



## "Map writers": writing stories in Secondary Education due to narratological models [

Ediciones Complutense,  
2024-12-09

[info:eu-repo/semantics/article](https://info.eu-repo/semantics/article)

[info:eu-repo/semantics/publishedVersion](https://info.eu-repo/semantics/publishedVersion)

Analítica

Creative writing of literary texts is one of the competencies that students must develop as part of their linguistic and literary education, but also as a tool for artistic expression of their personal and social identity. However, these contents are often the subject of unstructured teaching (as reflected in the simple and imprecise proposals of Spanish Language and Literature textbooks), which makes it impossible for many students to develop them successfully. To improve the teaching-learning process of creative writing, we developed a learning situation called "Map writers" focused on the creation of literary tales and aimed at the first cycle of secondary education, which is based on structuring and dividing the creative writing process into tasks so that any student, regardless of their needs and abilities, can develop their narrative. This learning situation is based on the practical application of some of the best-known narratological models, such as Greimas' actantial theory, Campbell's "hero's journey," Genette's theories on narrator and focalization, Forster's character typologies, or Bakhtin's concept of chronotope. Our learning situation, based on the didactic strategy of modeling, explicates the creation processes that writers undertake so that students gradually perform tasks until obtaining a product, the tale, because of a meaningful learning process. We aim for creative writing to become an essential instrument for the linguistic, cultural, artistic, and emotional education of our students

Creative writing of literary texts is one of the competencies that students must develop as part of their linguistic and literary education, but also as a tool for artistic expression of their personal and social identity. However, these contents are often the subject of unstructured teaching (as reflected in the simple and imprecise proposals of Spanish Language and Literature textbooks), which makes it impossible for many students to develop them successfully. To improve the teaching-learning process of creative writing, we developed a learning situation called "Map writers" focused on the creation of literary tales and aimed at the first cycle of secondary education, which is based on structuring and dividing the creative writing process into tasks so that any student, regardless of their needs and abilities, can develop their narrative. This learning situation is based on the practical application of some of the best-known narratological models, such as Greimas' actantial theory, Campbell's "hero's journey," Genette's theories on narrator and focalization, Forster's character typologies, or Bakhtin's concept of chronotope. Our learning situation, based on the didactic strategy of modeling, explicates the creation processes that writers undertake so that students gradually perform tasks until obtaining a product, the tale, because of a meaningful learning process. We aim for creative writing to become an essential instrument for the linguistic, cultural, artistic, and emotional education of our students

Creative writing of literary texts is one of the competencies that students must develop as part of their linguistic and literary education, but also as a tool for artistic expression of their personal and social identity. However, these contents are often the subject of unstructured teaching (as reflected in the simple and imprecise proposals

of Spanish Language and Literature textbooks), which makes it impossible for many students to develop them successfully. To improve the teaching-learning process of creative writing, we developed a learning situation called "Map writers" focused on the creation of literary tales and aimed at the first cycle of secondary education, which is based on structuring and dividing the creative writing process into tasks so that any student, regardless of their needs and abilities, can develop their narrative. This learning situation is based on the practical application of some of the best-known narratological models, such as Greimas' actantial theory, Campbell's "hero's journey," Genette's theories on narrator and focalization, Forster's character typologies, or Bakhtin's concept of chronotope. Our learning situation, based on the didactic strategy of modeling, explicates the creation processes that writers undertake so that students gradually perform tasks until obtaining a product, the tale, because of a meaningful learning process. We aim for creative writing to become an essential instrument for the linguistic, cultural, artistic, and emotional education of our students

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbgVcmF0aW9uOmVzLmJhcmF0ei5yZW4vMzc1ODc1MTA>

---

**Título:** "Map writers": writing stories in Secondary Education due to narratological models [electronic resource].]

**Editorial:** Ediciones Comlutense 2024-12-09

**Tipo Audiovisual:** didáctica de la literatura escritura creativa narratología situación de aprendizaje teaching of literature creative writing narratology learning situation didactique de la littérature écriture créative narratologie situation d'apprentissage

