

How to Cite

Reyes Muñoz, S. del C., & Sera, R. M. (2025). Teaching strategy to promote reading from literary corners in basic education. *International Journal of Humanities, Literature and Arts*, 8(1), 24-33.
<https://doi.org/10.21744/ijhla.v8n1.2383>

Teaching strategy to promote reading from literary corners in basic education

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Abstract---*A diagnostic study carried out in the third year of Basic Education in the Jeremías Velásquez Educational Unit of the Chone canton about reading and the use of literary corners for its development, showed that there are problems in the development of reading in students, specifically in the determination of main ideas, secondary ideas, in the understanding of messages and the motivation towards it. Furthermore, the study also revealed that the literary corners established for this purpose are not used adequately for pedagogical practice. Based on the above, the objective of this work is to develop a didactic strategy to promote reading from literary corners in the third year of Basic Education of the Jeremías Velásquez Educational Unit of the Chone canton. The methodology followed is a mixed approach, and the sample consisted of a total of 25 students from the third year of Basic Education, 17 parents, and nine teachers. Through the socialization workshops, the feasibility and objectivity of the practical implementation of the proposal were demonstrated.*

Keywords---*Literary Corner, Reading, Teaching Strategy*

Introduction

In the educational institutions of Ecuador, the curriculum includes various materials, projects, and activities aimed at the development of communication skills for the comprehensive development of schoolchildren. Reading is one of the four skills that must be strengthened from an early age and included in the school curricula and curricula. Today, reading is conceived from a broader and more complex perspective, in which the individual not only decodes written code but transcends beyond the limits and seeks interpretation and understanding of what is read (Ten Dam & Volman, 2004).

According to Zea (2023), reading is a communication habit that allows the cognitive and interactive thoughts of any reader to develop. Reading allows us to easily build new knowledge. It helps the development and improvement of language and improves oral and written expression. It enables the ability to think and express one's thoughts.

The literary corner is a space located within the school classroom where various types of texts are available to encourage reading. These spaces bring with them various benefits in the student's educational processes, favoring their comprehensive development and enhancing their communication skills (Ramírez et al., 2015). In the reading corner, students have the opportunity to share and communicate with others and to put into play the strategies and prior knowledge they have on different topics autonomously, exercising their role as users of the books and respecting the rules established for their use (Ripalda et al., 2020).

A diagnostic study carried out in the third year of Basic Education in the Jeremías Velásquez Educational Unit of the Chone canton on the subject, showed that there are insufficiencies in the development of reading in students,

specifically in the determination of main ideas, secondary ideas, in the understanding of messages and in the motivation towards it. On the other hand, the study also revealed that in some school classrooms there were spaces adapted for a literary corner, and in others there were not. The established literary corners are not used adequately for pedagogical practice, leaving their design as decorative areas, wasting the potential that these spaces offer for the development of significant activities that enrich reading habits and visualize it as a process that allows the development of significant learning (Jang, 2008).

The problematic situation described leads to the declaration as a problem in this research: How to promote reading in students of the third year of Basic Education of the Jeremías Velásquez Educational Unit?

Once the problem has been declared, the research hypothesis is established that, if a specific didactic strategy is implemented for the use of literary corners in the third year of Basic Education of the Jeremías Velásquez Educational Unit, then the development of students' reading skills will be significantly improved, such as the understanding of messages, the identification of main and secondary ideas, and the motivation towards reading.

To solve the problem presented, the objective is to develop a didactic strategy. to promote reading from literary corners in the third year of Basic Education of the Jeremías Velásquez Educational Unit of the Chone canton in the period 2023-2024. The methodology followed combines quantitative and qualitative methods, such as analysis and synthesis, induction-deduction, surveys, interviews, participant observation, document review, and socialization workshops.

