



Playfulness as a strategy to strengthen reading comprehension, motivation and social interaction

La lúdica como estrategia de fortalecimiento de la comprensión lectora, motivación e interacción social

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ABSTRACT

The José Acevedo y Gómez Educational Institution, located in the Cajambre River, rural area, south of the district of Buenaventura, covers from (0^o) to 11th grade. The population served, is characterized by learning problems, evidenced both in internal and external tests (Saber), mainly in reading comprehension, which shows that the teaching-learning process does not respond to the proposed educational quality, therefore the general objective was raised in "Strengthening reading comprehension in ninth grade students", instruments were used to collect information such as: structured interview for parents and teachers, diagnostic test to students, non-participant observation to teachers, participant observation to students and the final test. This study was established from the constructivist paradigm, in search of achieving the objectives through the qualitative approach, the methodology was action research. The first results found were: absence of reading habits, little or no

parental support, inadequate pedagogical practices, poorly conditioned physical spaces and a low level of inferential reading in most of the students. The use of the pedagogical proposal produced attitudinal changes in the students, such as integration, satisfaction, communication, and slight individual and group improvement in inferential reading. It is concluded that the use of games modified the attitude of the students, which explains the slight difference between the diagnostic test and the final test. It is worth mentioning that the categories Motivation and social interaction of the general objective were fully met, while reading comprehension only partially improved in the subjects investigated.

RESUMEN

La Institución Educativa José Acevedo y Gómez ubicada en el río Cajambre zona rural, al sur del distrito de Buenaventura, esta cubre desde (0°) hasta grado 11°. La población atendida, se caracteriza por presentar problemáticas de aprendizaje, evidenciadas tanto en pruebas internas como externa (Saber), principalmente en comprensión lectora, lo cual da cuenta que el proceso de enseñanza –aprendizaje, no responde a la calidad educativa propuesta. Por ello se Planteó el objetivo general en “Fortalecer la comprensión lectora en los estudiantes del grado noveno”, se utilizaron instrumentos de recolección de información como: entrevista estructurada para padres de familia y docentes, prueba diagnóstica a educandos, observación no participante a docentes, observación participante a educandos y el test final. Este estudio se estableció desde el paradigma constructivista, en búsqueda de alcanzar los objetivos a través del enfoque cualitativo, la metodología fue investigación acción. Los primeros resultados encontrados fueron: ausencia de hábito lector, poco o ningún apoyo de los padres, prácticas pedagógicas inadecuadas, espacios físicos mal acondicionados y un nivel de lectura inferencial bajo en la mayoría de educandos. El uso de la propuesta pedagógica, produjo cambios actitudinales en los estudiantes como la integración, satisfacción, comunicación, leve mejora individual y grupal en lectura inferencial. Se concluye que emplear la lúdica modificó la actitud de los estudiantes, por lo cual se comprende la leve diferencia entre prueba diagnóstica y prueba final, cabe mencionar que las categorías Motivación e interacción social del objetivo general, se cumplieron a cabalidad, en cambio la comprensión lectora solo mejoró parcialmente en los sujetos investigados.

Keywords / Palabras claves

Reading comprehension, playfulness, motivation, social interaction.

Comprensión lectora, lúdica, motivación, interacción social.

Introduction

This article intends to reflect the view of some authors regarding concepts such as reading comprehension, playfulness, motivation and social interaction in order to have a basis for understanding these aspects within the development of this research, in search of better interpreting the results of the same and at the same time to enable a proper questioning with the authors in which the results are supported, so it begins by defining each of the fundamental elements of this study.

Reading comprehension, as it is currently conceived, is a process through which the reader elaborates meaning in his interaction with the text (Anderson & Pearson, 1984). When a reader understands what he reads, he is learning, to the extent that his reading informs him, allows him to approach the author's world of meanings and offers him new perspectives or opinions on certain aspects. Riascos, 2014) states that reading comprehension involves understanding, first of all, the meaning of words, considered as the minimum units of the text, and then moving on to the larger units, i.e., sentences, phrases and paragraphs.

According to Adam and Starr (1982). To understand the concept of reading comprehension, it is necessary to know what are the necessary components and the steps to follow to reach it, therefore, we must first know: what is reading? Reading is understood as the ability to understand a written text" Reading is a process of interaction between the reader and the text, a process through which the former tries to satisfy the objectives that guide his reading.

