

The Reading habit as a strength in learning foreign languages

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Abstract.- Learning foreign languages, considered a communicative and cultural necessity, demands developing reading skills that strengthen their domain and applicability according to the communicative needs and the social context. This research raised a general objective to apply didactic strategies with a digital tool of web 2.0 to develop the habit of reading in foreign languages in high school students. For this, a documentary and field research was developed. The theoretical information was obtained from specialized bibliographies: books, brochures, magazines, and indexed articles. Data collection instruments such as interviews, surveys, and observation sheets were used. It was concluded that students are constantly exposed to reading through school books and information teachers share. Using digital tools is an essential benefit for developing reading habits and acquiring a second language.

Keywords: Reading, digital tools, strategies, didactic.

El hábito de la lectura como fortaleza en el aprendizaje de idiomas extranjeros

Resumen: El aprendizaje de idiomas extranjeros, al ser considerado como una necesidad comunicativa y cultural, demanda el desarrollo de habilidades lectoras que fortalezcan su dominio y aplicabilidad de acuerdo las necesidades comunicativas y al contexto social. Esta investigación tuvo como objetivo general aplicar estrategias didácticas con herramientas digitales de la web 2.0 para desarrollar el hábito de la lectura en idiomas extranjeros en los estudiantes del bachillerato. Para ello, se desarrolló una investigación documental y de campo. La información teórica se obtuvo de bibliografía especializada: libros, folletos, revistas y artículos indexados. Se emplearon instrumentos de recolección de datos como entrevistas, encuestas y fichas de observación. Se concluyó que los estudiantes están constantemente expuestos a la lectura a través de libros escolares e información que los docentes comparten, y que emplear herramientas digitales significa un importante beneficio para el desarrollo del hábito lector y la adquisición de un segundo idioma.

Palabras clave: : Lectura, herramientas digitales, estrategias, didáctica



I. INTRODUCTION

Reading as an enriching action is not an indicator of learning or a determinant that allows establishing levels of education or coefficients in the human being. On the contrary, it is essential to develop skills and abilities that will enable the individual to acquire knowledge about different areas and topics of expertise. Education at its various levels assumes reading ability as an essential requirement for linguistic communication and content assimilation. However, the present study visualizes and proposes to promote the reading habit so that the student (children and young people) become aware of their environment in their academic and social development and that this process becomes part of their daily life.

Reading is a significant and relevant factor in any formative process for children, so teaching and learning start long before school and end long after. It ends with life. Understanding is an endless road. It can always be understood better, more extensively, and sincerely [1]. To achieve comprehension, it is essential to focus on the didactics used by teachers since it is the central axis so that reading is presented as a constantly developed and improved skill. The didactics of reading require their deepening and knowledge to recognize and take advantage of their strengths and opportunities that allow them to act when frustrations arise.

Reading as such is not an innate ability or acquired genetically; instead, it is accepted as the individual grows. Therefore, the first cycles of schooling are of great importance for the acquisition of reading, so the techniques, methods, and activities to be developed must be started from this first instance to form a habit of wanting from an early age and not in the tension of duty [2]. Therefore, this ability could even occur in formative education from home, where the family environment plays a vital role for the individual. This communication aims to influence the need to structure reading comprehension in the school curriculum, as well as remind families in particular and society in general of the fundamental role they play in the motivation and reading training of the student. This communication proposes to unify families and schools to work together on students' reading abilities.

To discuss the school's responsibility concerning reading competence, we must start with the fact that teachers assume full responsibility for students' reading competence. Therefore, the school's job is not to create good readers or lovers of literature but competent readers [3]. Teachers face a common problem: young people who suffer from an unprecedented lexical shortage, difficulty understanding sentences, misuse of punctuation marks, difficulty acquiring good notes, impersonal writing, reading problems in textbooks, and lack of criteria when debating. All these problems derive from the communicative aspect of language. In this sense, in the same way, each teacher is responsible for communicative competence. They are also teachers of reading competence because there is only learning with communication and understanding.

To these issues, which have a direct impact on the teaching task, it must be added that in recent decades the book has lost its exclusivity as a central object in reading processes, to which is added the lack of research activities with direct bibliography in physical texts and the lack of management of these resources in the classroom. The text has been expanded to form a plural text, a hybrid space, where the same digital or printed book, electronic texts, and multimedia are mixed in a great mixture.

