Methodologies for Teaching Reading and Writing

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Abstract

A documentary review was carried out on the production and publication of research papers related to the study of the variable METHODOLOGIES, TEACHING and READING-WRITING. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2017-2022, achieving the identification of 143 publications. The information provided by this platform was organized through graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics have been described, the position of different authors towards the proposed theme is referenced through a qualitative analysis. Among the main findings made through this research, it is found that the United States with 73 publications was the country with the largest scientific production registered in the name of authors affiliated with institutions of that nation. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the different methodologies for teaching in the processes of reading and writing was Social Sciences with 127 published documents, and the Type of Publication most used during the period indicated above were Journal Articles with 82% of the total scientific production.

Keywords: *Teaching Methodologies, Teaching Processes, Reading-writing.*

1. Introduction

In education, few skills are as fundamental and transformative as reading and writing. These skills are the cornerstones of effective communication, critical thinking, and knowledge acquisition. As educators constantly strive to improve their teaching practices, different approaches to reading and writing have emerged. These approaches include a variety of methods, techniques, and theories designed to equip students with the literacy skills needed to navigate an increasingly complex and information-rich world.

The methods used to teach reading and writing are dynamic, evolving and influenced by insights from cognitive psychology, linguistics, educational research and educational innovation. From traditional approaches that emphasize phonology and decoding to modern approaches that focus on meaning creation and context, educators have a variety

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of options. Each approach has its own set of principles, strategies, and tools to meet students' different needs and learning styles.

One of the most enduring approaches is the phonetic approach, which emphasizes the systematic teaching of letter-to-sound relationships and decoding skills. This method allows students to break down words into their sounds, which helps with reading and spelling. In contrast, a holistic approach to language prioritizes immersive exposure to rich and meaningful texts, allowing students to learn to read as naturally as they do to speak. To balance these approaches there are hybrid approaches that combine phonetic and full language elements with the aim of providing a comprehensive foundation for literacy. In addition, sociocultural theory emphasizes the importance of social interaction and cultural context in developing literacy skills, fostering collaborative learning experiences, and culturally relevant materials.

As technology continues to shape the educational landscape, digital literacy has become an essential part of teaching reading and writing. Contemporary approaches often combine multimedia resources, digital platforms, and online communication to engage students in different modes of textual expression and interpretation. In this era of personalized instruction, educators recognize the importance of differentiation and adapt their approaches to fit diverse student profiles, including students with diverse linguistic, cognitive, and socioeconomic backgrounds. In addition, more and more research reveals effective pedagogical practices, further refines methods and improves the capacity of educators to promote literacy development. In this complex web of teaching methods of reading and writing, the ultimate goal remains the same: to enable students to understand, analyze, and communicate effectively through written language. Digging deeper into the nuances of these approaches, it becomes clear that there is no one-size-fits-all approach. The art of teaching literacy, on the other hand, lies in the teacher's ability to select, adapt, and integrate approaches that meet each student's unique needs and potential. For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables METHODOLOGIES, TEACHING and READING-WRITING, as well. As the description of the position of certain authors affiliated with institutions, during the period between 2017 and 2022.

2. General Objective

Analyze from a bibliometric and bibliographic perspective, the elaboration and publication of research works in high-impact journals indexed in Scopus database on the variables METHODOLOGY, TEACHING and READING-WRITING during the period 2017-2022.

3. Methodology

This article is carried out through a mixed orientation research that combines the quantitative and qualitative method.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study METHODOLOGIES, TEACHING and READING-WRITING. On the other hand, examples of some research works published in the area of study indicated above are analyzed from a qualitative perspective, starting from a bibliographic approach that allows describing the position of different authors against the proposed topic. It is important to note that the entire search was performed through Scopus, managing to establish the parameters referenced in Figure 1.

3.1. Methodological design

Figure 1. Methodological design

Source: Authors.

3.1.1 Phase 1: Data collection

Data collection was executed from the Search tool on the Scopus website, where 143 publications were obtained from the choice of the following filters:

TITLE-ABS-KEY (methodologies, AND teaching, AND literacy AND writing) AND PUBYEAR > 2016 AND PUBYEAR < 2023

☐ Published documents whose study variables are related to the study of the variables METHODOLOGIES, TEACHING and READING-WRITING

☐ Limited to the period 2017-2022.

☐ Without distinction of country of origin

☐ Without distinction of area of knowledge.

☐ Regardless of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and subsequently classified by graphs, figures and tables as follows:

☐ Co-occurrence of words.

☐ Country of origin of the publication.

☐ Area of knowledge.

☐ Type of publication.

3.1.3 Phase 3: Drafting of conclusions and outcome document

In this phase, we proceed with the analysis of the results previously yielded resulting in the determination of conclusions and, consequently, the obtaining of the final document.

