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Active Didactic Strategies for Literacy Learning in Second-Year Basic Education Students

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Abstract

Learning to read and write (literacy) is a fundamental pillar, not only in the academic field, but also for life in general. Therefore, the objective of this research was to design active teaching strategies for literacy learning in second-year elementary school students. A diagnosis was conducted using a mixed approach that incorporated theoretical and empirical methods such as classroom observation, teacher interviews, and a diagnostic test administered to 25 students.

The results showed limited literacy proficiency, phonological difficulties, poor reading comprehension, low levels of written production, and teaching methods dominated by memorization and mechanical copying. In response, an organized proposal of active teaching strategies was designed, focusing on the cognitive, procedural, and attitudinal development of literacy skills, and integrating multisensory, playful, narrative, and phonological activities. The proposal included block planning, activity sequences, and instructional materials adapted to the educational level. It was validated through consultation with specialists, who evaluated the proposal as relevant, practical, and capable of immediate implementation in similar school settings. The proposal is aligned with the current Ecuadorian curriculum, improving reading comprehension, written expression, and students' motivation for literacy, thus contributing significantly to the goal of establishing a more efficient and comprehensive basic education.

Keywords: literacy, active teaching strategies, basic education, reading comprehension, writing.





Introduction

Literacy is a crucial skill in education, serving as a transversal foundation for students' cognitive, communicative, and academic skill development. In the Ecuadorian context, second-year students of the General Basic Education (EGB) level face significant difficulties with literacy skills, which in turn diminishes their academic performance and their capacity to access other learning opportunities. Mena Espinales and Pachar López (2022) have also pointed out that second-grade students struggle with reading and writing, suggesting a strong need to adopt policies that promote the use of active teaching strategies aimed at skill development during the early years.

Literacy is an evolutionary process that integrates the acquisition and development of reading and writing skills, which begins in the early years of life and is consolidated through meaningful experiences. According to Ferreiro and Teberosky (1991), "literacy is not learned mechanically, but involves the active construction of knowledge of the writing system by the child" (p. 12). Therefore, literacy is an integral process through which individuals simultaneously develop reading and writing skills, being essential for access to knowledge and social participation. According to Bravo (2018), "literacy constitutes an essential tool of thought that allows representing the world, understanding it, and transforming it through written language" (p. 34). Likewise, literacy involves the progressive mastery of linguistic codes that allow decoding texts and producing meaningful written messages. For Soler (2021), "this process must be understood not only as an instrumental technique, but as a cultural and cognitive practice linked to the development of comprehension, analysis, and expression skills" (p. 57).

Regarding Ecuador, the 2008 Constitution in article 26 mentions the right to access free, quality, multiethnic, and universal education. This right encompasses the



formation of basic competencies, within which, literacy, cultivated from the first years of schooling, is constituted as the pillar that not only allows the mastery of lifelong learning but also provides the possibility of exercising active participation in social life (National Assembly, 2008). The LOEI promotes the construction of a technopedagogical education that, above all, takes into account the invaluable intercultural reality of the country. This, of course, implies the need for a technopedagogical education that encompasses all the possibilities of the contemporary context in which students themselves form a vital part of the learning process (Ministry of Education, 2017). To achieve this goal, literacy is a path to personal and social growth. In turn, UNESCO's fourth objective promotes inclusive education and equitable access for all, paying attention to literacy and basic verbal education, a pillar for socioeconomic equality (UNESCO, 2023).

According to the Curricular Framework of Learning Competencies (2023) of the Ministry of Education of Ecuador, reading and writing are transversal skills to all areas of knowledge. This curricular framework proposes that reading and writing should be taught at all educational levels, taking into account the personalized conceptual organization for each child (Ministry of Education, 2023).