**Variantes del título:** "Escritores de mapa": crear cuentos en Secundaria a partir de modelos narratológicos "Une carte pour les écrivains": créer des histoires au lycée à partir de modèles narratologiques

**Documento fuente:** Didáctica. Lengua y Literatura; Vol. 36 No. Especial (2024): La educación lingüística y literaria en el marco de la nueva ley educativa (LOMLOE); 85-100

**Nota general:** application/pdf

**Restricciones de acceso:** Open access content. Open access content star

**Condiciones de uso y reproducción:** Derechos de autor 2024 Didáctica. Lengua y Literatura

**Lengua:** Spanish

**Enlace a fuente de información:** Didáctica. Lengua y Literatura; Vol. 36 No. Especial (2024): La educación lingüística y literaria en el marco de la nueva ley educativa (LOMLOE); 85-100 Didáctica. Lengua y Literatura; Vol. 36 Núm. Especial (2024): La educación lingüística y literaria en el marco de la nueva ley educativa (LOMLOE); 85-100 Didáctica. Lengua y Literatura; Vol. 36 No Especial (2024): La educación lingüística y literaria en el marco de la nueva ley educativa (LOMLOE); 85-100 1988-2548 1130-0531

**Otras relaciones:** <https://revistas.ucm.es/index.php/DIDA/article/view/98413/4564456571280> /\*ref\*/Albaladejo, Tomás (1993). Retórica. Síntesis. Alonso, Francisco (2001). Didáctica de la escritura creativa. Tarbiya, 28, 58-66. Bakhtin, Mikhail (1989). Teoría y estética de la novela. Taurus. Barthes, Roland (1974). Investigaciones retóricas I. La antigua retórica. Tiempo Contemporáneo. Berbel, Esmeralda (2012). Taller de escritura para niños y adolescentes. Alba. Campbell, Joseph (1973). The Hero with a Thousand Faces. Princeton University Press. Cassany, Daniel (1999). Construir la escritura. Paidós. Corrales, José Luis (2001). Formación del profesorado en creación literaria: una necesidad. Tarbiya, 28, 67-79. Delmiro Coto, Benigno (2002). La escritura creativa en las aulas. En torno a los talleres literarios. Graó. Dolz, Joaquín (2003). Cómo enseñar a escribir el relato histórico? Elaboración de dos secuencias didácticas y evaluación de su impacto pedagógico en la escuela primaria. En Anna Camps (Comp.), Secuencias didácticas para aprender a escribir (pp. 83-92). Graó. Ebenbach, David Harris (2012). Trama: una cuestión de enfoque. En Alexander Steele (Ed.), Escribir ficción (pp. 85-120). Alba. Escudero Martínez, Carmen (1994). Didáctica de la Literatura. Universidad de Murcia. Forster, Edward Morgan (1927). Aspectos de la novela [trad. De Gonzalo Lorenzo (1990)]. Debate. Friedman, Nicholas (1955). Form and Meaning in Fiction. University of Georgia. Fundación Escritura(s) (2022). Escritura creativa en el aula: una propuesta didáctica para Educación Secundaria. Ministerio de Educación y Formación Profesional. García Berrio, Antonio (1983). Il ruolo della

retorica nell'analisi/interpretazione dei testi letterari. Versus, 35-36, 99-154. García Berrio, Antonio (1989). Teoría de la Literatura (la construcción del significado poético). Cátedra. Genette, Gerard (1989). Figuras III. Lumen. Greimas, Algirdas Juliénne (1966). Semántica estructural [trad. de Alfredo Lafuente (1987)]. Gredos. Kohan, Silvia Adela (1997). Corregir relatos. La herramienta del escritor. Gr / \*ref\* / Corpus de textos legales referenciados Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3/con> Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. Boletín Oficial del Estado, 76, de 30 de marzo de 2022. <https://www.boe.es/eli/es/rd/2022/03/29/217/con>

---

## **Baratz Innovación Documental**

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)