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# Playful strategies in learning spelling of students from a public school in Loja - Ecuador, academic year 2018 – 2019

Estratégias lúdicas na aprendizagem da ortografia em alunos do ensino médio de uma escola pública em Loja, Ecuador período letivo 2018 – 2019

Estrategias lúdicas en el aprendizaje de la ortografía en los estudiantes de una escuela pública de Loja - Ecuador, periodo académico 2018 – 2019

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## ABSTRACT

The present work has as a general objective: analyze playful strategies in the learning of spelling in fourth grade B students of the Unit Educational Lauro Damerval Ayora de Loja, Ecuador, academic period 2018 – 2019. The diagnosis allows us to show that the teacher has very little knowledge about the use of ludic strategies oriented to the learning of the spelling, while 50% of students indicate that the teacher sometimes uses games, and thus it was also detected that it uses methodological strategies traditional, which negatively influences the learning of spelling, since that 67% of students have a grade of less than 7.00 points, verifying If they have spelling problems. Finally, various recommendations are presented to address the aforementioned issue.

**Keywords:** Learning spelling; creation capacity; ludic strategies; pedagogical guide.

## RESUMO

O objetivo geral deste trabalho é analisar estratégias lúdicas na aprendizagem da ortografia em alunos da quarta série B da Unidade Educacional Lauro Damerval Ayora em Loja, Equador, período letivo 2018 - 2019. O diagnóstico nos permite mostrar que o professor tem muito pouco conhecimento sobre a utilização de estratégias lúdicas voltadas para a aprendizagem ortográfica, enquanto 50% dos alunos apontam que o professor às vezes utiliza jogos, e assim também foi detectado que ele utiliza estratégias metodológicas tradicionais, o que influencia negativamente na aprendizagem ortográfica. , já que 67% dos alunos têm nota inferior a 7,00 valores, verificando se apresentam problemas ortográficos. Finalmente, são apresentadas diversas recomendações para abordar a questão acima mencionada.

**Palavras-chave:** Aprendendo ortografia; capacidade de criação; estratégias lúdicas; guia pedagógico.

## RESUMEN

El presente trabajo tiene como objetivo general: analizar estrategias lúdicas en el aprendizaje de la ortografía en estudiantes de cuarto grado B de la Unidad Educativa Lauro Damerval Ayora de Loja, Ecuador, periodo académico 2018 – 2019. El diagnóstico nos permite evidenciar que el docente tiene muy poco conocimiento sobre el uso de estrategias lúdicas orientadas al aprendizaje de la ortografía, mientras que el 50% de los estudiantes indica que el docente utiliza en ocasiones juegos, y así también se detectó que utiliza estrategias metodológicas tradicionales, lo que influye negativamente en el aprendizaje de la ortografía. , ya que el 67% de los estudiantes tienen una calificación menor a 7.00 puntos, verificando si tienen problemas de ortografía. Finalmente, se presentan diversas recomendaciones para abordar el tema antes mencionado.

**Palabras clave:** Aprender ortografía; capacidad de creación; estrategias lúdicas; guía pedagógica.

# INTRODUCTION

The article has the objective of imparting strategies to teachers to improve the teaching- learning process in spelling, allowing these improve their pedagogical activity and provide students with learning significant.

According to the data collected, the teacher indicates that she has little knowledge about the use of ludic strategies for learning spelling, On the other hand, students do not like to learn spelling rules, so they the teacher sometimes uses games and uses traditional strategies, so in her most have problems when using the rules correctly orthographic. Therefore, to improve this problem, the elaboration of a guide as an alternative guideline, called I play and learn with letters! which contains several fun playful strategies that contribute to the learning of spelling.

Regarding the evidence, it is determined that the use of playful strategies facilitates the spelling learning process, promoting a playful environment, interactive, creative, that contributes to the acquisition of learning that will last and serve throughout its lifetime and troubleshooting.

