

Strategies that encourage reading in elementary school students

Estrategias que incentivan la lectura en estudiantes de básica

Estratégias para incentivar a leitura entre os alunos do ensino básico

Patricia Elizabeth Cepeda Navarrete*
katiuska Cecilia Cepeda Navarrete**
María Belén Riasco Cepeda***

Abstract

Reading plays an important role in education, it facilitates the expression of ideas and thoughts, but this can be diminished by several external and personal factors such as lack of motivation. The objective of this research is to elaborate a didactic guide that contributes to the training of teachers at the Higher Basic Education level on strategies focused on encouraging reading in students of the Unidad Educativa General Medardo Alfaro, the population and sample is based on three teachers who teach the subject of Language and Literature at the Higher Basic Education level, The technique used was the interview and the instrument was the questionnaire, the results obtained show a deficient development in the competencies in the use of ICT, it was possible to conclude that the teachers have certain competencies to identify the problems that arise in the classroom about reading, the importance of learning to read is discussed.

Key words: Strategies, reading, reading, skills, reading comprehension.

Resumen

La lectura juega un rol importante en la educación, facilita la expresión de ideas y pensamientos, pero esta puede disminuir por varios factores externos y personales como la falta de motivación. El objetivo de esta investigación es elaborar una guía didáctica que contribuya a la formación del profesorado del nivel de Educación Básica Superior sobre estrategias enfocadas en incentivar la lectura en estudiantes de la Unidad Educativa General Medardo Alfaro, la población y muestra se basa en tres profesores que imparten la materia de Lengua y Literatura del nivel de Educación Básica Superior, la técnica utilizada fue la entrevista y el instrumento el

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* Pontificia Universidad Católica del Ecuador
patricia.eliza2019@gmail.com.
<https://orcid.org/0009-0004-7005-858X>

** Master in Teaching and Curriculum Development.
Secondment: Luis Vargas Torres
Technical University of Esmeraldas.
katiuska.cepeda@gmail.com.
<https://orcid.org/0009-0007-3520-9022>

*** Student in Pedagogy of National and Foreign Languages Attended by: Universidad de las Fuerzas Armadas "ESPE" belenmaria.rc@gmail.com.
<https://orcid.org/0009-0003-4581-7612>

cuestionario, los resultados obtenidos muestran un desarrollo deficiente en las competencias en el uso de TIC, se pudo concluir que los profesores poseen ciertas competencias para identificar los problemas que se presentan en el aula sobre la lectura, se discute la importancia del aprendizaje de la lectura.

Abstract: Estrategias, lectura, formación, habilidades, comprensión lectora.

Resumo

A leitura desempenha um papel importante na educação, facilita a expressão de ideias e pensamentos, mas esta pode ser diminuída por diversos factores externos e pessoais como a falta de motivação. O objetivo desta investigação é elaborar um guia didático que contribua para a formação de professores do Ensino Básico Superior sobre estratégias centradas no incentivo à leitura nos alunos da Unidad Educativa General Medardo Alfaro, a população e a amostra baseiam-se em três professores que leccionam a disciplina de Língua e Literatura no Ensino Básico Superior, A técnica utilizada foi a entrevista e o instrumento foi o questionário. Os resultados obtidos mostram um desenvolvimento deficiente nas competências no uso das TIC, foi possível concluir que os professores possuem certas competências para identificar os problemas que surgem na sala de aula sobre a leitura, e a importância de aprender a ler é discutida.

Palavras chave: Estratégias, leitura, competências de leitura, compreensão da leitura.

INTRODUCTION

Due to its importance, several authors have developed research on teaching-learning strategies. In this sense, Peralta (2015) presents a topic on this subject. The author points out that education has to adapt to the new current changes, which implies making changes in traditional educational methods to be in line with the demands of society and at the same time to the specific needs of students.

On the other hand, Martínez, Lago, and Ponce (2016) highlight the importance of reading as a necessary skill that all students should develop, since it contributes to the integral development of children. The problem was based on the fact that some students reach low levels of learning and therefore do not enjoy literature. Accordingly, the author has proposed alternative solutions related to the dialectical materialist approach.