In recent years, the literature has emphasized a more proactive approach to literacy. Gutiérrez Tenecora (2023) developed an instructional design plan to teach oral skills using educational materials such as storyless books, cutouts, songs, and tongue twisters. This strategy showed that teaching the alphabetic code benefits from multisensory approaches. Supported by this logic, Gallardo Chango (2022) proposed a methodology applied in Pujilí where, after a preliminary diagnostic evaluation, a methodological strategy was applied that proved viable and relevant for strengthening reading and writing skills in second-grade students.



In a study conducted in Cuenca, Pesantez Pesantez and Tenelema Chimbo (2022) applied constructivist strategies and achieved acceptable levels of reading and writing in second and third-grade students, appreciating the role of the teacher as a mediator in multi-grade contexts.

As shown by Nuñez Olivarez and Montoya Villavicencio (2024), all teachers surveyed for the study conducted in the years 2023–2024 were able to apply active teaching strategies and observed that students had a positive disposition and creatively created their literary texts. That same year, García Álvarez et al. (2024) carried out some digitally gamified activities with second-grade students from Sangolquí and noted a significant improvement in reading comprehension and writing skills.

This, along with the proposals of Morocho Pesántez and Chiqui Tigsi (2025) on syllabic games and collaborative reading, illustrates a shift in progress towards an evolving framework: moving from traditional teaching methods to active pedagogies that incorporate self-directed learning, play, technology, and social interaction as the core of the educational experience.

The research context focuses on the "Unidad Educativa Liceo Policial," which has 25 second-year primary students and two teachers. In this school, an initial exploratory study was carried out: a preliminary literacy assessment was conducted, class and work notebook assignments were analyzed, both teachers were interviewed, and Language and Literature classes were observed. Furthermore, some relevant national documents and regulatory documents were analyzed.

The documented strengths were three particularly notable ones.

1. First, there is the explicit inclusion of the linguistic communicative competence that prioritizes literacy and supports the implementation of teaching strategies in comprehension and composition skills.



2. Second, there is the commitment of the Institution and the teaching staff to the teaching and learning of literacy, as a central component within the subject of Language and Literature.

Several weaknesses were corroborated, such as:

1. Syllable segmentation, errors in phoneme identification, and non-fluent reading with articulation problems, when reading aloud. Spelling errors, calligraphic and reading comprehension problems, limited vocabulary.
2. Lack of use of active strategies by the teaching staff.

Given all the above, the scientific problem is defined as how to contribute to literacy learning in second-year students of the “Liceo Policial” Educational Unit. In this regard, the object of research is literacy learning in second-year students and the objective is to design active didactic strategies for literacy learning in the declared second-year students. This research is part of the research project of the Bolivarian University of Ecuador titled “Didactic Management and Educational Quality in Basic Education,” which contributes to the research line of Didactics of the Basic Education Curriculum.

MATERIALS AND METHODS

The research was carried out using a mixed approach, both qualitative and quantitative, which allowed the collection and analysis of data in order to assess the development of literacy in second-year students. Theoretical, empirical, and statistical-mathematical methods were used, the latter framed in both descriptive and inferential statistics.

Within the theoretical methods, the historical-logical method was used to analyze the evolution of literacy from the theoretical and methodological perspectives; systematization, to integrate fundamental concepts of theoretical analysis; and



modeling, which served as the basis for designing the didactic tasks proposed as a scientific result.

Regarding the empirical methods, a literacy test was applied to second-year students and interviews were conducted with Language and Literature teachers, in order to obtain information on the current state of this skill. Additionally, partial introduction into educational practice was used for validation.

The dependent variable was the development of literacy in the second year, considering four dimensions: the first three linked to the student and the fourth to the teacher.

1. The cognitive dimension refers to the knowledge of phonemes, recognition of their spellings, adequate pronunciation, and correct tracing considering space.
2. In the procedural dimension, the correct use of phonemes in words and texts is evaluated, as well as reading and writing appropriate for the age.
3. The attitudinal dimension assesses the positive disposition to learn, even in the face of difficulties.
4. Finally, the methodological dimension observes the use of didactic strategies that favor literacy and the contextualized planning of tasks by the teacher.