The work substantiates that literary corners and their didactic activities not only promote the habit and practice of reading, but also allow the student to be a member of a group of readers in the classroom, share ideas with their peers, be responsible for the care of the elements in the corner, and develop autonomy. In this way, the use of literary corners as an existing didactic activity within the Ecuadorian educational margin stands out, but taking into account the active participation of the entire educational community, alliances with local libraries and local authorities.

Methodology

To develop the research, several theoretical and empirical research methods were used from a mixed approach. A diagnostic study was carried out in the third year of Basic Education at the Jeremías Velásquez Educational Unit, where it was detected that there are insufficiencies in the development of reading in students, specifically in the determination of main ideas, secondary ideas, in the understanding of messages, and in the motivation towards it. Furthermore, the study also revealed that established literary corners are not used adequately for pedagogical practice.

Instruments were applied, such as interviews with teachers, the director of the Jeremías Velásquez Educational Unit, and parents of the students' families, a survey of third-year students, and class observation. These methods were used with the objectives of collecting information on the use of literary corners to promote reading, identifying the didactic strategies used by teachers for the development of reading, and understanding the current state of the development of the skill in students. The systemic-structural-functional method was also used in preparing the contribution. At the empirical level, socialization workshops were also used to obtain a first approximation about the feasibility and possible validity of the proposal. The population was made up of an approximate total of 80 enrolled students, 9 teachers, one director, and 50 parents. The third year of Basic Education was taken as a sample, with a total of 25 students, 17 parents, and 9 teachers.

Analysis and Discussion of the Results

Reading has been approached from various perspectives by various authors. Among them are: Nancy (2001), Santiago et al. (2008), Ramírez (2009), Viro (2015), Bocanegra-Yate (2021), Pino (2022) and Zea (2023), among others. Reading is understanding, and this act involves the exercise of higher mental skills such as: predicting, inferring, analyzing, synthesizing, among others (Santiago et al., 2005). The reading act provides previously known knowledge, to establish assumptions and verify them, and therefore construct possible meanings. According to the above, reading not only depends on how the text is constructed, but also involves the reader, their knowledge, their worldview, and adapting it to their context and experiences.

Zea (2023) states that reading is a communication habit that allows the cognitive and interactive thoughts of any reader to develop, reading allows us to build new knowledge, and helps the development and improvement of language. It entails deciphering and understanding, understanding both the processing of texts in all its magnitude (decoding of symbols, interpretation), and the experiences and experiences of the reader, relating in this case psychological, linguistic, and social aspects.

The authors studied propose that reading is a habit, others that it is a process, but they all agree in declaring it as an important part of the activity or communicative act that allows the interaction between previous and new knowledge and allows the development of new representations and ways of assuming reality. Likewise, it requires the development of several mental skills.

In this regard, we agree with [Bocanegra-Yate \(2021\)](#) when defining reading as a complex process that involves higher cognitive processes that go far beyond decoding, which are related to previous experiences obtained by individuals and that allow the construction of new meanings. Reading is an important instrument to learn any of the disciplines of human knowledge; Therefore, it is of utmost importance to search for strategies that allow you to promote your habit.

Reading is considered an integrative activity that has two components: visual perception and comprehension of the read text. Visual perception means the visual capture of written words in rapid, broad, precise, and rhythmic ways. The second essential component of reading is the understanding of the written text and the mental activity that this understanding generates when reading. It is a comprehensive and reflective activity for the translation of articulated forms of graphic and representative signs of words and phrases ([Chen et al., 2011](#)).

Reading brings with it several benefits such as: stimulation of the imagination, education of sensitivity, encouragement of reflection, and cultivation of intelligence. In this sense, there needs to be a mediator between the student and the text that is read. For [Robledo \(2017\)](#), cited by [Pino \(2022\)](#), one of the fundamental tasks of the teacher is to guide the student through their knowledge and abilities, and some keys to discovering the message that the text offers.

Teachers, through the activities and tasks they develop in the teaching-learning process, must seek strategies that allow them to develop and motivate their students' learning towards reading. They must create projects, learning experiences, and spaces so that their classes are motivating according to the level and interests of their students, the curricular frameworks, and the objectives of the degree.

