

Research article

Reading promotion on social digital networks through infographics: The strategy of the government of Mexico, 2019-2023

Promoción de la lectura en redes sociales digitales a través de infografías: La estrategia del gobierno de México, 2019-2023

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Abstract

Introduction: Promoting reading through digital environments is a relevant strategy given the need to increase the population's development level. **Methodology:** Descriptive, transversal, non-experimental through a quantitative content analysis technique of 577 infographics published on Facebook. **Results:** 50% of the infographics are aimed at new readers. Likewise, the youth population is the public that is served the most. In addition, significant interaction is generated with netizens in collaborative environments. **Discussions:** Infographics support persuading audiences to consume scientific and literary texts in social digital networks. The elements of these visual formats, such as images and units of information, are attractive and interesting for readers. **Conclusions:** It is essential to continue with digital formats, such as infographics, to increase the possibilities of promoting the reader to new audiences and to help strengthen the population's culture.

Keywords: reading promotion; infographic; social networks; government strategy; reading strategies; reading habits; reading skills; reading outreach.

Resumen

Introducción: La promoción de lectura mediante en entornos digitales es una estrategia pertinente ante la necesidad de incrementar el nivel de desarrollo de la población. **Metodología:** Descriptiva, transversal, no experimental; mediante una técnica cuantitativa de análisis de contenido a 577 infografías publicadas en la red social Facebook. **Resultados:** El 50% de las infografías están dirigidos a nuevos lectores; asimismo, la población juvenil es el público que más se atiende. Además, se genera interacción significativa con los cibernautas en los entornos colaborativos. **Discusión:** Las infografías constituyen un soporte para persuadir a las audiencias de consumir textos científicos y literarios en redes sociales digitales. Los elementos de estos formatos visuales como las imágenes y las unidades de información resultan atractivos e interesantes para los lectores. **Conclusiones:** Es fundamental continuar con formatos digitales, como las infografías, de manera que se incrementen las posibilidades de la promoción de la lectura ante las nuevas audiencias, y que ayuden a fortalecer la cultura de la población.

Palabras clave: promoción de lectura; infografía; redes sociales; estrategia de gobierno; estrategias de lectura; hábitos de lectura; competencias lectoras; divulgación lectora.

1. Introduction

According to the latest data from the Instituto Nacional de Estadística, Geografía e Informática (INEGI), in 2024, only 69.6% of the adult population aged 18 years and older declared having read a book, magazine, newspaper, comic book, or any internet page. This data is relevant because it has decreased by almost 15 percentage points in the last nine years. Likewise, those surveyed indicated that the literary texts they consulted the most were books and Internet pages, leaving the consumption of newspapers significantly.

For its part, those who practice reading the most are young people between 18 and 24 years old, and this percentage value of 8 out of every ten individuals decreases until reaching figures of 5 out of every ten people for the adult age group in fullness. However, the most significant drop is seen in the age group of 45 to 54 years, with less interest in reading. It also stands out that there are fewer female readers in the country. These figures allow us to give an overview of how the interest in approaching this habit is becoming less and less recurrent.

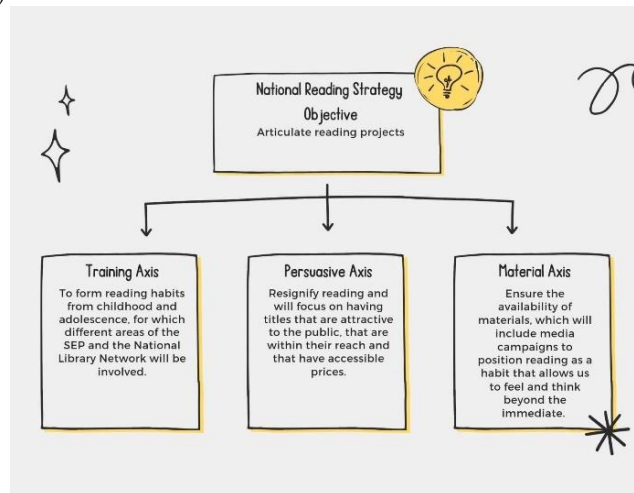
Under this context, the Government of Mexico implemented a National Reading Strategy in 2019. This strategy, of significant importance, is a beacon of hope in the fight against declining reading habits. It focused on ensuring that the country increased the number of readers, and that Mexicans recovered the pleasure of reading by promoting and disseminating books by national and foreign authors. This strategy also focused on developing reading skills and understanding of literary texts from an early age.

In the long term, the intention was to ensure that the Mexican population had a more significant cultural background through reading classics and exchanging opinions from reading a book. This last activity has been promoted through the various book fairs throughout the country, in which popularizers, authors, and publishing house members present to publicize various works or by giving conferences about the importance of reading. The campaign had the slogan “Reading transforms you” (Gobierno de Mexico, 2019). Figure 1 includes the central axes that were delimited for this strategy.

