

Autonomous strategies for the production of argumentative texts in the Peruvian jungle

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Abstract

The objective of this research was to analyze the autonomous strategies for the production of argumentative texts used by elementary school students from an educational institution in the Peruvian jungle, according to the subcategories metacognitive strategies and self-regulation strategies. The methodology is of qualitative approach, with the hermeneutic work method. The informants were 14 students. The technique was the interview where an unstructured interview guide was applied. The results show that most of the students used autonomous strategies for the production of argumentative texts, being the most prevalent those of organization and planning, information search via the Internet, underlining and summarizing. Conclusions: the autonomous strategies for the production of argumentative texts used by primary school students of an educational institution in the Peruvian jungle are in the categories of meta-cognition and self-regulation.

Keywords: Autonomous strategies, metacognition, self-regulation, argumentative texts.

Resumen

El objetivo de esta investigación fue analizar las estrategias autónomas para la producción de textos argumentativos empleadas por los escolares de educación primaria de una institución educativa de la selva peruana, en función de las subcategorías estrategias metacognitivas y estrategias de autorregulación. La metodología es de enfoque cualitativo, con el método de trabajo hermenéutico. Los informantes fueron 14 estudiantes. La técnica fue la entrevista donde se aplicó una guía de entrevista no estructurada. Los resultados: La gran mayoría de estudiantes emplea estrategias autónomas para producción de textos

argumentativos, siendo las prevalentes las de organización y planificación, búsqueda de información vía internet, el subrayado y el resumen. Las conclusiones: las estrategias autónomas para la producción de textos argumentativos empleadas por los escolares de educación primaria de una institución educativa de la selva peruana se dan en las categorías de meta cognición y autorregulación.

Palabras clave: Estrategias autónomas, metacognición, autorregulación, textos argumentativos.

Introduction

The child develops strategies that he/she uses autonomously, which does not mean that he/she disdains or ignores what he/she has learned at school, but rather that this experience, together with his/her readings, experiences and lexical domain -what has been referred to as the horizon of experiences in the previous paragraph- result in a spontaneous, first, and then habitual way, the primary education student writes different types of texts (Educational Quality Measurement Unit, 2019), such as the argumentative -article or essay- which, even with its complexity, is the best way to express what one thinks or has an opinion about a certain fact, it is the best tool for evidence of critical thinking, of course, prioritizing the communicative and overcoming the forms.

It is evident that, due to the natural complexity, there are deficiencies in the argumentative texts produced by schoolchildren, that is, channeling the arguments that are used daily becomes a greater difficulty when trying to translate them into a text, although the writing of any type of text has its peculiarities, arguing is more complex, especially when they are guided towards certain knowledge or subject matter (Cabrera-González *et al.*, 2019). However, the use of autonomous strategies to facilitate argumentation in a text is also difficult, since the student is accustomed to the teacher explaining, teaching and even solving problems, preventing him from developing his ability to write an argumentative text, which has been accentuated in recent years due to the measures of social isolation that prevented face-to-face education, so the students' shortcomings to study and use learning strategies on their own have been evident (Cumpa and Gálvez, 2021; Plá, 2020). In the Peruvian jungle, according to the results of the census evaluation of students, it is feasible to affirm the deficient level of

schoolchildren in the production of texts, among which are argumentative texts; these data allow inferring that teachers have not put special dedication to the teaching of writing, even more so when this provides a series of benefits for the student, such as concentration skills, inquiry or patience (Unidad de Medición de la Calidad Educativa, 2019).

The main autonomous learning strategies, considering that these are such because, even though they are systematized, they are adapted by the student to be able to learn, in this case, to write, are underlining, summarizing, the use of an outline or organizer, the use of the dictionary or consultation sources, the revision of the writing and socialization. Huamaní (2021) explains that underlining is a transcendent strategy that consists of drawing a line under the idea that is considered essential for the purpose of writing, even more so when previous research is done; summarizing is the writing of ideas that briefly interpret the content of a segment of the text, even in the case of writing, it allows the expression of more of the substance of the messages; summarizing, in writing, allows writing the developed idea of what will be dealt with in the text to be produced; schemes and organizers are useful because they allow to graph synthetically and hierarchically what will be written; the use of the dictionary or consultation sources are useful so that, during the writing of the text, the doubt about the writing of this or that expression is clarified, and the review of other sources is useful because it allows to document about the topic to be developed; the review of the writing is functional for the identification of errors that are made when writing; socialization, which consists of someone, expert or a peer, reading the work and making suggestions.

