0.6 and 1, which is still considered low, and they have difficulties with grammatical functions. Instead, 4% of the students scored between 1.1 and 1.5, which indicates that there is a minority of students who have demonstrated some mastery of the grammatical functions. Overall, the results indicate a mean score of 0.48 out of 2.

In summary, the weak points of the students were mainly evident in spelling proficiency, with over half (52%) scoring between 0 and 0.5, indicating significant challenges in spelling vocabulary words correctly. Additionally, 61% were found to have difficulties relating vocabulary to their respective meanings, with an average score of 0.6 to 1. Similarly, 70% received a score between 0 and 0.5, indicating a notable weakness in understanding grammatical functions, as they were unable to comprehend how to use words correctly in sentences. While some students demonstrated moderate proficiency in areas such as word association and

collocation, overall, the results underscore substantial areas for improvement in various aspects of vocabulary acquisition and application.

Post – Test Results

Table 2

Post-test scores on vocabulary learning of 8th grade students

Grading scale (2/2)	Spelling		Meaning		Association		Collocation		Grammatical function	
	f	%	f	%	f	%	f	%	f	%
0 - 0,5	1	4	0	0	2	9	6	26	6	26
0,6 - 1	2	9	0	0	2	9	9	39	5	22
1,1 - 1,5	8	35	1	4	0	0	3	13	8	35
1,6 - 2	12	52	22	96	19	83	5	22	4	17
Total of students	23	100	23	100	23	100	23	100	23	100
Mean	1,67		1,87		1,78		1,11		1,15	

After the intervention period of eight weeks, a post-test was administered to the students to measure their vocabulary level, such as spelling, meaning, association, collocation, and grammatical function. Table 3 shows the number and percentage of eighth graders who scored between 0-0,5, 0,6-1, 1,1-1.5, and 1,6-2 on each vocabulary indicator.

As can be seen in Table 2, the "spelling" component showed that 52% of the students who scored between 1,6 and 2 did not have any difficulties in ordering letters and forming words. On the other hand, 4% of them scored between 0 and 0,5, indicating that some students were limited in their knowledge of basic and common vocabulary. This limitation is reflected in the confusion and misspellings present in their writings. As a result, this component obtained a mean of 1,67 out of 2.

In addition, in the "meaning" indicator, 96% of the students scored between 1.6 and 2, which shows that they had no problems identifying the meaning of words since their score was as good as expected. On the other hand, only a small percentage, which is 3% of the students, scored between 1, 1, and 1,5, which

indicates that some might have had a little difficulty in their basic vocabulary knowledge. In summary, the overall mean score is notably high at 1,87 out of 2, suggesting a solid overall mastery of vocabulary among most of the students tested.

Regarding "association," 83% of the students obtained a score between 1,6 and 2, which shows a high knowledge of associating and understanding the meaning of words in the appropriate context. However, 9% scored between 0 and 0,5, as they showed an attempt to associate with their respective word meanings. This indicates that they have some difficulties associating words with their correct meaning. Therefore, the mean score is relatively high, with a value of 1,78 out of 2.

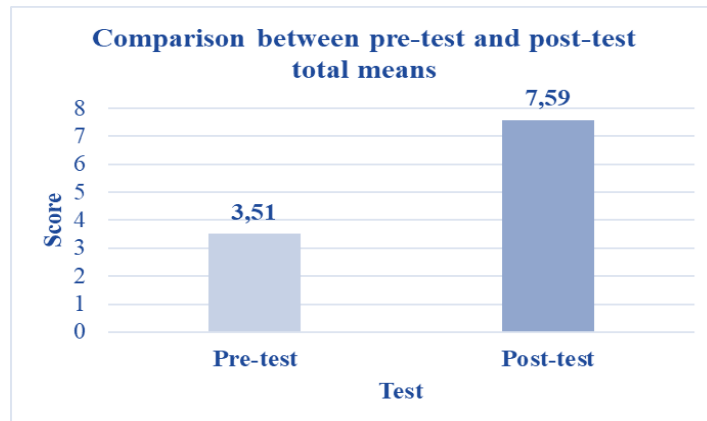
About collocation, the results obtained in the post-test revealed that 39% of the students obtained a score between 0,6 and 1, which shows that they still have problems with "collocation." They could not adequately adapt word collocations within a sentence due to a lack of understanding of the appropriate collocations in each context. On the other hand, 22% of the participants scored between 1,6 and 2, indicating a stronger ability to effectively use word collocations. The overall mean is 1,11 out of 2.

Finally, in the "grammatical function," 35% of the students obtained a score between 1.1 and 1.5, which shows that most of the students recognized the grammatical use of words and had an improvement, as expected. However, 26% of the students scored between 0 and 0.5, which shows that there was a small problem with identifying the correct grammatical function of the words; they were confused in some cases. Therefore, the average obtained for this indicator was 1.15 out of 2.

To summarize, the results obtained revealed that the use of gamification was effective in terms of improving vocabulary such as spelling, meaning, association, collocation, and grammatical function with eighth grade students. In fact, the improvement could be evidenced by comparing the pre-test and post-test. To this end, the results of the questionnaire helped to analyze data on vocabulary improvement.

Figure 1

Comparison between the total pre-test and post-test means on the performance of eighth grade students' vocabulary knowledge



As shown in Figure 1, the mean scores obtained for students' vocabulary performance in the pretest and posttest are summarized. The purpose of the application of both tests was to measure and determine the improvement of English vocabulary learning in eighth graders, considering vocabulary indicators such as spelling, meaning, association, collocation, and grammatical function.

Accordingly, the overall pretest mean was 3.51 out of 10, while the posttest mean was 7.59 out of 10. Undoubtedly, these results revealed that the application of gamified elements and strategies was effective in increasing the level of vocabulary in eighth grade students. Moreover, the great improvement in vocabulary knowledge could be evidenced by comparing the pre-test and post-test.

5. DISCUSSION

The present study was designed to improve English vocabulary learning by using gamification. Therefore, the researcher proposed a main research question: How does gamification improve the English vocabulary learning among high school students. The study revealed a remarkable impact on the improvement of English vocabulary learning with eighth grade students. After the application of gamification, the mean score of the post-test increased with respect to the pre-test. It is supported by Thiagarajah et al. (2022), who found that the use of gamification tools can help and improve English vocabulary learning and students' motivation, as students indicated that it was more academically interesting, fun, engaging, and

well organized, allowing them to communicate their thoughts and ideas in a more constructive way, and this was confirmed by the students' results and scores.

In this regard, the first sub-question was: What is the effectiveness of gamification in English vocabulary learning among superior basic education students at a public institution in Loja? The results showed that the use of gamification had an impact on effectiveness since the post-test score was 7.59 out of 10, while the pre-test had a difference of 3.5 out of 10. This means that it was very useful, as gamification promotes the expansion of vocabulary and the improvement of indicators such as spelling, meaning, association, collocation, and grammatical function following the implementation of gamification. Similarly, previous studies have indicated that the use of gamification helps students learn unfamiliar words and phrases through games (Ketola 2019).

This author adds that incorporating games into vocabulary learning is highly effective, and consequently, using gamified elements such as points, rewards, and challenges was a highly effective strategy for enhancing students' vocabulary in an engaging and enjoyable way. Furthermore, Khaleel et al., (2020) established in their findings that the implementation of gamification in the educational field offers significant advantages, as these elements are fundamental for enhancing individuals' effectiveness and understanding in a pleasant and enjoyable educational environment, resulting in exceptional performance.

6. CONCLUSIONS

The use of gamification to improve English vocabulary learning with eighth-grade students had a significant positive impact, improving various aspects of vocabulary such as spelling words, meanings, association, collocation, and grammatical function. Students found that this methodology provided them with fun and engaging learning while expanding their vocabulary, resulting in a noticeable improvement in the English language vocabulary learning.

The results of the pre-test and post-test clearly indicate that the implementation of gamification was effective in improving English vocabulary learning. The comparison between the average scores obtained in both tests reveals a substantial

increase in vocabulary knowledge as well as in recognizing form, meaning and use of new words. These findings confirm that gamification is an effective methodology into the English language vocabulary teaching learning process.

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Students' perceptions regarding the use of visual aids in developing their English vocabulary

Percepciones de los estudiantes sobre el uso de ayudas visuales en el desarrollo de su vocabulario en Inglés

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1. INTRODUCTION

The English language not only encompasses the four language skills such as listening, speaking, reading and writing but also vocabulary, which is considered a fundamental component for language acquisition. Therefore, English vocabulary is relevant to communicate effectively in the classrooms. Vocabulary is crucial in language learning acquisition because students can master all the language skills such as listening, speaking, reading, and writing (Sumaini, 2018). Within this framework, the Ecuadorian Ministry of Education has designed the English curriculum in which eighth graders are expected to achieve level A1.1 (Ministerio de Educación, 2019), as identified by the Common European Framework of References (CEFR).

Unfortunately, it is noticeable that superior basic education students do not acquire the corresponding English level because they face difficulties in the teaching-learning process as evidenced by the researcher during internships. For that reason, teachers should not only understand the difficulties of students' vocabulary, but also use some useful strategies to enhance the teaching and learning process. As vocabulary teaching is one aspect of developing English proficiency, as vocabulary is one of the keys to success in learning English, Espmarker and Tedenby (2020) argued that teachers must be aware of the different strategies that can have an impact on students' ability to acquire vocabulary. Thereby, for the present study, visual aids were used as a strategy for improving students' vocabulary knowledge.

Previous research has demonstrated the effectiveness of using visual aids in classrooms to enhance students' English vocabulary. For instance, some authors emphasized the significance of visual aids as an effective instrument to learn foreign language vocabulary since they encouraged and motivated students in the learning process (Azma, 2017; González et al., 2021; Najakh, 2020). These findings are in agreement with Patesan et al. (2018) and Saripalli et al. (2018), who suggested that visual aids were effective in addressing students' vocabulary difficulties, boosting their motivation, and making the process of learning more interesting, enjoyable, and meaningful.

Taking into consideration the problem of lack of vocabulary among EFL students, the present research work suggests the implementation of visual aids as a pedagogical strategy to address the vocabulary challenges faced by eighth-graders. Therefore, this study aims to find out the students' perceptions about using visual aids in the development of English vocabulary at a public institution in Loja city. To conduct this research, the research inquiry that follows has been formulated: What are the eighth-grade students' perceptions about the implementation of visual aids to enhance their English vocabulary at a public institution in Loja during the 2022-2023 academic year?

Additionally, the present study provided many contributions to the educational and research fields. For instance, this research assisted eighth graders in improving their vocabulary by providing an enjoyable learning environment. Moreover, this study helped the preservice teacher improve her own professional practice and investigative skills. This research also contributed to English teachers by providing different types of visual aids, such as graphic organizers, pictures, realia, and posters to facilitate the development of students' vocabulary in the EFL context. Therefore, visual aids can be useful for preservice and in-service teachers, as well as other researchers, to have a deep understanding about the impact of visual aids on students' vocabulary and to support the conduction of further studies.

Finally, this chapter is organized with the following sections: an abstract that summarizes the main findings of the study, an introduction that provides background information of this research, and a methodology section that describes the research design, methodology, instruments, and participants. Similarly, the findings demonstrate the positive students' perceptions towards the use of visual aids; the discussion in which the results are compared to previous studies; the conclusions; and the bibliography section.

2. LITERATURE REVIEW

Students face several challenges during the English language teaching-learning process, such as wrong pronunciation, inability to distinguish individual sounds, confusing spelling, and confusion of basic words when reading, which may be

caused by the lack of vocabulary. However, it could be overcome when teachers develop teaching strategies with visual content that motivate students to learn. In this sense, the following theoretical framework examines the relationship between visual aids and English vocabulary as a teaching strategy to enhance English vocabulary among eighth graders.

Visual aids

Implementing dynamic teaching strategies such as visual aids could enhance students' learning significantly. Visual aids can be defined from many different perspectives; for instance, King (2018) describes visual aids as any material used to illustrate or provide a visual representation of information such as drawings, models, micrographs, slides and demonstrations. To this extent, visual aids are materials that can be recognized as helpful tools in teaching because they can help students understand a specific topic and remember information more easily. From another perspective established by Saripalli et al. (2018), visual aids are items of a visual manner that give shape and form to words or thoughts. In this way, visual aids are considered constructive materials in classrooms since they transform verbal information into visual information and improve students' understanding of topics.

Importance of visual aids

Some researchers described visual aids as a key component to be successful in the teaching-learning process. For instance, teachers can clearly define, establish, correlate, and coordinate precise concepts, interpretations, and appreciations in EFL classes by using visual aids (Patesan et.al., 2018). Visual aids can also help teachers explain abstract content and help students associate their prior knowledge with new information. Likewise, Wiyati and Marlina (2021) claimed that visual aids are a successful tool for effective English teaching as they draw students' attention, improve and facilitate their knowledge, boost students' enthusiasm, and assist students in memorizing new vocabulary. Consequently, visual aids are effective tools that can benefit both teachers and students since they make the teaching-learning process more dynamic and interesting.

Types of visual aids

There are many materials used as visual aids in teaching English language which can have a big impact on how students retain information. In this way, there are many types of visual aids to be used in classrooms, but the present research is focused on some common types of visual aids such as pictures, realia, graphic organizers and posters.

Pictures. - There are a variety of techniques and methods that can be used to increase students' knowledge, such as visual aids, particularly pictures. Pictures can be defined as representations of objects that the teachers are unable to bring the real object into the class directly (Khafidhoh & Carolina, 2019). In this sense, pictures are considered a visual presentation of people, places, or things, which provide powerful visual tools that facilitate students' learning. Using pictures can be more effective than the use of words because a visual representation can be easier to recall.

Realia.- When teachers need to bring realism into the classroom to increase students learning, realia is a good alternative. According to Irfan et al. (2021), "realia is a term used in the field of education to refer to certain real-life objects" (p. 340). In other words, it refers to real objects or things used in classrooms to illustrate real life situations. In this way, realia refer to real-life objects that allow students to make connections to their lives while learning new concepts. In short, realia refers to any real things utilized in the classroom to bring the content to life and boost students' language comprehension.

Graphic organizers. - The development of students' learning has been shown to benefit from a variety of strategies and techniques. One of those effective tools can be graphic organizers. According to Ajayi (2018), a graphic organizer can be defined as a "visual representation that students use for linking new learning to what they already know and making connections between ideas" (p. 1). In this way, a graphic organizer allows for organizing and expressing information clearly through the relationships between concepts.

Posters. - Another effective tool to improve student learning in EFL classrooms is the use of posters. A poster is defined by Chi (2018) as a picture which includes visual components such as lines, images, and phrases in order to draw attention and express a message briefly. In this way, posters can be a helpful tool for students since this is an interactive and engaging way to learn new words. For that reason, the use of posters in EFL classrooms draws the students' attention and, at the same time, helps them learn in a simple and fun way.

English vocabulary

When people need to communicate, vocabulary is the main component they use to express their ideas or thoughts. Vocabulary is considered the basis of any language as it refers to all the words that people use to communicate effectively. Lessard-Clouston (2013) interprets vocabulary as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do” (p. 2). In this sense, vocabulary refers to all the words in a language that are understood and used by a particular person or group of people. In short words, vocabulary involves all the words that people use to convey any message or communicate with others.

In addition, vocabulary has been largely considered a fundamental component of language learning and acquisition. This is corroborated by the findings of Espmarker and Tedenby (2020), who demonstrated that vocabulary growth is crucial since it gives pupils the building blocks they need to advance in their language acquisition. Additionally, they asserted that vocabulary is required for speaking, writing, listening, and reading. Thus, vocabulary places a greater influence on students' language skills, that is why teachers should provide students with effective and purposeful strategies to help them expand their vocabulary in order to communicate effectively.

Importance of vocabulary

In every language, vocabulary is very important to convey ideas, express thoughts, and communicate with others. Vocabulary is a very important element in any language, as it is the basis for communication. For that reason, Karakoç and Köse (2017) emphasized the significance of vocabulary for language acquisition as They

asserted that vocabulary knowledge, which pertains to the fundamentals of language acquisition and communication, is necessary for general language proficiency. This means that vocabulary is necessary within language because it encompasses the basic components that people need to express their thoughts and ideas, share information and communicate with others effectively.

From another point of view, Jannah et al. (2020) proposed that vocabulary has become an important aspect for learning the English language. Students are unable to communicate successfully or comprehend others without an adequate vocabulary. Also, it is well known that vocabulary helps EFL students develop the four language domains (listening, speaking, reading and writing). The more vocabulary they master, the more easily they will develop the four language domains. In this way, Yokubjonova (2020) stated “the importance of vocabulary is demonstrated by the fact that the more words students learn, the more they can express their own thoughts clearly” (p. 69). Based on this view, in order to communicate effectively, students need to know a large number of words.

Finally, Alqahtani (2015) pointed out that vocabulary does not contain rules that students can follow in order to expand and improve their knowledge, unlike syntax and phonology. In other words, it is not clear what rules apply or which vocabulary words should be learned first in order to increase the students' vocabulary knowledge. Grammatical features are important; however, without knowing vocabulary students cannot communicate at all. Regardless of the degree of learners' competence in grammar and pronunciation, effective communication between students is impossible without a large amount of vocabulary.

Vocabulary Aspects

Vocabulary is essential to all languages because it forms the foundation for communication in a variety of contexts. Nation (2001) stated word form, word meaning, and word use as three categories of vocabulary knowledge. Each of the three components of vocabulary knowledge is further subdivided into three more aspects. First, word form is broken down into spoken form, written form and word parts. Second, there are three categories for word meaning: form and meaning,

concepts and referents, and associations. Third, word use is broken down into grammatical functions, collocations and restrictions on use.

Form. - The first vocabulary aspect, “form”, refers to the structure of a word or sentence. It encompasses its pronunciation (spoken form), spelling (written form), and word parts (such as a prefix, root, and suffix). Thus, in accordance with Nontasee & Sukying (2021), the capacity to recognize the phonological and morphological components of a word in both written and spoken form is known as knowledge of form.

Firstly, the written form of a word refers to how the word looks and how it is spelled correctly (Nation 2001). In this way, written form consists of forming words with the letters in the correct order, or the way a word is formed. Additionally, the spoken form includes being able to recognize the word when heard and being able to produce the spoken form to express meaning. Nation (2001) also stated that producing the spoken form of a word in English includes pronouncing the sounds of the word, as well as the degrees of stress of the appropriate syllables in the word if it contains more than one syllable. Finally, word parts are defined as “lexical elements that are used to create a morphologically complex word by adding affixes, including prefixes and suffixes” (Bubchaiya & Sukying, 2022, p. 71).

Meaning. - Meaning becomes one of the essential aspects that should be learned by students because it refers to how the word gives its meaning to the language users. In other words, meaning is related to the idea and the things to which it refers, as well as the associations that people have when they think of a particular word or expression. These ideas are in accordance with Nontasee and Sukying (2021) who mentioned that “understanding word meaning requires a student to be aware of its form, meaning, referents, lexical networks, and word associations” (p.36).

