



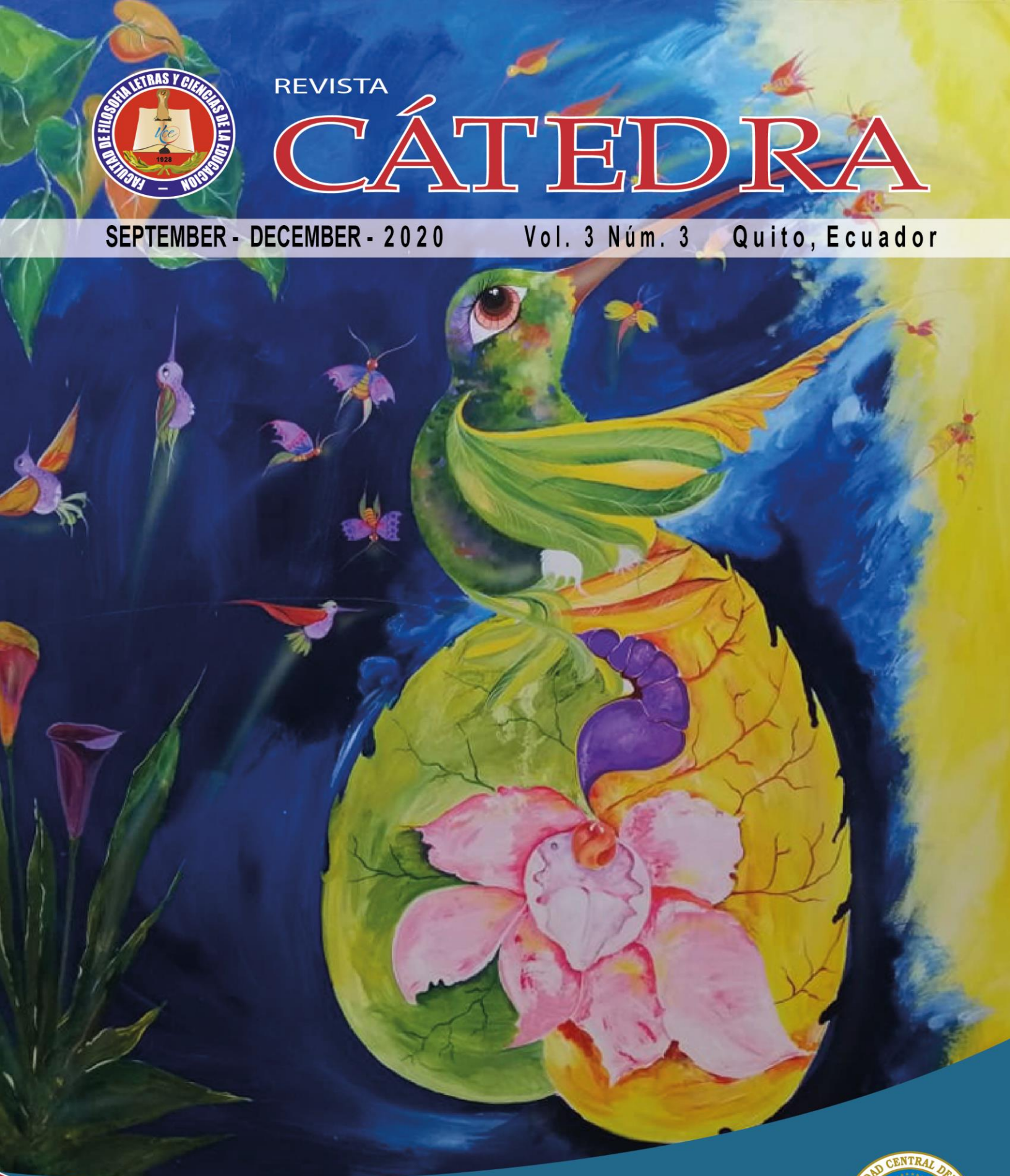
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN





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La Revista Cátedra, which belongs to the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador has been a means of communication since 1992; the academic voice of the professors was expressed through the bulletins, whose relevant objective was to improve the educational quality based on their experience, wisdom and knowledge as professors forming other educators. On May 2018, *Revista Cátedra* reemerges as a space that creates and disseminates articles oriented to the improvement of the educational process and its linkage with society.

OBJECTIVE

To disseminate multidisciplinary scientific unpublished articles, elaborated under the parameters of the research methodology, written with academic rigor and based on the teaching practice.

TOPICS

The topics covered are the theoretical bases of the Education Sciences in its different specialties and levels of the educational system.

TARGET

The *Revista Cátedra* is directed to all the national and international researchers interested in publishing quality works that contribute to the improvement of the educational process.

From its origins, the *Revista Cátedra* was published in printed format. It is currently published in electronic format, using virtual environments to align to the needs of the revista's users and editors.

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The *Revista Cátedra*, of Universidad Central del Ecuador, Faculty of Philosophy, Letters and Education Sciences, disseminates scientific articles on diverse areas related to the Education Sciences, supported in the methodology of educational research and community service.

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To be promoters in the publication of high-quality scientific articles oriented by a research and from different areas of knowledge to constitute in the most prestigious reference in the comprehension and improvement of the educative process.

FOCUS AND SCOPE: *Revista Cátedra* has as theoretical bases the Education Sciences in its different specialties and levels of the educational system. It disseminates scientific-academic articles written under research parameters. It is open to national and international writers interested in contributing significantly to the solution of current educational problems.



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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



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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 Alquinga-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, 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



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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.

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



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international academic community to present their research work related to the Educational Sciences in their different specialties and educational levels.

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REVISTA

CÁTEDRA

Programación neurolingüística como estrategia innovadora para la didáctica de la lengua y la literatura

Neurolinguistic programming as an innovative strategy for language and literature teaching

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Resumen

Este artículo es el resultado de una investigación cuyo enfoque es cuali-cuantitativo. El propósito fue recolectar información y datos teóricos para entender y explicar cómo la Programación Neurolingüística (PNL) puede a través de los nuevos estudios de la Didáctica de la Lengua y la Literatura (DLL) contribuir en su desarrollo. Se pretende lograr que los maestros lleguen a vincularse con el mundo de los estudiantes. Las estrategias de la PNL han sido adaptadas a las clases de Lengua de una manera didáctica y se toma en cuenta el papel de las emociones en el desarrollo del proceso de enseñanza-aprendizaje. Los datos estadísticos obtenidos mediante una encuesta descriptiva ayudaron a conocer la forma en la que los maestros trabajan con los estudiantes y cómo ellos responden al modelo de aprendizaje aplicado. Por lo tanto, se concluyó que este modelo no responde a las necesidades actuales. La propuesta planteada brinda nuevas herramientas al docente para



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alcanzar un aprendizaje significativo tomando en cuenta las necesidades e intereses de los alumnos. Para esto el estudio se centra en las diferentes técnicas de la PNL, aplicables en el aula como: conocimiento de los sistemas representacionales que existen para sentir y conocer el mundo que nos rodea, cómo funcionan los niveles de pensamiento lógico y cómo afectan a la conducta, estrategias de *rapport* para sintonizar en grupo e incluso estrategias para mejorar la ortografía con la PNL.

Palabras clave

Didáctica, Lengua, Literatura, Programación Neurolingüística, *rapport*, sistemas representacionales.

Abstract

This article is the result of research with a quali-quantitative approach. The purpose was to collect 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 aim is to get teachers to connect with the world of students. NLP strategies 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 to understand how teachers work with students and how they respond to the applied learning model. Therefore, it was concluded that this model does not respond to current needs. The proposal proposed provides new tools to the teacher to achieve significant learning taking into account the needs and interests of students. For this, the study is centered in the different techniques of the NLP, applicable in the classroom as: knowledge of the representational systems that exist to feel and know the world that surrounds us, how the levels of logical thought work and how they affect the behavior, *rapport* strategies to tune in group and even strategies to improve the spelling with the NLP.

Keywords

Didactics, Language, Literature, Neurolinguistic Programming, *rapport*, representational systems.

1. Introducción

The Didactics of Language and Literature (DLL) is a science that studies the complex process of teaching a language. It is indispensable for the teacher to know the strategies for the development of both intellectual and motor skills. Besides, as Mendoza (2003) mentions, "DLL focuses on the adaptation, selection and derivation of linguistic and literary knowledge" (p. 5). In other words, DLL aims at reaching and enhancing knowledge and linking it to the students' experience and daily life. This is also recognized by Bronckart (2004)

Language didactics is a discipline that pursues the study of language and communication and its teaching within the framework of social interactionism insofar as it leads to the analysis of human behavior as contextualized or situated actions, in which the structural properties are a product of socialization (p. 42).



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However, today's education involves not only concepts, but also skills related to students' interests and needs, involving their emotions and behavior. Romo (2017) notes that "teachers are underprepared in the development of skills and are more engaged in concept work" (p. 21). Mohl (2017) also mentions that "a teacher who does not know how his students assimilate his expositions will not be able to adequately direct his learning processes" (p.22). With this we want to remember that it is the responsibility of both the teacher and the educational system to be ready to know and adapt new methodologies for the benefit of the students in order to achieve the desired quality and warmth. This can also be observed in the Organic Law on Intercultural Education, LOEI (2011) which in its article 2, paragraph W, states:

Quality and warmth. - It guarantees the right of people to an education of quality and warmth that is pertinent, adequate, contextualized, updated, and articulated throughout the educational process, in its systems, levels, sub-levels, or modalities; and that includes permanent evaluations. Likewise, it guarantees the conception of the learner as the center of the educational process, with a flexibility and ownership of contents, processes and methodologies that adapt to their needs and fundamental realities. It promotes adequate conditions of respect, tolerance and affection, which generate a favorable school climate in the learning process (p. 10).

For that reason, NLP is proposed as an anchor that helps stabilize current education and expand the possibility of new resources and strategies to better identify how students perceive the world, their needs and interests, according to their senses. To develop the macro skills of the classroom: listening, speaking, reading and writing, it is necessary to skillfully develop communicative competence. Already Hymes in 1971 indicated about the communicative competence:

Communicative competence is the more general term for a person's communicative ability, which encompasses both knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at once a renewed source of motivations, needs and experiences (p. 31).

By working together with the NLP and DLL, students will be provided with new tools to internalize knowledge and improve the links between teacher and student. About this he mentions Granja Palacios:

Pedagogical communication in teacher-student interaction plays a fundamental role in the teaching and learning process, where dialogue as a form of communication contributes to the transmission, transfer and construction of knowledge and to the formation of an autonomous and independent person (2013, p. 67).

In other words, good harmony and communication in the classroom are important for educational formation, as Zapata (2007) assures us "... by raising awareness of the teacher-student interaction forms they use to reach knowledge, it is possible that there is greater self-management of motivation" (p. 7). When the teacher succeeds in awakening their interest, they will have broken an important communication gap in order to reach the



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empathy and affectivity necessary to approach their students and build knowledge in an adequate way.

In addition, it is important to remember that the teacher is constantly communicating, from the moment he or she enters, his or her attitude towards the group, body posture, tone of voice, use of words to communicate desires... everything communicates. It must be taken into account that in the end he is the one who guides the class and that his success depends on it. It is necessary that he knows tools that facilitate an effective and affective communication, that allows him to know himself and to know the rest. In this way, he will be able to make the most of his communicative ability and relate better to the students, tune in with them to not only impart knowledge, but also intervene in their behavior. Since, as Ibáñez-Salgado (2011) says, "...students often, if not always, behave differently depending on how they perceive the personal characteristics of the person leading the class" (p. 461), it is important to be aware of the body, how it is communicating, how we address ourselves, what tone of voice and look. Absolutely everything is sending a message and it is your responsibility to make sure that that message is the one you really want to project in the class.

NLP reveals that an affective and adequate communication can achieve favorable changes within learning and is the key to deal with issues such as: indiscipline, lack of interest in the subject, environmental distractors... as mentioned by Churches and Terry (2000)

teaching is as much about relationships as it is about pedagogy. It deals with feelings and facts and is based primarily on what is inside your mind and the minds of your students. It is about the use of your senses and knowledge of the subject (2000, p. 15).

To be able to motivate in an adequate way it is necessary to know the emotions, the ways to interpret the world of each individual, to wake up an instinct of need or interest and then transform it into real knowledge. To be able to achieve this we need NLP and its tools.

The article is structured in four parts: the first one describes the fundamental conceptions of NLP and DLL required for its theoretical structuring; the second one explains the statistical results obtained in the application of the applied descriptive scale; the third part presents the discussion of the most relevant results from the statistical data; and finally the conclusions resulting from the transcendental inferences of the article are presented.

1.1 ¿What is NLP?

NLP can be recognized as a model of emotional intelligence, where the human mind is programmed through language, both verbal and its paralinguistic elements, and non-verbal: body posture and facial gestures. Years of study by its founders John Grinder, a professor of linguistics, and Richard Bandler (1975), a computer and mathematics student at the University of California, demonstrated that the human mind functions like a machine, reacting through linguistic stimuli that generate behavioral changes. For this reason it is the teacher who must strengthen this tool and apply it taking into account the presuppositions of NLP, which are:

- We cannot change the behavior of another if we do not change our own.
- The changes of one affect the rest.
- We communicate all the time.
- What you communicate you receive as a result.



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- Each individual has a different view of reality.
- The one who recognizes the perspective and needs of the other is in control of the communication.
- Associating memories with things.
- Being sure of what you are doing.
- Feedback is important for recognizing progress.

Everything that surrounds the human being affects him and commits him to be and behave in one way or another, the language in conclusion becomes the most dominant and influential factor of all. According to Richard Churches and Roger Terry (2009) "Neurolinguistic programming is the ability to influence with words and use language to create change" (p.31). This change is generated when we learn to read the emotions of our interlocutors and communicate according to their interests and needs. Teachers when working with groups of adolescents should keep this in mind as it helps students develop positive attitudes through the words they hear from their teachers. To promote a change of attitude in the classroom when inappropriate behaviors occur is the work that the teacher must develop from the way language is used and the assertive way of stimulating to achieve the expected changes.

1.1.1 Representational Systems

Representational systems go hand in hand with our senses and the way we perceive the world, and there are three of them (Dobrinsky, 2007, pp. 20-25):

- **Visual:** Their thoughts are represented by images and they can work on several ideas at the same time. Visual people prefer to work with graphics and text that they can observe, since their learning is linked to sight, which implies that they are more sensitive to colors, shapes, shadows... they are able to create images in their mind or remember other views before.
- **Auditory:** Their ideas and thoughts are abstract and must culminate in one idea or thought to follow up with the next. They work with their hate and can remember dialogues, phrases or create new ones.
- **Kinesthetic:** Emotions and sensations rule them. They make decisions according to how they will feel, the environment and the place will influence in order to generate ideas and concentrate.

The same Grinder and Bandler (1975) state that "all internal and external experience can be codified as constituted by some combination of these sensory classes and effectively represented in terms of these systems" (p.21). In this case, the teacher must recognize and identify the representational system that his or her students handle, since in this way he or she will be able to address them more easily, since, although we all possess all the senses to interpret reality, one usually predominates over the other. Ideally, in this case, the literature teacher should design his or her class around these representational systems and carry out activities that involve all five senses within the teaching process in order to develop important communication skills.

1.1.2 Logical levels of thought

Within NLP there are a series of processes that serve as a guide for the spiritual and mental development of people, they are called logical levels because they are organized independently and at the same time connected in a sequential way and they go from the lowest level to the highest. In this case we have:



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- Environment: Where and with whom?
- Behavior: What do you do?
- Skills: What does he know (do)?
- Values and Beliefs: Why does he do it?
- Identity: Who am I?
- Spirituality: Who is beyond me?

The NLP determines that at the moment of communicating we must comply with the Law of the systems on these logical levels. This law mentions that, if you affect a high level you are necessarily affecting the rest of the levels. While, if you affect a lower level you are not affecting the higher levels. Example:

When the student is told "you are unpunctual". It affects his identity, a high level, assuming that he is unpunctual and he unconsciously assumes it as such and does not generate a change. Another thing would be to tell him "being late is wrong". Can you be on time for my class? This case addresses a lower level, behavior. A reflection is made on his behavior. Something that can improve with time and that does not mark his personality, besides inviting him to a commitment or a proposal of positive change.

Learning to be perceptive when using the word is a tool to build. Before addressing someone, it is necessary to analyze what kind of change you want to achieve and then find the right level to produce it.

Artavia (2005) reflects on the importance of the teacher's flexibility and pedagogical tact, and also points out that student-teacher interactions involve affects. She realizes how "necessary feelings are for the students' motivational structures and for the teaching-learning process to be healthy" (p. 65). For this reason, inserting NLP for effective communication - affective, can be favorable, since the teacher will be more careful in communicating desires, without damaging important levels.

1.1.3 NLP techniques and strategies

The techniques and strategies of NLP seek to encourage the student through activities and playful dynamics that provide the opportunity to generate changes in behavior and learning. Also, to recognize themselves as individual beings and to recognize the other within their cognitive development with the guidance and support of the teacher. This aspect, moreover, complies with what the LOEI says in its article 2, literal q:

Motivation. - It promotes individual effort and motivation of people for learning, as well as recognition and appreciation of teachers, ensuring the fulfillment of their rights and support their work, as an essential factor of quality education (2011, p. 9).

The actions taken by the teacher in the classroom should improve motivation. These activities are not developed, many times because of ignorance and lack of interest. In order to improve the communication channels between teacher and teacher, the following NLP techniques and strategies are proposed.

1.1.4 Positive Affirmations

This tool is based on the use of logical thinking levels. Its purpose is to use language in an appropriate way to construct positive statements for the interlocutors and to influence their behavior. Our brain is programmed to do exactly the opposite of what is asked or ordered.



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For example: no, think of yellow flowers. Without hesitation, the brain at least imagined the yellow flowers... For this reason, it is recommended to avoid negative words when starting a statement and to construct them taking into account the level of logical thinking that you want to motivate.

When we tell a student: "no, eating in class" - eating in class is wrong, can we avoid doing it? Both affect the level of behavior, but the second one recognizes that it is wrong and invites reflection on a change. While the first shows only negativity. Students sometimes need to internalize what is happening around them, and a ban often raises doubts about what they can and cannot do.

1.1.5 Peripheral praise in the classroom

This tool serves to strengthen the rules within the classroom, for the teacher to express his wishes and what he expects from the class. The steps to carry it out are:

- Identify unwanted behavior in class. For example, a student who never does his homework.
- Saying out loud "thank you to everyone who always does their homework on time and strives to do it, I really appreciate it.
- As you use this phrase to generalize and thank everyone for their work, it is important to make eye contact with the student who never does his homework.
- Do this every time the student fails and you will notice a change in attitude (Marland, 1985, p.34).

By reinforcing the positive behaviors of the group, it will affect those who do not comply with the teacher's perspective and help them to know what he seeks and wants from his class. Daniel Goleman (1995) says that we are all connected to each other and that it is easy for humans to pick up on the inner emotions of other human beings (p. 62). For this reason NLP helps to share our desires and emotions clearly with students and turn them into goals and objectives to be achieved as a team, since it is a bridge to contact and get to know us.

1.1.6 Submodalities

The submodalities are based on the use of representational systems. They generate a sensory and emotional experience based on effective learning. When arriving at the classroom sometimes students are scattered or tired to start with the subject. For this reason it is necessary to start with this type of exercises to change an unpleasant environment into a pleasant one. It is vital that the teacher knows how to identify the mood of the group and work on it. Ibáñez-Salgado (2011) recognizes that "by evaluating the interactive context of a group-course from the students' perception, it is possible to obtain valuable information on aspects that facilitate learning" (p. 459). To do this, it is necessary to work with the tool of sub-modalities that NLP offers us. Besides achieving a positive change of environment, it helps to make a different and fun class.

A good exercise to generate a change in the case that students are in a state of turmoil would be to ask them to be quiet, close their eyes and take a deep breath. This sequence of deep breathing accompanied by soft music or a poem, helps them to enter into a process of relaxation. It also helps to oxygenate the mind and dissipate the energies accumulated in the body. Similarly, if you need to fill them with energy because the room is off, we can play happy music for a few minutes or make them imagine some fun situation. Simple things can make the class a different space to meet with knowledge. Some aspects to consider for the development of this strategy are:



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Submodalities	Aspects to consider	To improve an enjoyable experience you must	Change a negative experience to a positive one
Visuals	Size or position Distance Associate or dissociate Color Photo or film	Make the experience you imagine or remember great and near. Associate it and make it a moving picture. Make it with bright colors.	Create a small and distant image of the situation. Dissociate and make it a photo. Put it in black and white.
Auditory	Volume Position and distance Number of voices Music	Turn up the volume, add voices, put on music	Turn down the volume Remove voices and music or add different voices and music.
Kinesthetic	Origin, movement and speed Temperature Weight Texture	Make the sensation have more movement and extend to the whole body. Change the temperature, weight and texture in an adequate way and that generates a pleasant sensation.	Control the movement according to the situation, try to produce a smooth and relaxing movement if the situation is tense or a more dynamic movement if the situation becomes too boring or monotonous. The temperature of the place must be adequate for the work.

Table 1. The sub-modalities and aspects to be considered to improve an experience The sub modalities allow us to improve a situation, the table represents the aspects to be considered to apply them

The graph allows us to appreciate aspects already mentioned above and that express the appropriate forms of work that the teacher can do from the sub-modalities according to the experiences in the classroom.

1.1.7 *Rapport in group*

It is a simple technique with fast results. It helps to tune in and influence the student's mood and behavior. To carry out the rapport you need to be followed step by step and do the same as you. The authors suggest some activities that have been adapted to the area of Language and Literature:



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- **Universal questions with positive answers.** First a series of simple questions should be elaborated whose answer is a yes. Example: Have you ever heard a rooster crow? Have you ever read a book? Have you ever listened to the radio? Each time you answer with a yes, you must raise your hand. You should get the whole room to follow your movements as well as your voice, and once you have done this you will feel that you have tuned in and the students are more attentive to what the teacher will say next.
- **Cerebral Gymnastics Exercises.** To carry out these exercises, remember that it is important to provide follow-up and guidance during the activity. This tool is very effective since it not only tunes in a group but also helps to put into operation and integrate the brain hemispheres before introducing a topic. It is very important that the teacher is confident in performing the exercises and has practiced them well before presenting them in class. Among the easiest to start with this technique are:
 - Making circles on the belly with one hand, while with the other hand we give ourselves soft blows on the head, we can alternate hands after certain repetitions.
 - With the left hand in a fist, give a few small blows on the left leg, while with the right hand stretched out, slide gently up and down on the right leg, after several repetitions, alternating the movements.
- **Move your body to the rhythm of the music or sing a song.** Both activities help create harmony as long as everyone follows the movements, rhythm and lyrics. The teacher must get everyone involved. Eye contact is important to achieve this. Successful tuning is in being able to coordinate our emotions and behavior with each other. Once the activity is concluded, it will be possible to verify that the students are more animated, relaxed, generating a predisposition of well-being that can be anchored to the knowledge. As far as possible, the equation editor of Microsoft Word should be used to create the equations. Avoid inserting the equations as images.

1.1.8 NLP Orthographic Strategy

Bandler and Grinder (2007) found that people with good spelling respond to a specific auditory stimulus and field of vision. Once the sound has entered their system, the brain creates the mental image of the word and then it is analyzed by the sensory processes. In other words, the information along with an associated sensory memory is vital to learning. The steps proposed to achieve this are:

- Write the word to be taught on a piece of cardboard or on the left corner of the blackboard.
- Enter a pleasant sensory stimulus through the telling of a story where they feel comfortable, safe, and confident.
- Introduce the new word into the story so that they can say the word "yes". Example: Remember the day you dreamt something beautiful, the sun was shining, suddenly you found that which you loved most without knowing it, remember it was a... serendipity, in this case this would be the word to study.
- While the sensation is generated, the card is held high on the right side to be placed in the students' left field of vision. This situation is adequate to generate in its interior the mental image of the word.
- They are instructed to visualize the word, then close their eyes and recreate it in their mind. Once all the students are sure they have the word inside, they are asked to change the color of the word or decorate it to their liking. You can use the sub-modalities at this point and ask them not to stop looking at the word until it is clear.



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- Turn the card over and leave it blank, with the students' eyes in the same position, and ask them to spell the word, imagining that it is still written there.
- Repeat and guide the process as many times as necessary (p. 9-10).

As can be seen, NLP is based on a sensory experience stored in our brain and anchored to specific knowledge. The need to link it with teaching is due to the fact that classes are the appropriate space to combine everything we see, hear, listen and store.

2. Methodology

Starting from the previous context, the purpose of the research developed is to know the model of neurolinguistic programming and its benefits in the subject of Language and Literature. To address this objective, a descriptive study was carried out.

The approach used in this research is quali-quantitative, since it starts with the collection of information needed to recognize the strategies and techniques of NLP applicable in the classroom and also quantitative because a survey was carried out as a descriptive scale to identify the tools used by teachers to start and develop their class.

2.1 Participants

Students from the "Unidad Educativa Salamanca, Sección Vespertina" of the first year of parallel high school "A" and "B" with a total of 21 students.

3. Results

6 significant questions were taken that relate NLP to the teachers' teaching activity in the classroom.

Item 1: Considers that the teacher plans his class according to different learning styles (visual, auditory, kinesthetic). This aspect reflects the teacher's way of planning according to the basic aspects related to the student and their different learning styles.

Alternative	Frequency	%
Always	1	4,7
Almost always	3	14,3
Sometimes	9	42,9
Never	8	38,1
TOTAL	21	100

Table 2. Learning styles

Item 1 determines that 4.7% of the students consider that the teacher always plans his/her class according to the different learning styles, i.e. visual, auditory and kinesthetic. The 14,3% of the students recognize that the teacher almost always develops this activity in his planning. 42.9% of students say that sometimes the teacher plans based on learning styles, while the remaining 38.1% say that it never happens.

Ítem 2: The teacher begins his or her class with dynamic activities to create a pleasant learning environment. This question has to do with the teacher's didactic capacity to generate a different environment at the beginning of the class and to tend to the animated development of the educational process.



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Alternative	Frequency	%
Always	3	14,3
Almost always	4	19
Sometimes	8	38,1
Never	6	28,6
TOTAL	21	100

Cuadro 3. Ambiente agradable.

In item 2, it is observed that 14.3% of the students consider that the teacher always starts the class by performing dynamics that generate a pleasant environment for learning. 19% of the students recognize that the teacher almost always carries out this type of activities. 38.1% determine that sometimes the teacher performs different recreational activities that favor the work in class, while the remaining 28.6% affirm that it never happens.

Item 3: The teacher carries out activities that stimulate the cerebral hemispheres. As it has been seen in the theoretical development, stimulating both cerebral hemispheres produces that the logical and creative parts of the human being are activated.

Alternative	Frequency	%
Always	2	9,5
Almost always	2	9,5
Sometimes	4	19
Never	13	61
TOTAL	21	100

Table 4. Pleasant atmosphere

With respect to item 3 it can be observed that 9.5% of the students consider that always at the beginning of the class the teacher performs activities that stimulate the cerebral hemispheres such as cerebral gymnastics. The 9,5% recognize that almost always the teacher carries out this type of activities. 19% determine that sometimes the teacher performs activities that stimulate the cerebral hemispheres, while the remaining 61.9% affirm that it never happens.

Item 4: The teacher recognizes the work done in class, and praises the achievements of the student. This aspect helps us to consider the motivational attitudes that the teacher develops to achieve positive stimuli and to take into account the praise as a key element of the NLP.

Alternative	Frequency	%
Always	2	9,5
Almost always	2	9,5
Sometimes	4	19
Never	13	61
TOTAL	21	100

Table 5. Praise for achievements

With respect to item 4, it can be observed that 4.8% of the students consider that the teacher recognizes the work done in class, and praises the achievements made. 28.6% consider that



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the teacher almost always recognizes their work and praises the achievements. 47.6% determine that sometimes the teacher highlights the work in class, while the remaining 19% affirm that it never happens.

Item 5: At the end of the class, the teacher is able to remember the knowledge learned and relate it to his/her state of mind, that is, he/she remembers how he/she felt, what he/she heard, what he/she saw, during the class, relating it to the knowledge imparted by the teacher.

Alternative	Frequency	%
Always	2	9,5
Almost always	3	14,3
Sometimes	12	57,1
Never	4	19
TOTAL	21	100

Table 6. Significant learning.

With respect to item 5, it can be observed that 9.5% of the students state that at the end of the class they manage to remember the knowledge learned and relate it to their state of mind, that is, they remember how they felt, what they heard, what they saw, during the class, relating it to the knowledge taught by the teacher. 14.3% say that they almost always remember the subject they saw in class, linked to how they felt. 57, 1% determine that sometimes they manage to relate their memories in the classroom with their emotions, while the remaining 19% affirm that it never happens.

Item 6: After the class he has internalized the knowledge and relates it to his daily life. He feels motivated and confident about what he has learned. The practical applicability of what is learned generates in the students an internal motivation. Feeling that what is learned has a practical utility and that it serves him for his life makes his learning to be incorporated into long term intellectual systems.

Alternative	Frequency	%
Always	4	19
Almost always	5	23,8
Sometimes	9	42,9
Never	3	14,3
TOTAL	21	100

Table 7. Motivation for what you learned

With respect to item 6, it can be observed that 19% state that at the end of the class they have internalized the knowledge and relate it to their daily life. They feel motivated and confident about what they have learned. 23.8 % assure that almost always they finish the class motivated and sure of what they have learned. 42.9% determine that sometimes he finished the class feeling that he learned, while the remaining 14.3% affirm that it never happens.



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4. Discussion of results

Didactic planning is fundamental for the work in the classroom. Therefore, it is important that the teacher takes into account the different learning styles of students so that knowledge reaches everyone. The use of images, audios and even the classroom layout are elements that promote learning according to each learning style. The teacher must take into account these factors to ensure that knowledge is within reach. However, the results obtained are not satisfactory, because they perceive that the teacher works according to what he believes is the learning without taking them into account.

Creating new learning spaces through different dynamic activities is important to accompany knowledge. This helps to break the barriers of traditional education. The teacher is in charge of generating an environment where students enjoy what they learn. However, they are not motivated towards learning as a pleasant experience.

NLP develops brain stimulation exercises that help generate Rapport to activate areas of the brain, connect new ideas and be attentive. Starting the class with these types of activities gives the teacher better control and activity during the class. The results obtained are not satisfactory, because they are not connected with the teacher when the class begins and they lack stimulation that facilitates the acquisition of new knowledge.

The NLP creates harmony in the classroom which is indispensable for a good communication with the teacher. For this there are some techniques, among them we find the peripheral praise that helps to communicate what is desired in a positive way, praising and recognizing the achievements so that they are aware of their progress. However, these results are not achieved because the learning achievements that allow the self-evaluation and knowledge of their performance are not made known.

The internal representations within the NLP help to associate a certain emotion with a new memory or learning since it is proven that emotions help to remember facts. The results indicate that within the classroom there are no pleasant experiences linked to knowledge, therefore, they will have difficulty in passing the knowledge to the long term memory.

The Didactics of Language and Literature maintains that it is important to improve communication between the teacher and the student in order to motivate and energize the class. The results obtained indicate that the classes that the students receive do not achieve that they internalize the knowledge and even less that they feel confident of what they have learned. This section of the article is optional.

5. Conclusions

The connection between Language and Literature Didactics and Neurolinguistic Programming in today's education must be a priority in teacher training. As this disconnection exists, students do not feel interest in the subject and do not develop significant learning. It is fundamental that emotions are taken into account in the classroom and that the brain's hemispheres are worked on.

Training teachers in playful and meaningful activities is key to resuming education as a pleasant work space. It must be shared among the members to generate a true educational community.

NLP activities can be connected to the area of Language and Literature because of the key skills of human formation that it develops. Looking for that interconnection of the activities



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of the area with the significant strategies that generate brain interconnections helps students to feel in a pleasant educational environment. This factor triggers learning that is focused on their needs and interests.

Feeling respected and valued through learning activities should be the engine of education today. A person responds best when he or she feels that others value his or her effort and work. This is achieved when the teacher employs NLP strategies during the three moments of the class: beginning, development, and completion. Educational change requires teachers who wish to change vertical structures for authentic forms of communication based on respect, work and the promotion of human talent throughout the educational community.

The NLP helps the development of emotions in the class and is combined with the DLL because they form a key and fundamental support to achieve better human beings. The student's personality is based on communicative skills that allow him/her to develop adequately in any field of life.

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REVISTA

CÁTEDRA

Estudio lingüístico sobre las dimensiones contextuales de la caricatura política

Linguistic study on the contextual dimensions of political caricature

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Resumen

La caricatura constituye uno de los géneros periodísticos de opinión de gran auge en las últimas décadas, en ella se conjugan multimodalmente la ironía, el humor y la sátira para analizar los hechos relevantes de un país. El análisis del discurso permite establecer una relación conjunta entre la realidad social y la cognitiva en este tipo de texto. Esta investigación se propone analizar, desde el enfoque pragmático, el discurso de la caricatura política de Eduardo Sanabria sobre la contienda electoral de 2017 en Venezuela bajo un enfoque cualitativo y diseño descriptivo-exploratorio. El análisis del discurso es la técnica empleada. El corpus estuvo conformado por cinco caricaturas publicadas en el diario El Nacional días previos a los comicios y cuyo tópico central se circunscribe a la convocatoria electoral. El análisis identificó los contextos: icónico - lingüístico, situacional y sociocultural. Los actos de habla y las figuras retóricas se identificaron como estrategias discursivas dirigidas a evidenciar la intencionalidad de una comunicación ostensiva como es la caricatura. Se tomaron los aportes de la Teoría de la Relevancia (Sperber y Wilson, 2004) y de la Teoría de los actos de habla (Austin, 2016; Searle, 2017). Se evidencia un macroacto de habla ilocutivo como es la convocatoria a votar. Se concluye que el discurso



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de las caricaturas de Sanabria expresa la crítica sobre el evento electoral a partir del juego de lo implícito, construido discursivamente entre lo icónico – lingüístico, el componente retórico y el contexto, estableciéndose una relación de complicidad con el lector.

