

Towards a network of reading teachers (REDEL): virtual promotion of reading for teachers in basic education

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ABSTRACT. A virtual reading promotion intervention was conducted with 13 elementary school teachers, coordinated by the Veracruz Ministry of Education (SEV), Mexico. The intervention's methodological approach was a case study. The objective was to stimulate a love of reading and lay the groundwork for the formation of a network of reading teachers (REDEL). A diagnostic study determined the participants' reading profiles and preferences in order to refine the strategy's elements. For the evaluation, writing exercises, field logs, and statistics from the social media platforms used were collected. After the intervention, a survey and semi-structured interviews were conducted. A mixed-method evaluation approach was used, which allowed us to understand the impact of the activities on reading perceptions, practices, and habits. The intervention strategy positively impacted the participants' reading experience, changing their perceptions, increasing their love of reading literature, and motivating them to apply the strategies learned in the sessions with their students. The foundations were laid to consolidate REDEL within the SEV. The teachers continued working and continue to recruit participants.

Keywords: literature reading; reading for pleasure; mediator training; reading circle.

Hacia una red de docentes lectores (REDEL): promoción virtual de la lectura para docentes en educación básica

RESUMEN. Se realizó una intervención virtual en promoción de la lectura con 13 docentes de educación básica, coordinados desde la Secretaría de Educación de Veracruz (SEV), México. El enfoque metodológico de la intervención fue el estudio de caso. El objetivo fue estimular el gusto por la lectura y sentar las bases para la conformación de una red de docentes lectores (REDEL). Con un estudio diagnóstico se conocieron los perfiles y preferencias lectoras de los participantes para afinar los elementos de la estrategia; para la evaluación se realizaron ejercicios de escritura, bitácoras de campo y se registraron estadísticas de las redes sociales utilizadas. Después de la intervención, se aplicó una encuesta y se realizaron entrevistas semiestructuradas. Se utilizó un enfoque de evaluación mixto, lo que permitió conocer el impacto de las actividades en las percepciones, prácticas y hábitos de lectura. La estrategia de intervención incidió positivamente en la experiencia lectora de los participantes, cambiando sus percepciones, elevando el gusto por la lectura de literatura así como motivándolos a aplicar las estrategias aprendidas en las sesiones con sus estudiantes. Se establecieron las bases para consolidar REDEL dentro de la SEV. Los docentes continuaron trabajando y siguen sumando participantes.

Palabras-clave: lectura de literatura; lectura por placer; entrenamiento de mediadores; círculo de lectura.

Rumo a uma rede de docentes leitores (REDEL): promoção virtual da leitura para docentes em educação básica

RESUMO. Foi realizada uma intervenção virtual para promoção da leitura com 13 docentes de educação básica, coordenados pela Secretaria de Educação de Veracruz (SEV), México. A abordagem metodológica da intervenção foi o estudo de caso. O objetivo foi estimular o gosto pela leitura e estabelecer as bases para a formação de uma rede de docentes leitores (REDEL). Com um estudo diagnóstico foram conhecidos os perfis e preferências de leitura dos participantes para afinar os elementos da estratégia; para a avaliação foram realizados exercícios de escrita, diário de campo e foram registradas estatísticas das redes sociais utilizadas. Após a intervenção, foi realizada uma pesquisa e entrevistas semiestructuradas. Utilizou-se uma abordagem de avaliação mista, o que permitiu conhecer o impacto das atividades nas percepções, práticas e hábitos de leitura. A estratégia de intervenção teve um impacto positivo na experiência de leitura dos participantes, mudando suas percepções, elevando o gosto pela leitura de literatura e motivando-os a aplicar as estratégias aprendidas nas

sessões com seus alunos. Foram estabelecidas as bases para consolidar REDEL dentro da SEV. Os docentes continuaram trabalhando e continuam somando participantes.

Palavras-chave: leitura de literatura; leitura por prazer; treinamento de mediadores; círculo de leitura.