The methods that were applied and served as a guide throughout the investigative process They were: scientific, analytical, inductive, deductive and statistical; the techniques: observation, interview and survey; and as an instrument: observation sheet and questionnaire. The population consisted of: 36 students and a fourth-grade teacher grade, parallel "B" of the Lauro Damerval Ayora Educational Unit of Loja.

# METHODS

Intervention or experimental studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code

**Scientific method.** - Was present in the development of all the research, since it made possible the formulation of the problem, its adequate application and guaranteed the rigor of the development of the investigative work.

**Analytical method.** - It was possible to decompose the whole into its parts; that is, it made it possible to recognize the role played by each actor in the educational process, determining the strategies and tools used by the teacher to transmit knowledge.

**Inductive method**. - Facilitated the production of the literature review, through the particular analysis of each component.

**Deductive method.** - It made it possible to observe the development of the teacher and students, distinguishing the problem of spelling and approaching the conclusions.

**Statistical method.** - It allowed to manage and detail statistical data that was obtained from the interview, survey and observation sheet.

**Techniques and instruments:**

The techniques used were observation, applied during the development of Language and Literature classes in fourth grade "B"; The survey that was directed to the students and an interview directed to the classroom teacher were also applied.

**Instruments**

The instruments used were observation sheet and questionnaire.

# RESULTS

This section may be divided by subheadings. It should provide a concise and precise description of the results, their interpretation, as well as the experimental conclusions that can be drawn. Present textual and / or visual (illustrations and / or tables) research results.

**Observation sheet**

This observation sheet consists of seven important aspects to observe and due to the quantification of the results, the value of:

**IF** = 2; **NOT** = 0 and **SOMETIMES** = 1, as shown in the table and graph.

**Table N1** Aspects observed during the class

| Indicator | Assessment | | |
|---|---|---|---|
| | Yes Sometimes | No | |
| Students show problems of orthography. | 2 | | |
| Students show interest and have fun in spelling class | | 0 | |
| Students consistently apply rules spelling in their work | | | 1 |
| The teacher uses methodological strategies traditional | 2 | | |
| The teacher uses playful strategies during the spelling Teaching. | | | 1 |
| Playful strategies used by the teacher | | 0 | |
| They make learning spelling easier. | | | 1 |
| The teacher reviews the | | | |

**Source:** Observation sheet applied to the students and teacher of fourth grade B
of the UnitEducational Lauro Damerval Ayora de Loja. Prepared by: The authors