Palabras clave

Caricatura política, contexto, pragmática, retórica, teoría de la relevancia.

Abstract

Cartoons are one of the most popular journalistic genres in recent decades, combining irony, humor and satire to analyze the relevant facts of a country. Discourse analysis allows establishing a joint relationship between social and cognitive reality in this type of text. This research aims to analyze, from a pragmatic approach, the discourse of Eduardo Sanabria's political cartoon about the 2017 electoral contest in Venezuela under a qualitative approach and descriptive-exploratory design. The analysis of the discourse is the technique used. The corpus was made up of five cartoons published in the newspaper El Nacional days before the elections and whose central topic is limited to the call for elections. 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 contributions of the Theory of Relevance (Sperber & Wilson, 2004) and the Theory of Speech Acts (Austin, 2016; Searle, 2017) were taken into account. A macro-act of illocutionary speech such as the call to vote is evidenced. It is concluded that the discourse of the Sanabria cartoons 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.

Keywords

Context, political caricature, pragmatics, relevance theory, rhetoric.

1. Introduction

The notion of discourse has been conceived as a social and historical practice within the framework of important socialization processes, among which the media stands out. The study of discourse in the media field addresses both the specifications of texts and speech and its persuasive force in the formation of opinions, so that its access and control is linked to notions of power. In studies on discourse, power and society, Van Dijk states that "power and the abuse of power, domination and manipulation, as well as all forms of illegitimate discourse, interaction and communication are based on social structures and relations between social groups" (2016, p. 175). In the triad discourse, society, cognition, a mediation is established in which the singularity of each discourse is explained, given that it will be the personal and social cognitive models, understood as shared knowledge and ideology, which particularize the discourses in each social situation.

The dynamics of modern society is marked by the presence of the media, which represent a kind of mediator between social events and individuals. The knowledge we obtain about the events in each country and the world is mostly obtained by the information disseminated by the printed/virtual press or in social networks. Media discourse not only conveys information, but also expresses opinions. This ubiquity of the media makes them a key factor in the construction of people's beliefs.



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Among the range of discourses disseminated by the media and social networks is the humorous discourse in whose essence lies the transgression of power relations. Authors like Calsamiglia and Tusón, agree in characterizing the humorous discourse as a game of language in which its effect is achieved from the non-fulfillment of the conventional, serial, alternate and organized communication process, being rather a complex communicative event in which humor is produced when the expectations arisen from norms and conventionalisms are transgressed (1999, p. 214).

In caricature as a journalistic genre, humor, irony and satire are combined in their approach to the problems that afflict each society. In the Venezuelan context, Chirinos et al:

Caricature has become the journalistic genre that combines irony, humor and satire to expose the problems of a country in a pleasant and different way. In the Venezuelan context, humorists and caricaturists have an abundant and continuous source of inspiration (2010, p.16).

In Venezuela, the cartoons of Eduardo Sanabria reflect the political, economic and social events of the country in one of the newspapers with the longest trajectory, *El Nacional*. The caricatures of Sanabria were the object of interest of this study in relation to the electoral event of 2017, where regional elections were held, occasion in which the Governors of the 23 states of Venezuela were elected for the 2018-2022 fiscal year. This election process was developed in a stage characterized by high polarization and political conflict.

The social sphere was also marked by the execution of protest actions in the main cities with a balance of 142 dead and 800 injured. This was due to the uprising against the political and social model implemented by the President's administration, which was not bringing benefits to the population in the areas of health, food and education. In addition, the economic situation marked a dynamic of rising prices and accentuated shortages of basic necessities, and a general economic decline due to low oil prices, which is the main source of income for the Venezuelan economy (Bracho, 2018, p. 538 - 539).

Thus, the humor and caricatures produced are fundamentally nourished by the political and social context, hence the predominance of political caricatures over any other type of humor. In this specific type of discourse, two areas converge: the political one, which signifies the content, and the journalistic one, which determines the space, the form, and the message. Specifically, in the case of political caricatures, there is a condensation of the visual and the verbal about the daily affairs of a country, which would be the world shared by the author and his interlocutors. In terms of its function, the condensation of codes, themes and voices seeks to disqualify the official in politics. Political humor starts from the shared world and subverts order (Agelvis, 2010, p. 46).

Given the importance of political caricature in the transmission of information and opinion on political and social events, the purpose of this article is to analyze the discourse of the caricatures of Eduardo Sanabria on the convocation of regional elections in Venezuela during 2017. The theme of the call to participate in said electoral event is developed by the author; however, in addition to inviting participation, a device of the implicit is put into play that evidences a particularly critical view on the fact.

From these considerations, the following questions arise: how does Eduardo Sanabria discursively construct the call to participate in the aforementioned election event? What are the dimensions of the context of the discourse of Sanabria's cartoons? Through what discursive strategies is the author's intentionality in the cartoons made evident?



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The development of the research was oriented through the following specific objectives: a) To identify the model of context deployed by the text in order to guide its interpretation. b) To determine the speech acts and rhetorical figures as discursive strategies aimed at evidencing the intentionality of an ostensive communication such as the cartoons.

By assuming a contextual approach to discourse, various aspects of society and its culture are involved. The study of discourse "means approaching the social dynamics and identities, as well as achieving an understanding of the different socio-cultural groups in a specific historical time" (Calsamiglia and Tusón, 1999, p.16). Language users interact in the construction of meaning as a matter of socially organized subjects. Therefore, discourse is not only a construction or text, it involves meaning, interpretation and understanding.

The description of the situation and the context are fundamental components of pragmatic analysis to determine the communicative intent of the discourse or communicative event (Agelvis, 2010, p. 50). In the pragmatic approach, the spatial-temporal and situational elements are interpreted in the socio-cultural framework of people, who, at the same time, integrate the information in their minds thanks to the cognitive processes. In this sense, the pragmatic-discursive study must consider the analysis of the context, understood as the world of the author and the world of the interpreter (Calsamiglia and Tusón, 1999, p. 102). In particular, in the caricature, the image and the short text that is generally attached, constitute the visual and verbal keys chosen by the author to unfold an interpretation process based on what the reader interprets and, in whose genesis, the contextual factors are found.

But discourse is also a cognitive activity; it is a practice that covers a path in two directions, verbal interaction and communication event. Its "meanings, inferences and intentions, as well as other properties and processes of the mind are intrinsic to the text" (Van Dijk, 1999, p. 246-247).

However, the cognitive approach does not conceive of meaning as a value immanent to it, but rather it is attributed by the users and their mental processes. This is how Calsamiglia and Tusón express it:

However, meaning - or pragmatic-discursive meaning - results from the interdependence of contextual factors and linguistic forms; it requires from the interpreter, his previous and shared knowledge, his intentions, everything that is activated in the communicative exchange, as well as the rest of the dimensions of the empirical context in which it occurs (1999, p. 185).

Discourse and its mental processes are inserted in the social dynamics. From this viewpoint, the process of interpreting a statement leads to identifying what is explicitly said by the speaker, which implies the speaker's intention and the context in which the statement is intended to be processed.

Language is action according to the theory of speech acts developed by (Austin, 2016; Searle, 2017). Speaking is doing, so that when a statement is issued it has an explicit meaning, an intentional dimension, and a dimension that affects the audience. In this regard, there are "consequences or effects that such acts have on the actions, thoughts, or beliefs of the listeners" (Searle, 1994, p. 34).

The notion of language as action conceives that in every communicative act there is an intentional act, produced so that the performer performs some action, believes some of



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what has been said, acts according to some convention, in short, acts accordingly. In this sense, the enunciateur "may want to say more than he actually does, but it is always possible for him in principle to say exactly what he wants to say" (Searle, 1994, p. 27).

On the other hand, a discursive approach to the issue of meaning must necessarily raise the difference between explicit meaning and implicit meaning. In this aspect of the analysis it is necessary to consider the use of rhetorical figures as discursive strategies or transgressions of language employed in order to make certain information relevant. In the theory of relevance, implicit meaning and ostensive phenomena are studied. The latter occur when the speaker or author of a discourse contributes significantly to the recognition of its communicative intent (Sperber & Wilson, 2004, p. 241). Within the so-called ostensive communication there is a form of analysis of mixed units (text and image) since caricatures function as ostensive texts whose purpose is to provoke public attention.

In this research the caricature is conceived as a discourse integrated by three components, which are the types of contexts that are denoted to establish the analysis as typified by Reyes:

- a) linguistic context or co-text, linguistic material preceding and following the statement.
- b) situational context or spatial-temporal dimension of the statement.
- c) socio-cultural context comprising the ideas, scales of values, and cultural knowledge of all kinds shared by the interlocutors (2007, p. 19).

The pragmatic perspective leads to the notion of caricatured text as a communicative event, in which the study of the use of language in context is pursued and as the construction of a particular gaze on a specific event. Its study seeks to identify the author's intentions, as well as to characterize the probable context in which the interpretation of the cartoon is proposed.

The article presents four sections. The first section outlines the development of the study by describing the context of the analysis. In the second section, we find the materials and methods where the procedures inherent to qualitative research and according to the techniques of Discourse Analysis are indicated. In the third section the part of the results is located, here the products of the processing of the information achieved through the designed and analyzed matrices in an integrated way are expressed. Finally, the fourth section contains the conclusions and reflects on the results of the corpus analysis in light of the vision of the political cartoon discourse in the social field.

2. Materials y methods

The research is part of the qualitative research approach, which proposes "the study of specific cases without the need to generalize into large amounts of data, seeking to analyze and describe social phenomena from their determining features" (Bonilla and Rodriguez, 2005, p.110).

The type of research is descriptive-exploratory, whose descriptive studies show the properties, characteristics, and profiles of people or any other phenomenon submitted to analysis, in order to evaluate its dimensions or components (Hernández et al., 2014).

The procedure to carry out this research was the following:



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1. **Bibliographic archiving on the subject to be investigated:** An exhaustive investigation was carried out to locate the main theoretical models related to pragmatics, as well as those linked to political caricature.
2. **Intentional search and selection of the corpus:** The corpus was made up of five caricatures by Eduardo Sanabria published in the newspaper El Nacional and whose central topic is limited to the electoral event called in Venezuela on October 15, 2017. The selection was intentional and responds to the interest to study the pragmatic interaction in the caricatures of Eduardo Sanabria referred to the call to participate in the regional elections. These were progressively numbered according to the dates of publication and correspond to the days prior to the elections.
3. **Elaboration of the matrices:** A matrix called context model in the cartoon was designed, oriented to identify the iconic-linguistic, situational and socio-cultural context of the ostensive communication as participating dimensions in the construction of meaning. And another matrix called pragmatic-rhetorical perspective of caricature following the contributions of (Calsamiglia and Tusón, 1999) to identify the acts of speech and rhetorical figures.
4. **Segmentation of the units of analysis in the matrices:** The basic unit of analysis was the statement, defined as any linguistic production with meaning that has a communicative intention. In this sense, "in any case, producing a statement implies performing a type of action: a speech act" (Escandell, 2014, p.166).
5. **Analysis of the caricatures:** In the first instance, we proceeded to identify the model of context displayed by the text in order to guide its interpretation. The identification action covered three levels. In the iconic-linguistic context, both the images of each cartoon and the text in its verbal manifestation were recognized, appealing to the encyclopedic knowledge of the reader. The situational context had to do with the conditions of the publication and the socio-cultural context involved the shared knowledge about the subject and relevant facts associated with it, at present and in the past in Venezuela.
Secondly, speech acts and rhetorical figures were determined as discursive strategies. In this aspect, the fundamental unit of analysis was the enunciation and from these the speech actions and the rhetorical figures were identified. The pragmatic analysis is completed by dynamically integrating both the context model and the pragmatic-rhetorical perspective in order to evidence the interactive play of the context with the text in the construction of a discourse and a specific author's perspective.

In order to carry out the analysis, a series of cartoons were intentionally selected to make up the corpus of Eduardo Sanabria regarding the call to participate in the regional elections of 2017 in Venezuela.



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Figure 1 Caricature of the character "El Chuniór", Venezuelan broadcaster, C1 coding in this research. Source: (Sanabria, 2017, 8 de October)

The caricature from the iconic plane represents a popular Venezuelan humorous character nicknamed "El chuniór". On the verbal level, an assertive and an exclamatory sentence is presented.



Figure 2 Caricature of Jedi Master Obi-Wan Kenobi character from the movie "Star Wars", C2 coding in this research. Source: (Sanabria, 2017, 9 October).

The C2 is composed of a single character from the aforementioned film and in the background the Venezuelan national flag. On the verbal level there is a desiderative sentence.



Figure 3 Caricature of the character "El Chuniór", Venezuelan broadcaster, C3 coding in this research. Source: (Sanabria, 2017, 11 the October)

In C3 the unique narrative structure is repeated. Again, the character is called "Chuniór". The verbal plane is characterized by exhortative and desiderative sentences.



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Figure 4 Cartoon of a pair of women conversing, C4 coding in this research. Source: (Sanabria, 2017, 12 the October)

On the iconic level, C4 represents two young women chatting. On the verbal level, a dialogue characterized by enunciative and interrogative sentences is briefly developed.



Figure 5 Caricature of two pinkies with electoral dye, coded C5 in this research. Source: (Sanabria, 2017, 13 the October)

The iconic plane reveals a pair of hands with the little finger tinted and a series of hands receptive to the sign of the vote being cast. The linguistic plane is made up of the exhortation.

3. Results

Once the corpus was selected and the word processing matrices were designed, the analysis of the cartoons was developed. Taking into account that the segmented statements in the analysis matrices constituted the fundamental key. First, because it represents the central verbal point for the reader to carry out the task of interpretation, that is, to identify what the cartoon says or implies. And secondly, the context of interpretation in which the cartoonist expects his caricature to be processed.



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Iconic-linguistic context				
C1	C2	C3	C4	C5
08/10/17	09/10/17	11/10/17	12/10/17	13/10/17
Situational context				
Series of caricatures whose author is Eduardo Sanabria published in the newspaper El Nacional, a Venezuelan newspaper, founded in the city of Caracas on August 3, 1943 with national circulation and long tradition in the country. The cartoons were published between October 8 and 13, 2017, in the days prior to the elections.				
Socio-cultural context				
On October 15, 2017, regional elections were held in Venezuela, where the governors of the 23 states of the country were elected for the 2018-2022 fiscal year. This event was characterized by high polarization and conflict and strong protests during the four months prior to the elections. For this reason, the opposition and the government made repeated calls to vote in order to avoid the abstention characteristic of regional elections. On the one hand, the government invited people to participate in the "electoral party" in order to guarantee peace; on the other hand, the opposition denounced the relocation of more than 250 voting centers, many of them in traditionally oppositional areas, less than 72 hours before the election; the transmission by state media of pro-government electoral propaganda previously prohibited by law; and the presence of "collectives" of pro-government supporters in opposition electoral centers.				

Table 1. Context model in the cartoon

Context model: The corpus of selected cartoons alludes to the electoral event referred to above. The criterion of intentional selection corresponded to the interest in investigating the call to participate in the election as represented by the author, Eduardo Sanabria. The iconic-linguistic context corresponds to both the images and the series of statements of each cartoon. Each one is made up of a frame within which the image of the characters and little text appears. The drawings refer to real characters presented with prominent features; the texts refer to speeches or points of view of those caricatured characters or real beings.

The context of the corpus coincides with the definition of Agelvis (2010) who establishes that, in both iconic and verbal language, satire or criticism full of humor or irony is present with the purpose of persuasion. The images represent exaggerated characters whose meaning becomes relevant in light of the context. Among the characters represented is "El Chuniór" (C1, C3) who is one of the most famous characterizations of the humorous actor Emilio Lovera, being "El Chuniór" a cheerful speaker who always shows a false wisdom and general culture. It also shows the Jedi Master Obi-Wan Kenobi (C2) character from the movie Star Wars. A pair of women talking (C4) and little fingers with electoral dye (C5). In relation to the texts, they are very brief, in which there was no possibility of establishing anaphoric grammatical relations.

The situational context is characterized by the conditions of a media publication. The author, Eduardo Sanabria, is a caricaturist whose work includes children's humorous drawings, advertising and portraits of personalities, however, it is the political caricature that leads him to fame. The newspaper El Nacional represents a media of long trajectory in the country.



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The socio-cultural context corresponding to the time period in which the cartoons were published is directly related to the invitation to participate in the regional elections. The call for participation was made by both poles of the election. The official side, whose visible face was the government of the day, made the call under the premise that participation in the electoral "fiesta" would make peace possible, alluding to the four months of protests that preceded the development of the regional elections.

In the framework prior to the event, there were specific events linked to the conditions of participation, the National Electoral Council abruptly changed the electoral districts, which caused a large part of the population to be reassigned to different voting centers, sometimes far from their homes. This fact was denounced by the opposition as well as the violations to the electoral norm by the government sector by disseminating electoral propaganda in the State media, as well as the organized presence of political groups affiliated with the government in the voting centers and in the acts of the opposition. These collectives practiced violent confrontation, which generated fear in the population (Bracho, 2018).

Caricatura	Acto locutivo	Tipo de acto ilocutivo	Figuras retóricas
C1	Revise su "circuncisión"	Directivo	Permutación
	Y vaya a votar	Directivo	
C2	Que el voto esté contigo	Expresivo	Figura polisémica
C3	Salgan todos a votar	Directivo	Metáfora
	No queremos "abstemios"	Expresivo	
	Claro que sí	Expresivo	
C4	Mi novio no va a votar	Asertivo	Aliteración
	¿y entonces?	Directivo	
	Lo voy a votar	Compromisorio	
C5	Vota	Directivo	Metáfora
	Multiplica la señal	Directivo	

Table 2. Pragmatic-Rhetorical Perspective of the Cartoon

The idea that by issuing a statement an action is performed by means of words is the foundation of the theory of speech acts. Illocutive acts express a force by virtue of which the enunciation refers to particular types of actions. Hence, Searle (1994) stipulated five types of illocutionary acts: assertive, directive, committing, expresivos y declarativos.

The predominance of illocutionary speech acts of a directive and expressive type is consistent with a type of ostensive communication such as caricature. If the directive acts



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pursue an action, the expressive acts serve to manifest the psychological state of what the speaker feels or thinks, according to the propositional content.

On the other hand, the rhetorical figures identified as Eduardo Sanabria's discursive strategies belong to two groups, according to the linguistic features linked to this research are

1) Figures of words, those achieved through procedures applied at a phonic level. Graphical, morphological or lexical figures of words. Calsamiglia and Tusón (1999): Permutation: "Check your circumcision" (C1) where the permutation or change of an expected word for another one with similar sounds and different meaning occurs. Alliteration: Voting - Bouncing where the same sound is repeated in words with different meanings (C4)

2) Figures of meaning, those figures produced through processes of signification by analogy or other types of relationships: Metaphor: "We don't want to be abstemious" (C3) and "Multiply the signal" (C5) and Polysemic statement whose meaning is contextual in "May the vote be with you" (C2).

4. Discussion

The theory of Relevance coincides with other linguistic currents in the idea that there is no unique correspondence between sentences and their semantic content and their interpretation according to (Sperber & Wilson, 2004). Particularly, in the type of ostensive communication, in which the sender actively draws the attention of the recipient, the meanings expressed on the linguistic level go beyond the literal. The contextualization of the caricatures of the corpus are premises obtained from the deductive mechanisms inherent to encyclopedic memory and icon-linguistic decoding.

The caricature displays visual and textual clues that activate inferential processes in order to identify what is explicitly and implicitly communicated by the author. In such a way that the interpretation of the iconic-linguistic statements makes sense in the macro vision that includes the situational and socio-cultural context.

Although the general explicit purpose of the cartoons is inserted in the public call to participate in the regional elections of 2017. In light of the contextual analysis, an interpretative use of the mental representations deployed in the series of illocutionary acts identified in the cartoons can be inferred.

The predominance of directive speech acts describes a state of affairs demanded from the point of view of the speaker or author. Participating, voting, choosing, going to vote indicates actions that the speaker considers desirable from his or her point of view. Similarly, illocutionary acts of an expressive type represent a state of things that exist in the speaker's thought and emotions. So, in the situational and socio-cultural framework, the corpus attends to a manifest intentionality of support for the call. In other words, they are added to the call of the media to participate in an electoral event in the country.

Nevertheless, the rhetorical figures allow the construction of an implicit meaning in which the interpretative use is reinforced. To the intentionality of the acts of speech is added the attitude of the author towards what is communicated. In this way, rhetorical strategies allow to call the interlocutor's attention to other aspects or facts that are not explicit in the statement, but with which the interlocutor can establish a relationship because they are part of the shared socio-cultural context.



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In C1, the illocutionary directive act requests the action of voting, however, the figure of words or permutation used in the statement: "Review your circumcison" surprises the reader by not using the expected word such as "circumscription", which does not prevent its understanding since in this message the social context provides the reader with the phantom information such as the action taken by the Venezuelan NEC to change the circumscriptions three days before the elections. The word game and the cartoon character known as "El chunior" manage, from the humor, to warn the reader about this possible obstacle in the exercise of the vote. The figures of words are also found in C4 with the figure of alliteration or phonic game between "voting" and "bouncing", a caricature in which the non-participation is interpreted as a negative action.

In the figurative use of language, special mention should be made of the cognitive construction represented in metaphors or figures of meaning. In C3 the statement "We do not want teetotalers" expressed by the character "El chunior" establishes an analogical relationship between the electoral event and a celebration. This analogy of the metaphor has its contextual antecedent in everyday Venezuelan speech in which the image through which the government of the nation has long called the elections the "electoral party" is widely recognized and is already part of the imaginary shared by the majority of Venezuelans.

These statements have been considered as "echo" statements since they refer to something previously stated by another speaker (Sperber and Wilson, 2004). Thus, within the scope of the celebration, the expression "we do not want to be abstainers" alludes to the opposition perspective that calls for massive participation since abstention would favor officialism.

The metaphors project relations of analogy between normally different spheres. In the projection between these domains, a subjective point of view is constructed since they incorporate the point of view of the emitter (Escandell, 2014). The statement of C5 "multiplies the signal", in this case illustrated with several hands with the little finger tinted as a sign of having exercised the vote, refers metaphorically to a communicative event linked to the realization of the elections. The indiscriminate use of the media by the government is an example of this, as well as the unexpected change of electoral districts, which weakened the right of a sector of the voters to be informed, so they had to spread the information.

The shared socio-cultural context also includes phrases, expressions, sayings that have been incorporated into the cultural heritage, and is knowledge based on experiences whose metaphorical expression is incorporated into daily life. Such is the case in C2 and the phrase "que el voto esté contigo" (may the vote be with you) which plays with the cartoon character, Jedi Master Obi Wan who in the film Stars Wars pronounces the famous phrase "que la fuerza esté contigo" (may the force be with you). The variation of the phrase starts from the known and amplifies the message. The statement can be interpreted in various ways. Initially, it can be interpreted as wishing to participate; however, also the interlocutor can recognize the famous phrase and also know that it is pronounced as wish of good fortune before a fight. Therefore, it can be inferred that one wishes him/her the best of luck in the face of a circumstance possibly adverse to electoral participation in the face of facts such as those already mentioned and the possibility of violence in the development of the event.

The humorous discourse puts in evidence the contextual game generated from the discursive strategies that conform it, in which the literal is only a part of what is communicated. Seen as a social practice, the humorous discourse starts from an explicit intentionality and is inscribed in the framework of conventions and purposes shared by the



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society in which it circulates. In this sense, in the political cartoons analyzed there is evidence of an illocutionary macro-act of speech such as the call to vote, so that the author's intentionality participates in the situational context, such as that of social communication.

Nevertheless, the game of the construction of meaning acquires an illocutionary force when analyzing speech acts in the socio-cultural context and in their rhetorical interaction. In the same way that a statement can present a range of interpretations according to its morphology, syntax or semantics, so too can a caricature, analyzed contextually, present various options for interpretation. This is due to the different possibilities of combination between linguistic statements and iconographic representation.

The call to participate with the vote implicitly entails a vision, which, being humorous, insinuates social criticism. The ironic game of humor present through the rhetorical figures structures the implicit. In these messages, each reader will process according to the access he or she has to the socio-cultural context. It is clear that the contexts vary for each reader and will display specific contexts of interpretation for their relevance.

5. Conclusions

In the study of humor and its discursive configurations it is indisputable that there is no sense in the message if there is no socio-culturally shared knowledge. Researches coincide in highlighting the discursive perspective as an "integrating, coherent and preferably multidisciplinary option" (Morales and Samper, 2017, p. 83). With this, the vitality of the language is vindicated and the emerging need always to approach it without reductionist approaches.

In the case of political caricature, the reader's handling of the context is a key factor in the interpretative task. The discursive construction of humor in the corpus analyzed obeys a contextual adaptation between the text, the author and the reader that allows a kind of communicative complicity.

Through the humorous discourse, the political caricature of Eduardo Sanabria reveals the adverse circumstances to the electoral celebration carried out in Venezuela in 2017. Thus seen, there is in the message an interpretation map whose route is executed by a strategic game of voting to counteract the abstention in favor of the government, and voting as a heroic action in a war between light and darkness or the action of the vote as a democratic signal that multiplies in each citizen.

All these possible interpretations are framed in an attitude of the author, which is characterized by a democratic and oppositional position in the face of the pro-government option. The body of shared beliefs and the interpretative game make up the pragmatic universe of Eduardo Sanabria's discourse.

Recent studies in the area show how the discursive potential of political humor in cartoons has turned it into an attractive corpus for qualitative research aimed at deepening social representations and semiotic and discursive constructions of ideology in societies, which are increasingly marked by information and the opinion matrixes disseminated by the media (Prada et al., 2018).

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REVISTA

CÁTEDRA

La voz reivindicativa de Gamaliel Churata y José María Memet desde la filosofía andina

The vindicating voice of Gamaliel Churata and José María Memet from the Andean philosophy

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Resumen

La literatura reivindicativa es fuente de pensamiento, resistencia y compromiso con el ser humano y con la sociedad. Estas características están presentes en las composiciones poéticas de escritores latinoamericanos que han orientado su labor hacia la literatura comprometida. Este estudio ha reunido a las voces de dos representantes de la poesía latinoamericana: Gamaliel Churata y José María Memet. Ellos abordan la temática de la reivindicación con respecto a la hegemonía occidental, así la razón de su obra poética radica en mostrar a quienes han sido relegados de la sociedad. A partir de esta premisa, el objetivo de este estudio es exponer las líneas de pensamiento desarrolladas en la producción literaria de estos dos poetas. La de Churata, configurada desde el indigenismo, mientras que la de Memet desde la poesía latinoamericana contemporánea. En ambos momentos históricos se demuestra que el pensamiento hegemónico no domina el lenguaje del arte, pues este, por sí mismo, se convierte en un espacio donde se construye la reivindicación, como una alternativa al sistema impuesto desde occidente. Para la realización de este



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estudio se ha empleado el método analítico-sintético y la investigación documental. Así se aplicarán los preceptos de la filosofía andina desde la visión de Josef Estermann, en el análisis interpretativo de los poemas *Holocausto de todo amor para él* de Gamaliel Churata y *La misión del hombre* de José María Memet. De esta manera se identificarán los rasgos reivindicativos que emergen en mencionadas composiciones líricas a propósito de los principios de la filosofía andina.

Palabras clave

Complementariedad, filosofía andina, poesía latinoamericana, reivindicación, relacionalidad, valores sociales.

Abstract

Vindictive literature is a source of thought, resistance and commitment to human beings and society. These characteristics are present in the poetic compositions of Latin American writers who have oriented their work towards committed literature. This study has brought together the voices of two representatives of Latin American poetry: Gamaliel Churata and José María Memet. They address the issue of vindication with respect to Western hegemony, so the reason for their poetic work is to show those who have been relegated from society. From this premise, the objective of this study is to expose the lines of thought developed in the literary production of these two poets. Churata's, configured from the indigenism, while Memet's from the contemporary Latin American poetry. In both historical moments it is demonstrated that the hegemonic thought does not dominate the language of the art, since this one, by itself, becomes a space where the vindication is constructed, as an alternative to the system imposed from the west. The analytical-synthetic method and documentary research have been used to carry out this study. Thus, the precepts of Andean philosophy will be applied from Josef Estermann's vision, 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 vindictive features that emerge in the mentioned lyric compositions regarding the principles of the Andean philosophy will be identified.

Keywords

Complementarity, Andean philosophy, Latin American poetry, vindication, relationality, social values.

1. Introduction

The vindicating voice of social values in Latin American poetry has characterized this region from the different historical processes that have marked it and that refer, basically, to cultural imposition through violence. In this way, the committed literature arises as a form of denunciation before the western hegemony. This denunciation, that starts from the artistic manifestations, acquires a collective character when assuming subjects considered as historical preoccupations and that have ended in social inequality. Thus, Bustamante (2016) assures:

The literary proposal that favors a vision of the world, despite the fact that it is a subject (in this case lyric) that enunciates from the singular, also represents an awareness of the social group with which it is in solidarity since, although it is an abstraction, when the social class has a



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similar vision of the world, that gaze identifies the enunciating voice with the addressee (p. 92).

The artistic manifestations appeal to the sensibility, to the awakening of the senses and the emotions that are internalized to become tangible through the letters. This coating of language encloses a critical stance, "Adorno proclaims that art cannot simply reflect the social system, but must act within that reality as an irritant that produces a kind of indirect knowledge" (Selden, 2000, p. 46). This gives way to a collective awakening, which feels identified with the enunciation of the poetic voice, since "protest through poetry is the form to which the lyrical self-resorts in order to create social consciousness, at least in itself". (Bustamante, 2016, p. 95). This way of appealing to the reader's sensibility, through content and form, is seen in a particular way in the record of two Latin American poets, Gamaliel Churata and José María Memet, who, despite belonging to different historical moments, have in their work the theme of vindication, which will be analyzed in this study based on the principles of Andean philosophy.

In this dimension of analysis lies the importance of this study, since Andean philosophy is considered as a claiming agent for two reasons. The first one is because it shows a vision that remains relegated to the western hegemonic paradigm, since it gives room to aspects that are built through feeling and integral thought. With respect to these characteristics of the Andean being, Usandizaga (2009) reflects on the vision that Gamaliel Churata manifests in this regard:

Let us bear in mind that Churata himself explicitly proposes to take the indigenous and the popular out of the place where he was confined; then, exploring the result he achieves, without making us fall into the temptation of blurring the hierarchies, allows us to go beyond the rigid separations between the hegemonic and the subordinate culture in the Andes (p. 149).

Churata's literary work manifests itself from the Andean region, as a sort of reversal of the idea that "in all societies where colonization implied the destruction of the social structure, the colonized population was stripped of its intellectual knowledge and its means of expression, whether exteriorized or objectified" (Quijano, 2007, p. 123). This affirmation would seem to be reversed in Churata's work, since it beats in it forms of vindication of a culture that was intended to be annulled. These vindictive factors are rooted in the use of Quechua in the elaboration of his work, which he intersperses with Spanish, and in the themes he addresses that are deeply related to the theme of the indigenous. In Churata's poetic work, this desire to show what would be catalogued as a form of vindication of the social causes that survive in South America and that have found a representative voice within the literary sphere is present.

The second reason why the Andean vision is considered an agent of advocacy is due to its principles, which Macas (2010) defines from the indigenous logic as "the fundamental pillars that determine the process of constituting a system" (p.188). These four principles (relationality, reciprocity, complementarity, correspondence) are interrelated with each other to configure a comprehensive rationality. This article, however, will focus on two of them: the principle of relationality and that of complementarity, since they are manifested in a tangible way in both the work of Gamaliel Churata and that of José María Memet. In order to define these two principles, the following is taken up again by Macas (2010):



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Yananti refers to the principle of complementarity, which manifests the essence of the bond of opposites; being contradictory, they form the unity, the whole. It is the constitution of two component elements in one, the conception of the world of complementary duality. This expresses the indispensability of complementarity, the adjustment between one and the other to give validity to an element of reality. Inasmuch as nothing is incomplete, everything is integral, relational and complementary; from its complexity and from the dynamics of the principles, harmony and equilibrium are generated (p. 189).

In Gamaliel Churata's *Holocaust of All Love for Him* the principle of relationality is seen in the conception of life and death and with it the generational cycle. The descendants are not only contemplated from a space of inheritance. Its deepest bond is related to the emotional, to women and to food as sources of life or to return to them after passing through death. In the poem *The Mission of a Man* by José María Memet, these principles are manifested in the renewal of the body from breathing and then from the beating of the heart. This reconstruction of the body has as its purpose the spirit of the struggle for vindication. The principle of relationality does not refer exclusively to the reconstruction of a physical body, in the mentioned poem, because from the Andean vision the vitality of these principles is strengthened by taking shape through all the elements of the system, among them the human being. With regard to this principle Macas (2010) states:

Tinkuy is the principle of relationality, which expresses the substance of the link between all the components of reality. It speaks to us of the interrelationship that exists between one and the other elements that constitute a system. Nothing is disarticulated or detached from the other. Relationality constitutes a whole fabric; the elements of a reality are mutually intertwined in order to make possible totality, integrality, life (pp. 187-188).