In general, knowing a word is knowing what the word sounds like (its spoken form), or what it looks like (its written form) and its meaning. However, it is necessary to know both the form of a word and its meaning. Nation (2001) asserts that when there is a clear correlation between the meaning and the form of a word, it is simpler to determine the connection between them. Another notable feature of

words that is especially striking when looking up words in a dictionary is that they have many different meanings, which refer to concepts and referents. This is particularly valid for high frequency terms (homonyms, homographs and homophones). Finally, **associations** refer to the semantic relationships between a large number of words in English. Understanding these relationships is useful for explaining word meaning and for creating activities that enrich students' understanding of words.

Use. - The term "use" refers to the way we use words and phrases when we communicate. This includes using words in the correct form (Nation, 2001). The knowledge of use is also described as "the places in which each word can be used, and the company the word is likely to keep" (Nontasee & Sukying, 2021, p.36). In this way, word use involves three sub aspects such as grammatical functions, collocations, and constraints on use.

To use a word, you need to know what part of speech it is and what grammatical patterns it can fit into. Grammatical functions of a word refer to its role in a sentence, such as subject, object, verb, adjective, adverb, preposition, conjunction, determiner, pronoun, and interjection. Therefore, the grammatical function of words is determined by their placement and location in a sentence, as well as how they are used. **In addition, collocations refer to all those pairs or groups of words that usually appear together are called collocations and their learning is essential for good practice and interpretation of vocabulary.** According to Nation (2001) "Collocation is just one of many relationships associated with the correct comprehension and productive use of vocabulary" (p. 77). The third sub-aspect refers to the restrictions on the use of the word which may differ across cultures. According to Nation (2001) where there are constraints, the clues for constraints on use can come from the way the word is translated into the first language or from the context in which the word is used.

3. METHODOLOGY

The present research work took place in the city of Loja known as the cultural and musical capital of Ecuador, which is located in the south of the country.

Specifically, the study was conducted at a public institution whose geographic coordinates are -4.01038 latitude and -79.1991 longitude, which corresponds to the Educational District Zone 7. The participants of the study were a group of 40 eighth-grade students from the 2022-2023 academic period, which included 21 females and 19 males with an average age of 11 and 13 years old, and who were expected to possess an A1.1 level of English language proficiency as set by the Ministry of Education. The technique for choosing the participants was convenience sampling since it involves selecting individuals who are willing and available to be studied and due to nearby location (Cresswell, 2012).

The research used a mixed method approach which combined the qualitative and quantitative data to gain a greater understanding of the impact of visual aids on students' vocabulary knowledge (Creswell, 2012). Similarly, this research followed an action research cycle model developed by Susman (1983), in which an intervention plan was designed and implemented to improve students' learning. This cycle is a systematic procedure used by teachers to gather quantitative and qualitative data to address improvements in their students' learning and their teaching performance (Creswell, 2012). Thereby, to effectively solve the problem found among EFL students, the researcher adopted the following steps from the action research cycle model which has been adapted for the development of the study.

Diagnosing. - In the first stage, the research project involved identifying a problem within the educational context. In this way, the researcher found a major issue about eighth-grade students' lack of vocabulary development based on extensive observations made in EFL classrooms during internships. Thus, the lack of vocabulary among eighth-grade students was the problem identified in a public institution during the 2022–2023 academic period.

Action Planning. - The following step involved conducting extensive study on a variety of potential solutions to address the issue that had been identified. The researcher suggested the use of visual aids as a possible solution to successfully address the issue that was found. Furthermore, an extensive literature analysis and previous studies on the relationship between English vocabulary and visual aids

were carried out. The conceptualizations of the identified variables were utilized to create an action plan that included a questionnaire and field notes as research tools to find out students' perceptions about the implementation of visual aids. Furthermore, according to Creswell (2012), a code system was incorporated into the questionnaire instrument to uniquely identify every student and adhere to the ethical concept of privacy.

Taking Action. - Following the creation of research instruments including the questionnaire and field notes, an action plan was executed to gather qualitative and quantitative data about how visual aids were used to improve students' vocabulary knowledge. It is worth mentioning that the questionnaire instrument was structured according to the Likert scale, in which the participants indicated their agreement or disagreement on an item through a specific type of scale and gave reasons for their choice. In this way, the questionnaire was a mixed instrument that consisted of ten closed-ended questions to gather quantitative data, which were followed by open-ended questions in which the students provided their opinion to justify their choice, which collected qualitative data.

During the execution of the intervention plan, the classes were conducted using different types of visual aids each week which focused on improving students' vocabulary. In addition, the researcher, who acted as a participant observer, used field notes to constantly monitor the execution of the action plan, which were completed after classes. However, the action plan was flexible which allowed the various intervention activities to be adjusted to the needs of the students and any unique study circumstances.

Evaluating. After implementing the intervention plan, the research question was addressed by analyzing and interpreting the quantitative and qualitative data gathered from the research instruments. Quantitative data was processed through descriptive statistics that were displayed in frequency tables, while qualitative data was illustrated through a thematic analysis because the data acquired was represented through broad themes. In this way, memory retention, increasing vocabulary, interactive instruction, increasing comprehension and engagement and

motivation were the broad themes identified. Similarly, the qualitative data collected from field notes was interpreted to corroborate the quantitative data.

Specifying Learning. The final phase involved the researcher's reflection on the results and challenges encountered in carrying out the intervention plan, which would be disseminated to the educational community. The findings showed that visual aids had a beneficial effect on students' vocabulary understanding, despite some limitations, including a small sample size, short periods of time, and few weeks for the development of the intervention plan. The primary results were presented together with conclusions and suggestions that addressed the research questions concerning the students' perceptions about the implementation of visual aids in class. These findings could be used to guide future research aimed at helping EFL teachers improve their students' vocabulary knowledge by utilizing visual aids in the classroom.

4. RESULTS

The following section deals with the description of the results obtained from the research instruments related to the students' perceptions towards the implementation of visual aids in EFL classrooms. The results collected from the aforementioned research instruments, which are graphically represented tables, are described in greater detail below.

Table 1

Students' perceptions regarding memory retention through visual aids

Statements	SA	A	D	SD
1. The use of visual aids helped me retain new words better than just listening to the teacher speak.	54%	43%	0%	3%
10. Unlike traditional lessons, visual aids facilitated the memorization of new vocabulary.	58%	34%	8%	0%

Note. SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

As shown in Table 1, the findings revealed that more than a half of the students (54%) "strongly agreed" that the visual content is useful for retaining new words, while an additional 43 % "agreed" with this statement. These results indicated that

a significant proportion of the class (97%) affirmed that visual aids were a useful strategy to improve their memory retention skills related to vocabulary acquisition. From the open-ended questions, students manifested that they could learn more words in English with the use of visual aids rather than just words. From the researcher field notes, it was identified that the majority of the students could retain more information when visual aids were used in class. On the other side, a tiny fraction of the class (3%) “strongly disagreed”, suggesting that the visual content is not enough to retain new vocabulary.

Regarding the difference between traditional lesson and lessons with visual aids strategy, the findings showed that more than a half of students (58%) “agreed” and under a fifth of the class (34%) “strongly agreed” with this statement. This suggests that a very large proportion (92%) stated that the implementation of visual aids was successful in making English classes more interactive, as well as making it easier to memorize new vocabulary, including the teacher's explanation. These findings are also supported by the researcher observations through field notes. However, a small percentage (8%) “disagreed”, suggesting some students may struggle with memory recall.

Table 2

Students' perceptions regarding the increase of vocabulary knowledge through pictures

Statements	SA	A	D	SA
2. The pictures helped me understand the meaning of the words faster.	54%	43%	3%	0%
3. The pictures helped me remember the written form of new words easily.	50%	45%	5%	0%

Note. SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

Table 2 shows that over half of students (54%) “strongly agree” and 43% “agree” with the use of pictures in EFL classrooms to remember new words. These findings highlight that a very large proportion of students (97%) recognized that pictures were effective to be implemented in EFL classrooms to increase their vocabulary. From the open-ended questions, students mentioned that pictures attracted their

attention, and they understood several English words better, as well as when they see a picture, they immediately remember the meaning of a word. As denoted in the field notes, the majority of students showed a better understanding of the meaning of some words, and pictures stimulate students to learn by providing an environment with a positive attitude. On the other hand, a very small proportion of students (3%) “disagreed” with this statement, expressing the difficulty that some words present for them.

A majority of students (95%) believed pictures are beneficial for learning new vocabulary, especially the written form of words. More than a half (50%) “strongly agreed” and 45% “agreed”, highlighting the importance of pictures in engaging students and increasing their participation in class. From the open-ended questions, students indicated that they were not able to remember some words before using pictures, and these tools help them keep engaged in their learning. According to the researcher's field notes, the students increase their participation in class with the use of pictures. However, an insignificant minority of the students (5%) “disagreed” with this notion, expressing that it was a little difficult to remember some words just by looking at pictures.

Table 3

Students' perceptions regarding interactive instruction with realia

Statements	SA	A	D	SD
4. The classes were interactive when the teacher used real objects during the English lessons.	58%	42%	0%	0%
5. I noticed an increase in comprehension related to English vocabulary when the teacher used objects that allowed me to use my senses like seeing, hearing and touching.	58%	37%	5%	0%

Note. SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

As it is presented in Table 3, the majority of the class (58%) “strongly agreed” and around a half of students (42%) “agreed” that the English classes were interactive when the teacher used real objects. These findings demonstrated a positive perception among the whole class (100%) showing that realia was helpful to provide a pleasant environment to learn English vocabulary. From the open-ended

questions, students manifested that the classes were interesting and more dynamic, as well as they paid more attention and they wanted to participate more. As denoted in field notes, students felt motivated to participate actively and they learned more when the teacher used classroom objects.

Moreover, more than a half of students (58%) “strongly agreed” along with under a fifth of students (37%) “agreed” that realia allowed them to use their senses to better understand English vocabulary. These results showed that a significant proportion of the students (95%) affirmed that using real objects was advantageous since students were capable of using their senses to learn new words. From the open-ended questions, students highlighted the importance of realia to increase their concentration and their vocabulary knowledge. From the researcher field notes, the classes were more interactive, students participated more, and they demonstrated a better understanding of new vocabulary. On the other hand, a tiny fraction of the class (5%) “disagreed” with this statement, expressing that they did not use all their senses, just seeing and touching.

Table 4

Students' perceptions regarding the increase of comprehension using graphic organizers

Statements	SA	A	D	SD
6. The structured information presented in the graphic organizers helped me comprehend new vocabulary better than a text.	43%	53%	4%	0%
7. I was able to connect the words with their meaning when the teacher used graphic organizers in class.	48%	44%	8%	0%

Note. SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

As shown in Table 4, more than a half of the students (53 %) “agreed” and around a half of the students (43%) “strongly agreed” that graphic organizers were very helpful in comprehending new vocabulary because the information presented was clear and organized. These results showed that a significant proportion of the class (96%) acknowledged that graphic organizers were useful to enhance students’ comprehension related to English vocabulary. From the open-ended questions,

students suggested that the class was less boring than when long texts are used, since the information in the graphic organizer was summarized and presented in an organized way to understand each part. Based on field notes, students demonstrated a better understanding of English vocabulary by using graphic organizers in class since the information presented was summarized and organized. However, a tiny fraction of students (4%) “disagreed” with this statement, expressing that they got a little bit confused when the teacher used graphic organizers in class. These findings indicated that the information in a graphic organization should be well-organized, clear and contain few words for a better understanding of English vocabulary rather than long texts.

Additionally, just under a half of students (48%) “strongly agreed” with around a half of the class (44%) “agreed” that graphic organizers help them to connect the vocabulary with their meaning. These findings demonstrate that a very large proportion of students (92%) recognized that using graphic organizers was favorable in improving students’ vocabulary knowledge regarding the meaning of some words. From the open-ended questions, students expressed that with a graphic organizer they could understand better the meaning of the words since it contained the main ideas of the topic. That is why, was easy for students to comprehend the vocabulary presented with their meaning. The researcher's field notes revealed that since there were pictures and little information in the graphic organizers, the students comprehended the new vocabulary more readily, particularly, the meaning of some words. However, a small percentage of the students (8%) “disagreed” with this statement since they did not like to learn with graphic organizers. These findings revealed that graphic organizers are a useful tool because they show the main aspects of a topic to help students learn more effectively.

Table 5*Students' perceptions regarding engagement and motivation through posters*

Statements	SA	A	D	SA
8. The visual elements such as lines, images and words in a poster attracted my attention to learn new words in English.	38%	47%	15%	0%
9. I felt motivated to learn new vocabulary when the teacher used colorful posters in class.	48%	41%	8%	3%

Note. SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

As can be seen in Table 5, around a half of students (47%) “agreed” and under a fifth of the class (38%) “strongly agreed” that posters engaged students in learning new vocabulary. These results revealed that a large part of the students (85%) recognized that posters were valuable to keep them engaged in their learning, since they contained different visual elements that attracted their attention to learn new vocabulary. From the open-ended questions, students stated that the classes were interactive since posters were colorful, as well as the majority of the students were paying attention to the class because the visual elements of the posters attracted their attention to learn new words. As denoted in the field notes, students’ participation increased, and the majority of the class felt motivated to learn with posters. On the other side, less than a quarter of the students (15%) “disagreed” with this statement since they do not like the poster used in class.

Furthermore, just under a half of the population (48%) “strongly agreed” along with under a fifth of the class (41%) “agreed” that using posters in the classroom motivates students to learn. These results indicated that a significant majority of students (89%) understand that using posters in class was efficacious to increase students’ motivation and enthusiasm during English lessons. From the open-ended questions, students mentioned that they felt motivated to learn because the color of the poster caught their attention, as well as that the class was more dynamic, and it was easier to understand the topics when the teacher used posters. Similarly, based on field notes, students participated actively, and they understood better the topics when posters were used in class. On the other hand, a small portion of the students

(8%) “disagreed” and a tiny fraction of the class (3%) “strongly disagreed” with this statement.

5. DISCUSSION

The present research aimed to find out the eighth-grade students' perceptions about the implementation of visual aids to enhance their English vocabulary at a public institution in Loja during the 2022-2023 academic year. This section shows a comparison of the results obtained with some empirical studies by answering the research question, as well as it describes the limitations that were encountered during the execution of the intervention plan.

According to the questionnaire and observation through field notes, it was found that most of the participants had positive perceptions towards using visual aids to enhance their English vocabulary, particularly, the use of various types of visual aids such as pictures, realia, graphic organizers, and posters attracted the students' attention, increased their participation and motivation, and contributed to make the classes more dynamic and interactive. For instance, learners manifested that this strategy was interesting, dynamic, and engaging, which allowed them to increase their attention and participation. These results are also in agreement with Patesan et.al. (2018), who stated that visual aids enable students to make learning more concrete, effective, interesting, inspirational and meaningful. Hence, it can be said that visual aids are a useful strategy to be implemented with eighth-grade students to enhance their vocabulary learning and create an environment where students feel motivated to learn.

Additionally, students pointed out that implementing visual aids, increased their vocabulary knowledge, memory retention skills, comprehension to new topics and most importantly increased their interaction, as well as keeping them engaged in their learning because English lessons were interactive. These findings corroborated what Alamri and Hakami (2022), Birinci and Saricoban (2021), Cruz (2021) and Wiyati and Marlina (2021) reported in their research. All these authors acknowledged that visual aids facilitate students' knowledge, increase their enthusiasm, and help them memorize new vocabulary. Therefore, it can be argued

that students perceived visual aids as an effective strategy for tackling their vocabulary challenges providing a positive learning environment.

Although the study was carried out successfully, it had some limitations including a small sample size and little preservice teachers' experience in action research, making it difficult to determine the unique strategy for vocabulary development. Likewise, the circumstances under which this study was conducted in terms of the participants characteristics and short class periods for the implementation of the intervention plan.

6. CONCLUSIONS

This study has revealed that students' perceptions towards the implementation of visual aids to enhance their English vocabulary were mostly positive because they felt motivated as well as being actively involved in the learning process. Moreover, visual aids as a teaching strategy were attractive, dynamic, and enjoyable, which allowed students to increase their interaction in class.

Therefore, visual aids, such as pictures, realia, graphic organizers, and posters, can positively impact students' vocabulary understanding. These aids assisted students in overcoming vocabulary difficulties, attracting attention, increasing engagement, and making classes more dynamic and meaningful. Consequently, implementing visual aids can improve students' vocabulary knowledge and create a motivating learning environment.

Finally, it is recommended that further research on vocabulary with visual aids should be conducted with larger samples to acquire more accurate results. In this way, the study might generate more trustworthy results, and it can be affirmed that the application of visual aids is effective in influencing the development of students' vocabulary knowledge. Likewise, it is highly recommendable to take into consideration more prolongation of time to develop the intervention plan, which can also be developed with other educational levels to validate the positive effects of visual aids strategy to enhance students' vocabulary understanding.

7. CONTRIBUCIÓN DE LOS AUTORES

- ~ Thaily Fernanda Caillagua Zhanay: Resumen, introducción, marco teórico, recopilación de datos, redacción del artículo, recolección de datos, análisis de resultados, discusión y conclusiones.
- ~ Marlon Richard Armijos Ramírez: Dirección, supervisión y edición del capítulo de libro.

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Factores que impactan en la reactivación económica del sector industrial del Cañar- Ecuador

Factors that impact the economic reactivation of the industrial sector of Cañar-Ecuador

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1. INTRODUCCIÓN

Este trabajo presenta los mecanismos de la innovación y reactivación más relevantes en el contexto actual. Dichas herramientas se clasifican según su naturaleza jurídica y empresarial. También se sugieren escenarios estándar según el tipo de intervención competitiva, la etapa de desarrollo de la invención y el tamaño de la empresa. En particular, se discute qué mecanismos son adecuados para qué casos, con referencia a las diferencias en el uso de mecanismos de protección de la innovación entre las pymes, mediana empresa y las grandes empresas. En última instancia, existe un diagnóstico rápido de los mecanismos utilizados para innovar con éxito, según el tamaño de la empresa.

Las disposiciones clave del modelo de desarrollo de incentivos financieros para la innovación de actividades para empresas en el sector industrial. La investigación se orienta a determinar la relación que existe entre los incentivos económicos y las actividades de innovación en el sector industrial. Se trata de un modelo que desarrolla la recompensa por innovación y el impacto que tiene en las actividades de innovación del sector industrial. En el contexto de estudio los incentivos son financieros y están orientados a promover la motivación de los clientes internos de la industria en tarea de investigación, desarrollo e innovación. Se halla que los incentivos financieros inciden positivamente en la innovación del sector industrial y sus repercusiones en el Producto Interno Bruto de Rusia. Se concluye que, la innovación se potencia con actividades de recompensa (Manshilin & Leshchinskaya, 2022).

1.2 Definición de innovación

La innovación es muy importante en la parte económica y social, lo que ha sido un factor clave tanto a nivel de organizaciones como a nivel nacional. Refiriéndose a nivel de empresa, la innovación cumple con un rol fundamental por las aportaciones que realiza tanto a la productividad como a la competitividad económica a largo plazo (Rojo et al., 2019).

