

## The development of reading skills for story writing

### El desarrollo de las competencias lectoras para la redacción de cuentos

Andrea Paola Rodríguez Aucapiña\*  
Miriam Roxana Merchán Jiménez\*  
Jamilex Belsi Pangay Bustamante\*



#### Abstract

The present research work on reading skills for story writing aims to enhance language skills through the didactic guide to strengthen the weaknesses in writing and reading comprehension evidenced in the students of 2nd year of General Unified High School of the Educational Unit PCEI Eugenio Espejo period 2022- 2023 through qualitative-quantitative research. This work seeks that teachers implement interactive and practical workshops so that students are able to strengthen their linguistic competencies based on: inferential, argumentative and propositional when developing creative stories, where they can be performed in person or virtually (through the QR code). It is essential to provide playful activities to activate their cognitive and meaningful learning where the priority is the progress of students with their abilities and thus develop their educational performance, creating reflective and analytical beings within society.

**Keywords:** Reading skills, story writing, language skills.

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\* Master's Degree, Universidad de Guayaquil, Ecuador  
andrea.rodriguez@ug.edu.ec, <https://orcid.org/0000-0002-5489-4690>

\*Magister, Universidad de Guayaquil, Ecuador  
miriam.merchanj@ug.edu.ec, <https://orcid.org/0000-0003-1308-0241>

\*Magister, Universidad de Guayaquil, Ecuador,  
jamillex.pangayb@ug.edu.ec, <https://orcid.org/0000-0003-0590-0377>

## Resumen

El presente trabajo de investigación sobre las competencias lectoras para la redacción de cuentos tiene como objetivo potenciar las destrezas lingüísticas mediante la guía didáctica para fortalecer las debilidades en la redacción y comprensión lectora evidenciada en los estudiantes de 2do de Bachillerato General Unificado de la Unidad Educativa PCEI Eugenio Espejo período 2022- 2023 a través de las investigaciones cuali-cuantitativa. Este trabajo busca que los docentes implementen los talleres interactivos y prácticos para que los alumnos sean capaces de fortalecer sus competencias lingüísticas que se basa en: inferencial, argumentativa y propositiva al momento de elaborar cuentos creativos, donde se pueden realizar de forma presencial o virtual (mediante el código QR). Es fundamental impartir actividades lúdicas para activar su aprendizaje cognitivo y significativo donde se tiene como prioridad el progreso de los alumnos con sus capacidades y así desarrollar su desempeño educativo, creando a seres reflexivos y analíticos dentro de la sociedad.

**Palabras clave:** Competencias lectoras, redacción de cuentos, destrezas lingüísticas.

## Introduction

In Latin American educational institutions it has been observed that there are certain weaknesses in the development of reading skills, the interest in researching and consuming educational readings has decreased, it is necessary to carry out interactive and innovative workshops where students are motivated to learn, leaving aside traditional education and implementing constructivist education to activate their creative writing.

The present research seeks to contribute to the correct writing of innovative stories using the imagination through the workshops of the didactic guide applied to the students of 2nd BGU of the PCEI Eugenio Espejo Educational Unit, the practice of these activities will help to form coherent ideas and sentences using the appropriate structure, and provides the necessary tools for the development of various types of stories with simplicity.

Reading activates the mind and enlightens the human being, allowing him to receive information and acquire knowledge where it allows the use of reason giving way to interpret, judge, understand

and analyze data from a given text. That is, it offers several advantages for those who make it as an essential habit in their daily lives.

García, 2020) affirms that reading is a valuable tool in professional and personal development, since through it, certain needs are met, giving way to reflective and critical people, which allows for adequate oral and written communication, increasing the lexicon with the information acquired.

As indicated by (Suárez , 2022) It is evident that implementing reading from an early age in children, allows them to perform successfully in the following areas

any field, whereby, reading is a range of benefits, helps to improve reading comprehension, gain knowledge and activate skills for meaningful learning.