We continue with the second relevant factor in this article, "ludic", from which ludic is known as the adjective that designates everything related to play, leisure, entertainment or amusement. The term ludic is of Latin origin; "ludus" which means "game". A ludic activity is performed in the free time of individuals, with the objective of releasing tensions, escaping from the daily routine and worries, to obtain a little pleasure, fun and entertainment, as well as other benefits, among which are the following: it develops concentration and mental agility, expands body expression, improves balance and flexibility, increases blood circulation and provides social inclusion. (Posada, 2014).

Playfulness, according to Dinello (1989), is an option of understanding, which conceives new representations that creatively transform the phenomenological perception of the community, thus giving rise to new processes of knowledge, creations and positive emotional relationships.

Bruner (1984), expresses that playfulness favors in the child the establishment of the symbolic function and with it, the internal emergence of the symbol, increasing the capacity of his thinking.

(Huertas Vargas, M. et al. 2019), mentions that through play as a strategy, the interest and desire to learn is promoted. The experience begins by observing the reality of the educational community, until it becomes aware of the importance of innovating the pedagogical task.

In this sense, García et al. (2001) state that motivation is not something momentary, it goes beyond the preparation and concern for the beginning of a lesson, it is constituted by a set of elements that make up the physical, social and emotional environment of the class.

In relation to the above, Nérici, I (1991), in a very precise way expresses that to motivate is to predispose the student towards what is to be taught; it is to lead him to participate actively in school work. Thus, to motivate is to lead the student to strive to learn, whether by trial and error, imitation or reflection.

This is complemented by Suárez, R (1980), indicating that to motivate learning is to move the student to learn and create the necessary conditions for its achievement, removing the barriers that oppose it.

Finally, we work on the last conceptual aspect of this article corresponding to social interaction, in reference to it, (Galindo et al., 2009) define interaction as the implementation of reciprocal acts of behavior between individuals at the moment of establishing or experiencing a dialogue or joint activity, in relation to the context where the event takes place.

Goffman, E (2014) states that we can better understand the social interactions of everyday life by resorting to a theatrical metaphor, imagining that when we interact with other people we are doing as the actors in the theater. He also pointed out that, in every social interaction, we are all actors and audience at the same time since, on the one hand, we play a role - consciously or unconsciously - to convey

a certain impression of ourselves, on the other hand, we evaluate how others play their role.

Benes, G. (2014), highlights that in social interactions there are a series of assumptions or understandings that we take for granted and that allow that interaction to go ahead in a way that we could foresee. For example, when we ask someone, "How are you doing?", we imply, and so does the interlocutor, that we are asking the question as a greeting and not to find out how he or she is doing in terms of health or mood.

It is observed that students at the José Acevedo y Gómez Educational Institution have different rhythms and learning styles, which are related to the students of the XXI century. That is to say that they learn in different ways, many will understand in a faster way, others more slowly, some visually and others audibly, etc. In which, the methodology of the game is going to favor them to a great extent knowing that this has benefits such as: motivation, good coexistence, respect, guidelines. The game affects all these practices so that the person relates and assimilates in a better way.

In the same way, it is conceived that the methodology used by the teacher, supported by the constructivist method, is the one that will allow focusing on the subject, where the teacher becomes a mediator and guide of the academic activities, while the student is the center and builder of his teaching-learning process; unlike what happened in the past, where only the teacher's directive was imposed, where it was thought that the subjects were recipients who had to fill them with curricular contents.

Therefore, this study is proposed in order to analyze "the problems in reading comprehension and low motivation" in the teaching-learning process that has been occurring in the students of our educational institution from 2016 to the present. For this purpose, priority is given to the 9th grade population group (male and female adolescents between 13 and 19 years of age) of the José Joaquín y Caicedo y Cuero headquarters, in the vereda Silva, Rio Cajambre of the city of Buenaventura.

It is important to express that different strategies such as the reading corner, workshops and icfes type evaluations, reflective videos among others have been established throughout these years to address the problems mentioned, but even with all these alternatives, it has not been possible to achieve an optimal level in the students in the reading

comprehension process, nor to improve their motivation, free and autonomous participation.

Materials and Methods

This research was carried out using the following material for the collection of information: Structured interview to parents, Structured interview directed to teachers, Diagnostic test to students (reading comprehension test), Non-participant observation directed to teachers, Didactic units (reading comprehension tests in the area of ethics and values), (ludic activities), Participant observation directed to students and Final test (with the initial diagnostic test).

