



Textual Communicative Approach to Reading and Writing for Primary School Students

Enfoque Comunicativo Textual para la Lectoescritura de estudiantes de primaria

Approche communicationnelle textuelle de la lecture et de l'écriture pour les élèves du primaire

Enfoque Comunicativo Textual para a Leitura e Escrita de Estudantes do Ensino Fundamental

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ABSTRACT

Introduction: Reading and writing are relevant from the beginning in the school stage, especially for the first years. **Objective:** To demonstrate that the textual communicative approach improves the reading and writing of students in the first grade of primary education of IE No. "89001" Ex - Prevocacional - Chimbote, 2019. **Method:** It was carried out through a quasi-experimental study, and the literacy level was assessed through a pretest-posttest. The sample was intentional, comprised of 37 students from section "A", the experimental group, and 37 from "B," the control group. The research design used was quasi-experimental, and the instrument was a mixed test, pre and post-test, to determine literacy level. Informed consent and data confidentiality were complied with. Variables were operationalized, and the necessary techniques and procedures were used to

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achieve the objectives. **Results:** In applying the pre-test to the experimental group, it was evident that 86% of the students reached the low scale and 14% the regular scale, noticing the low reading and writing level before applying the proposal. After applying the textual communicative approach, 65% of the students in the experimental group reached the excellent scale, and 35% reached the good one, demonstrating that applying the textual communicative approach significantly improved reading and writing. **Conclusions:** Applying the textual communicative approach improved reading and writing in the students of the experimental group, presenting better results than those of the control group.

Keywords: Reading and writing; Approach; Program; Textual communicative.

RESUMEN

Introducción: la lectoescritura es relevante desde los inicios en la etapa escolar, en especial para los primeros años. **Objetivo:** demostrar que el enfoque comunicativo textual mejora la lectoescritura de los estudiantes del primer grado de educación primaria de la I.E. N° "89001" Ex - Prevocacional - Chimbote, 2019. **Método:** se realizó a través de un estudio cuasiexperimental y se evaluó el nivel de lectoescritura a través de un pretest-postest. La muestra fue intencional, conformada por 37 estudiantes de la sección "A", grupo experimental y 37 del "B", grupo control. El diseño de investigación empleado fue cuasi experimental y el instrumento una prueba mixta, pre y post, para conocer el nivel de lectoescritura. Se cumplió con el consentimiento informado y la confidencialidad de los datos. Se operacionalizaron variables y se utilizaron las técnicas y procedimientos necesarios para dar salida a los objetivos. **Resultados:** en la aplicación del pre test al grupo experimental se evidenció que el 86 % de los estudiantes alcanzó la escala bajo y un 14 % la escala regular notándose el bajo nivel de lectoescritura antes de aplicar la propuesta. Después de haber aplicado el enfoque comunicativo textual, el 65 % de los estudiantes del grupo experimental alcanzó la escala excelente y el 35 % alcanzó la escala bueno demostrándose que al aplicar el enfoque comunicativo textual mejoró significativamente la lectoescritura. **Conclusiones:** la aplicación del enfoque comunicativo textual mejoró la lectoescritura en los estudiantes del grupo experimental, presentándose mejores resultados que los del grupo control.

Palabras clave: Lectoescritura; Enfoque; Programa; Comunicativo textual.

RÉSUMÉ

Introduction: La lecture et l'écriture sont pertinentes dès le début de la scolarité, notamment dans les premières années. **Objectif:** Démontrer que l'approche communicative textuelle améliore la lecture et l'écriture des élèves de première année du primaire à l'I.E. N° «89001» Ex - Prevocacional - Chimbote, 2019. **Méthode:** Elle a été réalisée à travers une étude quasi-expérimentale et le niveau de lecture et d'écriture a été évalué à travers un prétest-posttest. L'échantillon était intentionnel, composé de 37 élèves de la section «A», groupe expérimental et de 37 élèves de la section «B», groupe témoin. Le plan de recherche utilisé était quasi-expérimental et l'instrument était un test

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mixte, pré et post, pour déterminer le niveau de lecture et d'écriture. Le consentement éclairé et la confidentialité des données ont été respectés. Les variables ont été opérationnalisées et les techniques et procédures nécessaires ont été utilisées pour atteindre les objectifs. **Résultats:** Dans l'application du pré-test au groupe expérimental, il a été évident que 86% des étudiants ont atteint l'échelle basse et 14% l'échelle régulière, soulignant le faible niveau de lecture et d'écriture avant d'appliquer la proposition. Après avoir appliqué l'approche communicative textuelle, 65% des étudiants du groupe expérimental ont atteint l'excellente échelle et 35% ont atteint la bonne échelle, prouvant que l'application de l'approche communicative textuelle a amélioré de manière significative la lecture et l'écriture. **Conclusions:** L'application de l'approche communicative textuelle a amélioré la lecture et l'écriture chez les élèves du groupe expérimental, présentant de meilleurs résultats que ceux du groupe témoin.