Not only has the text changed, but the way of reading has also changed. Consumption, the ephemeral, the fragmentation, the spectacle, and surfing, are characteristics that directly contradict a task that is delayed, prolonged construction of time [4]. But it is that the current reader has also changed. It is a reader integrated into a literate society with a strong presence of audiovisual media. Thus, cohesion and linearity in reading are broken. The new reader grants significant autonomy to sequences or other minor discourse units, mixes elements of different genres, interrupt the narrative thread, and includes other texts within the narration. It is read differently because it is a reading adapted to the new market proposals [5].

The Ministry of Education is constantly monitoring faithful compliance with quality standards. For this reason, the teacher needs to apply a new methodology in such a way that he can develop learning strategies based on the use of technological resources to meet the achievement of the objectives proposed in education [6].

The evolving technology of the 21st century requires continuous training in Web 2.0 tools. In this sense, it is very important to be innovative to capture the attention of students and to be able to build meaningful learning that allows them to develop their language skills and abilities to function in a new society. Developing the habit of reading in the education process is fundamental. The student must be permanently induced in the proper use of technological resources to achieve scientific training and thus can become a research, creative, and critical entity, that is to say, achieve the practical training of competent, visionary, and evolutionary professionals. Transforming education is the duty of every teacher, and fulfilling educational purposes is an institutional mandatory.

This research aims to apply didactic strategies with a Web 2.0 digital tool to develop the habit of reading in high school students. For this, the teaching-learning process of foreign languages is established as an object of study, and the development of the reading habit is delimited as a field of action.

II. DEVELOPMENT

Currently, different technological tools allow students to interact with their environment. Adequate education in managing the different constantly updated applications will lead to the acquisition of new learning that will allow access to these tools, achieving the development of the student's cognitive skills and the goals set in education. The new educational model requires the application of methodologies and techniques that allow motivating the student in their intellectual self-enrichment, in the self-discipline of daily reading to develop intellectual abilities and achieve an expressive language that allows them to develop as upright professionals contributing significantly to the progress of the community [6].

The new technologies allow access to all information for the self-education of a young person or adolescent. Digital reading involves the development of perceptive, associative, and reactive abilities in the face of various events presented in pages linked to each other, a world full of information whose access allows the teacher to interact with the student, capture the attention, and achieve a relevant inter-learning. As a model of interpretation of reality, science allows training more critical, reflective, and responsible human beings to understand and question the world around them. Virtual platforms are intended to educate the student about digital culture, and the proper use of websites will allow creative learning that entails double [3].

A. Didactic strategies to strengthen pedagogical processes

It indicates that they are procedures that the teaching agent uses reflectively and flexibly to promote significant learning achievement in students. Didactic strategies are based on methodological principles as hallmarks of specific educational performance. They are those actions that characterize them and allow them to be differentiated from other actions, depending on the moment in which the teaching-learning process of the group class they are directed is found [7].

The concept of didactic strategies involves selecting activities and pedagogical practices in different formative moments, methods, and resources in the Teaching-Learning processes [8]. Didactic strategies contemplate learning strategies and teaching strategies. For this reason, it is essential to define each one. Learning strategies consist of a procedure or set of steps or skills that a student acquires and uses intentionally as a flexible tool to learn meaningfully and solve academic problems and demands. On the other hand, the teaching strategies are all those aids proposed by the teacher, which are provided to the student to facilitate deeper information processing [9]. "Didactics is the art of teaching. As such, it is a discipline of pedagogy, registered in the educational sciences, which is in charge of the study and intervention in the teaching-learning process" [10].

That didactics is a pedagogical science. As part, it studies and elaborates on the elements and methods necessary to implement pedagogical theories. In this sense [11], didactics has two expressions: theoretical and practical. At an academic level, didactics studies, analyzes, describes, and explains the teaching-learning process to generate knowledge about educational methods and postulate the rules and principles that constitute and guide the theory of teaching. In more technical terms, didactics is the branch of Pedagogy that is in charge of finding methods and techniques to improve education and defining the guidelines to ensure that knowledge reaches the educated more effectively [7].

Experts say that didactics is understood as a discipline of a scientific-pedagogical nature that focuses on each of the stages of learning. In other words, it is the branch of pedagogy that allows approaching, analyzing, and designing the schemes and plans destined to capture the bases of each pedagogical theory. This discipline, which establishes the principles of education and serves teachers when selecting and developing content, pursues the purpose of ordering and supporting the teaching models and the learning plan. The teaching circumstance for which specific elements are needed is called a didactic act: the teacher (who teaches), the student (who learns), and the learning context. Regarding the qualification of didactics, it can be understood in different ways: exclusively as a technique, as an applied science, simply as a theory, or as a basic science of instruction. The didactic models, for their part, can be characterized by a theoretical profile (descriptive, explanatory, and predictive) or technological (prescriptive and normative).