**Figure No. 1** Aspects observed during the class
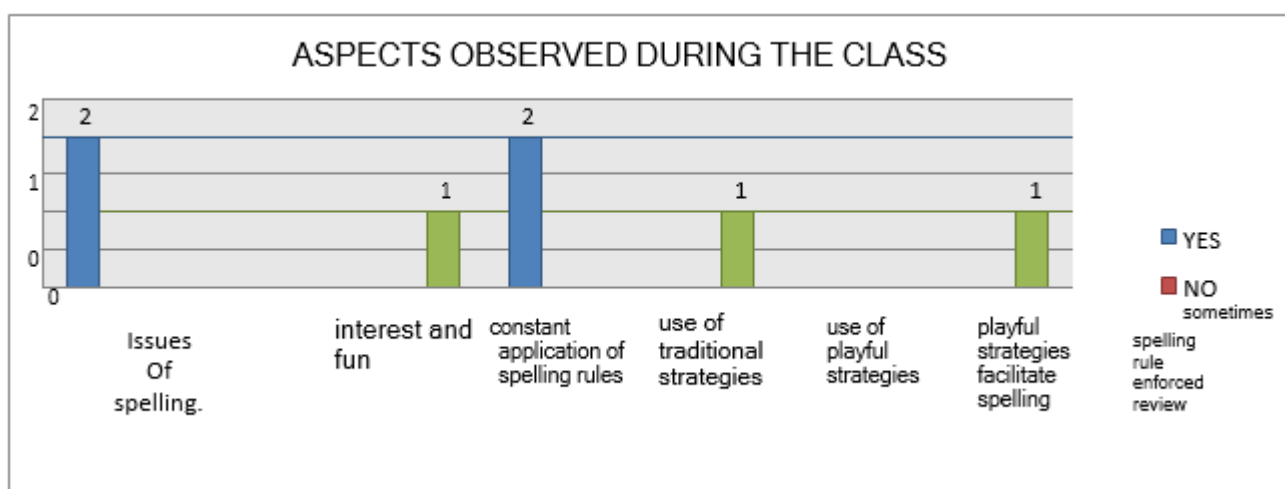


**Source**: Observation sheet applied to the students and teacher of fourth grade B of the Lauro Damerval Ayora
Educational Unit of Loja
**Prepared b**y: The authors

### Analysis and interpretation

Observing the spelling problem and the use of playful strategies as the most relevant drawbacks, it leads to review Solé's thought (as cited in Griñan, 2014) that heexposes. "We must, as teachers, offer our students a broad perspective, never restrictive in this literacy process, opening a multitude of paths and strategies for them to approach it, trying to face it as an interesting challenge to solve" (p.12).

Consequently, the data obtained from the observation sheet indicate that the students do have spelling problems and the teacher uses traditional methodological strategies; In addition, the students do not show interest and do not have fun in spelling classes, as well as the playful strategies used by the teacher do not facilitate their learning; Also, students sometimes apply spelling rules in their written work, likewise, the teacher rarely uses playful strategies and rarely reviews the application of spelling rules in student work.

Based on the results, it is easy to assert that the students have spelling problems and the teacher uses few playful strategies, the same that do not favor meaningful learning, causing a lack of interest in the study of spelling, specifying what the author tells us, teachers are in charge of providing quality education offering a wide range of playful strategies, which attract attention and motivate the different activities carried out by the students, thus allowing them to develop optimal spelling learning, which will help them in their daily lives.

It should be noted that to support the observation sheet, a diagnostic test was also applied to identify the level of spelling learning of the students, which led to the following results:

### Diagnostic test applied to students

For the results of the diagnostic test, the qualification scale established by the MIDEDUC of Ecuador was taken into consideration, where DAAR (Dominates the required learning) = 9.00 - 10.00; AAR (Achieves the required learning) = 7.00 – 8.99; FOR (You are close to reaching the required learning) 4.01 – 6.99; and NAAR

(Does not reach learning required) = ≤ - 4 as shown in the following table and graphrespectively.
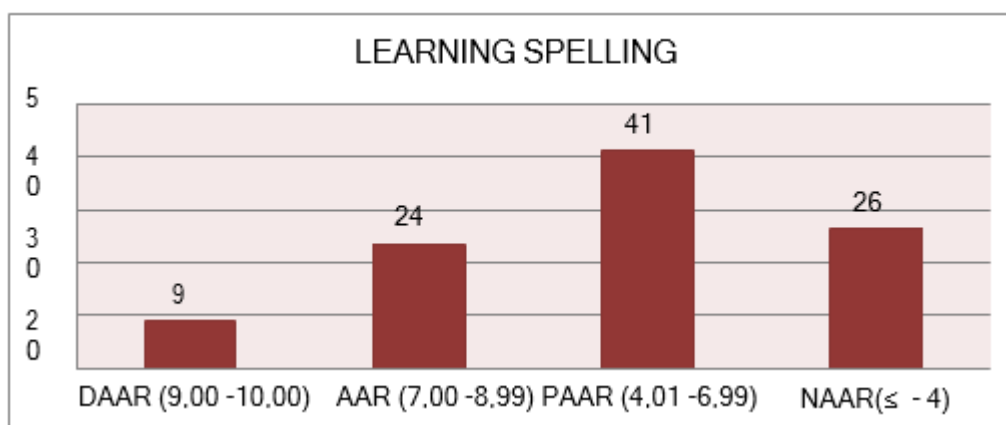
**Tabla N. 2**

