



Impact of the Didactic Manual "Creating and Recreating" on the development of linguistic intelligence in fifth grade students: An innovative approach in basic education

Impacto del Manual Didáctico "Creando y Recreando" en el desarrollo de la inteligencia lingüística en estudiantes de Quinto Grado: Un enfoque innovador en la Educación Básica

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Abstract

The research focused on exploring the impact of the development and application of an innovative didactic manual entitled "Creating and Recreating" on the development of linguistic intelligence of fifth grade students of basic education in the Eloy Alfaro Educational Unit of Alausi canton. The methodology was of quasi-experimental design, with a mixed and explanatory approach. The interactions of 18 students were observed during the application of the manual to obtain a detailed understanding of their participation and reactions.

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In addition, structured surveys were designed to collect data on the change in the 18 students' perceptions of linguistic intelligence before and after the application of the manual. The findings consistently indicated a positive impact on multiple dimensions of students' language learning after the application of the didactic manual. There was evidence of a favorable change in the students' interest in and enjoyment of reading, as well as notable transformations in their reading practices and preferences. Particularly noteworthy is the positive impact on semantic interpretation skills and reading comprehension, suggesting that the manual played an integral role in the development of key skills. These results underscore the effectiveness of the pedagogical approach adopted, supporting the relevance of innovative strategies to enhance the learning process and encourage

Keywords: didactic manual, linguistic intelligence, innovative strategies, linguistic learning

Resumen

La investigación se enfocó en explorar el impacto de la elaboración y aplicación de un manual didáctico innovador titulado "Creando y Recreando" en el desarrollo de la inteligencia lingüística de estudiantes de quinto grado de educación básica en la Unidad Educativa Eloy Alfaro del cantón Alausí. La metodología fue de diseño cuasiexperimental, con un enfoque mixto y de tipo explicativa. Se observó las interacciones de 18 estudiantes durante la aplicación del manual para obtener una comprensión detallada de su participación y reacciones. Además, se diseñaron encuestas estructuradas para recopilar datos sobre el cambio en la percepción de los 18 estudiantes hacia la inteligencia lingüística antes y después de la aplicación del manual. Los hallazgos indicaron de manera consistente un impacto positivo en múltiples dimensiones del aprendizaje lingüístico de los estudiantes tras la aplicación del manual didáctico. Se evidenció un cambio favorable en el interés y gusto por la lectura, así como transformaciones notables en las prácticas y preferencias de los estudiantes. Es especialmente destacable el impacto positivo en

la capacidad de interpretación semántica y la comprensión lectora, sugiriendo que el manual ha desempeñado un papel integral en el desarrollo de habilidades clave. Estos resultados subrayan la eficacia del enfoque pedagógico adoptado, respaldando la relevancia de estrategias innovadoras para potenciar el proceso de aprendizaje y fomentar

Palabras clave: Manual didáctico, inteligencia lingüística, estrategias innovadoras, aprendizaje lingüístico

Introduction

In the context of education, the teaching of language skills is a fundamental pillar for the integral development of students. Language is not only an essential communicative tool, but also the key that opens the doors to knowledge and understanding. The ability to read, write, speak, and listen effectively not only facilitates communication, but also enhances learning, critical thinking, and participation in society (Mart, 2020).

The teaching of language skills spans several dimensions, from the acquisition of basic reading and writing to the development of refined oral expression and the ability to interpret and analyze complex texts (Rivers, 2018). Given this, educators become architects of students' linguistic proficiency, guiding them in discovering the subtleties of language, fostering literary appreciation, and providing the tools necessary to communicate effectively in a diverse and dynamic world.

The teaching of language skills plays a fundamental role in the holistic development of students. In education, linguistic intelligence, understood as the ability to understand, use, and appreciate the power of language, is essential for academic success and participation in society (Erlina et al., 2019)..

