

ORIGINAL TALES READING CLUB FROM THE EXPERIENCES OF STUDENTS AGED 14-15 IN THE PUBLIC EDUCATION SYSTEM CLUB DE CLUB DE LECTURA DE CUENTOS INÉDITOS DESDE LA EXPERIENCIA DE LOS ESTUDIANTES DE 14 A 15 AÑOS DEL SISTEMA EDUCATIVO FISCAL

Viviana Vilma Jordán Macías

Fundación Universitaria Iberoamericana, Ecuador

[<http://vjordan555@hotmail.com>] [<https://orcid.org/0009-0009-4418-5960>]

Manuscript information:

Recibido/Received: 00/00/00

Revisado/Reviewed: 00/00/00

Aceptado/Accepted: 00/00/00

ABSTRACT

Keywords:

reading club, original tales, personal experiences, constructivist learning

This article aims to analyze the importance of a reading club focused on unpublished short stories, based on the experiences of 14- to 15-year-old students at the Clemencia Coronel from Pincay Public Elementary School. Currently, the pace of reading has changed; it is now characterized by fluency, efficiency, and dynamism, as well as the use of technology. This has allowed for the incorporation of new types of texts and digitized books. However, a problem arises when there is no connection between reading and the brain, considering the necessary connection and stimulation for information reception and critical thinking. The methodology centered on action research with a qualitative approach. Data was collected through document analysis and a survey administered to 25 adolescents. This methodology revealed that a significant number of students have not participated in a reading club, hindering the development of their reading habits. Furthermore, it was evident that teachers do not incorporate content into reading clubs; therefore, the importance of guiding students in creating original stories that express their needs and feelings was emphasized. The public education system undoubtedly needs to be transformed into a more organized one, and it must also work with initiatives from the Ministry of Education that promote reading comprehension within the curriculum using a more communicative and experiential approach.

RESUMEN

Palabras clave:

club de lectura, cuentos inéditos, experiencias propias, aprendizaje constructivista.

Este artículo tiene como finalidad realizar un análisis sobre la importancia del club de lectura de cuentos inéditos desde la experiencia de los estudiantes de 14 a 15 años de la escuela de educación básica del fiscal Clemencia Coronel de Pincay. En la actualidad, ha cambiado el ritmo del lector, es decir, hoy en día se caracteriza por la fluidez, economía y dinamismo, además de apoyarse en la tecnología. Esto ha permitido la incorporación de nuevos tipos de textos y libros digitalizados, sin embargo, el problema surge cuando no hay relación entre la lectura y el cerebro considerando la conexión y estímulo para que surja la recepción de información y el pensamiento. La metodología se centró en una investigación-acción con un enfoque cualitativo. Para recoger los datos se empleó un análisis documental e instrumento como la encuesta dirigida a 25 adolescentes. Gracias a la metodología se pudo

conocer qué gran cantidad de estudiantes no han participado en un club de lectura interfiriendo en su desarrollo del hábito lector. Por otra parte, se evidenció que los docentes no trabajan contenidos mediante un club de lectura, por lo tanto, se precisó la importancia de orientar a los estudiantes a la producción de un cuento inédito expresando sus necesidades y sentimientos. El sistema educativo fiscal, indudablemente, debe transformarse a uno más organizado, además de trabajar con Acciones del Ministerio de Educación que permita promover la comprensión lectora desde el currículo con un enfoque más comunicativo y experiencial.

Introduction

The motivation for reading in adolescents should be considered as the essence of the learning process because its importance lies in the fact that the brain increases at a faster rate important connections between networks that contribute to learning in different areas. However, for a long time an erroneous belief has prevailed that up to the age of 6 only neurodevelopment was strengthened, however, today it is known that adolescence is a new opportunity for the formation of mentally, socially and independently healthy adults, thanks to the fact that in the childhood stage functions that are completed in the following stages have already been strengthened. One of the most essential aspects of the book club is that adolescents are reunited with their feelings and emotions through the unpublished story, as established by Cadena and Jiménez Cadena and Jiménez (2018) cadena and Jiménez state about the participation of adolescents in the book club as a necessary meeting to comment or share their own experiences about readings, in other words, it can be mentioned as a literary gathering transforming education into a more innovative one, stimulating the reading skills of each student, in addition to encouraging them to produce stories from their own experiences.

Currently in Ecuador, students work with programs proposed by the Ministry of Education such as Juntos leemos (Together we read); however, there are difficulties due to the lack of guidance from teachers on the guidelines of the program and this has an impact on the good performance of the students. From the above arises the need to investigate more thoroughly about the opportunities provided when teachers work through book clubs with students, also the production of unpublished stories allows them to express themselves freely and in a suitable way to work with those needs that need to be valued.

It is important to emphasize that the purpose of this article is to achieve a depth with the different criteria of authors who have investigated similar topics to the present one, with the conviction that it will be essential for readers-teachers to approach from their experiences with adolescents the necessary topics for the development of the reading habit from the production of their own unpublished stories, in such a way that this scientific material fulfills to be a support to society.