*Spelling learning*

| Variable | Frequency | % |
|---|---|---|
| DAAR (9,00 -10,00) | 3 | 9 |
| AAR (7,00 -8,99) | 8 | 24 |
| PAAR (4,01 -6,99) | 14 | 41 |
| NAAR(≤ - 4) | 9 | 26 |
| Total | 34 | 100 |

**Source:** Diagnostic test applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit in Loja.
**Prepared by**: The authors

**Figure N. 2** Learning spelling.



**Source:** Diagnostic test applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit in Loja.
**Prepared by:** The authors

### Analysis and interpretation

Identifying that student are close to learning and do not achieve learning as the most notable problems encourages analysis of the criteria: The student will master the use of the orthographic system when they carefully review their written productions through reading, reflection, dialogue andevaluation " Salgado and Castedo (as cited in Díaz and Cabeza, 2010)".

In such a way that the results indicate that of the 34 students; 14 of them, corresponding to 41%, are close to achieving the required learning; 9 students that figure 26% do not reach the required learning; 8 students that are equivalent to 24% reach the required learning and while 3 students that represent 9% master the required learning.

Through this, it can be deduced that 23 students have a grade of less than 7.00 points, giving a result of 67%, then it can be seen that the students do have spelling problems since they do not reach or are close to achieving the required learning, In relation to what was deferred by the authors, students make the correct use of spelling rules when they are interested in the production of their writings, that is, when they become aware of what they write and value it, which is why it is of great importance and need to implement ludic strategies that contribute to the meaningful learning of spelling by producing a motivating and interactive environment.
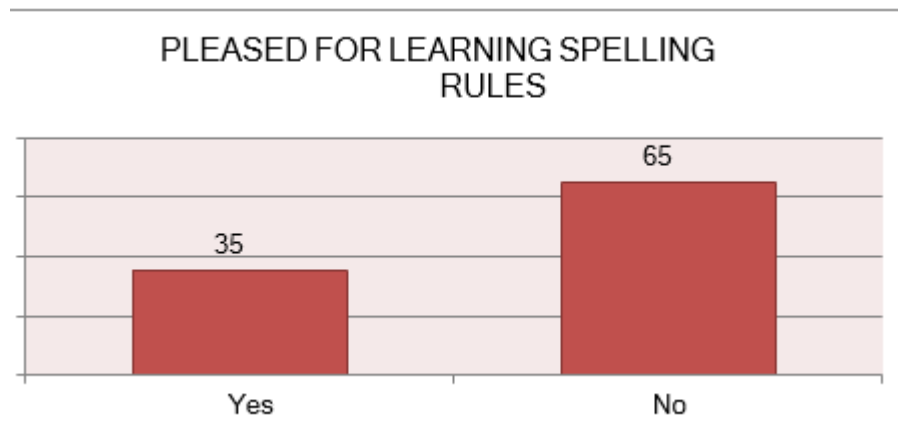
Survey applied to students Question 1.

### ¿Do you enjoy learning spelling rules?

**Table No. 3** Enjoyment of learning spelling rules

| Variable | Frequency | % |
|---|---|---|
| Yes | 12 | 35 |
| No | 22 | 65 |
| Total | 34 | 100 |

**Source**: Survey applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit in Loja.
**Prepared by**: The authors.

**Figure No. 3** Enjoyment of learning spelling rules.



**Source:** Survey applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit inLoja
**Prepared by:** The authors.

### Analysis and interpretation

Contemplating that student do not like to learn spelling rules, the following criterion is taken as a reference: To learn spelling, students reflect, generalize, fail, and succeed, in such a way that they successively understand each of the subsystems more and more precisely. spelling of Spanish (Vaca, 2014).