4. Results

4.1 Co-occurrence of words

Figure 2 shows the co-occurrence of keywords found in the publications identified in the Scopus database.
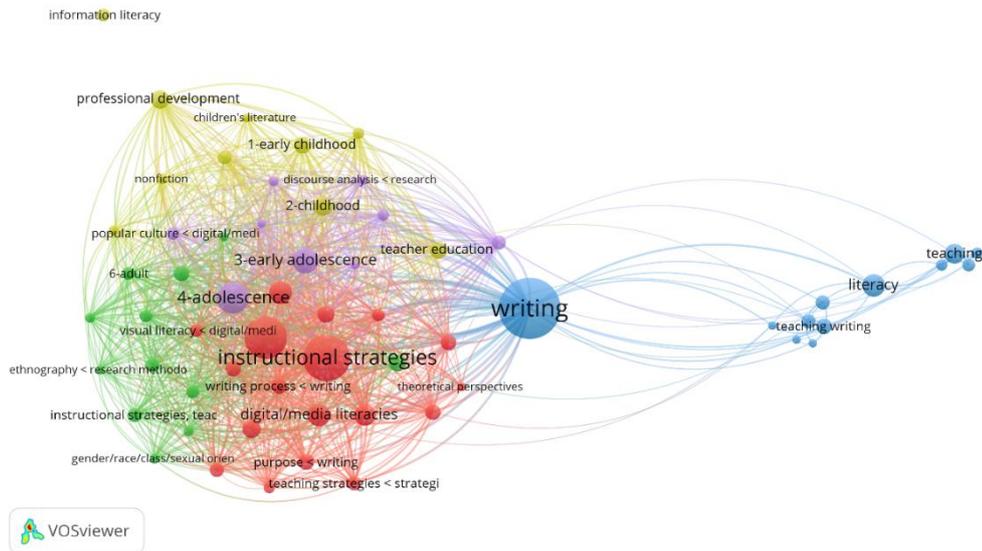
Figure 2. Co-occurrence of words

Source: Own elaboration (2023); based on data exported from Scopus.

Writing was the most frequently used keyword within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. Institutional Strategies is also among the most frequently used variables, associated with variables such as Language, Teachers, Pedagogy, Digital Media, Students, Education. When looking for methods to teach reading and writing, it is clear that there is no one-size-fits-all approach. Effective teaching requires an understanding of each student's needs, desires, and developmental stages. As educators continue to adapt their approaches to the changing educational landscape, the ultimate goal remains the same: to empower students to decipher, understand, and communicate through the written word, giving them the tools to thrive. and an information-driven world.

4.2 Distribution of scientific production by country of origin

Figure 3 shows how scientific production is distributed according to the country of origin of the institutions to which the authors are affiliated.
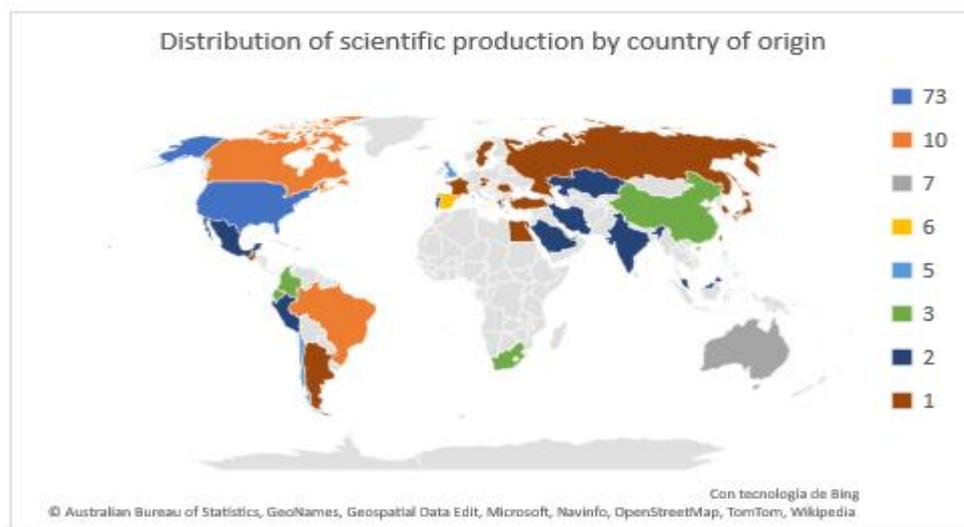

Figure 3. Distribution of scientific production by country of origin.

Source: Own elaboration (2023); based on data provided by Scopus.