Reading levels

Literal Level

This level is directly focused on the text, where the events of the content can be identified in a simple way, that is, the reader can easily understand the reading, because the information is presented in a concise manner, and it is evident to recognize the space, time and characters (Herrera & Pernet, 2022).

The inferential level refers to all the people who interpret the content, the reader completes the text with the exercise of his thinking; and makes deductions from his experience to acquire new ideas, because it is a constant interaction between the reader and the text.

This type of inferential reading refers to the study of the branch of semiotics, which gives the reader the opportunity to reinforce his or her previous knowledge, thus

to be able to analyze the figurative or metaphorical language that this type of text has. It should be emphasized that this level will vary because it depends on the events in each person, whether social or educational environment (Márquez & Valenzuela, 2017).

It is of utmost importance that students can handle reading comprehension, in this way they are able to argue and infer in order to obtain valid conclusions. Within this level of reading several questions are asked, for example: What is the reason, why, and what conclusions did you reach?

This level is one of the most unpredictable for students because it requires the opinion, the contribution, the perspective of the reader

related to the text; knowledge and context in which it is developed must be taken into account in order to provide a value judgment regarding the topic, and the author's intention is analyzed, arguing what has been read; however, people who do not understand the previous reading levels will not be able to develop the critical level. According to (Chup, 2022) critical reading has an evaluative temper to be able to take a position on what the author says or expresses in the text. Here the student reflects on the reading to argue from his point of view what he read, this level is difficult for students who have not developed their linguistic skills throughout their student life, therefore, they have as a result a lower level of educational learning.

The reading process is fundamental to be able to understand what the author wants to convey through its content. Among these are:

**Before reading:** Promote what is going to be read, where the teacher encourages interest in reading, relating previous knowledge with the new one.

**During reading:** It is the determination to know if the text has been understood, it also allows inferring, creating scenarios and thinking about the end of the text according to the content read before finishing the reading.

**After reading:** It is the evaluation of the content, where he/she familiarizes the knowledge already obtained and relates the new ones in order to form his/her own concept, moral or teaching.

It is necessary to make a preamble of the reading that has been chosen, these steps will help the student to know about the reading to be done, in addition, it is necessary to inquire and make use of their thoughts, imagination about what is going to happen, the reading will refresh their previous knowledge and provide new significant learning for the student's life.

Reading competence is the ability to develop in people skills and abilities, this term encompasses social, political, educational aspects, and it requires various methodological strategies to be employed in students and subsequently activate knowledge to be used in everyday life. Pisa, 2009 as cited in (Romo, 2019):

The knowledge of competences is like that phrase that says "all people learn until the last minute of life" this can refer within of the concept of cognitive development in reading skills because it not only refers to reading comprehension, which are the skills that

are activated from frequent readings to understand, decipher and argue a piece of writing, but it goes beyond that, it is all the strategies, skills and significant knowledge that have been achieved through different contexts of life with the interaction in society.

Therefore, reading competence begins when human beings develop their knowledge in the world, that is, when they accumulate all the intellect they acquire from their mentors (parents and teachers) in order to put it into practice.

It is very important to implement reading skills in educational institutions because it will prevent failure in the lives of students, when these skills are developed, it will allow them to express value judgments that contribute to the community.

(Romero & García, 2019) suggest that it is essential to implement in all institutions of the following generations to study with playful, interactive activities capturing the student's interest and thus activate their reading skills from the first moment the child enters an educational space to strengthen their cognitive and meta-cognitive capacity forming autonomous people capable of interacting and expressing themselves with society without any difficulty.

**Table 1.** *Comparative table on the levels of reading skills.*

ARGUMENTATIVE	PROPOSAL	INTERPRETIVE
▪ Capacity for. refute with a solid base, to through research, where you can justify the why each thing.	▪ It is the skill which is used to toast proposals, schemes, sketch to the problem solving the situation that is has become evident.	▪ When the students develop the ability to infer, interpret in a text, you can say that it is the understanding global that has about the article, book or document present.