One of the resources of this strategy is the use of infographics on social networks to promote reading. These infographics, designed to be visually appealing and informative, aim to engage the audience and encourage them to read more. This research focuses on this specific initiative and its implementation.

Figure 1.

National Reading Strategy Axis



Source: Mosqueda-Rivera (2024).

1.1. Reading Promotion

Reading promotion involves the action(s) that are carried out to bring individuals closer to the practice of reading, encouraging it to the point that it is an activity that is carried out for pleasure and that, at the same time, is recognized as fundamental for remedy their own needs (Brosio et al., 2018; Carrera Barragán, 2021). At the same time, it seeks to transform people's perception of texts so that they recognize and identify their function and the benefits that this activity provides both on a personal level and to society (De Cárdenas Cristiá & Rodríguez Cabrera, 2008; Fitria, 2019; Roa & Castrillón, 2021).

Reading impacts those who do it in a way that allows them to build ideas from the texts they decode. Thus, this practice helps to develop the ability to express an opinion or position on a topic in writing or through visual or audiovisual resources (Puc Domínguez & Ojeda Ramírez, 2017). Nevertheless, this is, to some extent, a tangible result of decoding information. As some authors said mention (Caamaño, 2019; Gutiérrez Fresneda, 2022; Plaza-Plaza, 2021; Sánchez Trujillo & Rodríguez Flores, 2022), reading implies that the individual carries out a series of cognitive operations to extract critical information, such as synthesis, classification, and analysis. In this way, a text can be interpreted reflectively and critically. Reading becomes a fundamental practice so that individuals can attend to and solve many processes and problems in daily life.

The objective of reading promotion activities is to stimulate the desire to read, teach subjects to interact with all types of texts: informational, scientific, literary, and others, and prepare them for different attitudes towards reading. Encouraging reading changes readers' attitudes toward what they have read, moving the reader from passive relationships with the material read to active relationships and from these to developmental relationships. In a developmental relationship, the reader not only understands the text but also engages with it on a deeper level, forming their own interpretations and opinions.

Commented reading, free reading, guided reading, and lectures are several promotion methods that work successfully in programs designed for this purpose. Commented reading is essential so that students can easily understand the text. Once the work is selected, it is divided into parts, and questions are asked about each part to help them understand the events that happen in those parts. After reading, general questions are asked at the end of the activity (Pérez & Chirinos Blanco, 2018).

The promotion of reading is so relevant to society that the initiative has been proposed to create observatories that monitor this activity. This proposal underscores the crucial role that each one of us, as members of society, plays in promoting reading. By monitoring and evaluating the impact of the practices and representations of the promotion of reading in everyday life, we can contribute to a more precise understanding of the strategies that work best. This way, we can all be part of the solution to the reading crisis in many countries (Giraldo & Álvarez Zapata, 2009).

Reading promotion is a complex process; hence, there is a need to generate strategies that promote linguistic skills for understanding texts. This activity is essential for readers to enjoy what they read (Gómez Díaz & García-Rodríguez, 2018; Pinchao Benavides, 2020; Chica-Rosales et al., 2022; Paucar et al., 2024). In this sense, ICTs have constituted a new intermediary to promote the addressing of texts, whether through activities carried out through electronic devices (Acosta Palma & Mustelier Ocaña, 2020; López Acosta & Jarvio Fernández, 2018;), or by digital formats that fulfill this function (Echandi Ruiz, 2018; Lopez-Gil & Franco-Chávez, 2021; Martí Climent & García Vidal, 2021; Rendón-Galvis & Jarvio-Fernández, 2020; Paladines & Margallo, 2020; Vizcaíno et al., 2019).

1.1.1 Materials for reading promotion: infographics

In Mexico, since the beginning of the 20th century, various formats have been used to promote reading, reduce literacy levels, and bring literary texts closer to the different sectors that comprise the population. Therefore, one form of reading promotion has involved increasing the number of copies of books in the country's public libraries and schools. This policy of the Mexican government also led to the opening of reading rooms where people can also consult works provided and sometimes published by the Fondo de Cultura Económica, which belongs to the state itself (Del Ángel & Rodríguez, 2007).

Later, other materials, such as non-written materials, were inserted, including photography, images, videos, posters, audio capsules, and, of course, those linked to digital environments such as digital portals, libraries, digital books (García Fernández et al., 2019), online storytellers, book-trailer (Tabernero-Sala et al. 2022), audiobooks, and web applications (Neira-Piñeiro & Moral-Pérez, 2021; Rovira-Collado & Ivanova, 2019;).

Currently, teaching materials for reading promotion are very varied. The choice of the type of material to implement will depend, of course, on the campaign's design and the reading promoters' creativity. Furthermore, it should be taken into account that reading promotion has been extended to the use of attractive and easy-to-socialize resources such as infographics. Infographics, as visual resources, stand out above other materials because they can be used in analog environments –such as reading rooms or libraries– and digital environments – electronic sites, forums, and social networks–.