These principles show the interrelationship that exists between the elements that make up a system. By constructing and deconstructing them, integrating and reintegrating them, one is referred to the image of the conception of spiral time. This conception unites and comprises detachments also as a space of bonding and generation. That is to say, one does not think of dual or separate phenomena but of situations that generate one another and that give life and motivation to a system.

This research reflects on the vindication of social values within the poetic field and its link with the principles of Andean philosophy. It is important to point out that due to the characteristics of these variables, both have been relegated from the Western vision, since their reason for being is contrary to these precepts. In this point lies the importance of this study, since it places the Andean philosophy as an alternative of claim, which is manifested in the poems object of this study.



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2. Poetic language and vindication

It is vital to remember that one of the characteristics of literary language is to question reality. In such a way that the transmission of the traditional, which leads to see the daily experiences as normal, is questioned. This, to give way to different visions, that allow to observe over those ideological impositions and to experience other realities. One of these realities imposed through ideology and culture is the hegemonic conception that is inherited from the West through the concept of race and that is perpetuated through language.

It is at this point that the function of art opens up through the appropriation of imposed language for the creation of another possible reality. It is precisely this appropriation, use and transformation of imposed language that becomes a strength when building other realities, there lies one of the characteristics of artistic language.

The value of literature is to embody the productive energies of society; the writer does not take the world as something given but recreates it, revealing its authentic nature as an artificially constructed product. By communicating this sense of productive energy, the writer, more than just satisfying the consumer appetites of his readers, awakens identical energies (Eagleton, 2013, p. 121)

Language, being an artifice, becomes flexible, at the moment of employing it in the literary task. Fiction creates a new front that allows the telling of new possible stories, from a given subject. In the case of vindictive poetry, two points of inflection arise that make it possible to make it concrete: modernity and capitalism. These two concepts have marked the social relations, which have been able to maintain rooted until they were understood as something inherent to humanity, and that allows to perceive as normal the social stratification that occurs according to the purchasing power and the race, concepts that in practice fulfill the function of annulling the human being thus, Echeverría (2005) mentions:

What we observe then in modernity really is that this possibility of revolutionizing identities, of crossbreeding and of creating new identities, new forms for the human, is repressed, systematically hindered by the capitalist form of modernity (p. 204).

Western hegemony strives to maintain homogenization, in such a way that new ways of seeing, manifesting and living are vetoed, in order to impose a single way of existing, framed from the capitalist logic that comes from modernity. In this way other forms of life and being in the world are relegated, which are annulled in function of the supremacy imposed.

This search for homogeneity is questioned from the point of view of art, due to the excluding bias that configures it and mainly because for art, and for poetic language, there are no absolute truths. Rather, through the communicative function proper to artistic languages, different edges are presented that show other possible realities where there is room for those who have been excluded or annulled.

In this way, one of the artistic manifestations that has characterized Latin America arises, due to the particular history of violence and imposition that has configured its present. To illustrate this understanding of vital and revolutionary Latin American poetry in itself, with respect to the poetry of other parallels, Roberto Fernández Retamar relates an episode he lived through, when he attended the VIII congress of the International Association of



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Comparative Literature Budapest, 1976 on "The contribution of Latin American literature to universal literature in the 20th century":

The European vanguard itself, for its part, beyond the ultimately reactionary program of the Italian futurists, [...] implied, in its most genuine realizations (as seen in the best of Surrealism), a challenge to "Western" values that could not but favor such a challenge outside the West, as Mariátegui understood it early on. [...] One of the most notable achievements of the Latin American vanguard, in keeping with the very essence of the true avant-garde born critically in Europe, was its defiant proclamation of non-Western values in Latin America. This is what Oswald de Andrade did when, in 1928, he launched his "Anthropophagous Manifesto" [...], which was already mature in Brazilian modernism. Brazilian anthropophagy proposed, as Antonio Cândido would say, "the devouring of European values, which had to be destroyed in order to incorporate them into our reality, just as the cannibalistic Indians devoured their enemies in order to incorporate their virtue into their own flesh" (Retamar, 1995, pp. 224-225).

The Cuban thinker Fernández Retamar, agencies his discourse on Latin American values with the paradox of destruction as a form of rebirth. In such a way that by devouring the impositions that came from the West, they were assimilated so that an avant-garde proper to the region, not western or imposed, would emerge from Latin American thought. Whose purpose would be to differentiate the realities present in this geography and their affectation when analyzing them under parameters alien to the environment itself. In addition, it would be a denunciation to the homogenization that raises the modernity with artistic productions developed in Latin America and with subjects that would arise from the own reality and that simultaneously would work like generators of critical thought to end up in an unavoidable vindication of the processes that were being developed in these Latin American societies.

In this context, literary manifestations, through their use of language, would be a kind of X-ray of Latin American reality. Through them, one would see in depth what generates them and at the same time one would work on diverse answers to understand them, to confront them or to question them. In view of the fact that this last point would contemplate the historical subjugation to which the West has subjected the Latin American region.

In this way, the emergence of committed literature in the Latin American context becomes visible and at the same time opens a space for vindication, through the literary work of writers who address the issue of denunciation from their poetic work. At this point, it becomes necessary to indicate that the theme of vindication has constituted an articulating axis within the artistic and literary manifestations, without this meaning that the characteristics of poetic language have been left aside. Such is the case that neither the thought that generates these works nor the way to represent it has been limited, but rather they coexist in the creation of an aesthetic product.

Thus, the works analyzed in this study: stand out both for the subject matter they address and for their literary scope. In this regard, Bustamante (2016) indicates:



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Poetry is a weapon of resistance through language and although it is true that a literary product cannot change the system of injustices, it does manage, through certain technical, rhetorical and ideological resources, to communicate, dialogue with the reader, denounce or question social events (pp. 104- 105).

The role of literature, besides fulfilling its innate aesthetic function through the use of language, materializes the thought that has been forged in this region with the enunciation of the lyrical voice. And in the case of the poetic work of Churata and Memet, this space of vindication takes shape with the presence of the principles of Andean philosophy, which are addressed in the compositions analyzed in this study.

3. Principles of the Andean philosophy as configurators of social vindication

In this context we will analyze the poem Holocaust of All Love for Him by Gamaniel Churata and The Mission of a Man by José María Memet. The selected works have aspects that allow a comparative study. In these elements, principles of Andean philosophy are identified that constitute the common thread of these poems and at the same time form a space for vindication.

It is necessary to mention that Andean rationality starts from an integrating principle, so much so that Sobrevilla (2008) states that "Andean rationality is revealed -as already said before- in the principle of the relationality of the whole with the whole. Other characteristic features of Andean rationality are that it is symbolic, affective, and integrating" (p. 234). The characteristics mentioned by Sobrevilla are evident in the poems that are the object of this study. Thus, Churata (1931) relates food to a state of affectivity and recovery of the loved one, in this case a dead child.

I don't want the breast of the imilla anymore,
or her nipple painted with honey,
I don't want his leg or arm for me:
they will be for my wawa that already comes
(II: 1-22)

In Holocaust of All Love for Him, Churata links emotional and symbolic elements in the desire for the return of a dead son. Food as a symbol of life, mother's milk as a symbol of rebirth.

In the following chart, the elements of the Andean philosophy present in the selected poems will be related. In addition, it is necessary to notice the use of Spanish language to transmit the principles of the Andean philosophy. Through this transgressive attitude, one of the strategies of vindication present in the poems under study is outlined.



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<i>Holocaust of all love for Him</i> <i>Gamaliel Churata</i>	Analysis dimensions	<i>One Man's Mission</i> <i>Jose Maria Memet</i>
I lost my wawa one morning, when the tuqus danced best touched in my singing! I have been shouting loudly at him ever since, and since then my ears, They are full of water, they are full of wind What are you crying for? The imillas tell me, giving me her breasts enjoying ñuñu I have felt like a million bucks, new! More again I claim it, Scarving blood through the clouds, on the edge of the morning, in the wind of the water; because this wawa that was gone from my mind for a little while, no more, was a happy shot from my slingshot, the michujilla stone, the dominating vigilante who flourished! I don't want the breast of the imilla anymore, or her nipple painted with honey, I don't want his leg or his arm for me: They will be for my wawa who is coming!	1. Generation and renewal. 2.Claiming through reinvention. 3. Vital processes and vindication	A man is a man anywhere in the universe if he still breathes. It doesn't matter that you have removed the legs so that it does not walk. It doesn't matter that you have removed the arms so that it does not work. It doesn't matter that you have removed the heart so that it does not sing. None of that matters, because of how much, a man is a man anywhere in the universe if still breathing and if you still breathe must invent some legs, a few arms, a heart, to fight for the world.

Table 1. Poem Holocaust of All Love for Him by Gamaliel Churata and The Mission of a Man by José María Memet. In the center are the common elements of both poems, which will be analyzed under the precepts of Andean Philosophy

According to Table 1, the dimensions of analysis highlighted in this study address three aspects that are considered significant for understanding Andean logic in the face of aspects such as the renewal or rebirth, reinvention and vitality of Andean culture. These dimensions are related to the principles of the Andean philosophy, which in this case constitute a finding within this study, thus it is understood this way of seeing the world, as a space of vindication against the hegemonic culture.



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With respect to the principles of Andean philosophy, Josef Estermann (2006) mentions that "These are 'logical' principles in a non-western sense, that is, principles that express 'Andean logic' (its rationality *suigeneris*)" (p. 123). These principles are: relationality, correspondence, complementarity, reciprocity. In this study we will address both the principle of correspondence and that of relationality.

The principle of relationality is understood as a space of communication between the human being and the cosmos, which "being a network of unfinished links with the cosmos, allows the rune at all times, consciously or unconsciously, to have a top-down, left-right relationship with every part of the universe, and likewise, the universe communicates with everything" (Torres, 2015, p. 11). This way of understanding the relationship of the human being with his environment, allows an interconnection that provides vitality and mutual nourishment to all the elements and entities of the environment.

While the principle of correspondence, is linked to "the way the rune conceives life and relates to its environment. However, in this harmony and balance, conflict is presented as a mechanism that releases tensions and smoothes out the roughness that is generated in coexistence". (Torres, 2015, p. 12). Everything that makes up the universe plays a role; here lies the importance of balance as the nucleus of coexistence and continuity.

3.1 Generation and death, a space for rebirth

With respect to this section, in the three verses with which he begins the poem Holocaust of All Love for Him, by Churata, and in the four with which he ends it, we read:

Start verses	End verses
I lost my wawa one morning, when the tuqus danced best touched in my singing!	¡I lost my wawa one morning, when the tuqus danced best touched in my singing!

Box 2. Beginning and ending verses of the Poem Holocaust of All the Love for Him by Gamaliel Churata

In table 2 the opening and closing lines of the poem are confronted, with the purpose of noting how in the first three lines, the poetic voice tells of the loss of a child and the pain that comes from this fact. While the verses that end the poem, while addressing the same theme of loss, are no longer considered as such, but as a return. Using the composition "ya viene" gives the poem a feeling of hope for a new return. Here converge the perception of time from the indigenous vision where nothing ends, everything is renewed and reborn and the principle of relationality, where reality is understood as a space of union of aspects that give life to each other, in the case of this poem this principle takes shape in the relationship that is established between life and death, as a new beginning.

In this regard Estermann (2006) mentions: "The most important temporal categories are not 'advanced' or 'delayed', nor 'past' and 'future', but 'before' (*ñaiwpaq/nayra*) and 'after' (*qhhepa/qhipa*). Time has a qualitative order, according to the density, weight and importance of an event" (p. 196). It is evident, then, that the conception of time, which characterizes the Andean worldview, as a set of events that arise without coming to an end,



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since there is a constant renewal, which prevents the conception of death as a definitive and permanent culmination.

In this way, the sense of inheritance emerges as the continuity of ties that unite generations by means of aspects such as affections, either by blood ties as it happens with the genealogical aspect or by affective ties such as food. This element must be analyzed from the perspective of the origin of life, when the woman who breastfeeds two generations and allows the return of the death of the younger one is mentioned. In this way, reference is made to cyclical time and the principle of relationality is taken up again. In this regard Sobrevilla (2008) states:

The Andean principle of relationality holds that there can be no unrelated or absolute entity; and positively expressed: this principle affirms that each entity or event is immersed in multiple relationships with other entities, events, states of consciousness, feelings, facts and possibilities (p. 234)

In the verses cited in Table 2, there is the link between the feminine as the origin of life, food, in the form of mother's milk and honey with the waiting, the rebirth of the child that left and the renunciation of life by the parent, so that the dead child returns. In this way the generation is renewed and life is preserved as a space of hope. Thus, life and death are related as a series of elements that generate one another, where the end is not conceived from the western vision, but as the beginning of new processes and experiences.

With respect to the principle of complementarity, and its relationship with Churata's poem, it is necessary to resort to what Guerrero (2010) states:

A feature of the Andean wisdoms is that this complementarity is made possible through symbolic, celebratory and ritual interaction, not epistemically, conceptually, but symbolically, ritually, corporeally, experientially, existentially, through the various wefts of meaning that the Rune weaves from its culture, to give meaning to the totality of its existence within this infinite cosmos (p. 500)

The rituality that the feeding process involves as an act that generates life is found in the woman, in the image of the imilla [4 In Quechua and Aymara, Imilla means young woman]. She provides the food generated by her breasts to a father who lost his son, and he in turn denies this vitality in order to return it to the son, whose return he longs for.

Why are you crying? I am told by the imillas
giving me her breasts
enjoying ñuñu
I have felt like a million bucks, new!
[...]
I don't want the breast of the imilla anymore,
or her nipple painted with honey,
I don't want his leg or his arm for me:
they will be for my wawa who is coming! (II: 1-22)

Rituality, through the principle of complementarity links two generations, even though they no longer share the same space. "The Interlude develops a story, an encounter between a



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character and a world beyond life" (Medinaceli, 2020, p.102). Death and life are not separate but are generated reciprocally through the image of woman and the food that emanates from her. "The sexual condition not only 'complements' what is deficient and 'halfway' in itself, but also 'generates' life and preserves the great life cycles. (Estermann, 2006, p. 226). Through this foundation of the Andean philosophy, the symbolism of opposites before the resurgence of a new life is shaped.

The way of understanding the world based on Andean philosophy is based on aspects that appeal to sensitivity, affectivity, and feelings, as an integral and inherent part of the human being. "Andean sensitivity and sensibility do not give preference to 'seeing', and therefore, cognitive rationality is not primarily 'theoretical' (theorein), but rather emotional-affective" (Esterman, 2006, p. 113). From these principles, one understands the symbolism present in Churata's poem, such as the return to life, which arises from paternal love and from the food that emanates from the woman's breast. Contrary to the western vision, where the principles that govern this thought are based on seeing and verifying.

3.2 Claiming through re-invention

Within this context, it can be seen in table 3, how the theme of the conception of time is addressed in the poem *The Mission of a Man* by José María Memet. Where the same structure is found that was analyzed in Churata's poem, since the beginning of the poem is linked to its final verses. In this case there is a variable that gives the poem a sense of continuity of ideas, in which a series of possibilities remain latent, where no end is admitted. This idea is generated by linking the breath with the source of life, which reconstructs the body to give it meaning.

Start verses	End verses
A man is a man anywhere in the universe if he still breathes.	and if you still breathe must invent some legs, a few arms, a heart, to fight for the world.

Box 3. Opening and closing verses of the Poem *The Mission of a Man* by José María Memet

With respect to the value of the connection of the human being with his own being through the senses, the principles of Andean philosophy are reflected, whose conception orients towards the understanding of the environment through sensations that come from the interior of the human being. In this space, there is a link that connects this interior with vital elements of the environment. It is there where the function of the senses is appealed to, as well as the breathing or the heartbeat, to establish a means of connection with the environment that allows the exploration of vital spaces, which are not only apprehended through vision. Thus, Estermann (2006) states:



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Andean philosophy emphasizes non-visual faculties in its approach to reality. Touch, for example, is a privileged sense (just think of religious devotion or expression of affection), but so are smell and hearing (p. 112)

This latent relationship between the senses and the approach to reality can well be linked to the value given to the act of breathing as a generator of life. In this way, the reconstruction of the being is oriented towards the reinvention of the body motivated by a desire to reclaim and fight. The interiorization of these concepts finds a space in the principle of "the relationality of everything, the network of nexuses and links that is the vital force of everything that exists. Nothing 'exists' (in a very vital sense) without this transcendental condition. (Estermann, 2006, p. 110). We can read this principle in the verses of Memet, when a link is established between the breath with the resurgence of legs, arms and heart.

In this regard, Estermann (2006) states: "The rune/jaqi 'listens' to the earth, the landscape and the sky; it 'feels' reality through its heart" (p. 113). Andean philosophy reverses the Western logic of approaching or understanding the world through seeing, and gives way to feeling, thus establishing its relations with the environment and with its own constitution. Andean logic is based on prioritizing sensations and understanding internal and external phenomena from the logic of the heart. Thus, the principles of the Andean Philosophy are constituted, whose space of enunciation starts from more integrating scopes. In this regard, Guerrero (2010) mentions:

It is essential to begin to build a knowledge embodied, because reality is inscribed in the body and the body speaks; that we learn to look at reality, not only from two external preceptors that prioritized positivism, as a criterion of truth and objectivity, the look and the ear; because if we intend to understand the totality of the sense of reality and existence, it is necessary to incorporate the totality of the other senses, the totality of the body as possibilities of knowledge. (pp. 503-504)

In Memet's poem the idea of reinventing the body is based on its reconstruction from two moments considered key within Andean philosophy: the breath and the heart. Both appeal to the interior of the being, since their own nature allows them to move away from the conceptual and visible way of approaching the world. However, they are then projected outwards, to reflect on the body's motor functions, aimed at the struggle for the world. In these spaces a dichotomy converges, while one side leads to Western thought (seeing), the other refers to Andean thought (feeling). Thus, the concept is left aside as the main configurator of thought, in this respect, Orrego (2015) states:

On the other hand, the very category of "concept" is alien to indigenous thinking, not because it suffers from the use of terms to express the ideas, mental representations and experiences of the subject, but because of the logo-centric idea that lies behind the explanation of the world through the concept (p. 49).

When priority is given to feeling as a form of communication with the environment, factors are considered that make the relationship of the human being both inside and outside dialogical. In this way, an integral being is noticed that is constructed in both its internal relationship and its relationship with external elements, thus the principle of complementarity is understood. In this regard, Guerrero (2010) states: "Therefore, if everything in the cosmos is articulated, no being, fact, process, phenomenon, or problem



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can be looked at in a fragmented way, but rather in its multiple interrelations, in its profound complexity and complementarity, in its multi-causality" (p. 501). These multiple interrelations are read in the poem *The Mission of a Man* by Memet (2019) when he mentions in his verses:

1. A man is a man
2. In any part of the universe
3. If you are still breathing

4. It does not matter that you have
5. removed the legs
6. so that he does not walk.

7. It does not matter that you have
8. removing the arms
9. so that it does not work.

10. It does not matter that you have
11. heart removed
12. so that it does not sing.

13. None of that matters,
14. inasmuch as,

15. a man is a man
16. anywhere in the universe
17. if still breathing

18. and if you are still breathing
19. you must invent some legs,
20. a few arms, a heart
- 21 to fight for the world.

(One Man's Mission, p. 18)

In the central verses 10, 11 and 12, the poetic voice relates the heart with the song, which appeals to the feeling, characteristic of the Andean vision, however it links it with actions that refer to the visible as the word walks, in the sixth verse or work in the ninth verse. Placing the heart as the central part of the poem (verse 10) and relating it to the song (verse 12) transmits the idea that from there the other possibilities that allow tangible action in the human being are bifurcated.

Half of the poem constitutes a sort of epicenter of the spiral, the previous verses refer to an absence of legs (verse 5) that prevent walking (verse 6). While the 8th verse reports the absence of arms, which prevent work (verse 9). The central verses, which emulate the human body, with a centrifugal force that orients the heart indicate that from there a new body will be formed, from the breath (verse 17). They unite heart, song and breath, intangible actions related to feeling, to give way to the tangible parts of the body invention of legs (verse 19) appearance of arms (verse 20). Both legs and arms, extremities of the



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body, are united to the heart, internal organ, to recover life and find a functionality that links both seeing and feeling. Thus in the last verse we read: fight for the world.

The principle of complementarity takes shape in this poem, when an internal and central organ of the body is linked to the extremities, to give them a deep meaning, a new life with a renewed objective: to fight for the world. In order to contextualize the meaning of the word struggle from the Andean philosophy, it is necessary to understand it from the meaning of life. In this respect, Estermann (2013) mentions: "I refer to the conception of 'life' that plays a primordial role when thinking about cosmic coexistence and the Andean ideal of 'Living Well'. (p. 5) Thus, struggle and life are related to a harmonic coexistence.

4. Conclusion

In this context, it must be stated that poetry is a source of thought and resistance to power. It has the capacity to recognize and dismantle the hegemonic paradigm that governs nations and is transmitted through ideologies. In Churata's and Memet's poems, a being displaced from society is described, who takes up again his philosophical principles to refound himself as an act of resistance and vindication.

Through poetic language, Andean philosophy takes shape to describe through relationality and complementarity the web that is woven between the elements that form a system. In *Holocaust of All My Love for Him*, by Gamaliel Churata, the vitality of this principle is identified in the conception of life and death. These two manifestations that from the western vision are opposed, have a link of generation from the Andean philosophy. Both life and death share the same spaces and their relationship is based on the emergence of vitality in the new generations, with whom the same values and worldviews will be shared. Then the pain that causes a death, from the western vision, from the Andean philosophy becomes hope of a return. In this way, it is considered that one way of claiming is to retake the cultural heritage from the new generations.

These principles are present in José María Memet's *The Mission of a Man* in the regeneration of a body that disintegrates due to the struggle to claim its rights. In this process of regeneration there are factors that appeal to a way of feeling life from the breath and the heart, both spaces have been relegated from the vision of the West, where priority is given to seeing and overlapping the tangible. As a counterpart of this thought, the Andean philosophy offers the possibility of seeing, rebuilding and coming back to life from two sides: feeling and fighting. These principles of the Andean philosophy take shape through this poetic construction because they offer the possibility that the objective of the fight is the balance and the integrity, but not the subjugation and the overthrow of a cultural heritage.

Although Churata and Memet belong to different periods and tendencies, they are linked by the perspective of vindication that directs their feelings and their work towards the excluded sectors of society. The significance of this study lies in the fact that it takes a philosophy banished from the Western vision to validate the denunciation that is manifested through the poetic voice. That is to say, two forms of manifestation that have been banished from the hegemonic power, such as the cultural resistance present in poetry and the principles of Andean philosophy, are recovered one from the other in an effort to vindicate and thus realize a committed art



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REVISTA

CÁTEDRA

La Taptana o contador indígena como estrategia de aprendizaje en operaciones matemáticas básicas

The Taptana or indigenous counter as a learning strategy in basic mathematical operations

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Resumen

El aprendizaje de la Matemática se manifiesta como un problema que necesita ser observado, estudiado y abordado desde múltiples perspectivas para lograr entender el fenómeno y actuar sobre él. Desde diversas teorías educativas se plantea la utilización de materiales didácticos para promover un nivel óptimo en la comprensión de los procesos matemáticos y la adquisición de los conceptos fundamentales de esta ciencia.

La Taptana o contador indígena hace referencia al acervo cultural prehispánico de los antiguos habitantes del actual territorio del Ecuador. Su origen posiblemente se remonta a la cultura Cañari, fase Tacalzhapa, 500 a.C., (Uhle, 1922). En los años 80 en el Centro de Investigación para la Educación Indígena (CIEI) se recreó este artefacto de cálculo dando como resultado un material didáctico innovador utilizado especialmente, en lo que hasta hace pocos años atrás se conoció como Sistema de Educación Intercultural Bilingüe.

En el presente estudio se indaga sobre la efectividad de la Taptana, como instrumento matemático para la enseñanza-aprendizaje de las operaciones matemáticas básicas. Se trabajó con estudiantes de dos paralelos, A y B, pertenecientes a Cuarto año de Educación General Básica de la Unidad Educativa José María Velasco Ibarra, institución fiscal situada en el centro norte de la ciudad de Quito. La investigación de corte metodológico cualitativo fue desarrollada en los meses de septiembre, octubre y noviembre de 2019.



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Se logró evidenciar la efectividad de la Taptana. Se concluye que la misma mejora la comprensión y el aprendizaje del sistema decimal y de las operaciones matemáticas básicas.

Palabras clave

Contador indígena, enseñanza aprendizaje, operaciones básicas, Taptana.

Abstract

The learning of Mathematics manifests itself as a problem that needs to be observed, studied and approached from multiple perspectives in order to understand the phenomenon and act on it. From diverse educational theories, the use of didactic materials is proposed to promote an optimal level in the understanding of mathematical processes and the acquisition of the fundamental concepts of this science.

The Taptana or indigenous accountant refers to the pre-Hispanic cultural heritage of the ancient inhabitants of the current territory of Ecuador. Its origin possibly goes back to the Cañari culture, Tacalzhapa phase, 500 B.C., (Uhle, 1922, p. 108). In the 80's, the Research Center for Indigenous Education (CIEI) recreated this artifact, resulting in innovative didactic material used especially in what until a few years ago was known as the Intercultural Bilingual Education System.

The present study investigates the effectiveness of the Taptana, as a mathematical instrument for the teaching-learning of basic mathematical operations. We worked with students from two parallel, A and B, belonging to the fourth year of Basic General Education of the José María Velasco Ibarra Educational Unit, a fiscal institution located in the northern center of the city of Quito. The qualitative methodological research was developed in the months of September, October and November 2019.

The effectiveness of the Taptana was demonstrated. It is concluded that it improves the understanding and learning of the decimal system and basic mathematical operations.

Keywords

Indigenous accountant, teaching learning, basic operations, Taptana.

1. Introduction

In Ecuador, as in other places in the world, in numerous occasions the teaching-learning of Mathematics has been associated with certain ideas of complexity, displeasure, clumsiness and distrust in one's own capacity. Other similar thoughts and attitudes probably make this task even more complex than it already is; consequently, it is not strange to observe a kind of social fear, dread and feeling of failure before its study. Different local and international evaluations that measure student performance in Mathematics show discouraging results.

In Latin America the report Third Regional Comparative and Explanatory Study (TERCE) 2013, developed with the participation of 15 countries: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic and Uruguay; plus the State of Nuevo Leon (Mexico) shows the academic deficiencies found in the learning of the school population. In TERCE, the complex problem of learning mathematics in the school environment is evident.

In the report issued by the Institute for Educational Evaluation, INEVAL, it is observed that Mathematics continues to have the lowest levels of student performance.



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70.9% of students in Ecuador do not reach level 2, categorized as basic performance level in mathematics compared to 23.4% of students in member countries of the Organization for Economic Cooperation and Development, OECD... Among low-performing students, 21% are at level 1A, and are only able to perform routine tasks in well-defined situations... (Instituto Nacional de Evaluación Educativa, 2018, p. 44).

Mathematics is a science that is always useful and present at every moment of a person's life. It is the structural tool of the exact sciences and favors the development of logical reasoning. Unfortunately, the situation of mathematics in the classroom is quite complex. The following quote from UNESCO reiterates the dramatic situation of mathematical learning today.

As for Latin America and the Caribbean, 1 out of every 3 children and adolescents in the region cannot read correctly, as expected for their age, and 1 out of every 2 has serious difficulties in mathematics. Various reports from UNESCO and other international organizations indicate that the minimum levels of competence in mathematics worldwide are low and very low" (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2017).

Thus, in the present work the educational results of the application of Taptana for the teaching of mathematics are analyzed. The aim was to investigate the teaching-learning process of the decimal system and basic operations: addition and subtraction without and with regrouping, in students of the Fourth Year of Basic Education in the "José María Velasco Ibarra" Educational Unit, during the months of September, October and November 2019.

The teaching-learning of Mathematics is a primary research topic. It is of vital importance to look for mechanisms that contribute to the encounter between the student and Mathematics. An effective pedagogical approach is necessary that allows us to live and value mathematics as something beautiful, fun and useful, but not as a problem.

This article consists of three parts. In the first, a brief historical reference about Taptana in its historical-cultural context is presented. In the second part, the methodology used for the application of Taptana and the process of teaching and learning developed using Taptana is presented. The instruments used, as well as the activities and exercises carried out are described. The reasons for the processes developed are also mentioned. In the third part the results achieved are presented. For the data analysis SPSS was used, which is said to be the most complete and used commercial statistical program worldwide (López and Fachelli, 2015). Finally, the conclusions and recommendations of this research are noted.

2. Literature Review

2.1 Brief historical reference of La Taptana

In the province of Cañar and in some sectors of the provinces of Azuay, Chimborazo, Loja, Morona Santiago, El Oro and Guayas, in Ecuador, the Cañari culture was developed. Archaeological remains found in the old Cañari territory, Tacalzhapa phase, 500 B.C. give account of a singular finding, a stone of approximately 38 x 25 centimeters, which has inscribed lateral rows of holes (10) and subdivided lockers, which was given the name of Taptana.



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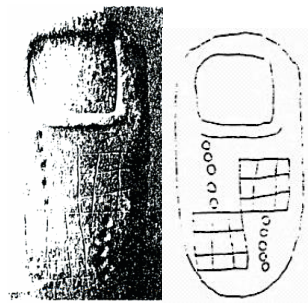


Figure 1. Taptana in stone and drawing of the taptana. Fountain: (Butsch, Calero and Muenala, 1998. p. 6)

The operational processes associated with Taptana probably reflect the thinking and way of life of the Cañaris. It could be affirmed that in this Cañari stone there is evidence of abstract mechanisms that were used to solve daily calculation problems. Grids and circles, according to CIEI researchers, could refer to the management of the decimal system and also to the Andean cosmivision. It could be deduced that it is possible that in the Taptana the ancestral understanding of the world takes shape, in which, data and time can be visualized through the trace of a spiral, unlike the well-known linearity observed in the western logical reasoning.

... the grains replace the real elements (animals, agricultural products, etc.) that are the object of the calculation, finding an "indirect" relationship with the referents that are calculated, or, in other words, replacing objective reality with representative reality... (Yáñez, 1985, p. 415).

This is how this particular way of operating with the Taptana is described in the Andean indigenous world. It is evident that the assignment of numerical meaning is both arbitrary and systematic. Associating a quantity to maize grains, beans, and beans was useful to calculate quickly and accurately.

The research carried out by CIEI led to the application of Taptana for the teaching-learning of mathematics in the intercultural bilingual education system. In addition, some editorial projects were developed and school texts in Quichua were created. (Valiente, T. and Küper, W., 1998)

The cultural roots of the Andean peoples have great scientific contributions in the fields of agriculture, astronomy and also in mathematics. The Taptana is a cultural contribution from the Andes to the world. The exact use of the Cañari stone called Taptana is not known. It was suggested that it could be a game board. A possible spiral direction of the movement of the grains (when carrying out the mathematical calculations) is associated with the Andean cosmivision. Nevertheless, it is evident that still a greater number of investigations are needed that give account of the cultural and scientific wealth that this artifact lodges.

For decades, Taptana as a didactic resource has been included in several school texts of the Intercultural Bilingual Education System, (understood as the system that brings together the peoples and nationalities of Ecuador). In the book for the subject of Mathematics: "Quimsa Yupaicamayuc Camu" published in 1989, by the author Humberto Muenala mathematical contents are presented that go from counting to multiplication with the use of Taptana.



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2.2 Importance of Taptana as a teaching material

The taptana is a sample of the creative, practical and complex mathematical mind of the ancient inhabitants of present-day Ecuador, and specifically of the Cañari people in whose territory vestiges of several taptanas made of stone and wood were found. It will be urgent to socialize this discovery in order to nourish the recognition, respect and value that the scientific production of the ancestral peoples deserves, in short, one of the cultural roots of the Ecuadorians.

The taptana is a kind of abacus that makes mathematical abstractions concrete and makes them manipulable and understandable in a simple and effective way. Assimilating the mechanism of its operation it is possible to elaborate diverse taptanas as structure and materials of manufacture, this way it will be possible to count, in several contexts, with an important educational resource at the time of learning the main mathematical operations.

3. Methodology

The application of the taptana for the teaching-learning of basic mathematical operations was carried out in the José María Velasco Ibarra Educational Unit, with the students of the A and B parallels of the Fourth Year of Basic Education, aged between 8 and 9 years old. Sixty individuals participated.

Wooden boards of approximately 18cm had to be made. X 25cm. (taptanas) on whose surface were engraved three vertical rows of 9 circumferences. The material was complemented with 19 color cards of approximately 1 cm in diameter.

The work was done from a qualitative approach since the educational phenomenon was observed from a humanistic point of view. According to its purpose, this was an applied research. Microsocial, due to the size of the population. It was a primary research since the data was generated by the researcher. Quasi-experimental because no equivalent groups were worked with. And descriptive because it relates the process of teaching and learning basic mathematical operations, in fourth year students of basic education through the taptana.

For the development of the field work we had the collaboration of students from the Faculty of Philosophy, Letters and Education Sciences, of the Pedagogy of Language and Literature Career, the ladies: Andrea Torres Moreno, and Linda Aguilar Jurado; and Mr. Cristian Galarza of the Computer Science Career.