The Importance of Reading in Adolescents

Reading is a process that transcends the knowledge necessary for adolescent students and contributes to strengthen thinking skills, reflection and content analysis. On the other hand, according to Cassany (1999) quoted by Ballesteros (2020) refers that the reading process should focus on a discussion of a text taken to a film or novel, through a dialogue that allows contributing to the constructivist process of adolescents. Reading does not have to be boring and long texts, but fragments or fictional comics that encourage the habit of reading, also create stories from their own personal, emotional, cultural and social experiences that sometimes because they are teenagers it is difficult for them to express feelings and thoughts on a daily basis.

The most complex stage in the human being is undoubtedly adolescence, because the brain has a flexibility to adapt and respond to new experiences, so it is predominant to take into account that not everyone achieves the same speed of development and this is where the stimulus received from an early age is required, since everything is connected cognitively and emotionally so that the results are to achieve reading habits.

According to Castro (2021) explains the following:

When we read, our brain begins to develop imaginative and concentration skills, since we usually visualize in our mind faces, places and/or situations, thus stimulating the brain more frequently and increasing our creativity. (p. 5).

These skills are atrophied nowadays because children and adolescents can be in front of devices for long periods of time, thus damaging the development of the brain, hence the importance of encouraging adolescents to immerse themselves in the magical world of reading, being essential that from the family, social, cultural and school environment, students are encouraged to develop the reading habit with group activities, competitive and according to their learning pace.

Reading has notably lost importance due to technological advances and has taken second place for young people, who are more interested in social networks or video games, and many times if they approach a book it is out of obligation rather than motivation, interfering in their development and brain function.

The Adolescent Brain and Reading

When reading, a specific area of the brain is automatically activated because neurons along with blood vessels are releasing nutrients for the comprehension of what they read. Castro (2021) explains that reading is a positive action for the brain to perform various actions, thanks to the areas of the brain that achieve coordination and essential communication articulating what is reading and the recognition of signs or graphics for interpretation, context and meaning.

There are functional brain imaging studies that allow us to understand the mechanisms of the brain and the cognitive phases of reading. Such is the case of the LCD (local combination detector) model, which encompasses knowledge of hierarchical neural levels with identification of graphic signs responsible for writing. Thus, Tegmark (2021) refers to “neural recycling,” offering an explanation such as “A cultural invention that fits the brain's architecture and how the brain ‘reinvented’ the functions of various cortical areas to respond to the cultural demands related to reading and writing” (p. 16). Within the left temporooccipital cortex, the fusiform gyrus is activated when the perception of different objects is developed and it is there where neuronal recycling explains those difficulties in reading.

Reading and the brain have an important connection if properly stimulated, since the gray matter plays an important role in the reception of information and thought, as Morgado establishes (2024) memory and reasoning are activated from their areas and meanings when reading. This clearly shows that the frontal lobe is responsible for constructing images of what is read and the occipital lobe for associating letters. In addition, this stimulating reading activity stimulates the brain by increasing blood flow and reactivating neural connections that are essential for strengthening memory, creativity, and imagination.

In adolescents it is important to take into account the difficulty or complexity of reading, since it generates greater benefit by providing a better stimulation of neurons, otherwise if what they are reading is too simple this does not generate significant learning, on the other hand, being transcendental this process generates thinking skills, making them reflective, critical and analytical of those essential contents for their lives.

A Worldwide Look at the Reading Process in Adolescents

According to the American Psychological Association, as stated by García (2022) in the United States, only 20% of adolescents read magazines, books or newspapers on a

frequent basis for entertainment, while 80% are immersed in social networks. In Colombia, according to the Survey of Cultural Consumption (ECC), 50.2% of people over 12 years of age read books, which indicates that a large part of the population is not interested in reading books or magazines. Reading is in crisis in Peru according to Economía Magazine (2023) Cultural Consumption Survey (ECC) (2020) or based on the Ministry of Education's Virtual Learning Assessment (EVA), which establishes that there is a 3-year learning delay, on the other hand, the International Student Assessment (PISA) establishes that 2 out of 10 Peruvian children only achieve reading comprehension, as well as Infobae, a newspaper focused on current issues, quoted by Coca (2022) the test allows measuring the performance of reading comprehension, considering that 49.4% of adolescents occupied the last position, therefore, improvements in the educational system are needed to rethink the opportunities provided on the importance of reading a book critically. Taking this analysis in Mexico reading has fallen in the last seven years. in 2016 82% of adolescents had a favorable reading habit, while in 2023 it declined to 68.5%, this is stated by the National Institute of Statistics and Geography (INEGI) quoted by Viña (2023) editor of the newspaper El País of Mexico, implying 12.3% less than before due to various factors such as the use of digital media, lack of interest, among others.

Book Club in Ecuador

In Ecuador, based on data from the Regional Center for the Promotion of Books in Latin America and the Caribbean (CERLALC) cited by Pardo (2021) explains that in Ecuador half a book is read annually, with a population of 43% devotes time to reading, this devaluation of reading has various implications such as the consumption of the Internet in young people, the teaching curriculum where rigid readings are imposed, the poor strategies that are used, so it must have a radical change to encourage interest in what they are reading.