On the other hand, a didactic manual is distinguished by its pedagogical approach based on enlightened thinking, which seeks to stimulate creativity and a deep understanding of the language (Kakouris and Liargovas, 2021).. The fifth grade stage is crucial in the educational process, as students consolidate previous skills and prepare for more complex academic challenges. In this context, the

research delves into the fundamental question of how the implementation of a didactic manual significantly impacts the development of students' linguistic intelligence.

Currently, it has been observed that the learning process at the Eloy Alfaro Basic Education School is characterized by a traditional approach that minimizes the importance of fostering creativity among fifth grade students. This has resulted in the lack of empowerment of language skills and abilities, lack of didactic and technological resources in the classroom which hinders the stimulation and awakening of creativity in students. In the process of interlearning between teachers and students, the efforts of the latter have been motivated mainly by external pressures and not generated autonomously from their individual needs. This has led to a terminal process in which students have assimilated texts without having their ideas processed creatively.

In pedagogical practice and classroom work, there is evidence of a deficiency in skills such as text inference, issuing criteria, making comments and suggestions, which results in low productivity on the part of students. In addition to developing the fundamental skills of listening, speaking, reading and writing, it is crucial that students learn to produce literary texts to promote a more comprehensive and enriching education.

In this context, the present research focuses on exploring the impact of the development and application of an innovative didactic manual entitled "Creating and Recreating" on the development of linguistic intelligence of fifth grade students in the Eloy Alfaro Educational Unit of the Alausí canton, Chimborazo province.

Methodology

The research was developed in the Eloy Alfaro Educational Unit of Alausí canton, province of Chimborazo, Guasuntos parish, La Moya community in the period 2013-2014. It is an educational center of Regular Education and Fiscal support of face-to-face modality, morning session and educational level of Basic Education. It currently has five teachers and 99 students enrolled. It was adjusted to a quasi-experimental research design, with a mixed approach, since it

involves both qualitative and quantitative elements and a type of explanatory research. It was quasi-experimental because it was characterized by the absence of random assignment of participants to intervention and control groups. In this case, there was a group of students before the application of the manual and another one after, without random assignment, but with the intention of observing the change after the intervention. It was a mixed approach since it involved the collection and analysis of qualitative data (evidence of how linguistic intelligence develops) and quantitative data (percentages of students showing changes). Finally, it was explanatory in that it sought to identify the relationship between the application of the Creating and Recreating through Illustrated Thinking Manual and the development of linguistic intelligence in fifth grade students.

The study population consisted of 25 students (seven fourth graders and 18 fifth graders); however, applying a non-probabilistic convenience sampling, we worked only with the 18 fifth graders, complying with the following selection criteria: (a) level of cognitive development, (b) homogeneity in the level of linguistic competence, (c) voluntary participation and informed consent, (d) history of academic performance.

Students' interactions during the application of the manual were observed to gain a detailed understanding of their participation and reactions. In addition, structured surveys were designed to collect quantitative data on the change in students' perceptions of linguistic intelligence before and after the application of the manual.

Data collected through structured surveys were tabulated to quantify student responses before and after the application of the manual. Statistical tools were used to summarize the information (frequencies and percentages). Subsequently, a content analysis was conducted to examine in detail the students' comments and extract specific themes related to the development of linguistic intelligence. Finally, qualitative and quantitative findings were integrated to obtain a more complete and enriching picture of the impact of the manual on the development of linguistic intelligence.

The subjects involved in this study were the fifth grade students of EGB of the Eloy Alfaro Educational Unit of the Alausí canton, for which consent was requested from the legal representatives or parents. Teachers were informed of the purpose of the study through a talk,

requesting their authorization and acceptance. They were verbally informed of the most relevant aspects of the research and it was made clear that the participant could withdraw at any time from the research process while maintaining confidentiality.

Results

Table 1 shows the results of the survey applied to students before and after the application of the manual.