3.1 Applied tests

The diagnostic test that was initially applied consisted of 12 items. Twelve skills were evaluated in relation to the handling of mathematical concepts corresponding to the Fourth Year of General Basic Education and are the following:

1. Recognizes the positional value of a digit in a quantity at the units
2. Recognizes the position value of a digit in a 3-digit amount in the tens position
3. Recognizes the position value of one digit in a 3-digit amount at the hundreds position
4. Reads and writes a three-digit amount
5. Distinguishes a greater quantity from a lesser one
6. Distinguishes a smaller amount from a larger amount
7. Operate the sum without regrouping two summands
8. Operate the subtraction without regrouping two quantities



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9. Operate the sum with regrouping to the ten
10. Opera the subtraction with regrouping of the ten
11. Resolves a summation application problem with regrouping
12. Solves a problem of applying subtraction with regrouping

Initially, the proposal was presented to authorities and teachers of the Mathematics subject of the J. M. Velasco Ibarra Educational Unit. The application of the work with the Taptana was carried out in two weekly sessions, of approximately 80 minutes each, during 10 weeks.

The final test was passed once the previous process was concluded. The aim was to evaluate the level of acquisition achieved by the students on the same mathematical concepts and skills evaluated through the diagnostic test.

3.2 Teaching mathematics through Taptana

Mathematical calculation can have different number systems. Historically the systems are known, vigesimal used by the Mayans, quinary, duodecimal, binary, sexagesimal, etc. It can be said that it is possible to organize the calculation from different ideas of grouping quantities. However, given the wide expansion of the decimal system, this is currently the mathematical mechanism used throughout the world.

The decimal system is the one that uses as main reference the number 10 and the position or location of each digit in a certain order. Based on groups of 10 units, each of the orders in the system is created. Thus 10 units form a ten, 10 tens, a hundred, 10 hundreds form a unit of one thousand and so on (Britton and Bello, 1982).

Generally, the handling of this mathematical content, in regular school, is done from the memorization of the different orders mentioned above and it is done through lessons and repetitions. Facing this traditional way of learning mathematics, the physical representation of quantities, their concretion and manipulation was proposed to promote an effective understanding of the decimal system by the students.

Taptana is one of the most versatile didactic materials in terms of sensorially explaining the formation of quantities and their meaning. It manages to show how quantities are formed and how they are operated. Thus, the necessary knowledge to transfer mathematical axioms to new situations and exercises naturally arises. In Taptana, color codes, geometric shapes or objects such as seeds (corn, beans and other grains) and location are used to signify numerical content.

Understanding and acquiring mathematical concepts about the decimal system should be a process that invites reflection, active participation, the enjoyment of conquering knowledge, and experimentation that strips the student of the fear of error. This is a process to which many hours should be dedicated since it is the basis for the development of more complex mathematical concepts.

As mentioned above, Taptana, inspired by the ancient Cañari stone, was designed with reference to the decimal system. For the present investigation we worked with the Taptana that contains three orders: unit, ten and hundred. It is important to indicate that it is possible to design Taptanas with orders up to a million and even more, and even others that express decimal numbers. The logic implicit in the Taptana allows to add ascending or descending orders or positions according to specific work needs. Example:



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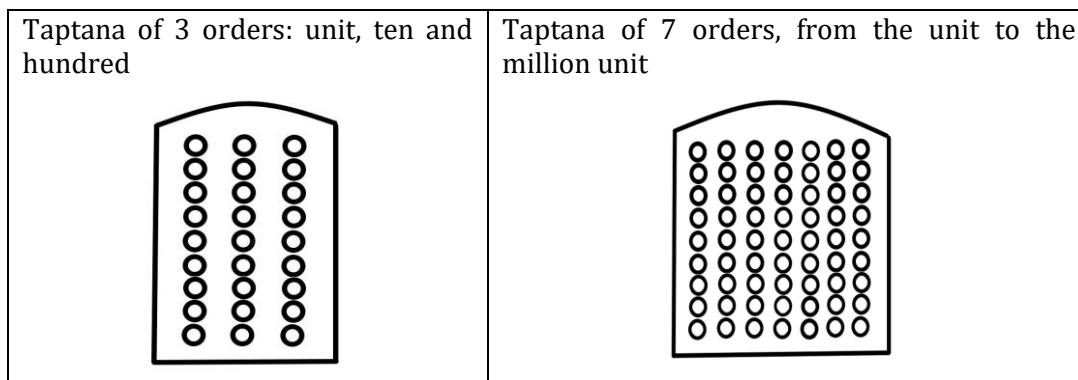


Figure 2: Taptana with three orders: units, tens and hundreds /Taptana with 7 orders: unit, ten, hundred, unit of one thousand, ten thousand, hundred thousand and unit of a million. Source: (Elaborated by the author based on general data taken from Butsch, Calero and Muenala, 1998)

It is important to mention that the Taptana in its structure presents the possibility of self-correction since there is one and only one box or place to represent each digit of a quantity and by doing it in a wrong way you can observe the mistake clearly and proceed to correct it.

In the present investigation the teaching-learning of the mathematical concepts with the Taptana was raised through the following 4 stages:

1. Manipulation: place the colored cards on the Taptana to form quantities or to carry out mathematical operations.
2. Graphic representation: drawing and painting using pencil and paper, what was done in the previous stage with the Taptana.
3. Writing the quantity in numbers: write numerically the exercises done.
4. Writing the quantity in words: write in words the numerical results of the exercises performed.

3.2.1 About the process

With due anticipation, the following material was prepared for each pair of students: a wooden board on which was engraved the Taptana, 3 boxes with 19 colored cards: green, blue and red. Green, blue and red paints. Pencils, erasers and pencil sharpeners. Initially it was thought that each student would work individually, however, due to the cramped conditions of the classrooms and the type of furniture, it was decided to work in pairs.

Initially, there was a dialogue with the students to reflect and assume the following work norms:

- a) The work tables should be empty to start the task in an organized and comfortable way.
- b) The material must remain in order. (the taptana, the tokens and the containers containing the tokens),
- c) All students must have a notebook, pencil and paints in the following colors: green, blue and red to perform the exercises.
- d) At the end of the representation of each quantity, the cards used must be returned to their container in order to carry out the next exercise.
- e) The cards should always be placed from right to left, that is, first the units should be represented, then the tens and so on.



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- f) The cards should be placed from the base of the cover, never from the top.

The quantities to be worked on the Taptana were selected taking into account the degree of difficulty to go from the simple to the complex, and to go sequentially advancing in the different orders of the decimal system. Through this process, we tried to make the students experience the meaning of the number and try to internalize the abstract mathematical contents.

For each and every one of the exercises, the following process was followed:

Step 1. Once the work to be done was explained, the researcher modeled a first exercise, taking the cards and placing them on the Taptana. When forming the quantities, she did it in order and without hurry. After representing each quantity or performing each exercise, the cards were placed, one by one, in their respective containers. This initial modeling served for the students to work with the Taptana in the same way. It is important to note that the students were very attentive to what they observed, perhaps a little more than to the oral explanation.

Step 2. It was explained that what was done with the taptana would be transferred to the math notebooks. The researcher drew and painted on the blackboard the exercise in question as an example. At this stage, the student was motivated to recall the process, reflect on the experience and refer to it verbally. "... Piaget sees the structures of knowledge built by the subject as a result of his own actions rather than as structures coming from an external source (Coll, 1981, p. 27).

Thus, it is evident the importance of experience as a mechanism that allows the assimilation of learning to the cognitive structures of the individual, as well as that this fact would hardly occur from memory.

Step 3. On the blackboard was written in numbers, the exercise done with the Taptana.

Step 4. On the blackboard, the amount represented on the Taptana was written in words

Once the researcher had finished modeling the process, the students were instructed to develop with their material the same process they had just observed.

3.2.2 Taptana and the teaching-learning of the decimal system

List of proposed exercises:

- a) 6, 2, 5, 9, 4, 7, 3, 8, 1
- b) 12 33 57 61 95
- c) 146 271 479 617 834
- d) 10 20 50 70 90
- e) 250 670 490 710 930
- f) 209 302 508 705 908
- g) 11 222 444 555 888
- h) 262 191 828 454 717
- i) 123 246 369

Description of the exercises

- a) Single-digit quantities: the association of position and color with the quantity represented was initiated. This process must be done with each and every one of the digits so that students experience the existence of each quantity.



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- b) Two-digit quantities: the place that each digit occupies in the Taptana was denoted, and in each quantity, that is, so many units and so many tens.
- c) Three-digit quantities: the three orders of which this Taptana is composed were used. It is important to point out that you can start this work with a Taptana that contains only two or three orders: units, tens or units, tens and hundreds; and then go on to a Taptana that includes the other orders up to a million.
- d) Quantities with zeros: pure tens were represented. The representation of the 0 as the absence, emptiness or lack of a quantity, called the students' attention since somehow the representation of what does not exist was experienced. This fact entails a greater degree of difficulty.
- e) Quantities with zeros in the position of the units: The meaning of zero in a quantity was reiterated.
- f) Quantities in whose formation an intermediate zero intervenes: it was explained that the zero can be placed in any position in a quantity. Quantities that are fun to represent: numbers that in all the orders had the same amount of chips. This was a fun idea and a discovery for the students, it was highlighted the idea of how pleasant it can be to represent quantities.
- g) Symmetric quantities: the figures that form a quantity reinforce the understanding of the number. This idea can be taken up again when working with the other orders of the decimal system. (unit of thousand, ten thousand... million).
- h) Quantity in which an inner hierarchy is observed: the exercise was propitious to compare quantities and the way they are formed.

As an example, it is shown the graphic representation of two exercises:

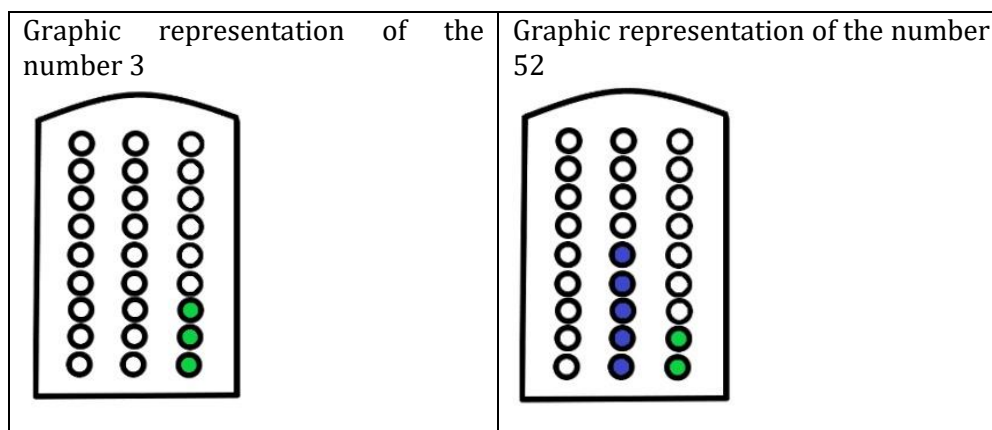


Figure 3: Graphical representation of quantities on the Taptana

In each class period of approximately 60 minutes, students followed the instructions in quantity formation and managed to do so in order and successfully. At that time, they were invited to suggest quantities to be represented by all the students in the class. This activity became a challenge and a motivation. It was important to take care not to tire the students and to measure the attention span so that the work is not forced and does not become annoying or boring. Care was taken so that each exercise was done without missing any phase of the process.

It is important to indicate that the individual work rhythm and the particular aesthetics were respected. Each one decided the size and location of the graphic representations of the



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exercises performed and other details, at the moment of transferring the exercises to the Mathematics notebook.

3.2.3 Taptana and the teaching-learning process of addition without regrouping

Addition is the mathematical operation in which two or more quantities are put together. Initially and until the students gained confidence and satisfaction in operating summation it was essential to add up amounts without regrouping or "carrying". The regrouping is a complex idea that needs a previous experimentation and exercise.

To operate the sum was followed a process that went from simple to complex. Care was taken with the degree of difficulty that had to be overcome each time and before moving to the next level of complexity.

In each exercise a particular learning process was developed that built a global understanding of the meaning of addition.

List of proposed exercises:

- | | | |
|-----------------|--------------|-------------|
| a) 3+4, | 5+2, | 7+1 |
| b) 11+32 | 16+31 | 54+35 |
| c) 223+126 | 345+234 | 572+416 |
| d) 351+10 | 817+120 | 734+200 |
| e) 406+0 | 718+0 | 583+0 |
| f) 703+80 | 901+60 | 407+50 |
| g) 1+3+5 | 4+2+1 | 6+1+2 |
| h) 31+2 | 83+5 | 47+2 |
| i) 234+11+1 | 451+12+4 | 352+23+1 |
| j) 10+20+30 | 40+20+10 | 20+30+40 |
| k) 200+300+400; | 100+600+200; | 300+100+400 |

Description of the exercises:

- a) Additions of two quantities, each of them of a single digit.
- b) Sums of two quantities, each one composed of two digits. Little by little the students were experiencing the occupation of the different orders at La Taptana. The conceptualization of the meaning of quantity was reinforced.
- c) Sums of quantities composed of three digits
- d) Sums of quantities including zero
- e) Sums of a summation plus zero
- f) Sums with zeros in the different orders
- g) Additions with three single-digit summands
- h) Additions with a two-digit compound summand and a one-digit summand
- i) Additions three three-digit summands, two digits and one digit
- j) Sums with three exact tens summands
- k) Sums of three summands of exact hundreds

As an example, the graphic representation of two exercises is shown:



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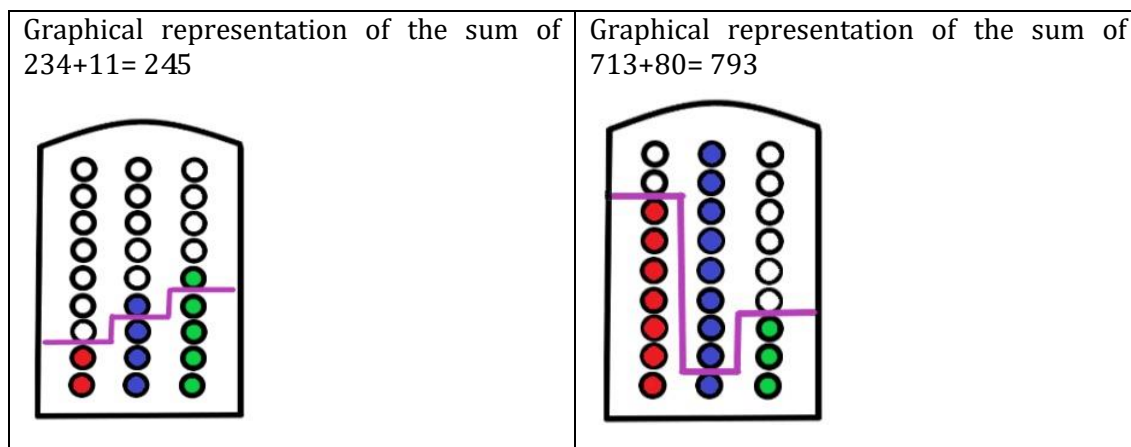


Figure 4: Representation of the sum without regrouping on the Taptana

3.2.4 Taptana and the teaching-learning process of subtraction without regrouping
 Subtraction is the mathematical operation that complements addition and consists of removing or withdrawing one amount from another. We worked on a list of exercises to represent particular aspects of subtraction and thus configure the integral learning of this mathematical operation.

List of proposed exercises:

- 9-3 7-4 8-5
- 56-23, 83-41 97-54
- 489-341 852-741 968-632
- 618-10 452-30 954-50
- 60-20 90-30 70-40
- 601-0 189-0 937-0
- 893-100 561-200, 957-300

Description of the exercises:

- Subtractions where the minuendo and the subtrahend consisted of a single digit
- Subtractions where the minuendo and the subtrahend consist of two digits
- Subtractions where the minuendo and the subtrahend consist of three digits
- Subtractions where the minuendo consists of three digits and the subtract is formed by exact tens
- Remains where the minuendo and the subtrahend were made up of exact tens
- Subtractions where the subtraction was 0
- Subtractions where the three-digit minuendo must be subtracted from an exact hundred

As an example, the graphic representation of two exercises is shown:



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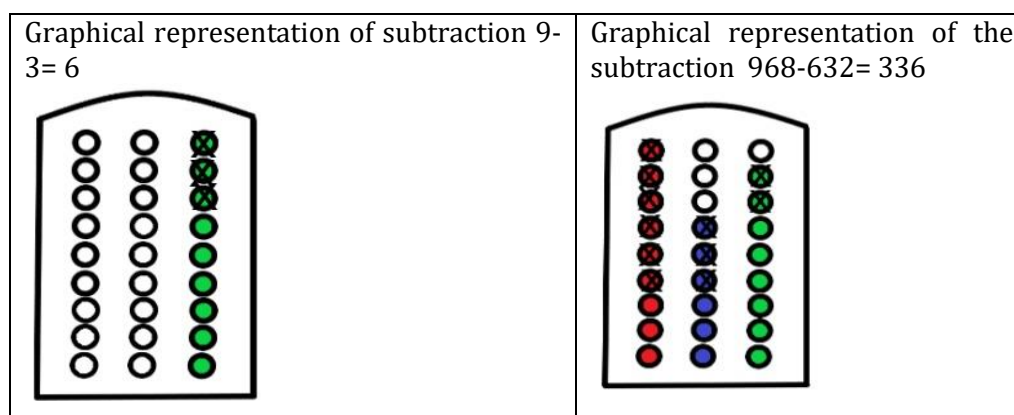


Figure 5: process of representation of the subtraction without regrouping in the Taptana

3.2.5 La Taptana and the teaching learning of the sum with regrouping

Once the learning of addition and subtraction without regrouping was overcome, it was possible to advance towards addition with regrouping or "summing carrying". This is the phase of the addition process that usually presents the greatest difficulty due to the level of abstraction demanded. It was important to dedicate the necessary time to provide the required explanations and examples. It was also verified in practice whether the instructions were understood and followed.

Regularly, this process usually consists of verbal repetition of the algorithm learned from memory. Example:

$$\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$$

"... as $5+6=11$, I write 1 and have 1..."

Through an exclusively verbal activity it is difficult to know if the student understands the meaning of the algorithm. It should be indicated that when operating this kind of sums, what is done is to regroup the elements to form a unit of the following superior order. In the case of the $5+6$ sum, a group of more than 10 units has been formed. What should be done is to regroup 10 units and take them to the next higher order as a ten. Then write down what resulted, in this case, one unit in the order of tens and one unit in the order of units. As a result of this sum, 11 is obtained.

With the use of Taptana, a cognitive imbalance is visualized. In the Taptana, in the columns of units, tens, hundreds... only 9 spaces exist, for 9 cards and when operating the sum with regrouping 10 or more nonexistent spaces are needed.

The process of addition with regrouping is propitious to explain that in the decimal system groupings of 10 elements in 10 elements are made. Thus, by having 10 or more units in one of the orders, a new group of ten elements must be formed and moved to the next higher order. In the units, when you have 10 green chips you must change those 10 green chips for 1 blue chip that represents 1 ten. When you have 10 blue cards, you must change them for 1 red card that represents 1 hundred; and so on with the following orders of thousands, millions, etc,

The process worked with the Taptana was the following:



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1. Place the first sum
2. Place the second summing.
3. Group and "take" to the next order, every time you have 10 or more cards (if you can have up to 19) on the site of the units or tens. worked to the order of hundreds given the curricular content for this level schoolchild).
4. Write the result in numbers and words.

List of proposed exercises:

- a) $7+4$ $8+5$ $9+3$
- b) $12+9$ $45+6$ $86+7$
- c) $156+5$ $478+3$ $742+9$
- d) $26+45$ $64+39$ $73+18$
- e) $234+358$ $367+218$ $652+219$
- f) $145+371$ $562+281$ $421+293$
- g) $256+166$ $278+243$ $589+135$
- h) $7+3$ $5+5$ $6+4$
- i) $8+12$ $45+55$ $67+33$
- j) $380+190$ $120+280$ $670+140$

Description of the exercises:

- a) Additions between single-digit quantities with regrouping towards tens.
- b) Additions between a two-digit amount and a one-digit amount, with regrouping towards the tens.
- c) Additions of a three-digit quantity plus a one-digit quantity with regrouping towards the tens.
- d) Additions between two-digit quantities maintaining the regrouping of the units towards the tens.
- e) Additions between three-digit quantities maintaining the regrouping of the units towards the tens.
- f) Additions between three-digit quantities with regrouping from tens to hundreds and without regrouping in units.
- g) Additions between three-digit quantities with regrouping in the units towards the tens and in the tens towards the hundreds.
- h) Additions between single-digit quantities to complete an exact ten.
- i) Additions between tens to complete exact hundreds.
- j) Additions with zero in the units and with regrouping of the tens towards the hundreds

As an example, the graphic representation of two exercises is shown:



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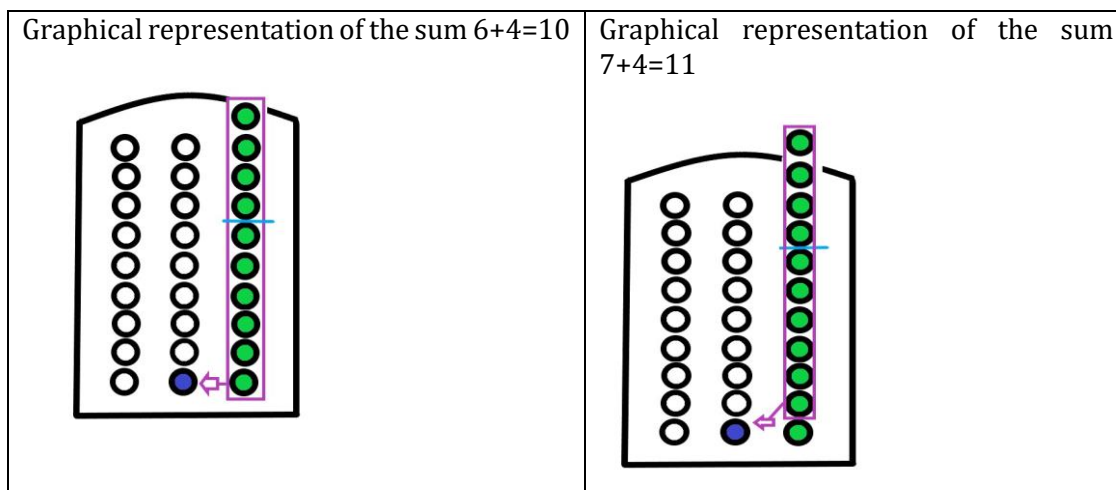


Figure 6: process of representation of the sum with regrouping in the Taptana.

3.2.6 Taptana and the teaching-learning process of subtraction with regrouping

Like addition with regrouping, subtraction with regrouping is a complicated process if the development of understanding is not taken care of. In contrast, the traditional way in which subtraction is usually operated, with the process carried out with the Taptana, the difference can be appreciated.

Generally, it is said:

$$22$$

$$-5$$

"2 minus 5, I can't afford it, since I can't afford to take 5 out of 2, I borrow 1 and the rest".

In the mind of an 8 or 9-year-old schoolboy this idea is quite incomprehensible due to the level of abstraction required to understand this approach. With Taptana, the student is presented with a process that explains the expression "I can't afford to borrow..."

Through the manipulation of the cards on the Taptana, the student can realize the meaning of "borrowing". It becomes evident that one proceeds to disarm or convert, a dozen taken from the immediate superior order, into 10 units. The student can observe the 10 units (green cards) contained in the ten, already loose and appreciate each one, as an individual element. This transformation of the ten into units makes it possible to remove 5 of "2" and continue with the subtraction.

List of proposed exercises:

- a) 14-5 23-6 56-8
- b) 63-17 71-28 83-59
- c) 441-25 6 12-54 863-37
- d) 532-143 751-262 854-165
- e) 645-150 731-240 846- 160

Description of the exercises:

- a) Subtractions where the minuendo has 2 figures, subtracting 1 and regrouping from the ten.



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- b) Subtractions where the minuendo and the subtrahend consist of 2 figures. The regrouping is done from the ten.
- c) Subtractions where the minuendo has 3 figures, the subtracting 2 figures and the regrouping is done from the tens.
- d) Subtractions where the minuendo and the subtrahend have three digits. The regrouping is done from the tens.
- e) Subtractions where both the minuendo and the subtrahend are quantities of 3 figures and the regrouping is done from the hundred.

As an example, the graphic representation of two exercises is shown:

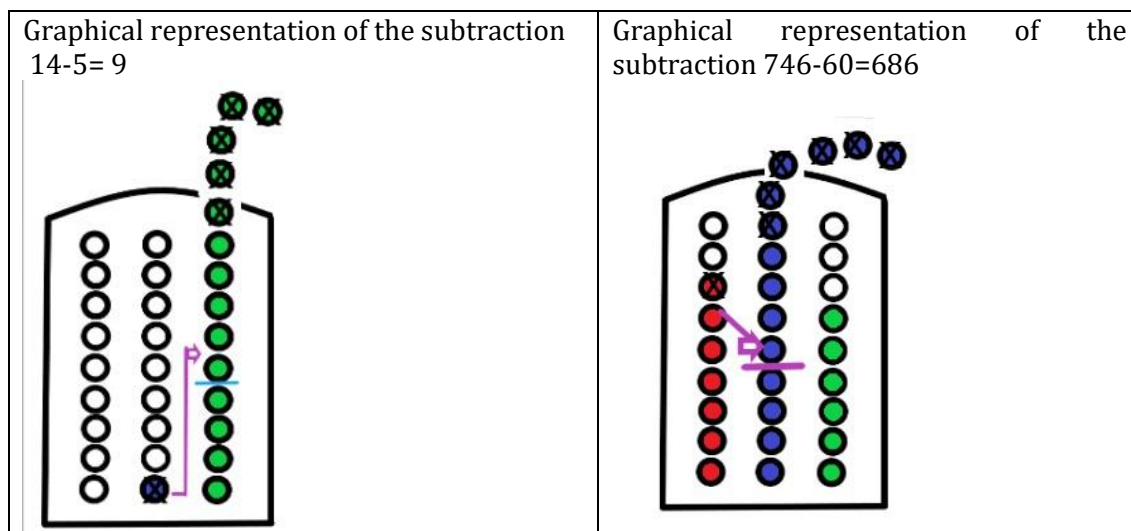


Figure 7: process of representation of the subtraction with regrouping in the Taptana

4. Results

At the conclusion of the stage of application of Taptana in the teaching-learning process of basic mathematical operations, the final test was applied to evaluate the results achieved. The statistical program SPSS was used for data analysis. The statisticians for the hypothesis test allow articulating predictions about the results of the research.

The collected results are presented in two parts. In the first one, a hypothesis test is carried out for independent samples. The aim of this application was to know if there were statistical differences between the parallels A and B, in the total scores obtained in the diagnostic and final tests.

The second analysis corresponds to related samples. We sought to verify if there was a statistically significant change between the Diagnostic Evaluation and the Final Evaluation for each one of the items and for the total score.

4.1. Hypothesis test for the difference of two independent populations

In this study, both parallels 4A and 4B are independent populations and the aim is to check whether the scores between the two parallels are the same in the diagnostic and final assessments:

- Null hypothesis (H_0):
 - The score of parallel 4A= The score of parallel 4B
- Alternative hypothesis (H_1):



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- The score of the parallel 4A≠El score of the parallel 4B
- Test statistic "tobs"
- Ho's rejection criteria:
 - oH is rejected if the bilateral significance<0.05 (in this case a significance level of 5% is used, therefore 0.05 is noted).

CURSE				N	Media	Standard deviation.	Error ttp. Of the average
Total diagnostic score	test	4to A		27	7,15	2,931	0,564
		4to B		34	6,71	2,154	0,369
Total final test score		4to A		27	11,48	1,122	0,216
		4to B		33	11,21	0,960	0,167

Table 1. Levene test for equality of variances

		Levene test for equality of variances		T-test for equality of means						
		F	Sig.	t	gl	Bilateral significance	Difference in averages	Error ttp. Of the average	95% Confidence interval for the difference	
						l			Inferior	Superior
Total diagnostic score	Equal variances have been assumed	2,385	0,128	0,679	59	0,500	0,442	0,651	-0,861	1,745
	Equal variances have not been assumed			,656	46,356	0,515	0,442	0,674	-0,915	1,799
Total final test score	Equal variances have been assumed	0,001	0,981	1,002	58	0,321	0,269	0,269	-0,269	0,808
	Equal variances have not been assumed			0,986	51,479	0,329	0,269	0,273	-0,279	0,818

Table 2. Levene test for equality of variances

In both cases, equal variances are assumed since in Levene's test the hypothesis of equality of variances is not rejected. Under that assumption, the null hypothesis of equality of scores in the diagnostic test and the final test are not rejected since the bilateral meanings are not less than the 5% set.

4.2 Hypothesis testing for related samples

- Null hypothesis (Ho):
 - The result at diagnosis = The final result
- Alternative hypothesis (H1):
 - The result in the diagnosis ≠ The final result
- Test statistic "tobs"
- Ho's rejection criteria:



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- H_0 is rejected if the bilateral significance < 0.05 (in this case it was used)

	Related Differences					t	gl	Sig. (bilateral)	Decision
	Media	Deviance típ.	Error típ. de la media	95% Confidence interval for the difference					
				Inferior	Superior				
Recognizes the positional value of a digit in a quantity in the units position	-0,80	0,40	0,05	-0,90	-0,70	-	59	0,000	Rejection H_0
Recognizes the position value of a digit in a 3-digit amount in the tens position	-0,75	0,44	0,06	-0,86	-0,64	-	59	0,000	Rejection H_0
Recognizes the position value of one digit in a 3-digit amount at the hundreds position	-0,80	0,40	0,05	-0,90	-0,70	-	59	0,000	Rejection H_0
Reads and writes a three-digit amount	-0,22	0,42	0,05	-0,32	-0,11	-4,04	59	0,000	Rejection H_0
Distinguishes a larger quantity from a smaller one	-0,10	0,30	0,04	-0,18	-0,02	-2,56	59	0,013	Rejection H_0
Distinguishes a smaller amount from a larger amount	-0,12	0,37	0,05	-0,21	-0,02	-2,43	59	0,018	Rejection H_0
Operates the sum without regrouping two quantities	-0,05	0,22	0,03	-0,11	0,01	-1,76	59	0,083	No Rejection H_0 level 95%
Operates the subtraction without regrouping two quantities	-0,18	0,47	0,06	-0,30	-0,06	-3,03	59	0,004	Rejection H_0
Operates the sum with regrouping to the ten	-0,22	0,42	0,05	-0,32	-0,11	-4,04	59	0,000	Rejection H_0
Operates the subtraction with regrouping of the ten	-0,52	0,54	0,07	-0,66	-0,38	-7,46	59	0,000	Rejection H_0
Solves a summation application problem with regrouping	-0,25	0,60	0,08	-0,41	-0,09	-3,23	59	0,002	Rejection H_0
Solves a problem of applying subtraction with regrouping	-0,42	0,62	0,08	-0,58	-0,26	-5,22	59	0,000	Rejection H_0
Total Score	-4,42	2,42	0,31	-5,04	-3,79	-	59	0,000	Rejection H_0

Table 3. Related Difference

From the analysis of the table of related differences, when contrasting the averages of the diagnostic test and the final test by means of the student T-test, one has to

Dexterity 1: Recognizes the positional value of a digit in an amount in the position of the units, statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted which indicates that there is significant difference in the development of the mathematical skill: It recognizes the positional value of a digit in a



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quantity in the position of the units, after the application of Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction



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Dexterity 2: Recognizes the positional value of one digit in a three-digit amount in the tens position, statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted, which indicates that there is a significant difference in the development of the mathematical skill: It recognizes the positional value of a digit in a three-digit number in the tens position, after the application of Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction.

Dexterity 3: Recognizes the positional value of one digit in a three-digit amount in the hundreds position, statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted, which mentions that there is a significant difference in the development of the mathematical skill: It recognizes the positional value of a digit in a quantity of 3 digits in the position of the hundreds, after the application of the Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction

Dexterity 4: Reads and writes a three-digit amount, statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted, which indicates that there is a significant difference in the development of the mathematical skill: Reads and writes a three-digit quantity, after the application of Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction

Dexterity 5: Distinguishes a greater amount from a lesser one. Statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted, which mentions that there is a significant difference in the development of the mathematical skill: Distinguishes a greater quantity from a lesser one, after the application of Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction

Dexterity 6: Distinguishes a lower amount from a higher one, statistically significant differences were obtained because the Sig value (bilateral) is lower than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative hypothesis H_1 is accepted which indicates that there is significant difference in the development of the mathematical skill: Distinguishes a minor quantity from a major one, after the application of the Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

Dexterity 7: It operates the sum without regrouping of two amounts, no statistically significant differences were obtained because the Sig value (bilateral) is greater than the p-value 0.05. Therefore, the alternative hypothesis H_1 is discarded and the null hypothesis H_0 is accepted, which indicates that there are no significant differences in the development of the mathematical skill: It operates the addition without regrouping of two quantities, after the application of the Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

Dexterity 8: It operates the subtraction without regrouping two quantities, statistically significant differences were obtained because the Sig value (bilateral) is lower than the p-value 0.05. Therefore, the null hypothesis H_0 is discarded and the alternative



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hypothesis H1 is accepted which indicates that there is significant difference in the development of the mathematical skill: It operates the subtraction without regrouping of two quantities, after the application of the Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

Dexterity 9: It operates the sum with regrouping to the ten, statistically significant differences were obtained because the value of the Sig (bilateral) is lower than the p-value 0.05. Therefore, the null hypothesis Ho is discarded and the alternative hypothesis H1 is accepted which indicates that there is significant difference in the development of the mathematical skill: It operates the sum with regrouping to the ten, after the application of the Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

Dexterity 10: It operates the subtraction with regrouping of the ten, statistically significant differences were obtained because the value of the Sig (bilateral) is lower than the p-value 0.05. Therefore, the null hypothesis Ho is discarded and the alternative hypothesis H1 is accepted which indicates that there is significant difference in the development of the mathematical skill: Opera the subtraction with regrouping of the ten, after the application of the Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

Dexterity 11: Solves a summation application problem with regrouping, statistically significant differences were obtained because the Sig value (bilateral) is less than the p-value 0.05. Therefore, the null hypothesis Ho is discarded and the alternative hypothesis H1 is accepted which indicates that there is significant difference in the development of the mathematical skill: It solves a problem of addition application with regrouping, after the application of Taptana in the teaching-learning process of the basic mathematical operations: addition and subtraction

Dexterity 12: Solves a problem of application of subtraction with regrouping, statistically significant differences were obtained because the Sig value (bilateral) is lower than the p-value 0.05. Therefore, the null hypothesis Ho is discarded and the alternative hypothesis H1 is accepted which indicates that there is a significant difference in the development of the mathematical skill: It solves a problem of application of subtraction with regrouping, after the application of Taptana in the process of teaching-learning of the basic mathematical operations: addition and subtraction

With the application of the statistical tests described above, it has been technically verified that once the teaching-learning process through Taptana was carried out, a difference was produced that indicates an improvement between the scores reached by the students in the Initial or Diagnostic Test and the Final Test.