In Guayaquil there are free reading clubs that help children and young people to connect in a pleasant way with reading and make it a habit. However, it is necessary to point out that a reading club is a space for interaction with other peers of similar ages to strengthen language, reading comprehension and natural expression among them, since the increase in vocabulary is a main positive aspect within the clubs. Sánchez (2024) editor of El Universo Newspaper highlights places where children and adolescents can attend offering attractive activities for reading in a spontaneous way, such is the case as "Sueños de Papel" this program is sponsored by the Casa de la Cultura, Guayas nucleus, rosa Poga, president of the program, offers activities within the Reading Club for children from 8 to 14 years old, each one has working sessions such as "Story Time", "Stories at half light", "Accompany me to read", involving the family in the reading processes that children and adolescents should strengthen. Likewise, the Ria Room of the Library of the Arts (2021) has as its purpose an art space for children and teenagers with the themes "Mysterious stories for children detectives" "Games workshop" "Between books" proposing a reading and writing club for teenagers from 12 to 17 years old.

In Quito, Casa Carrión de Bellavista is a library site where you can enjoy the diversity of literature not only Ecuadorian, but Latin American and universal, in addition to the "Librería Cosmonauta" where various activities are organized based on a book club that allows mediations, round tables, among other techniques that require the analysis of a specific story, on the other hand, a plus that has this reading space is the normalization of the entry to pets so that there is a commitment among the owners for the conservation of books and cleanliness of the place.

Analyzing the similarity of the clubs offered in Quito and Guayaquil, it is remarkable to determine that despite the existence of institutions or organizations that

provide cultural spaces for children of all ages, they are not welcomed due to lack of knowledge and few reading habits. On the other hand, these initiatives are specific, but it would be more praiseworthy to implement reading clubs in schools from an early age; spaces where children and adolescents can share knowledge based on their own experiences.

The reading problem in Ecuador is alarming due to factors such as motivation, lack of reading comprehension and a non-existent link between adults and children to strengthen their reading habits. Barahona y Arcilla (2020) refers that the National Council for Culture and the Arts addressed a project called "National Reading and Book Plan 2015-2020" with clear objectives to promote reading as a transversal part of the cultural, economic and social rights of citizens, in order to strengthen creativity, reflection, critical thinking and construction of democratic processes.

The fiscal education system has had some perspectives on inculcating reading within the pedagogical processes, thus the Ministry of Education Mineduc (2019) implemented the reading program "Yo leo" with the purpose of generating new strategies to encourage reading, involving parents, teachers, students and administrative staff of educational institutions. It is recognized that this initiative was born with the implementation of the "Fiesta de la lectura" in 2016 where specific activities were offered to be developed and exposed for the entire educational community, such as experiential stories, story marathons, impersonations, oratory contests, among others.

Gradually this perspective was structured into an educational policy for the promotion of reading "Juntos leemos" with the purpose of improving or structuring the behavior of readers in the educational system, as established by the Ministry of Education (2019) the Ministry of Education has set the goal of creating dynamic, reflective and critical readers, with a good development of communicative skills through reading and daily practices.

Unpublished Stories

A short story is a narrative with a short or long length depending on the author or authors, and the story can be based on fictitious or real facts. According to Topa (2023) refers that the story transcends from generation to generation if it is classified as traditional, however in the case of unpublished stories this is related to the reader's own experiences based on their anecdotes that are converted into valuable writings and feelings for the reader.

In adolescents it is common that they rely on social networks or technology, in addition to music to express oppressed feelings that often cannot manifest naturally, therefore guidance is essential so that they can produce from their experiences an unpublished story taking into account strategic points to develop a story, as a first step is to focus on the action without having extensive descriptions or psychological digressions, in addition to not trying to cover everything but specifically specific characters and specific locations, so you can look for an idea and simplify it with images that can describe the action, without covering so many words. As described by Del Castillo (2019) refers that the main thing is to choose the theme in order to define the structure, since it is important that the story or tale has a beginning, middle and end. From what the author expresses in the plot, the action develops with significant scenes with great meaning for the reader. On the other hand, the denouement must have an impact since it is what will remain in the memory the most, so it must end with a surprising action.

Method

Research Paradigm

This research is considered within the paradigm of action research, because it allows the identification of specific problems within the research process, as well as the pertinent solutions. Rooms (2019) allows the analysis of the social context where the problem develops through processes that start from practical problems and are closely linked to the educational environment.

In particular, the action research paradigm facilitates the researcher to solve those difficulties that may arise in the research process between the practical and theoretical elements. (Saltos et al., 2018). For this reason, this paradigm does not distort theoretical concepts with practical ones, but rather they are closely related.

Likewise, this paradigm contributes to the present research in that it enables a critical analysis of all the information or data collected in this process, with the purpose of achieving a constant reflection of the problem detected from all the current perspectives. Another particularity of the present methodology is that its approach is quantitative, as determined by (Guzmán et al., 2024). This research is based on data collection supported by statistical and numerical tools. From the contribution of the authors it is determined that the researcher can record and quantify the data more effectively for their respective analysis, in this case a survey was applied to the 25 adolescent students with a structure of 10 questions focused on the variables under study, as a reading club of unpublished stories from the experience of students aged 14 to 15 years of the fiscal education system.