Reading is an essential element within the teaching-learning process that should be incorporated from the beginning of schooling so that

the student acquires the reading habit. As mentioned by Palacio and Palacio (2017), the practice of reading plays an important role in the school environment, it facilitates the expression of ideas and thoughts. However, due to the presence of several external and personal factors there is a lack of motivation for the practice of reading. In this regard, Velastegui, Sanchez and Ramos (2019) note that students do not read, not because they do not like or do not know, but because they find it tedious, this may be due to multiple factors, one of them that the teacher did not adequately apply at the right time the strategies to encourage reading or because of some social cause. Ortega (2018) points out that, both for the acquisition and practice of reading, there are many intervening variables that can favor or hinder progress, these can be due to the contexts in which it is developed, characteristics of the students, type of practice or nature, so if these elements are not considered by teachers, there is a probability that the objective of encouraging reading will not be achieved. From the perspective of Dantas, Córdón, & Gómez (2017) the school plays a fundamental role in the process of encouraging reading, since through it infants develop their imagination, have frames of reference that they can relate to their own experiences, providing them with a comprehensive perspective about reality.

This work is related to the line of action of inclusive education, according to UNESCO (2009), considering that it is a service of attention for all students, whose main goal is to guarantee attendance, participation and academic success. In the Ecuadorian context, education is a right that all people have, as a guarantee of equality and social inclusion, therefore, it will be participatory, compulsory, intercultural and inclusive, and will stimulate individual and community initiative (Constitution of the Republic of Ecuador, 2008). Regarding the universalization of education, its objective is to offer quality education with a vision of equity and inclusiveness to students, so that they can develop their skills in a comprehensive manner (Ministry of Education of Ecuador, 2012).

The development of this project is closely related to the "Yo Leo" program, proposed by the Ministry of Education (2020), which seeks that the educational system provides students with the necessary tools and knowledge to develop a "reading behavior". In this context, educational institutions play a fundamental role, through the implementation of practices and activities, with teachers being responsible for generating processes to strengthen the reading comprehension of children and adolescents at all levels.

Therefore, it has been determined that it is necessary to dynamize teaching to ensure that students master reading skills, through the implementation of a series of strategies and activities that contribute to the motivation and enthusiasm for reading. Taking this into account, the present research work was proposed as a contribution to the integral development of the student and to the improvement of educational quality. It is intended that teachers implement new strategies, so that they become an innovative class and awaken interest in reading inside and outside the classroom.

Regarding the results, in the Unidad Educativa General Medardo Alfaro, the competencies used by the teaching staff on strategies that encourage reading, do not have innovative competencies, they are based on a traditional teaching-learning system, although the teaching staff recognizes as fundamental the help of the institution to update their knowledge and improve the exercise of the teaching staff in this aspect. In addition, the lack of knowledge of the teaching staff to apply strategies that encourage reading according to the changes in the field of education and its relationship with technology is evident.

According to UNESCO (2017), around 617 million students worldwide have not developed basic reading skills. In Latin America, children who do not have a high level of learning to read represent 36% of the total number of minors and only primary education students represent 26%. Similarly, in Ecuador, according to INEC (2012) 26% of the population does not spend time reading, which represents a high rate compared to other countries.

The same problem is observed in the students of Higher Basic Education of the General Medardo Alfaro Educational Unit, since they do not have daily reading habits. In this sense, the students only comply with the tasks sent by the teachers, feeling obliged to carry out reading activities. This situation has been reflected in the scarce lexicon, presenting difficulties in reading comprehension and communication.

From here the question arises: How to promote the training of teachers of Higher Basic Education on teaching strategies that encourage reading in the General Medardo Alfaro Educational Unit in the year 2020?

This leads us to propose as general objective, to elaborate a didactic guide that contributes to the training of teachers of Higher Basic Education on strategies focused on encouraging reading in the General Medardo Alfaro Educational Unit, during the year 2020, and as specific objectives, to identify the competencies of teachers of

Higher Basic Education on strategies that encourage reading, to describe the practices of motivation to reading used by teachers of Higher Basic Education with their students, and to design the didactic guide on strategies to encourage reading aimed at teachers of Higher Basic Education.