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Introduction

Reading can be a pleasure, but it must be contagious. You can forget the books you've read or the authors, but no one forgets the person who provided your first meaningful encounter with a book. Domingo Argüelles (2019) defines reading for pleasure as reading done for enjoyment or pleasure, without a conscious learning objective. Arousing emotions, reactions, and stimuli is a potential of reading, provided the reader has the conditions to experience it. The joy or pleasure of reading arises when the work is structurally and conceptually familiar, and the text is understood and given meaning; this fosters the emotional experience. In this sense, the experience of pleasure in reading includes the development of reading competence and enjoyment that goes beyond the immediate reaction, and is accompanied by the development of taste, which is put at risk when it is burdened with obligation, restricting its free and spontaneous nature, which is what allows play and imagination (Morales Sánchez, 2019; Gallud Jardiel, 2021).

Elementary school teachers have an impact on this process; they are the ones who can influence students' approach to and enjoyment of books. However, many of them are not readers and therefore lack the motivation, enthusiasm, or strategies to develop readers (Applegate et al., 2014; Elche Larrañaga & Yubero Jiménez, 2019; Peña García, 2019). In other words, the prevailing curricular, pedagogical, and work conditions prevent them from integrating reading as an enjoyable activity and, consequently, from transmitting enthusiasm for reading to their students. Specifically, it was found that only half (53%) of the teachers who participated in this intervention identified themselves as readers and reported not reading a book; 61% dedicated less than two hours per week to reading, which describes a local reality; that is, teachers lack reading experience and strategies to instill the act of reading in their students.

Faced with the global demands for the development of skills (Ramírez Leyva, 2015; Guzmán, 2017; Reimers, 2020), and for a reflective practice that provides intelligence, sensitivity and critical capacity to face current challenges, it is necessary to provide teachers with stimuli and opportunities that favor quality education (Fullan, 2019), an objective promoted by UNESCO, the European Union, the OECD, and ECLAC, among others. Reading and writing, together with the topics of inclusion, sustainability, digitalization, equality and lifelong learning, make up the strategy for the information and knowledge society.

Reading and writing processes must be approached from a comprehensive perspective; that is, in a transversal and multidisciplinary manner, in line with the technological and social transformations that mark our environments (Martos Núñez & Campos Fernández-Figares, 2013). Reading transcends decoding and requires cognitive skills to understand contexts (Cassany, 2008, 2019; Cruces, 2017; García Canclini et al., 2017; Garrido, 2004), because it actively constructs or transforms meanings from interaction with written text (Bernabeu Mas, 2003; Pérez, 2018). The reader reads in phases: first, decoding, where graphic elements and the written structure are recognized; second, pre-comprehension, where meanings are given to the written text; and finally, comprehension and interpretation of the text. This requires effort and the generation of inferences, which does not occur linearly. This is why we speak of an active reader in the process of meaning-making (Bernabeu Mas, 2003). Added to this is the importance of motivation, emotion, and reflection on reading, which requires personal and educational support (Garbe, 2005).

Reading transcends a behavior to a practice determined by the sociocultural environment; therefore, it must be approached from a multitude of meanings. Likewise, it entails a differentiation according to the need in question; such as searching for information, reading advertisements and general information, reading fiction texts, or reading academic texts, which are those that demand the most skills (Cassany, 2008; Ramírez Leyva, 2015; Córdón García, 2019). This practice takes on fundamental importance: as necessary for the development of the modern individual (Cruces, 2017), particularly as it is key in the educational environment. The promotion of reading can carry out actions that foster a positive connection or experience with writing as well: a conscious and intentional act that generates an emotional and intellectual connection (Yepes Osorio, 2000; Yepes Osorio et al., 2013) goes hand in hand with learning.

Constructivism (Vygotsky, 1995) defines knowledge as a human construction. Each person perceives reality in a particular way, organizing and giving meaning to things thanks to their physiological, cognitive, and emotional capacities. Consequently, the construction of knowledge occurs thanks to the dialectical interaction between the teacher and the students (in the case of schools). From this perspective, knowledge is understood as a human process constructed from each person's reality. The construction of meanings from experience is knowledge itself (Hernández Gallo, 2007). In this sense, within the learning process, Ausubel (1983) describes meaningful learning as new ideas that are related to previously held ideas, from whose combination a unique and personal meaning arises (Romero Trenas, 2009). Meaningful learning considers the preponderant role of the teacher in teaching and learning (Romero Trenas, 2009). Considering that teachers are responsible for developing readers, their role is key. According to Garrido (2004), comprehension is achieved while reading, but it is reinforced by constantly contemplating an environment with sufficient reading resources. Consequently, teachers are expected to mediate reading, which requires them to be readers (Bernabeu Mas, 2003), because their main function is to guide, accompany, stimulate, engage, and provide feedback on reading (Garrido, 2004; Pérez, 2018).