Type of Study

It is considered a descriptive type of research, as determined by Ochoa and Yunkor (2020) because it is linked to a quantitative research, that is to say, it requires a study population with dimensions of time and space. The objective of taking the present research to a quantitative one is due to the importance of knowing through truthful instruments necessary information and that the researcher can discern factors that induce the problematic to be studied from the perspective of the adolescents about the book club and the unpublished stories. For this reason, instruments such as the survey are used, with questions focused on the adolescents' experiences and their reading pedagogical practices.

Data Collection Techniques

In order to carry out a deeper analysis it is necessary to work on methods for the respective realization of a questionnaire directed to a group of adolescents from 1 fiscal school in ages from 13 to 16 years old to know the experience about the reading club of unpublished stories. On the other hand, together with this data collection instrument, an analytical table was made on the appropriate questions to learn about the unpublished stories and the book club.

Table 1

Questionnaire addressed to 25 students of a public school to learn about the reading club and the unpublished stories.

Category	Questions
Personal data	Age Sex Basic year
Knowledge and experience of the book club	Indicates participation in the book club Book club experiences Motivation for book club participation Innovative teachers to work with book clubs
Unpublished stories	Educational resources Methodological strategies Experiential activities Participation of the educational community

Note. Questions directed to the study variables were carefully chosen.

The questionnaire was shared with 25 students from Guayaquil of the Clemencia Coronel de Pincay basic fiscal education school, it was elaborated by means of Google Forms, the questions have multiple answers, with the purpose of achieving better precision in the results, likewise for the analysis we took into consideration contributions from other researches focusing on the topic of greater similarity to the current one, such as that of Tovar and Riobueno (2018) which indicates that the book club is an alternative for adolescent students to become interested in reading and strengthen creativity, imagination and critical thinking. On the other hand, they also refer that book clubs are positive processes of knowledge exchange and assertive dialogues providing the opportunity for adolescents to express and defend their ideas, developing creativity, social awareness, sensitization and empathy for others when they produce a story with their own experiences. The researchers emphasize that a reading club must necessarily comply with regulations or processes for the promotion of reading, i.e., choosing a good title, recommended time for reading, scheduling of meetings for the respective meetings, material needed to work on reading together, among others.

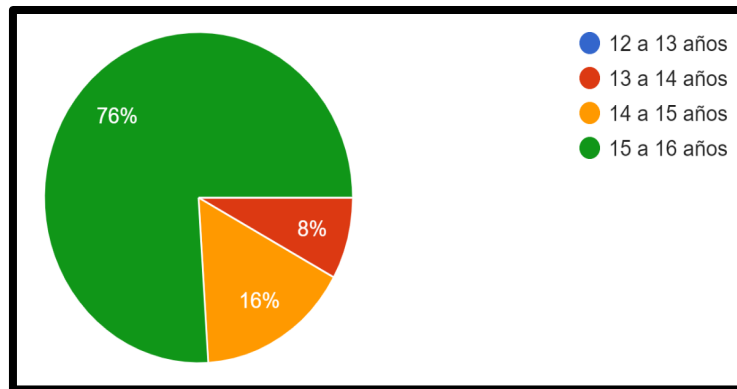
Results

Book Club and Unpublished Stories Questionnaire

The 10 questions were focused on knowledge and experience of the book club and the unpublished stories, in such a way that the 25 students answered authentically based on their teaching-learning process, with the purpose of making a tabulation according to what was collected and having a more coherent and truthful perspective on the participation of the students in the book club and the unpublished stories.

Figure 1

Age range

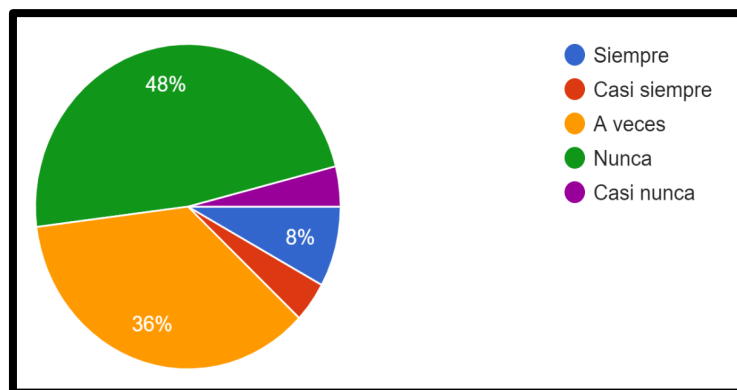


Note. Survey conducted in Google Forms

Analysis: The largest age range was 15 to 16 years old with 76%, followed by students aged 14 to 15 years old with 16% and finally 13 to 14 years old with 8%. It is determined that the greatest participation collected is within the age range of the present investigation.