Considering the short time in which this experience took place, (10 weeks) it can be said that in general this result would be considered positive. An improvement in the mathematical skills concerning the accomplishment of different exercises on the decimal system and the capacity to operate addition and subtraction without regrouping and with regrouping is evidenced.

5. Conclusions

When analyzing the results of the application of Taptana for the teaching and learning of basic operations: addition and subtraction, without and with regrouping, it was found that Taptana is indeed a didactic resource suitable for this purpose. It was detected a significant



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change as far as the skillful handling of the decimal system, and important changes at the level of the capacity to operate sums.

In each exercise carried out, the student experienced the concretion of the number and the mathematical operation; the experience of knowing abstract entities through the senses of touch and sight, possibly strengthened his understanding of mathematics. Rousseau 1985 in the Emilio, referred that children reason very well when they know and have relation with their present, also pointed out that they cannot be asked to reason about what they are unable to understand. The Taptana is a tool that dynamizes the understanding of the implicit logic in the decimal system and in each one of the mathematical operations; its methodology facilitates the transit from the concrete to the abstract, the development of an active and autonomous thought; and consequently, an effective learning of the basic mathematical operations.

Albuquerque, (1953), with respect to the teaching of Mathematics postulated: "... to make everything or knowledge concrete" Thus, to make all knowledge concrete, to link it to the use of the senses would constitute a pedagogical premise to guarantee learning. Since mathematics is a structural science that supports the development of numerous concepts of science, it is essential to continue exploring diverse paths to improve the processes of teaching and learning mathematics. It is recommended to continue with the investigation on the validity of Taptana for the learning of other mathematical concepts such as multiplication, division and square root, given the richness, low cost and versatility of this material. Besides, it is considered indispensable to spread the use of educational resources like Taptana due to its educational, cultural and social contribution.

In Taptana, through activities such as building quantities, operating additions, subtractions, and regrouping, a series of mathematical concepts are given form. According to Radfor, (2006, cited in D'Amore. 2017. p. 125) mathematics is concretized in the planned activity in a time and space and nevertheless, it surpasses the planning, since all the implicit conditions cannot be determined in advance. He states that it is possible to get an idea of what will happen in the classroom, but that this process is not mechanical or deterministic. He emphasizes that the dynamics of work in the classroom will depend on how students and teachers are involved in the activity, on the response to each other, on the active interrelationships in terms of knowledge in general and of the institutions. The conditions for the proposed work with Taptana were favorable and allowed to reach the expected results.

The teaching and learning of basic operations through the use of Taptana is effective. The results obtained demonstrate it. The lack of interest in the search for effective methods to provide mathematical knowledge to children implies a great loss in their integral development. The serious situation of students in the region in relation to basic mathematical skills, shows the importance and urgency of carrying out research that supports the resolution of this problem.

Finally, it is important to urge the development of educational research since it is urgent to propitiate and promote the meeting of the most suitable mechanisms through which the teaching of mathematics can be effectively deployed.



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REVISTA

CÁTEDRA

Asesoría Educativa en el Ecuador: campos de tensión

Educational Consulting in Ecuador: Fields of tension

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Resumen

La asesoría educativa en el Ecuador emerge en el año 2013 como una función que reemplaza a la supervisión escolar. Prácticamente no existen estudios o análisis sobre esta importante función dentro del sistema organizacional del Ministerio de Educación. El presente artículo tiene como objetivo describir y relacionar los campos de tensión que existen en la gestión de la asesoría educativa. Los campos de tensión son aquellas situaciones de la asesoría educativa en las que se pueden encontrar dos extremos de interpretación. Para establecer los aspectos esenciales del estudio se realizó una investigación documental y una encuesta voluntaria a 30 asesores. Los campos de tensión son identificados con los siguientes criterios: requerimientos del sistema, intencionalidad, contexto, ámbito, enfoque, característica y permanencia. Se analiza antinómicamente: nivel central-nivel local, control-cambio educativo, escuelas iguales-escuelas diferentes, acompañamiento-evaluación, paradigma cualitativo-paradigma cuantitativo, verticalidad-horizontalidad y desaparición-estabilidad. La conclusión principal es que el nivel central predomina sobre el nivel institucional educativo en los aspectos pedagógicos y administrativos. Se define que es posible lograr equilibrios entre los diferentes campos de tensión identificados. También que la asesoría educativa es el equipo humano que puede lograr este balance a través de su gestión técnica de alto nivel y experticia. La prospección es que los decisores políticos del sistema afiancen la asesoría junto con su función complementaria que es la auditoría educativa.



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Palabras clave:

Asesoría, estándares, gestión, modelo, orientación, tensión

Abstract

Educational counseling in Ecuador emerges in 2013 as a function that replaces school supervision. There are practically no studies or analyses of this important function within the organizational system of the Ministry of Education. This article aims to describe and relate the areas of tension that exist in the management of educational advising. 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 is 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 is that the central level predominates over the institutional educational level in the pedagogical and administrative aspects. It is defined that it is possible to achieve a balance between the different fields of tension identified. It is also defined that the educational consultancy is the human team that can achieve this balance through its high-level technical management and expertise. The idea is that the political decision makers of the system will strengthen the consultancy together with its complementary function, which is the educational audit.

Key words

Advice, standards, management, model, orientation, tension

1. Introduction

Educational counseling is a function that, along with educational auditing, replaced school supervision. As part of this process, the Ecuadorian authorities presented in 2009 a draft Education Law as described by Aguerrondo and Xifra (2012a): "One of the proposals is the redefinition of the framework for the task of educational supervisors that arises from the needs to modernize the State and from a deep social questioning on the part of these State agents. (p. 5). The state reforms included a reorganization of the public administration in a considerable effort of deconcentration, territorial distribution, and government management.

The consultancy service orients, accompanies and carries out a formative follow-up of the pedagogical management of the fiscal and fiscal-missional educational institutions. These central activities of the consultancy expose the intention of the State to transform the educational system in terms of pedagogical accompaniment and evaluation. Thus, "it is externalized in the official replacement of the old system of educational supervision, characteristic of the centralized-regulated school model, by a new system, known as 'support and monitoring of educational management', which is consistent with the autonomous-regulated model. (Cevallos, 2016, p. 69). Within the set of reforms of the system, those referring to counseling represent a substantial change of direction in ministerial support for educational institutions.

As an emerging function within the educational system, there is no analysis or research on this organizational emergence. Therefore, the initial question is: What aspects characterize the emergence and initial development of educational counseling in Ecuador? The



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emergence of educational consulting is subject to the rigors of an institutional element of the State. A series of contrasting events have been present in the political context of its origin and early progress. In this process of change, situations of contradiction are established which, located within two poles of interpretation, are called fields of tension. Gómez et al. (2017) point out that the essential feature of this transformation is a kind of "oxymoron of political theory" (p. 11) in which a series of confrontational and even paradoxical aspects are interwoven. The identification of these fields of tension, establishing their characteristics and correlating them, is the problem addressed by the article.

This is essential in a reality of heterogeneous professional and academic institutional management teams, which requires constant support from the Ministry of Education. Methodologically, the article is of a descriptive and relational nature.

The main challenge of this research is the establishment of criteria for the characterization of educational counseling in its emergence. Pedagogical and political theory generally exposes the confrontation between the central and local levels as the main point of tension in an educational system. Identifying other aspects of opposition, placing them at the same level as the area of tension in the field, and unraveling an area that has been little reflected upon, is part of the challenge. Researching the processes of the educational system generated by the ministry of education has the difficulty of accessing official information. This can be overcome with the use of public documentation issued by the state agency, especially its adjective and substantive regulations. The investigation of state affairs is always sensitive to the political decision-maker who leads the processes, as in the case of the educational structure. This sensitivity can be a real, although unnecessary, impediment to academic research.

The article contains a retrospective view of educational assessment from the perspective of the function of school inspection and supervision. As a function that emerges in the system, it synthesizes some legal and current management aspects that characterize it. The main section addresses the seven identified fields of tension. This is a bibliographic approach and the presentation of the results of the survey that visualizes the reality from the educational advisory team itself. The respective conclusions obtained in relation to the research are presented and, in some way, evoke the prospective of the function.

2. General considerations

2.1 Remote background: educational inspectorates

Ecuador adopted its educational model fundamentally from the European side because of its historical characteristic of being a Spanish colony. From that time on, encyclopedic and bookish programs were imposed here. All the glimpses of education in the colonial time were under the sign of the Christian religion. "There was an alienating and authoritarian tendency aimed at supporting the crown and the means that the church had to impose its creed. (OEI, n.d., p. 5). This provision was maintained even with independence as a state in 1830. It was with the liberal revolution of 1895 and the following decades that important transformations were achieved in the field of education.

The political-cultural changes of Old Europe, inscribed in the "Age of Enlightenment", varied social ideas in Ecuador and, in fact, produced variations in the thinking about education and its institutional practice.



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The radical position of liberalism, its triumphs in the struggle for a new political power, determined that education was the responsibility of the State and that it had a secular and democratic conception; however, there were no changes in the class condition of education: the encyclopedic trait was reflected in the Europeanizing instruction that the minorities that held political and economic power received (OEI, n.d., p. 6).

Aguerrondo (2013) refers that "the historical origins of the function of school inspection go back to the emergence of modern educational systems and the formation of national states, processes that have occurred since the mid-nineteenth century. (p. 4). Specifically, the figure of the "inspector general of studies" appears for the first time in the French legislation of 1802. Since its inception, this function has had three tasks: control, support and linkage. The control in function of the different aspects of the administrative and organizational aspects of the educational institution. The support in terms of an advice given from a higher hierarchy and external to each school. The linkage by being a transmission belt from the central level to the intermediate and local levels of educational management. The perspective was that "through the fulfillment of these three tasks, supervision would lead to the improvement of the quality of education" (Carron and De Grauwe, 2003, p. 5). This approach was the fundamental principle that guided the activity of educational inspection in Europe and the countries of its pedagogical orbit such as Ecuador.

2.2 Historical references in Ecuador

Educational consulting has its historical roots in educational inspection and supervision, as an important element within the Ecuadorian system. At the dawn of the republic, specifically during the regime of Vicente Rocafuerte (1934-1938), the decree of the first Organic of Public Education was issued. This norm established the General Direction of Studies (predecessor of the Ministry of Education) and the Subdirections and Inspectorates of Instruction. The first as a regulatory agency and the second as the bodies in charge of complying with and enforcing the regulations (OEI, n.d., p. 1).

Subsequently, the Organic Law of Public Instruction of 1906, at the height of the liberal emergency, provided for the "School Visitors Office" within the provincial agencies. The function of the School Visitor, "was coercive and had as its objective to monitor, control, verify, and punish the deficiencies of the teachers, without offering them any type of orientation" (Piruch, 2005, p. 30). This at a time when there were shortcomings of all kinds. The 1912 Report to the Nation by the Minister of Public Instruction describes this reality:

We do not have adequate premises, nor do we have teaching tools, nor suitable personnel, nor texts, nor programs, nor a rational and direct pedagogical system that makes the school what it should be: a stimulating and invigorating center for the child's soul, an attractive center where the child finds something as a function of the work of his physical, moral and intellectual development. Dark, ramshackle and unhygienic rooms, where the child feels like depressed and suffocated, and therefore finds only a seat, if not an adobe or an earthen floor; grumpy teachers, whose hard mission consists in repeating in chorus the syllabary and falling down with fists on the boy that committed the crime of being distracted for a moment; forced, monotonous,



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continuous and abominable lessons as much as they are obstructive.
(OEI, n.d., p. 5)

From 1938 to 1966 the "School Inspection" was a provincial body within the Ministry of Public Education (OEI, n.d., p. 3). This denomination gives an account of a dialectic development of the function. Piruch (2005), specifies that:

School Inspectors strive to transform their role into one of guidance and assistance. They carry out their work in a more affable and cordial manner, less imperative, although the tendency towards self-sufficiency and the conviction that all decisions must come from above persists. In short, the attitude, the way of acting, had changed, but the procedures remained almost the same as those of the visitors (p. 24).

From 1966 onwards, it assumes the name "Educational Supervision" in the perspective of having a different role from the previous ones. Of course, there are important changes. However, the function maintains the hierarchical-pyramidal model of the State that imposes a vertical and bureaucratic organization of the educational system. This structure "has not allowed for the adaptation of education to the unique needs of the beneficiaries and different sectors" (Aguerrondo and Xifra, 2012a, p. 5). The National Model of Educational Supervision provided for the functions of the supervisor as comptroller, mediator and coordinator of the technical, pedagogical and administrative aspects. These functions were executed through monitoring, evaluation, accompaniment and assistance to the institutions. In other words, a supervisor had three functions: 1) Audit, 2) Consulting, and 3) Mediation.

The supervisory model and function were exhausted in the Ecuadorian educational system. The changes required by both the structure and the national policies defined in the Ten-Year Education Plan 2006-2015, imposed a transformation of this instance. Aguerrondo and Xifra (2011) point out that:

The Ministry of Education worked on the proposal of a new education law that was sent to the Legislative Assembly in September 2009 and was approved in January 2011. One of the most important proposals in this new law has to do with a substantive change in the model of educational supervision, since it proposes the elimination of the figure of supervisors and their replacement by two distinct roles: advisors on the one hand and auditors on the other (p. 4).

In view of its wear and tear on the system as a whole, the transformation of supervision into educational consulting and auditing was inevitable. The process involved the executive and legislative function of the Ecuadorian State due to the complexity of the issue and the actors involved. The transition included several supervisors who were referred to the new function after an evaluation according to the required profile.

Another important historical reference for advisory services in Ecuador is the educational supervision of the Intercultural Bilingual Education Model instituted in 1988. As defined by Piruch (2005): "The Intercultural Bilingual Education Supervisor is a technical advisory body that defines socio-organizational policies, pedagogical and administrative techniques, aimed at fulfilling the principles, goals and objectives of the Intercultural Bilingual



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Education System" (p. 46). Although it maintains the three functions of general educational supervision in the country, the advisory and support function was emphasized in this model.

The technical pedagogical support provided in early education is also the other reference point for educational counseling. The service to attend to the student population under six years of age was born in the light of the pottery revolution at the beginning of the 20th century. Pautasso (2009) states that "the incorporation of liberalism as a national system, the adoption of secularism as the fundamental axis of education, the emancipation and entry of women into the labor and intellectual market, the greater concentration of children, the development of a certain awareness in terms of harnessing the potential of the child" (p. 5), contributed to the origin of nursery education. At the end of the 20th century, the schooled modalities called kindergartens or incorporated to other educational institutions, received the pedagogical support of specialized supervisors in their majority. In the non-schooling modalities, there was technical and pedagogical assistance from teachers with specialization and experience in working with infants. These out-of-school modalities included the National Preschool Education Program - PRONEPE, Operation Child Rescue Program (ORI) and the Child Development Program (INNFA).

3. Educational counselling: an emerging function

3.1 Decentralization and educational quality

The most general references to educational consultancy are in the Organic Law on Intercultural Education - LOEI (Ministry of Education, 2016). Within the competencies of the Academic Council of the Intercultural and or Bilingual Education Circuit: "Art. 31.- To promote educational quality in establishments of the circuit together with educational advisors and auditors" (p. 35). As one of the functions of the public teaching career: "Art. 114.- Educational professionals may exercise the following functions: f) Educational advisors" (p. 64).

In the substantive legislation, there are several provisions in the General Regulations to the Organic Law on Intercultural Education (2015): in the set of powers of the Deputy Director or Vice Director of an educational institution: "Art. 45.- (numeral) 5. It determines the main function of the advisory service: "Art. 309.- To orient the institutional management towards the fulfillment of the educational quality standards defined by the Central Level of the National Educational Authority" (p. 89). The National Model of Support and Monitoring of Educational Management (MNASGE, 2013), specifies the functions in correlation to the aforementioned regulations:

1. 1. Advice and guidance for the implementation, development and execution of the curriculum.
2. 2. Orientation of innovation and educational change activities.
3. 3. Pedagogical communication and coordination.
4. 4. Accompaniment and monitoring of pedagogical and management processes (p. 9).

All these legal and technical determinations should be understood as the definitions of an emerging function in Ecuador. In the other Latin American countries, educational counseling continues to be part of the functions of educational supervision. In the case of Mexico, for example, educational advising also exists separately as a state service, but under the level of supervision (Antúnez, 2012 and López, 2010). Thus, in the continent, the Ecuadorian model is a pioneer in separating the control and support functions.



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The new model of educational management includes five levels as shown in Table 1. The essential activity of the actors at each level is defined by the professional statute of organizational management by processes (Ministry of Education, 2017a). These activities show the principle of a governing state and of minor coordination and execution instances that play a specific role close to autonomy. They express in practice the possibility of transforming the structure of the educational system in its architecture. Cevallos (2016) points out:

5. the institutional architecture of a school system refers to the way in which the schools in that system are structurally organized, including the power and other relationships established between the actors in the schools (mainly teachers and principals), the representatives of the State - national, regional or local - and other actors in the system, such as the students and their families, the unions and employers' associations related to education, and other members and sectors of society (p. 57).

Successful educational systems, among other factors for their improvement, have developed a level of mediation between educational institutions and the central level. Of course, in some countries this intermediation is accompanied by control and evaluation as is done by the inspectorates or supervision. In Ecuador, the very well-defined function for this function is educational counseling. Mourshed, Chijioke and Barber (2012) specify:

the educational systems we analyze are progressing on their path of improvement, they seem to depend more and more on an "intermediate level" that acts between the center and the schools. This intermediate level supports improvement by providing three important aspects to the system: practical and specific support to schools, a buffer between the school and the center, and a channel for sharing and integrating improvements among schools (p.18).

SYSTEM LEVEL	CORE BUSINESS
Educational Authority	It guarantees and ensures compliance with the right to education at all four levels of management.
Central Level	Design and update systems for educational consultancy in the administrative and pedagogical fields, in the deconcentrated levels
Zonal Level (9 Zones)	Coordinate and implement policies, regulations, strategies, plans and programs for educational counseling.
District Level (147 Districts)	Execute the policies, regulations, strategies, plans and programs for educational management consultancy.
Circuit Level (1117 Circuits)	Execute the policies, regulations, strategies, plans and programs for educational management consulting.
Institutional level	To advise and supervise the work of teachers.

Table 1: Essential Educational Advisory Actions

The empirical evidence confirms the need for a mediator between the ministry and the schools to achieve improved management in the classroom. The pedagogical literature ratifies this assertion under the premise that although educational institutions are the



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primary factor in improving the quality of learning "by themselves they are not sufficient to achieve this objective in a sustainable manner. (Cevallos, 2016, p. 57). It is indispensable "to help schools with knowledge obtained from scientifically validated studies and from experiences carried out by other centers to successfully implement and develop processes of change that allow them to better achieve their objectives. (Muñoz and Murillo, 2010, p. 8). Improved pedagogical management in educational institutions depends on their own internal strengths and the external support that consulting can provide. It should always be considered that this external support also includes the educational audit function that carries out the institutional evaluation. The two functions are those foreseen in the New National Model of Support and Follow-up that replaced educational supervision.

3.2 National situation

The transition process from supervision to educational counseling is ratified in 2011 with the approval of the LOEI (Ministry of Education, 2016). In practice, it begins with the incorporation of educational advisory teams in zones 6, 7, 8 and 9 of Ecuador. By 2018, teams had already been placed in the other zones of the country. However, there is a significant difference between what has been planned and what has been executed in terms of the human talent required in these teams. Table 2 shows these differences and the numerical situation of educational advisory services.

According to Agreement 557-2012 of the National Secretariat of Planning and Development (SENPLADES, 2012), there are "140 administrative planning districts, as well as 1134 administrative planning circuits, at the national level, for the management of the entities and agencies that make up the Executive Function" (p. 2). The initial design for the formation of the national educational advisory team provided for two advisors for each circuit, for a total of 2260. By the end of 2019, there were 146 officials, which is equivalent to 6.5% compliance. Administrative zones 8 and 9, Guayaquil and Quito, were the most equipped with 21.6% and 14.7%. The least served, with 1.9% and 2.9%, respectively, were Zone 4 (Manabí and Santo Domingo de Los Tsáchilas) and Zone 5 (Bolívar, Guayas, Los Ríos, Santa Elena and Galápagos).

Zone	No. of districts	No. of circuits	Projected number (Number of circuits x 2)	Executed number	Percentage executed
1	16	139	278	9	3,2 %
2	8	58	116	9	7,8 %
3	19	142	284	11	3,9 %
4	15	155	310	6	1,9 %
5	25	192	384	11	2,9 %
6	17	120	240	25	10,4 %
7	19	165	330	19	5,8 %
8	12	67	134	29	21,6 %
9	9	92	184	27	14,7 %
Delimited No.		4			
Total	140	1134	2260	146	6,5 %

Table 2: Number and percentage of educational advisors projected and executed



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To the scarce number of educational advisors, we must add their referral to various activities determined by the Central Level of the National Educational Authority. From the beginning, within the system, they carried out activities other than those of counseling. They were support in the registration processes that since 2014 are carried out through technological platforms by the Ministry of Education. They acted as support in the high school diploma. They guided coordinators and operators in the sites for the transfer of students who are referred to the fiscal system. They fulfilled the functions of educational auditors in those institutions that entered into situations of organizational and management complexity. They have carried out and continue to carry out administrative functions at the level of zonal coordination, departmental units of the ministry, and district directorates. They were and are counterparts of the Ministry of Education before various governmental and non-governmental organizations. Most of these activities and others that have been executed are related to educational regulation. As of 2018, referral was less frequent and the teams were able to focus their management within the specific functions foreseen for educational counseling.

3.3 Action of educational counselling

Consulting is a process of orientation and accompaniment of educational management in the perspective of the institutions reaching quality standards. The MNASGE (2013) designed by the Ministry of Education considers it as "a technical action of a professional nature whose main function is to guide institutional management" (p. 9). This general orientation process is subdivided into specific processes set out in the Manual de Asesoría Educativa (Ministry of Education, 2014). The first corresponds to planning, which contains as activities the "preparation, identification, preparation and acceptance of applications, organization of advisory activities and agenda planning" (p. 10). The second sub-process is the assessment itself, which involves among its actions the "situational diagnosis, assessment planning, accompaniment and monitoring of the implementation and evaluation of results" (p. 10). Finally, the cycle closes with the evaluation that includes "assessment, analysis of results and professional development activities" (p. 10). This manual is one of the main references that the advisory teams have for the development of their function.

The general process described here refers to the educational assessment outside the school. For reasons of the emergence of the function, the symbolic figure of counseling is perceived in the team of professionals sent by the ministry to the institution. However, as already established in the legal basis, educational counseling is also the responsibility of the principal authorities of an institution. These elements contribute to the classification of educational counseling as external and internal. The external one corresponds to the work that is designed, executed, and evaluated by the team of professionals designated for that purpose by the educational authority. The internal one that refers to the attribution of the rectorship or school direction in the area of support to the teaching staff. In any case, the principle is that the educational institution is understood as an organizational, administrative, and pedagogical unit. This notion of totality means that external or internal educational consulting must direct its efforts toward meeting the standards of school management. Therefore, for the Ministry of Education (2017b), these standards:

apply to educational institutions. They refer to management processes and institutional practices that contribute to the proper functioning of



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the institution. In addition, they favor the professional development of the people who make up the educational institution, allowing it to come closer to its ideal functioning (p. 14).

The standards of school management determine the actions of the advisory teams. In the dimension of administrative management, it has to do with institutional organization, professional development of authorities and teachers, institutional information and communication, and infrastructure, equipment and complementary services. In the second dimension, the pedagogical one, there is the teaching and learning component and the student counseling and pedagogical reinforcement. The third dimension refers to school coexistence and participation and strategic alliances for cooperation for development. The fourth dimension corresponds to risk management and protection.

In practical terms, external educational counseling accompanies the governing bodies in the construction of various strategic planning tools. These tools are elaborated, ideally, with the participation of the entire educational community under the leadership of the authorities. The advisory team should be involved in the two aspects involved in the construction of strategic planning elements: processes and products. It involves accompanying the authorities of the educational center in the design, elaboration, application and evaluation of three essential instruments: Institutional Educational Project, Institutional Curricular Planning and Code of Coexistence. The orientation of the advisory team includes elements such as the attention to students with Special Educational Needs with curricular adaptations. Also, the support to the internal training in some institutions and the construction of documents of administrative and pedagogical procedures. An important aspect that helps the work of the external advisory team is the implementation of cooperative work in institutional networks.

The action of the external advisory team in the educational institutions has as a starting point three established motivations. The first is the attention to those institutions that have an educational audit report. In this case, the critical points found are analyzed and an improvement plan is elaborated with the processes and products to be fulfilled. The second is the institutional request in which it provides guidance on the specific points indicated in the request. The third one is those processes generated by the zonal coordination or sub-secretariats and the National Direction of Educational Management Consultancy - DNAGE.

The accompaniment visit implies an action protocol that is established in the Code of Ethics defined by the DNAGE (Ministry of Education, 2014). The established ethical principles are: "professional behavior, objectivity, confidentiality, cooperation and loyalty, criticality, initiative" (p. 8). Professional behavior implies the expression of the following ethical values: "freedom and responsibility, honesty, punctuality, tolerance, justice, service, observance and respect for the norm, and commitment" (p. 7). The concrete application of these principles and ethical values provides confidence in the actors and subjects of the consultancy at the different levels of the system.

4. Methodology

The article, in methodological terms, is of a descriptive nature since it "seeks to specify the important properties, characteristics and profiles of individuals, groups, communities or any other phenomenon that is subject to analysis" (Cortés and León, 2004, p. 20). It implies a documentary investigation of historical and current aspects of the advice known in other countries as part of the school inspection or supervision. Historically, it synthetically traces the trajectory of this function throughout its presence in the educational structures at the national level. It involves an analysis of the adjective and substantive legislation



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surrounding the educational advisory function within the Ecuadorian system. The current aspect determines the configuration of the educational system at different levels of self-management in what corresponds to the subject. An anonymous and voluntary survey was carried out among thirty advisors in active service and untied due to retirement at a national level. In this way we obtained the perception of this professional group on the identified fields of tension and anchor the reflection in their reality.

5. Results and discussions

5.1 Fields of tension in educational consulting

Fields of tension are those situations in educational counselling where two extremes of interpretation can be found. Although they are presented as antipodes in terms that are clearly opposed, their differences should not be understood as insurmountable. Rather, these situations are antinomies: "contradiction between two legal precepts or between two rational principles" (RAE, 2019). These oppositions are dynamic and will depend on the time and space of their application so that they can be expressed towards one of the poles of interpretation. In general terms, these dynamics would allow for a balance in the management of educational counseling. The fields of tension with the criteria for their definition are found in Table 3.

FIELD	CRITERIA	OPPOSITION
Field of tension 1	System requirements	Central level versus local level
Field of tension 2	Intentionality	Control versus Educational Change
Field of tension 3	Context	Same schools versus different schools
Field of tension 4	Scope	Accompaniment versus Evaluation
Field of tension 5	Focus	Qualitative Paradigm versus Quantitative Paradigm
Field of tension 6	Relationship with executives	Verticality versus Horizontality
Field of tension 7	Permanence	Disappearance versus Stability

Table 3: Tension Areas in Educational Consulting

Standaert (2012) constructs the framework for interpreting the quality of education in terms of the influence of central-level policy with that of the local level. "Inspection systems are organized at the central level, from where the quality of schools is monitored and assured through that function" (p. 31). The educational structure as a whole is designed from the central level through legislation and public policies determined by a government. This structure has enormous weight and imposition in the definitions made at the local educational level. The compulsory curriculum (organization by areas, objectives, content, etc.), educational sub-levels, structure of internal institutional bodies, and many aspects are determined "from above". Obviously, these determinations establish specific administrative and pedagogical dynamics at all other levels of the educational system.

On the other hand, one must consider the cultural diversity and elements of the economic and sociocommunity environment of the educational institution. Internally, the institutional culture is made up of a heterogeneous academic training of teachers, the climate of coexistence, leadership capacity and many other factors. From the perspective of change and the teaching profession, "schools are not organizations where you learn. In general, they are not interesting or rewarding places for teachers or students" (Fullan and Hargreaves,



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1999, p. 12). The implementation at the local level, for Ecuador the district, circuit and institutional levels, is subject to contingencies inherent to the context in which it takes place.

As can be seen in Table 4, the external educational advisory teams believe that the central level prevails over the institutional level. It should be considered that in the public regulation of educational systems there are three emerging effects: The "contamination effect" or the dissemination of discourses, texts, and ideologies; the "hybridization effect" understood as the overlapping and crossbreeding of different logics, discourses, and practices in the definition and in political action; and the "mosaic effect" that allows for the identification of the progressive change of the traditional idea of the educational system" (Miranda et al, n.d., p. 1). A plausible explanation is that there is a juncture, somewhat extended in time, of the emergence of the advisory function. Its positioning in the system, which should be considered a global innovation, requires state leadership that can only be carried out at the ministerial level. Not doing so would imply the configuration of a dispersed function without identity. However, part of that identity should accept that curricular implementation is an institutional responsibility and requires support in that direction.

In the educational advisory function, the determinations of the central level of the Ministry of Education prevail over the needs of the institutional level (schools, colleges).	
I totally agree	40 %
Agree	43 %
Neither agree nor disagree	7 %
Disagreeing	7 %
Strongly disagree	3 %

Table 4: Tension field 1: Central level versus local level

The second field is that the action of educational counseling becomes a "control agency or a factor of educational change" (Velásquez, 2011, p.1). At the extreme of becoming an element of control, it would have a function that emphasizes the administrative over the pedagogical. It would be characterized by an auditing and punitive action that emphasizes the verification of the way in which the legal regulations in force are applied. This verification, by express delegation of the law, presupposes the confirmation of the school's functioning, especially with regard to the directors and teachers. The consequence of this control leads to the exercise of another broader function, which is that of institutional evaluation" (Casanova, 2005, p.3). Excessive control heteronomizes institutional management, creates dependency, and practically diminishes an institution's own administrative and pedagogical initiatives and development. As an agent of change, consulting is the service that is best positioned to guarantee appropriate quality development of the institutions. This is achieved through knowledge of the legal regulations in force and their contextualized compliance. The consulting teams have conceptual and empirical mastery in the different areas of administrative and pedagogical management. Such expertise results in guiding the change of an institutional dynamic that requires renewal for its development. It includes an influence that can achieve renewed capacities in the institutional actors. This extreme also applies to the capacity of mediation between the different levels of management of the system that the educational consultancy has.



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In Stress Field 2, expressed quantitatively in Table 5, it is established that most of the external educational advisory teams think that the control aspects investigated are the ones that predominate. It is consistent with Stress Field 1, since the central level is understood to emphasize the verification of the implementation of the norms. Muñoz (2017) states:

In the control societies a new order appears whose regime of domination tends to optimize and increase in subtlety those forms of power of the disciplinary regime. In them, the individual no longer needs to be in a closed institution to be subjected to certain technologies of power: The walls of the institutions collapse; so it becomes impossible to distinguish between the inside and the outside (p. 325).

Therefore, an element that weighs heavily is that the authorities and teachers of educational institutions look at the educational advisory teams as the previous supervision. It should be considered that because of the structure of the survey, the question was asked about one pole of the field of tension and not the other.

In the function of educational consultancy, the verification of the way in which the regulations in force are applied and the confirmation of the organizational functioning of the educational institution are predominant.	
I totally agree	37 %
Agree	47 %
Neither agree nor disagree	3 %
Disagreeing	7 %
Strongly disagree	7 %

Table 5: Tension Field 2: Control versus Educational Change

The third field of tension in consulting is produced by the political-educational context that generates the binomial institutional homogeneity/diversity. On the one hand, the support of an institutional process or product seeks to guarantee that all schools and colleges reach educational quality standards in a more or less similar way. This refers to compliance with the compulsory curriculum, the minimum organization required in administrative and pedagogical matters, and the definition of the curriculum. It is intended that there be homogeneity in the existence of documents and strategic processes such as the Institutional Educational Project, Institutional Curriculum Plan and Code of Harmonious Coexistence. On the other hand, the focus is to contribute to making educational institutions different. This distinction has its source in the differences of its student population or educational level that it has in its offer. It takes into account the community contexts that surround the school, the socio-cultural groups it serves. This perspective attends to and promotes institutional potentialities towards relative autonomy with respect to the deconcentrated levels of which it is part. In this pole, the advisory teams will not change the function or the standards but the type of process and content of the accompaniment.