Therefore, in this question, 22 students, representing 65%, affirm that they do not like to learn spelling rules; and 12 students that are equivalent to 35% indicate that they like to learn spelling rules.

Then, based on the analysis, it can be said that the majority of the students affirm that they do not like to learn spelling rules, while a low percentage state that they do, relating to what the author affirms, the students through the practices and experiences with their jobs are gradually developing the liking and correct use of spelling, so it is essential to carry out various activities so that they build their spelling learning through the experiences acquired.

**Question 3.** ¿How often does the teacher use games to teach spelling?

**Table 5**. Use of games in teaching spelling

| Variable | Frequency | % |
|---|---|---|
| Always | 8 | 24 |
| Almost always | 9 | 26 |
| Sometimes | 17 | 50 |
| Never | 0 | 0 |
| Total | 34 | 100 |

**Source:** Survey applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit in Loja.
**Prepared by:** The authors

**Figure 5** Use of games in teaching spelling

## Use of games in teaching spelling
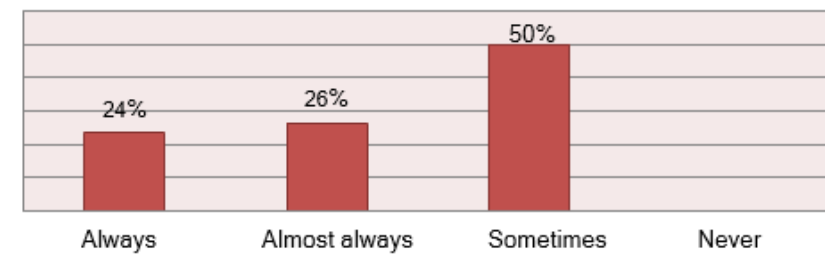


**Source:** Survey applied to fourth grade B students of the Lauro Damerval Ayora Educational Unit in Loja.
**Prepared by**: The authors

### Analysis and interpretation

Detecting that sometimes the teacher uses games to teach spelling as the most evident problem, leads to examining the thought of Rodríguez (2012) who argues:

The game constitutes a need of great integral importance of the child, since through its knowledge, skills are acquired and above all, it gives them the opportunity to know themselves, others and the world that surrounds them. (p.11)

Therefore, according to the results, 17 students corresponding to 50% indicate that sometimes the teacher uses games in teaching spelling; 9 students who represent 26% indicate that almost always and 8 students who appear on 24% allude that always.

Based on the data obtained, it is easy to mention that the teacher sometimes applies games to teach spelling to her students, causing disinterest in their learning, so the previous quote allows us to know that the games promote the development of different capacities, making it possible to establish adequate relationships, generating Thus, an adequate environment of creativity and learning of spelling, is for this reason the need to continuously implement games that allow the development of spelling competence.

Interview with the classroom teacher

**In your teaching, have you shown spelling problems in your students?**

I have managed to show many spelling problems in my students, because spelling rules are no longer given in the curriculum That is why I index to examine the thought of Camps (as cited in Díaz and Cabeza 2010): The spelling error becomes a source of information because its observation will clarify the level of knowledge of the student, as well as provide information for the teacher to redirect the teaching of spelling and adjust it to the specific needs of the students. In addition, the child, once freed from the fear of being wrong, writes and knows that he will have the opportunity to search, investigate and learn. (p.89 - 90)

Based on what was stated by the teacher, it can be verified that the students do have spelling problems because spelling rules are no longer taught in the curriculum, according to what the author mentioned, these problems or spelling mistakes are very important. since they serve as information for both the teacher and the student, allowing the search for alternatives that allow improving the learning of spelling.

What playful strategies do you use to develop spelling learning in your students? Dictations, phrases, etc. Based on the answer, it encourages to inspect the criterion of Córdoba, Lara and García (2017) affirm that. "The use of playful strategies can favor the creation of spaces to value the holistic experience of the other, from the recognition of the relevance of one's own interiority" (p.83).

