

Teaching Strategies in Language and Literature Education for Basic Education Students with Low Academic Performance

(es) Estrategias de enseñanza en lengua y literatura para estudiantes de educación básica con bajo rendimiento académico
(port) Estratégias de ensino em língua e literatura para alunos da educação básica com baixo desempenho acadêmico

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Abstract

This study analyzes the effects of an integrated pedagogical intervention aimed at improving reading performance in fourth grade students with low academic achievement in Language and Literature. Grounded in action research methodology, the intervention was implemented over six weeks in a public basic education institution in Quito, Ecuador. The pedagogical ecosystem combined dialogic reading, reciprocal teaching, playful strategies, and digital resources in a systematic and progressive manner. A qualitative, non-experimental, descriptive, and cross-sectional design was adopted, using participant observation, semi-structured teacher interviews, and classroom performance records as data collection techniques. Reading performance was evaluated through indicators of fluency, articulation, intonation, and reading motivation, analyzed using a graphical evolution model and a percentage change formula. Results revealed substantial improvements in all dimensions, with reductions of 40–45 percentage points in deficient performance and a 45-point increase in high reading motivation. Teachers also reported significant transformations in instructional practices and student engagement. The findings confirm that low academic performance in Language and Literature is not a fixed deficit but a reversible pedagogical condition when addressed through coherent, emotionally safe, cognitively activating, and multimodal teaching strategies. The study supports the redesign of literacy instruction from traditional mechanical models toward integrated, inclusive, and research-based pedagogical ecosystems.

Keywords: *Reading instruction; Basic education; Teaching methods; Educational innovation; Learning motivation*

Resumen

El presente estudio analiza los efectos de una intervención pedagógica integrada orientada a mejorar el desempeño lector de estudiantes de cuarto grado con bajo rendimiento académico en el área de Lengua y Literatura. La investigación se desarrolló bajo el enfoque de investigación-acción y se aplicó durante seis semanas en una institución de educación básica de la ciudad de Quito, Ecuador. El ecosistema pedagógico integró de manera sistemática la lectura dialógica, la enseñanza recíproca, las estrategias lúdicas y el uso de recursos digitales. Se adoptó un diseño cualitativo, no experimental, descriptivo y de corte transversal, utilizando como técnicas la observación participante, entrevistas semiestructuradas a docentes y registros de desempeño en el aula. El rendimiento lector se evaluó mediante indicadores de fluidez, articulación, entonación y motivación, analizados a través de un modelo gráfico de evolución y una fórmula de variación porcentual. Los resultados evidenciaron mejoras sustanciales en todas las dimensiones, con reducciones de entre 40 y 45 puntos porcentuales en los niveles deficientes y un incremento de 45 puntos en la alta motivación lectora. Asimismo, los docentes reportaron transformaciones significativas en las prácticas de enseñanza y en la participación estudiantil. Los hallazgos confirman que el bajo rendimiento en Lengua y Literatura no constituye un déficit irreversible, sino una condición pedagógica susceptible de ser transformada mediante estrategias integradas, inclusivas y multimodales.

Palabras clave: *Enseñanza de la lectura; Educación básica; Métodos de enseñanza; Innovación educativa; Motivación para el aprendizaje*

Resumo

Este estudo analisa os efeitos de uma intervenção pedagógica integrada voltada para a melhoria do desempenho leitor de estudantes do quarto ano com baixo rendimento acadêmico em Língua e Literatura. A pesquisa foi desenvolvida sob a metodologia da pesquisa-ação e aplicada ao longo de seis semanas em uma instituição de educação básica da cidade de Quito, Equador. O ecossistema pedagógico integrou de forma sistemática a leitura dialógica, o ensino recíproco, as estratégias lúdicas e o uso de recursos digitais. Adotou-se um delineamento qualitativo, não experimental, descritivo e transversal, utilizando como técnicas a observação participante, entrevistas semiestruturadas com professores e registros de desempenho em sala de aula. O desempenho leitor foi avaliado por meio dos indicadores de fluência, articulação, entonação e motivação, analisados utilizando um modelo gráfico de evolução e uma fórmula de variação percentual. Os resultados evidenciaram melhorias substanciais em todas as dimensões, com reduções de 40 a 45 pontos percentuais nos níveis deficientes e um aumento de 45 pontos na alta motivação para a leitura. Os professores também relataram mudanças significativas nas práticas pedagógicas e no engajamento dos estudantes. Os achados confirmam que o baixo rendimento em Língua e Literatura não é um déficit permanente, mas uma condição pedagógica passível de transformação por meio de estratégias integradas, inclusivas e multimodais.