To do this, encourage reading through literary corners as a didactic activity is of great importance. Its use offers the possibility of discovering and learning through action, developing security, spontaneity, and independence in the student; awakening curiosity, interest, and research. [Viro \(2015\)](#), [Holzwarth \(2008\)](#), as cited in [Ripalda et al. \(2020\)](#) refer that reading corners form the student as a participant in a community in which there are rights and also responsibilities.

We agree with [Rueda \(1998\)](#), when considering literary corners as spaces that motivate and invite the student to feel and develop their taste for reading. In this corner, they have the opportunity to share and communicate with others and to put into play the strategies and prior knowledge they have on different topics autonomously.

The implementation of literary corners brings various benefits to the teaching-learning process: it contributes to promoting the comprehensive development of the student and enhances the development of communication skills. That is why in Basic Education schools in Ecuador, there are literary corners to promote the development of reading skills in students at this level.

The literary corner must meet certain characteristics to achieve its objective and impact on teaching and learning. Those considered by [Ceballos \(2015\)](#) are assumed who provide four fundamental characteristics: the literary quality of the text, the moral values, the reader's opinion, and adaptation to the reading and receiving age.

In this sense, the literary corners are based on the constructivist model, which gives the student an active role in the construction of their new knowledge and learning, relating their experiences and knowledge of their environment with new meanings. In this approach, the figure of the teacher is a mediator of promoting activities and tasks that allow the student to strengthen their autonomy and critical sense. The reviewed literature allowed us to establish the theoretical bases of this proposal, which we share and enrich with a didactic alternative that makes it viable in the context studied, which is the contribution of this work.

First, a diagnosis was applied to the students of the third year of Basic Education, which consisted of a series of activities derived from the understanding of a written text taken from the Ethnoeducation booklet "Sowing through the word", specifically the text "Our Origins". The objective of the study was to know the current state of reading development in the students under investigation. In this study, a sample of 25 students was asked to identify the central idea of the text and the secondary ideas. As part of it, several comprehension questions were asked about the text and to establish judgments and evaluations about its message. Table 1 shows the results for each of the diagnosed reading skills:

Table 1
Current status of reading development in students in the third year of Basic Education

Skills	% of students who achieved	% of students who did not achieve
Identify the central idea	20	80
Identify secondary ideas	25	75
Understand the text	35	65
Assess the text	10	90

The survey applied to students aimed to collect information about the use of literary corners to promote reading. As a result, 65% stated that they like to read. Among the most requested literary genres declared by students are narrative, stories 70%, poetic 20%, and dramatic 10%. Only 60% highlight that their teachers motivate them to read and that they do so through extra-class assignments. 100% of the surveyed claim to know about the existence of reading corners in their classrooms, but only 20% declare that they have attended them. On the other hand, 80% say they do not attend these spaces frequently, nor are they motivated to attend them.

Likewise, 17 parents of the 25 students taken as a sample were interviewed with the aim of collecting information on the use of literary corners to promote reading. The results coincided with what was stated by their children. 65% stated that their children like reading. The most prominent literary genre was narrative with 80%, poetic 10% and dramatic 10%. Only 30% stated that they encourage reading from home through discussed reading with their children, and the purchase of books. 10% declared they knew how reading is encouraged at school and only this 10% recognized the existence of literary corners, but they did not succeed in declaring the objective they pursue. Among the main statements are that these spaces are for leisure and recreation and as well as for the exhibition of the school's main literature. On the other hand, 100% expressed their desire and willingness to contribute to their children's reading development.

In the interview applied to the school director with the objective of diagnosing the use and exploitation of the literary corners in the Jeremías Velásquez Educational Unit, it was revealed that there are eight literary corners in each third-year classroom and that these aim to motivate students towards reading for the construction of significant learning. However, he declares that literary corners are currently not fully exploited by teachers, and many are not trained to use them fully.