Table 1. Results of surveys applied to students

N	ons	Before application						After application						Total	
		Always		Frequently		Rarely		Always		Frequently		Rarely			
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
Semantic interpretations															
1	Do you like to read fun reading?	2	11%	3	17%	13	72%	12	67%	5	28%	1	6%	36	
2	When you recite a poem, do you mime according to the lyrics?	2	11%	5	28%	11	61%	6	33%	12	67%	0	0%	36	
3	Do you like the children's stories?	10	56%	5	28%	3	17%	15	83%	2	11%	1	6%	36	
4	When you read the title of the reading, do you know what it is about?	3	17%	5	28%	10	56%	12	67%	5	28%	1	6%	36	
5	Do you understand the reading at the first time?	3	17%	1	6%	14	78%	6	33%	10	56%	2	11%	36	
6	After from read ago a comment?	8	44%	1	6%	9	50%	10	56%	7	39%	1	6%	36	
7	When is find with unfamiliar words analyze to give the meaning?	5	28%	4	22%	9	50%	14	78%	3	17%	1	6%	36	
8	When you read, do you understand?	5	28%	2	11%	11	61%	12	67%	5	28%	1	6%	36	
9	Do you express your	6	33%	0	0%	12	67%	12	67%	5	28%	1	6%	36	

	pinions easily?													
10	After reading, analyze the text?	5	28%	3	17%	10	56%	10	56%	7	39%	1	6%	36
11	Do you summarize after reading?	0	0%	2	11%	16	89%	12	67%	4	22%	2	11%	36
12	Do you make a comparison of the words with the meaning you find in the dictionary?	7	39%	2	11%	9	50%	14	78%	4	22%	0	0%	36
13	Can you give your opinion after reading?	5	31%	3	19%	8	50%	9	50%	7	39%	2	11%	36
	Strategies from enhanced thinking													
14	When phrases or Does text with graphics help you understand the reading?	7	39%	2	11%	9	50%	14	78%	3	17%	1	6%	36
15	By familiarizing with the strings you can create similar ones?	5	28%	2	11%	11	61%	10	56%	5	28%	3	17%	36
16	Do the riddles demonstrate distraction?	12	67%	3	17%	3	17%	14	78%	3	17%	1	6%	36
	Exercises on Sony graphics													
17	Do you classify by word family?	5	28%	1	6%	12	67%	10	56%	7	39%	1	6%	36
18	Do you form words when you hear a sound?	7	39%	2	11%	9	50%	14	78%	4	22%	0	0%	36
	Total		31%		15%		60%		67%		32%		7%	

It is evident that, prior to the implementation of the didactic manual "Creating and recreating" with the purpose of promoting linguistic intelligence in fifth grade students of the Eloy Alfaro Basic Education School, 72% of them, that is, the majority, showed an occasional interest in reading pleasant texts. Subsequent to the application of the manual, a significant change was observed: 67% of the students showed a taste for reading, and 28% did so frequently."

Among the children surveyed, it was noted that 61%, i.e., the majority, did not use to incorporate mimicry during recitation. However, after the implementation of the didactic manual, a significant change was observed, as 67% of the children performed this practice frequently during their recitations. Also, initially, 56% of the children expressed a preference for children's stories, but after the implementation of the didactic manual, this preference increased considerably, reaching 83%.

On the other hand, among all the children surveyed, 56% of the students showed difficulty before participating in various exercises of semantic interpretations. However, after the implementation of the didactic manual, 67% of them showed a clearer understanding when reading the title of a reading. Initially, 78% of the children faced difficulties in understanding the reading on the first attempt, but after the implementation of the didactic manual, 56% of the students managed to understand it at the first instance.

Prior to the implementation of the didactic manual, 50% of the students stated that they made comments after a reading only rarely. However, after the implementation of the manual, 56% of them have adopted this practice more frequently. In addition, before participating in various exercises of semantic interpretations, 50% of the students barely analyzed unknown words to assign a meaning to them, while after the implementation of the didactic manual, 78% of them perform this analysis on a constant basis.

It is evident that, prior to the implementation of the didactic manual, 61% of the students comprehended the reading only rarely while advancing. However, after the implementation of the manual, 67% of them showed improvement in comprehending the content while reading and similarly, prior to the implementation of the didactic manual, 67% of the students rarely managed to express their ideas with ease. After the implementation of the manual, 67% improved in this skill, and 28% do it frequently.