Mots-clés: Lecture et écriture; Approximation; Programme; Communication textuelle.

RESUMO

Introdução: A leitura e a escrita são relevantes desde o início da etapa escolar, especialmente nos primeiros anos. **Objetivo:** Demonstrar que o enfoque comunicativo textual melhora a leitura e escrita dos alunos do primeiro ano do ensino fundamental da I.E. N° "89001" Ex - Prevocacional - Chimbote, 2019. **Método:** Foi realizado um estudo quase-experimental e avaliado o nível de leitura e escrita por meio de um pré e pós-teste. A amostra foi intencional, composta por 37 alunos da seção "A", grupo experimental, e 37 da seção "B", grupo de controle. O design de pesquisa empregado foi quase-experimental e o instrumento uma prova mista, pré e pós, para conhecer o nível de leitura e escrita. Foi cumprido o consentimento informado e a confidencialidade dos dados. Variáveis foram operacionalizadas e foram utilizadas as técnicas e procedimentos necessários para alcançar os objetivos. **Resultados:** Durante a aplicação do pré-teste ao grupo experimental, evidenciou-se que 86% dos alunos atingiram a escala baixa e 14% a escala regular, notando-se o baixo nível de leitura e escrita antes de aplicar a proposta. Após a aplicação do enfoque comunicativo textual, 65% dos alunos do grupo experimental atingiram a escala excelente e 35% atingiram a escala boa, demonstrando que a aplicação do enfoque comunicativo textual melhorou significativamente a leitura e escrita. **Conclusões:** A aplicação do enfoque comunicativo textual melhorou a leitura e escrita nos alunos do grupo experimental, apresentando melhores resultados que os do grupo de controle.

Palavras-chave: Leitura e escrita; Enfoque; Programa; Comunicativo textual.

INTRODUCTION

The reading and writing process, essential from the first years of schooling, can lead to significant difficulties in students' future learning if not acquired correctly. Poor literacy comprehension can negatively affect reading comprehension and the ability to produce texts adequately. Teaching literacy is essential to ensure quality education, as it contributes to developing cognitive, emotional, and practical skills necessary for success in various areas of life. Improving literacy is crucial for

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individual and community progress, as highlighted by the World Education Forum, which emphasizes that learning and equity are key aspects of education. Without progress in this regard, the potential of societies will continue to be underutilized. ¹

Numerous research and experiences based on the constructivist approach in the field of reading and writing indicate that students learn better when they have access to reading and writing. Children tend to conform to the practices of more experienced readers and writers around them. Therefore, environments conducive to the development of these skills must be established in the school environment. ²

In our country, during the sample census evaluation of students in reading comprehension in recent years, it was found that, in the second grade, 5.8% were at the initial level, 56.4% were in process, and 37.8% reached a satisfactory level. Regarding the fourth grade, the results showed that 10.1% were in a stage before the beginning, 24.2% at the initial level, 30.9% were in process, and 34.8% at a satisfactory level. These results indicate that many students can still identify explicit questions in different types of texts but face difficulties when answering questions at an inferential, critical, and reflective level. This highlights the crucial importance of literacy in improving reading comprehension and underlines the pressing need to strengthen classroom teaching. ³ This indicates that children in second grade have not satisfactorily completed the literacy process they should have acquired in first grade. Students mustn't limit themselves to reading for the sake of reading or writing for the sake of writing. ²

The quality of the educational system is closely related to the level of literacy competence that students manage to achieve in their initial stages of learning. When analyzing this aspect in conjunction with the quantitative data about the impact of the training received by teachers, the possibility arises that teacher training, when complemented with constant and sustained pedagogical monitoring, can positively affect the students' early literacy outcomes. This conclusion arises from the consideration that deficiencies in the quality of preschool education could be counteracted through interventions focused on continually improving the training and support provided to educators. ⁹