1.2.1 Innovación en México

Las estrategias de calidad permiten la estandarización de los procesos de producción y manufactura, así como el establecimiento de controles en las operaciones, con lo cual se genera conocimiento para el autoaprendizaje y la mejora continua. Por ello, para dar respuesta a los retos de la competitividad, así como al entorno incierto y dinámico, el conocimiento es un factor que se capitaliza para la resolución de problemas y la formulación de estrategias, pues según Urgal et al (2011). En tanto, la innovación provoca cambios organizacionales que permiten a la empresa aumentar la productividad (Camacho et al., 2020) y se relaciona con mejoras en los procesos productivos (Kim et al., 2012).

La muestra estuvo conformada por 236 cuestionarios válidos que fueron aplicados a 30 empresas industriales en una planta de procesamiento urbana. Los resultados de la prueba de validez convergente muestran que las variables están correlacionadas y de acuerdo con los valores de varianza promedio obtenidos, la correlación es fuerte. Las puntuaciones de ajuste indican que lo que se observa en los datos coincide con lo que se propone en el modelo. La relación entre calidad, conocimiento e innovación es positiva y significativa, por lo que no se rechaza la hipótesis de investigación. Las estrategias de mejora de la calidad y gestión del conocimiento pueden influir positivamente en el desarrollo de la innovación de procesos. (Mendoza et al., 2022, p. 83)

1.2.2 Innovación en Ecuador

La innovación permite ventajas competitivas en el mercado. De manera metodológica, una propuesta sobre los principales aspectos a considerar en el proceso de innovación como factor importante en el logro de ventajas competitivas y así para la expansión en el mercado en Ecuador. (García et al., 2007)

1.2.3 Innovación en Azogues

Un estudio en el contexto de Azogues – Ecuador sobre emprendimiento e innovación propuesto por Solis-Muñoz et al (2021) señala que esta condición aporta a la actividad económica y sus actores, sobre todo a los emprendimientos en MiPymes dada la necesidad de encontrar financiamiento de capital de trabajo para actividades de innovación de producto, proceso y gestión empresarial. La

investigación busca determinar los factores que inciden en el emprendimiento e innovación encontrando que el valor al cliente y la ventaja competitiva cuentan con evidencia estadística para afirmar que efectivamente explican por sobre el 50% la varianza total de la variable dependiente. Sin embargo, la transformación digital y el liderazgo no contaron con evidencia estadística por lo que se abren nuevas líneas para futuras investigaciones. Se concluye que una mayor calificación a las variables estadísticamente significativas incidirá en el emprendimiento e innovación de las MiPymes en el contexto específico de estudio. En esta línea la pregunta científica se circunscribe a ¿Qué factores impactan en la reactivación económica del sector industrial del Cañar- Ecuador? enfocándose a la investigación a determinar los factores que impactan en la reactivación económica del sector industrial del Cañar-Ecuador.

2. MARCO TEÓRICO

2.1. Aproximaciones teóricas sobre la reactivación económica

2.1.1. Binomio: crédito vs reactivación

2.1.1.1. Teorías del crédito

Los créditos en su máxima expresión han estado presentes en los diferentes sujetos de la colectividad para tener como resultados diversos productos. Los negociantes para que adquieran y obtengan herramientas e instrumentos que faciliten y posibiliten su trabajo. El plazo del dinero conocido como crédito durante varios años ha servido como una herramienta variada para estas épocas pasadas, la mayor parte de estas acciones lo ocupaban los negociantes y los mercaderes para de esta forma poder obtener un crecimiento en sus emprendimientos. En los siglos XIX Y XX este famoso crédito se tomó como un método que a su vez era para reactivar la economía. (Morales J. & Morales A, 2014)

2.1.1.2. Definición del crédito de la variable

El crédito nos muestra que la variable es la capacidad para poder ayudar a alguien más y satisfacer su necesidad. Unión contraída por un testamento compromiso y garantía, según la ley el acreedor quién sería el prestamista tiene como obligación abrir una carta de crédito. Detallar la cantidad que se necesita a disposición del

prestamista o tener un acuerdo con el prestatario. Teniendo en mente estas situaciones seguramente se aprovechará de forma acordada en términos y condiciones para que ninguno de los dos (prestamista) y/o (acreedor) salga perjudicado. Según (Austin et al., 2006; Mair y Martí, 2006; Shaw & Carter, 2007; Zahra et al., 2007).

2.1.1.3. Teorías de la reactivación

Como teoría para la reactivación el aprovechamiento del cáñamo como una potencial alternativa en el Ecuador tras la crisis de la pandemia y post pandemia. Para ello se estudiaron 3 puntos principales que son: el enfoque económico, en donde puede visualizar la situación actual de la economía ecuatoriana y el flujo de dinero que genera el cáñamo a nivel mundial, esto permitirá crear numerosas plazas de trabajo en los distintos sectores como pueden ser el agrícola, comercial e industrial (Gallegos, 2021).

2.1.2. Binomio: emprendimiento social vs reactivación económica

2.1.2.1. Teorías del emprendimiento social

Existe una necesidad creciente de desarrollar formas de capital nuevas e innovadoras. La tecnología facilita la creación de instituciones sociales (Bull, 2008; Nichols, 2006; Zara et al. 2008). Pero como interés académico en el emprendimiento social, ha habido controversia sobre su definición exacta en las últimas décadas. El emprendimiento social se enfoca en conceptualizar y probar este fenómeno.

2.1.2.2. Definición del concepto de emprendimiento social

Acerca del emprendimiento nos encontramos con múltiples opiniones de diferentes autores. Acebedo y Velasco (2017) citado por Pérez et al. (2017) Acebedo y Velasco resaltan lo importante que es el emprendimiento social como herramienta para enfrentar problemáticas y promover modelos de asistencia social más eficiente, destacando así la capacidad de la sociedad para tomar una decisión y buscar soluciones más allá de buscar simplemente el desarrollo económico, en lo cual proponen lo siguiente:

Emprendimiento

Hace relación al desarrollo educativo así también a la actitud ciudadana para dar solución a problemas en el contexto en el que se encuentra un sujeto o de tal manera mejorar la calidad de vida de un cierto conjunto de personas. Es el contexto en el que se forma la personalidad emprendedora y el fundamento de otras formas de hacer negocios.

La consecuencia de esto ha sido el desarrollo de muchas formas de emprendimiento social, impulsadas por la capacidad de la sociedad para hacer frente a situaciones problemáticas y promover mejores modelos de asistencia social. En mi opinión puedo decir que en la definiciones que da el autor en base al emprendimiento social y muy importante y además son temas fundamentales en el emprendimiento social y los distintos puntos que nos da a conocer mediante estas 6 definiciones hace que tengamos una clara y exhaustiva visión del emprendimiento social y la innovación de estas teorías que nos hacen ver qué tenemos que realizar un cambio social y está nos ayudar a ver qué el emprendimiento social no puede generar muchas soluciones a los problemas sociales y ambientales y así poder generar una empatía muy buena en la sociedad.

2.1.2.3. Reactivación económica

La reactivación económica es algo que ha afectado a nivel mundial por la pandemia del Covid-19, siendo esto, la que ha causado que la mayoría de las personas estén fuera de sus trabajos y varias empresas cerraron temporalmente debido a que el capital no le dan para pagar empleados, falta de recursos, o por alguna otra situación, por ello, los problemas económicos de las mismas les ha llevado a reactivar su economía aplicando estrategias para apoyar la pérdida y gastos que obtuvieron en el sector industrial causados por la pandemia.(Huilca & Baño, 2021)

2.1.2.4. Teorías de la reactivación económica

Según el estudio de Huilca & Baño (2021) dice que las teorías de la administración se debe realizar seguimientos aplicados a un método deductivo, esto significa que debe usar un tipo de pensamiento de los más básico hasta lo más lógico, con el fin de encontrar el origen de los problemas que está afecta a la economía, creando así estabilidad que le permita superar la crisis económica que afrontan los procesos por

el COVID-19, por esta razón es necesario crear políticas de calidad con el fin de impulsar a los mercados representativos.

2.1.3. Binomio innovación agrícola

2.1.3.1. Teorías de la innovación agrícola

El primer componente es la definición del alcance de la teoría, que identifica el entorno en el que se puede aplicar la teoría.

El segundo componente es un acercamiento a problemas específicos que caen dentro del ámbito de la teoría e impulsan el proceso de construcción.

El tercer componente de la construcción de teorías es el modelo de conocimiento que apoya el proceso de construcción de teorías. Un modelo consta de conceptos que son los antecedentes de una teoría y las relaciones entre ellos y su relación con el campo teórico.

El cuarto elemento es el modo de razonamiento o inferencia, que indica la forma lógica de conocer, también llamada teoría utilizada o método de construcción lógica. Sin embargo, su aplicabilidad depende del campo de aplicación y la etapa teórica, además, rara vez se encuentran en estado puro. Otra forma de construir una teoría es a través del razonamiento abductivo. Este es el paso de la abstracción sintética del entorno no estructurado observado antes de la construcción de la teoría.

Un quinto componente del desarrollo de la teoría es su poder predictivo. Tradicionalmente, con base en la lógica deductiva, se cree que las teorías se prueban mediante predicciones falsables. Aquí sugerimos que una teoría buena y útil es aquella cuyo potencial heurístico mejora la capacidad de la sociedad para ver el futuro en términos tanto de posibilidad como de probabilidad.

El sexto y último componente del proceso de construcción de la teoría consiste en las expectativas e implicaciones éticas de la teoría. Por su parte, la conciencia de las implicaciones éticas de la teoría remite a la idealización de la "ciencia sin valor", un paradigma muy posicionado. Este componente no puede ser ignorado en

el proceso de construcción teórica de problemáticas sociales complejas, por ejemplo, en el campo de la innovación rural.

2.1.3.2. Definición del concepto de innovación agrícola

La innovación agrícola hace alusión a los procesos innovadores que tienen lugar en distintos sectores operativos dedicados a la producción de alimentos, fibras u otros adjetivos o complementos que acompañan al sustantivo "innovación". Según Sonnino, A., & Ruane, J. (2013) considera a los agricultores como el principio y el fin del proceso de innovación agrícola, en cuanto se intentaba empezar por el conocimiento de sus necesidades y terminar brindando recursos tecnológicos desarrollados por los centros de investigación agrícola. Ya que a partir de estos modelos se evalúan y se pueden disponer de cambios y mejoras en las formas de producción, tecnologías generadoras, modelos de agronegocios y redes de actores para así tener eficiencia y productividad del sector para lograr su competitividad.

2.1.4. Binomio asociatividad vs reactivación

2.1.4.1. Teorías de la asociatividad

Con la teoría de la Asociatividad y la teoría de Competitividad como elemento fundamental para el análisis. Caracterizar a la asociatividad, se consideran a varios autores importantes, por ejemplo: Rosales en 1997, Perales en 2003, Morán en 2010, Dini en 1997, entre otros, por lo que se definió como: El proceso colaborativo entre empresas independientes, basado en recursos complementarios entre diferentes empresas relevantes, orientadas al desempeño de una ventaja competitiva, propuesto por Dini en 1997, citado por Narváez, M., Fernández, G., Gutiérrez, C., Revilla, J., Pérez, C., & Pérez, C. (2009), que se reflejan en la competitividad que no podrían ser alcanzadas en forma propia.

2.1.4.2. Asociatividad empresarial: un modelo para el fortalecimiento de la Pyme en Paraguaná

La innovación rural sería como una construcción social del área que está determinada por gente en particular a los que se encuentra, como la relación de lo tradicional y el área que los rodea. En la actualidad, la presencia de tradiciones, continuidad de la agricultura en vez de las industrias, la importancia del medio

ambiente, en comparación con la cultura, la adaptabilidad a los cambios y la innovación que son aspectos al avance del desarrollo (Bustos, 2014).

2.1.4.3. Definición del concepto de asociatividad empresarial

Es una de las estrategias poderosas, en un equipo de empresas con las mismas finalidades compartidas y mejorar su compatibilidad en mundo del negocio, en la cual permite conocer la economía y permitir acceder a nuevos servicios técnicos especializados, en el financiamiento y en el proceso, como una oportunidad de optimizar los recursos y la capacidad de enfrentar algún desafío juntamente con los demás empresarios. En el aspecto industrial en su agrupación instintiva de otras pequeñas empresas que pertenecen a la misma, que comparte su geografía y la cultura de una forma similar, sin la participación del gobierno, esto permite que puedan compartir sus conocimientos de manera confiable y segura (Sánchez, R, Diana, 2010).

2.1.5. Binomio estrategia de marketing vs reactivación económica

2.1.5.1 Teorías del marketing

Este estudio tiene como propósito analizar las estrategias de marketing para la recuperación financiera de Crucita después de una condición patológica. Se implementó un estado de emergencia y excepción sanitaria dentro de todo el país, esto afectaría al sector empresarial y turístico. Debido a la pandemia del COVID-19. Este estudio tiene un carácter explicativo, cuantitativo, no experimental longitudinal, puesto que se realizaron dos mediciones, una inicial y otra final, en hoteles, establecimientos alimenticios, y clientes potenciales, se hizo el uso de cuestionarios para responder a la pregunta: ¿Cuál es la prevalencia del marketing? ¿Estrategias en la economía de negocios de hospitalidad y comida de Crucita en recuperación? Se puede llegar a la conclusión que las estrategias de marketing utilizadas en la segmentación, producto o servicio, posicionamiento, diferenciación y precio son los atractivos necesarios para atraer a clientes potenciales para el consumo del producto o servicio durante fiestas y feriados (Pico, 2021, p. 2111-2129).

2.1.5.2. Definición del concepto de la variable marketing

El marketing es un conjunto de actividades y también es una herramienta de suma importancia en toda organización u empresa, enfocadas para satisfacer necesidades en el mercado para poder así obtener más aceptación de un producto o servicio, ya que con dicha herramienta podremos satisfacer las necesidades de los clientes de tal manera que las ventas se impulsen. Esta herramienta es de suma importancia. A su vez, el marketing es una herramienta que cada vez está en constante cambio para poder satisfacer las necesidades del mercado ya que hoy en día los clientes actuales cada vez son más exigentes. Estos avances que ha tenido el marketing a lo largo del tiempo se lo designan como nueva tendencia. El marketing tiene un proceso que une la investigación y el análisis del mercado (Luque et al., 2017).

2.1.6. Reactivación económica vs crédito

Según el estudio realizado por Guachamín et al., (2021) la pandemia dio un impacto sumamente negativo en los trabajadores, uno de ellos y de los más graves fue el desempleo, varias personas por esta crisis sanitaria perdieron su trabajo por lo que causó la reducción en sus ingresos esto debido a que las empresas también se vieron afectadas por la pandemia. El crédito es muy importante para reactivar la economía, este estudio está enfocado en dar a conocer la necesidad de un crédito para público en general y de igual manera a trabajadores que tengan un ingreso menor a \$5.000, hay que tomar en consideración varios factores inherentes como laborales, socioeconómicos de los trabajadores. Aquellas personas que tengan varios tipos de inconvenientes en lo que refiere a ingresos necesitan un crédito como: personas que no gozan de una vivienda, déficit en sus ingresos y de igual manera personas que tienen ahorros.

2.1.7. Reactivación económica vs innovación agrícola

Este apartado comprende un diagnóstico del estado del sector agropecuario en la ciudad de Chinácota, los problemas actuales y los obstáculos en el surgimiento del sector económico de la ciudad, y presenta una serie de estrategias con el objetivo principal de mejorar la calidad de vida al sector involucrando a los agricultores y en

definitiva al desarrollo del sector soluciones a los problemas existentes de recuperación económica. (Restrepo, 2017, p. 6)

2.1.8. Reactivación económica vs asociatividad

El trabajo analiza la relación entre la industria textil y su impacto en la producción y reactivación económica en el municipio de Portoviejo, Provincia de Manabí, con el objetivo de determinar las mejores vías para reactivar el oficio de artesanos textiles y de confecciones. Incluye estudios teóricos que toman en cuenta parámetros generales, sustantivos y empíricos que permiten una comprensión clara de los conceptos y conclusiones de estudios previos sobre el tema. Se desarrollaron métodos de entrevista y encuesta estructurada a los principales participantes del estudio, lo que determinó que las empresas de la región costera, en particular de Portoviejo, están creando comunidades para cumplir con los principales requerimientos del Instituto Nacional de Economía Masiva y Solidaria, los cuales se definen solo en EPS.

3. MARCO METODOLÓGICO

3.1 Aspectos Metodológicos de la Investigación.

3.1.1 Paradigma

El paradigma de la presente investigación es el positivista porque se fundamenta en datos cuantitativos para resolver el problema de causa y efecto del fenómeno de estudio (Bunge, 1999).

3.1.2. Diseño metodológico

El diseño metodológico de la investigación describe al tipo de investigación siendo esto cuantitativa. El estudio tiene un alcance exploratorio, descriptivo y correlacional. La investigación es probabilística y no experimental.

Es exploratoria porque la reactivación económica como fenómeno de estudio en el contexto de Azogues, Biblián y Déleg, Ecuador no ha sido abordado a profundidad. Es descriptiva porque se vale de información contenida en tablas y figuras de estudios previos. Es correlacional porque mediante un modelo teórico asocia linealmente las variables independientes con la variable dependiente (Hernández, et al.2016).

La investigación es probabilística porque utiliza la base de datos de los productores de la provincia del cañar y existe aleatoriedad al seleccionar los elementos muestrales. Es no experimental porque el investigador no manipula deliberadamente las variables. Además, el estudio es transversal porque los datos se toman en un solo momento (Rojas, 2021).

3.1.3 Población, marco muestral y muestra.

La población se refiere al número de productores asociados en la provincia del Cañar-Ecuador es de 5.073 El marco muestral constituye con la base de datos y los listados de productores de cooperativas de organizaciones campesinas y asociaciones. El tamaño de la muestra se calculó con un 95% de nivel de confianza y con un 5% de límite de error.

De donde:

$N =$ población: 5.073. $P =$ proporcional poblacional 0.5. $Q = 1 - p = 0.5$. $E = 0.05$. $Z = 1,96$.

$$n = 357,18$$

3.1.4. Validación del instrumento

Para la recolección de datos se aplica un instrumento de medición llamado cuestionario. El diseño del cuestionario se hace con escala Likert y consta de tres partes. El encabezado donde se registra información sobre el objetivo de la investigación.

Una segunda parte donde está la definición de los conceptos las variables y los ítems y una tercera parte la final donde se registra las variables de control.

3.1.5. Validación de contenido

Es un proceso mediante el cual expertos sobre el problema de investigación dan su opinión. Generalmente son impares. La calificación de los jueces es así:

1. Irrelevante, 2. Relevante, 3. Poco relevante, 4. Muy relevante.

Se saca un promedio de calificación de los jueces y los ítems iguales o superiores de 3.0/4 se quedan. Este proceso permite mejorar la estructura gramatical de los

ítems y la eliminación de los ítems menores a 2.9/4. De 64 ítems mediante la validación de contenido se redujo a 59 ítems que sirven como variables observables para la prueba piloto. El pilotaje se realiza con 30 sujetos de investigación y se procede a calcular el coeficiente de Alpha de Cronbach.

3.1.6. Fiabilidad del instrumento

La fiabilidad del instrumento se logra calculando el coeficiente del Alpha de Cronbach que mide la consistencia interna de los ítems con relación al concepto de la variable. La literatura menciona que el lumbral de Alpha de Cronbach es 0.6.