In addition, an interview was carried out with nine teachers whose objective was to determine the level of knowledge they have about the use of literary corners. The results obtained were the following: 70% propose the use of extra-class tasks based on texts as a teaching resource to promote reading in their classes, 20% recognize the use of commented readings in the classroom, and 10% recognize the use of reading debates outside the classroom. Only 60% acknowledge having used the literary corner for the development of reading, just as 100% consider these spaces important for the development of significant learning in students from the study of different literary works.

Likewise, 100% consider that the main characteristic that literary corners should have is the selection of texts based on the interests and motivations of the students as main readers. Only 30% of the teachers surveyed declare having received training in the exploitation of literary corners from school by the institution's library staff.

Likewise, a total of eight classes of different subjects were observed in the third year of Basic Education to identify the teaching strategies used by teachers for the development of reading. This observation concluded that there is good organization in the classrooms, literary corners exist in each of them, although the possibilities they offer are not exploited. Among the most used strategies to promote reading are extra-class tasks, and on some occasions (10%), expressive reading of some texts is used in the classroom.

The triangulation of the results derived from the study allowed us to determine the following regularities: There are insufficiencies in the development of reading in the third year of Basic Education which are given in the in determining main ideas, secondary ideas, in understanding messages, 1Students do not feel motivated to read, The established literary corners are not used adequately for pedagogical practice and the teachers do not feel sufficiently prepared to work with the literary corners.

As a concrete and practical result of this work and solution to the problem addressed, it constitutes the development of a didactic strategy to promote reading from the literary corner in third-year students of Basic Education of the Jeremías Velásquez Educational Unit of the Chone canton. This proposal is characterized by being flexible and applicable to the educational context.

To develop the strategy, several proposals from authors who have addressed the topic were consulted: [de Armas \(2004\)](#), [Abreu \(2008\)](#), [Valle \(2012\)](#), [Espindola \(2012\)](#), and [Fardales \(2012\)](#). These agree in stating that the essence of didactic strategies lies in the way of planning and directing actions to achieve certain objectives; its essential general purpose is the projection of the process of transformation of the research object from a real state to a desired state.

In this regard, the definition provided by [de Armas \(2004\)](#) is assumed, which states that teaching strategies are all the actions and activities programmed by the teacher so that their students learn; They will depend on each topic and educational level, but also on the ideology of the center. These provide several benefits: learning is more effective, it promotes greater involvement on the part of the teacher and students in the teaching-learning process, students acquire greater autonomy, and become capable of developing their learning strategies.

The teaching strategy presented includes collaborative, active, and meaningful learning, a learning environment, and simulations. It consists of three stages with several actions: the Diagnosis stage, the Projection and Execution stage, and the Socialization stage. Each of the stages is related to the other through coordination and subordination relationships.

The general objective of the strategy is to promote reading from literary corners in the third year of Basic Education. Its specific objectives are: to strengthen imagination, creativity, and the aesthetic taste for reading, establish the link between family and community agents with the development of reading in literary corners, and enhance the development of students' oral and written expression.

In this proposal, the teacher is assumed as a literary mediator, who must possess several characteristics that allow him to train readers in construction. You must have vast knowledge about literature to be able to motivate and make your students fall in love with literary works and the messages they transmit

Didactic Strategy to promote reading from the Literary Corners in the third year of Basic Education

Stage 1 Diagnosis

Actions:

- Apply a diagnosis to determine the state of reading skills in students based on the following indicators: Identification of the main idea and secondary ideas, inference of meanings, identification of relevant and irrelevant information, interpretation and total understanding of the text, assessment of the text, skills to summarize the text, fluency and accuracy in oral reading.
- Diagnose the state of the literary corners existing in the school and the bibliography found there, as well as its setting
- Hold a methodological meeting with the teachers of the year who work with the group to discuss and debate the aspects listed below: The results of the diagnosis carried out, the characteristics of the group of students, the potential of the study plan and each of the subjects for the development of reading, importance of the use of literary corners, characteristics of the environment and the characteristics of the educational center.
- Guide and develop a meeting with the parents of the students and with the main community agents involved with the school to publicize the results of the diagnostic study and commit them to their support for the setting, development, and participation in the activities in the literary corner.
- Through a survey or group interview the main literary genres that students like and are motivated