It should be noted that, throughout history, education has progressed, and within the framework of these advances, didactic references have been modernized. On a practical level, for its part, didactics works as applied science since, on the one hand, it uses teaching theories. At the same time, on the other, it intervenes in the educational process by proposing models, methods, and techniques that optimize the operations of teaching-learning [12]. The task of teaching is a profession with eminently social purposes. It is the one that offers more significant and better opportunities to benefit others, for which reason teaching implies a great responsibility as well as great importance since education plays a fundamental role in the production and direction of change at this moment in the history of the country. The teacher must know the didactic implications of the epistemological nature of his discipline. When the teacher clearly distinguishes the different ways of learning, the student will be able to do so. The educator's clarity of these aspects will be perceived in his methodological strategies; through them, the student can make the distinctions and syntheses necessary for a clear understanding [9].

B. Importance of reading for learning

The etymological meaning of reading originates in the Latin verb *legere*. It becomes very revealing because it connotes collecting, harvesting, and acquiring fruit. Reading is an act by which meaning is given to facts, things, and phenomena and through which an encrypted message is also revealed, be it a map, a graph, or a text. In this way, it comes to be a response to the concern to know reality, but it is also the interest to know ourselves, all to deal with the messages in all kinds of materials.

In communication, reading becomes an act of harmony between an encrypted message of signs and man's inner world; it is to become the recipient of an emission of symbols made in almost unpredictable times and places, remote or close. Still, at the same time, it is to make something very personal emerge, making it possible for the identity that is congenital to us to emerge from the depths of our being.

Reading is a process of interaction between the reader and the text, a process by which the former tries to satisfy the objectives that guide the reading. Reading is entering into communication with the great thinkers of all time. Reading is establishing a dialogue with the author, understanding his thoughts, discovering his purposes, asking questions, and trying to find the answers in the text. Reading is also relating, criticizing, or overcoming the ideas expressed; it does not imply tacitly accepting any proposition but requires that the person who is going to attack or offer another alternative fully understand what is being valued or questioned. The effectiveness of reading depends on these two aspects being sufficiently developed. This has some consequences: 1) The active reader is the one who processes and examines the text; 2) Interpretation of what is read, the meaning of the text is constructed by the reader [13]. Reading is characterized by translating symbols or letters into words and phrases that have meaning for a person. Once the emblem is deciphered, it is reproduced. Thus, the first phase of learning to read is linked to writing. The ultimate goal of reading is to make it possible to understand written materials, evaluate them, and use them for our needs.

C. Technology as support for the development of the reading habit

Technological development has affected all activities of the society. Society has never been as articulated as it is today around technologies, domestically, culturally, politically, and socially, without forgetting the impact it has had on education. These technological changes have impacted all walks of life [14]. Regarding the processing of information. [15] it has generated changes in two ways; on the one hand, in the diversification of information supports, new information supports are being developed more and more quickly, and others remain in disuse, which not only generates a problem in terms of the migration of supports so as not to lose information, but also the adequacy of the guidelines and standards to process the information in the new supports. On the other hand, technological development directly affects the tools and instruments available to teachers to process the information contained in the different supports. The bibliographic records and data found in the texts have undergone a deep and constant evolution along with technological development [15].

Web 2.0 implies collaboration, networking, links related to shared interests, and social networks. The wealth and educational possibilities that open up are enormous, so it is interesting to analyze the main educational applications of Web 2.0 technologies that could support education, specifically for developing reading habits [16]. There are countless representative applications of these tools. The most used currently in this environment are blogs, wikis, and social networks, although, in this study, we work with two: blogs and wikis. The reason for choosing it is the potential they present as tools of the constructivist model for student learning [17]. Although indeed, the habitual use of such devices does not make their theoretical analysis essential, it is just as accurate that when you want to face their use in certain contexts, in this specific case in education, it is necessary to know what you are talking about, what characteristics it responds to in social terms to address its historical evolution, the technological framework where they are born and develop, and their technical, educational or didactic characteristics, to assess their implications in the teaching-learning process.

The Web provides a medium for collaboration, social dialogue, interaction, and communication, where students can learn formally and informally through interactions with other students. Accessibility, flexibility, and self-directed learning can lead to new ways of learning. Yet, these possibilities raise essential questions and challenges for teachers [18]. Therefore, the activities require a reflection on the part of the teaching staff on the functional nature and the significance of the learning they intend to develop.