In the Mexican context, a reading comprehension deficit has been evident: according to the 2018 Program for International Student Assessment (PISA), only 1% of students achieve a high level of proficiency (Salinas et al., 2019). On the other hand, 77.2% of the population reported having received reading-related encouragement at school and at home (National Institute of Statistics and Geography [INEGI], 2020); this highlights teachers, as representatives of the school, as actors in the teaching and transmission of reading. However, the practice of reading in schools is aimed at literacy; that is, at the literal extraction of information and not always at comprehension, abstraction of concepts, or construction of meaning (National Institute for the Evaluation of Education [INEE], 2007): one learns to read (decode) but not to understand (Garrido, 2004). Decoding alone is not enough to develop readers; support and encouragement are required to foster a willingness to read constantly (Peña García, 2019). The development of reading competence is directly related to motivation and enthusiasm (Vera Valencia, 2017). In this regard, Applegate et al. (2014) investigated the reading attitudes of students aspiring to become teachers; they concluded that most lack the motivation and enthusiasm for this practice. Teachers who lack the habit and love of reading cannot implement strategies for the understanding and social application of language (Peña García, 2019); therefore, it is important to train teachers as readers capable of fostering the reading experience.

This intervention focuses on fostering a love of reading among elementary school teachers at the SEV. It also lays the foundation for a network of reading teachers (REDEL) that initially enjoys reading and actively addresses institutional challenges. The goal is to strengthen SEV programs and promote quality education by contributing to the development of readers in elementary schools in Veracruz, Mexico. In the process, various educational strategies will be addressed to influence teachers' reading practices. This paper shows how a network like REDEL could counteract the suppression of the pleasure of reading.

Methods

A case study was used, seeking to understand the particularity of what was experienced within the intervention of reality in a particular and profound way (Munita, 2019; Muñiz, 1994; Minayo, 2004; Simons, 2011). In particular, the social and particular component of people was sought as fundamental elements to contribute to the solution of the reading problem. Systematizing and analyzing this intervention made it possible to identify successes and failures in the training of reading mediators, providing the elements for the construction of a methodology that is useful for educational authorities. Various similar works were reviewed where the teacher was highlighted as a mediator (Caldera de Briceño et al., 2010; Contreras González, 2016; Hernández Díaz, 2006; Ramírez Arias, 2016; Ramírez & Medina, 2008; Muñoz Flores, 2017); Online learning experiences were used (Islas Torres & Carranza Alcántar, 2011; Rovira-Collado et al., 2015; Moran-Chilán et al., 2019); and others in which the teacher was the reader (Granado & Piug, 2015; Muñoz et al., 2018).

Given the COVID-19 pandemic, an online social learning proposal was developed with a dual objective: to allow teachers to experience the joy and pleasure of reading, while providing them with tools to inspire and motivate their students. The REDEL was created as a virtual space for experiential reading learning, discussion, and evaluation around promotion and animation strategies, with active but voluntary

participation. To ensure constant communication and the use of digital tools, synchronous and asynchronous sessions were held, which required independent work as well as the use of interaction and learning strategies typical of social media.

The intervention hypothesis stated that the use of reading promotion and animation strategies fosters a love of reading, which in turn represents a meaningful learning experience that contributes to strengthening institutional reading promotion programs and fosters the creation of a network of reading teachers by generating an environment of trust and openness. It also encourages teachers to appropriate the strategies and implement them in the classroom, thereby encouraging the creation of reading promotion spaces in schools.