Stage 2 of Projection and Execution

This stage is made up of two actions: the projection and the execution of the typology of activities to promote development and motivation towards reading in the third year. It is necessary to highlight that all the activities proposed must be developed in the literary corner of the group. This proposed typology of activities presents the following structure: time, objective, suggestions for its development, and evaluation. For the latter, the following criteria are proposed.

Evaluative criteria:

The aspects for the evaluative criteria were taken into account, such as: how ideas are presented both orally and in writing, formulation of questions, elaboration of hypotheses, understanding of the message of the text, evidenced in their participation in the tasks, precision and clarity in the answers that are presented, active use of the learned

vocabulary, identification of the main ideas of a text, identification of secondary ideas, summary and synthesis of the main ideas of the text, fluency and accuracy in oral reading, responsibility and care of the books.

Actions:

Table 2 shows the planning of the typology of activities for the development and motivation towards reading.

Table 2
Planning of the typology of activities

Time	2 hours. This activity must be carried out in the first week of the school year.
Goals	Promote students' development of oral expression. Link families and community actors with the activities that take place in the literary corner.
Suggestions for its development	Students will be asked to design invitations to distribute to their parents, teachers, school officials, and community members. In these, they will be invited to participate in the Book Fair that will be held in the literary corner. To carry out the above, the classroom will be divided into four teams where they will be assigned the following responsibilities: team 1 in charge of designing and delivering the invitations to parents, team 2 in charge of designing and delivering the invitations to members of the community linked to the school, team 3 in charge of designing and delivering the invitations to the main directors of the school, team 4 in charge of designing and delivering the invitations to the group of teachers of the school group. Students will be asked to choose a book from those found in the literary corner of the classroom and make a presentation of it to their parents, teachers, and members of the community in the literary corner. To carry out this activity, the student must make a 10-minute presentation where they present the title of the book, its author, and the main ideas addressed in it, as well as perform an expressive reading of a fragment of it. The activity can be accompanied by the recitation of poems and songs, as well as the donation of other books by parents and community members.
Assessment	Self-assessment and mutual evaluation

Activity 2. The staging of my favorite character

Time:	2 hours
Goals	Promote students' development of oral and gestural expression. Link the family in the development of reading habits.
Suggestions for its development	The teacher will ask the students to select their favorite character from a literary work and dress up and dramatize a small fragment of it in the literary corner. In this activity, students will invite their parents to develop it.
Assessment	Self-evaluation, mutual evaluation and heteroevaluation

Activity 3. My favorite writer

Time	2 hours
Goals	Develop the ability to summarize a text through the preparation of content sheets.
Suggestions for its development	The teacher will ask the students to prepare content sheets in which they explain the life and work of their favorite author. The literary corner will be organized in a U shape and a box will be prepared where the content sheets prepared by the students will be collected. At random, the teacher will ask each student to select a token from inside the box and read its contents through expressive reading. They will also be asked to identify which of their classmates created the file. After the student is discovered, he will argue his selection criteria for this author

