



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for the *Catedra Journal* to present volume four, number three in the electronic version. The thematic developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; this is how some relevant aspects are exposed, such as language and education.

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

The issue consists of five approved articles:

The first article entitled *Artistic languages and motor skills in the preparatory level of basic education* was written by Juan Bahamonde-Sola, Edison Cando-Vaca and Edwin Panchi-Culqui. The manuscript is the result of a quasi-experimental study with control group that proposes to implement playful experiences with different artistic languages for the development of motor skills in children between 5 and 6 years old, from six educational centers located in different urban and peri-urban sectors of the city of Quito. It is based on the evaluation with the basic functions test before and after the application of playful learning experiences that merge scenic, musical and plastic-visual arts, adequate to the learning objective in the experimental and control groups of each institution, in order to determine the differences in each group and in their contrast. The authors conclude that the proposal that combines art and games favors the development of gross and fine motor skills, necessary for the reading-writing process, also observing that this process promotes the free and spontaneous expression of infants for their better personal and social development.

The second article entitled *The decline of the indigenous languages of Equatorial Guinea: a manifestation of the loss of cultural identity*, authored by Pedro Bayeme Bituga-Nchama and Cruz Otu Nvé-Ndumu. The manuscript focuses on the analysis of the sociolinguistic situation in Equatorial Guinea. In this sense, it starts from the fact that the lack of learning of the country's indigenous languages has led to a loss of cultural identity, which has been aggravated by other factors such as globalization. Throughout this work, it is made clear that there can be no cultural policies without language policies, because people should know the indigenous languages of their culture. In fact, the main results of this research show the need to protect indigenous languages, since it is incoherent to promote Spanish to the detriment of the native languages that represent the identity of each ethnic group.

The third article entitled *The use of TransLanguage to improve oral reading proficiency in a foreign language classroom*, authored by Thalía Pánchez-Jiménez. The manuscript presents translanguage a scaffolding device for developing a foreign language, as it helps students clarify terms and make meaning. Pre- and post-tests were conducted at the beginning and end of a unit (lasting 6 weeks) in which



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students read a 300-word passage and words read correctly in one minute were counted. In addition, a Likert-scale survey was administered to the students and a teacher to learn about their experiences and perceptions after the implementation of translanguaging. A t-test was conducted and the results showed an improvement in students' oral reading proficiency (mean = 221.55 in the pre-test and mean = 243.22 in the post-test with a standard deviation of 42.20 and 30.20 respectively) after the use of this approach with a statistically significant difference ($p > 0.001$). The mean number of words read correctly increased at post-test ($M = 21.68$; $SD = 18.88$). The use of translanguage probably had a positive outcome on the skill studied and also on the students' and teacher's experiences of using such an approach.

The fourth article entitled *Self-regulation of learning in university students: a descriptive study*, was written by Pablo Burbano-Larrea, Mirian Basantes-Vásquez and Isabel Ruiz-Lapuerta. The manuscript determines the fundamental capabilities that a human being must have to achieve a successful personal, academic and professional development is the self-regulation of learning. The objective of the present work was to determine the self-regulation of learning in students of the Faculty of Philosophy, Letters and Educational Sciences of the Universidad Central del Ecuador. This research was developed from a quantitative approach and a descriptive level, being a cross-sectional study. When contrasting these results with other studies, coincidences and contradictions were observed, which points to the need for further research on this variable. The authors recommend that it is necessary to generate curricular innovations in university education that allow the development of self-regulation of learning throughout their professional training.

The fifth article entitled *Analyzing the transition from face-to-face to remote education: an experience in higher education during the COVID-19 pandemic*, authored by Christian Jaramillo-Baquerizo. The manuscript focuses on the experiences of graduate students and faculty who were forced to integrate ICT during the COVID-19 pandemic. In this study, the perceptions of students and teachers were collected through questionnaires and interviews analyzing their experience during the drastic transition from face-to-face to remote education. The results of this study suggest that, although ICTs are accepted as the best possible alternative during the transition period, students and teachers perceive a limited level of instructional design competencies. The author indicates that these results and their implications are discussed in view of establishing guidelines for future professional development initiatives.

Catedra Journal thanks all the authors and reviewers of the articles that have made possible the publication of this issue. It extends an invitation to the national and international academic community to submit their research papers related to Educational Sciences in its different specialties and educational levels.

Directors/Editors-in-Chief



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