Subjects

The intervention project was carried out virtually between November 2021 and February 2022. Eight women and five men participated, all 13 from the state of Veracruz, with at least a bachelor's degree, and an average age of 44. Eighty-five percent worked in urban schools, 15% in rural and semi-urban schools. Thirty-eight percent were classroom teachers, and 62% were language officials or technical advisors. They worked in the morning shift, so the intervention took place in the afternoon. Only 53% of the participants stated they identified as readers. Furthermore, eight of the 13 participants stated they spent less than two hours a week reading, and when asked what book they were reading, 70% answered none. Additionally, 87% of the participants reported having received no training related to reading promotion. Regarding the use of the chosen social network, 94% of participants were familiar with and used Facebook, and all recognized the network as an opportunity to promote learning.

Instruments and procedures

A pre- and post-questionnaire on reading habits was administered, providing tools to assess aspects such as self-perception as readers, the amount of time they spend reading, and their tastes and expectations about the intervention. This was complemented by an initial assessment through a reading autobiography, and a closing instrument, a focus group and a narrative exercise called a travel log were conducted. During the sessions, spaces for dialogue and feedback were established, which in turn allowed for adapting the sessions. A facilitator's log was also created, in which notes were made about observations, impressions, and comments from each session; this was complemented with statistics from the Facebook group.

Thirteen 90-minute virtual sessions and an additional closing session were held, all via Zoom; each session used games, art, reading aloud, and mindfulness as key elements (Table 1). Each session began with a free reading; in the last three sessions, the reading was done by the participants. In a private Facebook group, constant communication was maintained and asynchronous strategies were developed. Creative writing was promoted through meditative stories, stories with meditation, and Fridays with verses. According to Morales Sánchez (2019), the texts were chosen based on the group, as were the strategies and the intention or emotion sought to generate, all to foster an aesthetic reading experience. The texts and activities were organized to generate a reaction in the participants, beginning with surprise and emotion, but also allowing them to be understood and reinterpreted.

The evaluation included three stages: before the intervention, a questionnaire on reading habits was administered, and a reading autobiography was developed; during the intervention, notes were kept in field logs and spaces were dedicated to feedback during each session; at the end, the reading habits questionnaire was administered again, along with writing exercises and a focus group. The data were analyzed using descriptive statistics and a Wilcoxon test (Berlanga Silvente & Rubio Hurtado, 2012) to compare the data from the questionnaire administered before and after the interview.

The null hypothesis (H_0) was that the medians were equal, and the alternative hypothesis was the difference between the medians, which was tested with a 5% significance level (type I error). To gain greater depth in the conclusions, a qualitative analysis (Díaz Herrera, 2018) of the narratives and the mediator's log was conducted. Each participant's text was reviewed, identifying segments amenable to analysis. These segments were then categorized using open coding (Strauss & Corbin, 2002), and finally, a content analysis was generated for each of the created categories, which were related to the objectives.

Table 1. Reading cartography and reading promotion and animation strategies used.