The concern about the lack of implementation of strategies that encourage the reading habit has become a topic of great importance in the educational field, especially in Latin America. Authors Peralta (2015), Martínez, Lago, and Ponce (2016), and Errazuriz, Becerra, Aguilar, and Cocio (2019) agree that it is necessary for teachers to employ new strategies for teaching reading in order to motivate students, keep them active in the classroom, and achieve text comprehension.

As pointed out by Martínez, Lago, and Ponce (2016), strengthening the process of teaching and learning to read should become one of the challenges of educational institutions, taking into account the existing deficiencies, which currently have led to school and social inequality. The project has social relevance as it is framed in the fulfillment of the Sustainable Development Goals (SDGs). Goal 4 guarantees inclusive and quality education for all, with special emphasis on primary education (United Nations, 2018). Likewise, the Universal Declaration of Human Rights (1948) in Article 26 numeral 2 alludes that education contributes to the development of the individual and fosters respect.

Similarly, in the Constitution of the Republic of Ecuador (2008) education is considered a duty of the State and an inalienable right of all inhabitants. In the Organic Law of Intercultural Education, updated on May 19 (2017) article 2 states the principles of educational activity. The literal q) deals with the importance of motivating students towards learning. Article 31 literal d) adds that one of the competencies of the Academic Councils is the design and implementation of strategies that contribute to improve the teaching-learning processes. On the other hand, the National Plan for the Promotion of Books and Reading (2017) emphasizes the importance of the practice of reading, and establishes promotional measures for the use of libraries.

Reading is the activity that involves deciphering and understanding the pronunciation and intonation of each word, either aloud or silently. The person reading translates each symbol that is hidden in the different terms and phrases (Barberousse and Vargas, 2019). Flores (2016) points out that reading is important because it facilitates students' access to different types of knowledge,

contributing to the acquisition of competencies, abilities and skills related to the analysis, synthesis and reflection of the different contents.

From the vision of Barberousse and Vargas (2019), reading helps to stimulate intellectual growth and verbal acquisition necessary both academically and in the field of communication. According to Rojas (2018), initiating students in reading from the early years is indispensable, because it motivates in them aptitudes such as imagination and creativity, both of which are indispensable in the acquisition and creation of new knowledge. Ospina and Gallego (2015) affirm that it is an element that contributes to the intrinsic formation of the person, creating values, routines, discernment capacity, distractions, among others.

Although reading acquires a significant importance within the educational processes, it is faced with a series of challenges that, if not adequately addressed, can become problems that limit the students' learning capacity. According to Trujillo (2017) the main challenges to consider are: the strategies used to encourage reading, the type of readings used, evaluation, the absence of guidelines that determine how to work for the development of language skills.

For his part, Márquez (2017) states that one of the main challenges facing reading within the educational system is the transformation of traditional teaching methods. In addition, it is necessary to consider the lack of knowledge of teachers regarding new mechanisms that favor the acquisition of the reading habit in students, added to this is the heterogeneity of educational contexts, the social situation and the education policy that refuses to renew itself to respond to the interests of students. Molina (2006) mentions that it is important for the educational system to prioritize curricular reforms regarding the teaching of reading, taking into account the development of skills from comprehension to the production of texts.

Reading has become the main axis of the curriculum, since it is an activity that contributes to the development of other cognitive skills and critical thinking. This means that it allows the integral formation of individuals, with the capacity to develop and participate in society. Within the General Basic Education Curriculum and General Unified Baccalaureate, for the area of Language and Literature, the Ministry of Education of Ecuador (2016) states that reading is a transversal axis of the educational system, necessary for the development of the multiple capacities of students. For this reason, within the different subjects, teachers have the obligation to include activities whose

purpose is to strengthen the reading competence of children and adolescents.

Reading plays a fundamental role in the integral formation of students. Within educational systems, according to Hernandez (2015), in Figure 1, different types of reading can be implemented: oral (loud), silent (extensive, intensive, involuntary, fast and superficial), comprehensive (reflective and medium), selective (attentive and glance).

MATERIALS AND METHODS

The purpose of this work is to promote the training of teachers of Higher Basic Education on teaching strategies that encourage reading in the General Medardo Alfaro Educational Unit, for which methodological parameters are established for the collection of information and to achieve the proposed objectives.