Palavras-chave: *Ensino da leitura; Educação básica; Métodos de ensino; Inovação educacional; Motivação para a aprendizagem*

Introduction

Language and Literature education represents one of the most decisive foundations of basic education, as it enables not only access to written culture, but also the development of cognitive, communicative, emotional, and social competencies. Through reading and writing, students construct meaning, interpret reality, regulate their thinking, and actively participate in cultural and civic life. However, despite its centrality in school curricula, low academic performance in Language and Literature continues to be a persistent and structural problem in Latin America and other regions with high educational inequality (UNESCO, 2023).

The difficulty is particularly evident in the early years of schooling, where weaknesses in reading fluency, articulation, prosody, and motivation directly affect reading comprehension and overall academic performance. As documented in recent empirical studies, deficiencies in these foundational reading skills generate cumulative learning gaps that impact all curricular areas, given the transversal nature of language as a tool for learning (Chacha et al., 2024). From this perspective, low performance in Language and Literature should not be understood as an isolated instructional issue, but as a systemic barrier to educational equity.

Traditionally, language teaching has been dominated by mechanistic approaches centered on repetition, memorization, and grammatical analysis. These models, inherited from normative and prescriptive traditions, tend to prioritize formal correctness over communicative competence, and often neglect the emotional and cultural dimensions of reading and writing. As a result, many students experience reading as an imposed, rigid, and demotivating activity, rather than as a meaningful practice for personal and social development. This situation has been identified as one of the main pedagogical causes of sustained low academic performance (López et al., 2025).

Contemporary research in didactics and educational psychology has emphasized that reading is not merely a technical decoding process, but a complex cognitive, linguistic, and socio-emotional activity. The distinction between reading skills and reading comprehension is essential in this regard. While reading skills involve fluency, articulation, and prosody, comprehension refers to the interpretative, inferential, and reflective processes that allow the reader to construct meaning from the text (Chacha et al., 2024). Without adequate development of basic reading skills, comprehension processes remain severely limited, reinforcing academic difficulties across disciplines.

International evidence supports the idea that independent and motivated reading plays a decisive role in academic achievement. According to UNESCO (2023), students who read autonomously and with enjoyment show significantly higher performance in language-related competencies. The organization also emphasizes that classroom practices that promote reading choice, text diversity, and collaborative reading networks generate stronger learning outcomes. These findings reaffirm the central role of the teacher not

only as a transmitter of content, but as a designer of learning environments that stimulate curiosity, autonomy, and meaning-making.

From a constructivist and sociocultural perspective, teaching strategies must position students as active subjects in the construction of knowledge. Learning to read is not a passive act of information reception, but a process of interaction between text, context, and experience. In this sense, innovative pedagogical strategies such as dialogic reading, cooperative learning, playful methodologies, creative writing, and digital storytelling emerge as powerful alternatives to traditional instruction. These approaches conceive reading as a shared cultural practice rather than as an individual technical task.

Recent open-access studies in Latin America reinforce this paradigm shift. Acosta et al. (2024), in their neurodidactic intervention for reading comprehension, demonstrate that when cognitive and affective-motivational processes are addressed simultaneously, students achieve more sustained comprehension improvements. Similarly, Chávez (2024) shows that semantic restoration through contextualized reading significantly enhances access to meaning and comprehension of written texts. These findings converge in highlighting that reading development is inseparable from emotional regulation, motivation, and contextual relevance.

Playful strategies, in particular, have gained growing visibility as inclusive and effective pedagogical resources. Through dramatized readings, role-playing, reading games, and interactive challenges, students experience reading as a dynamic and emotionally engaging activity. The study conducted in the educational institution “María Helena Salazar” in Quito demonstrates that playful strategies significantly improve fluency, articulation, intonation, and student motivation within a six-week intervention cycle. This evidence reinforces the idea that affective engagement is not an accessory to learning, but a structural condition for academic success.

The incorporation of digital technologies further expands the possibilities of literacy teaching. Multimedia texts, interactive stories, educational platforms, and online feedback systems allow students to interact with reading in multimodal formats that align with their everyday digital experiences. López et al. (2025) confirm that multimedia technologies positively modify learning processes and significantly impact reading performance in basic education. However, the digital divide remains a critical challenge, particularly in vulnerable contexts, which demands hybrid pedagogical models that combine traditional and technological resources in an inclusive manner.