The transition to virtuality in the educational field during the pandemic represented a set of significant challenges for teaching literacy. This radical change involved adapting to new learning modalities and facing the demands and limitations of physical distancing. The teaching of reading and writing, which already requires close support, was especially affected by this situation since direct contact between teachers and students was reduced. In this context, the family emerged as a fundamental pillar in the educational process, facilitating literacy learning at home. The responsibility of supporting and guiding students in the development of these skills fell largely on parents and caregivers, who had to adapt to new dynamics and resources to ensure their children's academic progress in a virtual environment. ⁸

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In I.E. N°89001, it is observed that, due to distance education, virtual teaching, and traditional methodologies, first-grade children are experiencing difficulties in their literacy skills. Most students have trouble learning vowels, simple, inverted, and complex syllables. Therefore, implementing communicative and textual strategies is suggested to improve students' literacy skills. These strategies should encourage the development of reading and writing various types of texts.

METHOD

An experimental study was conducted using a quasi-experimental design at Institución Educativa Número "89001" Ex - Prevocacional, from March to December 2021. The target population consisted of 148 first-grade students of primary education in 4 sections (A, B, C, D). The sample was selected intentionally and included 37 students from the experimental group (1st "A") and 37 students from the control group (1st "B"). The students were between 6 and 7 years old and came from a medium-low socioeconomic level, determined by reviewing the student registry.

The following operational variables were established to meet the research's purpose: the textual communicative approach and literacy, each composed of three dimensions: vowels, direct and indirect syllables, and locked syllables. An evaluation was administered to measure the student's literacy proficiency level, including an initial and a final test covering 25 criteria in the three areas above.

SPSS 2020 and Microsoft Excel were used to analyze the data. Counting and tabulation methods were used, and frequency tables and graphs were prepared for the descriptive analysis. Regarding the statistical analysis, the 2015 version of the SPSS program was used, and the Chi-square test was carried out as part of the inferential analysis to determine significant differences in student satisfaction.

Students were provided with information about the relevance of literacy to the research and a detailed explanation of the study's objectives. Student participation was voluntary, and the data collected was used exclusively for research.

RESULTS

It is indicated that no student, neither in the control nor in the experimental group, achieved grades of "good" or "excellent." In the control group, 65% of the students obtained a grade of "regular", while 35% obtained a grade in the low level. On the other hand, in the experimental group, only 14% reached the "regular" level, while 86% obtained a score at the low level in the literacy pretest. (Table 1).

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Table 1. Pretest literacy level of the control and experimental groups of the first-grade students of Primary Education of I.E. N° 89001 Chimbote – 2019.

Groups					
Scale	Interval	Control		Experimental	
		No.	%	No.	%
EXCELLENT	[75-100]	0	0	0	0
GOOD	[50-75>	0	0	0	0
REGULAR	[25-50>	24	65	5	14
LOW	[0-25>	13	35	32	86
TOTAL		37	100	37	100

The results of the statistical measures on the scores obtained by the control group and the experimental group in the pretest are presented as follows:

Arithmetic Mean: Before the implementation of the didactic games, the arithmetic mean of the control group was 30.1, while that of the experimental group was 22.9. This indicates a difference of 7.2 points in favor of the control group. However, both groups fell on average between the "regular" and "low" scales.

Standard Deviation: The dispersion of the scores in the control group, measured by the standard deviation (8.4), was lower than that of the experimental group (5.5), with a difference of 2.9 points.

Coefficient of Variation: The relative variation of the scores in the control group (0.28) was greater than that of the experimental group (0.24). (Table 2).

Table 2. Descriptive statistics of the literacy level in the pretest of the control group and experimental group of the students of the first grade of primary education of the I.E. N° 89001 Chimbote – 2019.

Groups	Number of Students	Average (X)	Variance	Standard Deviation (S)	Coefficient of Variation (CV)
CONTROL	37	30.1	70.8	8.4	0.28
EXPERIMENTAL	37	22.9	30.6	5.5	0.24

It is observed that the experimental group achieved 35% on the "good" scale and 65% on the "excellent" scale, while the control group obtained 27% on the "low" scale and 62% on the "regular". (Table 3).