Therefore, in the present research, it has been considered to be located within the mixed approach: qualitative and quantitative. According to Hernández (2018) allows carrying out systematic processes in which it is required to obtain detailed and numerical information of the object of research. Integration makes it possible to carry out an integral study of the fact or phenomenon.

The mixed approach is used to collect information on the reading motivation practices used by teachers of Basic Higher Education, which allows for an evaluation of competencies. The results are used for the development of a didactic guide to assist in the training of teachers.

According to the objective pursued by this research, it is descriptive, explanatory and documentary. This means that primary and secondary information is collected on the topic of study with the purpose of identifying the causes of the problem posed (Sime and Díaz, 2019). Therefore, with the identification of the problem about the lack of reading habits on the part of students of Higher Basic Education, information is collected about possible reading strategies, in addition to describing those employed by the faculty of the area of study. This information will serve to explain the causes of the problem and the solution measures.

For the present study, the research design used is non-experimental ; in this regard White and Sabarwal (2014) mentions that it is a type of study that is characterized by the observation or collection of data directly from the natural environment of the population under study, in order to subsequently carry out an interpretation and analysis. In this sense, no manipulation of variables is performed, which means

that the researcher cannot exercise control over the independent variable since the data collected correspond to events that have already occurred in the past.

Accordingly, in the present work, information is collected directly from teachers at the Higher Basic Education level on the reading motivation practices used in the subject of Language and Literature. These data that are collected are not manipulated, but are organized, interpreted and analyzed, with the purpose of determining the teachers' competencies and thus proposing a didactic guide.

The population is composed by the total set of elements or individuals that are characterized by having similar and easy to observe aspects, while the sample is the representative part of the elements or individuals, it is calculated when the population is too large (Lerma, 2016). In this sense, the study population is made up of the faculty that teaches the subject of Language and Literature of Higher Basic Education of Unidad Educativa General Medardo Alfaro.

Table 1. *Details of the target population population under study*
Details of the study population

DETAIL	LEVEL/AREA	TOTAL
Faculty	Language and Literature	3

Note: Details of the study population. Data obtained from Unidad Educativa General Medardo Alfaro (2019).

Taking into account that there are 3 teachers, it is not considered necessary to calculate the sample, since we are working with the totality.

Table 2 *Students' ability to understand problems*
Identifying profile of the population

Variable	Features	Frequency	Percentage
SEX	Man	1	33,3%
	Woman	2	66,7%
AGE	41	1	33,3%
	50	1	33,3%
	54	1	33,3%
	Bachelor	0	0,0%
	Bachelor's Degree	2	66,7%

LEVEL OF PROFESSIONAL TRAINING	Master's Degree	1	33,3%
	PhD	0	0,0%
YEARS OF TEACHING EXPERIENCE	4	1	33,3%
	12	1	33,3%
	14	1	33,3%
YEARS OF TEACHING IN HIGHER BASIC EDUCATION	1	1	33,3%
	6	1	33,3%
	7	1	33,3%
HAS A DISABILITY	Yes	1	33,3%
	No	2	66,7%

Source: Interview
Prepared by Patricia Cepeda.

The profile of the Higher Basic Education teachers of the General Medardo Alfaro Educational Unit is as follows: it can be seen that the interviewees are between 40 and 54 years old respectively, of which two are female and one is male. On the other hand, 2 of the interviewees have a professional training level of bachelor's degree and one interviewee with a master's degree, in terms of years of teaching experience they have between 4 to 14 years of experience in the educational field, in terms of years of teaching at the level of Higher Basic Education they have between 1 to 7 years of trajectory. Of the 3 people interviewed, 1 has a disability.

Table 3 . Operationalization of Variables

Variable	Definition	Dimensions	Indicators
Teaching Strategies	It is the set of actions and procedures, through the use of methods, techniques, means and resources that the teacher uses to plan, apply and evaluate, with the purpose of effectively achieving the educational	Teacher and competencies	-Level of knowledge acquired by each teacher. -Reading Processes. -Commitment to student achievement.

	process in a specific teaching-learning situation, according to the pedagogical and/or andragogical model by: contents, objectives and/or competencies for which they are elaborated and developed.		
Encouraging reading (Didactic Guide)	The school plays a fundamental role in the process of encouraging reading. From the position of (Matute and Méndez, 2018) it mentions that a didactic guide on reading motivation strategies should be applied in order to generate processes that encourage students to develop the reading habit.	Strategies used by teachers to encourage reading.	-Methods applied -Ludic Strategies -Strategies Technological.