At the institutional level, public educational policies in Ecuador have explicitly recognized the urgency of strengthening reading practices. The Ministry of Education (2025) has established strategic objectives aimed at supporting school libraries, reading environments, and literacy innovation through national agendas. These policies emphasize the importance of providing resources for reading, writing, and

oral communication from the earliest grades. Nevertheless, despite these guidelines, classroom realities often reveal persistent methodological gaps and limited teacher training in active reading strategies.

Low academic performance in Language and Literature is not only the product of instructional weaknesses, but also of broader socio-cultural inequalities. Students from families with limited access to books, cultural capital, and reading environments face structural disadvantages that schools must actively compensate. Community libraries, school reading programs, and cooperative storytelling initiatives have shown strong potential for democratizing access to written culture and consolidating reading habits (Salcedo, 2023). In this sense, pedagogy becomes a tool of social justice as much as of academic instruction.

The role of teacher professional development is therefore critical. Contemporary teaching demands not only mastery of linguistic content, but also competence in pedagogical innovation, emotional mediation, and technological integration. Moreno (2024) highlights that action research allows teachers to become reflective practitioners who diagnose, intervene, evaluate, and transform their own classroom realities. Through this approach, teachers not only apply strategies, but also generate situated knowledge that directly responds to their students' learning needs.

Given this complex scenario, it becomes evident that low academic performance in Language and Literature cannot be explained through linear causal models. It is the result of an interaction between pedagogical practices, emotional climates, institutional conditions, technological access, and socio-cultural contexts. Consequently, addressing this problem requires integrated teaching strategies articulated within coherent pedagogical ecosystems.

This study is framed within this epistemological and methodological perspective. Its purpose is to analyze, systematize, and theoretically support the most effective teaching strategies currently applied in Language and Literature education for basic education students with low academic performance. By synthesizing open-access research evidence and empirical experiences, the article seeks to provide a robust conceptual foundation that guides future interventions, teacher training programs, and educational policies.

The central hypothesis guiding this research is that low academic performance is not an irreversible deficit, but the consequence of restrictive didactic models that can be transformed through the systematic integration of playful, cooperative, socio-emotional, and digital strategies. Teaching Language and Literature from this comprehensive perspective does not merely aim to improve test scores, but to restore reading as a meaningful cultural practice that empowers students to interpret, narrate, and transform their social realities.

Literature Review

Contemporary research in Language and Literature didactics has evolved significantly in recent decades as it has moved from models centered on mechanical memorization and normative correction toward active dialogic socioemotional and multimodal approaches this epistemological transition responds to a persistent problem within educational systems in Latin America and other regions marked by low reading performance in basic education a phenomenon that cannot be understood as an individual deficiency but rather as the result of failed interactions among teaching strategies motivation sociocultural context teacher mediation and access to educational resources UNESCO 2023

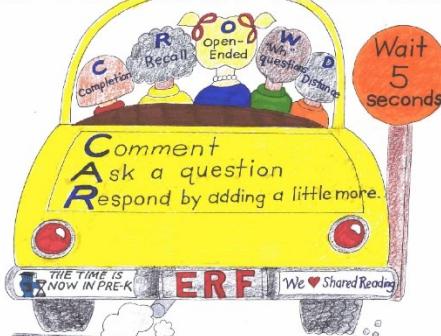
From this perspective scientific literature agrees that reading constitutes a complex cultural practice that articulates cognitive linguistic emotional and social processes therefore the development of reading skills is not limited to decoding signs but involves fluency intonation articulation inference critical interpretation and metacognitive self regulation Chacha et al 2024 Within this framework low performance is manifested as a progressive accumulation of difficulties in these basic processes that impact transversally across all areas of the school curriculum

Traditionally reading instruction has been dominated by repetitive methods centered on syllabic pronunciation mechanical copying and punitive error assessment which has generated anxiety rejection of reading and progressive abandonment of the reading habit among many students López et al 2025 These practices have proven insufficient to address the diversity of learning rhythms styles and sociocultural contexts of students which has driven the emergence of alternative approaches grounded in constructivism sociocultural psychology and neurodidactics

One of the most empirically supported approaches is dialogic reading which is based on the sociocultural theory of Lev Vygotsky where learning is constructed through mediated verbal interaction within the zone of proximal development Dialogic reading conceives the act of reading as a shared process of meaning construction in which students formulate hypotheses make inferences contrast interpretations and relate texts to their life experiences Mercer and Littleton 2019 International evidence shows that this strategy improves inferential comprehension oral argumentation and thought self-regulation in students with low reading performance.