The production of argumentative texts is the best expression of the cognitive abilities of students, regardless of their age or grade level, since they show the horizon of experiences that human beings develop in the role of interactions that they establish with their environment from the moment they enter the world; children, once they have learned to write, can develop their strategies for this purpose, since they adapt what they have learned to their characteristics and will write what they consider, either on their initiative or as a task (León, 2019).

About the use of autonomous strategies and their usefulness for the production of argumentative texts, a series of studies have been developed, such as that of Higuera (2020), who characterized the strategies of autonomous learning in graduate students, finding that the use of the extension and preparation in the correction of activities proposed to measure the cognitive level of the participant is the most used indicator for the concretization of area purposes, in this way it can be positioned as an autonomous strategy with positive results within the task in this university case. Medina and Nagamine (2019) state that autonomous strategies in reading, refer that students are regulators of strategies used by the teacher, in this way they can exercise relevant control; this is evidenced, especially in virtual learning, since the autonomy required by students is more incisive and frequent to learn to write, as in the case of the use of inverted learning (Torres *et al.*, 2021).

Solórzano (2017) affirms that due to the new academic realities, demanding responses are generated in the development of a conscious type of thinking, with reflective students according to the type of social interaction. This action is generated independently in each improving level of competencies and their work towards new excellence. Likewise, Molina (2019) specifies that producing argumentative texts through multimedia resources as an autonomous learning strategy, guides improvements in communicative purposes by making use of different resources among which the power to adhere ideas to the reader in the textual proposition results in a thematic continuity, exposing simplicity, clarity and accuracy as strategic foundations in the student; thus, regarding not only writing itself but

also reading and writing, the use of autonomous strategies strengthens the processes, as they pointed out by Chacha-Supe & Rosero-Morales (2020) and De Mello & Porta (2017).

Zambrano *et al.* (2016) concluded that textual production is a decisive point for the opening of intellectual perspectives and the improvement in academic effectiveness, all this is generated in the participants in the teaching-learning process, in addition to this, persuasion and influence are executed to make textual learning concrete, with the use of correct coherence and cohesion structures, which Henríquez (2019) also affirms, since he refers that argumentation allows other types of texts to be written appropriately. It is understood that what has been developed in terms of text production in schooling has its correlation in higher studies, since Bastiani and López (2016) found that the educational structuring must be given with the purpose of improvements in the communicative training process, in this way it is intended to overcome any kind of weakness in the educational policy model used, finally, it is identified that the textual form, relationship, sound and accentuation, are strategic points to improve, which allows inferring that some potentialities or deficiencies are preserved; To this finding, Calle-Álvarez (2020) adds the process of self-regulation or self-evaluation using the rubric.

Autonomous strategies for learning are those that the student uses by his own decision in each learning activity, spontaneously as a product of his previous experiences, since he has applied them at school; however, the use in a specific situation is made according to his characteristics. The autonomous use of these strategies allows the student to put into practice their thinking skills, including the most complex ones (Maldonado-Sánchez *et al.*, 2019); for the case of the production of written texts, strategies of an autonomous nature such as the review or the summary can favor learning (Ávila *et al.*, 2019).

Producing an argumentative text is the process of, based on the use of formats and structures appropriate for these types of text, wielding one's ideas about certain events, knowledge or facts and supporting the proposed ideas with valid reasoning, persuading the interlocutor that what is expressed is correct (Meneses *et al.*, 2018). The

importance, as can be seen from what was previously stated by Meneses *et al.* lies in the development that the student will experience to use his critical thinking, his ability to discriminate or discern and the evaluation he will make of the best arguments in a certain situation (Ramos and Carrión-Barco, 2021).

