



Playful-pedagogical strategy "Playing I write and act"

Estrategia lúdico-pedagógica "Jugando escribo y actúo"

Zoila Clara Luna Diaz

Bachelor's Degree, Universidad del Tolima, Tolima, Colombia
zlunadia@ibero.edu.co, <https://orcid.org/0000-0002-2664-650X>

Meybel Del Carmen Rivera Martelo

Bachelor's Degree, Corporación Universitaria Regional del Caribe IAFIC ., Tolima, Colombia
mriver25@ibero.edu.co, <https://orcid.org/0000-0002-9920-178X>

Abstract

Playfulness as a strategy to improve writing in children is a trend as a research topic at national and international level. The objective was to strengthen the writing process in fourth grade students of the Educational Institution Alegria de Saber of Cartagena through a playful-pedagogical proposal. This is a qualitative research, of the field research study type because the data were collected in the place of the facts and its design was Pedagogical Action Research because it sought a transformation of the teaching praxis. The results showed that all fourth graders are at a low level of writing according to the PROESC Battery. The categorization resulted in a selective category that deals with a ludic-pedagogical proposal through theater as a tool that develops creativity, spontaneity, collaborative work and improves the writing process by increasing the level of writing, but also emancipates fears. With the implementation of the ludic-pedagogical proposal "Playing I write and act", the four objectives formulated for this research were fulfilled.

Keywords: Playful-pedagogical strategy, reading process, writing level and theater.

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Corresponding Author

Zoila Clara Luna Diaz

zlunadia@ibero.edu.co

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Resumen

La lúdica como estrategia para mejorar la escritura en los niños es una tendencia como tema de investigación a nivel Nacional e internacional. El objetivo planteado fue fortalecer el proceso de escritura en los estudiantes de grado cuarto de la Institución Educativa Alegría de Saber de Cartagena a través de una propuesta lúdico-pedagógica. Esta es una investigación cualitativa, del tipo de estudio de investigación de campo porque los datos se recogieron en el lugar de los hechos y su diseño Investigación Acción pedagógica pues se buscó una transformación de la praxis docente. Los resultados arrojados fueron que todos los niños de cuarto grado se encuentran en el nivel bajo de escritura de acuerdo a la Batería PROESC. La categorización dio como resultado una categoría selectiva que trata de una propuesta lúdico-pedagógica a través del teatro como herramienta que desarrolla la creatividad, la espontaneidad, el trabajo colaborativo y mejora el proceso escritor aumentando el nivel de escritura, pero también emancipa los miedos. Con la puesta en marcha de la propuesta lúdico-pedagógica "Jugando escribo y actúo" se dio cumplimiento a los cuatro objetivos formulados para esta investigación.

Palabras clave: Estrategia lúdico-pedagógica, proceso lector, nivel de escritura y teatro

Introduction

The Alegría de Saber Educational Institution is located in the city of Cartagena, in the Nuevo Bosque neighborhood. It is a private school that offers preschool through 5th grade in the morning and has a population of 300 students. This school population lasted more than a year in virtuality because of the confinement due to the Covid19 pandemic.

The current state of the literacy level in Colombia is worrisome, according to the report of the Program for International Student Assessment (PISA 2018), which evaluates 15-year-olds' knowledge and competencies for their participation in society; according to the Organization for Economic Cooperation and Development (2018),

students in Colombia achieved lower performance than the OECD average in reading, mathematics and science. The reading score in PISA 2018 decreased compared to that presented in 2015, it should be noted that the average performance improved gradually since it participated for the first time.

The tendency of national and international tests is to evaluate reading comprehension and critical reading, but they do not evaluate writing. Contrary to this position, this communicative skill is gaining great relevance as it is becoming an "important modality for developing the skills of reading, speaking, listening and thinking" (Condemarín, 1984). Authors such as Mattingly (1972) and Liberman and Shankweiler (1978) justify the use of writing in the development of reading comprehension since it benefits the "capture of the semantic and syntactic patterns that are proper to it". For students it is important to stimulate the development of the four (4) basic language skills such as speaking, listening, reading and writing.