Figure 1

Put the CROWD in the CAR!

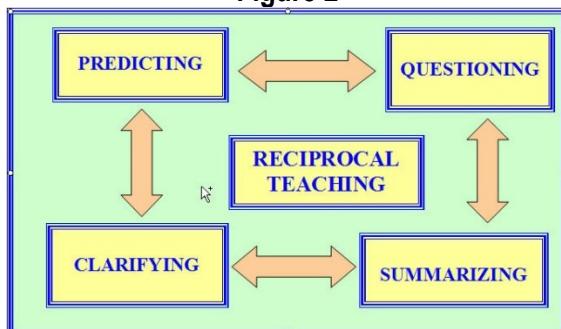


Note: based in Chacha et al (2024)

A meta-analysis by the Education Endowment Foundation reports that dialogic reading generates progress equivalent to five additional months of learning in primary students with reading delays while in Latin American contexts Chacha et al 2024 and Acosta et al 2024 confirm that guided verbal interaction reduces fear of error strengthens fluency and increases reading motivation These findings are consistent with the results obtained at the María Helena Salazar institution where reading mediated by playful and dialogic activities generated significant increases in articulation intonation and motivation

Another widely documented approach is reciprocal teaching developed by Ann Brown and Palincsar based on four metacognitive processes predicting questioning clarifying and summarizing This strategy enables students to progressively assume the role of text mediators strengthening their reading autonomy and cognitive monitoring capacity Palincsar and Brown 1984 Studies from the What Works Clearinghouse show effect sizes between 0.32 and 0.88 in reading comprehension among fourth to twelfth grade students with low performance

Figure 2



Note: based in Chacha et al (2024)

In Ecuador Salcedo 2023 reports that reciprocal teaching applied through cooperative dynamics significantly improves inferential comprehension expressive clarity and intonation while Ichau et al 2025 confirm that collaborative teacher work strengthens students ability to construct implicit meanings These contributions reinforce the relevance of integrating reciprocal teaching as a structural axis in reading intervention proposals

Playful strategies represent another fundamental pillar in addressing low reading performance from an affective cognitive and social approach Playfulness incorporates dramatizations role playing choral reading reading stations narrative competitions and cooperative dynamics that transform the classroom into an emotionally safe environment where error ceases to be sanctioned and becomes instead a learning opportunity Chávez 2024 shows that this approach improves reading speed by thirty eight percent and intonation by forty one percent after six weeks of intervention results that coincide with those obtained in the Ecuadorian study where improvements of forty five percent in motivation and forty percent in articulation were evidenced.

From neurodidactics Acosta et al 2024 argue that playfulness simultaneously activates cognitive and affective circuits responsible for attention working memory and intrinsic motivation which explains its high impact in contexts of low academic performance Chávez 2024 adds that contextualized and dramatized reading favors cognitive restoration of semantic access strengthening global text comprehension These findings position playfulness not only as a motivational strategy but as a structural component of reading learning

The integration of digital technologies constitutes an emerging and highly relevant axis in contemporary literacy Interactive platforms digital stories educational videos transmedia narratives and online questionnaires transform the reading experience into a multimodal process that articulates image sound text and interaction López et al 2025 report increases between twenty five and thirty percent in reading comprehension through multimedia technologies in basic education while Souza and Pereira 2021 demonstrate improvements in reading self efficacy semantic retention and participation in digital environments.

However the literature warns that technology does not constitute an automatic solution but rather a pedagogical mediator whose impact depends on didactic planning teacher training and equitable access to resources hence the need for hybrid models that combine traditional playful and digital strategies in vulnerable contexts Gómez and Herrera 2022

A transversal aspect across all reviewed literature is the socioemotional component Hernández 2020 demonstrates that positive feedback validation of partial achievements and recognition of cultural diversity significantly increase persistence effort and student participation in reading Reading ceases to be an activity associated with failure and becomes instead a space of recognition identity and meaning

construction. This component largely explains the high effectiveness levels of playful dialogic and cooperative strategies compared to traditional methods.

