

Strengthening of the reading and writing processes through frame animation

Fortalecimiento de los procesos de lectoescritura a través de la animación por fotograma

Reforço dos processos de alfabetização através de animação baseada em frames

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Abstract

Building knowledge involves teaching methods accompanied by strategies, for education these components are necessary and complement each other, one of these methods are the literacy processes that are combined with different types of practices to develop properly; the purpose of this research was to strengthen these literacy processes through animation by photogram, for this a qualitative approach was developed under an action research design, where collecting information was mediated by observation, tests and didactic sequence.

Keywords: Reading, writing, didactics, technology.

Resumen

Construir el conocimiento implica métodos de enseñanza acompañados de estrategias, para la educación estos componentes son necesarios y se complementan, uno de estos métodos son los procesos de lectoescritura que se conjugan con diferentes tipos de prácticas para desarrollarse debidamente; el propósito de esta investigación fue el de fortalecer dichos procesos de lectoescritura a través de la animación por fotograma, para ello se desarrolló un enfoque de tipo cualitativo bajo un diseño de investigación acción, en donde recolectar información estuvo mediado por la observación, pruebas y secuencia didáctica.

Palabras clave: Lectura, escritura, didáctica, tecnología.

Abstrato

A construção do conhecimento envolve métodos de ensino acompanhados de estratégias, para a educação estas componentes são necessárias e complementam-se mutuamente, um destes métodos são

os processos de alfabetização que são combinados com diferentes tipos de práticas a desenvolver adequadamente; o objectivo desta investigação era reforçar estes processos de alfabetização através da animação por quadro, pois foi desenvolvida uma abordagem qualitativa sob uma concepção de investigação de acção, onde a recolha de informação foi mediada pela observação, teste e sequência didáctica.

Palavras-chave: Leitura, escrita, didáctica, tecnologia.

INTRODUCTION

In the construction of knowledge, teaching methods accompanied by strategies have been developed over the centuries; these components are necessary and complement each other; a methodology without strategies makes the development empty and, consequently, the processes are not fulfilled. In the work titled Strengthening of the processes of reading and writing through the animation by frame (Stop Motion) to the students of the IE-municipality of Victoria-Caldas, where it is sought not only by means of a pedagogical strategy, but also playful and technological, being this the base, to improve the reading and writing from an intrinsic relation of these two processes.

The proposal is developed with five (5) students aged 7 to 11 years old from the Cañaveral unitary school, located in a rural area of the municipality of Victoria-Caldas, where we work with the power to do, since we do not always have the necessary tools for the development of the educational task; in order to structure some theoretical references according to the needs and conditions of the population context with which we work, we take into account both Vygotsky's Sociocultural Theory and Decroly's Global Method, since these two authors cover fundamental aspects to take into account for the research to maintain its course; By structuring a qualitative methodology of action research type, the research is directed towards the achievement of the proposed objective and to obtain results that can be analyzed, described and discussed, in a way that adds practicality and generates conclusions allusive to the strengthening of the reading and writing processes.

Consequently, the work is aimed at having the participating students recognize the importance of knowing how to read and write, but that this is accompanied by an innovative and striking teaching and learning process, of interest and relevance, which is why the strategy invites technology to be part of the achievement. To carry out a work

of accompaniment and reinforcement, where these reading and writing processes are really strengthened, without abandoning the social context of the students and channeling it to work as a source of information that solidifies the strategy, is a challenge to be met.

We start from the premise of recognizing the shortcomings that occur in students aged 7 to 11 years of the Educational Institution (IE) Cañaveral of the municipality of La Victoria-Caldas, regarding the processes of reading and writing and the lack of pedagogical strategies used at the time of the teaching process and reach the significant learning of this subject; it is evident in students some alterations in reading and writing, therefore, it is transcendental to recognize the importance of reading and writing in the socio-cultural environment of students. It can be argued, likewise, that as indicated by Briz (2002), as cited in Caballero and García (2010):

The student who participates in reading will undoubtedly improve his social skills, paying attention to politeness, learning to listen, nuancing his own feelings and emotions, improving his self-concept and self-confidence, gradually overcoming shyness or social isolation. (p. 348).

Likewise, Castronovo and Mancovsky (2010) argue that "reading and writing are competencies that students need to deploy in order to achieve their academic learning and it is the teacher's task to help them achieve it" (p. 819), a task that must be accompanied by innovative methodologies through ICT tools, for example, which are a good support tool in the educational process, suggesting creativity and innovation. As a result of all this, children (students) create a link with reading and writing through these different actions and mechanisms provided by the teacher (development of pedagogical strategies: acrostics, writings, narratives, stories, travel examples, personal experiences).