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Table 3. The literacy level of the post-test of the control group and experimental group of the first-grade primary education students of the I.E. N° 89001 CHIMBOTE – 2019.

Table with 6 columns: SCALE, INTERVAL, Control (Gc) (Fi, %), Experimental (Ge) (Fi, %). Rows include EXCELLENT, GOOD, REGULAR, LOW, and TOTAL.

When comparing the average scores of the control group (35.4) and the experimental group (78.1) before implementing the textual communicative approach, the arithmetic average revealed a difference of 42.7 points in favor of the experimental group.

Table 4. Descriptive statistics of the reading and writing level in the posttest of the control group and the experimental group of first-grade primary education students of the I.E. N° 89001 CHIMBOTE – 2019.

Table with 6 columns: Groups, Number of Students, Average (X), Variance, Standard Deviation (S), Coefficient of Variation (CV). Rows include CONTROL and EXPERIMENTAL.

When carrying out the test to compare the average scores in the pretest on the students' literacy level, no significant difference was observed between the average of the control group (30.1 points) and the average of the experimental group (22.9 points).

Furthermore, when performing the test to compare the averages in the post-test, a significant superiority was observed in the experimental group's average over the control groups.

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Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted (Table 5).

Table 5. Hypothesis tests for comparing averages in the pretest-posttest regarding the literacy level of first-grade primary education students of the I.E. N° 89001 CHIMBOTE – 2019.

Average comparison tests Indicator Responds...	T-Student test		Significance level	Decision $p > \alpha$
	Observed Probability Value Significance			
pretest $H_0: \mu_E = \mu_c$ $H_a: \mu_E > \mu_c$	$t_o = 0.179$ $p = 0.843$ $\alpha = 0.05$ H_0 is accepted			
posttest $H_0: \mu_c = \mu_E$ $H_a: \mu_E > \mu_c$	$t_o = 9,004$ $p = 0.001$ $\alpha = 0.05$ H_a is accepted			

In the post-test, the experimental group managed to reach the "good" and "excellent" scales in the dimensions of the literacy level, exceeding the percentages obtained in the pre-test, where they were located in the "regular" and "low" scales. (Table 6).

Table 6. The literacy level of the words with syllables with vowels, words with direct-indirect syllables, and words with stuck syllables of the pretest and posttest of the experimental group.

Scale	Interval	D. Words with Vowels				D. Words With Direct-Indirect Syllables				D. Words With Locked Syllables			
		Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	[24-32]	0	0	12	32	0	0	12	32	0	0	2	5
Good	[16-24>	0	0	25	68	0	0	25	68	0	0	35	95
Regular	[8-16>	12	32	0	0	9	24	0	0	6	16	0	0
Low	[0-8>	25	68	0	0	28	76	0	0	31	84	0	0
TOTAL		37	100	37	100	37	100	12	32	37	100	37	100

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DISCUSSION

The study revealed that most students in the experimental and control groups lacked adequate literacy from the beginning, with the experimental group showing the greatest deficiencies. It can be deduced that, before implementing the proposal, all students in both groups were placed on the "low" and "regular" scales. This finding suggests a conception according to which national educational institutions are not giving due attention to the development of literacy. This leads to children in the first three cycles of primary education being unable to understand what they read and, in many cases, having difficulties writing simple texts, as evidenced in the results of the MINEDU sample evaluations.³

At the end of the program's implementation, most of the students in the experimental group showed a more significant improvement compared to the control group, the latter being the one that presented the greatest deficiencies. It is deduced that after applying the proposal of texts based on the textual communicative approach, the experimental group students are on the "good" and "excellent" scales.⁵ This suggests that reading and writing are intrinsically related during the first years of schooling. In other words, students enter a world of opportunities where they can develop. Children are stimulated to discover, as could be observed during the implementation of the proposal. The results show that this tool significantly improves students' reading and writing skills. These results indicate that they can produce short texts with coherence and cohesion.⁴

The statistics of the scores obtained by the control group and the experimental group in the post-test show that the average of the experimental group is greater than the control group's average. This leads to the conclusion that the experimental group falls in a range between the "good" and "excellent" scales in terms of literacy level.⁵

When carrying out the hypothesis test to compare the averages in the post-test on the students' literacy level, a clear superiority was found in the average of the experimental group compared to the control group. This indicates that the program's implementation based on the textual communicative approach has improved literacy in the students of the experimental group, showing results superior to those of the control group. These findings are consistent with constructivist theories, which maintain that the child's initial perception is holistic, capturing the whole rather than the details, starting from a global vision and presenting complete words and their corresponding meaning.⁶