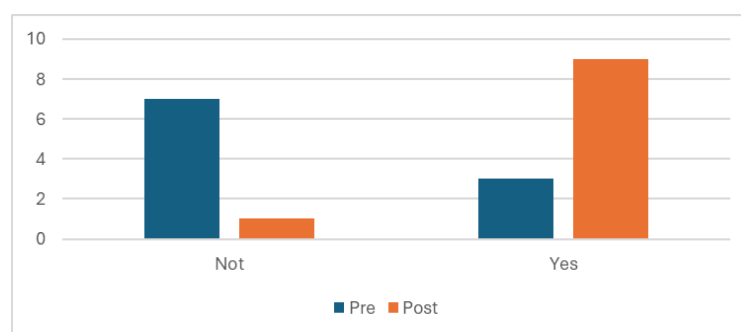
Session	Objective	Strategy used	Bibliography
1	Diagnosis and reflection on personal experience with reading	Reader's autobiography	<i>El hilo rojo de la vida</i> (Cali & Bloch, 2017) 'El cumpleaños número 13' (Taibo, 2017) <i>Crónica de Clarice Lispector</i> (Maugeri, 2018)
2	Linking literature with cinema	Cinema and literature	<i>Alike</i> (Martínez Lara & Cano Méndez, 2005)
3	Using the arts to encourage reading	Stories without pictures - Interactive stories	<i>La zanahoria gigante</i> (Montes de Oca, 2021)
4	Creative reading and personification exercises	Dramatized reading	<i>Hansel y Gretel</i> (2025) <i>Tres sombreros de copa</i> (2025)
5	Enhancing reading with traditional games	Reading and games: Lottery	'El tamborilero mágico' (Rodari, 2015)
5	Discovering a random book	Blind date	<i>La tregua</i> (Benedetti, 1960) <i>Fahrenheit 451</i> (Bradbury, 2017) <i>La vida no es fácil</i> (Botero, 2011) <i>Lo que no tiene nombre</i> (Bonnett, 2013) <i>El túnel</i> (Sábato, 1948) <i>Cuentos de Eva Luna</i> (Allende, 1989) <i>Corazón</i> (Amicis, 1886)
6	Creative exercises for story creation	Story with sound	Elaboración propia
7	Linking literature as a form of meditation	Breathing techniques	'Mercurio' (Sacks, 2015)
8	Story creation exercise based on a fragment	Building stories	'Capítulo XXV' (Lara, 2010)
9-12	Reading socialization exercises	Reading aloud with commentary and sharing	<i>El olvido que seremos</i> (Abad Faciolince, 2005)

Source: own elaboration.

Results

Reunion with reading

The strategy served to introduce or reconnect with reading without mediating learning or teaching objectives, given that the level of empirical significance $p = 0.014 < 0.05$ leads to the rejection of H_0 , which allows us to conclude that there was a change between before and after the intervention. It was verified that the participants who responded affirmatively to the question "Are you currently reading?" increased to 60% (Figure 1).

**Figure 1.** Actual Reading.

Source: own elaboration.

On the other hand, 60% of participants started by devoting only 2 hours a week to reading; by the end, 50% reported devoting between 3 and 5 hours. Before starting, none mentioned a book they would like to read, and by the end, 90% had at least one title (Figure 2).



Figure 2. Dedication in weekly hours to reading.

Source: own elaboration.

The pleasure of reading was present in the narratives of eight participants, as well as emotions such as fun, motivation, enjoyment, learning, and pleasure. P4 mentioned: "I must say that the trip has been pleasant, enriching, and highly hopeful." P7, regarding the experience at REDEL, wrote: "There were more exercises and dynamics to work with and for ourselves. That is, to approach reading, to create a bond for pleasure and not for teaching practice." In other words, they identified REDEL as a space for personal learning, for encountering others, a place separate from institutionalization that they could make their own. Stories were presented that linked pleasure with present and past experiences with reading. The sessions allowed teachers to connect with moments in which they had enjoyed reading without academic or utilitarian purposes (both in the past and during the sessions); for example, P3 said: "[...] I remembered that I read many romance novels, I read books, but this book has helped me even more because it has motivated me to continue reading." Regarding self-perception as readers, it increased by 10% among those who consider themselves readers (Figure 3), but self-perception as a reader was present in 7 of the participants. Of these, a first group of semantic segments of their narratives share the identification of themselves as non-readers, but a prevailing enjoyment of reading, as well as an interest in strengthening the reading habit. A second group of participants' narratives reflect on previous experiences with reading or a rediscovery of themselves as readers; for example, P7 said: "More than changing, it reminded me of what I had forgotten: my love for reading and writing. And I think I'll start again."

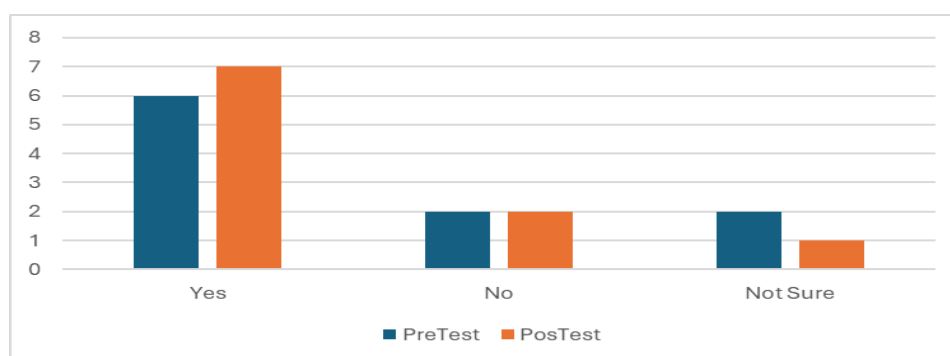


Figure 3.. Comparison of self-perception as readers.

