



REVISTA

CÁTEDRA

EDITORIAL

Revista Cátedra is pleased to present volume three, number three in the electronic version. The subject matter developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; this is how some relevant aspects are presented, such as Language and Literature, Philosophy, Education and Gender.

The contents presented in this new issue are characterized by being developed under the parameters of research methodology. In addition, they are built with academic rigor and based on teaching practice.

The issue consists of eight approved articles:

The first article entitled *Neurolinguistic programming as an innovative strategy for language and literature teaching*, by Michelle Riera-Flores and Pablo Romo-Maroto. The manuscript collects information and theoretical data to understand and explain how Neurolinguistic Programming (NLP) can through the new studies of Language and Literature Didactics (DLL) contribute to its development. The strategies of NLP have been adapted to language classes in a didactic way and the role of emotions in the development of the teaching-learning process is taken into account. The statistical data obtained through a descriptive survey helped the authors to know how teachers work with students and how they respond to the applied learning model. The study focused on the different techniques of NLP, applicable in the classroom as: knowledge of the representational systems that exist to feel and know the world around us, how levels of logical thinking work and how they affect behavior. In addition, rapport strategies are proposed for group tuning and even strategies to improve spelling with NLP.

The second article entitled *Linguistic study on the contextual dimensions of the political cartoon*, by Mariela Pérez and Yonarlli Vielma-Orellana. The manuscript analyzes from a pragmatic approach, the discourse of the political caricature of Eduardo Sanabria on the 2017 electoral contest in Venezuela under a qualitative approach and descriptive-exploratory design. The analysis identified the contexts: iconic-linguistic, situational and socio-cultural. Speech acts and rhetorical figures were identified as discursive strategies aimed at evidencing the intentionality of an ostensive communication such as caricature. The authors conclude by indicating that the discourse of Sanabria's caricatures expresses the criticism of the electoral event from the game of the implicit, discursively constructed between the iconic-linguistic, the rhetorical component and the context, establishing a relationship of complicity with the reader.

The third article is entitled *The vindictive voice of Gamaliel Churata and José María Memet from the Andean philosophy*, written by Glenda Viñamagua-Quezada and Paúl Puma-Torres. The manuscript addresses the issue of vindication with respect to Western hegemony, so the reason for his poetic work is to show those who have

been relegated from society. Based on this premise, the objective of this study was to expose the lines of thought developed in the literary production of these two poets: Gamaliel Churata and José María Memet a de Churata, shaped from the perspective of indigenous peoples, while Memet's was shaped from the perspective of contemporary Latin American poetry. In both historical moments it is demonstrated that the hegemonic thought does not dominate the language of the art, because this, by itself, becomes a space where the vindication is constructed, as an alternative to the system imposed from the west. In addition, the precepts of Andean philosophy were applied from the viewpoint of Josef Estermann, in the interpretative analysis of the poems *Holocaust of All Love for Him* by Gamaliel Churata and *The Mission of Man* by José María Memet. In this way the authors identified the vindictive features that emerge in the mentioned lyric compositions regarding the principles of the Andean philosophy.

The fourth article entitled *La Taptana or indigenous accountant as a learning strategy in basic mathematical operations*, by Martha Alquina-Chango. The manuscript presents the study on the Taptana or indigenous accountant in reference to the pre-Hispanic cultural heritage of the ancient inhabitants of the current territory of Ecuador. The research investigates the effectiveness of the Taptana, as a mathematical instrument for the teaching-learning of basic mathematical operations. The investigation is of qualitative methodological cut was developed in the months of September, October and November of 2019. The author concludes by pointing out that Taptana improves the understanding and learning of the decimal system and basic mathematical operations.

The fifth article entitled *Educational Consultancy in Ecuador: fields of tension*, by Gustavo Vallejo-Villacís. The manuscript aims to describe and relate the fields of tension that exist in the management of educational consulting. Fields of tension are those situations in educational counseling in which two extremes of interpretation can be found. In order to establish the essential aspects of the study, a documentary investigation and a voluntary survey of 30 advisors were carried out. The fields of tension are identified with the following criteria: system requirements, intentionality, context, scope, focus, characteristic and permanence. It was analyzed antinomically: central-local level, control-educational change, equal schools-different schools, accompaniment-evaluation, qualitative paradigm-quantitative paradigm, verticality-horizontality and disappearance-stability. The main conclusion reached by the authors is that the central level predominates over the institutional educational level in pedagogical and administrative aspects. They also concluded that the educational consultancy is the human team that can achieve this balance through its high-level technical management and expertise. The prospect is that the political decision makers of the system will strengthen the consultancy together with its complementary function which is educational auditing.

The sixth article entitled *Incidence of personal, environmental, and social interaction factors in school dropout in distance education*, by Angel Vivanco-Saraguro. The manuscript studies the program of the Juan Montalvo Distance Education Unit in the city of Quito, as a unit committed to the education of young people and adults with unfinished schooling. Its objective was to evaluate the incidence of personal,



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environmental, and social interaction factors in the dropout of this program. The study was developed under a quantitative approach of correlational cut, and for the collection of information an online questionnaire was applied to first and third year students of the Unified General Baccalaureate. The results indicated that most of the personal and environmental factors do not have a significant influence on school desertion. While, social interaction factors, in their majority, were shown to significantly influence the decision of dropping out or abandoning studies.

The seventh article entitled *Participatory research and action: a methodological tool for the understanding and transformation of university practice*, by Jorge Revelo-Rosero, Sonia Carrillo-Puga, Consuelo Reyes-Cedeño, Clara Andrade-Erazo. The manuscript focuses on the study of the methodology of Participatory Action Research (PAR) as part of the academic training of students in the Early Education Career. Within its application, two important processes are combined in the classroom, that of knowing and that of acting, involving students in both. Like other participatory approaches, this one provides communities with a method to analyze and better understand the reality of the population, its problems, needs, capacities and resources; and, it allows them to plan actions and measures to transform and improve it. A descriptive, non-experimental research design with a qualitative approach was applied. Subsequently, a descriptive analysis was made of the information collected through a semi-structured interview of seven open questions. The results obtained showed a greater interest and expectation of what will be taught in the subject of Participatory Research and Action: Lesson Study within the Career as part of their academic training.

The eighth article entitled *Gender Stereotypes in the Construction of Fang Women: A Patriarchal Education for Submission*, by Pedro Bayeme Bituga-Nchama. The main objective of the manuscript was to show that gender stereotypes are part of the patriarchal education that Fang women receive. This model of socio-cultural education is based on submission and dependence, with behavioral guidelines to subject women to the service of men. In a context like this, one cannot speak of equality because women's abilities are undervalued, considering them socio-culturally inferior to men and that, therefore, they should remain only in the private sphere. This model of education, promoted by the existence of gender stereotypes, is a way to socially construct the type of woman needed by society. For this reason, the author proposes as a solution the dismantling of the gender stereotypes that constitute the social impediments created by patriarchy, to favor exclusively men to the detriment of women. The method used in this research is explanatory-descriptive, based on the qualitative methodology, based on the bibliographic review and direct observation of the situation of women in the Fang culture, as far as gender stereotypes are concerned. The results achieved with this study show that it is necessary to empower women in order to leave the everlasting status quo in which they find themselves due to the socio-cultural education that has been inculcated in them. For this reason, the very voices of Fang women, from the feminist collectives, demand a total dismantling of this patriarchal educational model.



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Revista Cátedra thanks all the authors and reviewers of the articles that have made the publication of this issue possible. It extends an invitation to the national and international academic community to present their research work related to the Educational Sciences in their different specialties and educational levels.

Directors/Chief Editors



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