Figure 2

Participation in book club

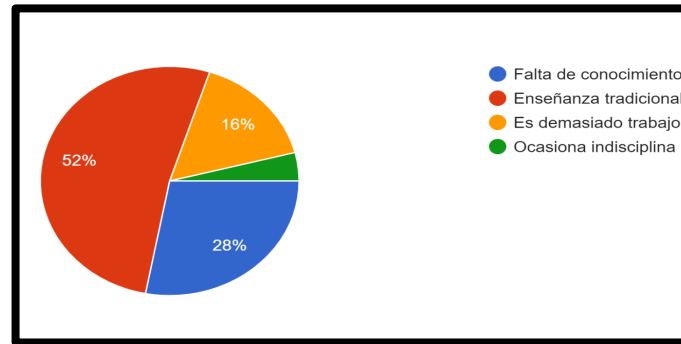


Note. Survey conducted in Google Forms

Analysis: It is evident that 48% of the students participating in the surveys have never participated in a reading club, finding part of the problem radical for their reading habit process, 36% sometimes and only 8% always. Thus, it is determined that there is not an appropriate educational process for students to interact within a book club that is favorable for diverse learning processes such as reflection, critical thinking and thinking skills.

Figure 3

Teachers do not apply book club

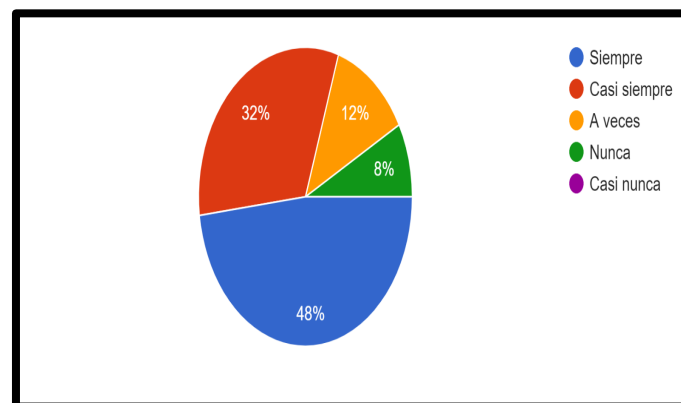


Note. Survey conducted in Google Forms

Analysis: The students surveyed consider that one of the factors that influence teachers not to apply book club in the teaching-learning process is traditional teaching, with 52%, which means that teachers still educate along conventional pedagogical lines, and 28% said that it is the lack of knowledge and 16% that it is too much work for the teacher. It is understood that another influential negative factor is the traditionalist teaching that still predominates in the pedagogical processes.

Figure 4

Experiential and funny unpublished stories

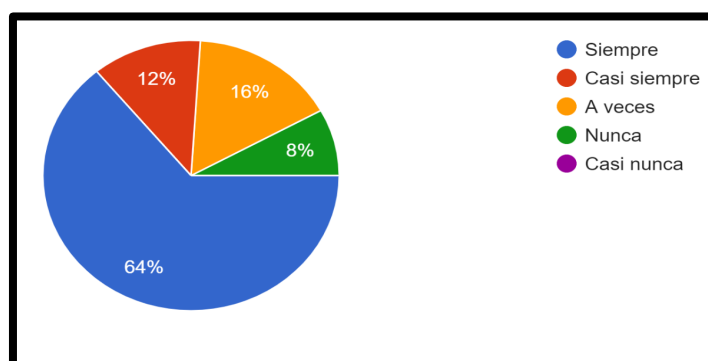


Note. Survey conducted in Google Forms

Analysis: 48% of the students surveyed stated that they are always willing to create their own unpublished stories from their youthful experiences and perspectives, thereby learning meaningfully, 32% almost always, 12% sometimes, and 8% never. Thus, it is understood that students are mostly willing to learn in a different and experiential way.

Figure 5

Teachers propose unpublished short stories



Note. Survey conducted in Google Forms

Analysis: Sixty-four percent of the students surveyed stated that they would always like their teachers to propose to work on unpublished stories involving different learning areas, 16% prefer sometimes and 8% never, being essential to guide students in the production of their own unpublished stories framed in real learning to strengthen not only the reading habit, but also grammar, spelling, syntax of what they are writing and reflective and critical thinking.

Valuable information was collected on how adolescents view everyday problems, so that relevant aspects can be discerned. In view of the above, it was specified that a group of 6 girls aged 13 to 15 years analyze the way they interpret the problems and the importance given to them by adults, in such a way that a better analysis of the problem could be carried out.

Figure 6

The problems of adolescents

THE PROBLEMS OF ADOLESCENTS
<p>Adolescent problems are ignored by adults because they always say that we don't have problems, or what kind of problems could we have at our age? It is true that the problems of adults are nothing compared to those of adolescents, but that does not mean that they should be made less so. The problems are diverse and each one of them changes depending on the environment, but insecurities are very common, and many times they are caused by family, friends, bad comments, social networks etc. One of my insecurities has been my skin color since my relatives always bothered me and at first I took it as a joke or as affection, but this became very repetitive and I started to feel bad. Another of my insecurities is my body and I had it because of the social networks I saw thin girls with waist and I wanted to be those girls I started to obsess to such an extent that I started sleeping with a girdle and bandaging myself every day to have a waist and be "perfect" I saw all those beautiful, white, thin girls and I wanted to be like them.</p> <p>We teenagers don't always tell our parents about our problems because of fear, lack of understanding or because they may challenge us or minimize them by making theirs bigger and saying that our only concern is studying, but studying for some teenagers is also a problem that comes with making grades. There are times when teachers</p>

underestimate us and make us believe that we can't or that we are stupid. In my case, I consider that I am not so good at math since I was a child, it was very difficult for me in high school when I had a teacher who was very angry; we were all afraid because she would challenge you for everything and sometimes she would even hurt you. She always said that a 7 is for mediocre people and when I got a 7 I was thrilled, but I remembered that and got upset again. Maybe that was the way to make us not to be satisfied with the minimum and that we could give more of ourselves, but still those words hurt and made me distrust my ability. Then I had another teacher who made me believe that I was no good at numbers. I always believed that she made me angry because she took me to the blackboard and made me look bad and she saw a problem with what I did and that's why she considered me a fool in my studies.