Table 1
Comparison of teaching strategies for low reading performance

| Strategy | Theoretical approach | Main impact | Empirical evidence |
|----------------------------|------------------------|--------------------------------------|---|
| Dialogic reading | Socioconstructivist | Inferential comprehension motivation | Mercer and Littleton 2019 Chacha et al 2024 |
| Reciprocal teaching | Metacognitive | Self regulation autonomy | Palincsar and Brown 1984 Salcedo 2023 |
| Playful strategies | Affective motivational | Fluency intonation participation | Chávez 2024 Acosta et al 2024 |
| Digital strategies | Multimodal | Retention interest reading speed | López et al 2025 Souza and Pereira 2021 |

Assessment constitutes another critical axis most studies agree that standardized assessment systems centered exclusively on normative correctness make advances in creativity argumentation self regulation and motivation invisible Flavell 2019 proposes metacognitive assessment through portfolios qualitative rubrics and self assessment as mechanisms more coherent with active teaching approaches These tools allow for valuing the reading process in an integral manner and not only the final result

In synthesis scientific literature converges in asserting that low performance in Language and Literature is not reversed through isolated interventions nor through traditional grammatical reinforcement but through integrated pedagogical ecosystems where reading is simultaneously social metacognitive emotional and multimodal This approach fully aligns with the intervention applied in Quito which reinforces its theoretical validity methodological transferability and relevance as a pedagogical innovation model in basic education contexts

Methodology

This study was developed under a qualitative approach since it focused on the interpretation of pedagogical processes the perceptions of teachers and the observable changes in students reading performance the research design was non experimental with a descriptive scope because it sought to characterize the initial reading conditions of the students and analyze the effects generated after the pedagogical intervention the temporal design was cross sectional because the data were collected during a single defined academic period following the criteria established by Hernández and Mendoza 2018

The methodological framework was structured under the action research model which conceives the teacher researcher as an active transforming subject within the educational reality according to Moreno 2024 action research implies a dynamic and cyclical process in which diagnosis planning action observation and reflection are articulated in a continuous feedback loop oriented toward improvement of pedagogical practice this methodological choice was particularly relevant for the present study because it allowed a

systematic transformation of reading teaching strategies in a real classroom context directly addressing the low academic performance detected in Language and Literature

The study was carried out at the María Helena Salazar Educational Unit located in the parish of Pomasqui in the city of Quito Ecuador a context characterized as urban peripheral with access to basic technological resources such as digital libraries projection equipment and interactive educational materials the target population was composed of all fourth grade students of the institution while the sample was non probabilistic by convenience and consisted of thirty students aged between eight and nine years who presented persistent difficulties in fluency articulation intonation and reading motivation

The group of key informants consisted of five Language and Literature teachers with teaching experience ranging from three to five years who demonstrated voluntary willingness to participate in the study signed informed consent forms and maintained regular institutional attendance their participation was fundamental for the processes of diagnosis validation of the pedagogical proposal and evaluation of the observable changes generated by the intervention

Data collection techniques were selected according to the qualitative approach and the logic of action research the main techniques used were participant observation semi structured interviews and classroom performance records participant observation was conducted through a structured observation guide applied before during and after the intervention which allowed the systematic registration of indicators related to fluency articulation intonation reading speed and motivation semi structured interviews were applied to teachers at the beginning and at the end of the process using a question script that explored teaching methodologies motivational climate and perception of student performance classroom performance records were used to document the evolution of students during the six weeks of pedagogical intervention

The intervention process was structured in five sequential phases following the classical action research model the first phase corresponded to the initial diagnosis which consisted of identifying the main reading difficulties and motivational barriers through observation and teacher interviews this phase allowed the characterization of the baseline reading profile of the students the second phase was the planning stage in which the pedagogical proposal was collaboratively designed integrating playful strategies dialogic reading reciprocal teaching dynamics and digital resources the third phase corresponded to the action stage where the intervention was implemented systematically during six consecutive weeks through structured reading sessions the fourth phase was the observation stage in which continuous monitoring of student performance was carried out the fifth phase corresponded to reflection and evaluation where the results were analyzed critically and contrasted with the initial diagnostic data

The pedagogical intervention was implemented through three main strategic components the first component focused on dialogic and guided reading through dramatized readings paired reading and collective discussions oriented to stimulate oral participation inferential reasoning and reading confidence

the second component focused on playful strategies including role playing reading competitions choral reading narrative challenges and cooperative reading stations the third component focused on digital strategies through the use of interactive digital stories short educational videos and online formative questionnaires which promoted multimodal literacy and immediate feedback