Source: own elaboration.

Appropriation of strategies

Regarding the acquisition or increased mastery of reading promotion strategies, quantitative and qualitative results were identified. Throughout the sessions, it was evident that participants, without being prompted, began to apply what they had experienced in their classrooms. This was corroborated in the post-test, in which 90% of participants reported having implemented at least one of the strategies they had experienced (Figure 4). The planning included the implementation of 15 reading promotion and promotion strategies (Table 1). Likewise, the post-test revealed that 90% of participants reported knowing at least one promotion strategy, while only 60% responded affirmatively in the initial questionnaire. Additionally, it is worth noting that 40% of participants recognized REDEL as their only training in reading promotion. In addition to the quantitative results in the participants' narratives, segments were identified that alluded to

learning about themselves and their reading experience, as well as strategies and techniques for promoting reading, which were grouped under the learning category. This category was present in eight of the narratives as references to the acquisition of knowledge or the appropriation of techniques and strategies for promoting and encouraging reading. This category emerged in the narratives from two directions. On the one hand, those that described the learning of techniques or knowledge related to reading: "[...]however, with this workshop, I cleared up many unknowns about how to carry out the readings and interpret the images and make them enjoyable and entertaining for the listener [...]," said P1. In another direction are those narratives related to the self-discovery of their reading experience; for example, P4 said: "I have explored other authors and delved deeper into some topics that I had put aside. Interestingly, I have also started writing again." Likewise, within the learning category, a subcategory called reading promotion was identified. It emerged as a reference to the acquisition and appropriation of knowledge and the possibility of implementing it in the spaces under their responsibility; thus, P3 mentioned that "[...] during this time together, I was able to notice that the strategies were very good, and they helped me with my students." Regarding this subcategory, participants shared their experiences implementing the strategies in their groups during sessions, such as free reading, reading without images, and dramatized reading. Similarly, in the focus group, participants referred to the appropriation of the strategies and the possibility of implementing them in their spaces; thus, P8 stated: "[...] without being institutional, it allows us to grow and explore. I have shared some of the activities, even this one with adults, with teachers, and with children."

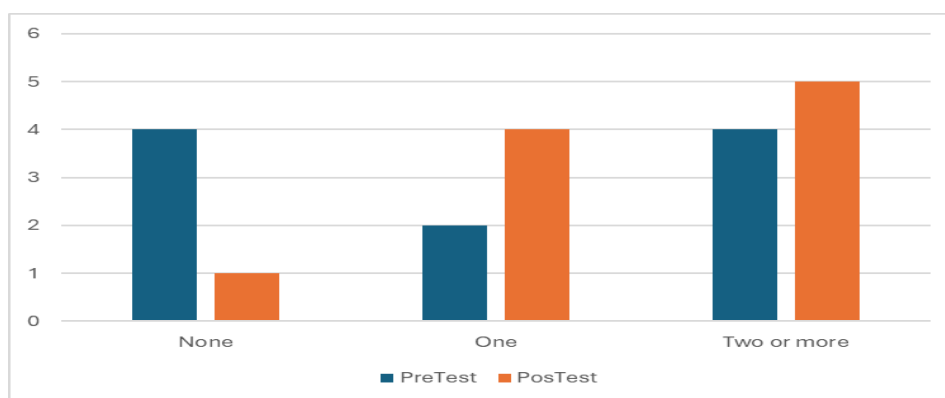


Figure 4. Identification of strategies to promote and encourage reading.

Source: own elaboration.