The content test was structured as follows:

Short Story: The puppy and the cat.

The Puppy Tito wanted to play in the park.

There he saw a cat sleeping under a tree.

Tito barked loudly. Woof, woof!

The cat got scared and ran away.

Tito felt bad and went to look for the cat.



When he found him, he said: "I'm sorry, I didn't mean to scare you. Shall we play together?"

The cat smiled. Now they are friends.

Part 1: Recognition of phonemes and spellings (Cognitive).

Circle the words that contain the phoneme "t":

- a) gato
- b) parque
- c) Tito
- d) árbol

Write a word from the story that starts with the letter g:

gato (cat)

Part 2: Reading Comprehension (Procedural).

What did Tito want to do in the park?

- a) Eat
- b) Sleep
- c) Play
- d) Run

What did Tito do when he saw the cat?

- a) He hugged him
- b) He greeted him
- c) He barked loudly
- d) He gave him food

How did the story end?

- a) They fought
- b) Tito left



c) They became friends

d) The cat hid

Why do you think the cat smiled at the end?

Part 3: Written Production (Procedural and Attitudinal).

Write a sentence using the word *cat* (*gato*):

The interview with Language and Literature teachers was structured with the following questions:

What strategies do you use to reinforce the knowledge of phonemes and the recognition of their spellings in students with literacy difficulties?

How do you work on the correct pronunciation of phonemes and the adequate tracing of letters in your classes?

Do you use any specific resources? What activities do you propose to improve the writing of words and short texts, according to the age and level of your students?

How do you motivate students who present difficulties in reading and writing to maintain a positive attitude towards learning?

What type of planning or didactic resources do you use to adapt your literacy classes to the needs of the students?

Have you observed significant progress when implementing contextualized methodological strategies? Could you share a concrete example?

The study population consists of all second-grade students of the 'Liceo Policial' Educational Unit, comprising 25 students, with an average age of six to seven years. Given the nature of the study, the authors decided to sample the entire population, which, in this case, are the 25 second-grade students along with two teachers of the institution who taught Language and Literature.



The type of research conducted was descriptive, as the characteristics and conditions of the object of study were obtained from the results of the literacy tests and the corresponding interviews that were carried out. In addition, this study was a field study because it was carried out within the real context of the school environment at the "Liceo Policial" Educational Unit, which allowed obtaining data directly and contextually. The research was also considered non-experimental because no treatment or experiment was performed to change the existing conditions; rather, theoretical and observational methods were used, which were only partially validated in the practice of the educational environment.

Human, material, and technological resources were utilized. These included the students and teachers from the selected sample who participated in the planned activities. For material and technological resources, the following were used: computers, iPads, paper, printers, children's books, evaluation sheets, textbooks, and school notebooks. The research project was conducted with the informed consent of all participants, ensuring that both students and teachers voluntarily indicated their disposition and commitment to assist in the development of the study and the improvement of reading and writing processes in the classroom.

RESULTS

Literacy Test Results

The results of the pre-test diagnose that second-year students show severe limitations in phonological, comprehension, and writing levels, which is an indicator of a weakness in literacy acquisition. These results were organized according to the dimensions defined in the instrument used.

In the cognitive dimension, barely 46% of the students said they knew the phonemes of the linguistic system, 44% recognized them, and only 36% were capable



of pronouncing them. Only 38% of the students could perform the tracing of letters with high spatial precision, revealing problems in phonemic perception and fine motor skills. Reconstructing what Gallardo Chango mentions in his 2022 work, it could be explained that the scarce mastery of the phoneme and grapheme justifies the lack of performance in the students' literacy development.

In the procedural dimension, the results were even lower. Only 36% identified the appropriate use of phonemes, and only 33% could read and write texts appropriate for their age. These findings indicate a weak ability to transfer phonological knowledge to functional reading and writing tasks.