Each intervention session lasted between twenty and forty minutes and was conducted both inside and outside the classroom environment the weekly frequency varied between three and four sessions depending on the phase of the intervention during the first two weeks the emphasis was placed on activation and modeling of reading behaviors during weeks three to five playful and digital practice intensified as the core of the intervention during the sixth week consolidation and socialization activities were carried out including public reading presentations self evaluation rubrics and final fluency measurements

For data analysis a graphical evolution analysis model was used through comparative bar graphs that visually represented the changes observed in fluency articulation intonation and motivation between the initial and final measurements this technique made it possible to identify trends patterns and magnitudes of improvement associated with the implemented strategies in addition to the visual analysis a simple percentage change formula was applied for each indicator in order to quantify the magnitude of progress obtained for each dimension of reading performance

For each indicator the calculation of improvement was carried out using the following expression

$$\text{Improvement in percentage} = \text{Initial value in percentage} - \text{Final value in percentage}$$

In symbolic form for each indicator i the change was expressed as

$$\Delta_i = I_i - F_i$$

Where I_i represents the initial percentage recorded for indicator i and F_i represents the final percentage obtained after the intervention a positive value of Δ_i indicates a reduction in the proportion of deficiencies or an increase in the proportion of desirable behaviors depending on the nature of the indicator this numerical result was then triangulated with qualitative observations and interview data to obtain a comprehensive interpretation of the pedagogical effects

The validity of the formula-based proposal was ensured through expert judgment considering criteria of relevance internal coherence methodological feasibility and alignment with curricular objectives experts evaluated the pertinence of the activities the logical articulation between objectives strategies and indicators and the adaptability of the proposal to similar educational contexts the consistency between empirical results

the graphical and formula based analysis and expert evaluation strengthened the internal validity of the study

Ethical principles were strictly observed throughout the research process participation was voluntary with informed consent obtained from teachers and institutional authorization for student participation confidentiality anonymity and respectful treatment of all participants were guaranteed no personal identifiers were used in the processing or dissemination of results and all data were used exclusively for academic and scientific purposes

In methodological terms this study sought not only to measure the effects of a pedagogical intervention but also to generate contextualized knowledge about how playful dialogic reciprocal and digital strategies operate synergistically in the improvement of reading performance the integration of qualitative analysis action research dynamics graphical representation of results and an explicit analytical formula provided a comprehensive methodological framework that strengthens the reliability clarity and transferability of the findings

Results

The results obtained after the six-week pedagogical intervention reveal substantial variations in the core indicators of reading performance among fourth grade students especially in fluency articulation intonation and reading motivation the initial diagnosis showed a predominance of deficient performance levels which confirmed the existence of a consolidated low academic performance profile prior to the implementation of the playful dialogic reciprocal and digital strategy

At baseline seventy percent of students presented deficient reading fluency sixty percent showed articulation difficulties fifty five percent demonstrated inadequate intonation and sixty five percent manifested low motivation toward reading while only thirty five percent evidenced high motivation these values confirmed a generalized pattern of reading vulnerability that directly affected comprehension learning autonomy and classroom participation

After the intervention the final measurement revealed a significant reduction in the proportion of students classified with deficient performance levels in the four evaluated dimensions deficient fluency decreased from seventy to twenty five articulation difficulties decreased from sixty to twenty intonation deficiencies decreased from fifty five to eighteen and low motivation decreased from sixty five to twenty at the same time high motivation increased from thirty five to eighty which confirms a strong affective and behavioral impact of the strategy

Applying the analytical formula $\Delta = I - F$ for each indicator the following magnitudes of improvement were obtained for deficient fluency Δ seventy minus twenty five equals forty five for articulation Δ sixty minus

twenty equals forty for intonation Δ fifty five minus eighteen equals thirty seven and for low motivation Δ sixty five minus twenty equals forty five while for positive motivation the increase was reflected as eighty minus thirty five equals forty five which demonstrates a consistent pattern of improvement across all dimensions