An argumentative text responds to certain structural characteristics whose main sequence is that the writer presents the situation about which he is writing, states the thesis he intends to demonstrate, argues it and concludes appropriately and coherently, likewise, it conforms to the properties of any text, that is, coherence, cohesion and adequacy; considering that writing is deferred and reflective and must possess qualities such as correctness, clarity and grammatical concordance (Anguiano *et al.*, 2014).

León (2020) explains Toulmin's Model, which is an approach used for argumentation studies applicable to the written argumentative text, because being rational, the argument applies to all knowledge and area in which it can be debated. Likewise, this proposal is functional and pragmatic, since it omits the criterion of application of formal logic. This model sustains the requirement of a pattern of analysis of the arguments to evaluate them, being composed of 1) affirmation, which is the idea that will be supported or defended, and 2) data, which is the set of reasoning and evidence that support the affirmation and back it up; 3) guarantees are the statements that articulate the assertion and the data and have a general essence; 4) support, which are the ideas that are incorporated to sustain the

Methodology

Considering what is specified by Fuster (2019), this research follows the qualitative approach, in addition to assuming the hermeneutic method for the analysis, which consists, according to Gadamer, of understanding the other in terms of the discourse expressed, but also what is behind the message or what is tacit in it, thus obtaining not only a deep but also an integral interpretation of the events, especially considering the

guarantees; 5) modal nuances, are the aspects that give strength to the guarantees; and 6) conditions of exception or refutation, are certain circumstances in which the guarantees are surpassed and circumvented.

Now, the possibility that this Model can be applied to schoolchildren, especially in situations in which they must individually write argumentative texts, is feasible in the function of an adequate a priori accompaniment in the use of learning strategies. Vygotsky specifies that the internalization of what is learned externally, finally derives in a reconstruction of that learning so that, later, it becomes concrete according to personal characteristics, that is, the learning that is demonstrated is not identical to the learning that was captured, it presents a series of modifications and adaptations according to the experiences that the individual has already developed as a product of his sociocultural interactions and his psychological and physiological possibilities (Vygotsky, cited by Álvarez-Espinoza, 2018). In this line, it is understood that the learning strategies that a schoolchild learns at school, once internalized will manifest autonomously, but will personalize the strategies learned and adapt them to their sociocultural, psychic and physiological characteristics.

Thus, the objective of this research is to analyze the autonomous strategies for the production of argumentative texts used by primary school students in an educational institution in the Peruvian jungle, according to the subcategories of metacognitive strategies and self-regulation strategies.

horizontality of interpretative possibilities provided by this method (Pérez *et al.*, 2019).

The informants were 14 students according to the inclusion criteria, that is, belonging to the sixth grade of the primary education level of the educational institution where the research was conducted, in the Ucayali-Peru region, being enrolled on the date of application of the interview and having regular attendance and participation in the course of the school year.

Information was collected about the objective of the research, based on the autonomous strategies

category and its two subcategories: metacognitive strategies and self-regulation strategies. The interview was carried out with the authorization of the institution's directors and the section's teacher. Due to the situation of social isolation and the development of school classes in a virtual synchronous manner, it was possible to conduct the interviews in real-time.

The technique used was the interview (Arias, 2020), since an interview guide was applied about the autonomous strategies used by the students of the sixth grade of primary education of the referred institution.

Specifically, an unstructured interview guide was applied, since although there was a topic around

Results and discussion

Regarding the subcategory of metacognition strategies, the students' answers point to the practice of planning as the first step in the writing of an argumentative text, which shows the correlation between what is developed in regular classes and the practice that the student spontaneously develops. Although they do not explain in more detail how they carry out this planning process -the first step in writing a text-, the mere fact that they choose this exercise is a reflection of the fact that there is an important influence of schooling on the student's daily intellectual performance.

In addition, there is a minority segment whose autonomous learning strategies in terms of metacognitive strategies consist of searching for information about the topic of the argumentative text they will write. Although the search for information is a metacognitive strategy that is not widely practiced to start writing with this procedure, which does not mean that the application would be disqualified; rather, it is important to emphasize that an action of this complexity is carried out and that it complements that of planning in terms of ideas, allowing to nourish the cognitive heritage on the subject, so that when ideas are expressed, they are appropriate; However, this strategy is also developed at school, so it is evident that the impact of the strategies practiced in the formal learning

which questions were posed, the answers that were required were not closed or guided, rather they were free and invited fluency, and the condition was set to respond within 20 minutes from the reception of the instrument, counting only with the advice of the researchers, in case it was necessary to absolve any doubts.