Note: Prepared by: Patricia Cepeda.

According to Fàbregues, Meneses, Rodríguez, and Paré. (2016) the interview is a method of dialogue or meeting between two or more people, in which a series of interrogations are made by the researcher to the people or population of study regarding a specific topic. This technique was applied to the three teachers in charge of teaching Language and Literature to students at the Higher Basic Education level in order to know their criteria regarding the competencies of the teaching staff (dimension 1), as well as to know about the strategies

used by the teaching staff to encourage reading (dimension 2). The instrument to apply the interview is the questionnaire consisting of open-ended questions .

The data analysis allows defining the way in which each of the aforementioned techniques are used, in order to offer validity to the research and achieve the objectives set out, providing answers to the questions formulated about the problem.

Bibliographic review: it was developed with the search for information related to the topic in different scientific journals, then the most relevant information was selected and a synthesis was made, in order to structure the literature review.

Content or discourse analysis: This technique was used for the interpretation of texts, information contained in documents, studies and research carried out by different authors, which allowed us to obtain knowledge about reading strategies.

RESULTS

This section presents the results obtained through the interview applied to teachers, whose main purpose was to identify the competencies and teaching strategies used by teachers in the area of Language and Literature of Higher Basic Education to encourage reading in students of the General Medardo Alfaro Educational Unit. In the first place, information will be presented based on dimensions; the result with respect to the teachers' competencies is presented and as a second section the strategies applied by the teachers are shown, then the answers given in each of the questions will be presented with their respective analysis. The structure of the dimensions is detailed below:

-Dimension 1: Teacher competencies.

-Dimension 2: strategies used by teachers to encourage reading.

Dimension 1: teacher competencies

Table 5 summarizes the results obtained for the teacher competencies dimension, specifying each of the questions.

Table 3 *Dimension 1: teacher competencies*

Ask	E1	E2	E3
Ability to understand problems with reading			
1. Do you think your students have problems with reading? Please argue.	Yes, nowadays young people cannot do everything that interprets a good reading.	They do present problems, one of the problems is the vocalization of words, difficulty	Yes, because nowadays the ancient habit and tradition of reading has been lost.

		recognizing familiar words, spelling, slowness in reading, problems in reading aloud with correct expressions, in understanding what has just been read.	
2. What are the most frequent problems you experience with students regarding reading? Argue	Disinterest, disregard for punctuation marks in reading, trouble reading aloud, trouble understanding what has just been read, and difficulty recognizing familiar words.	Lack of attention, concentration, not understanding what they are reading, not using the techniques of underlining, summaries, concept maps, etc.	Among the most common problems that manifest themselves differently in each student we have: Problems reading aloud with correct expression. Problems vocalizing words. Difficulty spelling. Difficulty recognizing familiar words.
Do you socialize your students' reading problems with your colleagues to come up with solutions? Argue	Not because more are dealt with internally in the course.	Honestly, we have not had the opportunity to meet on a regular basis and socialize about reading problems, but we do not have the time to do so.	On some occasions Yes, since this problem exists in most students.
What types of methodologies do you employ to help students improve their reading skills and abilities? Argument.	The alphabetical, spelling and dictation method helps the student to recognize the sounds between	The need for a satisfactory methodological technique for a successful appreciation of reading comprehension	Among the strategies used to improve the habit of reading are: Syllabic method, which starts with the syllable built with the vowel