Variables Independientes	Ítems con validez de contenido	Alpha de Cronbach prueba piloto	Ítems finales
X1	Crédito	0.731	5 elementos
X2	Emprendimiento social	0.607	5 elementos
X3	Innovación agrícola	0.721	6 elementos
X4	Asociatividad	0.812	12 elementos
X5	Estrategia de Marketing	0.770	6 elementos
Variable dependiente			
Y	Reactivación económica		7 elementos
Alpha de Cronbach de la escala general		0.869	41 elementos

3.1.7. Método estadístico

Tablas cruzadas de investigación

Tabla 1. Crédito vs Asociatividad

		Tabla cruzada					Total
		Asociatividad					
		2	3	4	5		
Crédito	3	Recuento	0	0	3	0	3

	% dentro de p1	0,0%	0,0%	100,0%	0,0%	100,0%
	Recuento	0	0	2	7	9
4	% dentro de p1	0,0%	0,0%	22,2%	77,8%	100,0%
	Recuento	1	1	0	0	2
5	% dentro de p1	50,0%	50,0%	0,0%	0,0%	100,0%
	Recuento	1	1	5	7	14
Total	% dentro de p1	7,1%	7,1%	35,7%	50,0%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado

	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	20,533 ^a	6	,002
Razón de verosimilitud	18,249	6	,006
Asociación lineal por lineal	1,790	1	,181
N de casos válidos	14		

a. 12 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,14.

Nota. Adaptado a partir de las salidas del SPSS (2023)

La tabla 1 Existe dependencia entre las variables Crédito y Asociatividad. Significa que, mientras más asociados estén los sujetos de estudio más probabilidades de acceder a créditos en condiciones ventajosas existen. La prueba estadística del chi-cuadrado da un valor de 0,02 menor al p-valor de 0,05, por tanto, es estadísticamente significativa.

Tabla 2. Crédito vs Innovación agrícola

		Tabla cruzada				Total	
		Innovación agrícola					
		2	3	4	5		
Crédito	3	Recuento	3	0	0	0	3
		% dentro de p1	100,0%	0,0%	0,0%	0,0%	100,0%
	4	Recuento	0	7	1	1	9
		% dentro de p1	0,0%	77,8%	11,1%	11,1%	100,0%
	5	Recuento	0	0	1	1	2
		% dentro de p1	0,0%	0,0%	50,0%	50,0%	100,0%
Total		Recuento	3	7	2	2	14
		% dentro de p1	21,4%	50,0%	14,3%	14,3%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado			
	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	19,444 ^a	6	,003
Razón de verosimilitud	19,434	6	,003
Asociación lineal por lineal	8,243	1	,004
N de casos válidos	14		

a. 12 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es de ,29.

Nota. Adaptado a partir de las salidas del SPSS (2023)

Existe la dependencia entre las variables crédito y la innovación agrícola. Significa que mientras más estén los sujetos de estudio en innovación agrícola más

probabilidades tienen de acceder a créditos. La prueba estadística del chi-cuadrado me da un valor de 0,03 menor al p-valor de 0,05, por tanto, es estadísticamente significativa.

Tabla 3. Emprendimiento social VS Crédito

		Crédito			Total	
		2	4	5		
Emprendimiento social	2	Recuento	1	0	0	1
		% dentro de p9	100,0%	0,0%	0,0%	100,0%
	3	Recuento	0	2	0	2
		% dentro de p9	0,0%	100,0%	0,0%	100,0%
	4	Recuento	0	4	1	5
		% dentro de p9	0,0%	80,0%	20,0%	100,0%
	5	Recuento	0	1	5	6
		% dentro de p9	0,0%	16,7%	83,3%	100,0%
	Total	Recuento	1	7	6	14
		% dentro de p9	7,1%	50,0%	42,9%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023).

Pruebas de chi-cuadrado			
	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	20,922 ^a	6	,002
Razón de verosimilitud	14,739	6	,022
Asociación lineal por lineal	8,901	1	,003

N de casos válidos	14
a. 12 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,07.	

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 3 se muestran los resultados de dependencia cruzada entre las variables dependientes emprendimiento social y el crédito. Esto quiere decir que mientras más emprendimientos sociales existan en los sujetos de estudio más va a haber las probabilidades de crédito. Lo afirmado se corrobora con prueba estadísticamente significativa del 0.02 a un nivel menor al 0.05 del p- valor.

Tabla 4. Emprendimiento social VS Asociatividad

		Asociatividad				Total	
		1	3	4	5		
Emprendimiento social	2	Recuento	0	0	0	1	1
		% dentro de p9	0,0%	0,0%	0,0%	100,0%	100,0%
	3	Recuento	0	2	0	0	2
		% dentro de p9	0,0%	100,0%	0,0%	0,0%	100,0%
	4	Recuento	0	0	3	2	5
		% dentro de p9	0,0%	0,0%	60,0%	40,0%	100,0%
	5	Recuento	1	0	1	4	6
		% dentro de p9	16,7%	0,0%	16,7%	66,7%	100,0%
	Total	Recuento	1	2	4	7	14
		% dentro de p9	7,1%	14,3%	28,6%	50,0%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado			
	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	18,150 ^a	9	,033
Razón de verosimilitud	15,647	9	,075
Asociación lineal por lineal	,032	1	,858
N de casos válidos	14		

a. 16 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,07.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 4 se muestran los resultados de dependencia cruzada entre las variables dependientes emprendimiento social y asociatividad. Los hallazgos se respaldan en la prueba estadística del chi- cuadrado a un nivel de significancia bilateral del 0.05 del p- valor.

Tabla 5. Innovación agrícola VS Emprendimiento social

		Tabla cruzada				Total	
		Emprendimiento social					
		2	4	5	6		
Innovación agrícola	1	Recuento	0	0	1	0	1
		% dentro de p16	0,0%	0,0%	100,0%	0,0%	100,0%
	2	Recuento	0	0	0	1	1
		% dentro de p16	0,0%	0,0%	0,0%	100,0%	100,0%
	3	Recuento	1	0	1	0	2
		% dentro de p16	50,0%	0,0%	50,0%	0,0%	100,0%
	4	Recuento	0	1	3	0	4

	% dentro de p16	0,0%	25,0%	75,0%	0,0%	100,0%
	Recuento	0	3	3	0	6
5	% dentro de p16	0,0%	50,0%	50,0%	0,0%	100,0%
	Recuento	1	4	8	1	14
Total	% dentro de p16	7,1%	28,6%	57,1%	7,1%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado

	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	22,313 ^a	12	,034
Razón de verosimilitud	13,943	12	,304
Asociación lineal por lineal	,321	1	,571
N de casos válidos	14		

a. 20 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,07.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 5 se muestran los resultados de dependencia cruzada entre las variables dependientes Innovación agrícola VS Emprendimiento social. Los hallazgos se respaldan en la prueba estadística del chi-cuadrado a un nivel de significancia bilateral del 0.05 del p-valor.

Tabla 6. Innovación agrícola VS Asociatividad

		Asociatividad				Total
		2	3	4	5	
1	Recuento	0	1	0	0	1

Innovación agrícola		% dentro de p16	0,0%	100,0%	0,0%	0,0%	100,0%
		Recuento	0	0	1	0	1
	2	% dentro de p16	0,0%	0,0%	100,0%	0,0%	100,0%
		Recuento	1	0	1	0	2
	3	% dentro de p16	50,0%	0,0%	50,0%	0,0%	100,0%
		Recuento	0	0	0	4	4
	4	% dentro de p16	0,0%	0,0%	0,0%	100,0%	100,0%
		Recuento	0	0	3	3	6
	5	% dentro de p16	0,0%	0,0%	50,0%	50,0%	100,0%
		Recuento	1	1	5	7	14
Total	% dentro de p16	7,1%	7,1%	35,7%	50,0%	100,0%	

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado

	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	26,400 ^a	12	,009
Razón de verosimilitud	19,466	12	,078
Asociación lineal por lineal	3,928	1	,047
N de casos válidos	14		

a. 20 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,07.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 6 se muestran los resultados de dependencia cruzada entre las variables dependientes Innovación agrícola VS Asociatividad. Los hallazgos se respaldan en la prueba estadística del chi- cuadrado a un nivel de significancia bilateral del 0.05 del p- valor.

Tabla 7. Asociatividad VS Reactivación económica

		Tabla cruzada				
		Reactivación económica			Total	
		3	4	5		
Asociatividad	3	Recuento	2	0	0	2
		% dentro de	100,0%	0,0%	0,0%	100,0%
		p21				
	4	Recuento	0	2	3	5
		% dentro de	0,0%	40,0%	60,0%	100,0%
		p21				
	5	Recuento	0	3	4	7
		% dentro de	0,0%	42,9%	57,1%	100,0%
		p21				
Total		Recuento	2	5	7	14
		% dentro de	14,3%	35,7%	50,0%	100,0%
		p21				

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado			
	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	14,011 ^a	4	,007
Razón de verosimilitud	11,493	4	,022
Asociación lineal por lineal	4,436	1	,035
N de casos válidos	14		

a. 9 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es de ,29.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 7 se encuentra el cruce de las variables asociatividad vs reactivación económica. Los hallazgos de información respecto a la asociatividad demuestran que el 57,1% tiene la posibilidad de acceder a nuevos mercados para mejorar la eficiencia y eficacia en la gestión empresarial para reactivar la economía, mientras que el 40% busca aprovechar las fortalezas y recursos de cada empresa.

Tabla 8. Asociatividad VS Estrategia de marketing

		Estrategia de marketing				Total	
		2	3	4	5		
Asociatividad	3	Recuento	0	0	1	1	2
		% dentro de p21	0,0%	0,0%	50,0%	50,0%	100,0%
	4	Recuento	2	1	0	2	5
		% dentro de p21	40,0%	20,0%	0,0%	40,0%	100,0%
	5	Recuento	0	0	0	7	7
		% dentro de p21	0,0%	0,0%	0,0%	100,0%	100,0%
Total		Recuento	2	1	1	10	14
		% dentro de p21	14,3%	7,1%	7,1%	71,4%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado		
	Valor	df
		Significación asintótica (bilateral)

Chi-cuadrado de Pearson	13,020 ^a	6	,043
Razón de verosimilitud	11,748	6	,068
Asociación lineal por lineal	1,859	1	,173
N de casos válidos	14		

a. 11 casillas (91,7%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,14.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 8 se presenta la variable Asociatividad, vs Estrategia de marketing con un porcentaje mayoritario del 100% de personas que están totalmente en acuerdo de la asociatividad con la estrategia de marketing ya que se encuentra mucho más relacionada con ambas variables.

Tabla 9. Reactivación económica VS Emprendimiento social

		Tabla cruzada			Total	
		Emprendimiento social				
		2	4	5		
Reactivación económica	4	Recuento	0	6	1	7
		% dentro de p38	0,0%	85,7%	14,3%	100,0%
	5	Recuento	1	1	5	7
		% dentro de p38	14,3%	14,3%	71,4%	100,0%
Total		Recuento	1	7	6	14
		% dentro de p38	7,1%	50,0%	42,9%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado		
Valor	df	Significación asintótica (bilateral)

Chi-cuadrado de Pearson	7,238 ^a	2	,027
Razón de verosimilitud	8,260	2	,016
Asociación lineal por lineal	,419	1	,517
N de casos válidos	14		

a. 6 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es de ,50.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 9 se presenta la variable Reactivación económica, vs Emprendimiento social que cuenta con un porcentaje de 85.7% de personas que están de acuerdo y le sigue un 71.4% que dicen que el emprendimiento social si está asociado con la reactivación económica. Estos resultados los corroboran la prueba del chi-cuadrado que no es resultable ya que cuenta con un porcentaje mayor al 0.05 del p-valor por lo tanto no es estadísticamente significativa.

Tabla 10. Reactivación económica VS Asociatividad

		Asociatividad				Total	
		2	3	4	5		
Reactivación económica	4	Recuento	0	2	5	0	7
		% dentro de p38	0,0%	28,6%	71,4%	0,0%	100,0%
	5	Recuento	1	0	0	6	7
		% dentro de p38	14,3%	0,0%	0,0%	85,7%	100,0%
Total		Recuento	1	2	5	6	14
		% dentro de p38	7,1%	14,3%	35,7%	42,9%	100,0%

Nota. Adaptado a partir de las salidas del SPSS (2023)

Pruebas de chi-cuadrado			
	Valor	df	Significación asintótica (bilateral)
Chi-cuadrado de Pearson	14,000 ^a	3	,003
Razón de verosimilitud	19,408	3	,000
Asociación lineal por lineal	2,854	1	,091
N de casos válidos	14		

a. 8 casillas (100,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,50.

Nota. Adaptado a partir de las salidas del SPSS (2023)

En la tabla 10 se presenta la variable Reactivación económica, vs Asociatividad social que cuenta con un porcentaje de 14.3% de personas dicen que no están de acuerdo y le sigue un 85,7% que sí están totalmente de acuerdo lo que llega a ser resultable en porcentaje de totalidad mayor.

4. DISCUSIÓN

Al realizar la investigación de lo general a lo particular se especifica que en la ciudad de Azogues en el aspecto de innovación se puede tener cambios constantes dependiendo de la normativa jurídica de las organizaciones, que se podría implementar nuevas fuentes de empleo para el desarrollo económico de la misma zona específicamente. A comparación con otros países, Ecuador respecto a la innovación tiene la posibilidad de generar ganancias altas como una ventaja competitiva y tener un crecimiento en el mercado.

La reactivación económica está entrelazada positivamente en el crédito, emprendimiento social, asociatividad, en la innovación agrícola y en la estrategia de marketing, que son alternativas para solucionar el problema económico del país, tanto como en el medio ambiente y en la sociedad. Por lo cual, se debe tener una visión efectiva para reactivar la economía del país mediante estrategias especialmente en las empresas.

Este trabajo presenta los mecanismos de la innovación y reactivación más relevantes en el contexto actual. Dichas herramientas se clasifican según su naturaleza jurídica y empresarial. También se sugieren escenarios estándar según el tipo de intervención competitiva, la etapa de desarrollo de la invención y el tamaño de la empresa. En particular, se discute qué mecanismos son adecuados para qué casos, con referencia a las diferencias en el uso de mecanismos de protección de la innovación entre las pymes, mediana empresa y las grandes empresas.

La muestra estuvo conformada por 236 cuestionarios válidos que fueron aplicados a 30 empresas industriales en una planta de procesamiento urbana. Los resultados de la prueba de validez convergente muestran que las variables están correlacionadas y de acuerdo con los valores de varianza promedio obtenidos, la correlación es fuerte. Las puntuaciones de ajuste indican que lo que se observa en los datos coincide con lo que se propone en el modelo. La relación entre calidad, conocimiento e innovación es positiva y significativa, por lo que no se rechaza la hipótesis de investigación. Las estrategias de mejora de la calidad y gestión del conocimiento pueden influir positivamente en el desarrollo de la innovación de procesos.

La discusión sobre la innovación en Ecuador proporciona una visión integral de cómo este factor contribuye a la ventaja competitiva en el mercado. El enfoque propuesto resalta la importancia de considerar aspectos clave del proceso de innovación para lograr la expansión del mercado en Ecuador. La investigación específica de Azogues complementa la perspectiva regional, enfocándose en el emprendimiento y la innovación. La identificación de factores que afectan a las empresas, especialmente a las PYME, muestra la necesidad de financiar actividades innovadoras. La relación estadística entre el valor para el cliente y la ventaja competitiva refuerza la importancia de estos elementos en el contexto de investigación específico y proporciona orientación para mejorar la calificación de variables importantes e impulsar la innovación.

Una sección sobre el emprendimiento social y su relación con la recuperación económica proporciona una nueva perspectiva. La teoría del emprendimiento social aborda la necesidad de formas innovadoras de capital, mientras que las definiciones enfatizan la capacidad de la sociedad para tomar decisiones fuera del desarrollo

económico. La importancia del emprendimiento social para resolver problemas y promover modelos más efectivos de asistencia social está respaldada por varias definiciones que brindan una base sólida. En resumen, la discusión analiza los principales aspectos de la innovación en el Ecuador, con especial enfoque en las zonas de Azogues y un marco teórico que explora el binomio crédito versus reactivación y emprendimiento social versus reactivación económica. La diversidad de enfoques y la conexión con la realidad económica y social del país enriquece la comprensión de estos temas.

5. CONCLUSIONES

Las conclusiones que se extrajeron de este capítulo, se menciona cuánta importancia conlleva la reactivación económica y los diferentes factores que actúan entre sí, se encontró información muy valiosa, dado que, al tener múltiples variables para el estudio, se analizaron diferentes tablas estadísticas, el análisis de las tablas cruzadas de variables independientes como: crédito, emprendimiento social, innovación agrícola, asociatividad, estrategia de marketing y una variable dependiente: reactivación económica esta, investigación proporciona una visión integral de los factores interrelacionados que impactan en la reactivación económica del sector industrial en Cañar, Ecuador.

Al explorar las relaciones entre las variables clave como crédito, asociatividad encontramos un hallazgo con una fuerza estadística de precisión, al contar con una prueba de chi-cuadrado con un valor de 0.02, significancia bilateral menor al 0.05 del P-valor. Seguidamente observamos la tabla, emprendimiento social vs crédito arrojando datos muy significativos, afirmando lo que corrobora con pruebas estadísticamente significativas del 0.02 a un nivel menor al 0.05 del P-valor, mientras tanto la asociatividad vs estrategias de marketing logramos examinar datos no tan favorables, dado que estos hallazgos cuentan con una prueba de chi-cuadrado que no es propicio, demostrando un porcentaje mayor al 0.05 del P-valor, por lo que no es estadísticamente significativa, estos datos descriptivos de las diferentes tablas estadísticas revelan patrones y conexiones significativas. Estas conexiones pueden ofrecer un camino para encontrar las soluciones valiosas para la toma de decisiones y para las planificaciones económicas a futuro, permitiendo así la diseñar estrategias más efectivas para impulsar el desarrollo industrial de la región.

Además, la identificación de las relaciones estadísticas específicas, como la influencia de la asociatividad en la reactivación económica o el papel de crédito en la innovación agrícola, proporcionando información práctica que puede ser aplicada en la implementación de políticas y programas destinados a fortalecer la economía local. En este artículo, al examinar detalladamente estos factores en el contexto Cañar, Ecuador, contribuye de manera significativa al conocimiento de sobre la reactivación económica en el ámbito industrial, ofreciendo una base sólida para futuras investigaciones y acciones estratégicas.

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Implicaciones prácticas de la promoción de la inclusión educativa en la educación inicial: Una revisión sistemática

Practical implications of promoting inclusive education in early childhood education: A systematic review

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1. INTRODUCCIÓN

La educación inclusiva, basada en los principios de la diversidad humana, la igualdad de oportunidades y un enfoque justo hacia cada miembro de la sociedad, se esfuerza por garantizar la educación de todas las personas independientemente de sus capacidades, raza, religión o posición social (Calderón-Almendros and Echeita-Sarrionandia, 2022; Qurban qızı Mənsimova, 2022; Shumist Ismailovna and Zareta Adamovna, 2023). A lo largo de su evolución, ha tratado de abordar los obstáculos y dificultades encontrados en su implementación y ha obtenido el reconocimiento como un derecho humano esencial, gracias a varios movimientos asociativos que han ejercido una influencia política significativa (Ziyaev, 2022; Baria, 2023; Hemlata, 2021; Kohout-Diaz, 2023).