Reading opens doors to amazing discoveries, allows to explore, identify and recognize social and individual aspects of human beings; reading provides knowledge about the world and everything that exists in it and for this reason, it is a significant tool for learning. Various experiences or experiences of characters, whether real or fictional, can be found in different types of literary genres, such situations contribute to the intellectual and emotional growth of the reader. Another manifestation is writing, which, in the same way that reading does, favors the personal advancement of an individual and aims at making a community more perfectible. According to Lindemann (1987) "writing is an important part of the communication process not only as a medium but also as a source of

power, as a social necessity, and as a way of obtaining knowledge and solving problems" (Aguilera et al., 2020, p. 5).

In the eternal living, the human being is in persistent change, learning, from birth, looking for how to communicate with the environment where it transits and the importance of starting to generate emotional and social ties with their parents, lead to create and develop language modifications, gestures, signs, allowing mutual understanding, personal, emotional and intellectual growth. The child begins to grow and thus enters the world of reading and writing and tries to forge that creative, critical and dreamy thinking that leads to something more complex as the codification of words and the interpretation and reading of them; However, with the passing of time, there are social changes, added to that, the incorporation of the school in his daily life, although it allows him to evolve, it also presents a change in living conditions, confronts him with traditionalist scenarios that lead to generate uneasiness and fatigue in the child and in his daily learning.

The answer to why reading and writing are of importance in personal and social development goes beyond asking these three big questions: what are they, what are they for, and what determines them? Well, we would reach a point where it would be tortuous not only to answer them, but also to inculcate them; these two topics long ago, showed such tortuosity in which reading was a privilege and writing was so chaotic, that if a letter was wrongly written, or a word was misspelled, the punishment made you lose the desire to learn; Today, reading is not only seen as a compilation of letters, which are then grouped into syllables and then form words, but it is also seen as the fact of understanding, enjoying, interpreting and discovering; according to Iglesias, (2000):

A reading that remained at a purely comprehensive level would be nothing more than an informative, punctual and static act. The reflective note is what gives reading its dynamic and formative dimension. The reader in turn recreates, constructs anew, starting from the graphic signs, the images, feelings and thoughts that he impregnates with his own subjectivity (p. 3).

In context, the advances in technology and creative thinking, literacy has taken a flight towards what should be considered as learning with meaning, well constructed and with a different and innovative meaning; therefore, there is a great commitment as a teacher when working with these literacy processes, since an effective motivation to this new adventure called written language and reading must be

achieved, always taking into account that it is not only important the structure but also the understanding of the new language.

Nowadays, the alternatives are more variable and interactive and allow the educational teaching method to go beyond the theoretical; it is essential to recognize that new technologies, as well as the use of social networks (Instagram, Facebook, TikTok, Twitter, among others), influence children and adolescents to give up the good habit of reading and writing earlier and earlier, as well as the emergence, exploration and representation of their own expression skills, assuming as a main challenge the recognition of the relationship that exists today between technology and the educational process.

Adding to this, the influence that digital tools have on the pedagogical methodologies and thinking about the inclusion of these in the rural school, to strengthen the literacy processes in students and weigh those difficulties they present, the research is aimed at finding the correlation between technology and literacy, starting from the mistakes and shortcomings present in students between the ages of 7 to 11 years, considering as a basis, the use of the Stop Motion tool and to demonstrate how this strategy strengthens the literacy processes.

Reconfiguring the above, there are some previous researches that have developed the topic in question, such as "*Digital narratives and their impact on reading and writing in second grade students of the Fiscomisional Sathya Sai Educational Unit of Bahía de Caráquez-Ecuador*", the authors Zambrano and Arroyo (2022), their main objective was to "analyze digital narratives and their impact on reading and writing and influence on academic performance" (p. 89); developing a quantitative approach and describing that their population were teachers where the most important thing was to demonstrate the use of digital tools within the framework of reading and writing skills, they observed that they are locked in the use of a tool, "Liveworksheets for their techniques, strategies and pedagogical academic methodology" (p. 89), they do not explore and even mention that there is no motivational and innovative air to develop other types of digital strategies within these processes.

In consecution with the research topic, is the thesis work called "*La Lecto-Escritura en el Proceso de Enseñanza-Aprendizaje, Desarrollo Multimedia Audiovisual*", its general purpose "Determinar la influencia del desarrollo multimedia audiovisual en el proceso de enseñanza aprendizaje de la lecto-escritura de los estudiantes" (Macías, 2019, p. 4), thus, contributing to the achievement of the objective the author developed a methodology

with a mixed approach both exploratory and descriptive, and thus search in the composition of the educational process, the literacy skills in students, in addition, the methodology to reach these by teachers. A valid conclusion for this research is that Macías finds a very low level of reading habits, leaving a deficiency in the lexicon and ability to sustain an effective communication, or describe situations through writing, these weaknesses are part of the misuse of electronic devices, making it necessary that both at home and at school are introduced as methodological tools to encourage reading and writing, giving these technological means a more complete and educational function.