Another problem that is all too common in adolescents is the comparison that our parents make with our siblings, they sometimes do it for our "good" but that makes us doubt ourselves and creates insecurities and sometimes comparisons can generate jealousy between siblings because we believe that they are better than us and we want to be like them, dress like them, have their personality, practically be their double.

Some parents may not understand why their son or daughter is lonely? If they have everything we give them everything, they don't need anything, but it is a feeling of loneliness to see how other teenagers have a social life, go out, go to parties, have partners, etc. We teenagers seeing how kids their age have all that and you don't makes you feel that they are alone, some parents work very long hours and don't have time for their children and from my point of view, being a teenager myself, the teenage stage is the most complicated and where kids need attention and to be watched

Anyway every teenager is a different world and everyone has their own crazy life this has been mine and as advice to parents who want to begin to understand their children is if they open up emotionally with you never minimize their problems or do not punish them when a teenager does that is because they want to feel heard or want advice and another thing tell your children that you love them or that you are proud of them although it may be just words that is very significant for one

Note. Thoughts of a 14-year-old teenager

From the analysis of the adolescent's thoughts, it is possible to work on important activities so that they can not only express their feelings and emotions, but also focus on educational processes; for this reason, it was important to create an unpublished story of a 14-year-old student in order to analyze her thoughts in greater depth.

Figure 7
Lucia's feelings

LUCIA'S FEELINGS

Once upon a time there was a little girl named Lucia, she was very happy with her family. To her, her parents were superheroes and adored her. As little Lucia grew up, her mother was no longer as attentive as before, she no longer played with her, did not pay attention to her and rarely gave her affection, she felt bad, but she had her father who was still the same.

Lucia didn't understand why her mother changed as she got older, she thought, Am I a bad daughter? Is there a problem in me? Do you no longer love me? She thought all this because her mom was very affectionate with her little nephew. Lucia began to be jealous of her cousin because he had her mother's attention, but as she got older she stopped being jealous of her cousin.

Lucia was already a teenager, she knew that this stage was complicated for her, but she didn't think it would be complicated for everyone. She started to have a lot of problems with her mother, they fought almost every day, they were the typical fights of a teenager with her mother, but they were getting louder and louder. Lucia became more rebellious and thought her mother never loved her.

Lucia almost never had any problems with her dad. One ordinary day Lucia had a strong argument with her mother and she said very strong things that made her feel very bad Why is my mother so cruel? Do you hate me? Lucia felt confused, she loved her mom, but she didn't know why they always had conflicts. She always dreamed of having a healthy and beautiful relationship so that she could tell him about her problems, what made her uncomfortable, her love experiences, etc.

Lucia still didn't understand why her mom was like that with her, why her beautiful mother became a villain to her? Why did their kisses and advice turn into shouts and complaints? Why didn't his mom kiss him goodnight anymore? Lucia was always thinking, Will I still be her little girl? She was tired of having a bad relationship with her mother.

Lucia did not understand her mother, until one day they did not argue and talked peacefully, the two unburdened themselves and finally there was a dialogue, she understood that her mother loves her, she may not show it with words but she shows it every day by giving her a plate to eat, a room to sleep, clothes, study, etc. Lucia understood that when her mother spoke to her it was for her own good and not because she wanted to bother her.

After understanding her mother she saw a strong, brave, intelligent woman with a big heart, she felt so proud to have the bravest woman and with tears in her eyes she had again the same perspective of her mom when she was little, her mother was again her heroine, her strength, her goal to follow, her pride.

And since that day the relationship between Lucia and her mother has improved a lot, they no longer fight, they understand each other and above all she is listened to. Since that day the two have understood each other, they put themselves in each other's shoes, Lucia has never felt so happy, at last her wish to have a healthy and beautiful relationship with her mother has been fulfilled and not only that, Lucia's family is more united and loving.

In conclusion, problems between parents and children are very common, but we must know how to deal with them and solve them, we as children must know how to

understand our parents and vice versa and it is never too much to tell them how much you love them and that you are proud of them, these words can be said by both children and parents, these words always make any person happy and this crazy story is over.

Note. Unpublished experiential story of a 14 year old teenager.

With this story, teachers can work on various activities to continue strengthening not only the development of reading habits, but also the expression of emotions, family problems, and needs that must be met for adolescents. On the other hand, the construction of marionettes or puppets for the story play, drawings about Lucia's feelings before and after talking with her mother. Communicative posters to teach parents, among other innovative and meaningful learning activities.