In terms of the attitudinal dimension, 56% of the students showed a positive disposition towards learning, which, although limited, represents a usable base of positive emotion from which a more substantive intervention can be built.

Teacher Interview Results

The perspective obtained by interviewing the teachers specifically shows the problems students have in the literacy learning process. Both agree that there are difficulties in phonological awareness, syllabic segmentation, written comprehension, and text elaboration. This singular conception corresponds to what Gutiérrez Tenecora (2023) stated in his research, where he points out the lack of phonemic mastery as the main factor in reading delay.

Regarding pedagogical resources, the teachers mentioned the use of cards and illustrated stories, as well as movable syllables, although their use is sporadic and lacks a structured logic. One of the teachers mentioned, "we work with what we have, but there is a lack of tools that really motivate the children".

About motivational strategies, both agreed that play, dramatization, and low-value nominal prizes stimulate greater disposition on the part of the students. This



statement coincides with the research of García Álvarez et al. (2024), who have pointed out the positive use of gamification in literacy processes.

With respect to task contextualization, the teachers affirmed that they adapt some activities to the students' sociocultural environment, although in an improvised manner. They take the names of family members, neighborhood experiences, or even local festivities as starting points for writing brief texts. Finally, both agree that the most effective activities for teaching reading and writing are those that integrate visuals, play, and group work. They reflect that students become more committed and meaningfully involved in the activities.

Table 1: Coding and Triangulation of the Teacher Interview

Thematic Category	Codes / Keywords	Teacher 1	Teacher 2
Literacy Difficulties	Phoneme-grapheme confusion, low syllabic awareness, spelling errors	Difficulty in segmentation, reading without comprehension	Letter inversion, mechanical reading, disorder in writing
Pedagogical Resources	Illustrated stories, movable syllables, cards, limited tools	Occasional syllabic cards and flashcards	Pictograms, songs, scarce use of educational technology
Motivational Strategies	Play, dramatization, prizes, individual attention	Word games, stars, fun reading	Positive feedback, guided oral reading
Task Contextualization	Daily life, family, familiar names	Community stories, family activities	Local festivities, immediate environment,



Effective Activities	Guided stories, syllable games	writing, Dictations with syllable images, short stories	with personal experiences	Shared reading, sentence construction
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Inventory of Detected Difficulties:

1. Confusion of phonemes and graphemes such as b/d, m/n, p/q, and others.
2. Problems with fluency, intonation, and articulation.
3. Comprehension and written construction problems.
4. Basic spelling errors, inversions, omissions, additions, and sequence disorder in writing.
5. Limited vocabulary in textual production.
6. Lack of motivation in self-directed reading and self-monitoring tasks.

PROPOSAL: Active Didactic Strategies for Literacy Learning in Second-Year

Students of the “Liceo Policial” Educational Unit

Rationale

Active didactic strategies are pedagogical procedures that promote the active, autonomous, and reflective participation of the student in their learning process, through problem-solving, collaborative work, creativity, and the meaningful construction of knowledge (Díaz Barriga & Hernández Rojas, 2010). The current proposal is centered on the socio-constructivist model and Ausubel's postulates of meaningful learning, additionally incorporating principles of neuroeducation, playful didactics, and the phonic-analytic-synthetic method, which has been shown to be effective in the initial teaching of phonological awareness and text elaboration (Avendaño-Guevara & Balderas-Gutiérrez, 2023). It is assumed that learning is more likely to occur in an



active, multisensory, and emotionally meaningful context. Therefore, reading and writing skills should not be considered as a rigid and linear process, but rather as a holistic integral experience that encompasses listening, speaking, playing, feeling, analyzing, and being creative.