A previous work that opens bases to introduce not only the technological strategy, but also condenses certain skills that should be taken into account is that of Angulo and Cuesta (2022) "*Implementation of digital educational resources that contribute to strengthen the reading process in sixth grade students of the Institución Tecnológica Agropecuaria Matías Trespalcios*", they worked on a methodological design that included the qualitative approach and participatory action research, to achieve self-reflection and improve reading and writing skills. They conclude that, with the execution of their RED (Digital Educational Resource) and the design of the didactic strategy, they achieved part of their objective, however they sustain that, at the moment of strengthening reading and writing skills, it is essential to relate them to cognitive skills, attention, concentration, memory, perception and communication, all based on the different stages of maturity of the participating children. Being a whole set of investigations that distribute the necessary documentary review to develop the research and that after reading and analyzing them, are subject to theories that support them, as well as the present study work based on Vigotsky's Sociocultural Theory and the Global Method-Method of complete sentences or Decroly Method; To channel this theory towards the objective of this research, a contribution expressed by Vigotsky (1979) cited in Carrera and Mazzarella (2001) is "all learning in school always has a previous history, every child has already had experiences before entering school, therefore learning and development are interrelated" (p. 43). 43); the above, puts in context the importance of development in society, Vigotsky from his sociocultural approach pointed out scopes that influence the educational environment, such as: the advances in their psychological capacities (of students), which are changing every day, the teacher here emerges as an agitator of circumstances that feed these capabilities and their transitions.

Anyway, Lev Vigotsky contributes his concept on language and writing, where he speaks of functions, as quoted in a website article, and comments that there have been four specifically for reading to be an instrument of mediation, those are: "Communicative, Social, Signaling and Symbolic", with this reading reaches its stimulating and functional form in learning; for his part, Vigotsky says, about writing that "writing must possess a certain meaning for children, this is largely due to three processes that give it that meaning: the experience of reading-writing, the meaningfulness of children's writing and the interpretations of the contexts" (Bellón & Cruz, 2002, p. 58)

This theory is the basis of this study, because the children of the EI in rural areas relate to their environment, and in turn must have the inclusion in their educational process of technology, which arises from the introduction offered by ICT and all its tools, and be part of innovative strategies, advancing at the same level as other students with unlimited access. In addition to that, the learning process is, redundantly, a development process and Vigotsky speaks of internalization where the school is an agent that promotes sociological development; and, the intervention with interaction between the sociocultural group and the individual becomes clearer and more concise when the school creates culture and integral development. Thus, empowering students' literacy skills is to strengthen their social and cultural environment as a basis for achieving a balance, without further pretensions to help them grow. On the other hand, to speak of the Decroly method, as mentioned by the authors Estalayo and Vega (2003), who make a compilation of the methods for teaching reading and writing, among these the Global method stands out for this research, also called Decroly Method, whose beginnings are found around the 1700s, but until 1800 it was completely structured, and this was by Ovid Decroly in 1904, which states:

that the Global analytical method can only be applied to reading and writing if all concrete and intuitive teaching is based on the principles of globalization in which the interests and needs of the child are vital when using educational games as complementary resources for learning to read and write (Estalayo & Vega, 2003, p. 8).

Decroly (cited by Estalayo and Vega, 2003) infers that this method has four (4) phases that derive from the maturity of the children, from their development, these are:

Comprehension, Imitation, Elaboration and Production, with characteristics such as: The duration, amplitude and intensity of these depend on the degree of total maturation: the imitative capacity, the type of intelligence, the location in time and space, the mastery of the body schema, etc., that the group possesses.(p. 9)

The relationships that this method establishes in addition to its stages are those that are conjugated in the same speech teaching process, where words, phrases and sentences are recognized; then, in the method of complete sentences or Global, children are given components with complete meaning; among the sub-methods that are used are lexical, Phraseological and Contextual.

MATERIALS AND METHODS

The qualitative approach is chosen because, in the words of Sánchez (2019), this type of research can be conceptualized as a "methodological procedure that uses words, texts, speeches, drawings, graphics and images, whose purpose is to analyze and understand the social life of the individual under study, through the meanings acquired and developed by him/her" (p. 104). A type of research is used that accounts for the interest of directing towards the experiences, purposes, actions and knowledge of the students who are part of the focus group, so the descriptive type is chosen with a design of Action Research (AR), this design because the AR is conceptualized as a strategy that allows the creation of spaces for collaborative learning, where the contributions they have are essential for the success of the project, because the issues addressed, require experience and knowledge by all the participating social actors.