	vowels and consonants for a better interpretation and recognition of words when reading.	usually obliges the teacher to choose the appropriate procedure, having to do with the type of texts to be read so that the appropriate technique allows the educator to make himself understood, and also helps the student to develop his own productive learning.	combined with consonants the Phonetic method, in which the minimum learning unit is the phoneme Reading method in the classroom with topics of interest Daily work method on words that are difficult for them Reading aloud method
Ask	E1	E2	E3
Knowledge level for teaching reading processes.			
Do you constantly train yourself teaching reading to students in General Basic Education? Argue	Sincerely, not in other subjects that have nothing to do with reading.	Yes, and those strategies shared in the training sessions are impossible to apply due to the number of students in the institution.	Yes, because it is the duty of the teacher to keep himself/herself updated for a good teaching of the student.
Do you think that the institution should improve the teaching of reading by implementing training programs for teachers? Argue	Educational institutions should be more involved with teacher training programs to cultivate in students the habit of good reading.	If these training courses for reading strategies should be given to students because with a good reading they achieve a good reflection of what they understand, although with the excess of students it is difficult to put them into practice and even because of the space it is impossible no matter how good	Yes, because in this way it would help the professional to maintain a good basis and knowledge.

Ask	E1	E2	E3
Commitment to enhancing student academic achievement			
Do you feel committed to student academic achievement? Rationale.	Yes, because every teacher is a guide for the students to an infinite world of knowledge and teaching.	Yes I feel engaged and sometimes frustrated because the teacher can give 100% but the student is not a problem we are very limited.	Yes, because the knowledge and advancement of the student depends on a good teacher.
What actions demonstrate your commitment to student learning? Argument.	The follow up of each of the teachers to the different activities, answering doubts about the topics raised, revision of tasks, corrections to the contents, etc., is a very important part of our work.	My dedication, concern for the student to read and always motivate him/her to study.	To teach students to understand principles and generalizations. To teach students to analyze ideas and issues critically and constructively. To develop students' intellectual and thinking skills and abilities.
What do you recommend to other teachers to feel engaged in their work and contribute to better student achievement in reading? Argument.	Encourage students to make reading a habit rather than an obligation because it enriches their knowledge.	I would ask my colleagues to unite all of us to be permanent motivators in reading.	Motivate them in a creative and positive way to read, since nowadays, due to the existing technological means, it is very easy for the student to neglect the importance of reading.

Source: Interview
Prepared by: Patricia C.

Regarding the issue of reading comprehension capacity, the interviewee (E1) considers that young people do not have the capacity to read well. Among the reasons are lack of interest, poor knowledge in the use of punctuation marks, difficulty in reading aloud. In spite of these difficulties, they are treated internally, with the use of some methods among which are: alphabetical, spelling and dictation. In spite of this situation, she is not trained in the area of reading; however, she recognizes that it is the duty of educational institutions to take an interest in this subject. In addition, she shows commitment to help students improve their performance, following up on their process and motivating them to read.

The interviewee (E2) in relation to reading comprehension points out that among the problems are vocalization and word recognition, problems reading aloud and difficulty understanding the text read. This is due to situations such as lack of interest and concentration, and not using techniques to support the reading process. Similar to the previous teacher, he does not rely on his classmates to solve the problem. The method she uses to face this type of problem is the selection of texts appropriate to the students' interests. Regarding the level of knowledge, she points out that she does know them, but their application is not possible due to the number of students, and that the educational institution should promote these processes. She considers that all teachers should work together to motivate reading in the institution.

The interviewee (E3), explains that problems in reading comprehension occur due to the lack of a reading habit, the most frequent are: reading aloud with the correct expression, vocalization, spelling, recognizing known words. He has shared these difficulties with his colleagues, which has facilitated the application of some methods to solve them, among them: syllabic, phonetic, reading in the classroom, daily work and reading aloud. He states that he wants to keep his knowledge updated and similar to his two colleagues, he considers the institution's participation indispensable for this purpose. He also states that he is fully committed to providing his students with the necessary means to motivate the generation of processes focused on reading.

Dimension 2: strategies used by teachers to encourage reading

Table 8 summarizes the results with respect to the dimension of strategies used by teachers to encourage reading.