The present research is established from the constructivist paradigm, which aims to achieve the objectives through a qualitative approach, the research methodology proposed corresponds to action research. According to Rodríguez G, (1996), the qualitative method experiments from real contexts, the importance of this method is that it analyzes the phenomena as they happen. According to the author, this type of research implies the collection of diverse data for interpretation. To this end, the authors of this study proposed the use of instruments such as the test before and after the play activities, observation and the structured interview, in order to point out the description of the problem.

According to Hernández, Fernández and Baptista (2010), the qualitative approach is understood as a process that requires data collection without numerical measurement, while for Blasco and Pérez (2007) it studies reality in its natural context as it happens, extracting and interpreting phenomena according to the objects involved.

From this perspective of Pérez Serrano (1998), qualitative research is considered "as an active, systematic and rigorous process of directed inquiry, in which decisions are made about what can be investigated while in the field of study" (Page 46).

Among the types of qualitative research, the design selected for this study was action research. In this regard, Yuni and Urbano (2005) state that action research is part of a research model of greater commitment to social change, since it is based on a position regarding the intrinsic value of knowledge of one's own practice and personal

ways of interpreting reality so that the actors themselves can engage in processes of personal and organizational change. (Pages 138-139).

From an educational point of view, Suarez Pazos (2002) states that action research is "a way of studying and exploring a social situation, in our case an educational situation, with the aim of improving it, in which those involved in the reality under investigation are involved as "inquirers".

In this sense, action research is presented not only as a method, but also as an epistemic tool directed towards the educational transformation of the reality that is in permanent construction and reconstruction by the social actors, where the researching teacher is an active agent of his own inquiry practice.

Results

The implementation of all the research dynamics and the application of the ludic-pedagogical processes resulted in the following elements or factors related to the problems of reading comprehension, motivation and social interaction.

Representation of factors affecting reading comprehension and motivation.

The predominant response in 14 households was that 12 expressed that they had no reading habits, while only 2 households stated that they had a reading habit, although not regularly practiced. In addition, parents are fully aware that their children dedicate little time to reading and prefer to do other things, for example: watch television, work in the fields, go fishing or mining, among other factors that limit the teaching-learning exercise.

Regarding this factor, it is evident that most of them, both parents and students, downplay the importance of the educational process, which undoubtedly directly affects the student's reading competence, because it is an intermittent process and lacks responsibility, in addition to this, it was found that most parents do not use didactic material to work on reading comprehension with their children, and also expressed not having read even one book on their own initiative or at the suggestion of others, which shows that they have little taste for reading.

In this order of idea is linked to the problem of low reading comprehension, the lack and availability of suitable physical spaces, equipped with what is necessary to promote an efficient reading at home and mainly in the educational institution, in the same way it was observed that the institution lacks in its totality of spaces with these characteristics, since the school libraries that are available, are only designed to store books and not in the comfort or satisfaction of those who use them. Likewise, there are acoustic affectations that impede the reader's concentration, due to the fact that the classrooms are mostly built of wood and very close to each other, therefore, the noise generated in the classroom interferes with the activities of the neighboring classroom.

Another problem encountered is the use of chainsaws to cut wood, or river transportation by boats with outboard motors that generate loud noise and lack of concentration among students, in addition to the use of sound equipment in areas near the school during school hours.

With respect to the present category, a coincidence or relationship was found between the results already mentioned and the diagnostic test, in this sense it could be observed that 10 of 14 students obtained a low grade, which corresponds to 71.4% of students positioned in this level, in contrast, 4 students reached a basic level, that is, 28.6% of the total sample that are located in the second level of reading comprehension and none achieved a position in high or higher levels. In order to interpret the previous result more precisely, the Institutional evaluation scale is added, comprised as follows: low 1 - 2.9, basic 3.0 - 3.9, high 4.0 - 4.5 and superior 4 - 6 - 5.0.

It was found that the relationship that the students have with the physical space near the institution makes possible the realization of certain traditional games, such as "la lleva el ponchado", "la carbonerita", "la yuquita", "mirón mirón", "tingo tango" and others such as "baile por la silla". Accordingly, we proceeded to ask the students about two possible games that could be implemented in the middle of a class, of which the last two games were chosen to be applied in the didactic units.