Suppose we understand learning activities as active and orderly ways of carrying out learning experiences that include everything from the prior knowledge that every student possesses to the assessment of acquired skills. In that case, they become a teaching strategy, but also a learning, for which they must be well planned and, why not, subject to the viability of the technological tools available.

The relationship between technology and pedagogy is complex and symbiotic. Faced with the perspective "they are only tools" in certain educational circles, the perspective of "they are nothing less than tools" is preferred, with which human beings transform the world and, in doing so, transform themselves. Technology and pedagogy influence each other. Technology shapes educational practice by offering possibilities and limitations teachers must know how to "see." Educational practice shapes the use and implementation of technology, evolves it, and makes it an inseparable part of the practice [19]. It is impossible to abstract from the underlying technologies when talking about the applications that use them. The term "emerging technologies" has been coined to define those technologies that are not yet widespread and used, whose impact is incipient but which generate great expectations. Technologies and uses that will be important in the future have been referenced, constituting almost a genre within what could be called "futuristic" reports on education and ICTs. The ideas that make up this definition can be understood as applicable to tools (hardware and software) and their use in Teaching-Learning processes [19].

Many opinions consider interesting the use of the Internet in the teaching field, and it is even possible to highlight good proposals for the preparation of Teaching-Learning activities in the classroom. Web 2.0 offers new functionalities that make it possible to speak of the internet as a great source of resources and a platform for working with those resources. The challenge faced with so many possibilities is to know how to choose the most appropriate one for the desired purpose and the age group the teacher is targeting. Still, since the Internet environment is similar to the natural environment, it should be fine to find a suitable activity [20]. Like any other didactic resource, ICTs enable the development and implementation of different learning tasks of a diverse nature, being able to carry out activities such as [21]: 1) search, select, and analyze information on the internet with a determined purpose; 2) acquire skills and abilities to manage different technological tools and resources (manage software, manage an operating system, among others); 3) complete and carry out different learning tasks (write written texts, prepare multimedia presentations, solve exercises and online games, develop work projects, publicly present work, communicate and work collaboratively -blogs, wikis, social networks, forums, express themselves and disseminate ideas and work, etc.).

Using these tools, the teacher can assess the final result of the work and the cooperative skills and abilities of the group members. Spending ten minutes per work group is enough to check how they have carried out the planning, coordination, and materials, among others. We have everything online, so it is easy to follow up and participate in group work [22]. The vision is that personalization, collaboration, and informal learning will be at the core of learning in the future. These terms are not new to education or training, but they will become the guiding principle for educational organizations. The opinion of the experts underlines and confirms that in the next fifteen years, the learning strategies will be: personalized, tailored, and directed; collaborative and networked; and informal and flexible. ICTs will play an essential role in facilitating lifelong learning opportunities as a range of sophisticated and adaptive learning tools, and programs will become available, making it easier for people to improve their skills and boost their careers [23].

Web 2.0 marks a dividing line regarding a significant change in practices. Several factors contribute to this change, such as advances in technological infrastructure; increased Internet and broadband adoption; and friendlier interfaces for browsing, filing, communicating, and collaborating on the Web. All of them have contributed to broadening user access and participation. In OECD countries, web services are progressively cheaper, faster, and increasingly based on wireless technologies. Similar advances have matched access and speed in software development and data management. Common browsers have become more versatile, allowing a wide range of user interactions and interoperability with numerous desktop applications [24].

III. METHODOLOGY

This research is considered in a qualitative and quantitative approach from which information is obtained through resources such as interviews, surveys, and observations that support the strengths or deficiencies that students have in terms of reading skills and the use of technological tools for this purpose and thus have a holistic vision of the problem to be investigated. In this regard, it is considered that "the qualitative approach uses the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process" [25].

The research is documentary and field, and the theoretical information was obtained from specialized bibliography: books, brochures, magazines, and indexed articles. The field research is supported by surveys, as well as interviews, which were carried out in the educational institution, for which there was the support of the teacher who guided the students and parents for the excellent collection of information. The documentary research allowed the bibliographic compilation and the postulations of several essential authors to argue the study; references were taken from books, journals, magazines, etc., which allowed us to conceptualize the phenomena and facts and thus establish the criteria of analysis and the solutions. It is also a constructivist investigation since it will enable those involved to be the creators of their knowledge, motivating their self-preparation based on their cognitive needs.