Table 4 *Dimension 2: strategies used by the teachers to encourage reading*

Ask	E1	E2	E3
	Applied methods		
What kind of predictive and anticipatory activities do you carry out to encourage the reading process? Argument.	Democratic selection of the book to be used for reading, explaining the rules of respect for the class to avoid teasing from classmates and the teacher initiating the reading.	One would be the games, contests that would be made those techniques to get students to investigate for example let's talk about Cervantes and Quixote who finds the paragraph where he was very much in love with his beloved or to find what are the qualities of the friend who accompanied him in his crazy adventures.	One of the main activities is to paraphrase the text as it is an excellent idea that we can carry out when we are not very clear about some concept of a text, is to try to repeat what we have read, but using our own words. Take notes, as these are very important in learning as they serve as a review and to locate the important points of the text and organization of its structure.
In what ways do you carry out self-correction reading strategies with	Recognize the error in order to proceed to self-correction and	Self-correction is important because it is a feedback for both the teacher and the	Read them sentences or texts containing only nouns and verbs and

students? Argue	propose solution.	the student that let them they are noting complement which are the them with greatest words of their difficulties and choice, it is precisely without losing the spelling or the meaning of pronunciation the text. When of certain a word words I use for appears that is this the unknown to proverbs. them, ask them to try to define it considering what else is written around that word. Read them news, novels, legends and rescue the main facts.	
Do you consider that inference strategies contribute to improving students' reading experience? Argument	Yes, because we are interpreting by means of previous knowledge in order to later expand it and specify the new information.	With the game they are able to enter into the reading environment and that motivates them to change and even their personality, students who understand and read a text apply it in their lives.	
Ask	E1	E2	E3
strategies	Playful		

<p>Do you know what playful strategies in reading are? Argue</p>	<p>No</p>	<p>Within what has to do with playful strategies are those places where reading is developed with greater precision, for example, the reading corners where the student is scrutinizing, investigating, developing; for that we must teach them to use a great friend that is the dictionary and thus enrich their lexicon.</p>	<p>Yes, since they are a set of strategies used in the reading game and are designed to create a harmonious environment for students during the learning process, so that they take ownership of the topics taught.</p>
<p>What kind of play strategies do you use to motivate students' reading habits? Argue</p>	<p>No</p>	<p>One of the playful strategies would be silent reading, but I cannot apply these strategies in my current institution.</p>	<p>Among the most common strategies are. Using prior knowledge before reading. Locating key words Re-reading the text. Reading between the lines, using contextual content clues. Thinking aloud. Making a summary of the reading.</p>

				Visualizing the reading.
What difficulties or limitations have you experienced with the application of play strategies? Argument.	No	I cannot apply these strategies in the current institution where I work.	None as it is an important and eye-catching aid for the student.	
Ask	E1	E2	E3	
Technological strategies				
Do you use any technological tools to encourage reading? Argument	Not for lack of resources	I do not use any technological tool I do not know the operation of any type of specialized platforms.	Yes, the cell phone, Tablet laptop, since sometimes it is difficult for students in the economic aspect.	
Do you consider that new technologies are positive or negative in the students' reading process? Argue	New technologies become positive or negative when the teacher makes the correct and educational use of them.	They are positive as long as the necessary orientations are given.	Using them positively Yes, since there are students who do not have books and reading material.	

Source: Interview
 Prepared by: Patricia C.

In relation to the strategies used by the interviewee (E1), he explains that among the prediction and anticipation activities he uses are: democratic selection of the text. With respect to self-correction, he

tries to provide the means for students to recognize their mistakes. Similarly, she indicates that inference strategies are important because prior knowledge is used. As for playful strategies, she does not know and consequently does not apply any, the same happens with the technological ones, since the lack of resources of the institution prevents them from being implemented.

The interviewee (E2) indicates that among the prediction, anticipation and inference activities he uses are: games and contests, while self-correction is done as feedback. He does have knowledge about ludic strategies and recognizes their importance, however, he does not use them due to the lack of the necessary conditions in the educational institution. Regarding technological strategies, he states that he does not know how they work and depending on the approach they are given, they could be positive or negative, this will depend on the joint work carried out between students and teachers.

Finally, the interviewee (E3) indicates that the prediction and anticipation activity he uses is paraphrasing. In relation to self-correction strategies, there are the reading of phrases or texts with nouns, definition of unknown words, reading news, novels or other types of texts that are of interest to students. Regarding play strategies, he knows them and applies them without any difficulty. He is the only one of those interviewed who uses technological strategies such as the Tablet and laptop, although he recognizes that the economic factor continues to be a limiting factor, because not all of them have the resources to acquire them.

The purpose of this section is to analyze and discuss the results obtained in order to explain the teachers' reality regarding the use of strategies to encourage students to read.