The answers of the advisors are dispersed in this question about the similarity/difference of the institutions they support as can be seen in Table 6. While 33% are "Strongly Agree" and 30% "Agree", there is another 30% who are "Disagree" and "Strongly Disagree". Overall, it is considered that the essential thing is that the institutions achieve the standards equally and simultaneously their products and processes are adequate to their school context. It is



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possible that in the question "similar" has been understood as a general requirement of the system without necessarily neglecting the specifics of the institutional reality.

For the advisory teams the perspective is that schools/schools achieve as similar as possible the standards of educational quality.	
I totally agree	33 %
Agree	30 %
Neither agree nor disagree	7 %
Disagreeing	27 %
Strongly disagree	3 %

Table 6: Tension Field 3: Same Schools versus Different Schools

The fourth field of tension arises when the evaluation (control) and advisory functions of educational supervision/inspection are contradictory. In the Ecuadorian case, since these responsibilities are separated into teams of different officials, the situation even arises very frequently. Consulting implies accompanying institutional directors in the various processes aimed at improving educational quality standards. The beginning of this accompaniment requires an institutional evaluation that is not always possible to be carried out by the educational audit team. In general, the advisory team also applies a situational diagnosis foreseen in its procedure's manual. The institutional evaluation report issued by the educational audit team contains a series of recommendations. Strictly speaking, this corresponds to the functions of the advisory team but which the auditor cannot fail to establish as suggestions.

The accompaniment carried out by the educational consultancy implies having an institutional evaluation carried out by the same team of advisors.	
I totally agree	27 %
Agree	30 %
Neither agree nor disagree	6 %
Disagreeing	17 %
Strongly disagree	20 %

Table 7: Tension Field 4: Accompaniment versus Evaluation

The relationship between monitoring and evaluation is notoriously dispersed, as can be seen in Table 7. The accumulated 57% agree and 37% disagree. The majority of schools/fiscal colleges have not been audited and therefore do not have their institutional evaluation. This is explained by the number of educational auditors that is significantly less than the number of advisory auditors. This leads to educational advisory teams developing a situational diagnosis as foreseen in their manual and eventually considered as an institutional evaluation. Otherwise, the determination of the educational advisory and audit functions is very clearly specified in the regulations and design of the MNASGE.

The fifth area of tension is presented in the perspective that counseling is essentially a socio-educational process that requires research to contextualize its development. There is a wide literature in the academy about qualitative and quantitative paradigms, both in their epistemological foundations and in the methodological elements that make them concrete.



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Here we try to make a specific application in the context of Ecuadorian educational consulting. Emphasizing the quantitative in the consulting activity implies prioritizing the parameters of support and accompaniment in strategic planning. For this reason, it is of a deductive nature. It emphasizes the number of visits, the frequency of meetings with institutional authorities, the number of accompaniment processes, among other aspects of quantity. Everything is transformed into numerical data: situations observed, attention records, application measures, achievements and difficulties. The quantitative method gives importance to the objective, the precision of the procedures and the quantification based on indicators established through variables. In the qualitative aspect, the educational consultancy bases its actions in strict relation to the characteristics of the group of authorities, teachers and the institutional environment. Therefore, the qualitative perspective is of an inductive nature. It tries to understand the school director within his own scenario that constitutes the reference framework for the development of the accompaniment processes. The information is delivered as descriptive texts, narrative results of their observations, explanations of interviews conducted, among other forms.

Table 8 shows that 57% of the people surveyed agree with the accumulated data. 37% disagree that the objective prevails over the subjective and generally over the specifics. The pressure to deliver information to the higher levels of the national education authority and other state bodies is the main motivation for this emphasis. For decision making at the central and zonal levels, this field information produced by the advisory teams becomes an indispensable input. This demand within the system imposes the perception of the prevalence of the quantitative paradigm over the qualitative one. However, a third of the people surveyed consider that their advisory work is the particular and the institutional realities are important as part of their function.

In the function of educational advising, the objective prevails over the subjective, those of generalizations over the specificities.	
I totally agree	27 %
Agree	30 %
Neither agree nor disagree	6 %
Disagreeing	17 %
Strongly disagree	20 %

Table 8: Tension Field 5: Qualitative versus Quantitative Paradigm

The sixth area of tension has to do with how the consultancy is perceived in its relationship with the institutional management and teaching teams. At one extreme is the perception of verticality that would characterize the previous educational supervision and whose remnant remains in the institutional actors. In this regard, Marcos Santos (2005) states that:

Verticality as a way of thinking and perceiving reality is, of course, an ideology, as the legitimizing thought of a society characterized by division and separation among its members. It implies the often-unconscious ordering that the subject makes of other people, a vertical ordering in which he and others are placed on a scale of ups and downs (p. 4).

This image comes from the authoritarian and imposing model that carried the control and evaluation attributions of educational supervision/inspection. It is transferred to the new advisory function as a sort of institutional inheritance within the educational system. The hierarchy acts as an argument *ad hominem*: the action of the advisory teams is vertical



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because it is the educational advisors who assume it. The perception is ratified by the external advice through administrative/pedagogical expertise, management of regulations and academic training of ministerial and zonal advisors. The internal educational advisors confirm that those who comply are the institutional authorities who hold the highest positions in the organizational stratification of the campus.

On the side of horizontality, we have the definitions established by the Ministry of Education (2013) in the MNASGE. In this document it is specified that "the educational consultancy is characterized by being a horizontal, democratic, participative process, respectful of the teacher's knowledge, focused on the educational institution, formative, professional and collaborative". (p. 11). The perspective in the transformation of the previous supervision is that the external consultancy does not become an administrative authority of the educational institutions. To this end, no powers were assigned for the granting of licenses or permits, control of attendance and punctuality, or individual evaluation of authorities or teachers. This gives a certain legal equality between authorities and educational advisory teams and avoids acts of coercion or dependence. Horizontality allows for the construction of otherness based on dialogue between these educational actors. It is "an opening to the other, which starts from the intimate conviction, at the deepest levels of the psyche, that the other is worth, that he or she can contribute something" (Santos, 2005, p. 6). This conviction is part of the consulting profile and it is ratified in the moments of induction to management and in their professional training. Otherwise, the other is not far away, since the people who do consulting generally have the previous function of being an institutional authority.

The responses of the advisory teams consulted consider that horizontal work is the one that predominates in the exercise of their function. Table 9 shows that 73% of the respondents "agree" and 17% "agree" (90% cumulatively) on this characteristic of the advisory function. Only 3 % say they "Disagree" and 7 % "Neither agree nor disagree". The relative legal equality and supportive attitude of most advisory teams has helped to cement this trait of horizontality. Counseling is at the height of an educational career that begins as a teacher and moves to the fulfillment of various responsibilities including that of institutional authority. This generates empathy, understood as the capacity to recognize the management of an authority or management team by the advisor.

In the educational advisory function, the idea of horizontal work prevails over vertical work with institutional authorities.	
I totally agree	73 %
Agree	17 %
Neither agree nor disagree	7 %
Disagreeing	3 %
Strongly disagree	0 %

Table 9: Tension field 6: Verticality versus Horizontality

The seventh field of tension concerns the permanence or disappearance of the advisory function within the Ecuadorian educational system. The disappearance corresponds to the limited number of advisors that have official appointments by 2019, which are 146 at the national level. As indicated in Table 3, this number is far from the projected 2260, as only 6.5% would be covered. It is even far from having at least one advisor for each of the 1134 existing educational circuits. The other fact that corroborates this perception of the disappearance of the function is that this number of external advisors is decreasing significantly. This is due to the fact that in large part they are more or less close to retirement and their departures have not been replenished with other officials. The advisory teams also



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feel that their work is not sufficiently valued by the authorities at the central level. Even in some past administrations their role was questioned before the same minister of the sector. In addition, they have the perception that the other levels of the ministry, zones and districts, are unaware of the scope and responsibilities of educational counseling. These quantitative and evaluative data contribute to the lack of positioning of the advisory service within the national educational authority as a whole. It is likely that this situation is a consequence of the diversity of characterizations that frame educational counseling. Tamayo and Sandó (2011) point out several terms in this designation: "function, activity, actions, service, process, among others, which show substantial differences in criteria and reflect inconsistency in its conceptual and methodological apparatus" (p. 6). This dispersion would mean that, in the Ecuadorian case, the figure of the advisor and the function of educational counseling would be totally or partially invisible. Ignorance "of what counseling does" is commonplace at the central, zonal, and district levels of the national educational authority.

The continuity of the advisory function is assured by its importance within the educational system. The main aspect that stands out is its location within the structure. As "frontier actors", they are located between the central and district/circuit levels. This is a privileged locus: the team of officials acts as a mediator between the provisions of the central level and the requirements of the local level. The mediation capacity is validated and ratified by the administrative, pedagogical and academic expertise that is the profile of the advisor. This team allows that the dispositions, fundamentally the pedagogical ones, of the central level, can be executed in the educational institutions in an efficient and effective way. In addition to the pedagogical ones, the orientation that the advisory teams carry out in the other dimensions of the standards is characterized by its complexity. Standaert (2012) mentions that:

the axis from the central level to the local level is multidimensional. Some aspects are delegated to the local level and others are centralized, resulting again and again in a complex balance of aspects that are centralized and others that are defined at the local level. The number of aspects, their importance and the way they are organized defines the degree of centralization or decentralization of a system (p. 60).

Overcoming these tensions through a comprehensive understanding of institutional management in a dynamic environment with the central level requires the action of an advisory team. Maintaining the focus on the educational institution as the trend, with due flexibility and a balance with the provisions, is possible with advice. The challenge of the advisory team, as a team with the capacity to understand the norms and responsibilities of the educational actors, is to achieve institutional pedagogical autonomy. Its relevance lies in overcoming these contradictions. With the knowledge of its importance of mediation and relevance as a function, the counseling will have a support of stability within the system.

How do the advisors who answered the survey perceive their permanence within the system? Table 10 shows that a third of the advisors think that the provisions of the central level authorities do not point to the stability of the function in the system. The other third of respondents say "Neither agree nor disagree" which implies uncertainty. The final third perceives that there would be stability and that the educational advisory function will be maintained in the national educational structure. The majority expresses the dilemma of the stability of the function and therefore its own permanence in the job market. It can be



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presumed that this insecurity has levels of impact on the management of educational advising. The results indicate that if efficiency and effectiveness are to be achieved in the management of educational advising, firm communication is necessary among political decision-makers regarding its stability. This decision has a legal basis at the adjective and substantive level and in the importance that the advisory function has throughout the system. The MNASGE considers a transition time of up to five years to implement the function (MINEDUC, 2013).

During this period it will also be necessary to progressively advance in the implementation of all requirements, which means generating indicators for a computerized monitoring system and designing the system, developing and agreeing on quality standards, training educational institutions in self-evaluation procedures and training agents in the two functions included in the Model: consulting and educational auditing.

Decisions by state authorities suggest that the educational advisory function will remain stable rather than disappear.	
I totally agree	20 %
Agree	13 %
Neither agree nor disagree	30 %
Disagreeing	30 %
Strongly disagree	7 %

Table 10: Tension field 7: Disappearance versus Stability

These requirements have generally been met. The importance of consulting within the system is defined as the entity that guides the institutions towards the achievement of educational quality standards. There are validated mechanisms for the selection of new advisors and processes for inducing those who earn the right to work to exercise the function. It is time for those who hold high positions in the national educational authority to make the political decision to implement the model according to the reality of the country.

6. Conclusions

The main conclusion of this study is that the central level prevails over the deconcentrated levels including the educational institution. Part of this prevalence involves the level of zonal coordination that for Quito and Guayaquil is the responsibility of the metropolitan sub-secretariats of education. The predominance corresponds to the determination of the processes and products that the educational advisory teams must execute in the schools and colleges.

The second conclusion is that it is possible to achieve a balance in areas of tension. The authoritarian imposition of any kind of level over another in educational and pedagogical matters is inappropriate for the system as a whole. Since the educational advisory teams are the main actors on the border between the different levels of the system, their actions



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bring equity to the structure. It is the consultancy that provides a balance between the determinations of the center and the realities of the periphery.

The third conclusion is that the advisory function is the only instance that can mediate at a high technical level between the levels of the system. The management space of the advisory teams at the level of educational institutions is differentiated. The products and processes determined by the central and zonal levels are oriented according to the institutional reality of each educational center. The educational advisory teams have the expertise to achieve this mediation that provides specific attention to the school institution. It is determined that one of the essential characteristics of the consultancy is its horizontality in relation to the institutional management teams. This results in their capacity for balanced and technical intervention between the different levels of the educational system, especially with schools.

As a fourth conclusion, it is established that there is a need for ministerial authorities as political decision makers within the system to ensure the permanence of the educational advisory function. Beyond the temporary circumstances, independently of their temporary passage through the ministry, the authorities at the central level must affirm the stability of the permanent officials. It implies the gradual expansion of the educational advisory teams and the restitution of those who leave due to resignation or retirement. The number of educational advisors can be four per district for a national total of 560. In this case, a minimum of two per district is required, which means that 280 educational auditors would be needed.



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REVISTA

CÁTEDRA

Incidencia de los factores personales, ambientales, y de interacción social en la deserción escolar en educación a distancia – virtual

*Incidence of personal, environmental, and social
interaction factors in school dropout in distance - virtual
education*

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Resumen

La deserción escolar es, probablemente, el mayor problema que afecta a los sistemas de educación a distancia – virtual. Por ello, estudios contemporáneos mencionan que es necesario investigar con sentido crítico los factores que generan esta problemática. En este sentido, en el programa del Bachillerato a Distancia – Virtual de la Unidad Educativa Juan Montalvo de la ciudad de Quito, como unidad comprometida con la educación de personas jóvenes y adultas con escolaridad inconclusa, se planteó como objetivo evaluar la incidencia de los factores personales, ambientales, y de interacción social en la deserción escolar de este programa. El estudio se desarrolló bajo un enfoque cuantitativo de corte correlacional, y para el levantamiento de la información se aplicó un cuestionario en línea a estudiantes de primer y tercer año de Bachillerato General Unificado. El análisis de los resultados se realizó con el 5% de error, y se aplicó la prueba Chi-Cuadrado para determinar la independencia o correlación entre las variables. Los resultados indicaron que la mayoría de los factores personales y ambientales no inciden de manera significativa en la deserción



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escolar. Mientras que, los factores de interacción social, en su mayoría, demostraron incidir significativamente en la decisión de desertar o abandonar los estudios.

Palabras clave

Deserción escolar, educación a distancia, educación virtual, factores personales-ambientales, interacción social,

Abstract

Dropout is probably the biggest problem affecting distance - virtual education systems. For that reason, contemporary studies mention that it is necessary to investigate with a critical sense the factors that generate this problem. In this sense, in the program of the Distance - Virtual Baccalaureate of the Juan Montalvo Educational Unit of the city of Quito, as a unit committed to the education of young people and adults with unfinished schooling, the objective was to evaluate the incidence of personal, environmental, and social interaction factors in the school dropout of this program. The study was developed under a quantitative approach of correlation, and an online questionnaire was applied to first and third year students of the Unified General Baccalaureate. The analysis of the results was made with a 5% error, and the Chi-square test was applied to determine the independence or correlation between the variables. The results indicated that most of the personal and environmental factors do not have a significant influence on school desertion. While, most of the social interaction factors showed to have a significant influence on the decision to drop out or to abandon the studies.

Keywords

School dropout, abandonment, personal and environmental factors, social interaction, distance education, virtual education

1. Introduction

A contemporary study in the Ecuadorian educational context mentions that school desertion is a latent problem that threatens the educational system, the student body, and the development of the country (Posligua, 2019). In fact, dropping out of school at any level and in any educational modality represents a very high social and economic cost, both for students and for educational institutions, and finally, for society in general (Morfin, González and Palomera, 2018).

This problem is even more acute in distance education programmes, since, although they enroll more students, they also face higher drop-out rates than the face-to-face modality. In this regard, Acuña (2018) mentions that dropout levels are usually 20% higher in distance education programs than in conventional education.

For decades, researchers have studied the factors that trigger drop-out in distance education, mostly at the higher education level. At the National Open and Distance University of Colombia, lack of economic resources and time incompatibility are the most important factors in drop-out, which fluctuates between 40 and 60% (Peralta y Mora, 2016). A program of the Instituto de Aprendizaje en Línea, in Mexico, reported that academic factors, mainly low school performance, generated a dropout rate of 61% (Morfin, González and Palomera, 2018). Similarly, the online leveling program for the degree in social work at the University of Guadalajara reported 40% dropout, mainly related to



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personal factors such as illness and employment status, among others (De Aguinaga and Barragán, 2007).

Although the problem of school dropout has been studied for several years, and in different educational modalities, it is necessary to mention that there are not many studies or research that provide sufficient information on the subject (Peña and Rodríguez, 2019). Few studies have been carried out on drop-out at the secondary school level in the distance mode, and even fewer studies have focused on drop-out in distance - virtual - secondary schools in Ecuador.

In this regard, in Ecuador, the Ministry of Education offers the Distance Learning - Virtual Baccalaureate through the Juan Montalvo Education Unit in the city of Quito. This program is developed through the educational platform Moodle, in a completely virtual way and serves young people and adults who are behind in school, giving them the opportunity to complete their secondary studies. However, despite the fact that enrolment rates increase every period, there is a drop-out rate that worries teachers, coordinators and authorities. It is worth mentioning that there is currently no official data in the public domain regarding dropout levels for this program, nor is there a study to determine the causes of this problem.

All of the above-mentioned factors led to this research, since it made it possible to analyse the drop-out rate of the Virtual Distance Learning Programme and its relationship with personal, environmental and social interaction factors. Furthermore, no study has been carried out at the Juan Montalvo Educational Unit in the city of Quito to investigate the causes of this problem. Undoubtedly, identifying the factors that cause students to drop out of the Distance Learning - Virtual Baccalaureate is a good start to understanding this problem.

With what has been said up to this point, the objective of the present study is to evaluate the incidence of personal, environmental and social interaction factors on school drop-out from the Distance Learning - Virtual Baccalaureate programme. To this end, the first part of the article presents a brief theoretical approach to the concept of school dropout, to the models that allow understanding the phenomenon, and explains the theoretical framework used in this work. In the second part, the methodology used to obtain and analyze the data is detailed. In the third part, the main results are presented. Then, in the fourth part, the results of the study are discussed, and finally, in the fifth part, the most relevant conclusions of the work are pointed out.

1.1. School desertion

The term desertion, according to the Royal Spanish Academy, comes from the Latin *desertio* meaning abandonment. In this sense, one can qualify as a deserter that person who resigns, desists or abandons an activity, goal or objective that kept him/her linked to an institution (González, 2002). In other words, desertion is a concept that indicates cessation or withdrawal from a process.

In the educational context, dropping out occurs when the student abandons all types of relationships that in some way kept him or her tied to the educational institution (González, 2002). This abandonment can be considered a multifactorial phenomenon, since it is caused by a combination of factors that originate in the educational institution, as well as in individual, family and social environments (Venegas et al., 2017).

In this regard, Muñoz (2013), mentions that dropping out of school is an act where the student disengages from the educational system due to causes of different nature. This



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assertion converges with that of Tinto (1982), who defines dropout as a situation faced by the student when he or she leaves the school process for one or several reasons, and fails to complete his or her educational project.

In Ecuador, the Ministry of Education defines drop-out as the number of students who dropped out of a school year before its completion, with respect to the total number of students enrolled in that school year (Antamba, 2015). This latter definition shows that, at times, the term dropout is associated only with the indicator that measures student absenteeism or abandonment of educational institutions (Muñoz, 2013).

With this in mind, it is somewhat difficult to provide a precise definition of dropout (Muñoz, 2013), since several authors have defined it from different perspectives. However, there is consensus on defining it as the student's abandonment or absenteeism from the educational system, leaving aside all academic training (Pugo, 2017). In any case, no definition expresses the full complexity of this problem, so each researcher adopts the definition that best suits their objectives and the problem to be investigated (Tinto, 1989).

1.2 Theoretical models explaining school desertion

For the study of dropout in general, there are different theoretical models that try to explain the reasons why students drop out or leave an educational institution. Most of the so-called theories are organized as models, in which they relate various variables and events that explain and describe certain student behaviours (Cruz, 2003).

One of the most frequently cited authors in studies on the subject is Vincent Tinto, who, based on Durkheim's work, mentions that the conditions that lead a person to suicide are similar to those that lead a student to drop out of school (Benítez, 2016). Tinto (1989), after an exhaustive analysis of studies on the subject, classifies the factors that precipitate dropout into five frameworks: 1) psychological; 2) social; 3) economic; 4) organizational; and, 5) interactional.

The first one addresses psychological variables such as personality, motivation, and skills of each student. The second framework addresses factors such as social status and gender as predictors of social advancement and school success. The economic framework establishes the causes that students manifest in terms of the costs of their decisions in relation to their income; this component is crucial when it comes to deciding whether to stay in school. In regard to the descriptors of the organizational framework, they refer to the variables attributable to educational institutions, such as administration, infrastructure, resources available to them, teachers, etc. Finally, within the inter-institutional framework is the reciprocity that may occur between the personal and the organizational sphere.

Vincent Tinto's vision is a general perspective that has served as a starting point for the rest of the theoretical models that have been developed by authors dedicated to the subject of school drop-out. These models present variations in their organization, but, conceptually, maintain the essence of this general vision with slight modifications according to the school context under study.

For example, Espíndola and León (2002) establish two frameworks for interpreting the factors that precipitate school drop-out, an extrasystem framework and an intra-system framework. The first addresses factors of the students' socio-economic situation and family context, while the second considers institutional, academic, and teaching factors. Thus, authors such as Vásquez and Rodríguez (2007), agree and synthesize the factors that



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influence school dropout in four groups, individual, socioeconomic, institutional and academic.

Likewise, in the field of distance education, García (2019) proposes three frameworks to explain the factors that influence school dropout: 1) factors attributable to the student; 2) factors attributable to teachers; and, 3) factors attributable to the educational institution. In the same sense, Frankola (2001), in a more detailed way, mentions that factors such as lack of accompaniment, low motivation, difficulties with technology, lack of support, inadequate course design and inexperienced tutors are the main causes of dropout in virtual distance education.

At this point, it should be noted that, at present, there are various models developed by authors that make it possible to explain the phenomenon of drop-out; however, there is a degree of consensus in establishing the variables related to this problem.

1.3 Theoretical model used in this paper

For this research, Rivera's model (2011) was taken as a theoretical reference. Based on previous theories, research and models, he suggests a model that groups in five categories the factors that promote the decision to drop out or remain in distance studies, these are:

- **Personal.** These include sex, age, marital status, number of children, area of residence, employment status, income level, educational aspiration, among others.
- **Academic.** Such as receiving academic counseling, quality of academic support, study habits, relevance and quality of learning content, school performance, evaluation process, among others.
- **Environmental.** This category considers factors related to the resources needed to finance studies, the student's workload, the support he or she receives from others, family responsibilities and his or her relationship with studies, work and family, among others.
- **Social interaction.** Among these are the quality of interactions in the course with teachers and among peers, teacher feedback in relation to academic progress, teacher availability through the communication channels provided by the educational platform, motivation transmitted by teachers and the institution; among others.
- **Technological support.** This category considers factors such as the management of the platform, the effectiveness of the resources it provides, the availability and relevance of materials, the support and guidance that students receive at the beginning of the course, the technological skills of students, among others..

This study, as mentioned above in the objective, refers to the results of personal, environmental, and social interaction variables.

2. Methods and materials

The present work was developed under a quantitative approach of correlational cut. According to Hernández, Fernández and Baptista (2010), this type of study allows us to know the relationship or degree of association between two or more categories or variables in a specific context. In this case, we sought to understand the relationship between personal, environmental and social interaction factors with the intention of dropping out or abandoning the Distance Learning - Virtual Baccalaureate program.



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2.1. Hypothesis

The hypotheses that were put forward for this study were

H1: Personal factors significantly influence the intention to drop out of the Distance Learning - Virtual Baccalaureate.

H2: Environmental factors significantly influence the intention to drop out of the Virtual Distance Learning High School.

H3: Social interaction factors significantly affect the intention to drop out of the distance learning programme.

2.2 Unit of analysis

The context of study corresponded to the Distance Learning - Virtual Baccalaureate program, offered by the Ministry of Education, and which is executed through the Juan Montalvo Educational Unit in the city of Quito. These collaborators were the students legally enrolled in six first year parallel courses and six third year parallel courses, both from the sublevel of the Unified General Baccalaureate, and who at the time of the study were studying the fourth and last didactic unit of the 2019 - 2020 academic period. The selection of the parallels was based on the accessibility of the researcher, as a teacher at this institution.

A total of 672 students were invited to participate freely and voluntarily in the study, of which 247 responded, corresponding to a 36% response rate. This percentage can be explained in the sense that several students, despite having been accepted into the programme, have never entered the platform, and on the other hand, a considerable number of students have dropped out in the course of the three previous teaching units. With the population of 672 students, the size of the representative sample is equal to 244, however, for the convenience of the researcher, the total number of students who answered was worked on.

2.3 Questionnaire – data source

This study used the questionnaire developed by Rivera (2011) in his doctoral thesis, who developed this instrument to investigate the causes that influence desertion in a distance learning university in Puerto Rico. According to the author, the instrument has been validated, reviewed and approved by a panel of experts in education research, and by the institutional review board of the university under investigation. The author also mentions that the instrument obtained a value of 0.932 for Cronbach's alpha, reflecting a high degree of reliability (Rivera, 2011, p. 41).

The questionnaire in reference was carefully adapted to the characteristics of the Distance Learning - Virtual Baccalaureate. With this slight adaptation the questionnaire consisted of three parts. The first part collected demographic aspects (personal variables) through closed questions. The second part consisted of statements concerning environmental and social interaction variables that had to be answered with the degree of agreement or disagreement in the Likert scale. The third part presented the control question that asked students whether or not they intended to drop out of school. The questionnaire was available for 30 days on a website, and the invitation was sent via message by the Moodle educational platform to the participants.

Table 1 below shows the questionnaire questions related to personal, environmental, and social interaction variables. As well as the control question related to the intention to drop



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out of the Distance Learning - Virtual Baccalaureate. The number in parentheses refers to the original question number in Rivera's questionnaire (2011)..

Personal variables	
1 (1)	Sex
2 (5)	Zone of residence
3 (2)	Age (years)
4 (3)	Marital status
5	Number of children
6 (4)	Work situation
7 (6)	Individual monthly income (dollars)
8	Student Status
9	Time you have stopped studying (years)
10 (8)	Educational aspiration
Environmental variables	
11 (32)	Family responsibilities make it impossible for me to study properly
12 (33)	I have enough economic resources to finish the Distance Learning High School - Virtual
13 (34)	My economic situation represents a pressure that hinders my studies
14 (35)	My family supports me in my studies
15 (36)	I feel that I have achieved a balance between my home, my job and my studies
Social interaction variables	
16 (38)	At the Virtual Distance Learning High School I feel lonely
17 (39)	The teachers of the Bachillerato a Distancia - Virtual transmit me enthusiasm to continue in the course
18 (40)	My teachers are available through the communication channels provided by the educational platform
19 (41)	My teachers provide me with feedback on my academic progress in a reasonable amount of time
20 (45)	In the Distance Learning - Virtual Baccalaureate I feel part of a learning community
Control question	
21	Did you ever intend to drop out of the Virtual Distance Learning Centre? [Yes/No]



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Table 1. Questionnaire questions

2.4 Information analysis

At first, in order to know the demographic characteristics of the participants, the analysis of the information concerning the personal variables was made in a descriptive way, this allowed to have an approach to the profile of the sample. In addition, the results of the control question were analysed. In a second stage, and with the purpose of testing the hypotheses, the statistical program IBM SPSS version 25 was used, in which the association or independence between the control question and each of the reagents referring to the personal, environmental and social interaction variables was examined by means of contingency tables (Chi-square test).

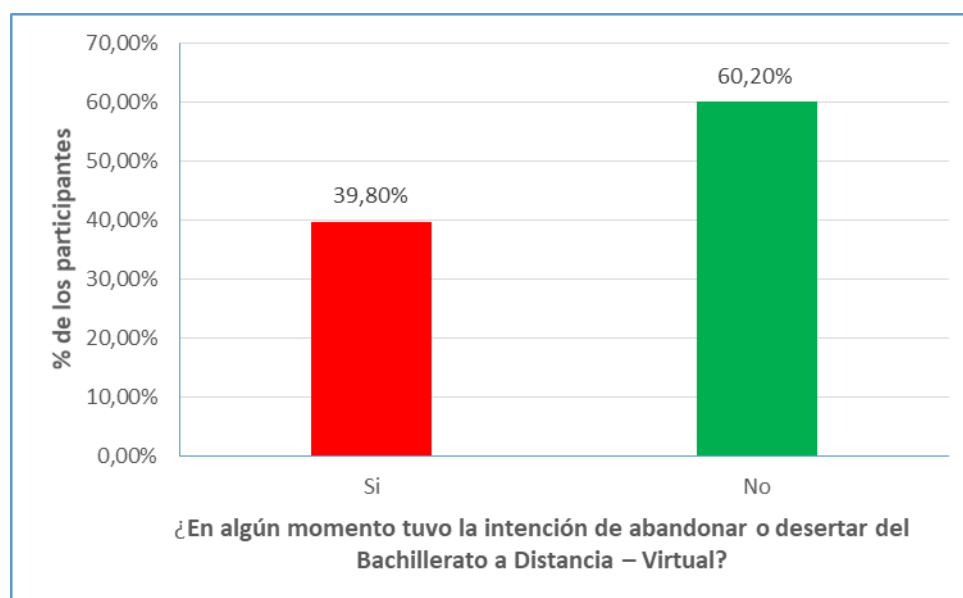
3. Results

3.1. Description of the sample

Based on the results of the personal variables obtained with the application of the questionnaire, it was determined that 51.5% of the sample are women, and 48.5% are men. In addition, 76.7 per cent mentioned residing in the urban area, while 23.3 per cent in the rural area. In turn, 51.4% stated that they were over 30 years of age. On the other hand, 64.1% of the participants claimed to be married, and 55.3% claimed to have more than one child. With respect to the employment situation, 48.5% of the participants indicated having a full-time job, however, 51.5% claimed to be unemployed, or otherwise working informally. Also, 72.8% stated that they had a monthly income of less than USD 400. With regard to the time they have stopped studying, 57.2% indicated that they have less than 10 years of schooling behind them, and with regard to educational aspirations, 85.4% of the participants expressed a desire to continue their studies at a higher level.

3.2 Control question

Figure 1 below shows the results for the control question concerning the intention to drop out or abandon the Distance Learning - Virtual Baccalaureate.



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Figure 1. Intention to drop out of the Distance Learning Programme - Virtual

When participants were asked if they had ever intended to drop out of the Bachillerato a Distancia - Virtual, 60.2% stated that they had not intended to do so, however, the remaining 39.8% of participants stated that they had intended to drop out. This result is a warning sign for the institution, in the sense that 4 out of 10 students have the intention of abandoning the educational program.

3.3 Chi-square correlation test

The following are the results of the correlation test between the intention to drop out of the Distance Learning - Virtual Baccalaureate and the personal, environmental and social interaction variables, based on the Chi-square correlation test. It was determined that of the ten personal variables, only three were significantly correlated (bilateral significance value obtained less than 0.05) with the intention of dropping out or abandoning studies. Similarly, it was found that only one of the five environmental variables was significantly correlated with the intention to drop out. On the other hand, it was found that four of the five social interaction variables were significantly correlated with the intention to drop out or abandon the Distance Learning - Virtual Baccalaureate. A summary of the results is shown in Table 2.

Chi-Square of Pearson			
Personal, environmental and social interaction variables	Value	Asymptotic significance (bilateral)	
Sex	5,652	0,217	
Area of residence	6,726	0,010	**
Age	2,471	0,116	
Marital status	11,019	0,001	**
No. of children	14,212	0,000	**
Individual monthly income	3,518	0,061	
Student Status	0,968	0,325	
Years of schooling	3,332	0,068	
Educational aspiration	0,345	0,557	
Employment situation	0,002	0,969	
Family responsibilities make it impossible for me to study properly	0,022	0,881	
I have enough economic resources to finish my distance learning degree - Virtual	10,952	0,001	**
My economic situation represents a pressure that hinders my studies	0,873	0,350	
My family supports me in my studies	4,052	0,064	



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I feel that I have achieved a balance between my home, my job and my studies	1,076	0,299	
At the Virtual Distance Learning High School I feel lonely	6,293	0,012	**
The teachers of the Bachillerato a Distancia - Virtual transmit me enthusiasm to continue in the course	0,468	0,014	**
My teachers are available through the communication channels provided by the educational platform	5,038	0,025	**
My teachers provide me with feedback on my academic progress in a reasonable amount of time	6,293	0,012	**
In the Distance Learning - Virtual Baccalaureate I feel part of a learning community	0,942	0,332	

Table 2. Results of the correlation test. Significance level: ** 0,05

Additionally, in order to interpret these results, a binary logistic regression model was used, for which it was necessary to recode the personal, environmental and social interaction variables (independent) to dichotomous or binary variables, 1 and 0. Likewise, in the model, the dependent variable is binary and takes the value of 1 if the student has intended to drop out or abandon the Distance Learning - Virtual Baccalaureate. According to the results it was found that:

- There is a statistically significant relationship between area of residence and intention to defect. According to the recoding, where the variable takes the value of 1 if the student resides in the urban area, it is interpreted that students who reside in the urban area are less likely to drop out or abandon the Distance Learning - Virtual Baccalaureate than those who live in rural areas.
- There is a statistically significant relationship between students' marital status and their intention to drop out of the Bachillerato a Distancia - Virtual. According to the recoding, the variable takes the value of 1 if the student is married, so it is interpreted that students who are married are more likely to drop out than those who are not.
- There is a significant relationship between the number of children and the intention to drop out. According to the recoding, where the variable takes the value of 1 if the student has no children or has a maximum of one, it is interpreted that students who have no children, or have a maximum of one, are less likely to drop out of school than those students who have more than one child.
- There is a statistically significant relationship between the intention to drop out of the Bachillerato a Distancia - Virtual and having sufficient economic resources to complete the studies. According to the recoding, where the variable takes the value of 1 if the student agrees with the statement, it is interpreted that students who have sufficient economic resources are less likely to drop out of their studies than those who do not.
- There is a statistically significant relationship between intention to drop out and feeling lonely in the Distance Learning - Virtual Baccalaureate. According to the



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recoding, where the variable takes the value of 1 if the student agrees with the statement, it is interpreted that students who feel lonely or abandoned are more likely to drop out of their studies than those who do not feel lonely.