En este contexto, la educación inclusiva se destaca como un medio para brindar igualdad de oportunidades educativas a todos los estudiantes, independientemente de sus diversas necesidades, fomentando así entornos de aprendizaje inclusivos (Livak et al., 2022; Santos and Leal, 2023; Volker et al., 2023). Subraya la importancia de reconocer los derechos y responsabilidades sociales de los estudiantes con requisitos educativos especiales y de promover su desarrollo completo y su autorrealización (Baria, 2023; Hemlata, 2021). Por ello, es necesario reevaluar las actitudes de la sociedad hacia los niños con discapacidades y reconocer sus derechos en pie de igualdad con los de los demás niños (Gasanova, 2022; Ubhriyani, 2022), a fin de comprender que la educación inclusiva va más allá de los niños discapacitados y abarca el concepto de no exclusión, que abarca a todos los estudiantes (Hue, 2022; Kohout-Diaz, 2023; Lopuha et al., 2023; Smirnova et al., 2022).

No obstante, la implementación exitosa de la educación inclusiva requiere la participación de educadores competentes que puedan garantizar un proceso educativo de alta calidad y personalizado, además, requiere el apoyo de especialistas como psicólogos, maestros de educación especial y logopedas para facilitar la socialización, la corrección y el desarrollo de los niños con discapacidades (Derzhavina et al., 2021; Karim and Hue, 2022; Santos and Leal, 2023). Por lo tanto, lograr una educación inclusiva requiere un cambio en las actitudes de la comunidad,

la escuela y el gobierno, así como la creación de un entorno que fomente la aceptación y la inclusión social (Graham, 2020; Nikčević et al., 2021; Prof. (Dr.) Alka Mudgal, 2021; Ubhiriyani, 2022).

Ahora bien, a pesar de los avances en la promoción de la educación inclusiva, persisten los obstáculos para la implementación efectiva de estas prácticas en el ámbito de la educación de la primera infancia. Los educadores encuentran barreras como la escasez de recursos, las diversas necesidades de los estudiantes y las limitaciones en la formación de los docentes. Además, comprender el impacto de las estrategias inclusivas en el desarrollo socioemocional, cognitivo y académico de los niños pequeños es vital para informar las políticas educativas y las prácticas pedagógicas que garantizan la igualdad de oportunidades y el bienestar de todos los estudiantes desde el inicio de su experiencia educativa. De ahí la necesidad de realizar una revisión sistemática sobre las implicaciones prácticas de la inclusión educativa en la educación inicial que posibilite una visión de cómo estas prácticas se traducen en la pedagogía, el aprendizaje de los estudiantes y el establecimiento de entornos educativos más inclusivos y equitativos desde las etapas iniciales del proceso educativo.

Por lo cual, el objetivo del manuscrito pretende analizar de manera sistemática las implicaciones prácticas derivadas de las estrategias destinadas a promover la inclusión educativa en el contexto de la educación inicial.

2. METODOLOGÍA

La investigación es descriptiva y transversal, se realizó siguiendo estrictamente las directrices de la declaración PRISMA (Kitchenham, 2004, 2007; Moher et al., 2009; Pardal-Refoyo and Pardal-Peláez, 2020).

2.1 Preguntas de Investigación

¿Cuáles son las implicaciones prácticas derivadas de las estrategias destinadas a promover la inclusión educativa en el contexto de la educación inicial?

2.2 Criterios de inclusión/Exclusión

2.2.1 Criterios de inclusión

- ~ Documentos publicados entre 2018 y 2023
- ~ Se considerarán únicamente artículos originales
- ~ Se incluirán los artículos publicados en idioma inglés y español
- ~ Documentos de acceso abierto.

2.2.2 Criterios de exclusión

- ~ Se excluirán revisiones de la literatura.
- ~ Artículos que no son pertinentes a la temática de estudio

2.3 Ecuación de búsqueda

Las bases de datos científicas de SCOPUS, Web of Science (WoS) y Scielo se utilizaron para realizar una búsqueda sistemática el 6 de enero de 2024. Se implementó una ecuación de búsqueda exhaustiva, adaptada a los parámetros fundamentales de cada base de datos o motor de búsqueda de literatura científica, mediante el empleo de una combinación de descriptores clave y operadores booleanos AND y OR. Los detalles de esta ecuación se presentan en la tabla 1.

Tabla 1. Formulación de la ecuación de búsqueda

Base de datos	Ecuaciones de búsqueda
SCOPUS	TITLE-ABS-KEY ("Attention to diversity" OR "Cultural diversity" OR "Atención a la diversidad" OR "Diversidad cultural") AND TITLE-ABS-KEY ("Educational inclusion" OR "Inclusion in education" OR "Inclusive education" OR "Inclusión educativa") AND TITLE-ABS-KEY ("Initial education" OR "Pre-school education" OR "Early childhood education" OR "Educación inicial") AND PUB YEAR > 2017 AND PUBYEAR < 2024 AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "Spanish") OR LIMIT-TO (LANGUAGE , "English"))
WoS	TS=("Atención a la diversidad" OR "Diversidad cultural" OR "Atención a la diversidad" OR "Diversidad cultural") AND TS=("Inclusión educativa" OR "Inclusión en educación" OR

	"Educación inclusiva" OR "Inclusión educativa") AND TS=("Educación inicial" OR "Educación preescolar" OR "Educación infantil" OR "Educación inicial") y 2023 o 2021 o 2020 o 2019 (Años de publicación)
Scielo	"Atención a la diversidad" AND "Inclusión educativa" EN "Educación inicial"

Nota. Fuente: los autores

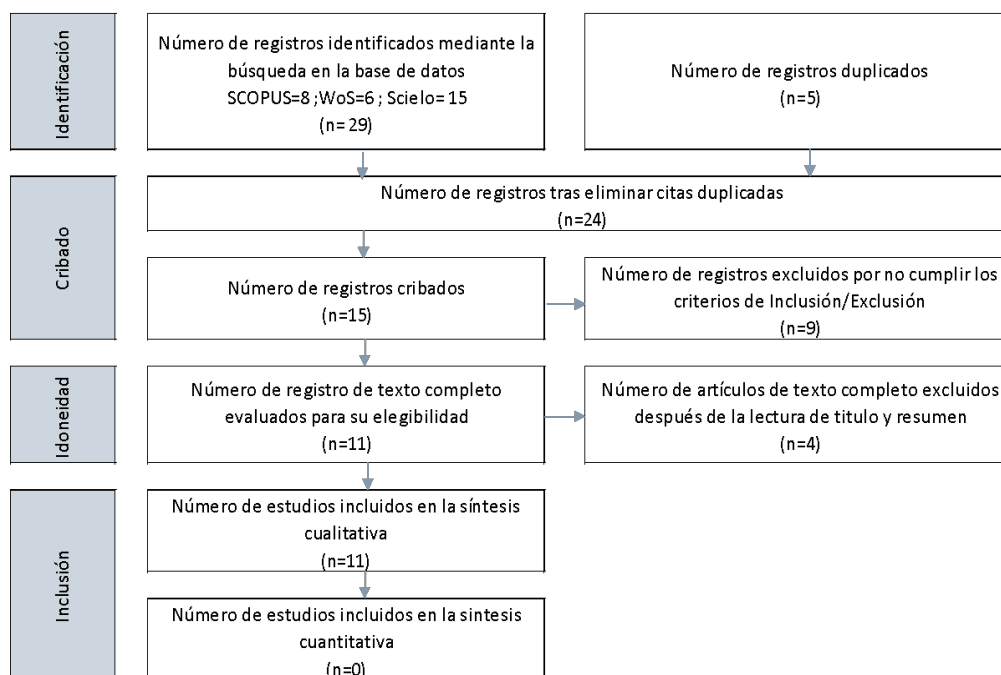
2.4 Proceso de selección de manuscritos

Inicialmente, se obtuvieron un total de 29 artículos relacionados con la educación inicial y la inclusión educativa. Tras eliminar 5 artículos duplicados, se aplicaron los criterios de inclusión y exclusión, lo que dio como resultado la identificación de 15 artículos que fueron preseleccionados para su posterior examinación. Tras revisar los títulos y los resúmenes de estos manuscritos, 4 se descartaron, quedando 11 artículos que finalmente se incluyeron en el estudio.

3. RESULTADOS

A continuación, en la Figura 1 se presenta el diagrama de flujo del proceso realizado para la selección final de los 11 artículos analizados en esta investigación.

Figura 1. Diagrama de flujo aplicando el método PRISMA



Nota. Fuente: Los autores

En la tabla 2, se describen las características bibliográficas de los documentos incluidos en el estudio. Se puede evidenciar que la mayoría de estos se orientan al estudio de estrategias que abordan la diversidad e inclusión y están anexas a SCOPUS y SCIELO.

Tabla 2. Características bibliográficas

Cód	Autores	Título	DOI o Link
art-1	Aramendi Jáuregui et al. (2023)	Sensibilización docente y atención a la diversidad en la formación profesional básica: cooperar para incluir	http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S0210-16962023000100003&lang=es
art-2	Raimilla et al. (2021)	Estrategias Didácticas y Organizativas: Atender a la Diversidad en las Escuelas de Cultura y Difusión Artística	http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-07052021000300321&lang=es

art-3	Bravo Mancero and Santos Jiménes, (2019)	Perceptions regarding the attention to diversity and educational inclusion in university students	10.17163/soph.n26.2019.10
art-4	Mejia-Elvir (2022)	Estrategias inclusivas: atención al estudiantado con diversidad en educación básica, experiencia del profesorado hondureño	http://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S2215-41322022000100131&lang=es
art-5	Maravé-Vivas et al. (2022)	Promoting educational inclusion in teacher training through University Service-Learning dealing with functional diversity	10.47197/retos.v45i0.92688
art-6	Rebollo-Quintela and Losada-Puente, (2022)	The teacher in Early Childhood Education facing inclusive education: competencies and needs	10.30827/publicaciones.v52i2.22237
art-7	Jiménez Ruiz et al. (2018)	Inclusive classrooms built from the diagnosis	10.14201/scero 2018493725
art-8	Adam and Barratt-Pugh (2020)	The challenge of monoculturalism: what books are educators sharing with children and what messages do they send?	10.1007/s13384-019-00375-7

art-9	Escarbajal-Frutos et al. (2020)	Educational inclusion analysis in vulnerable contexts	http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-39162020000100361&lang=es
art-10	Ackah-Jnr (2020)	The teacher should be learning: In-service professional development and learning of teachers implementing inclusive education in early childhood education settings	https://files.eric.ed.gov/fulltext/EJ1289803.pdf
art-11	Siğirtmaç (2020)	The Opinions of Pre-Service Early Childhood Education Teachers about Using an Inquiry-Based Approach in an Inclusive Education Course	10.9756/IN+A1:F12T-JECSE/V12I1.201005

Nota. Fuente: Los autores

3.1 Implicaciones prácticas resultantes de promover la inclusión educativa en la formación inicial.

En la Tabla 3, en lo referente a las implicaciones prácticas respecto al tratamiento de la diversidad para promover y mejorar la inclusión educativa, se puede evidenciar que los estudios enfatizan la importancia de abordar la diversidad y promover la inclusión desde el inicio de la educación temprana, subrayando así la necesidad de la formación docente, las estrategias inclusivas, la colaboración comunitaria y la evaluación sistemática para garantizar un entorno educativo equitativo y enriquecedor para todos los estudiantes.

Tabla 3. Implicaciones prácticas que surgen al fomentar la inclusión educativa en la formación inicial.

Cód	Autores	Implicaciones prácticas
art-1	Aramendi Jáuregui et al. (2023)	~ Se revela la importancia de la formación docente en relación con el tratamiento de la diversidad y se enfatiza la necesidad de estrategias destinadas a mejorar la inclusión y reducir la exclusión educativa. En la investigación se argumenta que esta formación es decisiva para atender eficazmente las diversas penurias de los estudiantes y para fomentar un entorno educativo inclusivo desde las primeras etapas de la educación. Al hacerlo, afirman que se puede establecer un entorno educativo equitativo y enriquecedor para todos los estudiantes.
art-2	Raimilla et al. (2021)	~ Es importante la participación activa de las familias y la comunidad en las instituciones educativas. De tal manera, que la colaboración entre los diferentes actores en el ámbito educativo garantice un entorno inclusivo y enriquecedor para todos los estudiantes, independientemente de sus capacidades o antecedentes
art-3	Bravo Mancero and Santos Jiménes, (2019)	~ Las prácticas inclusivas y fomentar una cultura verdaderamente inclusiva entre los docentes son necesarias. En el estudio se argumenta que esto requiere el desarrollo de estrategias efectivas que promuevan el potencial educativo, personal y social de todos los estudiantes, al mismo tiempo que reconozcan y valoren su diversidad.
art-4	Mejía-Elvir (2022)	~ El estudio enfatiza la necesidad de las estrategias cooperativas y participativas para fomentar entornos educativos inclusivos. Además, enfatizan la necesidad de realizar más estudios sobre el apoyo a la diversidad en las escuelas. Este llamado a la acción subraya la importancia de la investigación en curso y el desarrollo de prácticas inclusivas basadas en la evidencia.
art-5	Maravé-Vivas et al. (2022)	~ Es necesario mejorar los procesos de formación docente y proporcionar directrices para la implementación de los programas de aprendizaje y servicio universitarios. A través de estas propuestas, demuestran la importancia de

		preparar a los futuros educadores para que prioricen la diversidad y el servicio comunitario en la educación.
art-6	Rebollo-Quintela and Losada-Puente, (2022)	~ Es relevante atender las necesidades de contenidos prácticos y de formación continua en materia de diagnóstico y cooperación profesional dentro de los programas de formación docente. Por lo cual, un enfoque más práctico y basado en la realidad es esencial para los futuros educadores.
art-7	Jiménez Ruiz et al. (2018)	~ Se sugiere el uso de una escala de evaluación validada como un medio para mejorar las prácticas inclusivas en las escuelas. Los autores reconocen la esencialidad de evaluar y medir el progreso hacia la inclusión educativa de manera sistemática y objetiva.
art-8	Adam and Barratt-Pugh (2020)	~ Los autores abogan por la diversidad cultural en los entornos educativos y enfatizan la necesidad de contar con diversas colecciones de libros y programas de capacitación que promuevan una auténtica inclusión cultural.
art-9	Escarbajal-Frutos et al. (2020)	~ La investigación enfatiza la importancia de la educación inclusiva para fomentar valores inclusivos. También defienden la necesidad de herramientas de autoevaluación para identificar las fortalezas y debilidades en la práctica educativa.
art-10	Ackah-Jnr (2020)	~ Se destaca la importancia de los programas de desarrollo profesional sostenidos y receptivos para los docentes, así como del apoyo a sus actividades de aprendizaje informal para mejorar sus conocimientos y habilidades.
art-11	Şığirtmaç (2020)	~ Se señala el impacto positivo en las emociones, el compromiso y los resultados de aprendizaje de los estudiantes que se puede observar cuando se implementan prácticas inclusivas en el entorno educativo inicial.

Nota. Fuente: Los autores

4. DISCUSIÓN

A continuación, la literatura existente enfatiza la importancia fundamental de la formación docente cuando se trata de adoptar la diversidad y las prácticas inclusivas. Autores como Aramendi Jáuregui et al. (2023) y Rebollo-Quintela y Losada-Puente (2022) subrayan la urgente necesidad de que los educadores no sólo cultiven una cultura inclusiva genuina, sino que también posean herramientas prácticas que les permitan abordar de manera efectiva la diversa gama de necesidades que están presentes en las aulas de educación temprana. De tal manera, que la adquisición de la educación continua y la integración de contenidos prácticos se identifican como factores clave que surgen de estos estudios, que sirven como pilares fundamentales para el desarrollo profesional de los docentes.

Además, se destaca la importancia de fomentar la colaboración entre las diversas partes interesadas de la educación, incluidas las familias y la comunidad en general, como un aspecto crucial para promover la inclusión y cultivar entornos educativos enriquecedores para todos los estudiantes. Esta noción es subrayada por Raimilla et al. (2021), quienes afirman que dicha colaboración no solo amplía las oportunidades de aprendizaje, sino que también fomenta un sentido de pertenencia y apoyo dentro de la comunidad educativa. Así también, los estudios ponen un énfasis considerable en la necesidad de herramientas de evaluación y autoevaluación que puedan medir eficazmente el progreso hacia la inclusión educativa. Propuestas como la escala de evaluación propuesta por Jiménez Ruiz et al. (2018) y las herramientas de evaluación sugeridas por Escarbajal-Frutos et al. (2020) proporcionan un marco sistemático que permite medir y mejorar las prácticas inclusivas en las escuelas de educación temprana.

No obstante, la importancia de promover la diversidad cultural y lingüística en los entornos educativos es evidentemente una práctica significativa. Autores como Adam y Barratt-Pugh (2020) destacan específicamente la necesidad imperiosa de contar con colecciones de libros y programas de capacitación diversos que fomenten activamente la inclusión auténtica de varias culturas. Este enfoque reconoce y valora las diversas identidades y experiencias de los estudiantes y, en última instancia, fomenta un ambiente educativo inclusivo y de apoyo.

5. CONCLUSIONES

En conclusión, es prevalente la necesidad de programas de formación docente integrales y rigurosos que doten a los educadores de las habilidades y conocimientos esenciales para atender eficazmente las diversas necesidades de sus estudiantes, siendo necesario implementar estrategias inclusivas que fomenten un sentido de pertenencia y brinden igualdad de oportunidades para todos los estudiantes, independientemente de sus antecedentes o características individuales. Así también, se debe contar con procesos de evaluación sistemáticos y continuos, que sirven como mecanismos para monitorear y evaluar la eficacia de las estrategias e intervenciones implementadas.

Por otra parte, se acentúa la importancia fundamental de los esfuerzos de colaboración entre las instituciones educativas, las familias y la comunidad en general, y el rol que estas desempeñan para garantizar la creación y el mantenimiento de un entorno educativo equitativo y enriquecedor.

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Realidad actual en la promoción de la autonomía en estudiantes de educación inicial: Una revisión sistemática

Current realities in the promotion of autonomy in pre-school education students: A systematic review

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1. INTRODUCCIÓN

La autonomía de los estudiantes se define como la capacidad de los individuos para participar en acciones de manera autodirigida (Hangartner et al., 2019; Kinsella et al., 2023; Nguyen, 2018; Patall & Zambrano, 2019; Žvaliauskienė, 2020), es decir, los estudiantes tienen la libertad de tomar decisiones sobre su proceso de aprendizaje (Großmann et al., 2023; Grund & Tulis, 2020; Hangartner et al., 2019; Henri et al., 2018; Melville et al., 2018; Paradnikė & Bandzevičienė, 2015). Este concepto es multifacético y abarca la capacidad de regular los pensamientos y acciones propios a nivel local, al tiempo que establece un sentido de agencia existencial a nivel global (Asánov, 2022).