Source: Research

Methodological strategies are fundamental in the educational field, where teachers use to reinforce students' skills, organize teaching processes, obtaining excellent results in learning. These strategies are activities that guide to develop the skills of each person and have an active participation in their classes, also allows them to create their own knowledge and develop constructively.(Martillo & Naranjo, 2017).

The strategies allow the students to associate their previous knowledge with the new, it is here where the teacher must always have a range of playful strategies, because each student does not have the same pace of learning acquisition, however, the purpose does not change because everyone must achieve and develop a cognitive, motor and affective learning.

Not adapting the appropriate methodological strategies in the classroom will have a negative impact on the students and they will not be able to achieve meaningful learning. On the contrary, if they are used the students' performance will be activated in a simple way, and the classroom environment will be pleasant, due to the fact that teachers will facilitate meaningful learning in an entertaining and easy way.(Sanchez, 2018)

Among some strategies that can be highlighted:

- Brainstorming: consists of students providing information from their prior knowledge on a specific topic.
- Concept maps: it is to identify the main and secondary ideas of the text, simplify the most relevant data.
- Sampling: is the observation of the text either, the internal or external structure in a quick way to predict what the reading is going to be about.
- Relating what is in the text to previous knowledge and experiences: linking previous events or knowledge to the reading, since, students will be able to clearly understand and remember what they are reading.
- Search for the meaning of unknown words: the reading will be easily understood if students make a glossary with the words they do not know. It is essential to apply this strategy so that the text does not lose the thread of the central idea.

Writing is a more complex means of communication than the oral one, whose priority is to provide clear and precise information to the receiver. By allowing writers to combine writing with imagination,

the reader experiences deep inspiration in the text as he or she uses his or her mind to fantasize and represent what he or she is reading. To be able to awaken the art of creative writing skill to achieve the stated goal, to take students to a phase where reading-writing is a refuge of distraction, sadness even happiness.(Arana, 2018)

According to (Rivera, 2019) points to the process of writing as follows: prior selection of texts to read and internalize the student, discussion and recognition of textual characteristics, implementation of creative strategies, review and correction of individual creations and constant exchange of ideas, elaboration of a finished project.

1. The previous selection of reading texts and internalizing the student; this is when students are provided with texts such as (novels, stories, short stories, essays, scientific articles) so that they can choose a reading and delve into the previous story they chose, they participate in creative writing dynamics.
2. Discussion and recognition of textual characteristics: structure and thematic axes; this item provides a space for students to read aloud their work and their peers will be the ones who must identify the structure of the text.
3. The implementation of creative strategies; the construction of texts with the pertinent structure is proposed, relating it to the previous individual work, we separate the main and secondary ideas and we indicate that they read the fragments they liked the most, adding them to other genres.
4. The revision and correction of individual creations and constant exchange of ideas; it is a methodology that encourages criticism, through the exposure of the writing where students provide opinions with the technique of brainstorming with two opinions: what do you congratulate? what do you suggest?
5. Elaboration of a finished project; students present their final project explaining why and the basis of their chosen topic, later their work can be published in a blog that the teacher creates together with the students implementing the use of ICTs. Techniques According to (Castro & Acurio, 2020).

According to (Alvarado, 2019) the linguistic elements are:

**Intentionality:** It is the peculiarity of the text that is defined by the action of the producer. When a text is elaborated, the writer's decision to provide information or to hide it is indispensable. The formulation of sentences in a coherent text is the result of the author's

purpose. However, in oral expression, the formulation of incorrect ideas is "accepted", because at the moment of constructing a phrase, sentence or question, certain communicative flaws may occur, so the receiver tries to accept and interpret the intention of the message.

For example, in the following formulation of the question "Where did you say the new restaurant was called?", it is evident that the sender seeks to have a communication, but the formulation of his question does not make complete sense, however, the receiver will analyze his question in order to be able to answer it. For this reason, the "intentionality" of his question and the "acceptance" of the message by the receiver becomes a communicative act.

Intertextuality: it is the union of texts, the first is the present fragment and the second is a reading that the interlocutor has read and relates it explicitly or implicitly through mediation where he/she requires his/her previous knowledge to be able to link the current information with the illustrations he/she has previously acquired.