- There is a statistically significant relationship between the intention to drop out and the enthusiasm conveyed by teachers of the Virtual-Distance Learning Baccalaureate. According to the recoding, where the variable takes the value of 1 if the student agrees with the statement, it is interpreted that students whose teachers transmit enthusiasm are less likely to drop out than those whose teachers do not communicate enthusiasm or motivation.
- There is a statistically significant relationship between the availability of teachers through the educational platform and the intention to drop out. According to the recoding, where the variable takes the value of 1 if the student agrees with the statement, it is interpreted that students whose teachers are available through the educational platform are less likely to drop out of studies than those whose teachers are not.
- There is a statistically significant relationship between the intention to drop out of the Distance Learning - Virtual Baccalaureate and the timely feedback provided by teachers. According to the recoding, where the variable takes the value of 1 if the student agrees with the statement, it is interpreted that students who receive timely feedback from teachers are less likely to drop out of school than those who do not.

In contrast to the above, the statistical results of the other seven personal variables: sex, age, income, student status, educational gap, educational aspiration and employment situation, showed that the values of bilateral significance exceed 0.05; therefore, it is deduced that there is no statistically significant relationship between these personal factors and the intention to drop out of the Distance - Virtual Baccalaureate. Similarly, the results of the other four environmental variables: family responsibilities, economic situation, family support, and employment-house-study balance, expressed that the values of bilateral significance are also greater than 0.05; consequently, there is also no statistically significant relationship between these factors and the intention to drop out. On the other hand, on the side of social interaction factors, feeling part of a learning community was the only variable whose bilateral significance value was greater than 0.05; therefore, it is not significantly related to the intention to drop out or abandon studies.

4. Discussion

4.1 Personal Factors

According to the results of this research, students in the Distance Learning - Virtual Baccalaureate who live in urban areas are less likely to drop out than those who live in rural areas. This result is confirmed by the findings of the National Institute for Educational Evaluation (2018), which mentioned that in 2017 the dropout rate in the Baccalaureate was lower in the urban area (4.3%) than in the rural area (5.5%). This result could be related to the fact that there are still rural areas in which access to the Internet, an indispensable resource for studying in the Distance Learning - Virtual Baccalaureate, is difficult.

Likewise, with regard to marital status, the results show that students who are married are more likely to drop out of the Virtual Distance Learning Baccalaureate. This finding ratifies the results found by Ruiz, García and Pérez (2014), who determined in their study of the Virtual High School at the Universidad Autónoma de Sinaloa, that one of the personal factors that most influences school dropout is being married. This is probably due to the fact that



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married students spend more time on family responsibilities, and not necessarily on school activities.

The last of the personal variables that shows a relationship with drop-out from the Distance Learning - Virtual Baccalaureate is the number of children. This condition, almost similar to the previous one, could be understood in the sense that students who have several children are obliged to work practically full time in order to be able to respond to the needs of their children, in addition to the time that they must dedicate to the care and upbringing of their children. This particularity decreases the time they can dedicate to studies with respect to those students who do not have children. This condition increases the probability of making the decision to drop out.

4.2 Environmental Factors

As far as environmental factors are concerned, the only variable that is significantly related to the intention to drop out is that of having enough economic resources to finish the Distance Learning - Virtual Baccalaureate. This result corroborates the findings of Ruiz, García and Pérez (2014), who determined in their study that the economic factor is among the first causes of dropping out of school. This could be related, mainly, to the scarcity of money, which affects the lack of resources to be able to complete their studies.

4.3 Social interaction factors

With regard to social interaction factors, the results show that the feeling of loneliness significantly affects the intention to drop out or abandon the Distance Learning - Virtual Baccalaureate. This finding confirms the results of Capera (2015), who concluded in his study on factors influencing drop-out in distance education, carried out at a University in Colombia, that the feeling of loneliness and abandonment on the part of teachers and the institution are the main factors influencing drop-out. This result could be related to the scarce follow-up and accompaniment on the part of teacher tutors and of the institution itself.

Likewise, the results show that the enthusiasm and motivation transmitted by teachers to students significantly affects the intention to drop out of the Virtual Distance Learning High School. This finding corroborates the results of Bryndum and Jerónimo (2005), who concluded in their study on motivation in telematic environments, that motivation is a strongly important component in the virtual distance modality, since without it the rest of the components are weakened to the point that student abandonment or desertion can occur.

Also, the findings show that timely feedback provided by teachers significantly affects the intention to drop out of the Virtual Distance Learning Baccalaureate. This result ratifies the results of García, Guajardo and Valdez, (2014), who found in their study about feedback as a tool for interaction, that the lack or scarce feedback from teachers significantly influences dropout in virtual distance education.

Likewise, the results indicate that the availability of teachers through the educational platform significantly influences the decision to drop out of the Distance - Virtual Baccalaureate. This finding confirms the results of González (2017), who concluded in his study about factors that favor the presence of teachers in virtual environments, that the permanence or abandonment of students in virtual education programs is in correspondence with the greater or lesser availability and presence of teachers throughout the educational process.



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5. Conclusions

The results of the present investigation on the incidence of personal, environmental and social interaction factors in the school dropout of the Juan Montalvo Educational Unit's Distance Learning - Virtual Baccalaureate, allowed the following conclusions to be drawn:

The social interaction factors are the ones with the greatest incidence in the intention of dropping out of the Distance - Virtual Baccalaureate. Among these are the feeling of loneliness, the lack of enthusiasm and motivation transmitted by teachers, the lack of timely feedback, and the limited availability of teachers through the educational platform. This result ratifies the findings of Rivera (2011), who concluded in his study that the most influential factors in dropout are those related to social and academic interaction. In conclusion, the H3 is accepted which states: the factors of social interaction significantly influence the intention to drop out of the Distance Learning - Virtual Baccalaureate.

On the side of personal factors, living in the rural area, being married, and having more than one child are the only factors that significantly influence the intention to drop out. However, it was determined that the other seven personal variables under study do not significantly influence the intention to drop out or abandon studies. This result corroborates the findings of Capera (2015), who found that personal variables do not have a major impact on dropout. Therefore, H1 is rejected and it is concluded that personal factors do not significantly influence the intention to drop out of the Distance Learning - Virtual Baccalaureate.

Similarly, the results show that having sufficient economic resources is the only environmental factor that significantly affects the intention to drop out. However, it was shown that the other four environmental factors under study do not significantly influence drop-out. Therefore, H2 is also rejected, and it is concluded that environmental factors do not significantly influence the intention to drop out of the Distance - Virtual Baccalaureate.

In short, in the present study it was found that social interaction factors do have a significant influence on the intention to drop out of the Virtual Distance Learning High School. In contrast, it was determined that personal and environmental factors do not have a major impact on dropout. These results are a symptom of alarm for the institution, because, according to this research, students prevent and solve problems related to their personal and environmental surroundings and prevent such factors from making it difficult for them to stay in the educational program. This makes it possible to deduce that the causes of school drop-out are due to other factors.

Finally, considering that this work was developed under Rivera's (2011) theoretical framework, and that in the present research only personal, environmental and social interaction factors were studied, it is necessary that future researches analyze the other categories of variables raised by the author, that is, the relationship between school dropout and academic and technological support factors is investigated. Thus, qualitative approaches to the realities of students, teachers, and authorities could provide evidence that would make it possible to identify other factors that influence school drop-out and that affect this educational program.



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REVISTA

CÁTEDRA

Investigación y acción participativa: una herramienta metodológica para la comprensión y transformación de la práctica universitaria

*Participatory research and action: a methodological tool
for the understanding and transformation of university
practice*

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Resumen

La presente investigación se centra en el estudio de la metodología de Investigación–Acción Participativa (I-AP) como parte de la formación académica de los estudiantes de la Carrera de Educación Inicial. No se evidencian estudios que fundamenten la aplicación de la I-AP a nivel superior, por tanto, es un objetivo de la presente investigación que permita determinar si la I-AP es una metodología que mejora la práctica educativa de los estudiantes de la Carrera de Educación Inicial de la Universidad Técnica de Machala (UTMCH), en vista que, esta metodología hoy en día está dando a la comunidad educativa respuestas que van encaminadas a la solución a los problemas que surgen en la investigación. Dentro de su aplicación se combinan dos procesos importantes en el aula de clase, el de conocer y el de actuar, involucrando en ambos a los estudiantes. Al igual que otros enfoques participativos, ésta proporciona a las comunidades un método para analizar y comprender mejor la realidad de la población, sus problemas, necesidades, capacidades y recursos; y, les permite planificar acciones y medidas para transformarla y mejorarla. Se aplicó un diseño de investigación no experimental descriptivo con enfoque cualitativo. Posteriormente, se hizo un análisis descriptivo de la información recogida a través de una entrevista semiestructurada de siete preguntas abiertas. Los resultados obtenidos evidenciaron un mayor interés y expectativa de lo que se les enseñará en la asignatura de Investigación y Acción Participativa: Lesson Study dentro de la Carrera como parte de su formación académica.

Palabras clave

Investigación educativa, investigación acción participativa, metodología, práctica educativa, sistematización.

Abstract

This research focuses on the study of the Participatory Action Research (PAR) methodology as part of the academic training of students in the Early Education Career. There is no evidence of studies that support the application of the I-AP at a higher level, therefore, it is an objective of this research to determine whether the I-AP is a methodology that improves the educational practice of students in the Early Childhood Education Career at the Technical University of Machala (UTMCH), given that this methodology today is giving the educational community answers that are aimed at solving the problems that arise in the research. 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.



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Keywords

Educational research, participatory action research, methodology, educational practice, systematization.

1. Introduction

The objective of this article is to determine whether the Participatory Research-Action methodology has an impact on the academic training of students in the Initial Education Career at the Technical University of Machala (UTMCH). Taking into account that, the I-AP is an active methodology that allows to innovate and improve the university educational practice, from a successful relation of theory with practice, in order to guarantee quality standards that higher education demands to generate knowledge as a different educational culture. In this regard, Revelo-Rosero and Carrillo Puga (2018) consider that:

All teaching is of an educational nature, which means that education must provide human beings not only with the conditions for their cognitive formation, the development of their thinking, their abilities and skills, but also for the formation of the various aspects of their personality (p. 71)..

Therefore, today's education must provide answers to the great changes that society has experienced, due to the high "impact of technological information, globalization, the dizzying growth of economies generated by the digital revolution" (Revelo-Rosero et al, 2018, p. 199) of increasingly specialized Information and Communication Technologies (ICTs); facts that are related to the diversity of worldviews, identities, knowledge and expressions to such an extent that it has substantially transformed what is called the knowledge society in a complex and constantly changing universe, that is, in the ways of teaching, learning, communicating and working.

In recent decades, research in the field of the social sciences, and especially in the education sciences, has produced great changes that mark significant differences in the ontological, epistemological, Aetic, and methodological dimensions for approaching the object of study. "This implies that we are faced with the presence of diverse research approaches that make it possible to achieve different viewpoints, angles, appreciations, or assessments of the same situation or subject of study" (Colmenares, 2012, p. 102). Therefore, research has contributed substantially to improve innovation processes that seek to generate changes that mark significant differences in the development of humanity, and particularly in university teaching.

In this sense, new approaches have arisen in scientific research that seek greater participation and appropriation of the process and the results by the participating community. Therefore, I-AP is located in one of these new approaches, which represents a qualitative and quantitative leap that significantly strengthens the modes of communication and knowledge generation of the scenarios involved. Thus, scientific research is developed from the perspective of three approaches: quantitative, qualitative and mixed, each of which involves transversal research designs with explanatory, descriptive and correlational levels of study, which contribute to the evolution of scientific knowledge from the university classrooms.

The present research work is structured in such a way that, firstly, a review of the literature related to concepts and definitions related to I-AP: SL is made. Next, the methodology used for the research design is presented, which was of a descriptive non-experimental type with



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a qualitative approach and applied the interview technique for the collection of information, followed by the results; and, finally, the conclusions obtained are presented. The objective of this research is to determine whether the Participatory Research and Action: Lesson Study (I-AP: LS) is a methodology that improves the educational practice of students in the Early Education Career.

2. Literature review

The continuous training of teachers can be carried out through different models that not only inform, but also accompany the process of implementing innovations in education. In this sense, teacher training, through processes of participation, reflection and action, is considered fundamental in order to carry out innovative transformations in the teaching-learning process in the classroom. Similarly, if they are done collectively with other teachers or between schools, these transformations will not only occur in the classroom, but will occur throughout the educational context.

For Barba-Martin et al.(2015) one of the ways to be able to carry out a continuous and collaborative training of students is through Participatory Action-Research groups, considering it as a set of ethical practices whose characteristics allow participants to be trained according to their needs and, through support with other teachers, with the aim of transforming higher education in its context.

From an epistemological point of view, the I-AP first proposes that the experience allows participants to "learn by learning", breaking with traditional teaching-learning models in which individuals play a passive role, accumulating the information that the teacher gives them. Second, the research process allows community members to learn how to conduct research and to value the role that research plays in their lives. Third, I-AP participants learn to understand their role in the process of transforming their social reality, as central actors in the process of change. Finally, promoting the development of critical consciousness among participants becomes a liberating process (Balcázar, 2003).

The I-AP is a very rich methodology, since, on the one hand, it allows for the generation of new knowledge, and on the other, it generates concrete responses to problems posed by researchers on questions or topics of interest that produce new knowledge. Similarly, the I-AP has been introduced not only as a methodology with a qualitative approach, but also as one that promotes social change, which "seeks to develop reflective, critical and emancipatory thinking to transform and solve problems of a social reality through the constant, collaborative and interactive work of all those involved" (Molina Olavarría, 2015, p. 152). That is to say, it implies a new way of investigating, which entails a change of attitudes to generate new knowledge.

Benalcázar and Hernández (2002) consider the I-AP methodology as a strategy for conducting research, offering guidelines that make it possible to adapt them to a specific situation according to the context in which the research is implemented. In this sense, I-AP models have been implemented so that students can use them as a framework for reflection and action in practice in order to solve problems in a society that is constantly changing.

Cáceres, García and Sánchez (2002), Latorre (2003) and Pereyra (2008), among others, state that I-AP is characterized by being collaborative, participatory, democratic, self-evaluation, interactive, allows for continuous feedback, facilitates immediate application, takes place within a social context, and contributes to both social science and social change with a transformative capacity for both teachers and students. In the same way, for Lewin (1946), Kolb (1984) and, Carr and Kemmis (2003), the I-AP methodology is a process that



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is integrated by four phases or moments interrelated to each other: planning, action, observation and reflection (See figure 1).

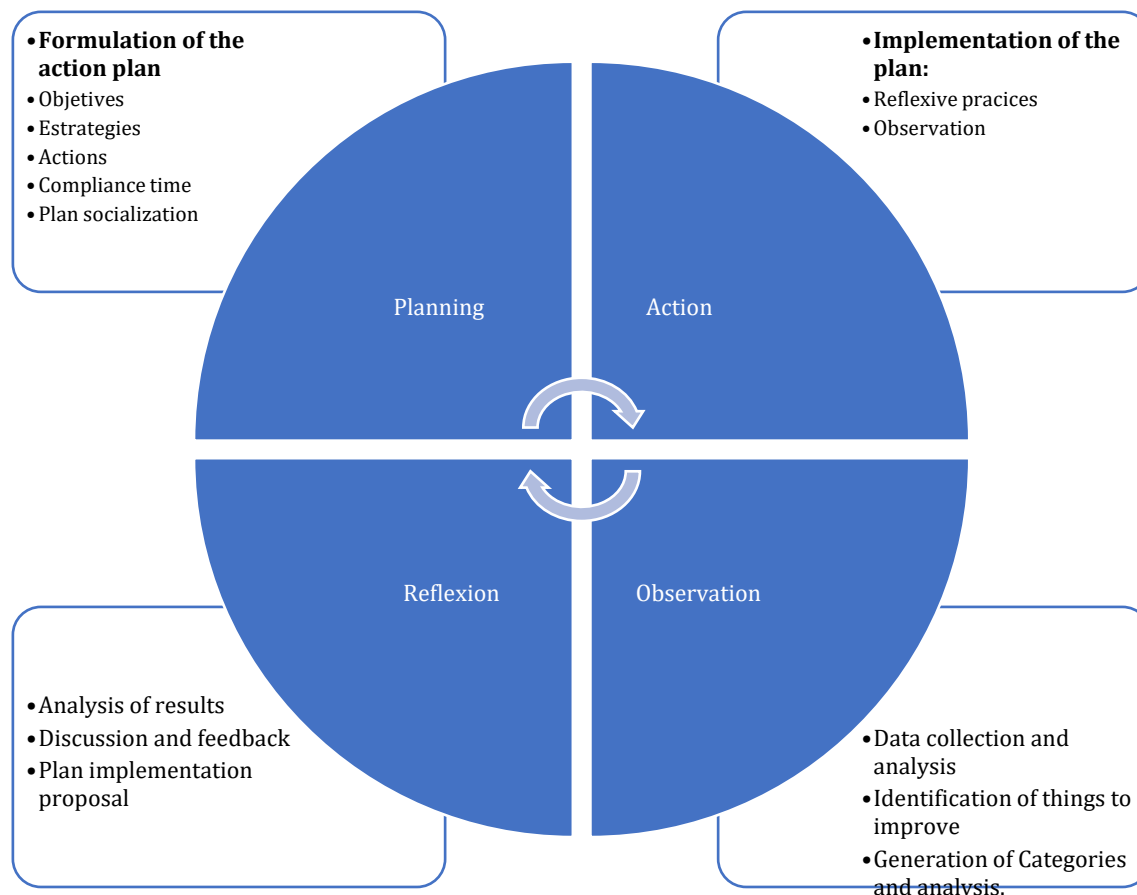


Figure 1. Phases of the I-AP methodology Adapted from: (Apiaries, 2012, p. 107)

Soto Gómez and Pérez Gómez (2015) state that the Lessons Study (LS) is a research methodology which replaces the traditional processes of reflection and improvement of educational practice, that is, it contributes to the construction of knowledge and teaching practices. The LS has its origin and wide diffusion in Japan and with great repercussion in Asian countries such as China, Singapore, Malaysia, Indonesia and Thailand, as well as in North America, and recently in Europe: Sweden and the United Kingdom, with pedagogues of renowned international trajectory, (...) In addition, it is necessary to highlight the contributions made by these authors, on the characteristics of the SL, which contribute significantly to improving educational practice in Eastern and Latin American countries, and which is currently used in Ecuador in the elaboration of the redesigns of all the careers, in which the importance of developing essential competencies in students to develop research processes is highlighted. In other words, the methodology of the SL establishes the relationship between a set of practices, habits, interpersonal relations and tools which help the teacher to work in a cooperative manner in a process of action and research focused on student learning which allows for the strengthening of the development of professional competencies in learning communities. In this regard, Greenwood (2000) states that "action research is a form of 'co-generational' research, in the sense that a group formed by the legitimate owners of the problem and a professional researcher meet to co-develop their



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research goals and for social change" (p. 33). In the educational setting, the use of research form is important, especially in situations where there are practical problems, inconsistencies and gaps between what is being pursued and what is actually being pursued.

The I-AP: LS being a tool that has a research methodology that seeks to relate theory with practice as a starting point for innovating education at all levels, becoming the axis of initial training in different spaces of the educational context, relating teachers and students in a cooperative and collaborative manner. On the other hand:

Participatory Action Research is an inclusive methodology that makes students participants and protagonists of the teaching process from the first day of their training, providing a structure that supports and unites the group, contributing to the creation of a true educational community, something basic in the construction of the school we want (Pérez Gómez & Soto Gómez, 2011, p. 64)..

Similarly, Colmenares (2012) states that "I-AP is a very rich methodological option, since, on the one hand, it allows the expansion of knowledge, and on the other, it generates concrete answers to problems that researchers face when they decide to address a question" (p. 2). It is important to highlight that the author mentions that Participatory Action Research is a methodology that refers to specific procedures of a scientific study different from traditional research, since it is a concrete way of carrying out the steps of a scientific investigation.

In this sense, the I-AP constitutes an alternative to expand knowledge, supported by proven methods and techniques to give clarity to the research and to specify its results, likewise, it is generating reliable answers to the researchers about the researched groups, above all, it helps to take the necessary and adequate actions for the change and transformation of society.

1.1 Advantages and disadvantages of using the methodology

Researchers such as Díaz Méndez 1992, Pérez 2011, Castañeda 2013, among others, establish some advantages and disadvantages of using I-AP as a qualitative approach for the collection and analysis of information in order to provide solutions to the problems posed within a research project (See Table 1).

The following table summarizes some of the advantages and disadvantages of using the I-AP methodology.

ADVANTAGES	INCONVENIENTS
It generates an interesting, broad and creative process of self-learning.	It takes a long time to implement, and there are problems that need to be solved as soon as possible.
It generates answers to the researchers and the group investigated, to take adequate actions for the change and transformation of the community.	In many cases there can be manipulation of the results due to false and not very credible answers. Difficulty in motivating the collaboration of the community, of the people, of certain social groups.
It favors the recreation of social networks and solidarity ties.	It does not offer immediate results, therefore, it is not recommended for



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It develops participative capacities and skills for teamwork and networking, allowing learning, consensus and negotiation.	medium and short term research and programs.
It allows for a high degree of commitment and co-responsibility on the part of the participants.	It generates impatience in the promoting team and the expectations of the working groups for the results.
It provides a great acceptability and richness of proposals and projects.	It is a long process, but it should be understood as a permanent and recurrent process.
It allows to describe primary social relationships with more depth and agility than other techniques.	Accumulation of data not related to the objectives proposed in the research.
It allows the researcher not only to know a certain reality or a specific problem of a group but also to want to solve it.	Lack of commitment to participation by the community for a longer period of time to collect the information than with other methods.
It contributes to the democratization of educational, social and community action.	The time taken in the development of the PRA is long, without taking into consideration there are problems that have to be solved as soon as possible.
It allows the massive integration of the community.	In some cases the people involved in the PRA process do not have the conditions and capacities required to carry out the process, without having full judgment of the role they will assume within it.
Through the participation of the people, it is possible to raise awareness of existing problems within the groups studied, if not of their solutions.	There is very little time to solve more complex problems.
It allows reflection on the real needs existing in the community.	
It not only understands the reality but also strives to improve it.	
It absorbs the greatest amount of information provided by the people, their beliefs and meanings.	
It is a cycle of self-reflection for the participants at the moment of giving solution to the problems raised in the investigation.	

Table 1. Advantages and disadvantages of using the I-AP methodology. Adapted from: (Perez, p. 4-5 and Castañeda, 2013, p. 9-10)

In this context, according to the study needs in the formation of future professionals in the Early Education Career, activities, strategies, techniques and instruments are selected for the collection of the necessary bibliography to be used at the most appropriate time in each of the subjects that contribute to the development of the Knowledge Integrator Project presented by the students at the end of the level. Therefore, it is imperative to emphasize that the subject favours the development of reflection, writing, analysis and synthesis in



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students in relation to the processes that must be fulfilled to manage scientific research in and out of the classroom; this will allow them to develop skills and abilities starting from the writing of research reports, paraphrasing, designing descriptive paragraphs on topics of interest to academic writing.

In the processes of integral formation that we seek to develop in the university students, we must emphasize Research and Epistemology; the same that is framed throughout the Curricular Network of the Initial Education Career at UTMCH in the three units of professional formation: Basic, Professional and Degree Units. In this sense, the subject Research and Participative Action: Lesson Study (I-AP: LS), is located in the Basic Training Unit, of the students of the First Level; where it is presented with the objective of observing the educational problems through the I-AP: LS, to develop the capacity of prevention of future situations with the use of knowledge. It is organized into four learning units, where the student's research skills are highlighted in order to provide learning situations in the development of skills, attitudes and values in the management of scientific research.

2. Methods and materials

The design of the research is of a non-experimental descriptive type with a qualitative focus and was framed within the research - Participatory Action that allows to relate from an empirical and behavioral perspective, curricular reality and professional practice of students in the Early Education Career. The semi-structured interview technique was used to collect information.

The population we worked with were first-level students, parallel B the subject of Participatory Research and Action: Lesson Study (I-AP: LS) of the Early Education Career of the May-August 2018 semester. The sample was selected from a total population of 32 students, of which 29 (90.6%) were female and 3 (9.4%) were male.

Table 2 below summarizes the total sample classified by gender, frequency and percentage of male and female participants.

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	masculine	3	9.4	9.4	9,4
	Femenine	29	90,6	90,6	90,6
	Total	32	100	100	

Table 2. Sample

With regard to the proposed objective, the following research question was raised: The Participatory Research and Action: Lesson Study (I-AP: LS) is a methodology that improves the educational practice of students in the Initial Education Career at the Technical University of Machala.

2.1 Instrument for information collection

For the collection of information, the interview technique was applied, with the application of a semi-structured questionnaire of seven open questions addressed to students of the First Level of the Initial Education Career of the Technical University of Machala in the subject of Research and Participative Action: Lesson Study (I-AP: LS).



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In effect, it is projected that the students of the subject of I-AP: LS of the First Level of the Initial Education Career, of the Technical University of Machala, identify the steps for the search of scientific information, in the writing of documents and scientific-academic texts from the practice and that they give answer to the necessary formative needs in their professional development.

The methodology designed for this purpose is that of participatory action-research, as a guiding methodology of the research process. The organization is given by units previously organized at the level, generating in each unit, research processes. For which it is projected that the students:

- Identify types of texts with reading: Expository, Argumentative, Scientific-Technical and Academic.
- Take advantage of the learning spaces organized by the teacher to improve learning.
- Prioritize the necessary strategies for writing essays as a product of research.
- Organize research spaces for the execution of the Integrated Knowledge Project.
- Program academic writing scenarios for their professional training.

For this, it is necessary to develop skills in higher education students, which is gaining space within the university classrooms, where the teacher not only researches, but does so with his or her students. In this sense, Rivas (2011, p. 34), mentions that: "we live in a fierce world, where winning competitions has become synonymous with success". In this sense, by teaching the subject Participatory Research and Action: Lesson Study (I-AP: LS) to First Level students in the Early Education Career, the following learning outcomes were achieved as part of their academic training:

- It applies Art History to the research process.
- Designs strategies of commented reading, argumentation, analysis and synthesis.
- Develops writing skills and paragraph writing.
- Shows analysis and synthesis skills when writing scientific texts.

3. Results

Based on the previous section, it is demonstrated that students in the first parallel level "B" of the career in question decide to assume the commitment of fulfilling each of the activities in the themes and sub-themes programmed in the four teaching units, which will allow them to improve their learning processes. In view of this problem, the following questions were applied to the students:

1. What scientific literature search skills do you possess?
2. In your secondary education, did you have the opportunity to develop research skills and abilities?
3. From 1 to 10, how would you rate the learning obtained in terms of the development of the academic research methodology received?
4. Did your teachers provide you with websites where you could access information needed in your training?
5. Did they teach you how to write, analyze, synthesize and use these elements to develop reading texts?
6. Would you like to strengthen academic and scientific research skills for the benefit of your professional training?
7. Do you think that the subject Participatory Action Research will contribute to your professional training?



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Summarizing the above questions you have to (See box 3):

Semi-structured questionnaire	Analysis of interview responses
Question 1	The total sample (n = 32) interviewed stated that in their secondary education they did not develop skills in the search for adequate scientific literature (...).
Question 2	Two thirds (n = 21) of those interviewed stated that at the secondary level, they had not developed research skills and abilities within the subjects they received (...).
Question 3	The majority of the sample (n = 25) states on a scale of 4, that the learning acquired in each of the subjects is due to the development of a scientific research methodology (...).
Question 4	Almost the total (n = 31) of the interviewees indicated that they had not been provided with websites to be able to access adequate information for reading and research; compared to a small group who indicated that on their own they researched and found sites where they found valuable information to support the subjects they received (...).
Question 5	Two thirds (n = 21) of the students interviewed indicated that the institution had not taught them compared to one third (n = 11) who said that they had been taught to write, analyze, synthesize and make use of these elements to develop reading texts (...).
Question 6	The total sample (n = 32) of students indicated that they would like to strengthen their skills and abilities in academic and scientific research going into professional training (...).
Question 7	Similarly, the total sample (n = 32) indicates that they are very enthusiastic and show great interest and expectation of what they will be taught in the subject of Participatory Research and Action: Lesson Study (...)

Table 3. Results of the interview with students in the first level of initial education

The I-AP is conceived as a learning-doing process in which the researcher must act as a facilitator, advisor and technical person who is consulted. To carry out a project based on the "Lesson Study", it is proposed from two basic perspectives, which are:

- **Bibliographic design or thematic research:** This design uses secondary data, this type of research is theoretical so we need enough evidence to support our project.
- **Field design or empirical research:** This design uses primary data that is mainly obtained from reality, for which the Experimental and Survey Design is used, as was done in this cycle to obtain real information about the problems of the project to be carried out.

The aim is to provide students with adequate tools to improve their learning in the search for new knowledge. It should be mentioned, that students are instructed to quote the authors and articles from which they obtained the information, and, on the other hand, the project needs to be verified using methods such as data collection, an interview or a survey. "At all levels of education it is required that teachers and students learn to investigate our own teaching processes within the framework of action-research models" (Figuerola Sandoval et al., 2012).



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The students stated that the knowledge received and the issues raised helped them to carry out the project. In other words, they were productive since they all researched, read, analyzed, reasoned and synthesized each of the scientific readings (articles), on which they relied to develop project themes. This situation allowed them to appropriate the knowledge with topics of interest appropriate to their academic training, and necessary to improve their cognitive processes and to be able to decode, understand and interpret a text; becoming assiduous readers who will construct their own significant learning with the previous knowledge using the linguistic and textual keys coming from the text.

4. Discussion y conclusions

The I-AP is a methodology that contributes to the development of formative experiences in the students of Initial Education, under the qualitative, critical, reflexive and transforming approach, where each one of the students could approach their participation as a result of the understanding of what they were teaching in the classroom. This situation enabled them to put forward points of view, analyses of events, proposals for activities and strategies that were directly linked to the subjects of study. In addition, it was possible to see how the students developed skills to search for information that would allow them to develop their knowledge integration project (PIS), relating the experience of their pre-professional practices with the execution of the same, and what was most enriching was the sharing in the classroom of the experiences they obtained in educational centres when carrying out their professional practices.

The I-AP favors the integration of knowledge and action, together with each of their experiences and experiences as teachers-in-training, a situation that is extremely valuable and becomes the object to be systematized. By means of their actions, the didactic sequence was applied within the classroom in relation to the experience of their professional practices in the educational centers where they had the opportunity to develop them. The 32 students in the Early Education Career who took part in this research were distributed in groups of two students per classroom under the direction of the 16 teachers in professional practice at the Early Education and Nursery levels of the Ministry of Education, so that they could share their experiences and experiences related to the development of the I-AP methodology. Similarly, they will be able to observe the teaching-learning processes that the nursery schools developed with the children in the levels in question and bring this experience to the university classrooms and socialize with their fellow students.

UTMACH and the Research Center, in order to fulfill the objectives of their lines of research, consider it important to articulate research with local, regional and national problems, promoting the joint construction of knowledge between teacher and student. The above mentioned, places the teacher with the responsibility and commitment to seek spaces for professional improvement in the field of educational research and innovation, through participation in academic scientific events organized by the university, such as: congresses, symposia, forums, where teachers as results of research with their students, present their scientific work.



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REVISTA

CÁTEDRA

Los estereotipos de género en la construcción de la mujer fang: una educación patriarcal para la sumisión

Gender stereotypes in the construction of Fang women: a patriarchal education for submission

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Resumen

El objetivo fundamental de esta investigación es evidenciar que los estereotipos de género forman parte de la educación patriarcal que recibe la mujer fang. Este modelo de educación sociocultural está basado en la sumisión y en la dependencia, con pautas de comportamiento para someter a la mujer al servicio del hombre. En un contexto así, no se puede hablar de igualdad porque se infravalora las aptitudes de la mujer, por considerarla socioculturalmente inferior al hombre y que, por lo tanto, debe quedar solo en el ámbito privado. Este modelo de educación promovido por la existencia de estereotipos de género, es una manera de construir socialmente el tipo de mujer que necesita la sociedad. Por ello, la solución que se propone es el desmantelamiento de los estereotipos de género que constituyen los óbices sociales creados por el patriarcado, para favorecer exclusivamente a los hombres en detrimento de las mujeres. El método utilizado en esta investigación es explicativo-descriptivo, a partir de la metodología cualitativa, basada en la revisión bibliográfica y la observación directa sobre la situación de la mujer en la cultura fang, en cuanto a los estereotipos de género se refiere. Los resultados alcanzados con este estudio, ponen de manifiesto que es necesario el empoderamiento de la mujer para que salga del *status quo sempiterno* en que se encuentra debido a la educación sociocultural que se la ha



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inculcado. Por eso, las voces mismas de las mujeres fang, reclaman desde los colectivos feministas, un desmantelamiento total de este modelo educativo patriarcal.