The research proposal is developed in the IE Cañaveral of the municipality of La Victoria-Caldas, located in the east of the department, has seven unitary schools (only primary) and two main schools with primary and high school. This institution specializes in bird watching because of the geographical area where it is located, it is a reserve, one of the largest nationally and globally. Being a technical institution has modalities, one of these is the production of the context, that is, to develop the products of their region such as rubber, coffee and livestock; they also have agreements with the SENA to focus on tourism, due to the arrival of many people for bird watching; with Comfama for English studies and with the University of Manizales for university in the field and leave with the title of Technologists in the environment. As the target population, we work

specifically in the rural Cañaveral branch with unitary school mode, where we work with five (5) students aged between 7 to 11 years, this will make the inclusion of students who attend in the rural area and can be part of innovative strategies that lead them to strengthen reading and writing.

The following procedure specifies the phases followed and the instruments used in each one of them.

Phase 1. Diagnosis

The diagnostic or identification phase allows to fulfill the first specific objective, determining and defining the difficulties related to reading and writing, which are present in the five students who are part of the unitary school model of the Cañaveral Educational Institution, rural site, and who are between the ages of 7 and 11 years old. After the contextualization of their population environment, a diagnostic test is carried out as a first activity, which allows evidencing the basic concepts of each of the students belonging to the sample, concerning the basic skills and competences of reading comprehension and creative writing, based on different situations presented. Additionally, a table of participant observation is made, composed of thirteen items, which allow a qualitative evaluation of the achievements to be improved or surpassed of each student.

Phase 2. Implementation

Phase two of development or implementation, complies with the specific objectives two and three, with a view to carry out a succession of activities that allow the strengthening of reading and writing skills in the five students, incorporating the Stop Motion tool as a pedagogical and didactic strategy. For this phase, a didactic sequence is carried out, which aims to increase the children's reading and writing skills. The sequence is made up of five activities which are carried out according to these two processes, but jointly, of several short texts and which will be captured later by means of graphics, drawings or handicrafts made in plasticine, to create a series of photographic captures and make a Stop Motion.

Similarly, a field diary is kept, focusing attention on certain aspects and having clarity between what is described, in order to keep a faithful record of what was observed (description) and the comments that arise in the course of writing (assessment).

Finally, there is an exit test consisting of a reading comprehension activity, with the help of the text "the language of bees", followed by a writing and schematization exercise taking into account different characteristics and a situation that each student will be free to choose.

A self-evaluation survey is also carried out to show the effects of the use of Stop Motion as a tool to strengthen reading and writing.

Phase 3. Analysis and discussion of results

By means of the data collected when developing the instruments proposed in this research, such as: diagnostic tests, observation table, field diary, didactic sequence, exit test and self-evaluation survey, results are obtained that are remarkable for the research, allowing to recognize the effects caused by the Stop Motion tool, facing the strengthening of reading and writing in the students of the unitary school modality of the I.E Cañaveral, rural headquarters. Similarly, the relevant information is selected through the recognition of the answers obtained from each student, in order to see the efficiency of the proposal; from there, an exhaustive analysis is made, taking into account that the instruments such as diagnostic test, observation table and exit test, are analyzed through Excel (graphs and tables), which allow evidencing the basic knowledge and the evolution obtained by the five students. Likewise, with an evaluation rubric, a data analysis of the knowledge or strengthening acquired through the development of the didactic sequence is carried out, allowing to observe and inquire about the skills and deficiencies that were presented.

RESULTS

The different analyses of the instruments used are presented below, taking into account the fulfillment of each of the objectives proposed at the beginning of the research and which allow us to demonstrate whether or not each of the proposed goals was achieved.

Objective One

Diagnose the difficulties related to reading and writing, present in the students of I.E Cañaveral.

Diagnostic Test

For the diagnostic or entry test conducted to the 5 students of the rural branch of the El Cañaveral Educational Institution, three (3) statements were presented to them, which qualitatively and subjectively, highlighted the interest, skills and shortcomings of each of the students, and whose objective was to identify and recognize the teaching-learning of literacy, The objective was to identify and recognize the teaching-learning of literacy within the school context, presenting several texts, each one with multiple choice answers, in addition to two items, which allowed each student to personally choose a phrase or beginning of a text, to later make a development and ending or tell a story based on certain characteristics found in the

beginning of the text already provided. Therefore, for their analysis and understanding, the following results were obtained.

Regarding the first reading entitled "the wolf in sheep's clothing", it can be analyzed and concluded that although the five students answered the two questions according to the reading of the text, in question number one (1), only one student got it right, underlining the answer "A". Likewise, for question two, related to the moral or reflection that they inferred from the text previously read, only one of them answered correctly, underlining the letter "B". It is clear to conceive through the analysis of the answers, that there is a low reading comprehension among students, highlighting the need to transform the strategies they have for learning new knowledge, being also notorious that nowadays, reading habits are increasingly scarce, where there is greater apathy and little stimulation on the part of students to incorporate it into their daily lives.