From the foregoing, the teacher, due to the little knowledge she has about playful strategies, uses very few, making the class not very interactive, considering the criteria of the authors, the teacher must use playful strategies aimed at generating an environment of interaction through experiences with the different members of the educational process.

## DISCUSSION AND FINAL CONSIDERATIONS

Spelling is part of grammar and refers to the set of established rules for the correct use of letters and punctuation marks in writing a language. Human beings are social by nature, and this is why we need We communicate in different ways,

and one of these is through written language and for this it is necessary to do it correctly in such a way that the receivers understand what we want to convey without any inconvenience.

Within this study, a general objective and three objectives have been established. of which the following discussion has been generated:

Around the first specific objective, which is to explore the theoretical referents and methodological with respect to the ludic strategies in the learning of the orthography, is supported through the literature provided by different authors, which which allowed us to verify the relationship between the use of playful strategies and learning spelling, taking as reference the following criteria:

For Vygotsky and El Konin, playful activity enables the creation of significant learning, that is, part of the knowledge they already have students and with the guidance of the teacher obtain new learning, this is reaffirms against what García mentions, the same one who interprets that the strategies playful invite exploration and investigation of the different contents by through the use of didactic resources favoring the creation of an environment Interactive that produces interest and motivation for learning.

On the other hand, MINEDUC indicates that learning spelling should be systematic and ongoing process that begins in the early years of students and that the teacher is the one who guides this learning through his didactic intervention, agreeing his contribution with what Alvero Francés interprets, which indicates that for for students to master the spelling rules must not only be mention these rules or learn them by heart, but must be worked by through practice and dedicate the time that is necessary to the constant revision of the work submitted by the students.

According to the statements made by the authors, particularly García, it is can say that the use of playful strategies in learning spelling is an indispensable tool, which seeks dynamic and interactive environments allowing students to reach skills and abilities that make it possible to progress progressively in the mastery of spelling rules, thus laying the necessary foundations to train competent speakers and writers that they are able to use the different tools of writing.

Regarding the second specific objective, which is to identify the use of ludic strategies in the spelling learning process, in boys and girls fourth grade B of the Lauro Damerval Ayora Educational Unit in Loja. In order to determine that there is a problem, the level of orthographic learning in students in the following way: In the question one of the interview, the teacher refers that she has managed to show many problems, which is verified in question two of the survey applied to the students in which 61% indicate that they pay little attention to the rules orthographic that they use in their jobs and likewise through the observation it was found that students do show spelling problems.

All this is also verified in the results obtained from the test of diagnosis that indicates that 67% of students have a lower qualification to 7.00 points, verifying that the students do have spelling problems.

Within the curriculum of the Ministry of Education of Ecuador (2016) asserts Regarding the objectives of the Language and Literature area for the sublevel basic general education elementary, students will be able to: "O.LL.2.9. Reflect on the semantic, lexical, syntactic, orthographic patterns and the textual properties to apply them in their written productions" (p.84).

Likewise, among the skills with performance criteria, the Ministry of Education of Ecuador (2016) indicates that students of this sublevel must achieve:

LL.2.4.7. Progressively apply the rules of writing through reflection phonology in the spelling of phonemes that have two and three graphic representations, the letter that represents the sounds /ks/: "x", the letter that has no sound: "h" and the letter "w" that has little use in Spanish. (p.87-88).

The responses of both the students and the teacher reflect that the greatest part of students have a low level of learning in terms of spelling, because they do not show interest in learning, thus confirming that they are not meeting the objectives and learning skills that are within of the curriculum of the Ministry of Education of Ecuador, which consist of that students are able to construct different texts applying gradually spelling rules through the use of various materials, formats, and strategies.

To verify the application of playful strategies, it has been taken as a reference the strategies that appear in the teacher's guide of the national curriculum.