Palabras clave

Educación, estereotipo, género, patriarcado, sumisión.

Abstract

The fundamental objective of this research is 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 solution proposed is to dismantle the gender stereotypes that constitute the social barriers created by patriarchy, in order to favor only men to the detriment of women. The method used in this research is explanatory-descriptive, based on the qualitative methodology, which is based on a review of the literature 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.

Keywords

Education, stereotype, gender, patriarchy, submission.

1. Introduction

The fundamental purpose of this article is to explain the way in which gender stereotypes intervene in the construction of the fang woman, thus creating a model of education where the woman is submissive to the man. This study is the result of research based on a review of the existing literature on this issue. Furthermore, based on direct observation of this cultural context, it analyzes gender relations within Equatoguinean society, which are marked by the dominance of men over women. The patriarchal Fang system has educated women through subordination and oppression, all because this system represents the supremacy of the masculine over the feminine. Therefore, our problem is posed from the perspective that the education that a Fang woman receives, due to the patriarchal system, makes her a dependent being of the man and that, for that reason, she has to go through a series of humiliations that denigrate her as a person, such is the case of gender violence that she suffers at the hands of men. The patriarchal system fang vilifies women by considering them as weak beings who need to be always subordinated to men. For this reason, women's education is oriented to serve men and to raise children. That is why, within this system, women are relegated to the private sphere that corresponds to the house-kitchen, while men occupy the public space.

The logic followed by the patriarchal fang system allows or places the man at the center of all things, hence an androcentric culture where men arrange what they think women should



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do. In short, they make decisions about their feelings and behavior, even about their own reproduction. In fact, starting from the fact that women are weak, it is taken for granted that men must take care of them, while women must please their husbands. This education has been made possible by the creation of a series of stereotypes that represent women as truly submissive to men. However, it should also be noted that this education of women from the point of view of submission was even aggravated during the Spanish Guinean period, since the missionaries who were in charge of educating the native women did so from a Western mentality as well. For this reason, in the centers set up for the education of girls, they were taught mainly about domestic chores, because they had to be good wives. In this sense, it can be said that in the education for the submission of women to men, the colonists of the Spanish Guinea also intervened, to indoctrinate women. This argument is corroborated by Olegario Negrín Fajardo, one of the main scholars of the educational system of Spanish Guinea, who maintains that:

The nuns wanted to impose rigorously the education of women according to the canons established in Europe: teaching of domestic work and to be a good Catholic wife, which would allow to found a model home with some boy educated in the schools of the missionaries (Negrin Fajardo, 2011, p. 114).

Consequently, the subject matter we raise in this paper is a current anthropological issue that is frequently debated in Equatoguinean society. Although stereotypes are cultural constructions that affect both men and women, they serve as discriminatory elements where women end up being undervalued. The terminology of construction has been used because in the Fang culture women have been assigned certain stereotyped roles according to their sex, the most frequent stereotype being that of a submissive, oppressed or subordinate woman to a man. This is how Equatoguinean women have been culturally constructed. When addressing the issue of gender stereotypes in the construction of the Fang woman, we must be prepared to face serious problems, because what has been intended to be known about women has always been through stigmatizations or roles that present women as weak and dependent on men. In Equatoguinean society, women have been constructed and presented to the world as beings who could not take care of themselves, hence they must always be subordinated under the guardianship and protection of men. The social representation of women was constructed or thought of from very long ago in the patriarchal Fang system. The woman was constructed as a person who would dedicate herself exclusively to the house, who had to be submissive, always respecting her husband as the meaning of a good wife. The real conflict that is currently observed with gender stereotypes in Equatoguinean society, makes the woman of today to debate with her culture.

The patriarchal education is the cause of the submission of the Fang woman. Gender stereotypes are mechanisms of oppression that give oxygen to this model of education and constitute a scourge for Equatoguinean society because they represent the historical dominance that men have exercised over women. Based on the question posed above, the following questions arise: What are the most outstanding stereotypes in the construction of the woman Fang? In what aspects do these stereotypes favor the woman Fang? Is it possible to speak of equality in a context where the masculine imposes on the feminine? Can feminist ideology combat patriarchal education for the submission of the woman Fang?

Answering these questions is crucial to understanding the method of male domination that the patriarchal Fang system in Equatorial Guinea exercises over women to keep them in a



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constant state of domination. Based on this, it has been seen opportune to present a thesis to be able to respond to these questions and to better base our argumentation on the influence of gender stereotypes in the construction of the identity of the Fang woman. In fact, the thesis that we defend is the following: *the gender stereotypes assigned to the Fang woman have contributed to build a distorted image of her, which has been possible thanks to the education of the patriarchal system, focused on the submission of women*. This thesis will be developed from the arguments of several scientific authorities.

2.State of affairs

Talking about gender relations in the patriarchal Fang system is currently a complicated task, since there is not much academic literature written on this subject, mainly because gender studies in Equatorial Guinea are very scarce. The existence of gender stereotypes in Equatoguinean society is an issue that challenges many social studies because gender relations among the Fang are very complex. However, there is a common tendency that, according to feminist ideology, all women in the world suffer from, referring to the subordination of women to men. This subordination of Fang women to men has led to the argument that "gender relations are still perceived from the point of view of male domination" (Pérez Armiño, 2018, p. 30). Therefore, the socio-cultural education that women have received is the manifestation of the patriarchal Fang system, characterized by the domination of men over women.

In the academic field, there are several researchers who address the issue of gender stereotypes. That is to say, there is a great deal of literature about terms such as stereotype, gender, or patriarchy. Therefore, we are going to use this theoretical framework that exists on this issue to better argue about gender stereotypes in Fang culture. In this sense, it is important to note that, when dealing with gender stereotypes in the construction of feminine identity, that is, the way in which Fang culture conceives women. It should be said that, as has been highlighted above about the scarcity of gender studies in the patriarchal Fang system, we will rely mainly on the texts that are handled within feminist theory to conceptualize and politicize in this way, the inequalities between the masculine and the feminine.

Before we begin to develop this question in detail, it is useful to offer or base ourselves on the terms of patriarchy, gender and stereotype. In academia, patriarchy is a very important issue in analyzing gender relations. Although we must also point out that it is not a very universal structure as it is held in some feminist currents. In the case of Equatorial Guinea, the domination that men exercise over women means that we use this concept to explain situations of domination within this culture. In this sense, Victoria Sau Sánchez, one of the most prominent activists in the conceptualization of feminist theory in Spain, argues that :

Patriarchy is a historical takeover of power by men over women whose occasional agent was of the biological order, although this was elevated to the political and economic category. This takeover of power necessarily involves the subjection of women to maternity, the repression of female sexuality, and the appropriation of the total workforce of the dominated group, of which their first, but not the only product is children (Sau Sánchez, 2001, pp. 237-238).

Based on this reflection, the oppression and injustices suffered by women in relation to men in these contexts are catapulted by the existence of obstacles such as gender stereotypes that dictate how citizens should behave according to their sex, but behind all this is the



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discrimination suffered by the female side at the hands of men. Patriarchy should be understood as an ideology that favors only men to the detriment of women. In other words, patriarchy "is defined as a system of sexual domination which is, moreover, the basic system of domination on which all other dominations, such as class and race, are built" (Varela, 2019, p. 109). Furthermore, this makes it clear that men are, as far as possible, the ones who benefit most from this system, since they can exercise their power and domination over women and society would see it as something totally legitimate and normal. This position is not surprising since it is "a system of domination and exploitation that would have replaced the old matriarchy" (Puleo, 1995, p. 13). Note that in the case of the Fang culture, there is no evidence of matriarchal power. Furthermore, despite the fact that there are ethnic groups in Equatorial Guinea that are apparently matriarchal, it should be noted that patriarchy is a cultural pattern for all ethnic groups in the country. Based on the premise that patriarchy is a system of domination, it uses the category of gender to systematically oppress, undervalue and subordinate women. Therefore, "the fundamental objective of feminism is to end patriarchy as a form of political organization" (Varela, 2019, p. 231).

On the other hand, in relation to gender we can see that it is a social difference that the patriarchal system uses to establish the difference between them. Gender is not biological but social; it is what each culture or society understands as male or female. Being a little more precise, "gender is a cultural construction corresponding to the roles or stereotypes that in each society are assigned to the sexes" (Elósegui, 2011, p. 47). This implies that both men and women are products of a social construction and not biological, at least, that is what is deduced from the explanation offered within the feminist perspective. Aware that in this research we only and exclusively address the situation of Fang women, all women according to the feminist ideology, are practically equal because they all suffer and face to a lesser or greater extent the patriarchal system. For this reason, there are gender stereotypes, which "refer to the traits that men and women supposedly possess, which distinguish one gender from another" (Baron & Byrne, 1998, p. 262). In fact, these labels are involved in the socialization of human beings. Based on these labels, we behave in a certain way.

The submission that we relate as a way that has been used from the patriarchal fang system to educate women, is nothing more than a label or, better said, a stereotype. It is extremely important to insist that gender stereotypes are "systems of shared beliefs about groups of men and women in general or about the characteristics of masculinity and femininity developed by them" (Barberá Heredia, 2004, p. 79). Therefore, in societies such as the Fang, these stereotypes become natural and multiply from one generation to the next. With these principles on gender stereotypes, we will proceed to develop the proposed thesis, always relying on some authors who have also addressed a similar issue to ours.

2. Thesis defense

As announced *ut supra*, the thesis defended in this work is the following: *the gender stereotypes assigned to the Fang woman have contributed to build a distorted image of her, which has been possible thanks to the education of the patriarchal system, focused on the submission of women.*

Equatoguinean women are a product of their culture, which means that the way they are, feel, speak or act, they have learned through a socialization system established for their sex. That is, a patriarchal construction of female identity. The Fang woman is the result of a



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construction where she has to behave according to how her culture says so. Hence, gender stereotypes significantly mark the reality of all Equatoguinean women. In this regard, Colás and Villaciervos maintain that "stereotypes are, therefore, socio-cultural tools on which norms of social functioning are based while serving as a reference for structuring the identity of subjects" (Colás Bravo & Villaciervos Moreno, 2007, pp. 35-58).

In this sense, we can affirm that stereotypes inform us about how our behaviors should be in society. The result that is obtained is that, the woman ends up being domesticated to be a good wife and to be at the service of the man, it happens in the Fang ethnic group. The patriarchal Fang system is not a product of today, but rather it is a very long-lived system, with several centuries of existence in which a construction of the woman's identity has been carried out, to subject her to the will of the man. It must be recognized that women themselves also contribute to keeping this system alive. We point out that they contribute because by being indoctrinated by the patriarchal system, they have transmitted or reproduced learned patterns of behavior of submission, which is why this patriarchal system is so robust.

The option of being able to choose and decide is not a value that we can say exists in the Fang culture. On the contrary, it is the distribution of genders that sets the guidelines for this subordination. We do not want to talk about a macho culture where androcentrism shines by itself, but rather we can say that as in other cultures of the world, the Fang have followed the same patriarchal system, which "is characterized by the authority of men over women and their children imposed from the institutions" (Castells, 1998, p. 159). This is an architecture systematically established by men to benefit only men. Of all the institutions of the patriarchal Fang system, marriage represents the main focus of inequality between men and women, because it is given by men to marry women.

Despite this situation, "the institution of marriage is the backbone of the African social architecture" (Ondó Ndjeng, 2013, p. 13). This is because the Fang man, being African, understands that he is fully developed within marriage because through it he can ensure the continuity of his legacy. In order to ensure this continuity, women have had to be subjugated so that only the continuity of men's legacy is made possible. There are several problems that Fang women have to face throughout their lives, but the most terrible is having to learn to be a woman according to the canons that the culture establishes for them. As an individual belonging to the Fang culture, a woman is called upon to respect these rules, as long as they do not undermine her dignity. Therefore, it is important to review these cultural norms that were established by men, at a time when there are no written references. Therefore, within the patriarchal Fang system one cannot speak of equality between men and women, but rather of oppression and subordination which are the visible faces of gender inequality in Fang culture. Consequently, gender stereotypes have served to educate women to be constantly subordinate to men. Therefore, the space par excellence where this type of socio-cultural education has been carried out is the private space, which in the Fang culture represents the house-kitchen. The spaces are well differentiated, so that women occupy the private and men the public. These cultural norms must be respected so that society advances with balance.

However, this balance is a given, since the man always imposes his will so that the woman obeys him. For example, in Equatoguinean society, there is a stereotype common to all women, we mean that they are always at home taking care of their children, that is, they are



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always occupying the private space that is usually mainly the kitchen. Meanwhile, men are busy providing and supplying food to their families.

The existence of these stereotypes considerably slows down the progress of women, and makes them more prone to suffer any kind of violence from their husband. The cultural reasons given to justify this submission are that women are weak and must be cared for and protected because they are unable to look after themselves. A whole generation of women who are now our mothers have grown up under the belief that they are dependent because nature has made them so, when in fact it is the way they have been brought up to be submissive. Therefore, we perfectly find that:

Women, as the stereotype portrays them, will be considered as naturally destined for private life, maternity and family care. And little interested in any other activity, especially those linked to the public sphere (Bosch Fiol & Ferrer Pérez, 2003, p. 119).

In this quote, one of the arguments presented above is that in the Fang culture, women are more representative in the private space, which is the kitchen-house, where they prepare the food that their husband brings home, and take it to the public space which is, firstly, the dining room of the house, and secondly, the courtyard or the house of speech (abaa) where her husband usually stays to chat with his friends, some men who are just like him. Dependence is a product of the patriarchal fang system, without it there would be no woman who wants her husband to constantly humiliate or underestimate her. It is a current anthropological issue to empower Equatoguinean women in general, deconstructing gender stereotypes that lead to submission.

Gender stereotypes are factors that contribute to the vilification of women. A society with such deep-rooted parameters of subordination is called upon to change because otherwise we would be justifying vile treatment of human beings, outraging or violating their natural rights as persons. There are two main gender stereotypes that lead to socio-cultural education for the submission of Equatoguinean women.

1. The woman is submissive. This stereotype undoubtedly marks the gender relations in Equatorial Guinea. It is a cultural precept that makes any man feel with enough authority to impose his will on women. Not only the woman as a wife, but also as a mother or sister. The male has the stereotype of being dominant, so he must act as such. It should be noted that this submission is weakened by the penetration of feminist ideology in Equatoguinean society.

For this reason, it has come to be stated that if in Equatoguinean society it exists:

A conflict between feminism and patriarchy is because men are not willing to let women take power as well. By power, we mean the fact that women can also perform tasks that have traditionally belonged to men. The struggle against oppression requires that women dissociate themselves from the patriarchal system because it is totally incompatible with feminist ideology. (Bituga-Nchama, 2020, p. 20).

Obviously, assuming power is a way out of the gender stereotype of submission that has been assigned to women, although we think that power implies empowering women so that they are also able to decide for their future.



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2. Dependence. Although this gender stereotype is linked to the previous one, it constitutes one of the main ways of oppressing women in Equatoguinean society. There is a great deal of dependence on women in this society. For example, there is economic dependency, among other types of dependency where women are imprisoned or cornered and even screwed to a man because not doing so would make their lives very bad. This is the education that the patriarchal system has embedded in the mentality of women.

Economic dependence implies a total dependence of women on men. This strategy of the patriarchal system to oppress women has been strongly criticized from the so-called radical feminism. On this question Millet points out that:

One of the most effective instruments of patriarchal government is the economic domination it exercises over women [...]. Since in patriarchal societies women have always worked, often performing the most routine or heavy tasks, the central problem does not revolve around women's work, but around their economic retribution (Millet, 1995, p. 94).

To build an egalitarian society, we must start by eliminating those mechanisms that, like gender stereotypes, serve as obstacles to women's lives. Differentiated socialization is a social evil that holds back both men and women, although the latter are always the ones who have the most difficulties. So much so that Beauvoir, one of the main representatives of feminist theory, states that "the passivity that essentially characterizes the 'feminine' woman is a trait that develops in her from her early years" (De Beauvoir, 1949, p. 118). In short, the stereotype of passivity is not something natural, but rather social or cultural that has been constructed by the great patriarchs of the different ethnic groups of Equatorial Guinea. Evidently, the Fang woman has been forged by the patriarchal system as submissive and dependent on men. The submission and dependence of women, as mentioned above, are the main gender stereotypes assigned to women in this society, starting from their ancestors, where they had women only and exclusively for housework and could not even think of being able to train academically because it was something that at that time only men, the ostentatious ones of knowledge and force, could do. A very androcentric vision of the world where the masculine is the right thing and the natural thing, the most perfect thing in the world. Seen from this perspective it is argued that:

Women have to be (according to the traditional stereotype) weak, without initiative and dependent on men among other characteristics. [...]. To be female is to be sensitive, loving, understanding, kind, respectful, dependent, submissive, weak, flirtatious, hardworking, maternal (López López & Recio González, 2008, p. 117).

Generally speaking, gender stereotypes are an obstacle in the life of the whole society, but especially in the life of the Fang woman, who has gone through difficult situations due to the existence of this kind of social obstacles. The patriarchal system dishonors women by considering them to be fragile beings who need to be always subordinated to men. For this reason, women's education is geared towards serving men and raising children. Gender stereotypes oppress and debase the proper development of women's skills. They gradually intervene in the construction of women, a construction that must be demolished, which is why Beauvoir argued that:



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You are not born a woman, you become one. No biological, sociological or economic destiny determines the figure that the human female presents in society: it is civilization as a whole that produces this creature, intermediate between man and eunuch, which is described as feminine (De Beauvoir, 1949, p. 5).

With these words, Beauvoir laid the foundations from which many theories that currently support the feminist movement would emanate. Within the patriarchal Fang system, women have been assigned roles and behavioral patterns that serve to define them. In this sense, Victoria Sau Sánchez emphasizes that:

These patterns of behavior are learned from the cradle, from generation to generation, through the family, the school and the systems of representation, and this has given women much less room for action than men to access politics, studies, property, have their own money, etc., measures that tend to homogenize the group (Sau Sánchez, 2001, p. 50).

From this perspective of Sau Sanchez, clearly a feminist, all these assignments that do not have a natural but a social or cultural foundation, end up shaping the identity of women, thus creating what are the stereotypes, that is, "[...] sets of packaged ideas, based on prejudices, on which for convenience most people do not exercise any critical judgment" (Sau Sanchez, 2001, p. 48). This means that the existence of stereotypes depends on people's convictions about what is best for them. Thus, for example, in the Fang ethnic group we find several cultural stereotypes of women. In addition to what has been highlighted above, some of the gender stereotypes that feminism attributes to Fang women are:

1. A woman's word is worth absolutely nothing because she cannot reason objectively. In fact, in the Fang language there is a pejorative expression where it is pointed out that the woman's urine cannot go beyond the stride of a fallen tree (moño ho memina ma dan Nkog).
2. The woman is the cause of evil in the Fang ethnic group, since she is the one who brought the spell (evú). Therefore, we must be careful with the woman.
3. The woman cannot eat certain animals, with the excuse that by doing so she could become sterile. However, although the latter does not seem to be a stereotype, it is an agent of discrimination, especially on the basis of sex, within the Fang culture.

In short, gender roles or stereotypes in the Fang ethnic group are fallacious arguments that serve to justify the inferiority and submission of women. For example, the fact that women are now massively present in primary and secondary education is because the cultural vision that conceived of women as beings who were not fit to go to school because their main function for the family is to marry and serve their husband's family has been abandoned. Therefore, she does not need to study, because the reasoning is exclusively of men. There is a real danger in relation to the achievements of Equatoguinean women in general to move from the private to the public. There is a constant threat that seeks to stop everything achieved so far. Some researchers argue that:

The woman must recover and make a critical review of the fa, the private space, that occupied the back of the traditional fang houses. The opposite would be to simplify the vision of the female role in Guinean society according to Western parameters. The fa is "the most precious property of women", a central space of the village where the life of the community



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is decided in front of the nseng, a superficial and treacherous space. However, the independent woman must make a decision about the place she wants to occupy in society: the fa or the nseng, the traditional or the western vision (Mbana Nchama, 2011, pp.127-129).

In response to Mbana Nchama's approach, there should be no further critical review of anything. No step backwards to return to private space. The traditional view relegates women to an environment that oppresses them, which is intolerable to the modern, non-Western view. We prefer to talk about the modern vision because in it the woman fang, thanks to the theoretical and critical contributions against the patriarchal culture, can decide without any western influence and if she did, that would have to help her chart her future. One cannot make a mistake of reasoning by thinking that the F, the private space, the house-kitchen, is the best place for the woman. By being in it, women were excluded from knowledge because they were not considered suitable for this work. At present, the feminist consciousness in Equatorial Guinea is unprecedented. Its purpose is to destroy the private space where the patriarchal system "has reified and commodified women in an extreme way" (Pérez Armiño, 2018, p. 55). In fact, it is totally unheard of to rethink a private space for women. This is what leads to "certain sectors of the female population being mobilized in a new activism that seeks to see in the Fang tradition the principles that have ideologically justified the domination of women" (Pérez Armiño, 2018, p. 56). In short, continuing to dismantle private space is the way to go on the road to equality, thus modifying gender relations in the patriarchal Fang system of Equatorial Guinea.

The different spaces between women and men have also allowed the gender stereotypes established by the patriarchal education system to be consolidated in such a way that each sex plays its role. It turns out that, when observing the roles, men are in a situation of dominance, while women become dominated. Therefore, it cannot be said that patriarchy has been eradicated in Equatoguinean society; on the contrary, it is very robust, although it is currently under some pressure from feminist activists in this society. What is certain is that gender stereotypes are aspects of daily life in Equatoguinean society, created by men and reproduced by women, so it is also difficult to get out of this situation. In this regard, Trifonia Melibea Obono, one of the main activists in the fight for women's rights in Equatorial Guinea, in an interview with the newspaper ABC, highlighted that:

The man creates an educational model, the woman reproduces it. And when the mother revolts against that educational system, she receives violence from the father. It is the woman who transmits, but the real power is in the hands of the man. She is really the one who educates, but the person who says "educate like that" is him [...]. In the Fang ethnic group, it is the man who is in charge. It doesn't matter what the woman says, anything. And in fact, when Dad appears in the house, everyone keeps quiet (Melibea Obono, 2016).

As a result, domination is reproduced because the woman has been educated to submit and be in the service of the man. This is the pattern that makes the Equatoguinean woman vulnerable. Consequently, patriarchal education is exercised from the families to the society itself, that is, it is inscribed in the gender relations of Equatoguinean society. Therefore, if men create the stages of domination and women reproduce them, it is crucial that a revolution be carried out in the educational sector so that women become aware of this situation that limits them as human beings. Consequently, the abolition of the system of male domination, with its multiple manifestations such as gender stereotypes, can bring



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Equatoguinean society into a context where there is less social exclusion of women. In this sense, the existence of gender stereotypes is one of the reasons why Equatoguinean women are confined to specific areas, where they cannot express their opinions or develop their activities with much autonomy. Given the lack of economic independence of Equatoguinean women, the kitchen-house is, as mentioned above, the place where a woman is to serve her husband. On a daily basis, we find situations such as control of economic resources, where the man has all the power over the woman, making her dominant will be fulfilled, because the woman lacks the autonomy and independence to put an end to this situation.

The fundamental tone observed today is that "Equatoguinean women debate between tradition and modernity [...], in a country where gender relations are still perceived from the point of view of male domination" (Pérez-Armiño, 2018, p. 30). In this sense, cultural changes are a necessary but not sufficient condition for dismantling the patriarchy that favors the domination of women. A society anchored in the stale values of patriarchy is a society that is almost obsolete and prone to underdevelopment. Therefore, the struggle to dismantle the gender stereotypes that favour a patriarchal education for the submission of women in this cultural context, has been one of the most fundamental issues in the path towards equality, however, it must be understood that this patriarchal education is precisely the result of the differentiated socialization that is established between the sexes, which is mainly due to the fact that in this culture "the world is defined as masculine and men are attributed the representation of the whole of humanity" (Varela, 2019, p. 227). However, gender stereotypes are facing their own demise because socio-cultural changes are inevitable and the patriarchal education system is facing its dismantling because it is the portrait of a bygone era.

Equatoguinean society faces a serious problem that can and does have dire consequences on women's lives. If stereotypes are one of the manifestations of the patriarchal Fang system due to the differentiated education given to both women and men, it is evident that men learn to be dominant, while women are socialized to be dominated. This model of patriarchal education is rooted in the culture, and many women are educated in it. Therefore, it is sometimes observed that when a woman suffers violence from her partner, she sees it as normal for her husband to beat her. This fact is a product of the way women are educated from an early age, they have to be submissive and dependent on men. Therefore, domination is reproduced because the woman has been educated to submit and be at the service of the man. This is the pattern that makes the Equatoguinean woman vulnerable and prone to any other form of domination or subordination. Consequently, male domination is exercised from the family to the society itself, that is, it is inscribed in the gender relations of Equatoguinean society.

The causes of this educational model of the Fang culture for women, are originated by the patriarchal system, the germ of submission. The strong influence of this system means that the main function that women continue to exercise is reproductive, in the service of men. The patriarchal character of culture allows the education that women receive to be marked by their gender role. Although one of the chapters of this research has said that men create the stages of domination and women reproduce them, it is crucial that a revolution be carried out on the patriarchal educational model so that women become aware of this situation that limits them as human beings. Therefore, the abolition of the educational model that uses the patriarchal system to keep women submissive must be abandoned because it has been proven that it prevents women from developing freely as persons. According to the voices of women themselves, feminist ideology is a panacea for the



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problems of domination imposed by the patriarchal Fang system. At least, the results of this research show that many women are against living submissively as they have been doing.

So-called gender stereotypes have contributed to the construction of women's identity, making them think that this submissive behavior is natural, while in reality it is a product of the educational model that the patriarchal system has to favor men exclusively. The exclusion of women in public spheres is mainly due to this way of educating women, since they had to be outside the areas that were only for men. The lack of visibility of this problem is due to the fact that most women assume this educational model as something normal and natural. However, there is a new generation of women who have opened the debate about gender stereotypes in Equatoguinean society. Although gender studies are very incipient in Equatorial Guinea, it can be said that, with the advent or influence of feminist ideology in this country, the demands for equality between women and men have worsened. Therefore, to try to hide this problem is to prolong an inevitable debate. Therefore, this study constitutes an important theoretical contribution that makes visible the problem caused by gender stereotypes in Equatoguinean society originated by the model of patriarchal education that is imposed for the submission of women. In spite of the multiple limitations and difficulties that have been assumed with this investigation, we think that it constitutes a theoretical and practical pillar to fight the educational model of the patriarchal system fang and of the Equatoguinean society in general.

4. Methodology

According to the theme we are addressing, this study on gender stereotypes in the construction of Fang women, has adopted the qualitative methodology because it addresses a topic that belongs to the field of humanities and social sciences, and because "qualitative research seeks to understand reality in all its qualities, it is a dynamic structure" (Navarrete, 2002, p. 53). In this research, our concern has been centered above all on explaining and describing the model of socio-cultural education of the Fang woman, which is based on submission and dependence. For this reason, we have proceeded with a research design with an explanatory-descriptive method. In order to keep a correspondence between the problem and the research objectives, some techniques and instruments for data collection have been used to respond in some way to many of the questions that constitute a key part of this research. Taking into account that this research is carried out within the field of the humanities and social sciences, it seemed appropriate to us to choose the survey as the technique for data collection, while the instrument was preferably the questionnaire.

The purpose of our survey is above all to know the impact of gender stereotypes in the socio-cultural education of Fang women. In summary, it should be noted that we have proceeded with the written survey which is, without a doubt, the questionnaire, which has allowed us to obtain from our respondents the information we required from them on the issue being addressed. This questionnaire consists of ten closed questions where the respondent has been selecting the answers that seemed correct. The data obtained with this instrument has been analyzed in a qualitative way. The questionnaire has been directed only to those who are part of the sample we have selected.

The population on which this research has been directed has been from the city of Bata. Within this city, we have selected a group of individuals who constitute our sample. There are reasons that have led us to focus exclusively on the city of Bata. Firstly, it should be made clear that the city mentioned has been chosen because it is one of the largest in Equatorial Guinea. On the other hand, this research has also focused on the mentioned urbanization



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because all the Fang groups that exist in the country are represented there. However, even if the Fang ethnic group is subdivided into tribes or clans, this should not lead one to believe that the research presented here is not delimited. It has been delimited because the Fang have only one culture and it is the one that is being elucidated. Since it is complicated to carry out research covering all the Fang in Equatorial Guinea, we have opted for a sample. That is, a certain amount has been selected within the universe or population. In this sense, we have selected a sample of 384 citizens to whom the survey has been directed. The sample selected is representative and very significant, because even though it was taken from the Fang population in the city of Bata, this is where all the characteristics of the population under study are represented. As for the characteristics of the sample, it should be said that it is made up only of women of the Fang ethnic group, who are between 40 and 50 years old. Based on the selected sample, some results have been extracted that are perfectly generalizable to the entire Fang population living in Equatorial Guinea, with a known margin of error.

In relation to the above, it should be stressed that in this case the confidence level was 95%, which is equivalent to 1.96, while the sampling error is 5%, with a value of 0.05.

5. Analysis and discussion of the results

For the statistical analysis and the interpretation of the data that are exposed next, in this investigation the Statistical Package of the Social Sciences (SPSS) has been used, which has allowed to obtain the frequencies and percentages in each one of the different results that are handled here. The following question collects the response of our respondents when asked if the education they receive from their culture is patriarchal, that is, of submission and dependence to man.

		Frequency	Percentage	Valid Percentage	Acumulated Percentage
Valid	Yes	107	27,9	27,9	27,9
	No	277	72,1	72,1	100,0
	Total	384	100,0	100,0	

Can the educational model of the Fang culture be considered a patriarchal system for the submission and dependence of women?

In addition to the results of this question, the women themselves admitted that this educational model must be ended because it helps to perpetuate the dominance of men over Fang women. Therefore, 74.0% consider that gender stereotypes should be demolished by depatriating the culture

		Frequency	Percentage	Valid Percentage	Acumulated Percentage.
Valid	on favor	73	19,0	19,0	19,0
	Against	211	54,9	54,9	74,0
	Neutral	100	26,0	26,0	100,0



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Total	384	100,0	100,0
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What is your position on the education that women receive in the Fang culture?

Without a doubt, this question confirms one of our objectives because here it is demonstrated that the Fang ethnic group is patriarchal. That is, it is governed by a patriarchal system of male domination over female domination. At least, that is what the results of our survey leave us with, where for 72.7%, the Fang ethnic group is a patriarchal system where women are treated with many humiliations that have been cited throughout this work

		Frequency	Percentage	Valid Percentage	Acumulated Percentage.
Válido	Sí	279	72,7	72,7	72,7
	No	105	27,3	27,3	100,0
	Tota l	384	100,0	100,0	

Can Fang be considered a patriarchal system where men have more privileges than women?

6. Conclusion

As in other parts of the world, gender stereotypes mark differences based on the sex of people. They are not natural or biological, but are constructs that each society assigns to each of its members. That is why this research has had as its starting point, the defense of the thesis that gender stereotypes are a construction created by the patriarchal system fang, to educate women socio-culturally to be submissive to men. This model of patriarchal education from submission, is given because women have been inculcated with behavioral patterns according to their sex. Therefore, this research shows that the Fang woman has been socio-culturally constructed, and is therefore educated to be subject to the designs of men. However, due to the universalization of feminist ideology, activists have emerged who seek to promote another type of education, not from submission, but from the autonomy and visibility of female skills that have been overshadowed by men. The feminist ideology currently rooted in Equatoguinean society, is forging a new consciousness where women have begun to question this education they receive from their mothers or society itself to become submissive, being only wives and mothers, exercising only the maternal function and caring for their husbands. The everlasting status quo of the submissive woman is being challenged in order to build a new history for the Equatoguinean woman.

Therefore, the first step is to end the patriarchal culture that undervalues women, placing them in the background and always subordinated to their husband's authority. All social barriers such as gender stereotypes are a challenge for many women, because the fight for equality must start with the dismantling of these barriers. So much so that all the cultural humiliations that women have had to endure are serving to make the fight against the patriarchal system a priority in order to prevent future generations from having to live with a discriminatory and androcentric culture. As can be seen, the construction of the fang woman, that is to say, her nature as a human person, has been determined by men, confined or confined to remain in the private sphere. For this reason, we emphasize that education for dependence and submission, which do not stand alone, represent the visible face of a



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system of domination where women face one of the worst forms of oppression and subordination within the patriarchal system. Gender stereotypes and other forms of domination are there to subjugate women so that they are always in the service of men. As has been made clear throughout this dissertation, Equatoguinean society should not adhere to the stale values of patriarchy, because these only harms and obstructs the country's development. This is the moment when new masculinities must emerge to support the feminist struggle in Equatorial Guinea against the patriarchal system that advocates a stereotypical education for women's submission and dependence.

In general, today's society cannot be indifferent when there are barriers created by the patriarchal system such as gender stereotypes. In fact, to end these gender stereotypes imposed by the patriarchal system fang to oppress women, it is necessary to empower women and educate them in equality and, depatrialize the culture. In Equatoguinean society, the revolution will be feminist or there will be no cultural change to end the patriarchal system. Not one step back!



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