Similarly, we observe the answers given in reading two, entitled "La rana Dorotea", where the majority, that is, 60% of the students, assured that the correct answer was "A", reading and interpreting the assigned text erroneously, since the correct answer for this case was "C", where only 20% got it right. Again, this type of assignments and answers by the students, allows reaffirming the low quality in terms of reading comprehension, and also allows evidencing that in many cases, it is due to the fact that students do not have the intention of including in their daily life and everyday life, reading in moments of leisure and education, also considering that times have changed a lot and the approach is not the same, given that books have become increasingly boring and insignificant, unremarkable and the level of demand in the institutions and due to the pandemic and post-pandemic times, have created a different level of demand, where in many cases, it is preferable to choose the cell phone, Tablet or computer due to the applications or for its stimuli, since it does not require the same effort needed to read diverse texts.

The above, allows us to conclude that in the five students who performed the exercises mentioned above, none of them satisfactorily fulfilled what was proposed (without demeriting the effort made), thus evidencing the difficulties in the aspects of reading and writing, and recognizing that knowledge is a tool that must continuously tend to the strengthening of learning, and thus proposing the Stop Motion instrument through selective readings that adjust to the interests and tastes of each student, previously diagnosed, according to their thoughts, abilities, age, context and school standards according to the area of language, to achieve it.

Objective two and three

Design the pedagogical proposal based on the processes of reading and writing and the technological tool Stop Motion animation.

Implement the pedagogical proposal through the didactic sequence to strengthen the reading and writing processes.

Didactic Sequence-Evaluation Rubric

In order to examine the data collected through the didactic sequence carried out with the five (5) students belonging to the unitary school, rural site, and who are between the ages of 7 and 11 years old, in addition to the field diary, the rubric was implemented as the main tool for analysis, The rubric was implemented as the main tool of analysis, which allowed evaluating the recognition and strengthening of reading and writing through the incorporation of the Stop Motion tool, by measuring seven aspects or key criteria, among which comprehension, synthesis and creative skills are taken into account, and which allowed evidencing the results shown below.

Criterion One: Analysis of the content of a text.

To evaluate each of the criteria that are part of the rubric for the analysis of the didactic sequence, a score was made, which from one to four, allows to qualitatively qualify, depending on the performance, each of the students. For criterion one, related to the analytical capacity of each one of them, the maximum score was based on the distinction of the parts that made up a text, as well as its relevance, allowing the generation of questions that inferred the meaning of the words and constantly recapitulating what was read, thus gathering the necessary information to continue with criterion two. Within this item it was possible to observe and analyze that:

It is of interest for this research and content analysis was used as a criterion, because it is based on a qualitative interpretative approach, which allows and facilitates a descriptive and thorough study of the forms, models and patterns that make up a text; taking into account that the results were studied qualitatively and individually, since they are subject to the interpretation and actions of each student in each situation or text exposed during the didactic sequence, it was observed that 20%, that is, 1 of the 5 students, although they manage to distinguish the important characteristics related to the different texts, 60% make an effort to evidence each one of the structures and parts of a text, reconstruct and draw ideas from it, to later analyze the data presented, and as they advance in the development, they look for more data to reach an optimal conclusion and result.

On the other hand, it is necessary to insist that offering students an educational environment where they feel that literacy is a significant

part of learning, recognizing their opinion and participation during the academic process, always through argumentation, will generate a critical and analytical educational environment where each one can demonstrate whether their hypotheses are valid or not, listening and interacting at the same time with their peers, rethinking their arguments, conjectures and thus enhancing classroom practices.

Criterion Two: Information Synthesis

For purposes of assessment and qualitative and interpretative evaluation of the data collected for the analysis of the didactic sequence, the second criterion within the rubric was the synthesis of information, which came from the various exercises and statements found in the workshops, recognizing that this item arose from the need to know and select strategies that would allow students to adapt more to the nature of the text and the activities to be performed, also seeking to establish a correlation between reading, writing and the use of a technological tool such as stop motion, allowing the student to move towards the use of a critical and constructivist approach, through a process of organization, codification, graphing and systematization, thus obtaining the following data:

For the compilation and synthesis of the information found in the process of comprehension, analysis, compilation and creation, given in the different workshops that are part of the didactic sequence, it was obtained that 80%, that is, 4 of the 5 students, were able to adequately carry out the proposed processes, however, they had some problems regarding the interpretation of the concepts, ideas and therefore the arguments presented and the creation through the use of the digital tool.

Criteria Three to Six: Evaluative on the creation of texts and localization of Ideas according to their level of importance.

These criteria were grouped together, since they are related and constitute a set of previous knowledge or dependent parts that are linked to comprehension of different kinds, which not only seek to observe but also to analyze the results in order to improve learning with respect to reading and writing, recognizing that comprehension is one of the most important aspects for a good and optimal argumentation of the results that are subsequently obtained (together with the previous criteria).