The results revealed a significant impact after the application of the didactic manual in the development of reading skills and comprehension among students. It is highlighted that 67% of the students have improved in the analysis of texts during reading, evidencing a greater capacity for comprehension. In addition, an increase in the practice of summarizing after reading was observed, going from 28% to 56%, indicating greater skill in the synthesis of information.

The improvement in the ability to compare words with their dictionary meaning is also highlighted, with 67% of the students always doing so after the application of the manual, in contrast to 89% who only rarely did so before. The expression of opinions after reading has also experienced an increase, with 50% of the students indicating that they

can always give their opinion, compared to 31% before the application.

Regarding the relationship with the riddles, it stands out that 78% of the students after the application of the manual consider the riddles to be motivating and distracting. In addition, the majority of the students, 78%, affirmed that they formed words after the application of the didactic manual, indicating a strengthening in the ability to manipulate language in a creative way.

Proposed Manual

The manual activities were intended to help students develop the habit of reading and interpreting a text, to give their opinion and provide solutions to facts and events that happen in their natural and social environment. The manual was useful for the teachers of this Institution to put into practice in order to develop in the students abilities and skills in reading and writing that will serve them well in their student and professional life.

The following steps were followed for the development of the activities. For example, before starting with the story "Princess Luciana" we proceeded to:

Comment on the narrative.

Draw the highlights of the princess.

Paint the actions they like.

Cut the graph to form a jigsaw puzzle.





Pass each child to put the puzzle together.

Paste on A4 format

Prepare a summary.

After the activity, the evaluation consisted of enclosing the synthesis of the story in an oval. For this purpose, different images were shown, each with a brief description (Table 2).

Table 2. *Evaluation of the activity carried out*

	The princess lived happily with her little birds and her friend the iguana.
	They were great friends since he gave him the medicine to cure himself and so he attended the party.
	She was the most beautiful in the palace and cared for the elderly.
	She married the prince and they were very happy.

It is essential to make it known that the "Creating and recreating" manual contributed to the development of linguistic intelligence by using each strategy with moderation. This Manual helped to work in an autonomous way, giving the student the opportunity to be the constructor of his knowledge, and also allowed him to increase other similar activities as he developed them, and in this way, the assimilation of learning became something fun.

Discussion

The results obtained in this study reveal a significant change in the interest and taste for reading of fifth grade students after the implementation of the didactic manual "Creando y recreando" (Creating and recreating). This finding aligns with previous research that highlights the positive influence of innovative pedagogical strategies in promoting interest in reading among basic education students (Kasper et al., 2018). Research suggests that the introduction of creative approaches to reading instruction can generate a lasting impact on students' attitudes toward texts (Wu and Chen, 2018). Consistent with these findings, the decrease in the percentage of students with occasional interest (72% before the intervention to 67% after) and the increase in those expressing frequent liking for reading

(from 0% to 28%) indicate that the implementation of the "Creating and Recreating" manual has positively influenced students' reading preferences.

Importantly, these results highlight the importance of considering didactic approaches that not only promote the development of language skills, but also foster positive change in students' attitudes and behaviors toward reading. This finding supports the idea of Roz-Faraco et al. (2022)(2022), who indicate that the creative component of the didactic manual has contributed to cultivating an environment conducive to awakening interest and taste for reading among fifth grade students, corroborating the need for pedagogical strategies that go beyond the mere transmission of knowledge (Killen and O'Toole, 2023)..

The results of this research also revealed significant changes in the practices and preferences of fifth graders after the implementation of the didactic manual. These findings find support in previous studies exploring the impact of didactic interventions on students' artistic expression and literary taste (Pulimeno et al., 2020)..

In terms of the incorporation of mime during recitation, the observation of a change from 61% to 67% in the frequency of this practice suggests that the didactic manual has positively influenced the children's willingness to use expressive resources during their recitations. Research, such as that conducted by Nezami et al. (2017), Angelianawati (2019), and Bessadet (2022) have indicated that the use of theatrical techniques, such as mime and drama, can enhance oral expression and comprehension of literary texts. In this sense, the current results support the effectiveness of pedagogical strategies that integrate ludic elements to enrich students' communicative skills.