Within the distribution of scientific production by country of origin, records from institutions were taken into account, establishing the United States, as the country of that community, with the highest number of publications indexed in Scopus during the period 2017-2022, with a total of 73 publications in total. In second place, Brazil with 10 scientific papers, and Canada occupying the third place presenting to the scientific community, with a total of 7 documents among which is the article entitled "Creative writing from a digital school newspaper in a rural school" The objective of the research was to understand the creative and didactic characteristics in the promotion of writing in primary school students of a rural school of the department of Antioquia (state), Colombia, during the construction of a digital school newspaper. The methodology applied was action research, in which 22 twenty-two third grade students participated. The data collection instruments were the creative writing matrix, the field diary and the student interview. The results demonstrate a basic level of performance in the creative characteristics of fluidity, flexibility, originality and elaboration; And from the didactic characteristics, the importance of usability, interactivity and connection for the promotion of creative writing mediated by digital technologies is recognized. It is concluded that the digital school newspaper is a motivator for the promotion and dissemination of creative writing by students.(Álvarez, 2022)

4.3 Distribution of scientific production by area of knowledge

Figure 4 shows the distribution of the elaboration of scientific publications from the area of knowledge through which the different research methodologies are implemented.
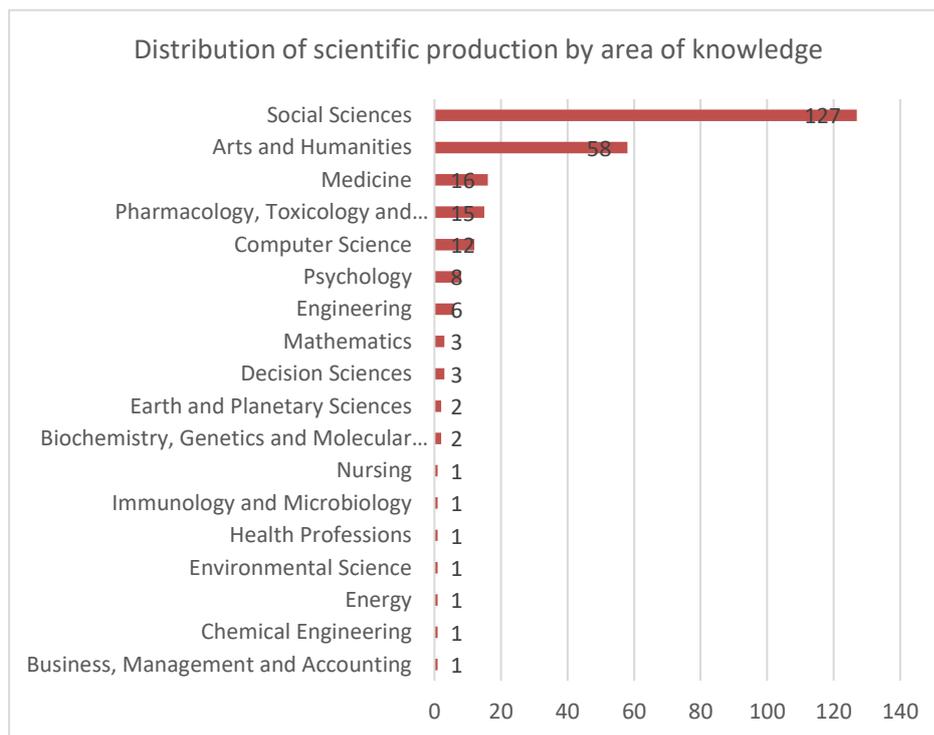

Figure 4. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2023); based on data provided by Scopus

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 127 documents that have based their variable methodologies CHATBOT and METHODOLOGIES, TEACHING and READING and WRITING. In second place, Art and Humanities with 58 articles and Medicine in third place with 16. The above can be explained thanks to the contribution and study of different branches, the article with the greatest impact was registered by the Social Sciences area entitled "Use of academic literacy scaffolding practices in tertiary

classrooms: a case study in South Africa" this article investigates academic development supports the incorporation of the development of academic literacies in disciplinary teaching. This allows students to experience reading and writing as disciplinary academic practices. However, few teachers have the knowledge of the language and the pedagogical experience to do so. The Reading to Learn pedagogy provides a scaffolded methodology that higher education teachers can adapt. We reflect on our own experiences of using these scaffolded academic literacy practices in three cases: with first-year biology students, biochemistry honors students, and master's students in education. We argue that academic literacy practices with scaffolding are useful because they emphasize both reading and writing texts in the discipline, provide an educational approach to plagiarism by modeling how to meaningfully paraphrase academic text, and support student engagement. In addition, professional learning opportunities help academics develop both language knowledge and a clear methodology that can be adapted to a variety of disciplines and levels.(Bertram, 2022)

4.4 Type of publication

In the following graph, you will observe the distribution of the bibliographic finding according to the type of publication made by each of the authors found in Scopus.