	and his work.
Assessment:	Self-assessment, evaluation and hetero-evaluation
	Activity 4 I would like to change the ending of....
Time	2 hours
Goals	Develop oral expression and expressive reading
Suggestions for its development	<p>The teacher will form duos, according to the interest of each student, to carry out the activity.</p> <p>It will guide the selection of a reading already presented in the literary corner, so that they change the ending of the work. Each duo will make a presentation of up to 15 minutes of their version and will also explain the reasons why they transformed it.</p> <p>The three best endings will be selected according to the following criteria: originality, creativity, fluent, clear and precise oral expression and vocabulary used.</p>
Assessment	Self-evaluation, mutual evaluation and heteroevaluation
	Activity 5. I want to share a book
Time	Once every 15 days
Goals	Promote the development of reading, as well as identify main ideas of literary works
Suggestions for its development	<p>The teacher will jointly develop a schedule with his students for the presentation of a book every 15 days in the literary corner. In this schedule, the students will be linked to their family and the group of teachers of the year as responsible for the presentation of a book or a reading of a certain book.</p> <p>This presentation will consist of a presentation of up to 20 minutes of the title of the work, its author, the time in which it was written, the characters and the main ideas that the reading addresses. Likewise, recommendations will be presented to motivate students to read said book.</p> <p>After the presentation, the reading of the book will begin to rotate among the students in the classroom.</p>
Assessment	Self-evaluation, mutual evaluation and heteroevaluation
	Activity 6 Long live reading!
Time	At the end of the school year
Goals	Strengthen oral and written reading
Suggestions for its development	<p>The teacher will organize a reading party called Long live reading! Parents, the community, teachers and students from other years will be invited to do so. Previously, the teacher and his students will build a reading treasure box. For them, colored papers, ribbons and everything that can contribute to their design and embellishment will be used.</p> <p>Students will be directed to write a letter expressing what they have learned in the literary corner. These letters will be collected by the teacher and kept in a reading treasure box.</p> <p>In addition, various contests will be organized in which all students of the school will participate: expressive reading contest, drawing of favorite characters from stories discussed in the corner, recitation of poetry and writing about stories and characters, and word spelling contest.</p> <p>The best students will be selected in each contest.</p> <p>At the conclusion of the activity in the reading corner, the students, their families and groups of teachers will meet and the reading treasure box will be opened. Each student will choose a letter and proceed to read it orally.</p> <p>These letters will be kept by the teacher in the treasure box.</p>

Assessment	For each contest, a tribunal will be formed made up of school teachers and invited community members. The evaluation criteria mentioned above will be taken as references.
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Execution of activities in the literary corner. For this action, the teacher must create a favorable environment for carrying it out in these spaces. Likewise, it must engage family and community members for their active participation.

Evaluation of activities according to the criteria of the students. For this action, the teacher can apply a survey or a group interview to find out the impact that the activities have had on their students. Likewise, you can invite family members of the students to find out their opinion on the matter. The following questions are suggested: Did you like the activities you carried out in the literary corner? Which activity did you like the most? What have you learned? How have you been feeling? Would you like to invite your classmates from other years to your literary corner? Why?, etc.

Stage 3 Socialization

Actions:

- Develop socialization workshops to make teachers of the year aware of the teaching strategy and be able to operate with it
- Discuss and debate the content of the teaching strategy for its improvement

Once the proposal for the didactic strategy was worked out, it was evaluated in practice. It was developed through two socialization workshops.

The objective of applying the workshops, first of all, was to assess the relevance of the teaching strategy in the third year of Basic Education. To this end, the workshops were carried out together with nine Basic Education teachers, under the premise that these would be the direct users of the proposal. The teachers were selected in a simple random manner. This sample was characterized by having between 8 and 15 years of professional experience in the third year of Basic Education.

Secondly, the socialization workshops were implemented as part of the second and third stages of the proposed strategy. The application of this method was based on the assessment of the criteria expressed on positive aspects and the possible limitations of the proposed strategy, provided by the participating teachers.

Two socialization workshops were developed. These made it possible to obtain information through the assessment, analysis, and collective discussion of teachers, which contributes to perfecting the proposal.

Results obtained in the workshops

First Workshop, Topic: The didactic strategy to promote reading from the Literary Corners in the third year of Basic Education

It consisted of assessing the relevance and feasibility of the strategy and the typology of activities proposed for its implementation in practice. The content assessed was the structure of the didactic strategy and the typology of activities.

