

Creative Writing as a Pedagogical Strategy for Strengthening Spelling Skills in Fifth-Grade Elementary School Students

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ABSTRACT

Strengthening spelling skills from the earliest stages of formal education is fundamental, as this is the stage where the foundations of linguistic development are laid. In light of this, the present research aimed to propose creative writing as a pedagogical strategy for strengthening spelling skills in fifth-grade students at the Juan Bautista Arismendi School in Calabozo, Guárico State. This research was grounded in David Ausubel's Theory of Meaningful Learning, Ferreiro and Teberosky's Constructivist Theory of Written Language, and Stephen Krashen's Affective Filter Theory. The study was framed within the positivist paradigm, employing a descriptive level of research and a field study design, specifically a feasible project. The population consisted of twenty (20) students, and a purposive sample of thirteen (13) students was selected. The data collection techniques used were observation and surveys, and the instruments employed were two questionnaires with dichotomous questions for students and teachers. The validity of the instruments was established through expert review, and reliability was determined using the Kuder-Richardson (KR-20) coefficient. The results were analyzed using cumulative frequency and descriptive statistics, presented in tables and graphs. The conclusions drawn were that creative writing represents a motivating and engaging teaching opportunity because it allows children to develop their imagination while producing their own texts, which helps them become aware of spelling, vocabulary, and grammatical correctness.

Descriptors: Creative writing, Pedagogical strategy, Spelling skills.

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