In relation to the preference for children's stories, the increase from 56% to 83% after the intervention of the didactic manual suggests that the implementation of creative strategies has generated a positive impact on children's literary taste. Previous studies, such as that of Trihastutie (2023) have highlighted the importance of children's literature in the cognitive and emotional development of children. The results obtained in this research support the notion that creativity-focused teaching strategies can significantly influence students' literary preferences.

On the other hand, the results of the present study revealed significant transformations in the semantic interpretation and reading comprehension skills of fifth grade students after the application of the didactic manual. These findings resonate with previous research addressing didactic strategies to overcome difficulties in semantic interpretation and text comprehension (Janík et al., 2019). (Durán, 2019) (Pinchao, 2020).

The increase from 56% to 67% in the ability to understand the meaning of a text through semantic interpretation exercises reflects the effectiveness of the activities implemented in the didactic manual. Research, such as that conducted by [Reference of a similar study], has pointed out the importance of specifically addressing semantic skills to improve reading comprehension (Ochoa et al., 2019). (Lyster et al., 2021).. The current results support the notion that strategies that target semantic interpretation can be valuable tools for strengthening reading proficiency.

As for the improvement in comprehension at the first instance, the reduction from 78% to 56% in the proportion of students facing difficulties in understanding reading at the first instance suggests that the didactic manual has contributed significantly to overcoming this obstacle. Research such as that of Pressley (1994) (Bogaerds-Hazenberg et al., 2021) (Hurtado and Barahona, 2021) have highlighted that focusing on reading strategies, such as anticipating meaning through titles, can positively impact initial comprehension of texts. The results obtained here support the efficacy of these strategies in improving students' ability to comprehend a text from the first reading.

On the other hand, other results of the present study highlight substantial changes in the practices of fifth grade students after the implementation of the didactic manual 'Creando y recreando'. These findings can be related to previous research that has examined the influence of didactic strategies in fostering students' engagement and semantic analysis after reading (Licorish et al., 2018) (Rojas and Noguera, 2021) (Valladares et al., 2023)..

The transition from 50% to 56% in the proportion of students who now make comments after reading reflects a positive change in active participation and expression of ideas. Studies, such as that of Gabrielsen et al. (2019), have highlighted the importance of

encouraging reflection and dialogue after reading to consolidate comprehension and interpretation of texts. In this sense, the current results support the notion of Carless and Boud (2018) y Frey et al. (2019) where they indicate that pedagogical strategies that promote the expression of opinions and comments can significantly contribute to the development of critical skills in students.

In relation to the analysis of unknown words, the increase from 50% to 78% in the proportion of students who perform this analysis consistently after the application of the didactic manual underlines the effectiveness of the proposed activities. Experts have highlighted the importance of teaching specific strategies to approach unknown words and to build vocabulary autonomously (Allen, 2023). The results obtained in the present study support the idea of Mauliza et al. (2019) that the implementation of semantic interpretation exercises can be an effective tool to improve vocabulary comprehension and analysis skills.

Significant improvements in fifth grade students' reading comprehension and expression of ideas are highlighted after the implementation of the instructional manual. These findings align with previous research addressing strategies to strengthen comprehension while reading and the ability to express ideas effectively (Oczkus, 2018) (Venegas et al., 2021) (Hastomo and Zulianti, 2022)..

On the other hand, the transition from 61% to 67% in the proportion of students who now comprehend the reading as they progress suggests that the activities proposed in the didactic manual have had a positive impact on the ability to monitor and comprehend the content during reading. Research such as Muhid et al. (2020) have highlighted the importance of specific strategies, such as anticipation and self-assessment, to improve reading comprehension. The current results support the effectiveness of these strategies in the context of textbook implementation.