For Condemarín (1984): "the process of writing forces the student to read for defined purposes in contexts that are meaningful to him. Students read and reread their own writing to ensure its clarity; they read to acquire more information about the topic they are writing about; to "borrow" aspects of style and form; to find words or expressions that better define their thinking; to grasp an author's scheme, to control the correct use of language conventions or, finally, they read their own writing for others to listen to" (p. 5).

Examining the importance of strengthening the writing skills of their students, the authors of this research observed the textual production of fourth grade students at the Institución Alegría de Saber in the city of Cartagena and found that this group of students have a high rate of difficulties in their writing process, such as hypo segmentation, omission or change of syllables, letters, erroneous use of spelling (b/v/s/s/z/h) and lack of motivation to produce texts, these being an impediment to optimal academic performance. It should be noted that writing is one of the fundamental tools for the teaching-learning process.

The shortcomings detected arise from the difficulties presented in the different levels of writing since they are not consolidated and managed according to the level of schooling in which the students are, in addition to the little support from some parents in the constant

attendance of children and the lack of knowledge in pedagogical tools necessary to guide their children in their academic process.

This problem arose due to the preventive isolation caused by Covid-19, since the classroom was moved from face-to-face to virtuality, where parents or caregivers took the role of the teacher and were the ones who guided the students, where the most affected were the students, This situation led the researchers to reflect on their teaching task and to propose a ludic-pedagogical strategy that would provide the motivation they need for pleasant learning that would allow them to achieve the skills and abilities necessary for teaching writing and textual production.

To this end, the problem was systematized with the following questions: In what way will the ludic-pedagogical strategies allow the strengthening of the writing process in fourth grade students of the Educational Institution Alegria de Saber of Cartagena? What is the best instrument to determine the writing level of fourth grade students? Which ludic-pedagogical strategy would be implemented that would awaken the interest of the students and motivate them to improve their writing process? What would be the best instrument to evaluate the impact of the ludic-pedagogical strategy on the writing process of fourth grade students?

The general objective was to strengthen the writing process in fourth grade students through a playful-pedagogical proposal. As specific objectives, the following were formulated: a) To determine the writing level of fourth grade students of the educational institution Alegría de Saber; b) To design a playful-pedagogical proposal that awakens interest and motivates fourth grade students; c) To implement the playful-pedagogical proposal that allows the approach of the writing process in fourth grade students; and d) To evaluate the impact of the implementation of the playful-pedagogical proposal in fourth grade students, in the writing process.

According to the Political Constitution of Colombia (1991), Article 44 establishes that education is a fundamental right for children, as well as reading and writing. The search for educational quality is an issue that is not exclusive to the Colombian state, but to all educational actors. Educators, from their own praxis, must be involved in the search to improve the educational processes. The Ministry of National Education (MEN) is carrying out programs and projects that provide

very important tools for the improvement of education; one of these projects is the National Plan for Reading, Writing and Orality (PNLEO) "Reading is my story" created in 2011 to contribute to the quality of reading and writing.

Playfulness as a strategy to improve writing in children is a trend as a research topic that is reflected in research such as that of Valverde (2018), who described how didactic methodologies are related to literacy development in children in the third year of general basic education. And found that during the teaching-learning process, the teacher applies didactic methods (syllabic, alphabetic and phonetic) infrequently, causing shortcomings in the processes for the development of comprehensive literacy, it was also possible to determine that the design of a didactic guide, with methodological strategies for the development of literacy, guides teachers as a tool that facilitates the teaching-learning process.

Likewise, Suarnavar and Saldaña (2018) in their work demonstrated that there is influence of creative writing as a didactic strategy in the production of texts and significantly influences the production of texts of students, this achievement was given through the application of the module based on creativity; Likewise, it significantly influences the expository textual structure of the students since it allows them to construct the text as they imagine it, allowing the theoretical motivation for their creations in texts of different typology and thirdly, it significantly influences the discursive strategy of the students, preventing the ideas from escaping.