POST TYPE

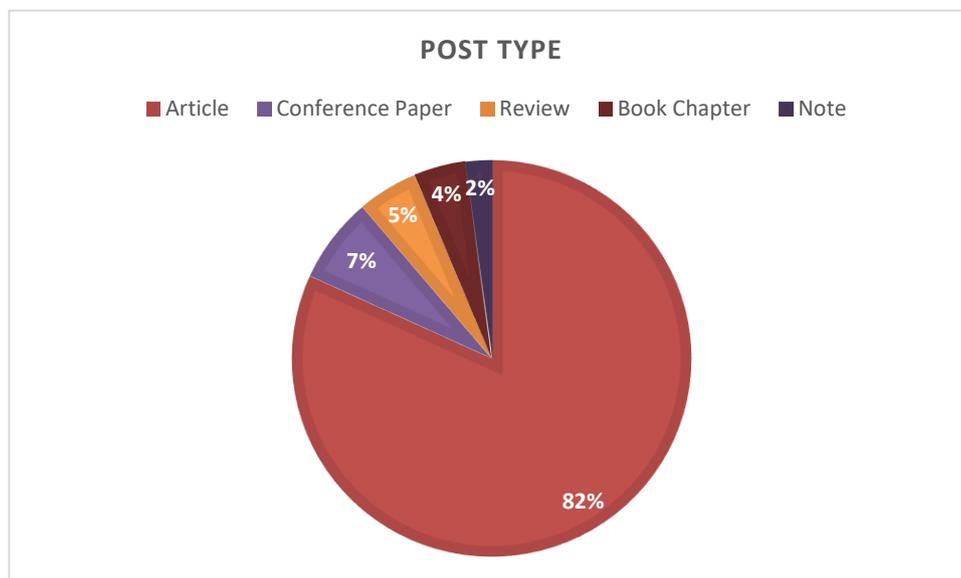■ Article   ■ Conference Paper   ■ Review   ■ Book Chapter   ■ Note

Figure 5. Type of publication.

Source: Own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was entitled Journal Article with 82% of the total production identified for analysis, followed by Session Papers with 7%. Journal are part of this classification, representing 5% of the research papers published during the period 2017-2022 in journals indexed in Scopus. In this last category, the one entitled "Tensions between disciplinarity and generality in the professional development of writing teaching" stands out. This study aims to explore the differences in perspectives between what constitutes disciplinarity for ELA teachers and teachers of other content areas. Design/methodology/approach: Over the course of two years, the author observed the DP, taking extensive field notes, collecting artifacts, and conducting interviews. The author engaged in an ongoing comparative analysis of the data throughout this time, openly coding within each data source and then triangulating the data to support the author's finding. Findings: While ELA lead teachers appeared to focus on general aspects of writing, teachers in other content areas shared discipline-specific writing knowledge. However, teachers and teacher leaders did not explicitly discuss these differences in how they conceptualized the teaching of writing; rather, this tension was revealed through the author's analysis of the

data. Originality/value: The findings of this study illustrate how a vague definition of English writing and disciplinary literacy has come to influence a PD of writing. This study recommends future research to further develop clear epistemologies, purposes, and literate practices of ALS-related disciplines.(Kwok, 2022)

5. Conclusions

Through the bibliometric analysis carried out in the present research work, it was established that the United States was the country with the largest number of records published for the variables CHATBOT and METHODOLOGIES, TEACHING and READING-WRITING. with a total of 73 publications in the Scopus database. In the same way, it was established that the application of theories framed in the area of Computer Science, were used more frequently in the impact that has generated the teaching methods of reading and writing, these have evolved over time, influenced by various branches such as cognitive psychology, linguistics and educational research. Traditional paradigms often focus on self-directed learning and practice, while modern methods emphasize a more holistic, student-centered approach. Phonics-based instruction teaches the relationship between sounds and letters and remains an essential part of many reading programs. On the other hand, all linguistic approaches prioritize the creation of meaning through authentic texts and contextual learning. However, a balanced approach that combines phonics with meaningful reading experiences seems to produce the best results for both decoding skills and comprehension. Likewise, writing teaching has shifted from a process-oriented approach that emphasized brainstorming, writing, proofreading, and editing to a more pragmatic or genre-based approach where students learn to write for specific purposes and audiences. A combination of technology, peer-to-peer collaboration, and real-world applications has become an integral part of teaching writing today.

In conclusion, the most effective methods of teaching reading and writing recognize the importance of fundamental skills, understanding, authentic experience, individualization, and adapting to the demands of a rapidly changing world. By combining approaches and responding to research development, educators can better equip students with the literacy skills they need to succeed in academic, professional, and personal settings.

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