In this way, it is well known that for most students, reading and writing has been altered and diminished due to social factors such as the pandemic, and in a certain aspect has been displaced due to the use and boom of technology, however, the purpose of the didactic sequence and research in general, is to allow demonstrating to

students that technology can be an ally in learning, recognizing that ICT in the words of Graells (2000, Cited by Rey 2018) can be conceptualized as "a set of technological advances, made possible by information technology, telecommunications and audiovisual technologies, which provide tools for the processing and dissemination of information and allow having various communication channels" (p. 15)

Thus, in general terms, it can be stated that the best ally of these tools is the Internet, which has led society to a path where information is easier and faster to obtain, and which allows the transmission of knowledge through the use of technology, creating a faster and more efficient education in the life of each person, thus becoming a strategy that allows strengthening the educational process, It also highlights the need to continuously transform learning strategies, recognizing the competencies and all those skills that are inserted within communication, whether written or oral, since they are described for reading and writing as essential elements (such as teamwork, innovation, autonomy, problem solving, among others). Taking into account that, nowadays reading habits are becoming less and less, due to apathy and little motivation on the part of the students and because in many cases books have become boring elements, not very attractive and that nowadays it is preferable to choose a cell phone, Tablet or a computer for its stimuli and because it does not require the same effort used to read different texts, The Stop Motion tool was incorporated in each activity of the didactic sequence, thus finding that the students were more motivated, reacted more creatively and willing to perform each activity and the process of strengthening literacy increased and changed since it was necessary that to create a sequence of images they first read or write, analyze and create in words, and then translate them into images.

The results throughout the process were increasing and were well received by the five students, who commented and gave as an observation at the end of the process, that it was a good option not only for this subject but for the others, since it allowed them to interact more with the different contexts, imagine, create and argue from another perspective.

Criterion Seven: Image-Textual Information Relationship

Regarding the present criterion, concerning the existing relationship between the different graphic representations and the information presented in the form of texts, it can be affirmed that these were dependent on different points of view, in which the learning and use of reading and writing plays an indispensable role, since they allow

a better understanding as long as the students do not make the illustrations in a mechanical way or without being clear about their purpose. In other words, the work can be supported by the use of images and/or diagrams, whose purpose is simply to facilitate the understanding of concepts, supporting and helping a better analysis and a clearer study between the components of a text and the context in which it is found.

Regarding the results and scores according to the evaluation rubric, in most cases, the students were able to create a comparison and give a different meaning or according to their creativity about the texts, actions or situations found in the different activities through the illustrative representation (individually). It is important to emphasize that each student was free to imagine, create and write according to their tastes, beliefs and thoughts, relating and contextualizing the texts presented with the images evidenced later.

Objective four

To evaluate the impact of the implementation of the pedagogical proposal on the learning results and effects generated in the participating students, on the realization and comprehension of the activities proposed in the frame animation as a tool for the strengthening of reading and writing.

Exit Test

Once the didactic sequence was carried out with the students, it generated the strengthening within the development of reading and writing by means of the Stop Motion tool, the exit test was applied, which contained the same number of statements as the entrance test, to later make a comparison between the results obtained at the beginning and end of each test. According to the data obtained in the output test, it could be evidenced that:

Regarding the first statement, based on the text "the language of the bees", it could be evidenced that the students presented a notable improvement regarding the components related to the reading of informative and/or argumentative texts on a specific topic. For the first statement, three questions were taken into account whose answers were explicit in the text, noting that for the first and second questions, a favorable answer of 80% was obtained and for the last question, 100% of correct answers.

Regarding the results obtained in the second statement, related to the creation of a text by choosing one of the three groups presented, each one made up of four words, the students also showed an improvement in aspects such as coherence between sentences and paragraphs, spelling, presentation of main ideas, adequate use of punctuation

marks and accents, as well as the use of words that during the development of the sequence were organized in a glossary.

Finally, for statement three, students were asked to make four drawings, comic style, in which each of the students created a story based on a situation presented; for this last exercise, creativity and design were taken into account, and before making the drawings, each student was asked to write down the ideas they had about the situation presented and answer questions such as: What would happen if...? How do you feel? What aspects have changed or which remain the same? What will be the reaction of the others around you? Observing and analyzing the results of the exit test, it is possible to obtain as relevant data an improvement within the questions that were established as a pattern in the tests, going from a low level to a high and superior level, obtaining percentages equal to or higher than 80% in each of the questions stated and developed, this reveals that there was a development in reading and writing strengthened and directed to a higher level than the initial one in the entrance test.

In a first moment of this reflection between the theory that supports this research and the results obtained, we bring up the phrase already quoted earlier in this work, which expresses "all learning in school always has a previous history, every child has already had experiences before entering school, therefore learning and development are interrelated" (Carrera & Mazzarella, 2001, p. 43), with this quote shows the importance of recognizing the social context of the participating students, each one of them brings along their previous knowledge, attitudes, skills and characteristics that have been forged in their first environment, their first environment, the school. 43), with this quote shows the importance of recognizing the social context of the participating students, each one of them brings along with their previous knowledge, attitudes, skills and characteristics that have been forged in their first environment, the home.