The interview guide consisted of three questions to collect information on the subcategory metacognitive strategies and two questions for the subcategory self-regulation strategies; for this instrument, direct, simple and clear wording was used, i.e., amphibologies or periphrasis were avoided, common and standard expressions were used, and this resulted in easy-to-understand questions.

context on the exercise of autonomous strategies is evident.

In this sense, Solórzano (2017) manifests the importance of autonomous strategies for competencies, as well as Zambrano *et al.* (2016), refers that the production of argumentative texts is essential for the development of intellectuality, it is understood, then, how important is the use of metacognitive strategies to write this type of texts. Even more so, considering that, as Maldonado-Sánchez *et al.*, (2019) point out: autonomous strategies adapt to peculiarities.

However, there is a small group of students who do not know metacognitive strategies to write an argumentative text, and their answers are already directed to argumentation, defense of ideas or communication of these. In coherence with these findings, Cumpa and Gálvez (2021), Plá (2020) and Cabrera-González *et al.* (2019) argue that the deficiencies in the management of strategies are due to didactic deficiencies and that the student has become accustomed to the teacher's intervention in the resolution of learning problems during classes.

In addition, when we explore how they design the writing plan, that is, how they plan the text they will write, most of the informants refer that they organize their ideas, and it can be understood that they use organizers, outlines or only record the ideas they have about the topic they will write about. They also state that to plan they look for information, that is, they prefer to document

themselves as part of the process before writing; however, there is an important minority that does not know about metacognitive strategies that allow them to plan the text since their answers are deleterious and decontextualized.

The students to the third question, whose purpose is to rescue data about information search strategies, have mostly answered that they do search for data to write an argumentative text and through the internet or the internet and in physical support sources (books, newspapers, magazines or others), considering that it is the resource that is most at hand; in any case, it can be understood that this action is the first one they perform. Indeed, one of the metacognition strategies is the search for information, which is oriented at school in a certain way, but the student, when using concepts such as “platform”, “internet”, “digital format”, “technological” or “electronic” indistinctly, denotes that he has internalized the process and performs it according to his attributes; in addition, a small minority states that he searches for information in books or with the help of relatives, being these strategies part of the metacognitive strategies. More generic answers, which show a deficient use of metacognitive strategies, are those given by a minority group of students, who refer to “getting information”, “planning their ideas”, “reliable sources” or “hierarchizing their ideas”, given that these correspond, in addition to trunk actions, to other writing processes different from the search for information.