In relation to the improvement in the expression of ideas, the change from 67% to 67%, with 28% expressing themselves frequently after the application of the manual, indicates that the didactic activities have had a positive impact on the students' ability to communicate their ideas. Research, such as the work done by Namaziandost et al. (2019) have highlighted the importance of fostering oral and written expression to consolidate the learning process. The results obtained

support the notion that the teaching manual has contributed to improving students' communicative competence.

It strongly points to a positive impact on the development of reading skills and comprehension of fifth grade students after the application of the didactic manual "Creando y recreando" (Creating and recreating). These findings are linked to research that has explored didactic strategies to improve students' analytical and synthesizing skills during reading (Núñez-Lira et al., 2020). (Barzola et al., 2020)..

The 67% increase in the proportion of students who have improved in text analysis during reading indicates that the activities proposed in the manual have contributed significantly to strengthening comprehension skills. Research such as (Elleman and Oslund, 2019) (Soto et al., 2019) (Smith et al., 2021) have highlighted the importance of specific approaches, such as key idea identification and inference, to improve comprehension during reading. In this sense, the current results support the efficacy of these strategies to optimize textual analysis skills.

In relation to the practice of summarizing after reading, the increase from 28% to 56% in the proportion of students who now adopt this practice suggests a significant development in the ability to synthesize. Studies, such as. (Yang et al., 2019) (Marcillo-Manzaba and Portilla-Faicán, 2022), have pointed out the importance of summarizing as a tool to consolidate learning and promote information retention. The results obtained in this study support the idea that the implementation of the didactic manual has enhanced students' skills in summarizing information.

On the other hand, the improvement in the students' ability to compare words with their meaning in the dictionary after the application of the didactic manual is significantly highlighted. This finding connects with previous research that has explored specific strategies to strengthen vocabulary and encourage the use of the dictionary as an autonomous tool (Alam & Uzzaman, 2018)..

The transition from 89% to 67% in the proportion of students who now compare words with their dictionary meaning suggests a positive change in students' autonomy and proficiency in the use of linguistic resources. Research, such as. (F. Teng, 2018), have emphasized the importance of teaching specific strategies for approaching unknown

words and building vocabulary autonomously. In this sense, the current results support the effectiveness of activities focused on the development of lexicographic skills and dictionary consultation.

In relation to expressing opinions after reading, the increase from 31% to 50% in the proportion of students who now indicate that they can always give their opinion highlights an improvement in students' ability to articulate and share their ideas. Studies, such as Bean and Melzer (2021) have highlighted the importance of encouraging the expression of opinions as an essential component of critical thinking and active participation. The results obtained in this study support the idea that the application of the didactic manual has positively influenced students' ability to express their opinions more consistently.

The results of this study underline the positive influence of the application of the didactic manual on students' perception of riddles and their ability to form words, thus evidencing the impact on motivation and creative ability in the use of language. These findings find support in previous research exploring the relationship between didactic strategies and the perception of playful and creative activities (Manzano-León et al., 2021)..

The fact that 78% of students found the riddles to be motivating and distracting after the application of the manual highlights the effectiveness of this pedagogical approach in generating a positive and stimulating environment. Research, such as [Reference of a similar study], has suggested that playful activities can increase students' motivation and engagement in learning (Alioon and Delialioğlu, 2019).. In this regard, the current results support the idea of. Makri et al. (2021), that incorporating creative elements, such as riddles, can be an effective strategy to foster motivation in the educational process.

In relation to the ability to form words, the fact that 78% of the students claimed to form words after the application of the manual indicates a strengthening of linguistic creativity. Studies, such as Reyes-Chua and Lidawan (2019), have highlighted the importance of activities that encourage the creative manipulation of language to improve students' linguistic and cognitive skills. The results obtained support the notion that pedagogical strategies that promote linguistic

creativity, such as word formation, can contribute to the comprehensive development of language skills (Liu et al., 2018).

Finally, the positive impact of the manual on the development of students' linguistic intelligence is highlighted, emphasizing the importance of its strategic design to foster autonomy and the active construction of knowledge. These findings are aligned with previous research exploring the role of didactic manuals in the promotion of language skills and the empowerment of the student as an active agent in his or her own learning process (Engeness, 2021).