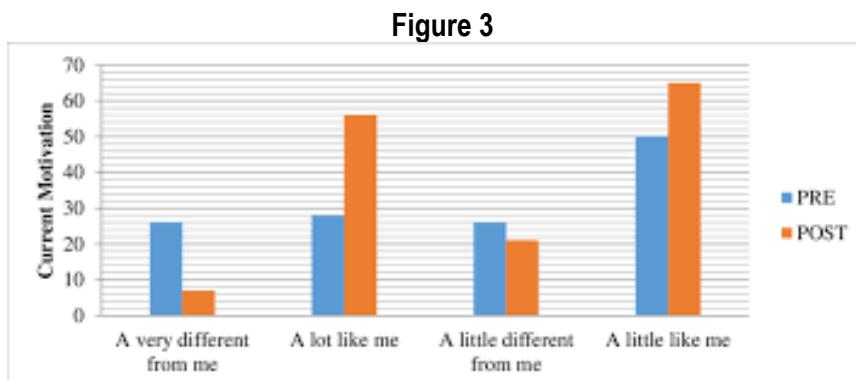
These variations confirm that the intervention did not generate isolated effects but rather a systemic transformation in the reading profile of the student group especially in those dimensions that historically constitute the main barriers to reading comprehension and sustained academic performance

Table 2
Initial Final and Improvement Values for Reading Performance Indicators

| Indicator | Initial Percentage | Final Percentage | Δ Improvement |
|-------------------------|--------------------|------------------|----------------------|
| Deficient Fluency | 70 | 25 | 45 |
| Articulation Deficiency | 60 | 20 | 40 |
| Inadequate Intonation | 55 | 18 | 37 |
| Low Reading Motivation | 65 | 20 | 45 |
| High Reading Motivation | 35 | 80 | 45 |

Note: Values represent the percentage distribution of students classified in each category before and after the intervention

The graphical analysis of evolution allowed the visualization of these changes through comparative bar representations where a consistent descending pattern is observed in all deficiency indicators and an ascending pattern in positive motivation this graphical behavior confirms the stability and directionality of the improvement trends generated by the strategy and reinforces the internal coherence between numerical variation and qualitative classroom observation



From the qualitative perspective the observation records reveal that during the first two weeks students showed persistent hesitation fragmented reading frequent omissions and limited expressive modulation however from the third week onward there was a progressive increase in vocal confidence choral synchronization and expressive clarity particularly during dramatized readings and cooperative narration activities by the end of week six most students were capable of sustaining continuous reading sequences with consistent intonation patterns and reduced articulation errors

With respect to motivation the behavioral transformation was even more evident at the beginning of the intervention resistance avoidance behaviors and reluctance to read aloud were common by contrast in the final stage students actively requested participation volunteered for public reading and demonstrated affective engagement with narrative content this shift was particularly reinforced through role playing reading competitions and interactive digital storytelling activities which operated as motivational accelerators

Teacher interview results further validated the observed transformations at the initial stage one hundred percent of teachers recognized that their instructional practices were based mainly on repetition and memorization and eighty percent identified low motivation as the central obstacle to reading development after the intervention one hundred percent of teachers reported observable improvement in fluency articulation and student participation ninety percent classified the strategy as inclusive and effective for students with different learning rhythms

Table 3
Teacher Perception Indicators Before and After the Intervention

| Indicator | Initial Percentage | Final Percentage | Δ Change |
|--|--------------------|------------------|----------|
| Predominance of Traditional Methods | 100 | 40 | 60 |
| Recognition of Low Motivation as Main Obstacle | 80 | 20 | 60 |
| Positive Valuation of Playful Strategy | 0 | 100 | 100 |
| Strategy Considered Inclusive | 0 | 90 | 90 |

Note: Data obtained from semi structured teacher interviews

The coherence between student performance indicators and teacher perception indicators confirms the multidimensional impact of the pedagogical proposal not only at the level of student outcomes but also at the level of instructional transformation and teacher awareness of methodological change

From the perspective of the three strategic axes implemented dialogic reading contributed primarily to expressive confidence and inferential participation reciprocal teaching strengthened cognitive self regulation and monitoring of comprehension while playful and digital strategies activated motivational engagement and cooperative dynamics, this combined action explains the consistent magnitudes of improvement observed across all evaluated indicators

Discussion and Limitations

The discussion of the results confirms in a consistent manner that the improvement observed in students reading performance is not the effect of an isolated instructional technique but rather the product of a structured pedagogical ecosystem articulated through dialogic reading reciprocal teaching playful strategies and digital mediation the magnitude of change observed in fluency articulation intonation and motivation aligns with the strongest trends reported in the international literature Mercer and Littleton 2019 Chacha et al 2024 Salcedo 2023 López et al 2025 which reinforces the external validity of the intervention