It was found that the majority of parents, 12 out of 14, consider that the use of games in pedagogical activities is of utmost importance, since they can help motivate the student and favor reading

comprehension, while only two households stated that they do not see the importance of games in the classroom.

In keeping with the discursive line, it became evident through the non-participant observation of teachers that none of the six teachers analyzed made use of playfulness in any period of their class.

In relation to the two previous sections, it is clear that, although the student complies partially or completely with his academic activities, there is no greater motivation to comply with them, since he enjoys very little of the process under these conditions.

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3.7 Motivation type (a): Regarding this aspect, it was found that all the teachers participating in this research try to promote motivation in some way in the students, some do it through the use of different styles of reading, others through dynamism and personal gesticulation, in spite of this, this type of motivation does not radiate equally to all the students, nor does it last for a long time.

With the information collected up to this point, we proceeded to the construction of the pedagogical proposal, based on the context, the preferences of the students, the implementation of games, short texts, image reading, group activities, among other things, the material was contained in two didactic units to be carried out in two different sessions, in addition to the final test as the third and last session.

Motivation type (b): It was observed and registered attitudes in the students in the middle of the recreational-pedagogical activity, projecting "greater motivation and interest to participate and carry out the programmed activities", even students who do not show this expression on a daily basis were more motivated, it is important to note that all the participants of the final sample, 14 students, were found to be more motivated in the middle of the recreational activity, than in previous stages before the implementation of this activity.

There was a high degree of commitment on the part of the students in the application of the proposal, the commitment to the activities was total on the part of the students, and they were not willing to go home at the end of the section, but on the contrary, they chose to have a kind of reflective discussion about everything they had experienced in the process.

It was observed in the team work that the students were totally willing to plan and execute the necessary activities, and thus achieve the objective of the class, in addition to this, the interruptions by those who have the habit of doing them, were greatly reduced, and the few that occurred, were taken from a positive point of view or animation for the space.

In relation to the behavior of the students, it was evident that the implementation of the didactic units, with the different activities that composed them, produced a widely sustained dynamizing effect, both in the first and in the second unit, as well as in the range of time that each one lasted (2 hours), The dynamism could be appreciated because the students used their range of skills to work hard in each of the phases through interaction and interlocution, and it is worth mentioning that a high level was maintained in this factor in all phases of the process, the high dynamic impact produced an excellent atmosphere in the classroom.

In relation to this aspect, although the change that the playful activity brought to the class was evident, it was decided to ask the students directly how satisfied they were with the implementation of these new components within the structure of the class, to which they responded almost snatching the word from each other "very happy with all this" "totally satisfied" "this is how all the classes should be" "very happy with all this" "totally satisfied" "this is how all the classes should be".

The participatory aspect of the students was greatly influenced by the recreational activity, since their joy was evident at first sight, during and after the game. For this reason, it can be said that the involvement of the students in the activities was 100%, since none of the 14 students refused to participate in any of the activities.

In this aspect an important improvement was found, in relation to this it was observed that some students, who normally do not integrate easily, for this occasion they did it from the moment of the playful activity, and from then on they remained integrated to each one of the activities, contributing in the realization of the same ones. In this sense, it was important the integration in the moments of the group activities, where it was possible to observe a total concentration and participation of the members of each one of the established groups.

This is another element that, in addition to being emergent, also makes a difference with respect to some others, since it was observed in 3 students who are normally not very communicative, making use of this

ability as they had never been seen before, managing to integrate and express their points of view with total naturalness, just as it happened with the rest of the students.

Evaluation of the impact of the pedagogical proposal

3.16 Final inferential reading: The following results were obtained in this section: 6 of the 14 students were able to reach the basic level of reading comprehension, although in this case only two more students were able to move up to this level of qualification, this small change in the number of students is interpreted as positive, since in the initial test there were 4 students at the basic level.

It is understood in this research that the results, besides being group results, are also personal, which is why individual changes were presented in the final stage in some students of the low reading comprehension level, in this sense, they went from answering correctly between 4 and 5, 6 and 7 questions out of 17 in total in the diagnostic test, to answering 8 and even 9 questions correctly, being close to reaching the basic level in the final test, which shows small differences in both individual and group aspects, obtained from the process carried out in relation to inferential reading.

Representation of factors affecting reading comprehension and motivation.