En varios entornos educativos, particularmente en la educación superior, la autonomía es fundamental, ya que permite a los estudiantes asumir la responsabilidad de sus objetivos de aprendizaje y desarrollo (Bukhteeva et al., 2022; García Zabaleta & Pérez-Izaguirre, 2023; Napitupulu et al., 2018). Además, como ejemplo, se puede mencionar que, en el ámbito de la enseñanza de lenguas extranjeras, se reconoce a la autonomía de los estudiantes como una habilidad esencial en un panorama profesional en constante cambio, lo que revela la importancia de los procesos de aprendizaje individualizados y autodirigidos (Rusakova, 2022). Por lo tanto, el desarrollo de la autonomía de los estudiantes se considera indispensable en los enfoques educativos contemporáneos, que se centran en ayudar a los estudiantes a superarse a sí mismos mediante acciones autónomas (Žvaliauskienė, 2020).

Los factores que influyen en el fomento de la autonomía de los estudiantes abarcan aspectos relacionados con los educadores, las instituciones educativas, la influencia de los padres, la aprobación de la autonomía por parte de los profesores y la integración de las herramientas educativas (Dashkina, 2023; García Zabaleta & Pérez-Izaguirre, 2023). La literatura resalta el rol esencial de los docentes en la promoción de la autonomía de los estudiantes, a la vez que genera un impacto positivo en la misma (Patall & Zambrano, 2019; Tran Quoc & Vo Quoc, 2020).

Por otra parte, la implementación de recursos digitales con una participación mínima de los profesores ha demostrado ser eficaz para mejorar la autonomía de los estudiantes (Asánov, 2022). La transición de los educandos hacia actividades cognitivas independientes, el énfasis en el progreso académico individual y la necesidad de que los estudiantes funcionen de forma autónoma debido al tamaño incremento de las clases han contribuido a mejorar la autonomía de los mismos (Rusakova, 2022). De tal manera, que una combinación de apoyo docente, tecnologías educativas y esfuerzos individuales contribuye de manera significativa a fomentar su autonomía en los entornos educativos.

Por lo expuesto, el avance de la autonomía entre los escolares es imprescindible para su crecimiento holístico y su preparación para hacer frente a los desafíos futuros. Sin embargo, existe una falta de precisión en cuanto a los enfoques más eficientes y adecuados para fomentar esta autonomía en los entornos educativos formales e informales. Esta falta de claridad tiene el potencial de resultar en la adopción de métodos inconsistentes o inadecuados, limitando así el progreso independiente de los niños durante sus primeros años educativos.

Además, la variedad de estrategias y técnicas empleadas para fomentar la autonomía puede complicar la identificación de las prácticas óptimas y generar lagunas en la comprensión de esta cuestión fundamental. En consecuencia, es fundamental realizar una exploración sistemática para combinar el panorama actual de prácticas utilizadas, identificar los patrones emergentes y las áreas que requieren atención y proporcionar orientación explícita a los educadores, académicos y responsables políticos sobre la promoción efectiva de la autonomía entre los estudiantes de educación inicial en una variedad de entornos educativos. Por lo tanto, el objetivo se orienta a sintetizar la realidad actual de las prácticas utilizadas para promover la autonomía en estudiantes de educación inicial en contextos educativos formales y no formales.

2. METODOLOGÍA

La investigación se caracteriza por ser descriptiva y transversal, siguiendo estrictamente los protocolos descritos en la declaración PRISMA (Kitchenham, 2004, 2007; Moher et al., 2009; Pardal-Refoyo & Pardal-Peláez, 2020).

2.1 Preguntas de Investigación

¿Cuál es la realidad actual de las prácticas utilizadas para promover la autonomía en estudiantes de educación inicial en contextos educativos formales y no formales?

2.2 Criterios de inclusión/exclusión

- ~ Criterios de inclusión: Para el estudio se incluirán únicamente publicaciones publicadas entre 2019 y 2023. Solo se tendrán en cuenta los artículos originales y de acceso completo. Se incluirán los documentos publicados en idioma inglés y español.
- ~ Criterios de exclusión: No se considerarán para el estudio las revisiones de la literatura, ya sean estas bibliográficas, sistemáticas o metaanálisis. Se excluirán los manuscritos que no se refieran al tema objeto de escrutinio y su nivel de estudio sea la educación superior.

2.3 Ecuación de búsqueda

Los repositorios científicos SCOPUS, Web of Science (WoS), Redalyc y Scielo se utilizaron para una exploración metódica el 15 de enero de 2024. Las palabras claves utilizadas fueron: "Autonomy", "Autonomía", "students", "Estudiantes", "Estudiante", "Initial education", "Pre-school education", "Early childhood education", "Educación inicial", "Educación preescolar", "Educación infantil".

Se ejecutó una ecuación de exploración minuciosa, ajustada a las especificaciones básicas de cada base de datos o herramienta de exploración para la literatura científica, empleando una combinación de descriptores primarios y operadores booleanos AND y OR. Los detalles de esta ecuación se detallan en la Tabla 1.1.

Tabla 1. Formulación de la ecuación de búsqueda

Base de datos	Cadena de búsqueda	Criterios de inclusión/Exclusión
SCOPUS	TITLE-ABS-KEY ("Autonomy" OR "Autonomía") AND TITLE-ABS-KEY ("students" OR "Estudiantes" OR "Estudiante") AND TITLE-ABS-KEY ("Initial education" OR "Pre-school education" OR "Early childhood education" OR "Educación inicial" OR "Educación preescolar" OR "Educación infantil") AND PUBYEAR > 2018 AND PUBYEAR < 2024 AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Spanish")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (OA , "all"))	<p>Inclusión:</p> <p>Temporalidad: 2019 al 2023</p> <p>Tipología: Artículos originales</p> <p>Idioma: Inglés y Español</p> <p>Acceso: Lectura completa</p>
WoS	Resultados para TS=("Autonomía" o "Autonomía") AND TS=("estudiantes" OR "Estudiantes" OR "Estudiante") AND TS=("Educación inicial" OR "Educación preescolar" OR "Educación infantil" O "Educación inicial" O "Educación preescolar" O "Educación infantil") y 2019 o 2020 o 2021 o 2022 o 2023 (Años de publicación) y Acceso Abierto y Artículo (Tipos de Documentos) e Inglés o Español (Idiomas) y Todo Acceso Abierto (Acceso abierto)	<p>Exclusión:</p> <p>Nivel de estudio: Educación superior o posgrado.</p>
Scielo	("Autonomy" OR "Autonomía") AND ("students" OR "Estudiantes" OR "Estudiante") AND ("Initial education" OR "Pre-school education" OR "Early	

childhood education" OR "Educación inicial" OR "Educación preescolar" OR "Educación infantil")

Nota. Fuente: los autores

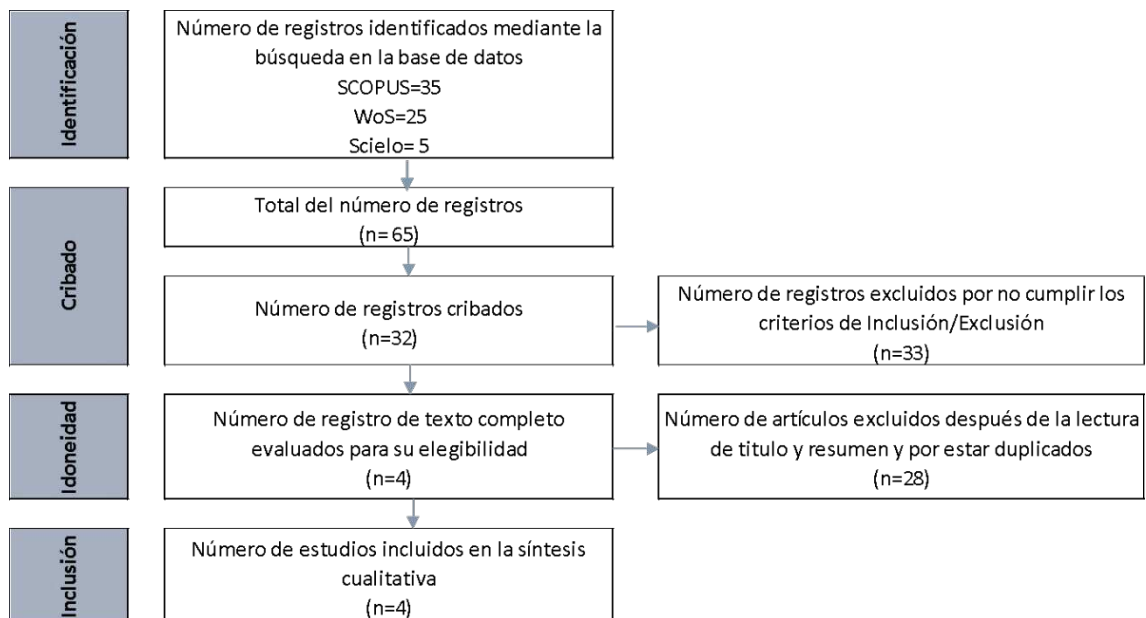
2.4 Proceso de selección de manuscritos

En la primera pesquisa se obtuvo un total de 65 artículos relacionados con el ámbito de la autonomía estudiantil en la educación inicial. Tras la eliminación de 10 artículos repetidos, se aplicaron los criterios de inclusión y exclusión, lo que llevó al reconocimiento de 32 artículos destinados a ser examinados con más detenimiento. Tras una evaluación de los títulos y resúmenes de estas obras escritas, se excluyeron 28, lo que dio lugar a una selección de 4 artículos que, finalmente, se integraron en el análisis de la investigación.

3. RESULTADOS

A continuación, en la Figura 1 se presenta el diagrama de flujo del proceso realizado para la selección final de los 4 artículos analizados en esta investigación.

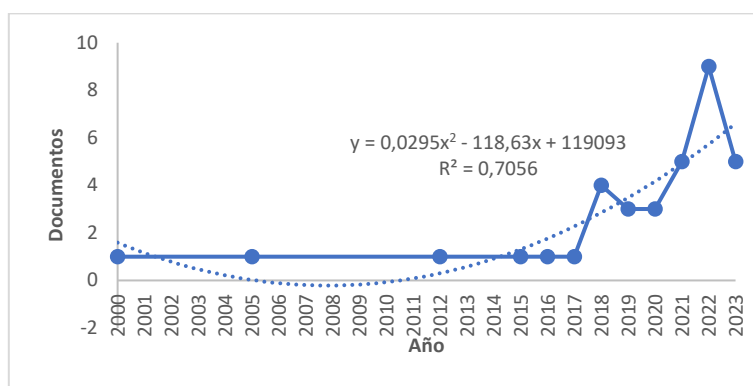
Figura 1. Diagrama de flujo (método PRISMA)



Fuente: Los autores.

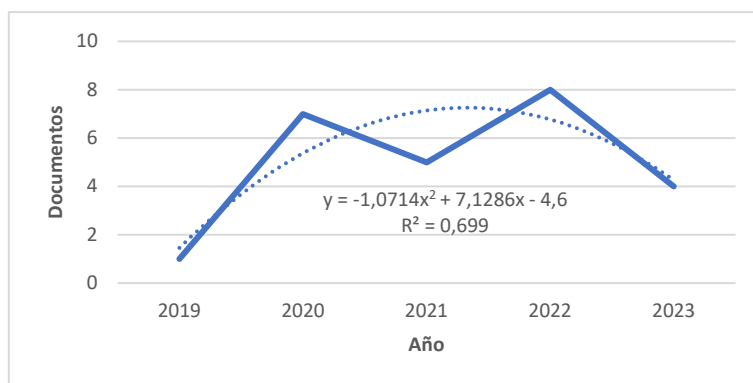
Es evidente que la producción científica sobre la temática de estudio es reducida. La base de datos SCOPUS es la que aloja una mayor cantidad de producción respecto a Web of Science y SCIELO, 35, 25 y 5 publicaciones respectivamente. En la Figura 2, en lo que respecta a la base de datos SCOPUS, se observa un incremento paulatino de la producción científica anual sobre autonomía estudiantil en la educación inicial a nivel mundial. La cantidad de documentos fueron publicados entre 2000 y 2023, siendo el año 2022 con 9 manuscritos el de mayor productividad. Además, presenta un coeficiente de determinación $R^2=70,56\%$ de la línea de tendencia polinómica de segundo orden (Figura 2). Mientras que para Web of Science (WoS) la cantidad de productos científicos decrece (2019 a 2023). El año 2022, con 8 artículos, fue el periodo con mayor producción científica. Presenta un coeficiente de determinación $R^2=69,9\%$ de la línea de tendencia polinómica de segundo orden (Figura 3).

Figura 2. Comportamiento de la producción científica de SCOPUS



Fuente: Los autores

Figura 3. Comportamiento de la producción científica de Web Of Science



Fuente: Los autores

En la tabla 2, se describen las características bibliográficas de los documentos incluidos en el estudio.

Tabla 2. Características bibliográficas

Cita	Autores (Año)	Título	DOI
Herrán et al. (2022)	Herrán, Elena Galende, Nuria Apodaca, Pedro Miguel Sagastui, Jone	The development of early childhood autonomy and Early Childhood Education pre-service teachers. Intervening variables	10.6018/reifop.529471
Del-Moral Pérez et al. (2022)	Del-Moral Pérez, María Esther López-Bouzas, Nerea Fernández, Jonathan Castaneda Del Rosario Neira-Pineiro, María	Self-regulated learning of early childhood education students making oral storytelling with an app	10.35699/1983-3652.2022.37844
Ozamiz-Etxbarria et al. (2022)	Ozamiz-Etxbarria, Naiara Picaza, Maitane Jiménez-Etxebarria, Eneritz Cornelius-White, Jeffrey H. D.	Back to School in the Pandemic: Observations of the Influences of Prevention Measures on Relationships, Autonomy, and Learning of Preschool Children	10.3390/covid2050047
da Silva Campos Folha and de Souza Della Barba (2022)	da Silva Campos Folha, Débora Ribeiro	Classifying children's participation in school occupations in school contexts from the	10.1590/2526-8910.ctoA021962907

de Souza Della occupational therapy
Barba, Patrícia perspective1
Carla

Nota. Fuente: Los autores

3.1 Promoción de la autonomía en estudiantes de educación inicial.

En la Tabla 3, los autores proporcionan una visión holística y actualizada sobre las implicaciones prácticas respecto a la autonomía estudiantil en el ámbito de la educación inicial, destacando la importancia de su promoción en diferentes escenarios educativos y proporcionando estrategias para promover un desarrollo autónomo saludable y sólido de los niños en edad temprana.

Tabla 3. Síntesis de los alcances prácticos que surgen al fomentar la autonomía estudiantil en la educación inicial.

Autores	¿Qué se investiga?	Alcances pragmáticos
Herrán et al. (2022)	Las creencias de autonomía en la primera infancia en estudiantes de Educación.	El examen de las creencias sobre la autonomía en la primera infancia entre los estudiantes de educación inicial aclara un punto de vista crítico sobre el progreso autónomo inicial, enfatizando su fragilidad y la necesidad de intervenciones específicas para fortalecerlo. El predominio de la heteronomía sobre la autonomía en estas creencias pone de relieve la importancia de confrontar las percepciones actuales entre los estudiantes de educación temprana. Este enfoque no solo es esencial para mejorar la comprensión y fomentar la autonomía desde una edad temprana, sino que también conlleva importantes consecuencias prácticas a la hora de elaborar y ejecutar intervenciones educativas que apoyen un progreso autónomo sólido y saludable de los

		niños durante sus primeros años de escolarización.
Del-Moral Pérez et al. (2022)	Aprendizaje autorregulado de estudiantes de educación infantil mediante la aplicación de narración de historias.	La aplicación sugerida presenta notables consecuencias prácticas para la educación de la primera infancia al mejorar el aprendizaje autorregulado entre los estudiantes. Su capacidad para mejorar la autonomía, las respuestas emocionales y las habilidades narrativas de los niños sugiere posibilidades transformadoras en el entorno educativo. Especialmente relevante para los ejercicios de narración verbal, sirve como un instrumento adecuado y eficiente para estimular la expresión imaginativa y el crecimiento lingüístico en los entornos educativos tempranos. Además, el uso constante de esta aplicación no sólo promete una mejora en el autocontrol de los estudiantes, sino que también promueve la espontaneidad en su proceso de aprendizaje, lo que podría tener una influencia favorable y duradera en su desarrollo cognitivo y emocional. Estas implicaciones prácticas subrayan la importancia de incorporar de manera competente tecnologías innovadoras en el plan de estudios de la primera infancia para mejorar el recorrido educativo y fomentar el desarrollo integral de los niños desde una etapa temprana.
Ozamiz-Etxebarria et al. (2022)	La participación de los niños en las ocupaciones escolares desde la perspectiva de la terapia ocupacional. Además, se	El estudio que identifica los factores que permiten u obstruyen la participación de los niños en las actividades escolares tiene importantes implicaciones pragmáticas para la educación inclusiva y la formulación de iniciativas educativas que respondan a las distintas necesidades de todos los niños. Las intervenciones sugeridas para mejorar la participación de los niños, adaptadas a

identificaron las formas de participación y se propusieron los criterios de clasificación.	las de y se los de	las diversas capacidades, hacen hincapié en la importancia de adoptar un enfoque individualizado y centrado en el niño a la hora de configurar las tareas escolares. Además, el énfasis en las circunstancias ambientales apropiadas y en la mediación subraya la necesidad de contar con entornos escolares accesibles y de apoyo que promuevan la participación activa de todos los estudiantes. Adaptar las intervenciones en función de las necesidades y capacidades específicas de los niños no solo mejora su participación óptima en las tareas escolares, sino que también fomenta la inclusión y el crecimiento integral de cada alumno en el entorno académico. Estas implicaciones prácticas subrayan la importancia de un enfoque holístico y consciente de la diversidad en el diseño y la implementación de los planes educativos para garantizar la participación y el éxito de todos los niños.
da Silva Campos Folha and de Souza Della Barba (2022)	Estudio sobre el impacto de las medidas contra la pandemia en las relaciones, la autonomía y el aprendizaje de los niños en edad preescolar.	Las estrategias puestas en marcha, como la creación de cohortes, las prácticas de higiene de las manos y el uso de mascarillas por parte de los profesores, tienen importantes implicaciones para la seguridad y el bienestar de los estudiantes en los entornos educativos durante la crisis sanitaria. Además, contemplar la posibilidad de aumentar el número de educadores en la educación de la primera infancia puede garantizar una atención más personalizada y enriquecedora para cada niño, un aspecto fundamental durante los períodos de adversidades relacionadas con la salud. Sin embargo, fue imperativo minimizar las restricciones impuestas para evitar efectos adversos en la independencia y el progreso

educativo de los niños. Durante la pandemia, lograr un equilibrio entre garantizar la seguridad de los niños y fomentar su desarrollo holístico fue indispensable para garantizar que las medidas implementadas no impidan su capacidad de investigar, aprender y prosperar plenamente en el ámbito educativo. Estas implicaciones prácticas subrayan la necesidad de abordar de manera integral los obstáculos derivados de las crisis de salud y, al mismo tiempo, salvaguardar el bienestar emocional, social y educativo de los jóvenes estudiantes en la educación temprana.