In the same sense, Lasso (2017) shows the learning process of writing as a reflexive, creative and autonomous act in children who start basic education. She managed to mobilize the writing levels: syllabic, presyllabic and alphabetic through the design and implementation of a didactic sequence that leads students to generate texts from their own creativity and initiative. It was concluded that through the implementation of the didactic sequence as a methodology, the teacher was provided with an organized and sequential curricular planning, and the students experienced an approach to written language in a playful and creative way, but also through creative writing, the desire for the production of autonomous texts was awakened, since it helped them to express their needs, thoughts,

ideas, feelings and to reflect on their way of writing in order to advance in the development of their writing process.

According to Calle (2017), the school and the school library are favorable spaces for the formation of readers and writers, with the support of families; he concluded that writing centers in Colombia are a recent strategy, which has been thought with the purpose of strengthening academic writing processes in students.

Likewise, Bolívar, Herrera and Viáfara (2018). investigated on the strengthening of writing through traditional games; according to the authors, the strengthening of writing is a process that will be visualized in the long term, however, with what was implemented the seed was left in the students and in the group's advisor regarding having another look towards writing, considering it as a possibility to record experiences, traditions and legacies from different moments that let the authors' own voice be seen.

According to Márquez (2019) when proposing a didactic strategy that stimulates reading and writing in second grade students through the artistic mural as a didactic resource, it was necessary to make a previous study of how were the characteristics of the population under study, showing as a result that although the students showed interest in learning to read and write, many times they asked to modify the learning space to avoid monotony, This contributes to make the process of reading and writing attractive and creative. This research proposal also showed aspects such as collaborative learning and interdisciplinarity, the ability to analyze, learn to formulate questions and provide solutions, and acquire skills in merging theory with practice.

For their part, Sarmiento and Zuleta (2019), infer that through the implementation of the didactic proposal focused on the production of unpublished texts, good results were achieved in students in cohesion and coherence when producing written texts, but it is essential to continue working with this type of strategies in the writing processes in continuous, timely and constant ways to other types of texts until the student population gets used to them and makes them part of their cognitive domain since the teaching of writing as a process requires time and effort.

In addition to this, hundreds of undergraduate and graduate researches in higher education investigate pedagogical strategies for reading comprehension and a smaller percentage does so in terms of reading and writing; it is also necessary to investigate textual production and writing as such. This project is a pedagogical proposal that seeks to strengthen writing skills through the use of playful strategies that lead students to perceive the activities in a pleasant way where they feel motivated, can satisfy their curiosity in the different areas of knowledge, develop skills in writing and producing texts, improve their handwriting and strokes, promoting a creative and meaningful learning in strengthening their writing process.

The implementation of this project benefits students, parents, teachers and the community in general, since it is a contribution for the whole institution, allowing a better educational quality with the implementation of ludic-pedagogical strategies to achieve an improvement in the writing process of students in fourth grade of elementary school. This project is genuine, since it is based on the problems detected in the institution, it is feasible and viable given that all the human, legal, technical, logistical and physical resources are available to guarantee the expected results. This research work can become a valuable tool because it seeks to strengthen the students' writing process, the improvement and strengthening of the educational warmth.

Writing is one of the oldest known means of communication and was born from the need of human beings to communicate and express their thoughts, feelings, ideas, knowledge, experiences and experiences, becoming an essential and indispensable tool for the teaching-learning process. Since its appearance in Sumer until today it has a great relevance for humanity. It is of great importance to reinforce the writing in the digital time since the new generations have the tendency to misuse writing when sending messages to each other in different social networks and digital platforms.

One of the great contributions to the strengthening of writing is that of Ferreiro (2006), with the writing systems in the development of the child, exposed in the curricular guidelines of Spanish language, where he states that the child during his writing process goes through four levels: concrete, when the child does not yet understand how writing works; presyllabic, in which the child has already learned to reproduce

some letters but does not know their meaning; syllabic, at this stage, the child does not yet know the full sound of each letter but is capable of dividing syllables; and finally, alphabetic, in which the child identifies the sound of each letter and combines them to form words.