Didactic Principles

1. Student Involvement: The learner does not merely receive information but actively engages in the learning of new skills, describing, inquiring, adjusting, and even classifying knowledge.
2. Cultural and Emotional Context: The basis of these activities comes from the student's routine, motivations, and environment, which facilitates the emotional link and their relationship with texts and the acquisition of easier and more complete learning.
3. Cultural and Affective Contextualization: Tasks derive from the student's daily life, interests, and nearest community, which favors the affective connection with texts and contributes to the assimilation of meaningful learning.
4. Multisensory Integration: Visual, auditory, and kinesthetic memory channels are utilized to recall and understand at a deeper level.
5. Continuous and Formative Assessment: Instead of solely assigning a grade to an obtained result, the process is observed and fed back to drive progress in the development of each learning gradually.
6. Collaborative Work: Connections and relationships are promoted among students who, in the group environment, facilitate the development and learning of knowledge in form and improve oral and written language.



7. Diversification of Resources: Resources ranging from syllabic cards and illustrated stories to basic technology and manipulative materials are used in the classroom, adjusted to the real possibilities of the classroom.

General Objective: To contribute to literacy learning in second-year students of the “Liceo Policial” Educational Unit through active didactic strategies.

Structuring of Active Didactic Strategies

Five fundamental didactic tasks framed under the dimensions of literacy are presented below, along with their descriptions, necessary resources, work modalities, and evaluation criteria:

Active Didactic Strategy 1: Sound Detectives

Objective: To strengthen phonological awareness through the identification of initial sounds in words.

Modality: Individual work with group socialization.

Execution: The teacher displays illustrated cards representing familiar objects (e.g., sun, flower, bed, pencil). Students look at the objects, say the name, and identify the initial sound. Then, from a surprise box, they randomly choose a card or object that also begins with the same sound. Finally, students write the initial letter in their notebook and trace it in dotted lines to reinforce needs in graphomotor skills.

Resources: Illustrated cards of everyday objects and a box with additional objects or cards. Movable alphabet. Notebook. Colored pencils. Board with visible letters. Optional digital resources (recorded sounds).

Evaluation: A checklist evaluation is carried out with the following criteria: Correct identification of the initial sound. Association of the phoneme to its grapheme. Correct drawing of the letter. Clear and confident pronunciation.

Active Didactic Strategy 2: Form the Word



Objective: To develop syllabic awareness and systematic word writing.

Modality: Work in pairs with rotating roles.

Execution: Each pair receives an envelope with movable syllables and an image representing a key word. For example, if the image shows a “butterfly” (mariposa), the envelope will contain the following disorganized syllables: ma – sa – ri – po . The objective for the students is to look at the image, correctly organize the syllables to form the word “mariposa,” write it in their notebooks, and draw a representation of the word. After that, other pairs share their words with the rest of the class. At this time, the teacher circulates among the teams providing help with syllable segmentation, phoneme articulation, and basic spelling corrections.

Resources: Notebooks, markers, colors, self-correction cubes, and movable syllables. Fixed and projected images.

Evaluation: Evaluative analysis by observation in group work and final product. Considering: Correct sequence of syllables. Spelling standard. Legibility. Active participation and teamwork.

Active Didactic Strategy 3: Reading with Visual Cues

Objective: To improve fluency, intonation, and reading comprehension through visual support.

Observation: Individual work with group reading and questions.

Execution: Students are given short stories of 3 to 5 lines illustrated with images corresponding to the narrative content. For example, a text that could be used is the following: “Ana went to the park with her dog Bruno. There, she played with her ball and ran all over the garden. Afterward, she sat under the tree reading a story”. As mentioned, students should be provided with an image where Ana, the puppy, the park, and the tree are drawn to mark the text. First, students perform a silent reading, where



they color key terms (Ana, park, Bruno, ball, story) with colored pencils. Then, they participate in a guided oral reading where the teacher models the appropriate intonation and corrects pauses based on the punctuation used. Next, the teacher asks questions to assess literal comprehension (Where did Ana go? What did she do with Bruno?) and more inferential and deeper thinking questions (Why do you think she sat down to read under the tree?). Finally, some students who want to participate can briefly act out the scene, improving reading comprehension.