It was evidenced that most of the students practice reading by imposition, rather than for pleasure, so it is established that they do not do it with pleasure and therefore read for the sake of reading, in other words, to comply with the teacher's order, in relation to what has been observed and to the authors' fundamentals, the low level of reading comprehension present in the students who are the objects of this study can be explained, understanding according to Adam and Starr (1982), understanding that, there must be a certain attraction for reading in the individual who carries out this process, which is supported by Salazar, S. (2006), who expresses that the reading comprehension of the students is not a pleasure, but a pleasure for the sake of reading. (2006), who states that the reading habit is a structured and intentional behavior, which allows the individual to stay motivated in reading practices, providing satisfaction, sense of achievement and entertainment.

Modeling: It was found that most parents do not contribute to the process of modeling or guided instructions to encourage greater interest in the student, much less in reading, which denotes and explains in part the weakness that students present in reading comprehension, and other aspects of the educational process, which differs with what is stated by (Cardona et al., 2015) who report that parents are the first support network for students, so it is relevant that in the home there is an environment full of harmony, with the necessary elements for the personal development of the subject.

Physical spaces: It is evident that the institutional physical spaces in which the educational practice is carried out, do not meet the minimum of conditioning and ambience, which can promote or arouse motivation and interest in reading, since they have design drawbacks, such as overlapping acoustic effects, little or bad ambience, and lack of suitable spaces that meet the necessary characteristics to make the student enjoy the space and the reading process, contrary to what is stated by (Rodríguez-Gómez, D. et al... 2015), which comment that physical space is an element that promotes learning, therefore it should be considered as important for the teaching-learning process, and therefore should be conditioned according to the characteristics of the environment of the teaching-learning process, 2015), which comment that the physical space is an element that promotes learning, therefore it should be considered as important for the teaching-learning process, and therefore should be conditioned according to the characteristics of the environment, the learner and their preferences, a position that corroborates Cela, J and Palau, J (1997), when they mention that the beginning of democracy occurs in the classroom, making both the time and the space to suit the needs of learners and not the other way around. On the other hand, Viñas and Delgado (1988), cited in López, C. P., & Gutiérrez, C. L. (2002), point out that it should be mainly the teachers who organize the educational center in an optimal and pleasant way, either by areas of knowledge, workshops or specialties, and that the learners should be the ones to move to the different spaces.

Initial inferential reading: It was found that the majority of students, 71.4%, equivalent to 10 out of 14 individuals, have weaknesses in extracting information from a text, as well as in establishing connections between previous knowledge and what is read. On the contrary, a small part of the population investigated, 28.6%, equivalent to 4 students, present a certain difference in the aspects already mentioned with respect to the previous group, so it is

interpreted that this group of students has greater strengths to establish connections between previous knowledge and what they read, they also have greater capacity to extract information from a text, which makes them a little more skillful for inferential reading than their counterpart.

Situations that differ from what Jouini (2005) shows, when explaining that "the process of reading comprehension is the one that considers inferences as the soul of the comprehension process" in other words, the fundamental part of comprehension (inference) added to the previous results obtained reveal large gaps in the process that must be covered, aiming that students advance at their own pace in the improvement of reading practices. Likewise Pérez (cited in Castro and Paez, 2015), (León and Escudero, 2008), denote that in the inferential comprehension level the reader extracts information that is implicit in the text, in addition to the fact that this process is based on the reader's previous bases. This marks a visible difference with the results observed in the students who underwent the diagnosis.

Contextualization: Understanding the relevance of the aspects that belong to the context, and according to the contribution of the analysis of the daily behavior of the learners, it was important and indispensable to take into account the dynamics that are developed in the school environment, to choose both the space of application of the activities, and the types of games, understanding, that these had already been practiced on other occasions, which is similar to what Vermunt and Rijswijk, V. (1988) when they state that the context must be taken into account throughout the teaching process, since it is fundamental for the learning of the student. This approach is reinforced by (Bourdieu and Passeron, 1990; Boudon, 1983), who state that the previous competencies of the students should be taken into account, conditioned also by their family environment and by their previous experiences in educational institutions. It was found that, of all the teachers observed, none of them made use of play in any period of their class.

In relation to the above, it is clear that, although the student complies partially or completely with their academic activities, there is no greater motivation to comply with these, since they enjoy very little of the process in these conditions. Regarding this point and the family's view, two households stated that they did not see the importance of playing in the middle of a class.