The methods that were used in the development of the investigation are the theoretical methods: the induction-deduction way is an analytical-synthetic process through which the study of a particular fact will start to arrive at the discovery of a principle, this method follows the following steps: observation, experimentation, comparison, abstraction and generalization [26]. On the other hand, the quantitative approach is based on established knowledge, that means, from a theory from which it extracts specific explanations about facts or situations that are intended to be verified [27]. From this perspective, this method is analytical and positivist, always based on the numbers or amounts of data collected, which allows for generating a field investigation [28]. In this sense, it is considered a central part of the data collection of the reading habit. Furthermore, the statistical percentage helps to establish precise data before the information is collected, estimating to analyze the level of the reading habits that the students present, allowing to have a clear and readable picture of what happens through the process.

IV. RESULTS AND DISCUSSION

Based on the proposed hypothesis, it is established that ICTs will not solve any learning situation, but, obviously, by adopting new pedagogical approaches, such as the use of Web 2.0 digital tools, they allow interaction by playing new roles for both the teacher and the students in different inputs such as autonomous, collaborative, critical, creative work, personal expression, sharing resources, creating knowledge and above all learning based on their own experiences and interests. Furthermore, applying resources such as Web 2.0 provides highly accessible environments where teachers and students can reflect on educational settings by creating, designing, and sharing resources through individual or collective contributions that enrich teacher learning and practice.

Based on the research objective, relevant results are obtained on the importance of developing and implementing didactic strategies for developing and improving reading skills at school. Furthermore, even though the research was directed to the second year of high school, these same strategies can be applied at different educational levels since it uses student domain tools such as social networks, E-learning platforms, blogs, Wikis, and Postcards, among others.

The technological means currently used in the educational field offer various purposes, academically, culturally, and socially, as part of the individual's interaction. For example, resources such as cell phones, tablets, and computers allow teachers and students to develop activities during and after class. That is, they are created during the personalized tutoring of the decent and the tutoring of professionals on the web. This condition allows the student to investigate, compare, contrast, and learn from different sources, reaffirming knowledge.

The accessibility of the resources and information on the Web encourages the investigative interest of the student, who naturally develops reading habits in the search for content, analysis, simplification of information, and production of new knowledge. Under these premises, the student develops skills such as analysis and content support that allow them to abstract specific details according to the purpose of the study. It is worth mentioning that years ago, this activity was carried out strictly with physical texts through the library and that in recent years it has been replaced by computerized management through the Web.

Based on interviews conducted with teachers in the area of Language and Literature and as experts on the subject and the development of reading habits, it is synthesized that high school students do not carry out reading activities voluntarily but rather as an obligation or academic requirement to pass a particular subject. This activity incurs memorization processes, which means the student does not reflect, assume or contrast information for his learning. On the contrary, he develops unidirectional thinking behaviors that, by not being reflective, he will forget the manipulated data in the short term. This is one of the primary deficiencies the educational system has with young people who need more knowledge and cannot substantiate, argue or defend criteria on a particular topic.

However, there are difficulties regarding applying technological tools to develop skills such as reading. This is because digital divides continue to be a sad reality in society. The low economic income in the homes, the secondary education, the lack of adequate infrastructure in the educational establishments, the deficient computer management in teachers, and even specific geographical barriers in different sectors limit or make communication through the Web impossible. Moreover, the current emerging educational model caused by the Covid-19 pandemic exposed the severe problems of education in a digital environment because educational systems have yet to evolve hand in hand with computerized environments.

Based on the surveys applied to the students, the following can be interpreted.

The activities or contents developed within the class are not on the student's cognitive, communicative, or social interests. Much of the information in school textbooks is considered difficult to understand and, in some cases, absurd content since they need help finding a way to apply it in their environment.

Students show great interest in being part of a didactic strategy that changes the traditional paradigms of education towards digital education, promoting the habit of reading based on texts, documents, and information that arouses their interest. Given this, using E-learning platforms as part of Web 2.0 means that the student can use websites as if they were an application or programs in which they will have access to a user and an account to develop individual and cooperative activities associated with different subjects. In other words, each student can analyze texts or contents individually and then be exposed to group criteria, ideas, or perceptions. This not only generates the development of the reading habit but also promotes communicative practice as a social need to interact with the environment.

CONCLUSIONS

Students are constantly exposed to reading through school books and information that teachers constantly share. However, there needs to be an agreed analysis on the quality of shared information or the purpose for which said content is studied. This is because students' time to read is limited, so it must be strengthened as a communicative activity from home. It has yet to be strengthened as a reading habit at school or home. In this context, the reading habit is partially distanced from the educational purposes that the national curriculum contemplates for the mastery of learning.

For this, it is essential to take advantage of the opportunity for students to interact with digital media and resources constantly. Still, it does not mean that they are pedagogically prepared to direct the use of these media toward learning. It is in this space where innovative teaching action should be focused.

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