Resources: Brief texts illustrated on cards, illustrated texts on cards with new vocabulary, notebooks, colored pencils, vocabulary cards, example boards, and optional timers.

Evaluation: A direct observation rubric is applied that considers the following aspects : Fluency in oral reading. Use of pauses and intonation. Recognition of key words. Comprehension of the text at literal and inferential levels. Active participation during the dynamic activity.

Active Didactic Strategy 4: Complete the Story

Objective: To foster the development of narrative writing through a staged narrative framework.

Modality: Individual work with teacher support.

Execution: In this task, students received the beginning of a short story, provided in the form of an illustrated card. For example, "Maria found a mysterious box...". Starting from that initial phrase, each individual student had the task of continuing the story with one or two additional sentences. The teacher provided personalized pedagogical guidance, supporting students in the following aspects : Organization of narrative ideas, proposing pertinent connectors that allow the logical progression of the story. Instant spelling correction, providing help with frequently used words or common spelling



errors. Development of their vocabulary, proposing synonyms or new words that could be incorporated into the narration. Stimulating the creativity and effort of each student, verbally, to reinforce their active participation, suggests affective motivation. Throughout the activity, some volunteers spontaneously shared their stories, which favored oral expression, respect for others' production, and collective motivation towards writing.

Resources: Story beginnings on cards with illustrations. Student notebooks or worksheets with guide lines. Pencils, erasers, and colors for illustrating their stories. Illustrative worksheets such as lists of suggestions and vocabulary or basic spelling charts.

Evaluation: Students will be evaluated through the collection of the individual written work and voluntary participation in the group reading session. The following criteria will be used : Narrative coherence. Basic spelling. Sentence construction. Inventiveness in the story development.

Active Didactic Strategy 5: My Reading Journal

Objective: To foster reflection, self-regulation, and motivation regarding reading.

Modality: Self-managed individual work with weekly supervision.

Execution: Each student decorated and personalized their “reading journal”. After each reading lesson, either in class or at home, students wrote a sentence about something they liked or learned, which they illustrated. Some volunteers presented their writings during group sessions once a month, which helped cultivate an appreciation for the reading process and self-expression.

Resources: Decorated notebook or journal-style cards. Classroom library. Colored pencils and other decoration materials. Guide template (What did I read? What did I learn? What did I like?).



Evaluation: Evaluation was carried out through a weekly qualitative analysis of the reading journal along with continuous observation of individual growth. The assessment included : Demonstrated mastery of learning outcomes through well-structured sentences. Creative drawings. Application of vocabulary addressed in class. Demonstrated persistence and enthusiasm for reading.

Validation of the Proposal by Specialist Consultation

The validation was carried out through the consultation of specialists; a total of 10 specialists were surveyed; all met the following selection criteria:

1. Graduates of Education, Psycho-pedagogy, or Language and Literature careers.
2. Teachers with experience at the Basic Education level in the last five years.
3. With research conducted or participation in educational projects related to literacy teaching.

The evaluative scale used was: very adequate, adequate, little adequate, and not adequate at all.

The aspects evaluated by the specialists were the following:

1. Scientific rigor: theoretical foundations supporting the proposed didactic strategies.
3. Timeliness of the research topic.
4. Importance of the selected topic for literacy development at the basic level.
5. Clarity of the proposal: the guidelines, orientations, and descriptions are clear for practical application.
6. Feasibility of its application in the determined research context.
7. Relevance of the proposed scientific result.
8. Viability: the proposal fits the concrete conditions of the real classroom in second grade of basic education.