The writing levels proposed by Ferreiro (2006) constitute a very important contribution to this research, since by means of this theory it would be possible to observe the difficulties in the writing process of students between the ages of seven (7) and ten (10) who are in the second to fourth grade of elementary school, and that for two years due to the Covid-19 pandemic, the only means by which they could continue with the school learning process was telematics. According to Ferreiro's (2006) writing levels, these are the essential tools to retake and develop certain pedagogic ludic activities with syllabic, alphabetic and phonetic levels, where exercises such as the creation of scripts, cartoons, word searches, games, among others, are applied, where children can put into practice writing and achieve an early solution to the problem that is being presented in the students and manage to develop a basic maturity in their motor skills and in their writing process.

Another contribution that substantially nourishes this research is from Vygotsky (1979), who affirms that a high level of meditation is necessary for a small development of writing. While it is true, writing lacks expression, musicality, and intonation. "Language that is imagined and requires symbolization of the sound image in written signs must be more difficult for the child than spoken language". It is the imprecise form of language that opposes its acquisition (Vygotsky, 1979. p. 137).

Writing presents a semiotic measurement system in the development of the human being, during this process it activates and enables functions such as perception, attention, memory and thinking, writing creates the epistemic, planning, regulatory and communicative functions of language, which requires symbols, it is more complex than spoken language. Complementing the topic with the strengthening of writing; Castronovo and Mancovsky (2010), infer that teachers should participate in the strengthening of their students' writing skills. They argue that "reading and writing are competencies that students need to deploy for the achievement of their academic

learning and it is the teacher's own task to help them achieve it" (p. 819) (Giraldo, 2015).

In the strengthening of writing, teachers have in their hands a great responsibility and it is to investigate and be in search of strategies that awaken that creative, dynamic and innovative spirit that allows them to strengthen their writing process. Responding to the demands and needs demanded by society, in the search for a comprehensive education, given the transversality of writing in all educational processes. Other contributions to take into account in the strengthening of children's writing are that in the act of writing "weak points to be reinforced, strong points to be exploited" are discovered. The work you do and the knowledge you gain from it will give more strength to your writing, will make your sentences more precise, your reasoning will be more powerful, and will improve their structure" (Miró, 2011, p. 11). It has been proven that writing ability is "an epistemological instrument of learning. Writing is learning and we can use writing to better understand any subject" (Cassany, 1993, p. 32) (Giraldo, 2015).

Writing has great relevance in the progress of humanity; in addition to contributing to communication, it also serves to record the facts that have been lived; it strengthens not only critical thinking, but also the ability to solve problems. Hernández, Castañeda, Gómez and Domínguez (2003) state that: "the school should be the space where the student puts into practice the exercise of writing, and what better way to do it than telling about his or her experiences, within the daily life of the classroom? If there is a need to develop writing skills, it is the educational environment that is called upon to provide this space, and this should be done in a deliberate and systematic manner, and not as isolated activities within the classroom" (p. 4).

All of the above is summarized in a single place called school, in which the teacher plays an important role in teaching-learning, energized by valuable aspects that must have in front of the challenges faced day after day, a committed and creative attitude towards what is taught in any domain of knowledge, by very remarkable aspects where students find the feeling, the enjoyment, the enjoyment of that space to develop all those skills and abilities in the process of writing.

For Marinkovich and Poblete (2000), writing is a complex mental activity composed of a process that uses cognitive and metacognitive

strategies for its elaboration. It must awaken in the student not only an interest, but also a curiosity and have meaning. "Only then will it develop not as a skill that is executed with the hands but as a truly new and complex form of language" (p. 123). For the authors, it is an activity that has two components. The first of these are the actions which constitute "the process subordinated to the representation that it has of the result to be achieved, that is, the process subordinated to a conscious end" (Baquero, 1996). The second are the operations which, according to Cassany (1999), are "cognitive, linguistic, and sociocultural operations that make the writing production process possible" (Cassany, 1999).