From the sociocultural approach, with its main author, Vigotsky, who established as an indicator of great influence in the educational process the psychological capacities of the students, and this could be observed in the different stages of this research, but especially in the development of the activities proposed within the didactic sequence, where as teachers we had to provoke certain turbulence so that the children would act and feel that they were feeding back their capacities and strengthening their knowledge; This occurred because the students who participated see school as a place of distraction, of

shelter, and thus this emotional aspect influences the acquisition of knowledge.

In the review of reading and writing in the sociocultural approach, the first can be linked as stimulating and functional within the learning process, then the second, writing manifests itself as meaning; The reading and writing process, which was the basis of this research, the search for its strengthening through a pedagogical strategy, was combined between stimulating learning with meaning and strengthening what was learned, then, reading to write and writing to read; the children of the IE Cañaveral cannot afford the luxury of keeping a defined schedule, because it is not possible, the way to access the school (due to climate, economic difficulties, perhaps due to lack of motivation, etc.), the scarce physical resources, the limited physical resources, the lack of access to the school (due to the weather, economic difficulties, perhaps due to lack of motivation, etc.), the lack of resources, and the lack of a pedagogical strategy, which is the basis of this research.), scarce physical resources, lack of support from home.

This means that every moment in which face-to-face classes are held is a unique moment and is the opportunity to magnify the teaching, that is why it was important to combine reading and writing as a single process, although it is clear that they are two, but here it is not about learning to read and write, it is about understanding what is written and reading what is understood; Therefore, exercising the correct direction in the children based on the proposed pedagogical strategy, animation by frame, had to be impressive, innovative and striking, so that the students would refresh their knowledge about how to write and read, to transcend to comprehension from their starting point, from the one each one had.

The inclusion of ICT in this work is part of the cultural context of this technological era, and therefore it is important for the population under study to be able to have an approach to this type of digital tools, since their access is limited in the rural area where they come from. Here it is necessary to remember "the internalization" of which Vigotsky states that in the school environment culture is created, socio-personal development and that there interferes the psychological development of each actor and the skills that present, therefore, teachers should promote strategies that combine the internal aspects and the needs, in order to give results that focus on improving the environment in which the processes are developed.

If a general review of the initial and final results is made, this research traveled a path from little to enough, that is, the children know how

to read and write, the basics in the development of an individual, at least in front of society, but they ingested each activity as when in the morning they take a glass of juice and leave for school, with the vitality of those who want to know; They were able to write from the imagination, from a simple perspective to a complex one that led them to continue a reading and writing process, idealizing reading as a way of demonstrating what was written and beyond what was understood.

Thus, the other theoretical part that constitutes this research, which complements Vigotsky, is the Global Method-Complete Sentence Method or Decroly Method, where students expressed their needs, their interests and the way to give them priority was sought, focusing them towards the proposed pedagogical strategy. Therefore, in the Decroly method there are four phases, which were taken into account in the real purpose of this work, to strengthen the reading and writing process; the first is to lead to the understanding of what is written, of what is wanted to be said, of the demonstration of abilities, that is why the children devised their story to recreate in sequences by means of the Stop Motion tool, they remembered how to write their ideas and strengthened how to realize those ideas, that is, to read them in a creative way.

The other phases according to the method, imitation, elaboration and production, were developed by each participant by making their story, recreating it in different materials, recording it with their own characteristics that each one of them imposed, such as duration, amplitude and intensity of their story, all based on previous readings, improvised writings, and rehearsed ones, each time different needs arose, reconstructing some previous concepts, reinforcing some misspelled words, recognizing unknown or little used vocabulary, spelling, matching sentences with meaning, in short, everything necessary to strengthen writing and reading as part of the development of the proposed strategy, or, in other words, to strengthen writing and reading as part of the development of the proposed strategy, to reinforce some misspelled words, to recognize unknown or little used vocabulary, to spell, to match sentences with meaning, in short, everything necessary to strengthen writing and reading as part of the development of the proposed strategy, that is, there was an inversely proportional recognition, from the Stop Motion strategy to reading and writing, and in turn from this reading and writing process to the achievement of an animation per frame.

If we review the research from the need to strengthen the reading and writing process so that the children could obtain a significant effect

in their learning, we can see that there was influence from social motivation, the desire for the participants to know the digital tools, the fact that they could have access, to be part of the advances of this century, not being condemned for belonging to the rural area, globalizing their reading and writing skills towards technology, generated a work where the most important thing was to make the students find their turning point in reading and writing, without losing the perspective of understanding and combining these two processes, but as one, I read and I write, I write and I read.