For example: in a conversation with a friend who has social difficulties, and your friend uses a positive phrase from a well-known author, you will want to relate your prior knowledge of your friend's problem with a motivational phrase that not only alludes to the writer, but you hope he understands the meaning with respect to the similar situation he is going through.

On the other hand, the rules of textuality, coherence and cohesion are the most important when producing a text.

Coherence: it is the complete sense that a text has, it is

It is fundamental for the elaboration of any type of document. Coherence is global and includes cohesion, in a logical way, it looks for a cultured and perfect text, as well as the correct structure without falling into the vices of language. There are three types of coherence: textual, local and global.

- Textual: It is the relationship of the linguistic elements in the text, syntactically it allows the main and secondary ideas to have a logical link between them, so the reader will easily understand the text.
- Local: It is the analysis of the sentences or propositions, that is to say, that they have sequence or logical sense, since the ideas must be associated to have a coherence with the central theme.
- Global: It is the total study of the text, where all the ideas revolve around the central theme, i.e., between paragraphs, chapters, sub-themes, the same thing must be said. For example:



If you write about the reading habit at the end of the text you are not going to talk about the musical notes, you can say that the text does not have a global coherence, because the main thing of this type of coherence is that all paragraphs are in agreement with the main theme.

➤ Cohesion: the writing requires formal mechanisms for to position itself as an informative unit. It avoids grammatical inconsistencies, unnecessary repetitions of words, to achieve an excellent communicative expression between the sender and receiver, and thus the message received is clear, precise and coherent.

According to Jean Piaget from different educational disciplines, such as: philosophy and Kantian pedagogy, his work consisted in the development of thinking, in which knowledge can be intertwined to achieve meaningful learning. He states that thinking changes continuously, taking into account that the brain executes according to its biological configuration, which shows a mixture between organization and adaptation (Arévalo et al. 2017).

The student of the PCEI Eugenio Espejo Educational Unit will participate in a constructivist model where he builds his own learning through the resources provided by the teacher with the appropriate use of a variety of methodological strategies aimed at diversity as in the case of students with incomplete schooling, achieving the activation of reading skills for the acquisition of linguistic skills in the writing of stories.

Our proposal is based on the constructivism that from the previous knowledge and with the activities of the reading process that are the resources that the teacher implements in the classroom, the students will be able to form a significant learning.

Reading plays an important role in the psychological and environmental aspects, at the time of executing it opens a range of various benefits that can feed the intellect of people, also develop the mental and visual process, where you can enhance the skills of each student and be able to cope with any situation. In terms of learning and the evolution of each human being is the cognitivist theory, where the process of learning is evident (García B., 2022).

Bruner expresses in his project that cognitive development is part of the intellectual activity of students from their first stage and can achieve the objectives that they propagate. Similarly for Piaget,

human beings are dynamic people who are often creating their own knowledge.(Cortez & Tunal, 2018).

The 2 BGU student of the PCEI Eugenio Espejo Educational Unit is in a phase in which he is increasing his psychological maturity, recognizing obstacles and possible solutions to make decisions. The creation of literary texts activates imagination, innovation, critical thinking, and creativity, benefiting the development of their personality with traits of authenticity and confidence, with ease in the control of emotions. Sociological Foundation

According to Durkheim's ideologies, the reasoning of teachers goes from the theory and practice that addresses educational factors fixed to sociology, therefore, it will be the circumstances and social environment that considers people for the creation of their knowledge. Thus, it precedes the individual and defines the patterns that must adapt assuming realities and contexts that involve aspects beliefs and morals. (Simbaña et al. 2017).

Reading skills are fundamental in the human being, where they need to be strengthened together with teachers in all educational areas and in their homes, having a socialization between both, since different cultures and values are shared. Nevertheless, the importance of the social environment

in students directly influences learning either positively or negatively.

Reading and writing are the right tools to provide solutions to the problems faced by young people in the new era, therefore, encouraging the reading habit will help to avoid criminal activities, addictive behaviors or gangsterism, rather it helps to be creative, reflective and critical entities before a society.