On the other hand, it was reported that the majority of parents, 12 out of 14, considered that using games in pedagogical activities is very important, since it could help the motivation of the student, in addition to favoring the process of reading comprehension, a position that is consistent with Vicianá and Conde (2002), who define the game as "a means of expression and communication of the first order, of motor, affective, sexual and socializing development par excellence". Likewise, Carmona and Villanueva (2006), comment that play is "a way of interacting with reality, determined by internal factors of the individual, such as attitude. Similarly, Garaigordobil and Fagoaga (2006), state that play "is a vital and indispensable activity for human development", understanding that it contributes to the integral development of the individual from many aspects such as: pleasure, action, respect for rules, effort, interaction, among other factors. Regarding this aspect, it was found that all teachers participating in this research, promote motivation in students through a variety of strategies, some use different styles of reading, others use dynamism and personal gesticulation within the class, although some students articulate in a good way to curricular activities, it does not happen equally to all, nor does it extend for a long time that motivational effect achieved by alternatives already mentioned. This reality is in contrast to what (García et al., 2001), Nérici, I. (1991) and Suárez, R. (1980) express, making it clear that motivation is not something momentary, that it goes beyond the preparation of a lesson, and that it is based on the set of physical, social and emotional elements of the class.

Conclusions

The teaching experience allowed in first instance to know some deficiencies that the students presented in the reading process, due to the fact that most of them obtained low results in the different subjects, in the aspect of reading comprehension, evaluated through multiple choice exams, in addition this situation is reconfirmed by the institutional historical results of the knowledge tests, since generally it is not possible to reach the national average, nor the municipal average. This problem converges in the educational environment together with other limiting conditions, such as the lack of support from some parents, bad teaching practices, inadequate buildings, among other circumstances.

The idea of investigating this problem, went through some transformations, since initially it was thought to approach only the student, later, according to progress in the theoretical foundation, it was understood that it was necessary to include other subjects in this process, therefore teachers and parents were linked, with the aim of knowing the contribution of these in the educational dynamics of students, in relation to the above, the general objective of the research was developed which is : To strengthen reading comprehension in the area of ethics and human values in ninth grade students at the José Acevedo y Gómez Educational Institution. From which specific objectives emerged as: To identify the factors that affect reading comprehension and motivation in ninth grade students in the school context of the José Acevedo y Gómez Educational Institution, to design a pedagogical proposal based on playfulness that promotes motivation and reading comprehension, to implement the pedagogical proposal from the area of ethics and human values, and to evaluate the impact of the implementation of the pedagogical proposal.

In order to meet the objectives, we began by inquiring about the support that parents provide to their children in the educational process, teachers about pedagogical practices, students were given a diagnostic test and finally the educational context was analyzed. All this yielded factors to be taken into account such as: low or non-existent reading habits, little or no support from parents, poor pedagogical practices (absence of games) and inadequate physical spaces. This information was essential for the construction of the pedagogical proposal, which was designed with the purpose of intervening in the reading comprehension problem of the students. In relation to the specific objective of knowing the factors that affect the students' reading, it is necessary to express that this fulfilled the expectations, since the main elements that contribute to the presence of this problem in the students came to light.

With respect to the second objective: design of the proposal, the planned goal was also achieved according to the characteristics and preferences of the students, the context, and the pedagogical strategies of the research teachers, who developed the material for the activities. Similarly, the third specific objective: implementation of the proposal, was a success at the time of its execution, which was carried out by means of a previous sensitization of the students, explanation of the main objective and the characteristics of the proposal.

The application of the pedagogical proposal allowed to know important results regarding: a greater commitment with the process of both parents and students, who in the midst of the activities showed greater willingness, excellent attitude, more responsibility, good dynamism, high satisfaction, complete integration. And finally a slight improvement in the reading competence since at the beginning only 4 students won the diagnostic test, for the second stage there were 6 students who won this test, in both stages a basic level of reading comprehension was achieved, but in the second part the students who lost the test at a low level, surpassed themselves, getting more questions right, (beginning: 4, 5 and 6 right out of 17) (final: 7, 8 and 9 right out of 17).

The above allows us to understand that the fourth objective: evaluation of the proposal, was only partially fulfilled, showing that few students obtained the result proposed at the beginning of the research, which is to strengthen reading comprehension skills. Although this last result is not as significant as expected, the immense attitudinal change in motivation and social interaction brought about by the application of the pedagogical proposal based on play as a triggering factor of these aspects should be highlighted.

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