Playful strategies as teaching-learning tools help students to develop their creativity. According to Cañizales (2008), "they are teaching methods of interactive and dialogic character, stimulated for the ingenious and pedagogically consistent use of methods, exercises and didactic games specifically established to form significant learning both in terms of knowledge and in skills or social competences" (p. 7). On the other hand, for Díaz and Hernández (2002), "they are instruments with the help of which learning and problem-solving activities are enhanced".

Learning strategies are seen by Pressley et al. (1985) as a set of instructions that help to achieve certain ends in the learning process. For Selmes (1988) "they are procedures that are applied in an intentional and deliberate way to a task and that are not reduced to automated routines". According to Sánchez (2011), these strategies allow students with greater or lesser degrees of intelligence to overcome their difficulties. The teacher plays an important role because he/she is in charge of stimulating them to develop their own strategies and improve their academic performance.

For Sánchez (2007), theater in children's life has great didactic value because it has always had an educational social function. This author also argues that dramatization occurs in a personal, collective or social way, as well as an interpersonal interaction with ludic-pedagogical purposes. He also infers that there is an intermediate stage between play and theater and that is drama, both of which contribute to the integral formation of the individual. Motos (1996) elaborated a graph of how theater contributes to the child's development, starting from naturalness to something more technical on the one hand and from

play to the artistic on the other, placing symbolic play in first place, then dramatic play, then role-playing and finally theater. In this same line, for Tejerina (1994) there are three dramatic stages in this infantile evolution: in the first, symbolic play, in the second, dramatic play or dramatization, and in the third, theater.

Theater is an artistic resource where experiences are represented in which infants are part of various personifications whose representation techniques become games that favor personification, elements such as body expression, gestures, voice, relaxation, among others, are enriching experiences for the child. Domínguez (2010, p.53) defined children's theater as "an artistic, corporal and verbal representation that encompasses those written plays directed and acted with children".

Methodology

This study is a field research since data will be collected directly from the studied reality where the events occur and these data are neither controlled nor manipulated (Palella and Martins, 2010, p. 88). It also studies the social phenomena where they occur. In this type of inquiry the researcher does not manipulate the variables for greater validity of the information. Due to the nature of the instruments that will be used to collect the information, it is qualitative in approach since the data collected are not quantifiable, but qualitative, such as participant observation, semi-structured interviews, qualitative survey, among others (Hernández Sampieri, 2014).

The design for this work according to Kemmis and McTaggart (1992) is Action Research (AR) which is a form of inquiry that produces a reflection initiated by collaborators in social contexts with the purpose of exercising justice seeking a change in their social or educational praxis. By using reflection in their work, teachers turn their classes into a laboratory to make didactic innovations; this AI applied to the improvement of pedagogical practice constitutes Pedagogical Action Research (Pedagogical AI). In the same sense, for Kemmis and McTaggart (1992) Action Research "aims to improve education through change, and to learn from the consequences of change". This is the change pursued by innovating a playful strategy through theater for fourth grade students to improve their textual production.

The population under study is composed of the students of the Instituto Alegría de Saber, who are three hundred (300) students enrolled in the different levels from preschool to fifth grade. The sample is represented by 18 fourth grade students aged nine (9) and ten (10) years old. Within this population we find children from different strata, where 10% of the students pay pension and 90% belong to the district's scholarship plan. Due to the economic situation of their parents, some of them are employees of nearby companies and others make a living from commerce and other activities. The educational institution has eight teachers with degrees in different areas of knowledge, three of them work in preschool and five in elementary school (1st-5th grade); these teachers rotate by area and are in charge of group management.

According to Latorre (2003) Action Research "is configured in four moments or phases: planning, action, observation and reflection. The moment of observation, the collection and analysis of data in a systematic and rigorous manner, is what gives it the status of research".