## **Materials and methods**

The qualitative, phenomenological, humanistic or ethnographic method. It focuses on the study of the meanings of human actions and social life, that is, it seeks assumptions related to community customs, political and religious actions, economic development, among others, that arise in a given community.

Its purpose, beyond seeking causal explanations of social life, is to deepen the knowledge and understanding of the reason for a reality. Interpretive research studies human manifestations as a whole

without previously defining the variables involved in the phenomenon, directly addressing the complexity and seeking to understand it from the meaning that for people have and attribute to them the characteristics of the qualitative research methodology are:

- It is inductive in nature.
- The researcher contemplates reality from an approach
- holistic.
- The researcher retains a naturalistic stance.
- The qualitative method is humanistic in nature.
- All scenarios and people are susceptible to study.

## **Results**

After conducting the survey to the 2nd BGU students, the interview to the teachers of the Language and Literature area and to the authority of the institution, the following recommendations are reached:

- Reinforce learning and reading skills through activities, strategies and workshops that are eye-catching and that seek the active participation and commitment of students to improve their performance.
- Include in the annual planning an exclusive space for reading work with a duration according to the teacher's criteria where reading comprehension reinforcement activities are developed.
- Facilitate a methodological guide with interactive workshops for teachers to awaken the student's interest in the area of language and literature, so that in each class the methodological activities can be carried out, ensuring significant learning.
- Incorporate reading spaces where students are the ones who select literary texts according to their age, social environment, tastes, preferences and experiences with the objective of motivating the reading habit and the development of reading skills.
- To provide teachers with a didactic guide so that they can strengthen their teaching methodologies, which will help students to be participative and creative when creating stories that are interrelated to reading skills.

- Include in the methodological guide a technological and innovative resource that does not require the use of a laboratory, but by means of a QR code that students can scan through their devices (tablets, cell phones, etc.) and be directed to a web page where the digital version of the workshop will be presented.

## Discussion

The exhaustive analysis of the problematic in the development of reading competencies for story writing. The following previous studies of great importance related to the topic raised are shown below: (Pérez, 2018) At the international level, in the UNAM repository. (Universidad Nacional Autónoma de México) carried out the project of the ludic proposal to activate reading comprehension through marvelous stories in Franciscan chronicles of the XVI and XVII centuries, which concludes with the premise that reading plays an important role in student life; it becomes an indispensable factor in the formation of students and facilitates academic performance to obtain a pleasant environment in the classroom with their active participation in the teaching-learning process. It also specifies the difference between reading skills and reading comprehension, the first allows to analyze, interpret and be interested in various texts, to achieve entities with critical development skills in society. The second makes it possible to infer, deduce and interpret literary texts. The reading skills that have not yet been developed in students and that many times it is believed that they do not possess skills at the time

However, being able to activate and enhance language skills will provide young people with the necessary tools to defend themselves in society and to develop their native language.

The degree work of the Universidad Central del Ecuador according to (Bastidas, 2018) exposes in his thesis that to enhance reading skills in students it is necessary that teachers use playful and interactive tools that allow encouraging their interest in it, however, these skills originate from the first cognitive learning by selecting information in the journey of life in different contexts. This project

is focused on providing all the necessary tools from pedagogical strategies to encourage the habit of reading in students.

Through a qualitative approach, various theoretical methods were applied to carry out the research with the objective of developing reading skills in education. This allows the awakening of reading skills due to the improvement of human relations and personal experiences with ease of expression.

At UCSG (Universidad Católica Santiago de Guayaquil) we found the thesis (Chacón, 2020) whose objective is to awaken their reading comprehension through readings to achieve assertive communication with students, within this research the qualitative approach was used through the action-research method and the activities that are exposed allows students to improve their skills when expressing themselves in written form in the creation of stories.

This information is relevant because it provides ideas on strategies and techniques for students' deficiencies when writing, and also raises and reorganizes the purposes of study of education at all levels.

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