The reduction of forty five points in deficient fluency and low motivation constitutes one of the most significant findings since these two variables historically operate as the main bottlenecks in early reading development This behavior directly corresponds with the affective and social activation mechanisms described by Chávez 2024 and Acosta et al 2024 where lúdica and dramatization function as emotional regulators that reduce fear of error and increase participation

The improvement in articulation and intonation with Δ values of forty and thirty seven respectively confirms that expressive components of reading respond positively to cooperative oral practices and choral reading dynamics these effects are consistent with Salcedo 2023 and Ichau et al 2025 who document that verbal expressiveness and prosodic control increase significantly when students participate in reciprocal and cooperative reading structures

From the cognitive perspective the observed advances confirm that reading comprehension and performance cannot be addressed solely through norm based correction but must be mediated through metacognitive monitoring processes as established by Palincsar and Brown 1984 and reaffirmed by Flavell 2019 The use of self evaluation rubrics and reflective feedback in the present intervention activated precisely these regulatory mechanisms explaining the sustained character of the improvements observed

The motivational variable showed the greatest magnitude of change with an increase from thirty five to eighty percent in high reading motivation which corroborates UNESCO 2023 findings regarding the decisive role of reading choice dialogic participation and playful mediation in sustaining the reading habit The digital component further intensified this motivational effect in line with Souza and Pereira 2021 and López et al 2025 who demonstrate that multimodal literacy environments significantly enhance engagement and persistence

The convergence between student performance improvement and teacher perception transformation constitutes another relevant analytical dimension the reduction of sixty points in the predominance of traditional methodologies and the one hundred percent positive valuation of the playful strategy demonstrate that the intervention generated not only student level change but also a pedagogical

culture shift inside the institution. This transformation coincides with Moreno 2024 who emphasizes that action research produces structural changes in teaching identity and instructional decision making.

Taken as a whole the discussion confirms that low academic performance in Language and Literature is not a fixed deficit but a reversible pedagogical condition that responds with high sensitivity to methodologically coherent emotionally safe and cognitively activating environments. The integration of dialogic metacognitive playful and digital strategies operates as a systemic accelerator of reading development instead of as fragmented instructional resources.

Despite the robustness of the observed effects certain methodological limitations must be acknowledged. The sample size was limited to thirty students which restricts the statistical generalizability of the results. The intervention period covered six weeks which although sufficient to observe significant short term change does not allow for longitudinal verification of retention and transfer effects. The study was conducted in a single educational institution which introduces contextual specificity factors related to infrastructure leadership and teacher commitment. The use of percentage based indicators while effective for graphical evolution analysis does not replace standardized psychometric reading assessments. These limitations open future research lines oriented toward longitudinal multicenter and mixed method studies.

Conclusions

The conclusions derived from this study confirm with high empirical consistency that the systematic integration of dialogic reading reciprocal teaching playful strategies and digital resources generates a strong positive impact on the core components of reading performance in students with low academic achievement. Fluency articulation intonation and motivation respond not in a progressive and fragmented manner but through a coherent systemic transformation once the instructional model is realigned with socio constructivist and affective cognitive principles.

The action research methodology proved to be not only an investigative tool but a genuine mechanism for pedagogical transformation since it allowed diagnosis intervention evaluation and reflective adjustment to operate as a single continuous pedagogical cycle generating immediate impact on classroom practices and teacher decision making.

The motivational transformation observed constitutes one of the most structurally relevant findings since without affective engagement no reading improvement remains sustainable over time. The transition from resistance and avoidance to voluntary participation and public reading confirms that emotional safety and playful mediation are structural rather than accessory conditions for literacy development.

The integration of digital resources functioned as a catalytic factor that amplified student engagement multimodal processing and immediate feedback reinforcing the comprehensiveness of the pedagogical ecosystem rather than replacing traditional reading practices

From a curricular and policy perspective these findings support the urgent need to redesign institutional reading programs teacher training routes and evaluation systems so that Language and Literature is taught not as a mechanical subject but as a living cultural communicative and cognitive practice. Finally this study confirms that pedagogical innovation grounded in research based methodologies can operate as a powerful educational equalizer capable of reversing early academic failure trajectories and consolidating reading as a foundational tool for lifelong learning

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