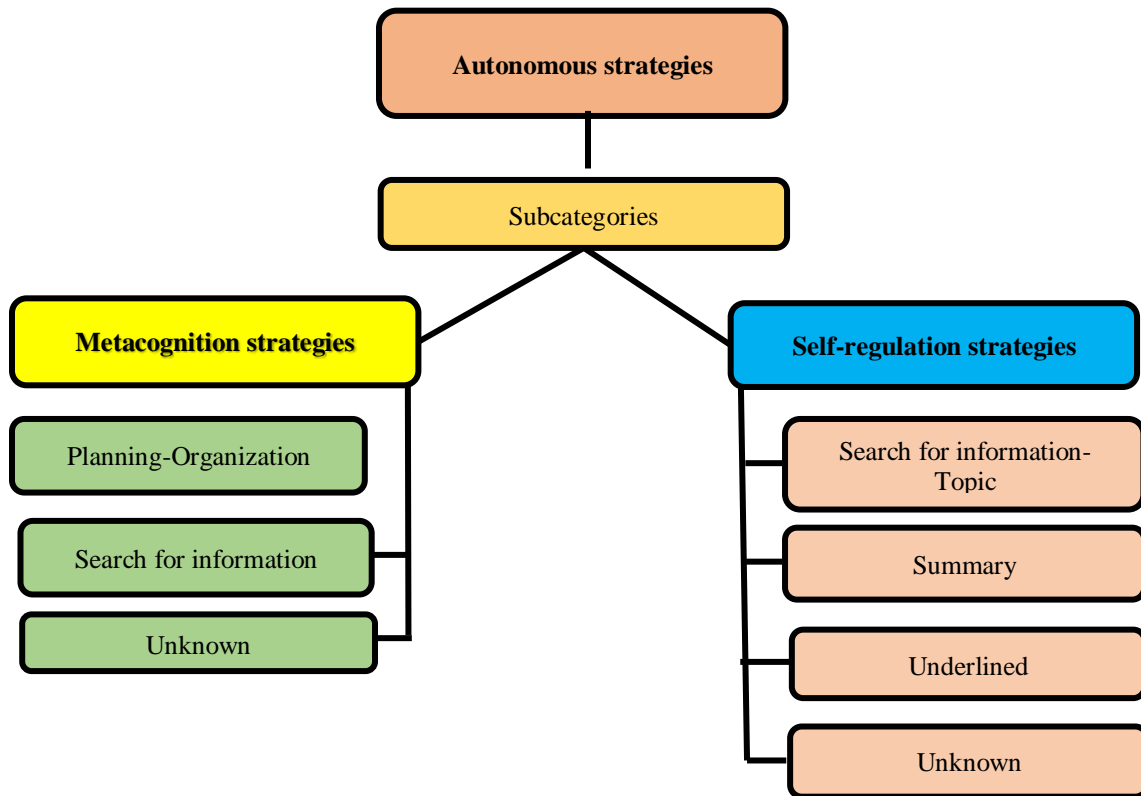
Regarding the subcategory of self-regulation strategies, to the fourth question, the answer about the clarity about what and how to write is linked to obtaining information before the textualization process, that is, it is related or coherent with the answer to question three, it is also related to the concretion of what is planned, so it is evident the

management of two connected actions: the search for data and the planning of the writing. Other answers allude to the fact of knowing how to write a text, denoting the absence of a self-regulatory strategy. Finally, some refer that they write without using any strategy since they answer that they do it only at the teacher’s request.

The fifth question, even though it may seem discordant, shows almost absolutely the use of reading and its analysis for writing as a self-regulation strategy, since there are answers that show the use of underlining, summarizing, outlining and gathering information, only a small number of students give vague answers such as “I followed what they recommended”, “it is not difficult or “I follow the correct steps”. Now, it is true that these strategies are usually used in the planning of the text to be written, but they can be adaptable to the other two processes, textualization and revision, considering that the adequacy of the argumentative text must be guaranteed.

Indeed, as Medina and Nagamine (2019) argue, the use of autonomous strategies forms students who are regulators of their learning, who, even with the deficiencies they may have when developing works of great cognitive and intellectual effort such as the production of argumentative texts, will progressively improve their skills, in the understanding that knowing how to write an argumentative text facilitates the learning of texts with other communicative intentions, since, as Meneses *et al.* (2018), Anguiano *et al.* (2014) and León (2020), the complexity of writing argumentative texts requires the use of autonomous strategies, such as self-regulation. The following organizer allows for synthesizing the results, as shown in Figure 1.

Figure 1

Synthesis of results

Note. Data were obtained from the categorization of the responses of the informants.

Consequently, most students use autonomous strategies for the production of argumentative texts, being the prevalent ones those of organization and planning, information search via the internet, underlining and summarizing. Thus, as expressed by Bastiani and López (2016), the

Conclusions

The metacognition strategies most used by students, according to the research, are those of organization and planning, searching for information via the Internet, underlining and summarizing, even when it was not specified which planning and organization strategies, the mere mention of their use is relevant.

teaching of written communication should be planned in a transversal manner in the curricular planning, analyzing the ways of overcoming deficiencies and optimizing the potentialities that are manifested, considering what Vygotsky (cited by Álvarez-Espinoza, 2018) stated when he affirmed that what is learned based on interactions becomes autonomous and personal.

Likewise, concerning self-regulation strategies, most students use information gathering before the textualization process, in addition to the almost absolute use of reading and its analysis for writing.

Consequently, the great majority of students use autonomous strategies for the production of argumentative texts, although not very diverse or many, they are useful for the writing of argumentative texts.

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