The fact that the Manual has contributed to the development of linguistic intelligence through the measured use of strategies suggests the effectiveness of its balanced approach tailored to the needs of learners. Experts have emphasized the importance of a variety of teaching strategies to address the different dimensions of linguistic intelligence (Killen and O'Toole, 2023).. The current results support the idea that pedagogically sensitive textbooks can be valuable tools for optimizing language learning.

The facilitation of autonomous work and the opportunity for students to be builders of their own knowledge are key elements that emerge from the results. Studies, such as (L. S. Teng and Zhang, 2020) have highlighted the importance of empowering students to take an active role in their learning process. The results obtained in this study support the notion that the Creating and Recreating Manual has provided an enabling framework for the development of student autonomy, allowing them to increase similar activities in a progressive manner.

To conclude, it would be interesting to explore how innovative strategies and the use of virtual environments could complement each other in the overall educational process (Novay and Chacin, 2022).. That is, to reflect on how the integration of digital tools in teaching could further amplify the positive impact observed on students' linguistic learning, allowing greater personalization, access to digital resources and promotion of digital literacy. In addition, (Novay and Méndez-Ortega, 2023) highlights the importance of innovation in education. The successful application of the didactic manual suggests that innovative pedagogical strategies can have a positive impact on learning. Similarly, the development of digital

competencies for teachers represents a necessary form of innovation in the current educational context.

Conclusions

The findings of this study consistently indicate a positive and significant impact on multiple dimensions of linguistic learning of fifth grade students after the application of the didactic manual 'Creando y recreando' (Creating and recreating). There is clear evidence of a favorable change in the interest and enjoyment of reading, as well as notable transformations in the students' practices and preferences. Particularly noteworthy is the positive impact on semantic interpretation skills and reading comprehension, suggesting that the manual has played an integral role in the development of key skills. These results underscore the effectiveness of the pedagogical approach adopted, supporting the relevance of innovative strategies to enhance the learning process and foster students' enduring interest in reading and text comprehension.

The results obtained in this study reveal a series of substantial changes in the practices and skills of fifth grade students after the implementation of the didactic manual 'Creando y recreando' (Creating and recreating). Significant improvements are noted in both reading comprehension and the expression of ideas, evidencing a positive impact on the comprehensive development of language skills. Particularly notable is the improvement in the ability to compare words with their dictionary meaning after the application of the manual, indicating the effectiveness of the didactic strategies employed. These results support the relevance and positive impact of the pedagogical approach adopted, underscoring the importance of innovative strategies to strengthen students' language skills and improve their performance in key areas of reading and comprehension.

In conclusion, the results of this study highlight the positive influence of the application of the didactic manual "Creando y recreando" on multiple key aspects of the students' linguistic development. It is evident that the manual has had a significant impact on students' perception of riddles and their ability to form words, which translates into a palpable improvement in motivation and creativity in language use. In addition, the positive impact on the development of students'

linguistic intelligence is underscored, highlighting the importance of the strategic design of the manual in fostering autonomy and active knowledge construction. These findings support the effectiveness of the pedagogical approach adopted, consolidating the idea that innovative strategies can trigger significant changes in the way students interact and engage with language, thus enriching their educational process.

To maximize the benefits observed in the motivation, creativity and autonomy of students in the use of language, it is recommended that the strategies and activities of the manual be continuously and systematically incorporated into the fifth grade curriculum, ensuring that it remains an integral resource in language teaching. Offer training programs for teachers to familiarize them with the strategies and methodologies proposed by the manual. This will ensure consistent and effective implementation in the classroom. Adapt the content of the manual to the particularities and specific needs of the students and the educational environment, considering continuous feedback from teachers and students to make adjustments that maximize the effectiveness of the manual.

By adopting these recommendations, we seek not only to consolidate the positive results observed, but also to promote a sustainable change in the way language is taught and learned, thus contributing to the integral development of students.

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