Nota. Fuente: Los autores

4. DISCUSIÓN

Los resultados e ideas presentadas por los autores aclaran ciertos puntos en común con respecto a la importancia de fomentar la autonomía y la participación de los niños en varios entornos educativos, junto con la necesidad de personalizar las intervenciones de acuerdo con los requisitos únicos de los estudiantes. Es inequívocamente evidente que se debe reconocer el papel fundamental de fomentar la autonomía y la participación de los niños en los diversos entornos educativos. Desde la educación superior hasta el desarrollo de la primera infancia, existe un consenso predominante con respecto a la idea de que empoderar a los estudiantes para que asuman la responsabilidad de su propio aprendizaje y crecimiento es indispensable tanto para sus logros académicos como para su realización personal.

Los trabajos académicos de Herrán et al. (2022) y Ozamiz-Etxebarria et al. (2022) subrayan la importancia de fomentar la autonomía desde una edad temprana y proponen intervenciones específicas para fortalecer este aspecto, reconociendo su papel en el desarrollo holístico de los niños. Además, Del-Moral Pérez et al. (2022) y Da-Silva Campos Folha y De-Souza Della Barba (2022) coinciden en la importancia de tener en cuenta las circunstancias y limitaciones ambientales, como las

presentadas durante la pandemia, para salvaguardar el bienestar y la seguridad de los niños y, al mismo tiempo, defender su autonomía y progreso educativo.

Además, se logra evidenciar que todos los autores presentan estrategias específicas para reforzar la autonomía y la participación de los niños en sus respectivos entornos. Ya sea mediante la integración de tecnologías educativas, como defienden Del-Moral Pérez et al. (2022), o identificando los factores que facilitan e impiden la participación en las actividades escolares, como postulan Ozamiz-Etxebarria et al. (2022), se recalca el imperativo de implementar medidas tangibles para fomentar el crecimiento autodirigido de los estudiantes.

5. CONCLUSIONES

En conclusión, el presente artículo ha analizado meticulosamente una variedad de perspectivas y metodologías relacionadas con la facilitación de la autonomía entre los niños pequeños en entornos educativos formales e informales. Se ha demostrado la importancia de fomentar la autonomía desde una edad temprana para el progreso holístico de los menores.

Además, se recalca la necesidad de diversas intervenciones y estrategias orientadas a cultivar la autonomía, que van desde la utilización de los avances educativos hasta la consideración de las circunstancias ambientales y las restricciones externas. Siendo necesario adaptar estas intervenciones a las necesidades únicas de cada niño y, al mismo tiempo, abordar las actitudes y convicciones relacionadas con la autonomía desde la primera infancia.

Por consiguiente, a pesar de la limitada literatura existente sobre la temática, este manuscrito ofrece una perspectiva exhaustiva sobre el panorama actual de las metodologías empleadas para fomentar la autonomía de los jóvenes estudiantes, proporcionando percepciones invaluable para los instructores, académicos y políticos que buscan mejorar y perfeccionar la trayectoria educativa de los niños durante sus primeros años formativos de aprendizaje.

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Trayectorias y vanguardias en educación: Un estudio de las teorías y modelos pedagógicos

Trajectories and trends in education: A study of pedagogical theories and models

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1. INTRODUCCIÓN

En el ámbito de la educación, en constante evolución, las teorías y los modelos pedagógicos desempeñan un papel fundamental como principios básicos que proporcionan orientación e influyen en las prácticas educativas en diversos contextos y épocas. El campo de la pedagogía ha experimentado una evolución continua desde la era de los renombrados pedagogos clásicos hasta los enfoques innovadores de hoy en día, caracterizados por una interacción dinámica entre la teoría educativa y la aplicación práctica.

Sin embargo, el panorama educativo contemporáneo es testigo de una proliferación de teorías y modelos pedagógicos, lo que presenta una serie de desafíos importantes. En particular, cuestiones como la fragmentación y la divergencia teórica pasan a primer plano, lo que impulsa a investigar la selección de las teorías más adecuadas para entornos educativos específicos. Además, abordar la diversidad de los estudiantes e integrar la tecnología en el ámbito educativo surgen como consideraciones críticas.

Asimismo, es imperativo evaluar el impacto de los diversos enfoques pedagógicos. A la luz de estos desafíos, es necesario realizar una evaluación crítica de las teorías y modelos pedagógicos para delinear sus fortalezas, debilidades y áreas que requieren mejoras. Este análisis perspicaz permitirá a los educadores, investigadores y responsables políticos diseñar estrategias pedagógicas más eficaces y pertinentes dentro del intrincado panorama de la educación moderna.

El objetivo principal de esta revisión de la literatura es analizar exhaustivamente las trayectorias y las tendencias de vanguardia en la educación, con un enfoque específico en las teorías y modelos pedagógicos contemporáneos. Por lo tanto, a través de esta revisión meticulosa de la literatura académica se explorarán las corrientes pedagógicas más influyentes que prevalecen en el entorno educativo actual, al tiempo que se profundiza en sus fundamentos teóricos, características principales y aplicaciones prácticas.

2. METODOLOGÍA

La metodología propuesta para profundizar en la revisión de las teorías y modelos pedagógicos contemporáneos fue cualitativa, transversal y descriptiva. Inicialmente, se realizó una exploración exhaustiva de las bases de datos científicas, los repositorios digitales y las revistas científicas, empleando palabras clave pertinentes como “teorías pedagógicas” y “modelos educativos”. Este proceso se ajustó a criterios de inclusión y exclusión bien definidos, priorizando la relevancia del contenido, la integridad académica, la relevancia actual y las diversas perspectivas. Posteriormente, se realizó un análisis crítico de la literatura seleccionada, que se centró en identificar los conceptos fundamentales, los marcos teóricos y los descubrimientos notables relacionados con las teorías y los modelos pedagógicos contemporáneos.

Basándose en este análisis, se realizó una síntesis de la información recopilada, que esclareció los patrones emergentes, las cuestiones polémicas y las áreas de consenso en el ámbito de la pedagogía actual. Esta síntesis permitió crear las bases para estructurar el artículo en secciones coherentes. Se esbozó un marco lúcido para facilitar a los lectores la comprensión de la evolución histórica, los fundamentos teóricos y las implicaciones prácticas de las tendencias pedagógicas analizadas.

3. RESULTADOS

Los resultados derivados del examen exhaustivo de la literatura existente ofrecen una perspectiva amplia e intrincada sobre los caminos y los movimientos de vanguardia en el ámbito de la pedagogía moderna. Al realizar una evaluación meticulosa de una amplia gama de ideologías y marcos pedagógicos, se ha puesto de manifiesto la naturaleza complicada y variada de las metodologías que definen la esfera educativa actual. Estos hallazgos proporcionan percepciones valiosas para comprender los catalizadores que impulsan las transformaciones en la educación, así como para guiar las metodologías educativas y el desarrollo de estrategias adaptadas a las demandas del siglo XXI. A continuación, en la Tabla 1, se desarrollará un resumen sobre las características de las teorías de los pedagogos:

Tabla 1. Pedagogos y sus aportes al ámbito educativo

Pedagogo	Datos generales del pedagogo	Principales aportes a la educación
Lev Vygotsky	<ul style="list-style-type: none"> - Nacimiento: 17 de noviembre de 1896, Orsha, Bielorrusia. - Fallecimiento: 11 de junio de 1934, Moscú, Rusia. - Psicólogo ruso de origen judío. - Nacido en la cuna de una familia culta y rica. - Su educación es básicamente otorgada por sus padres y tutores privados. - Desde joven se interesa por la filosofía y la literatura. - Estudia en la Universidad Estatal de Moscú, primero en la carrera de Medicina y luego se cambia a Ciencias jurídicas. Estudió Psicología, lingüística, sociología y filosofía. - Diagnosticado con tuberculosis a los 24 años y tiene severos ataques. - En 1924 se casó. Tiene 2 hijos. - Sus primeros trabajos son sobre la psicología y sus usos en la educación de niños ciegos, sordomudos y discapacitados. 	<ul style="list-style-type: none"> - Lev Semyonovich Vygotsky o Lev Vygotsky fue uno de los más destacados teóricos de la psicología del desarrollo. - Desarrolla la teoría histórico-cultural del desarrollo cognitivo. - Vigotsky establece tres etapas del aprendizaje, la zona del desarrollo real, próximo y potencial, diciendo que es "la distancia entre el nivel de desarrollo, lo que se sabe, determinado por la capacidad de resolver independientemente un problema, y el nivel de desarrollo próximo, lo que puede llegar a saber, (...) bajo la guía o mediación de un adulto o en colaboración con otro niño más capaz" (Vigotsky, 1983, p. 301). - La zona del desarrollo real permite reconocer en cada estudiante sus diferencias y valorar lo que cada uno sabe a partir de su propia experiencia y conocimientos previos. - En la segunda etapa está la zona del desarrollo próximo, siendo el espacio para que los niños puedan desarrollar habilidades por medio de actividades previamente

planificadas. Este espacio está entre lo que el niño sabe y lo que es capaz de aprender.

- En la última etapa está la zona de desarrollo potencial, aquí estamos en la zona de lo que el niño no sabe y va a ser decisivo que el docente establezca los objetivos del aprendizaje de acuerdo a la necesidad educativa de cada estudiante y guiarlo poco a poco hasta conseguirlos.

- Con el constructivismo social enfatiza la influencia de los contextos sociales y culturales en el conocimiento, y apoya un modelo de descubrimiento del aprendizaje.

- El desarrollo cognitivo se da por medio de las interacciones sociales de formación guiadas dentro de la zona de desarrollo próximo.

- El lenguaje se desarrolla a partir de las interacciones sociales.

- Los factores culturales influyen en el desarrollo cognitivo.

- El andamiaje constituye una estructura provisional, aportada por el docente o los pares más capacitados, que sirve de apoyo a los estudiantes.

(Vigotsky, 1983)

John Dewey	<ul style="list-style-type: none">- Nace en Burlington en 1859 y muere en Nueva York en 1952.- Fue un filósofo, psicólogo y educador estadounidense.- La primera obra publicada por Dewey fue una <i>Psychology</i> (1887)-	<ul style="list-style-type: none">- El proceso de enseñanza-aprendizaje se da en un espacio de interacción con el mundo que rodea a los niños, en las relaciones sociales que tienen en el aula y las experiencias que adquieren con sus acciones diarias.- Fundador del movimiento de la educación progresiva, que se centra en la idea de que la educación debería ser práctica, experimental y relevante para la vida real de los estudiantes.- Desarrolla el Método experimental que consta de 5 pasos: 1. Experiencia real y actual del niño. 2. Identificar el problema o dificultad. 3. Datos disponibles y soluciones viables. 4. Formular hipótesis de solución. 5. Comprobar la hipótesis por la acción.- El aporte a la educación tiene un enfoque hacia la Democracia.- Aprendizaje experimental, enfoque centrado en el estudiante, Educación para la democracia, Educación como un proceso social y Aprendizaje continuo.- Uno de sus principales objetivos era educar al “niño completo”, atendiendo su crecimiento físico, emocional e intelectual.
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	<ul style="list-style-type: none">- Tiene como objetivo buscar un nuevo orden en la construcción social, formada en base al ejercicio democrático, esa es la base esencial de la enseñanza.- Él mismo explica que: “El aprendizaje se da cuando compartimos experiencias y eso sólo es posible en un ambiente democrático donde no haya barreras al intercambio de pensamiento”. <p>(Fernández, 2004)</p>
John Locke	<ul style="list-style-type: none">- Locke es uno de los primeros que concibe a la educación en forma total, integral, atendiendo por igual a la vida física que a la intelectual y moral.- Desarrolla la teoría del conocimiento. Los niños nacen como una tabla rasa. El origen del conocimiento se da a partir de la experiencia, la cual llega a nosotros por los sentidos y eso da lugar en nuestra mente, a la reflexión. Las mismas que producen ideas simples y compuestas con diferentes características.- El conocimiento es la percepción del acuerdo o desacuerdo entre ideas. Es decir, ideas aceptadas que se relacionan, o ideas que se contraponen a la verdad.

- El aprendizaje se da por asociación de ideas.
 - Busca desarrollar mentes de pensamiento libre.
 - Las personas tienen derechos naturales a la libertad, la propiedad y la vida.
 - El cuerpo y la mente se desarrollan juntos.
 - El aprendizaje debe ser placentero.
 - Evitar el castigo y los hábitos están por encima de las reglas.
- (Locke, 1986)

Paulo Freire

- Nombre completo: Paulo Reglus Neves Freire.
 - Nació el 19 de septiembre de 1921 en Recife, Brasil. Falleció en San Pablo el 2 de mayo de 1997 de un infarto de miocardio.
 - Hijo de Joaquim Temístocles Freire y Edeltrudes Neves Freire.
 - En Jaboatao cursa estudios secundarios. Se graduó en Derecho por la Universidad de Pernambuco. Durante algún tiempo impartió clases de portugués.
 - Uno de los pedagogos más influyentes del siglo XX.
- Freire (1970), quien nos habla de la pedagogía del oprimido, donde hace una crítica fuerte a la educación mercantilista que no responde a las perspectivas y objetivos reales de la educación para todos.
 - Busca una educación que se dé en forma dialógica y participativa, donde se incluya la realidad de los estudiantes no sólo en su contexto educativo, sino también en su contexto familiar y social, que busque dar respuestas y soluciones a las problemáticas que se presentan.
 - Que se acerque a la realidad interior y exterior de los estudiantes vulnerables y oprimidos por una estructura
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	<ul style="list-style-type: none"> - Obras: Pedagogía del oprimido, La educación como práctica de la libertad. Entre sus obras destacan: La educación como práctica de la libertad (1967) y Acción cultural para la libertad (1970). - Partido político: Partido de los Trabajadores. - Cónyuge: Elza Maia Costa de Oliveira. - Hijos: María de Fátima, Lutgardis, María Madalena, Joaquim, María Cristina. 	<ul style="list-style-type: none"> educativa y proyectos huecos y alienantes. - Con su 'principio del diálogo', mostró un nuevo camino para la relación entre profesores y alumnos. - El sistema se basa en que los enseñantes deben entender la realidad en la que viven como parte de su actividad de aprendizaje. - Desarrolla el método de alfabetización para adultos. En ese método, el proceso de alfabetizar empezaba por la investigación de los medios de vida y del lenguaje hablado en la localidad en que se realizan las tareas. - Pedagogía liberadora, crítica, social, de la esperanza. <p>(Freire, 1970; Ocampo, 2008)</p>
<p>Piaget</p>	<ul style="list-style-type: none"> - Nace en Neuchâtel-Suiza en 1896. Fallece en Ginebra en 1980. - Hijo mayor de Arthur Piaget, profesor de literatura medieval y de Rebeca Jackson. - Estudió e investigó la psicología en las universidades de Suiza y en París. - Psicólogo constructivista suizo. 	<ul style="list-style-type: none"> - Crea la epistemología genética. - Plantea que la educación se brinde a los niños teniendo en cuenta la etapa de desarrollo en la que se encuentre según su edad. - La teoría del desarrollo cognitivo presenta las siguientes características: - Experiencia sobre los objetos: Esta se clasifica en dos tipos, el primero es la experiencia física la cual consiste en la interacción que

- Fue epistemólogo, psicólogo y biólogo
 - Realizó estudios sobre el desarrollo intelectual y cognitivo del niño.
 - Influyó en la Psicología evolutiva y en la pedagogía.
- el sujeto tiene con el objeto al detallar algún aspecto en especial,
- el segundo es la experiencia lógico-matemática donde el conocimiento se da a partir de los resultados de las acciones que se realicen con el objeto y no del objeto mismo.
- Interacción Social: Es aquí la participación que tiene el sujeto con su entorno y de lo que recibe de éste, en cual este factor les ayuda a iniciar el desarrollo intelectual y emocional.
 - Proceso de Equilibrio: Es cuando el sujeto les da un equilibrio a sus conocimientos, reestructurando los preconceptos que tiene sobre algo y asimilando los conceptos nuevos que le llegan después de una perturbación o de una situación vivida.
 - Las etapas del desarrollo: sensoriomotora (0 a 2 años), preoperacional (2 a 7 años), operaciones concretas (7 a 11 años) y operaciones formales (11 a adultez). Esto nos permite establecer las etapas de maduración cognitiva, en las que se desarrolla el ser humano.
 - Construcción activa del conocimiento. El aprendizaje se da a partir de la interacción entre
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	<p>estudiantes. Las etapas del desarrollo moral. La educación centrada en el estudiante. (Piaget, 2014)</p>
<p>María Montessori</p>	<ul style="list-style-type: none">- Montessori desarrolló el Método Montessori, que se basa en la idea de que los niños son seres autónomos y activos en su propio desarrollo.- El método tiene 3 etapas: Aprendizaje de la escritura, Iniciación a la lectura y enseñanza de los números.- María Montessori basó su método pedagógico en una estructura triangular sustentada en los siguientes pilares: Ambiente, Amor y Niño-ambiente.- A partir de la observación, característica fundamental del método científico, María Montessori puso en práctica su método con niños de 3 a 6 años.- El amor significa libertad con límites, que el niño pueda crecer en una estructura de confianza y paciencia, para que pueda descubrir cuáles son sus propias necesidades.- Montessori descubrió qué cualidades están presentes en el niño que luego forman al hombre, como el carácter, la fuerza moral y la personalidad.