Additionally, they were asked if REDEL met their expectations, to which they all responded affirmatively. Their responses were grouped into the word cloud presented in Figure 5, which highlights gratitude, motivation, help, knowledge, reading, writing, childhood, positive, and future. It is also important to mention that they expressed interest in continuing in REDEL, so once the intervention was finished, a reading circle was continued voluntarily during the months of June-August 2022, a period in which texts such as *Silk* (Baricco, 1996), *Bears Hibernate Dreaming They Are Lizards* (Quezadas, 2015), and *The Diaries of Adam and Eve* (Twain, 2015) were read. To date, the group remains active with 40 members.



Figure 5. Word cloud of responses to whether expectations were met.

Source: own elaboration.

Construction of the REDEL

In response to the objective of promoting a network of reading educators, elements amenable to analysis were identified in the participants' narratives and the mediator's logbook. The network was considered from two perspectives: as a form of human relationship and as a medium or channel for interaction and communication. In the REDEL, understood as the network built among participants, the desire to continue with a reading circle once the intervention ended was evident; P1 stated: "I hope we continue with the group to interact when we can do so with complete respect for everyone." In the mediator's logbook, participants' attitudes were evident that reflected the construction of an atmosphere of openness and trust within the group. Humor was present during the sessions as an indicator of the network that was being built. A similar situation occurred with the fluency displayed in activities involving dramatization or acting. This coincides with the segments identified in the participants' narratives grouped under the network category. This was identified as references to peer interaction, recognition of their own participation, and learning: "I truly learned a lot from everyone who participated since we all interacted in the group, and that was very good for all of us who participated in the activities we carried out [...]," also stated by P1.

Agreeing with the above, in the closing focus group, participants expressed their ownership of the space, highlighting that since it was not institutional, they felt it was their own, like a space chosen for enjoyment and collective construction to experience reading in a different way. The participants' expressions coincide with the notes regarding the ownership of the space and the construction of a network; thus, P4 said: "Like the coffee meeting of REDEL week, it's this part, where we sit, we talk, we've even talked about teaching, we've talked about a lot of things, and the experience of each person and what each person in the group contributes is truly very valuable." It is evident how participants associate the name of the network with their space for shared reading, socializing, and enjoying reading: "I focused my attention on the central part with the logo. This network of reading teachers, which has definitely allowed me to meet this wonderful group, has allowed me to open up a space where I felt the need [...]," mentioned by P8.

On the other hand, REDEL, understood as a medium and communication channel, was evaluated through statistics and interaction indicators on Facebook. An average of 20 views was obtained for each post. Likewise, each post received an average of 4.7 reactions (like, love, care, etc.) and 0.9 comments. Sixteen percent of the posts were from participants. As can be seen in Figure 6, there was a gradual increase in posts from teachers, while the average number of comments remained stable during the evaluation period (November 2021–February 2022).

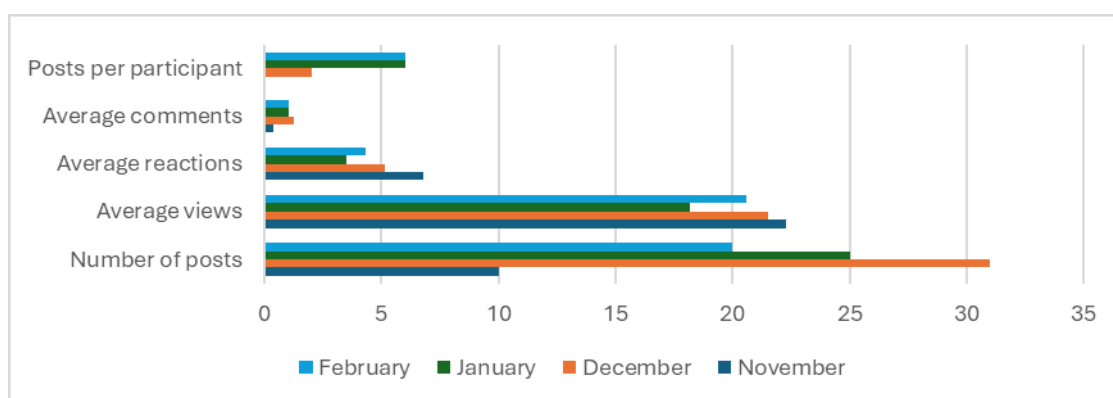


Figure 6. Facebook group participation statistics.