The proposal for a book club and the unpublished stories contemplates several parameters necessary for the objectives to be met, such as:

- 1.- Training for teachers on the importance of implementing book clubs.
- 2.- Conduct a workshop with students on reading and its privileges. Mention tips for promoting creative and dynamic reading within the club.
- 3.- Conduct various activities to form groups participating in the book club. "Unpublished adolescent short story"
- 4.- Workshop for teachers on encouraging students to express feelings and emotions.
- 5.- Select through brainstorming the most relevant topics for the adolescents to express through the unpublished story.
- 6.- Monitor what students write, without interfering with their ideas.
- 7.- Conversation on the ideas he has developed for his unpublished short stories.
- 8.- Review grammar and syntax of the written material.
- 9.- Complementary activities to narrate their unpublished stories.

Discussion and Conclusions

It is concluded that in the Ecuadorian fiscal education system the reading club is not considered in its majority as a strategy for the development of the reading habit in students from 14 to 15 years old, reflecting that 48 of those surveyed have not participated in a reading club, even they did not know the term and what is the objective of the same.

On the other hand, another limiting factor for students not to work on content within the book club is that according to the surveys, 52% of the students stated that their teachers maintain a traditionalist teaching, that is, they are based on a conventional pedagogical line where memory, routine and pigeonholed in something that is already established by the teacher predominate, leaving aside the active and collective participation among students to encourage constructivist and meaningful learning.

Most of the students have not worked on the production of unpublished stories and in the surveys with 46% stated that it will always be experiential to do so, besides that it will strengthen learning and reading habits, in addition to making stories make them critical and reflective in such a way that contributes greatly to the process of integral development of students.

We conclude with important data on the importance of strengthening the teaching-learning process through the book club by fostering meaningful social

relationships through an exchange of literary gatherings complemented with activities such as theater plays, impersonations, round tables, plastic activities, among others.

Adolescents should be offered opportunities to produce their own unpublished stories as an essential narrative resource that can be based on real events from their direct experiences or fictionalized. The unpublished stories according to Sancho (2021) refers that the short story is a literary genre within the literature important for learning through the story either fictional or experiential of the author that aims to convey feelings and emotions and be perceived by the reader, which is why the need to guide students to the production of unpublished stories with the necessary guidelines is contemplated.

It is recommended that teachers be clear about the importance, objectives and perspectives, as well as strengths and limitations for the implementation of the book club, in addition to talking with the students and explaining to them what their participation consists of and each of the activities they will work on, so that the student does not feel fearful or excluded from the program established for the book club.

Adapt a space especially for reading and involve students in decorating it, i.e. ask them what they think would be relevant to the reading environment, start brainstorming in such a way that innovative and interesting ideas can be collected. Implement books, stories and magazines appropriate to the age of the readers, in such a way that they will feel motivated to read because many times a book can be complicated and if it is read together with other people, the central problem can be approached from other perspectives that will allow finding the outcome without any problem.

When reading a story or book, teachers should propose other more thematic activities, i.e. focus on the development of the reading if it takes place in a specific country or era, they can personify or perform actions according to what was read, in such a way that it will be experiential, as well as increasing literary tourism would be of great educational value.

Likewise, in order to encourage students to produce unpublished stories, it is important for teachers to encourage them to provide them with all the necessary tools to do so, that is, to start with the title and play with words so that they can tell an original story, as well as characters that attract attention through an invented scenario. Personal stories are always ideal for an unpublished story, many times teenagers complain that they are not understood by parents and teachers, or suffer some kind of abuse either physical, emotional or sexual and when they turn their feelings into a literary work, latent problems can be known and provide timely solutions.

The fiscal education system must undoubtedly be transformed into a more organized one, currently there is ""Juntos leemos"" but it only lasts one week and does not generate significant changes in the students, in addition to working with actions of the Ministry of Education to promote reading comprehension from the curriculum with a more communicative and experiential approach. This is an arduous and constant process that must necessarily involve the national government, private companies, among other organizations interested in promoting reading in public spaces accessible to citizens, in addition to neighborhoods, public transportation, among others.

References

Ballesteros , Y. (2020). *Fortalecimiento de la lectura crítica de columnas de opinión en estudiantes de grado once*. Universidad Auntonoma de Bucaramanga. <https://core.ac.uk/download/487134086.pdf>