Criteria issued by the participants: The nine teachers who participated demonstrated commitment and willingness to the task, which was an important aspect for the success of the workshop. These evidenced flexible communication styles when expressing their points of view and criteria on the strategy and typology of proposed activities. Most of their contributions were based on their professional experience working with the year under investigation. The workshop was developed dynamically and actively.

There was agreement among the participants about the topic discussed. They evaluated the analysis carried out regarding the importance of socializing the proposed strategy and the typology of activities included as very positive. Each type of activity to promote reading in the third year of Basic Education through the literary corners stood out as very relevant and feasible. Regarding this, it was suggested to specify the following: Be more clear, precise, and descriptive in the suggestions for the development of activities 3, 4, and 6, determine the evaluative criteria for the activities, and include a closing activity. This first workshop concluded with the perspective of making the suggested modifications to the initial version of the proposal, as well as with the commitment, on the part of the participants, to attend the next workshop when called upon.

Second Workshop, Theme: Analysis of the new version of the activities.

It was aimed at assessing the relevance of the modifications made to the initial version of the proposal. A new presentation of the activities and their evaluative criteria was made.

Participant criteria: This second workshop demonstrated the interest and commitment of the selected teachers, as demonstrated by the attendance of all the participants who attended the previous workshop. The new version was presented regarding the typology of activities and their evaluation criteria.

The results of this second workshop concluded with the general acceptance that the changes made enriched the initial version of the strategy. The teachers who participated also recognized the feasibility and relevance of each of the actions contained in the strategy and its activities. In this way, they confirmed that both workshops had contributed to raising their professional competence. They also stated that the proposal was, at this time, in a position to be applied in practice, which would enrich it and contribute to raising the quality of the reading teaching-learning process through the use of literary corners.

The proposal presented in this work is based on the constructivist model, which gives the student an active role in the construction of their new knowledge, in which the teacher acts as a mediator. Likewise, it is based on the theory provided by Zea (2023), about reading as a communication habit that allows the development of cognitive and interactive thoughts.

The teaching strategy integrates in a novel way the results provided by Rueda (1998), Viro (2015), Holzwarth (2008), cited by Ripalda et al. (2020), in which literary corners are considered as spaces for the development of new teaching methods that combine cognitive activities. In it, it accentuates the figure of the teacher as a mediator to promote activities and tasks that allow the student to strengthen their learning autonomy.

Furthermore, by considering the teacher as a mediator, students are led to find the personal meaning of the text to guide the exploration of knowledge and stimulate meaningful learning Ripalda et al., (2020). The proposal developed in this work constitutes a professional work tool for all teachers who work with the third year of Basic Education in the Jeremías Velázquez Educational Unit of the Chone canton.

It is recommended, first of all, to extend the didactic strategy in pedagogical practice to promote reading from literary corners in the third year of Basic Education. Although the results presented were from the partial application through the development of socialization workshops, the development of case studies, training experiments, or other experimental models that provide empirical evidence about what changes occur in the actions of teachers and students is suggested.

The study of this topic must continue to enrich the proposal presented, and reading becomes one of the fundamental ways of the teaching-learning process, and develop training courses for teachers and auxiliary personnel who can contribute to the application of the proposal.

Conclusions

The use of literary corners is one of the most current strategies to promote the habit of reading. In these spaces, students develop their strategies for constructing new knowledge through interaction between themselves and the text. In a diagnostic study carried out in the third year of Basic Education in the Jeremías Velázquez Educational Unit of the Chone canton, it was revealed that there are insufficiencies in the development of reading, as well as in the use of literary corners. Based on this previous problematic situation, a didactic strategy was developed to promote reading through literary corners. The results derived from the application of the socialization workshop method, due to its interactive nature, allowed an enriching exchange, through the argumentation of evaluations and criteria that contributed to the improvement of the initial proposal of the didactic strategy that was developed. These results demonstrated the viability and objectivity of the implementation of the proposal in practice.

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