In question four of the interview, the teacher states that the strategies ludic that he uses are dictations, phrases, etc.; while in the question five of the survey the majority of students that corresponds to 42% indicate that the teacher uses the question and answer strategy, then the storytelling with 22% and the other strategies to a lesser extent; which is verified in the observation sheet, evidencing that the teacher sometimes uses ludic strategies during the teaching of spelling.

Delgado, Oidor, and Correa (2016) indicate that: The way a student is taught spelling techniques makes him facilitate

its daily use, that is why, when using playful tools of learning the child is engaged, motivated and remembers significant each spelling use. (p.35).

Regarding the answers obtained from the different instruments, if it was achieved meet the second objective, since it can be identified that the students do have spelling problems and for her part the teacher uses few ludic strategies because of the little knowledge he has about them, which do not favor their learning, and likewise if they correct spelling errors but does them by means of traditional strategies, agreeing with what we the authors state, it is very important to take into account the way in which the teacher teaches spelling to his students and among them is the use of strategies playful, which are useful tools that allow attracting the attention of students, provoking active and participatory work environments, in order to achieve the objectives and learning established in the Language and Literature curriculum of the elementary sublevel.

In the third specific objective, which is to propose alternative guidelines that help in the learning of spelling in fourth grade students B of the Lauro Damerval Ayora de Loja Educational Unit, through strategies playful.

The teacher knew how to interpret that the use of playful strategies would contribute significantly in learning spelling, so if you would like have a guide; what is verified in the results of

the survey in the twenty question six where the majority of students corresponding to 25% indicate that they would like to use letter and word games such as: bingos, soup of letters, anagrams, Simon says, among others, for learning spelling.

The guide is that document that determines its value and contribution in the field academic, due to its originality, contributing to teachers to improve time and effort in the educational process, in such a way that the process is optimized and concrete in meaningful learning (Gutiérrez, 2018).

Taking into consideration the results of the teacher and students, it is proposed outline a guide, which contains various playful strategies such as: letter games and words, stories, group work, riddles, crosswords, puzzles and collage, aimed at developing the different skills of the students, since they According to what the author tells us, the guide is a document that is of great importance in education, because it favors the teacher having several options for ways to teach certain topics to your students by means of executing them, allowing the class to become a space for socialization, harmony and development of different capacities.

In conclusion, the contributions of the different authors commit teachers to pay special attention to the use of strategies ludic for teaching spelling, since they provide environments of interest, motivation and relaxation in order to lay the necessary foundations, ensuring that your pedagogical practice improves in an active and motivating way.

Through the data collection techniques and instruments used to know the current state of the use of ludic strategies in the learning process of spelling, in the boys and girls of fourth grade B of the Educational Unit Lauro Damerval Ayora, it was determined that the teacher uses few strategies twenty-one playful because of the limited knowledge he has about them, which has caused the students to present disinterest and difficulties in the use of the spelling rules.

Relating the results of the reality of the problem with the fundamentals theoretical and data collection instruments, it is concluded that the use of ludic strategies contributes significantly in the treatment of spelling, Therefore, the need arises to design as an alternative guideline a guide pedagogical that includes a series of information on this subject, favoring teaching work and student learning, covering the different needs and interests, thus transforming the class into an educational space of harmony, interaction and skill development.

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**Contribution of each author to the manuscript:**

| Task | % of contribution of each author | | | | |
|---|---|---|---|---|---|
| | A1 | A2 | A3 | A4 | A5 |
| A. theoretical and conceptual foundations and problematization: | 20% | 20% | 20% | 20% | 20% |
| B. data research and statistical analysis: | 20% | 20% | 20% | 20% | 20% |
| C. elaboration of figures and tables: | 20% | 20% | 20% | 20% | 20% |
| D. drafting, reviewing and writing of the text: | 20% | 20% | 20% | 20% | 20% |
| E. selection of bibliographical references | 20% | 20% | 20% | 20% | 20% |
| F. Other (please indicate) | - | - | - | - | |