- Barahona, B., & Arcilla, R. (2020). Un agente de vinculación con el medio a través de los clubes de lectura. *Biblioteca Universitaria*, 111, 4-31. <https://dialnet.unirioja.es/servlet/articulo?codigo=7558783>
- Biblioteca de las artes. (2021). *Sala Ría de la biblioteca de las Artes*. <https://biblioteca.uartes.edu.ec/2021/10/12/sala-ria-de-la-biblioteca-de-las-artes-con-mas-actividades-presenciales-sin-dejar-la-virtualidad/>
- Cadena, Á. D., & Jiménez, Y. C. (2018). *El club de lectura como estrategia pedagógica para mejorar la comprensión lectora*. [Master's thesis, Universidad CAUCA]. <http://repositorio.unicauca.edu.co:8080/bitstream/handle/123456789/429/El%20club%20de%20lectura%20como%20estrategia%20pedag%C3%B3gica%20para%20mejorar%20la%20comprensi%C3%B3n%20lectora.pdf?sequence=1&isAllowed=y>
- Castro, K. A. (2021). *¿Qué pasa en nuestro cerebro cuando leemos?* Ciencia UNAM. <https://ciencia.unam.mx/leer/1156/-que-pasa-en-nuestro-cerebro-cuando-leemos->
- Coca, V. (2022). *Perú ocupó último lugar en comprensión lectora en test internacional, ¿qué hacer para salir de esta situación?* Infobae <https://www.infobae.com/america/peru/2022/07/01/peru-ocupo-ultimo-lugar-en-comprension-lectora-en-test-internacional-que-hacer-para-salir-de-esta-situacion/>
- Del Castillo, E. (2019). *Cómo Escribir un Cuento Corto - ¡Paso a paso fácil!* <https://www.mundodeportivo.com/uncomo/ocio/articulo/como-escribir-un-cuento-corto-49647.html>
- Encuesta de Consumo Cultural ECC. (2020). *Boletín técnico Encuesta de consumo cultural (ECC) 2020*. DANE. <https://www.dane.gov.co/files/investigaciones/eccultulral/boletin-tecnico-ecc-2020.pdf>
- García, S. (2022). *Opinión | ¿Qué está faltando en la enseñanza de la lectura?* Observatorio de Innovación Educativa. <https://observatorio.tec.mx/edu-news/calidad-lectura-infantes-jovenes/>
- Guzmán, G., Castellero, O., Galilei, G., Montagud, N., Ruz, S., Mojica, A. C., & Ruiz, L. (2024). *6 ejemplos de investigación cuantitativa (explicados)*. Psicología y Mente: <https://psicologiymente.com/cultura/ejemplos-investigacion-cuantitativa>
- Mineduc. (2019). *Mineduc promueve la lectura a través del programa "Yo leo"*. Ministerio de Educación. <https://educacion.gob.ec/mineduc-promueve-la-lectura-a-traves-del-programa-yo-leo/>
- Ministerio de educación. (2019). *Juntos Leemos – Ministerio de Educación*. Ministerio de Educación: <https://educacion.gob.ec/juntos-leemos/>
- Morgado, I. (2024). Razones científicas para leer más de lo que leemos. *Solidaridad Intergeneracional*. <https://solidaridadintergeneracional.es/wp/razones-cientificas-para-leer-mas-de-lo-que-leemos/>
- Ochoa, J., & Yunkor, Y. (2020). *El estudio descriptivo en la investigación científica*. Wikipedia. <http://revistas.autonoma.edu.pe/index.php/AJP/article/view/224/191>
- Pardo, M. (2021). *Un país que no lee, una cuestión de cultura*. Wikipedia. <https://www.elcomercio.com/cartas/ecuador-no-lee-cuestion-cultura.html>
- Revista Economía. (2023). La lectura en el Perú está en crisis y necesita acciones rápidas. *Revista Economía*. <https://www.revistaeconomia.com/la-lectura-en-el-peru-esta-en-crisis-y-necesita-acciones-rapidas/>

- Salas, D. (2019). *Investigación-acción*. Investigalia. <https://investigaliacr.com/investigacion/investigacion-accion/>
- Salto, L. J., Palma, L. M., & Palma, M. M. (2018). La investigación: acción como una estrategia pedagógica de relación entre lo académico y social. *Polo del Conocimiento*, 3(12), 149-159.
- Sánchez, M. (2024). *Clubes de lecturas gratuitos que niños, jóvenes y adultos pueden aprovechar en estas vacaciones estudiantiles, en Guayaquil*. El Universo. <https://www.eluniverso.com/entretenimiento/libros/clubes-de-lecturas-gratuitos-que-ninos-jovenes-y-adultos-pueden-aprovechar-en-estas-vacaciones-estudiantiles-en-guayaquil-nota/>
- Sancho, P. (2021). *El cuento como recurso para estimular el lenguaje en el niño*. Wikipedia. <https://uvadoc.uva.es/bitstream/handle/10324/56594/TFG-G5539.pdf?sequence=1>
- Tegmark, M. (2021). *Educación para ser humanos, hoy*. Edu1st. <https://edu1stvess.com/wp-content/uploads/2021/06/VESS-Journal-2.pdf>
- Topa, K. M. (2023). *Universidad Técnica de Ambato Facultad de Ciencias Humanas y de la Educación Carrera de Educación Inicial*. Universidad Técnica de Ambato: <https://repositorio.uta.edu.ec/bitstream/123456789/39057/1/TESIS%20FINAL.%2018.07.2023-signed%20%281%29-signed-signed.pdf>
- Tovar, K., & Riobueno, M. C. (2018). El club de lectura como estrategia creativa para fomentar la lectura creativa en los estudiantes de educación integral. *Revista de investigación*, 42(94), 1-20. <https://www.redalyc.org/articulo.oa?id=376160142004>
- Viña, D. A. (2023). La lectura cae en México un 12% en siete años. *EL PAÍS*. <https://elpais.com/mexico/2023-04-20/la-lectura-cae-en-mexico-un-12-en-siete-anos.html>