In this research, the Writing Processes Evaluation Battery (PROESC) (Cuetos, Ramos & Ruano, 2002), the interview, participant observation and the qualitative survey were chosen as data collection techniques. For this research, a data collection instrument will be used for each of the stated objectives. For the first objective, which seeks to evaluate the students' writing level, six (6) tests were used, which include the command of spelling rules, accentuation and phoneme-grapheme conversion, the use of capital letters and punctuation marks, knowledge of arbitrary spelling, and the planning of narrative and expository texts. For the second objective, which has to do with the design of the proposal, interviews were conducted through questionnaires in which semi-structured questions were consigned (Rodríguez, Gil and García, 1999). For the third objective, which deals with the implementation, the field diary was used. For the fourth objective, an interview was used. The instrument will be composed of a questionnaire of open-ended questions that will seek to explore meanings (Fink, 2003, p. 61).

Results

In accordance with the first specific objective projected for this research, which sought to determine the writing level of the students in the sample, the PROESC battery was used as a technique and six (6) tests were applied as a data collection instrument. The PROLEC Battery was elaborated to evaluate the domains of phoneme-grapheme conversion rules, knowledge of arbitrary spelling, mastery of orthographic rules, mastery of punctuation rules, use of capital letters, use of punctuation marks, ability to plan a narrative text, and ability to plan an expository text.

After applying the battery in the eighteen (18) students of the sample, in the first test that consisted of the dictation of twenty-five (25) syllables that try to reflect the main syllabic structures such as CV, VC, CVC, CCV, CCVC, CVC, and CCVVC; for this test all the students were evaluated in low level. In the second test which consisted of dictation of twenty-five (25) words each in two lists A and B. List A dictated words of arbitrary spelling and list B dictated words that follow the spelling rules (Chacón, 1997) such as "m before p and b"; "r after n, l and s"; "h" in words beginning with "hue"; words beginning with "bus and bur"; "y" at the end of words when it does not carry the accent; "b" in verbs ending with "bir"; "v" in all infinitives ending with "ervar"; in verbs ending with "aba"; "j" in words ending with "aje"; "ll" in words ending with illo; "v" in adjectives ending with "ava"; and "b" in words ending with "bilidad". The tests follow the same pattern of behavior resulting in the low level.

The third test consisted of pseudoword dictation, consisting of twenty-five (25) invented words, the last fifteen (15) of which are subject to orthographic rules. In this test the same behavior continues, the low level predominated. The fourth test consisted of dictation of sentences in which the children were dictated eight (8) sentences, two of them interrogative and one exclamatory in which proper nouns and accented words appear. For the fifth test, the children were asked to write a story or tale, whichever they preferred. For the sixth and last test, they were asked to write an essay about a known animal. In each of the previous tests, the level was low.

For the second objective, which was to design a ludic-pedagogical proposal that awakens interest and motivates fourth grade students, an interview with students, parents and teachers was used as a technique to collect information in order to build a ludic-pedagogical proposal through theater. The population formed by children, parents and teachers, agreed that theater motivates and helps to overcome fears, it also contributes to a better oral expression and the novelty is that theater improves the writing process. In the voices of the interviewees, the genre that is best known is comedy since they relate it to the videos of social networks such as Tik Tok. They also agreed that electronic equipment such as television, computers and smart phones among others could be of great help for the strategy; a teacher expressed that puppets would be a good innovation tool for the strategy; some participants showed their interest in the combination of theater with music in musicals and opera to improve oral expression; others agreed that drama could be well received, especially because they relate it to videos and short films that are observed in social networks or the famous Korean "dramas".

For the third objective, which is the implementation of the ludic-pedagogical proposal "Playing, I write and act", there was a lot of acceptance and motivation among the participants, so much so that they decided to make an improvised play among all of them before carrying out the activities prior to the staging; however, there was a factor that limited the research and that was the time factor. Some children were motivated, concentrated and attentive when writing. This time they were putting into practice the known spelling rules. Their concentration in the activities was excellent, that is to say, there was so much motivation that their concentration said everything about their interest in carrying out the activity, it can be added that the creativity in the imagination of the scripts was formidable. The evaluation, which was the fourth objective, was unanimously favorable to the proposal, since all the participants concluded that the implementation of the proposal was excellent.