Teachers recognize the importance of becoming familiar with various methods and understanding their students to select the most effective strategies in the literacy teaching-learning process. This approach is closely related to the aforementioned proposal since the textual communicative approach was implemented to improve literacy skills.⁵

After implementing the textual communicative approach that addresses vowels, direct and inverse syllables, and stuck syllables, it is evident that the experimental group, in the post-test, has reached

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"good" and "excellent" levels in their performance. This result suggests that using a variety of texts, particularly those from children's literature, has contributed to improving the literacy skills of the students in the experimental group, generating superior results compared to those in the control group. In this last group, students can recognize words from the text and understand the different syllables, which allows them to read and write properly. ⁷

Ayala et al. ⁸ specify that it is accepted that reading and writing constitute an essential part of the environment in which the child develops. In his daily routine, he is exposed to various types of written information and is surrounded by individuals who use reading and writing in their daily activities. This constant interaction with written language can create a favorable environment for the child to assimilate reading and writing skills naturally.

The proposed textual communicative approach highlights the constructivist model's importance in reading and writing. Based on the findings obtained in the different dimensions of literacy, this model is essential to optimize student learning about reading and writing. It is observed that children adapt and improve their skills when interacting with more specialized reading and writing practices, as seen during the proposal's application. This evidence supports the need to implement a constructivist approach, which promotes active and participatory learning, allowing students to acquire solid reading and writing skills based on their environment and social context.

The very essence of educational quality lies in mastering reading and writing. The fact that children acquire strong reading and writing skills during their first years in school is not simply a component but rather a fundamental requirement for achieving higher levels of educational excellence. Consequently, this aspect must be considered an absolute priority in any educational and social strategy or policy implemented, requiring a firm and continuous commitment from a wide range of social actors and organizations, including government entities and civil society, companies, international organizations, universities, and, of course, families. How we address the challenges associated with the effective development of literacy skills will ultimately determine the course and quality of education in our country and the future and well-being of future generations. ¹⁰

The study carried out by Vijil specifies that it is imperative to urgently address the need to improve the training of teachers, starting with strengthening their literacy skills and mastering pedagogical practices that are effective for students' learning. This urgency implies a profound change in teacher training models in initial and continuing training programs to ensure educators have sufficient time dedicated to classroom practice accompanied by experienced mentors. In addition, classes must include practical examples of the textual communicative approach and varied pedagogical models, allowing teachers to understand the diversity of this approach and its effectiveness in the students' teaching-learning process. This textual communicative approach in teacher training is essential to raise the quality of education and guarantee students' academic success. ¹¹

Regarding Contreras' study, it tells us that the actions undertaken by the various actors to promote the teaching and learning of initial literacy usually cover multiple areas. These include promoting

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reading and writing among students to make this activity a more participatory and dynamic experience. Likewise, they focus on teacher training, especially regarding effective pedagogical methods. The development of teaching materials based on the textual communicative approach is also carried out, enriched with complementary resources to support the teaching process. In addition, attention is paid to creating conducive environments based on different texts, respecting the dimensions of vocal words, direct and indirect syllables, and interlocking syllables for learning.¹²

CONCLUSIONS

The application of an educational program based on the textual communicative approach has triggered positive and notable effects in acquiring reading and writing skills by students enrolled in Institución Educativa No. 89001 of Chimbote. This pedagogical approach, characterized by its emphasis on effective communication through text, has led to significant improvements in the reading and writing skills of the students assigned to the experimental group compared to those in the control group.

Before the program's implementation, a lack of literacy proficiency was observed among the participating students. However, after implementing the program based on the textual communicative approach, significant and discernible progress has been observed in the student's performance in these fundamental skills. In particular, progress has been recorded in several key dimensions, such as identifying and understanding words that include vowels and recognizing and manipulating direct and indirect syllables, such as stuck syllables. These findings point to a widespread and sustained improvement in students' reading and writing skills, underscoring the positive impact and effectiveness of the implemented educational program based on the textual communicative approach.

FINANCING

No funding was received for the development of this study.

CONFLICTS OF INTEREST

No conflicts of interest are declared.

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Name of author(s):

Paola Liliana Manrique Morales
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