The results obtained show that the teaching staff has experience and a trajectory in the educational field, which has allowed them to obtain certain competencies and abilities to understand the implications and problems that students experience in relation to reading; however, this does not show that they apply methods that are adapted to current demands.

Among the problems identified in students in terms of reading comprehension is the loss of reading habit, disinterest, difficulty reading aloud, problems in spelling among others; common characteristics of traditional teaching. So currently motivating reading, is considered a challenge; from the perspective of (Márquez, 2017) one of these is the transformation of teaching methods.

Regarding teacher competencies, teachers state that in addition to self-training, educational institutions should generate activities

focused on strengthening their educational practices. (Martínez, Yániz & Villardón, 2017) although teachers are interested in expanding their knowledge and improving their practices, they do not have adequate guidance to do so.

Most teachers do not use innovative methodological strategies or technological resources that promote reading skills in students. In this sense, (Vergara & Rodríguez, 2017) affirm that their application decreases learning difficulties in reading. While (Acosta, Martín & Hernández, 2015), state that ICTs are ideal to bring knowledge into practice.

Therefore, it was considered necessary to design a didactic guide taking into account the guidelines issued by the Ministry of Education in the Curriculum of Higher General Basic Education, for the area of Language and Literature; it proposes activities that promote the active participation of students. (Matute & Méndez, 2018), argues that a didactic guide generates processes that encourage the reading habit.

In addition, the use of WebQuest tools is proposed, in order to provide an online instrument with current interests in Language and Literature, regarding the use of new technologies. (Trujillo S., 2017) states that the WebQuest is a didactic strategy that is based on constructivist postulates of learning, strengthening cognitive processes such as synthesis, analysis and evaluation.

The main objective of the research is to contribute to teacher training on strategies focused on encouraging reading, the same objective that is intended to be achieved with the subsequent application of the didactic guide.

CONCLUSIONS

This section presents the conclusions obtained in the study, taking into account the objectives set at the beginning of the project. In relation to the competencies of Higher Basic Education teachers to encourage reading in students, it was found that they possess certain competencies to identify the problems that arise in the classroom in relation to reading; however, this does not show that they apply methods that are adapted to current demands. Based on the results, there is also a deficient development of competencies in the use of ICT, since they are minimally integrated in the classroom. Similarly, teachers are constantly training to help develop skills and abilities, they recognize that the participation of the educational institution would be important to update their knowledge and improve the exercise of the teaching staff in this aspect. However, when it comes

to the use of technological resources, most teachers show that they are behind and do not receive sufficient training.

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Reading motivation is a process that requires the implementation of different methods, techniques, strategies and resources by teachers, based on the reality of their students, as well as their needs, requirements and resources. Thus, within the Unidad Educativa General Medardo Alfaro, to motivate reading, the teachers of Higher Basic Education put into practice the following strategies: democratic selection of the text, games, contests, research, reflections on the text applied to daily life, paraphrasing or note taking, self-correction, spelling, pronunciation, reading sentences or texts for them to complete the idea. The use of these types of activities seeks to involve students in the learning process.

Finally, the design of the didactic guide takes into account the results of the interview with the teachers, in which students' problems in the reading process are highlighted, such as lack of knowledge of words, lack of interest, lack of reading habits, lack of suitable strategies for the promotion of reading by the teacher, as well as the foundations and guidelines given by the Ministry of Education in the Higher Basic Education Curriculum for the area of Language and Literature. The activities seek the active participation of students in their learning process, promoting and encouraging reading and the development of critical thinking. In addition, the use of WebQuest tools is proposed, in order to provide an online instrument with current interests in Language and Literature, regarding the use of new technologies.

These conclusions should be interpreted taking into account the limitations of this study. On the one hand, it would have been

It is interesting that all educational levels and sublevels are taken into account for the development of the research project, as well as the application of the proposal of the guide to strengthen teacher training,

taking as a basis the new knowledge brought by the students and at the same time generating new perspectives for a better development of the educational entities. The confinement of the entire educational system made it difficult to conduct the interviews with teachers in person, so they responded through virtual interviews and web forms. However, the results obtained were complemented with the theoretical and documentary review.

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