9. Coherence: the order in which the scientific result is presented facilitates its application by the teacher.

Evaluation of the aspects: Aspects 1, 2, 4, 6, 7, and 8 were evaluated as very adequate; while aspects 3 and 5 were evaluated as adequate; this demonstrates the relevance, applicability, and coherence of the active didactic strategies designed to strengthen literacy in second-year Basic Education students.

The suggestions given by the specialists significantly helped the feedback and improvement of the proposed strategies ; it was recommended to detail the specific objectives of each strategy with greater precision; estimate the application times in the classroom ; and consider the inclusion of examples adapted for students with specific language difficulties ; furthermore, the multisensory approach, the use of manipulative materials, and visual support were positively valued as a fundamental part of the proposal ; all recommendations were incorporated into the final version, strengthening its viability and real applicability.

Discussion

It is observed that literacy continues to be a challenge in the early school years, mainly due to the scarcity of resources that promote active learning. Cornejo Illescas (2023) points out that the implementation of short readings accompanied by images, as well as team work, allows for deep and motivating comprehension compared to the stricter teaching that usually prevails in the classroom. Madril Quishpe (2022) demonstrates that didactic strategies applied to reading and writing processes foster interaction and academic performance in second-year students. This also aligns with the conceptual understanding of the current work regarding the need for contextualized intervention and multisensory schemes.



Designing a proposal that interrelates phonological games, sequences with visual cues, supported writing, and collective narration is innovative. Unlike other approaches that rely on a single resource, this initiative is aimed at second grade and coherently integrates various active dimensions: cognitive, procedural, and attitudinal. Therefore, this is a clearly situated and contextualized alternative within the Ecuadorian educational framework.

The research is located within the framework of educational reforms considered priorities. Cornejo Illescas (2023) points out that “it is of utmost importance to have didactic materials with characteristics of innovation and motivation that strengthen literacy processes,” which highlights didactic innovation in the school context. This shows the social and normative justification of the study, which relates to the curriculum, as well as the pedagogical formats that govern the country.

A practical and accessible pedagogical guide is provided for use by teachers and can be implemented in low-resource school settings. It helps foster the development of reading fluency, comprehension, and students' self-esteem through active and sensory-cum-dynamic participatory activities. This resource is more useful in environments lacking active methodologies, as suggested by the previously cited research.

A mixed methodology is used, applying a form of feedback collection and teacher evaluation through pre-test and post-test. This blend allows the intervention to be appreciated with objective judgment and, at the same time, integrates qualitative elements of the educational process. It is proposed to adapt and validate the model in rural areas or in environments with technological restrictions. It is also suggested to study its impact with learners with special educational needs and conduct long-term studies to assess the sustained impact. It is possible to affirm that the proposal achieves its purpose by providing an innovative, integrated, and contextualized didactic



intervention for the development of Reading and Writing in the second year of Primary Education.

Although the specific context and sample are limiting for making generalizations, the use of a mixed methodological approach in the research undoubtedly grants relevance to the results. In any case, the proposal largely enhances the cognitive, communicative, and affective development of children, thus contributing to the transformative function that the Ecuadorian curriculum and the current reality of the classroom demand from the school.

Conclusions

The results analyzed in this study allow us to maintain that the implementation of active didactic strategies greatly favors literacy learning in second-year Basic Education students. Strategies that, being playful, participatory, and student-centered, allow the development of a more positive and motivating climate, which facilitates the acquisition of essential skills in the reading-writing process. The research shows that methodologies such as games, dramatizations, read-alouds, and group work not only foster written and reading comprehension but also contribute to the development of self-esteem, autonomy, and critical thinking skills in children from an early age. Similarly, vertical education based on memorization and repetition does not adhere to the demands of the contemporary educational context. Therefore, it is suggested that teachers attend courses that train them in the use of active and contextualized strategies that take into account the particularities and learning rhythms of their students. The intentional inclusion of these strategies in classes allows cultivating not only language mastery but also social and cognitive competencies, which are key to the current and future academic performance of students.

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