# Reading as a Determinant Factor for Good Writing, in Ninth and Eleventh Graders

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The lack of a reading habit in young people is one of the most relevant, internationally unresolved social problems. The project aims to demonstrate that those who read have good spelling and show improvement on the quality of written communication. A preliminary diagnostic test was carried out on all students in the ninth and eleventh grade of the San Agustin School at David, Chiriquí (132 people), to identify the quality of spelling skills and to determine reading habits. A sample of 33% of the population (16 students of 9° grade and 24 students of 11° grade) was distributed in four groups: readers, workshop with reader, workshop and not reader, and non workshopers, being the group of readers who determines our hypothesis. The designated groups participated in spelling workshops. In addition, a workshop was held using augmented reality technology for all groups, to incorporate innovation for young people and make a more dynamic intervention. The spelling test was conducted through Google Forms. This test included the use of graphemes, accent and punctuation marks, applicable with augmented reality. The study was performed on the average number of right answers obtained in the evaluated items, resulting on the verification of our hypothesis, where the group of readers obtained the highest number of right answers. Keywords: reading, spelling, diagnosis, dynamic, augmented reality.

**Awards Won:**