The power of reading was seen in situations like the influence of the brevity of a text, like the simplicity of a recipe that taught them that one can imagine and create, the power of writing where reflecting ideas in recycled materials led them to design their story and remain active, creative, implicit within their process of strengthening reading and writing to a higher level, if not improved from the previous structure that was contained. The children went beyond the peculiar, they introduced their social, family and individual framework in their stories and knew how to manifest frame by frame with writings processed by reading them.

Generally, in the rural unitary school the school days are short, we bring up this aspect because we believe it is necessary that the reader is fully contextualized with the reality lived by the participants of this study; they are short due to the shortage of water, transportation, physical resources (notebooks, pencils, markers, etc.), lunch, the weather is sometimes relentless, among others; This hindered the work to be developed several times, but seeing the desire to learn of the participating children was stronger than any shortcoming, so the objectives were achieved and especially the general purpose was reached, to strengthen the reading and writing process in each of them.

CONCLUSIONS

First of all, it is important to remember that the general objective was to strengthen the reading and writing processes through animation by photogram in the students of the unitary school of the IE Cañaverl. To achieve this, four specific objectives were proposed that conditioned the development of the research and that led to certain situations that gave rise to results and contributions, which finally added together led to the fulfillment of the general objective.

Specific objective one, which was to diagnose the difficulties related to literacy present in the students, called for a series of reflections from the academic, social and internal environment of each child, as

well as from the previous manifestations of the subject; That is to say, in order to reach a diagnosis with reference to the previous knowledge of literacy that the participants may or may not have, a contextualization of their environment, their needs and themselves, a test that gave the conclusion of how they were facing the subject, the above without conditioning who knows more, writes or reads better, if qualitative or quantitative qualifications, it was only governed towards the finding of the difficulties present when reading and writing.

Necessarily, when conducting the observation during the entry test, shortcomings had to be described, but in an objective way, concluding that the children went through confusion in some letters, more linked to spelling rules, some imbalances when reading, for not knowing how to pause according to the punctuation, anyway it was clear that these inaccuracies gave room to the search for a strategy that would strengthen the reading and writing process and would result in accurate results towards a better understanding of what is written and read. The input test resulted in the development of a diagnosis that will trace the beginning of the next specific objective. Thus, having a diagnosis that revealed the difficulties in the reading and writing process made it possible to move on to objective two, to design the pedagogical proposal based on the reading and writing processes and the technological tool Stop Motion, a design that emphasized the search for activities that would resolve the deficiencies found and that, together with the technology that was to be used as a method of inclusion, would support the strengthening of reading and writing; All this gave rise to a didactic sequence based on a series of situations that will provide each student with creativity, motivation and willingness to do, this summoning reading and writing with imagination.

Then, once the proposal was designed, it could be implemented, as previously stated, it was through the didactic sequence, it was achieved that the participants will perform each of the activities to strengthen the processes of reading and writing, it was found that they had not had direct contact with technological devices such as tablets and laptops, it was novel and stimulating for and towards their way of learning. Finally, the fourth and last objective is to evaluate the impact of the implementation of the pedagogical proposal, this was done based on a comparative of learning results and effects generated in the participating students, in addition, through a satisfaction survey they expressed their conformity on the realization and understanding

of the activities proposed in the frame animation as a tool for the strengthening of reading and writing.

The objectives were achieved to the full extent, thanks to the participation of the students, the impetuous manifesto of wanting to teach them through technology and creative motivation, and the commitment to a defined structure of reading and writing combined as a single temple of learning.

In this section, it is not easy to state whether what was produced in the unitary school based on the project developed is a generator of change, it can be affirmed that it had a significant and broad effect on the children's reading and writing process; But in order for it to be a generator of change, of improvement in the educational process, it is necessary to make the educational community (directors, teachers, parents and students) see the importance of the schools in rural areas, the needs that afflict them in order to be able to solve the day to day and comply with the basics in the teaching-learning process. However, it is tremendously urgent to note from this research, how the development of strategies that contain the technological element, is a motivational plus for students, it moves them to discovery, to strengthen their skills and to want to go beyond; it is not enough that once a year they can see the computers in the computer rooms of the urban school, we talk about inclusion, but it is necessary that the resources reach where they are really needed.

It is difficult to generate expectations when the educational system blocks progress, solidarity with rural regions is abysmal, in the opposite sense, because it does not arrive; It is difficult to advance to a technological era, and although this research shows that the tools offered by ICT are especially striking, creative and generate innovative learning, it also shows that the lack of access to internet and technological devices, these elements necessary to develop strategies of this type, makes the teaching work difficult, generates setbacks that must be overcome from the personal, inferring that one is alone in the educational process.

In any case, it is hoped that with research such as the present one, a step will be taken towards the construction of the inclusion of the rural school in continuing education, that which is updated in knowledge, which seeks that students acquire skills that will lead them to a professional future, without technological backwardness and with a personal and social development that contemplates the human being in all his needs.

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