Source: own elaboration.

Discussion

The design of the sessions favored encounters and reunions with reading mediated by enjoyment. The text "El olvido que seremos" (The Forgetfulness We Will Be) in particular constituted a point of convergence between the participants' daily lives, which, as Domingo Argüelles (2021, p. 39) explains, is key to the encounter between people and texts: "[...] the vulnerability, the pleasure, and the certainty of knowing we are mortal." In other words, the texts achieved what Yepes Osorio (2000) asserts: the objective of encouraging reading is to create a connection between the reading material and those who act as recipients, in this case, teachers.

Stripping reading of its utilitarian, and in this case, institutional, component favored an encounter with reading that fosters pleasure. In the research by Ortega-Quevedo et al. (2019) showed that using a method in which reading was not accompanied by homework was able to capture students' attention, participation, and motivation. This is similar to what happened in the present intervention, which, although aimed at teachers, distanced itself from the traditional conditions of an institutional space—that is, one where hierarchical relationships and verticality prevail—allowed for the generation of a positive experience of approaching reading, stimulating a reconnection with previous experiences of pleasure with reading. The participants' narratives complement the previous statement, recognizing that the first thing they think of when they hear a reading intervention is that it refers to an academic space in which information is received but there is no space for discussion and horizontality.

According to Ferreyro and Stramiello (2008), there is a lack of actions aimed at training reading teachers in which they are conceived as reading subjects, which goes beyond their role as teachers. Garrido (2004) explains that serving those who are already readers is just as important a need as serving those who are not. The aggravating factor is that here it is assumed that being a teacher means being a reader. This is not necessarily the case, because although Cerrillo Torremocha and Cañamares Torrijos (2008) affirm that teacher training includes teaching reading, this rule is not always followed.

The network was built in a virtual environment mediated by ICT. As in the research by Rendón-Galvis and Jarvio Fernández (2020), social media was included as a medium since it already plays an important role in society. If it is a vital mechanism in communication and teaching, the conditions exist to use it as a channel to promote reading.

Conclusion

The mixed analysis of the results shows that a positive connection was generated between teachers and reading. Participation in REDEL developed empathy for reading. Emotion, reflection, and questioning were experienced, leading to comprehension, as well as a space for socialization and encounter with others. A space for dialogue and social learning was created, allowing teachers to dedicate time to reading. This was directly reflected in the increase in weekly hours dedicated to reading. They also identified new titles to read, and everyone finished reading a text. According to the participants' accounts of the REDEL experience, they were able to understand, reflect, and generate reactions in each participant. Meaningful learning was achieved, according to Ausubel's (1983) definition, combining logical, cognitive, and affective aspects. It seems that the opportunity to experience reading that is comprehensible, that allows for reflection and emotion, gives teachers an experience of reading enjoyment. They also brought the strategies they had tested back to their contexts (groups of students and groups of teachers). In the reflection spaces, they proposed modifications and complementary activities to share reading in their environments. In the words of Garrido (2004), REDEL enabled the development and strengthening of readers. The foundations for REDEL were laid as a network of teachers through the Facebook platform, generating spaces for reflection and horizontal learning among teachers, while also enabling the construction of a network as a form of human relationship.

Finally, this intervention made it possible to identify elements that allow for the development of a methodology for the training of mediators. First, it conceives of the teacher as a reader in addition to their role as mediator. It also allows for spaces free of institutionalization in which there is openness, trust, and reflection. It designs a contextualized cartography, focused on the subjects, their tastes, and needs. This, in turn, fosters an aesthetic reading experience and presents new ways of approaching new texts.

Recommendations

- Encourage institutions responsible for basic education to consider, in their teacher training and education strategies, that reading is not just another activity; reading is, in itself, access to the symbolic and cultural capital of the individual.
- Continue the implementation and evaluation of methodologies aimed at training mediators, based on the results obtained from this study.
- Consider social media as a communication channel for activities to promote reading.
- Encourage educational institutions to consider readers as social subjects and reading as an emancipatory means for developing citizenship.

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