Table 1. Coding of categories - data reduction

Participant Sample	Protocol/ Descriptive Unit/ Transcription	Thematic unit/category
1	I consider that the strategies are very important in the writing process of children because through it we can advance in their academic performance, for example, as dictations, sheets with drawings, drawings alluding to the consonant by which we are going to teach the child in their writing and teach them to read.	SC1. The writing process
2	Yes, yes ma'am because it helped me to improve my learning. The most important or meaningful thing for me was having to share the experience of sharing with my peers and performing with each of them. Yes, because it made me improve my writing Yes, it was a lot of fun and enjoyable. Yes, as it helps them develop their skills and improve their writing.	SC2. Collaborative work
3	From the strategy I liked the creativity that they were and the spontaneity they had to create the character and the memory they used and the ability that they were enabled to create those characters. The theater we talk about is a teaching tool for the development and creativity of our children also interpretation and above all manage a lot of memory and	SC3. Creativity and spontaneity SC4. Theater as a tool for the development of creativity.

	<p>speech and their creativity as I mentioned before.</p> <p>Yes, I would use this strategy because it is a very broad strategy where I can develop several activities and I can get to know the children better and they can interact with me and I can get to know them better and interpret their needs.</p>	
4	<p>So that he learns about what he has done and loses his fear, because the more he is in the theater, the more he loses his fear.</p>	<p>SC.5. Theater as an emancipator of fear</p>

Table 2. Categorization results

Thematic unit/category	Core Theme/Axial Category	General Subject/ Selective Category
Playful-pedagogical proposal	<p>SC2. Collaborative work</p> <p>SC3. Creativity and spontaneity</p> <p>SC4. Theater as a tool for the development of creativity.</p> <p>SC.5. Theater as a means to emancipate from fear</p>	<p>Playful-pedagogical proposal through theater as a tool that develops creativity, spontaneity, collaborative work and improves the writing process by increasing the level of writing, but also emancipates fears.</p>
Writing level	<p>SC1. The writing process</p>	

The categorization resulted in two thematic units; the first was the "ludic-pedagogical proposal" with its respective correlated categories such as collaborative work; creativity and spontaneity;

theater as a tool for the development of creativity and theater as a means to emancipate fear; likewise the other thematic unit was the writing level which gave as a subcategory the writing process. All this categorization resulted in a selective category that deals with a ludic-pedagogical proposal through theater as a tool that develops creativity, spontaneity, collaborative work and improves the writing process by increasing the level of writing, but also emancipates fears.

Conclusions

Authors such as Valverde (2018) affirm that teachers by not putting into practice the writing process as such causes failures in the processes for the development of comprehensive reading and writing, which agrees with the results of this research, since the level of writing depends on whether a good writing process has been carried out. Suarnavar and Saldaña (2018) believe that creative writing influences the textual production of children, coinciding with this research which resulted in creativity and spontaneity appearing as a consequence of the implementation of the ludic-pedagogical strategy.

In this same line Lasso (2017) managed to mobilize the writing levels: syllabic, presyllabic and alphabetic through the design and implementation of a didactic sequence that led students to generate texts from their own creativity and initiative just like the authors of this research who upon diagnosing the low levels of writing were given the task of mobilizing them through the writing of theater scripts.

For their part, Estrada, Herrera and Perea (2018) say that the strengthening of writing is a process that will be visualized in the long term, but with the implementation of the playful strategy the seed was left, this position is in line with the thinking of the authors of this research since it is a long-term process to improve the writing level in students, which is why it is necessary that the strategy "Jugando escribo y actúo" should remain as a classroom project in all grades of the Institución Educativa Alegría De Saber.

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