- El niño debe ser reconocido y respetado.
 - El niño debe crecer en un ambiente que le permita el desarrollo de estas cualidades, que se irá construyendo a medida que el niño proteste y opine sobre su entorno, recursos que le permiten observar, analizar y sintetizar.
 - El Método Montessori se basa en los siguientes aspectos: En la capacidad de absorber que tiene la mente de los niños.
 - En los períodos sensibles de los niños.
 - Organización del ambiente para fomentar el aprendizaje y el crecimiento y desarrollar de manera adecuada los aspectos sociales, emocionales e intelectuales.
 - El adulto debe ser un guía y propiciar un ambiente cómodo y tranquilo al tiempo que lo educa a través de la humildad, el amor y la responsabilidad.
 - Utiliza materiales concretos en el proceso.
- (Montessori, 1975)

Juan Comenius	Amós	- Nacimiento: 28 de marzo de 1592, Marca de Moravia, en la actual República Checa.	- El maestro debe saber qué enseñar, dónde enseñar, cuándo enseñar y cómo enseñar, pues esa
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- Fallecimiento: 15 de noviembre de 1670, Ámsterdam, Países Bajos. Para la enseñanza es importante 3 cosas: el tiempo, el objeto y el método.
 - Sus padres: Martín Segeš, Anna Chmelová.
 - Hijos: Daniel Komenský, Zuzana Komenská, Dorota Kristina Komenská, Alžběta Komenská, Elisabeth Comenius.
 - Educación: Ruprecht-Karls-Universität Heidelberg (1613-1614).
 - Cónyuge: Jana Gajusová (m. 1649-1670), Marie Dorota Cyrillová (m. 1624-1648), Magdalena Vizovská (m. 1618-1622).
 - Fue un teólogo, filósofo y pedagogo.
 - Su mayor obra es Didáctica Magna.
 - Considerado el Padre de la Didáctica.
 - Decía Comenio, que todos los que forman hombres, deben buscar la verdad, ya que el hombre es poseedor de la sublimidad de la naturaleza humana que son: la esencia, el sentido y la razón.
 - “Enseñar rápidamente, sin molestias ni tedio ni para el que enseña ni para el que aprende, antes, al contrario, con gran atractivo y agrado para ambos. Y enseñar con solidez, no superficialmente, no con meras palabras, sino encaminando al discípulo a las verdaderas, a las suaves costumbres” (Comenio, 1998).
 - Los objetivos didácticos son la meta a la que se pretende llegar con el proceso de enseñanza - aprendizaje y que están vinculados a la adquisición de competencias claves y específicas.
 - Desarrolló el método pedagógico: inducción, observación, sentido y razón.
-

	<ul style="list-style-type: none"> - El maestro debe estimular al estudiante que ame el conocimiento. - Educación comprensiva y no memorística. - Conocimiento verdadero y sólido, y no superficial ni falso. - El alumno tenía que ser autónomo en el camino del conocimiento. La educación de los padres consiste en ser un buen ejemplo. La religión le otorgaba la enseñanza de la moral. - La educación debe ser para todos, sin excluir por falta de actitudes o de recursos. - “El maestro no debe enseñar todo lo que sabe sino lo que el alumno puede asimilar” (Comenio, 1998).
<p>Ausubel</p> <ul style="list-style-type: none"> - Psicólogo y pedagogo estadounidense. - Nace el 25 de octubre de 1918 en Nueva York, Nueva York, Estados Unidos. - Fallece el 9 de julio de 2008 en Hyde Park, Nueva York, Estados Unidos. - Estudia en la Universidad de Columbia, Universidad de Pensilvania, Universidad de Middlesex. - Tiene 2 hijos: Fred Ausubel, Laura Ausubel. 	<ul style="list-style-type: none"> - Desarrolla la Teoría cognitiva del aprendizaje con un enfoque en el aprendizaje significativo. - Intenta explicar cómo aprenden los individuos a partir de materia verbal, de forma oral o escrita. - Plantea que el aprendizaje del alumno depende de su estructura cognitiva previa que se relaciona con la nueva información. - La estructura cognitiva es el conjunto de conceptos, ideas que un individuo posee en un determinado campo del

- Sus padres fueron: Lillian Ausubel, Herman Ausubel. Conyuge: Pearl Ausubel (m. 1985-2008)
 - En 1963 publica la obra: "La psicología del aprendizaje verbal significativo". Este libro es uno de los trabajos más influyentes de Ausubel, donde presenta su teoría del aprendizaje significativo.
 - conocimiento, así como su organización.
 - La teoría de la asimilación cognoscitiva, dice que el sujeto debe manifestar una disposición significativa para el aprendizaje.
 - Adquisición de un conocimiento claro. Ideas relevantes para relacionar con los nuevos conocimientos.
 - Es importante el proceso de comprensión, transformación, almacenamiento y uso de la información.
 - Hay tres tipos de aprendizaje: aprendizaje de representaciones, aprendizajes de proposiciones y aprendizajes de conceptos.
 - Fomenta la retención y transferencia del conocimiento.
 - Favorece la comprensión profunda.
 - Promueve la motivación.
 - Incentiva la creatividad.
 - Facilita la enseñanza de conceptos complejos.
- Procura un papel activo del niño durante todo el proceso.
(Ausubel, 1963; Cañaverl et al., 2020)
-

En la Tabla 2, se desarrollará un resumen sobre las características de los modelos pedagógicos resaltando sus fortalezas y debilidades.

Tabla 2. Modelos pedagógicos: Fortalezas y debilidades

Nombre del modelo pedagógico	Características más destacadas	Aspectos positivos del modelo	Debilidades del modelo
1. Tradicional.	<ul style="list-style-type: none"> - Centrado en la transmisión del conocimiento. - El conocimiento se adquiere a través de la memoria y la repetición. - La escuela es la encargada de la educación pública masiva y fuente de la información. - El aprendizaje tiene carácter acumulativo, sumativo y continuo. - La finalidad de la evaluación es determinar hasta qué punto fueron asimilados al pie de la letra los conocimientos. - Es un sistema rígido y poco dinámico. - El docente dicta y expone y el estudiante escucha y copia. - Usos y costumbres en las aulas que se transmiten de generación en generación. 	<ul style="list-style-type: none"> - Se fortalece el uso de la memoria a corto y largo plazo. - Hay dominios de conocimientos. - Estableció un sistema de enseñanza que propició la formación de innumerables profesionales de la ciencia y la técnica actual. - Genera mayor atención en los alumnos y la formación de disciplina en el proceso de enseñanza. - Sentó las bases de la organización escolar. (Hurtado, 2016) 	<ul style="list-style-type: none"> - El estudiante es un ser pasivo. - El maestro transmite el conocimiento y es quien lo domina. - Prácticas tradicionalistas que no cuentan con base científica, como: la letra con sangre entra, cien planas para aprender a leer y escribir. - No se desarrolla el pensamiento reflexivo y crítico del estudiante. - Fomenta el acatamiento, el autoritarismo y produce un hombre dominado. - No favorece la participación. (Hurtado, 2016)

(Hurtado, 2016)	
<p>2. Conductista.</p>	<p>Máximos representantes: B.F Skinner, Iván Pavlov y Jhon Watson.</p> <ul style="list-style-type: none"> - Corriente de la Psicología que se centra en el estudio de las leyes comunes que determinan el comportamiento humano y animal. - Centrado en los aprendizajes por reforzamientos de la conducta. - Conocimiento a través de la asociación de ideas. - La mente es copia de la realidad. - El ambiente controla el aprendizaje y el estudiante responde a las contingencias ambientales. - Para Skinner, las conductas son el resultado del condicionamiento operante. - El condicionamiento forma parte del proceso de los estímulos y las respuestas.
	<ul style="list-style-type: none"> - Estrategias con base científica. - Implementa el método experimental y la observación directa. - Los estímulos positivos pueden generar respuestas positivas en los estudiantes. - Es un aporte psicológico para el proceso conductual del individuo. - Puede ayudar a corregir conductas disruptivas en el aula. Utilizada como agente precursor y catalizador para el aprendizaje. - Ayuda a fortalecer las normas de disciplina, favoreciendo la atención, y puedan seguir una rutina para el aprendizaje. (Leiva, 2005)
	<ul style="list-style-type: none"> - El docente es el centro del proceso de enseñanza-aprendizaje. - Considera al alumno como una tabla rasa, al cual hay que llenarlo de conocimientos. - Se desconocen los estados y procesos mentales de los estudiantes. - El avance de los alumnos se mide a través de los resultados observables de su conducta. (Leiva, 2005)

- El refuerzo busca la posibilidad de repetir una conducta.
 - El castigo busca la posibilidad de corregir y que no se repita una conducta.
 - El aprendizaje es un proceso general.
- (Leiva, 2005)

<p>3. Romántico o Experiencial.</p>	<p>- Principales exponentes: Jean Jacques Rousseau, Ivan Illich y Alexander Sutherland Neill.</p> <p>- Conocida también como pedagogía activa, con su frase “aprender haciendo”.</p> <p>- El niño desarrolla lo que procede de su interior, convirtiéndose en modelo más flexible para desarrollar las cualidades, las habilidades, sus intereses naturales, sus ideas conocimientos y valores.</p> <p>- En cuanto al método, el maestro es más libre al hablar con su estudiante.</p> <p>- El maestro y el estudiante son más</p>	<p>- El desarrollo natural del niño se convierte en una meta.</p> <p>- El centro del proceso educativo es el estudiante.</p> <p>- Se elimina la disciplina rígida.</p> <p>- El contenido es más importante en el desarrollo del niño.</p> <p>- Las metodologías y el currículo son flexibles y se adaptan al estudiante.</p> <p>- Se da mayor participación al estudiante.</p> <p>(Méndez et al., 2012)</p>	<p>- Se corre el peligro de perder el respeto a la autoridad, a la falta de disciplina, de no tener hábitos de estudio.</p> <p>- No se le da importancia a la guía didáctica, es decir, no hay un currículo establecido.</p> <p>- Los contenidos y conocimientos se vuelven dispersos.</p> <p>- No se mantiene un proceso sistemático organizado en el aprendizaje.</p>
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<p>flexibles en su metodologías y estructura del currículo.</p> <p>- El estudiante es el eje de todo el proceso educativo y se le da campo libre a la espontaneidad.</p> <p>(Méndez et al., 2012)</p>	<p>4. Desarrollista.</p> <p>- Máximos representantes: Jean Piaget, John Dewey y María Montessori.</p> <p>- La meta educativa es que cada individuo acceda, progresiva y secuencialmente, a la etapa superior de desarrollo intelectual, de acuerdo con las necesidades y condiciones de cada uno.</p> <p>- La organización cognitiva implica la asimilación y la acomodación.</p> <p>- Plantea que los conocimientos se adquieran por medio de las experiencias en las acciones que realicen con el mundo que los rodea y teniendo en cuenta la etapa de</p>	<p>- Contribuye en la formación de personas integrales.</p> <p>- Los estudiantes son la materia prima para el nuevo conocimiento.</p> <p>- Se resalta la inteligencia como proceso de la naturaleza</p> <p>- Inculca, promueve y fortalece hábitos y actitudes para la formación y práctica de valores.</p> <p>- Respeta el proceso del desarrollo cognitivo de los estudiantes y los enriquece a partir de su entorno.</p> <p>- Favorece la relación consigo mismo y con los demás.</p> <p>- Desarrolla una cultura de calidad, orientada al</p>	<p>- Es de mayor complejidad porque se va a trabajar al ritmo de aprendizaje del estudiante.</p> <p>- Requiere de docentes con basto conocimiento en pedagogía y didáctica.</p> <p>- Los docentes deben tener conocimientos en psicología.</p> <p>- Requiere de docentes con múltiples competencias y conocimientos.</p> <p>- Se requiere de ambientes muy diversos para</p>
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	<p>desarrollo en la que se encuentran dependiendo de la edad de cada estudiante.</p> <ul style="list-style-type: none"> - El maestro es un facilitador creador de un ambiente estimulador de experiencias para el avance a estructuras cognoscitivas superiores. - Este modelo tiene un desarrollo progresivo y secuencial a estructuras mentales, cualitativa y jerárquicamente. - Sus contenidos son las experiencias que facilitan el acceso a estructuras superiores de desarrollo en las que el niño construye sus propios conocimientos. <p>(Sánchez, 2015)</p>	<p>mejoramiento continuo del servicio educativo y la satisfacción de sus usuarios.</p> <ul style="list-style-type: none"> - Fortalece los procesos de inclusión social en la comunidad educativa. - El docente actúa como un agente guía. - El estudiante es un receptor activo. - Se le brinda al niño escenarios apropiados para adquirir nuevas experiencias. <p>(Sánchez, 2015)</p>	<p>poder estimular a cada niño.</p> <p>(Sánchez, 2015)</p>
<p>5. Constructivista.</p>	<p>- Máximos representantes: Jean Piaget, Lev Vygotsky y Ausubel.</p> <ul style="list-style-type: none"> - Se construye el conocimiento por parte del sujeto y su desarrollo cognitivo en interacción con su contexto y la naturaleza. 	<p>- El conocimiento no es una entidad innata consecuencia de la simple evolución biológica.</p> <ul style="list-style-type: none"> - El docente trabaja interdisciplinariamente - Utilización de metodologías que favorecen el 	<ul style="list-style-type: none"> - Muchas veces los alumnos no valoran la información brindada. - Falta de seriedad durante el aprendizaje.

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| <ul style="list-style-type: none"> - Parte de la pregunta epistemológica ¿cómo aprende el hombre? - El conocimiento se construye en el interior mediante un proceso permanente y dinámico. - El profesor orienta, facilita y guía la enseñanza utilizando los conceptos propuestos y sobre todo los conocimientos previos. - El ser humano es un constructor activo en sus estructuras, esquemas y estrategias. - Las personas, tanto individual como colectivamente construyen sus ideas sobre su medio físico, social o cultural. - El conocimiento es el resultado de un proceso de construcción o reconstrucción de la realidad. Tiene su origen en la interacción. - El aprendizaje se hace significativo cuando se relaciona con sus experiencias e intereses. | <ul style="list-style-type: none"> aprendizaje significativo de los estudiantes. - Entornos complejos que impliquen un desafío para el aprendizaje y tareas auténticas. - Representaciones múltiples del contenido. - Negociación social y responsabilidad compartida como parte del aprendizaje. - Formulación de hipótesis buscando explicar la situación o resolver un problema planteado. - Ayuda a asimilar mejor la información con la práctica en el aula. - Favorece el trabajo colaborativo. - Promueve el pensamiento y razonamiento de conocimiento. - Ayuda a escoger un tema de interés para los alumnos, en el cual se pueda establecer un | <ul style="list-style-type: none"> - Exceso de tiempo para abordar un tema. - Pierde su papel protagónico el profesor. - Posible pérdida de control hacia los alumnos. <p>(Catillo, 2017)</p> |
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- Se fomentan las debate o lluvia de ideas metodologías activas. entre el docente y los
 - Hay tres tipos de alumnos.
constructivismo: el - Actividades de psicogenético destrezas mentales piagetiano, el cognitivo y para los alumnos. el socio-cultural. (Castillo, 2017)
(Soler, 2006)
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4. DISCUSIÓN

En la discusión de los hallazgos presentados en esta investigación se mejora al yuxtaponer los conceptos y puntos de vista de varios pedagogos y teorías dentro del ámbito de la pedagogía contemporánea. Ausubel (1963), en su teoría del aprendizaje significativo, sugiere que el conocimiento nuevo está integrado y vinculado al marco cognitivo existente de un individuo, una noción que se refleja en las proposiciones constructivistas de Castillo (2017). Este académico aboga por un enfoque educativo que fomente la construcción activa del conocimiento por parte de los alumnos, rechazando los modos pasivos de transmisión del conocimiento. Esta perspectiva se ve reforzada por las contribuciones de Piaget (2014), cuya teoría del desarrollo cognitivo constituye la base del constructivismo y hace hincapié en la importancia del compromiso de una persona con su entorno durante el proceso de aprendizaje.

Por el contrario, los conceptos de Freire (1970) sobre la pedagogía de los oprimidos entablan una conversación productiva con los modelos pedagógicos desarrollados por Ocampo López (2011), que profundizan en la implementación de los principios de Freire en entornos educativos específicos. Estos puntos de vista coinciden en la necesidad de una pedagogía crítica que fomente la contemplación y las iniciativas transformadoras dentro de la sociedad. Además, se pueden observar distinciones en las ideologías de educadores como Montessori (1965) y Comenius (1986), cuyas metodologías educativas divergen en relación con la estructuración del entorno de aprendizaje y el papel del educador como facilitador. Estas

disparidades subrayan la variedad de paradigmas pedagógicos y subrayan la importancia de considerar múltiples perspectivas en la búsqueda de estrategias educativas eficaces y pertinentes para el siglo XXI.

Es imperativo subrayar la importancia de los marcos pedagógicos centrados en el estudiante, tal como se expone en la investigación de Méndez Estrada et al. (2012). Estos marcos destacan la participación activa de los estudiantes en su propio proceso de aprendizaje, fomentando la independencia y la autorregulación. Sin embargo, la implementación exitosa de estos marcos puede encontrar obstáculos en diversos contextos educativos, como destacaron Sánchez Pérez y Sánchez García (2015) al examinar la aplicación del modelo de desarrollo en la educación de los niños en edad preescolar. Por lo tanto, es concluyente tener en cuenta las especificidades contextuales y los requisitos únicos de los estudiantes al diseñar y ejecutar los marcos pedagógicos.

Además, el impacto de intelectuales como Locke (1986) sobre el concepto de educación como medio de desarrollo moral y social se entrelaza con las propuestas de Hurtado (2016) sobre los modelos pedagógicos y las reflexiones sobre las prácticas educativas en las regiones del sur. Este académico subraya la necesidad de elaborar enfoques pedagógicos contextualizados que reflejen la riqueza cultural y social de América Latina, acentuando la importancia de un diálogo intercultural en la configuración de metodologías educativas inclusivas y justas. Este punto de vista coincide con la defensa de la pedagogía social propuesta por Zapater et al. (2019) al analizar a Juan Montalvo Fiallos como pionero de la pedagogía social en América Latina.

Por el contrario, el discurso sobre la aplicación de teorías educativas, como el conductismo y el cognitivism, en los entornos educativos es evidente en la investigación de Leiva (2005). Este académico explora los atributos y las consecuencias de estas metodologías para el desarrollo de estrategias pedagógicas eficientes. Sin embargo, es necesario reconocer que los marcos pedagógicos no se basan únicamente en teorías educativas, sino que también están moldeados por filosofías educativas más amplias, como se explica en la investigación de Soler (2006) sobre el constructivismo, la innovación y la instrucción efectiva. Soler

sostiene que el constructivismo, al señalar la construcción activa del conocimiento por parte de los educandos, puede facilitar prácticas educativas más pertinentes y significativas. Estos puntos de vista se reflejan en las perspectivas de Fernández y Tamaro (2004) sobre la filosofía educativa de John Dewey, quien abogó por el aprendizaje experiencial y la participación de los estudiantes en su propio viaje educativo.

5. CONCLUSIÓN

En conclusión, la revisión bibliográfica realizada ha ofrecido una perspectiva exhaustiva de las teorías y modelos pedagógicos estudiados actualmente, enfatizando la variedad de enfoques y puntos de vista que caracterizan el panorama educativo actual. El análisis ha ilustrado cómo los conceptos y sugerencias de varios pedagogos, desde Ausubel y Piaget hasta Freire y Montessori, han dado forma a la formación de paradigmas pedagógicos que buscan un aprendizaje significativo, activo y transformador. Además, se ha investigado la utilización de estas teorías en diversos entornos educativos, desde América Latina hasta Europa, lo que subraya la importancia de tener en cuenta las idiosincrasias culturales y sociales al formular y ejecutar prácticas educativas inclusivas y justas.

En este contexto, se resalta la necesidad de establecer métodos pedagógicos contextualizados que reflejen la diversidad y complejidad de la educación contemporánea. La incorporación de modelos que se centren en el alumno y en su participación dinámica en su proceso de aprendizaje surge como una tendencia pertinente y alentadora en la búsqueda de una educación más acertada y significativa. Sin embargo, también se ha reconocido la importancia de reconocer las críticas y limitaciones inherentes a cada enfoque pedagógico, así como la importancia de explorar continuamente nuevos puntos de vista y opciones en el ámbito de la pedagogía.

En última instancia, esta revisión de la literatura nos invita a contemplar el papel fundamental de la educación en la construcción de sociedades más justas, imparciales y democráticas. Mediante el diálogo entre las diversas corrientes pedagógicas y la fusión de diversas experiencias y conocimientos, se aspira a

contribuir al avance de prácticas educativas innovadoras y transformadoras que aborden los desafíos y los requisitos del siglo XXI.

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