This visual format allows messages to be disseminated to both readers and promoters. For example, the infographic can reveal fragments of a work or bibliographic data about an author (Un mar de lecturas, 2019). Likewise, the same communication format can be used to give advice or strategies so that promoters, educators, or librarians can promote reading more effectively.

The infographics are multimodal resources (Ramos & Ambrós, 2021), designed to directly and attractively promote library services to the community, encouraging people to come and use what they see on display. This way, the materials facilitate reading mediation and promote literary texts to all audiences (Gobierno de México, 2023).

The Ministry of Public Education, as the education management entity, followed the communication strategy of the Presidency of the Republic and diversified the formats with which reading promotion was carried out. Based on this, since 2019, with the beginning of the National Reading Strategy, the infographic has been an essential piece for executing the strategy. At least two monthly infographics have been published on the social networks this government has been using –Facebook, X, and Instagram–. Infographics have been used to disseminate the reading process, make recommendations to improve this habit and commemorate prominent national and foreign authors.

These infographics are socialized in the official profile and replicated by the other state and federal entities' other secretaries, enhancing their capacity for impact. It should be noted that this strategy has included the launch of television programs, the management of a video channel, work in public spaces such as the metro transportation system, and the inclusion of other instances to influence minority groups, such as the National Institute of Indigenous Languages, National Coordination of Children's Cultural Development and the National Institute for the Elderly (Cueva, 2023).

Based on the background presented, the research proposes a general objective to describe the implementation of infographics as tools for promoting reading on social networks. The following were set as general objectives:

- a. Delimit the messages used to promote reading.
- b. Refer to the elements that make up infographics to communicate about the promotion of reading.

2. Methodology

The methodological design employed in this research was meticulously descriptive, operating at a perceptual, retrospective, and non-experimental level. This approach was chosen to report only the characteristics identified in the assessment of the study objective on social networks during the period 2019-2023, a period significant for the implementation of the National Reading Strategy (Gobierno de México, 2019). The study is cross-sectional, with the observation conducted once, in the first quarter of 2024, ensuring a comprehensive and detailed analysis.

As a quantitative technique for the content analysis of the infographics, an observation guide was built that allowed the analysis of the characteristics presented by the units that were part of the sample. The guide was made in a digital version to facilitate data processing.

In total, 58 items were included, previously piloted through the opinion of 10 experts in the field of education and communication, who assessed the relevance of each proposed element, leaving only those accepted by 8 of the 10 judges, as indicated by the Lashew – Tristán Content Validity Index (Tristán, 2008). On the other hand, the instrument was tested with a sample of 6 infographics by two evaluators with expertise in data analysis and research methodology, so that it was evident that the observations recovered were similar. Pertinent adjustments were made in the writing and training of the observers until reaching 98.2% similarity in the results. This rigorous process ensured the reliability and validity of the content analysis.

The study's focus is the infographics published in the virtual space known as the National Reading Strategy, an official site that the Mexican government has utilized to promote reading. A meticulous random sample of 557 infographics disseminated in this space by the Ministry of Public Education was integrated. The selection process involved a systematic random sampling method, ensuring that each infographic had an equal chance of being included in the study.

These infographics include visual representations of reading statistics, book recommendations, and reading tips. During the months of January and February 2024, all the published infographics were identified, using the date that appears on the official Facebook page as a reference. Each infographic was subjected to direct observation. The data recovered underwent a thorough descriptive statistical treatment, which was in line with this research's objectives, ensuring the findings' validity and reliability.

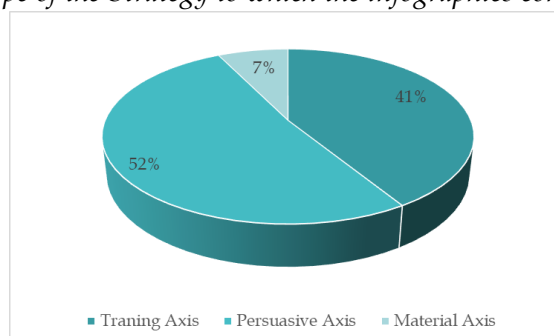
3. Results

The infographic's central theme was determined to characterize the recovered sample. The themes identified were 46% in promoting authors, 40% in literary or scientific texts, and less than 15% in commemoration and importance of the promotion of reading and its connection with language. The communication pieces are intended for a diverse audience, primarily children and young people (36%), but also including parents (17%) and librarians (14%).

The above is consistent with the time of year when infographics are published the most, which is summer (54%). As part of validating the strategy's congruence, it was reviewed whether the communication pieces were built in line with its axes. Figure 2 shows the percentage concentration of infographics that contribute to each axis. It appears that 5 out of every 10 pieces go to the persuasion axis, with the training axis having almost the same weight.

Figure 2.

Concentration of the axis type of the Strategy to which the infographics contribute



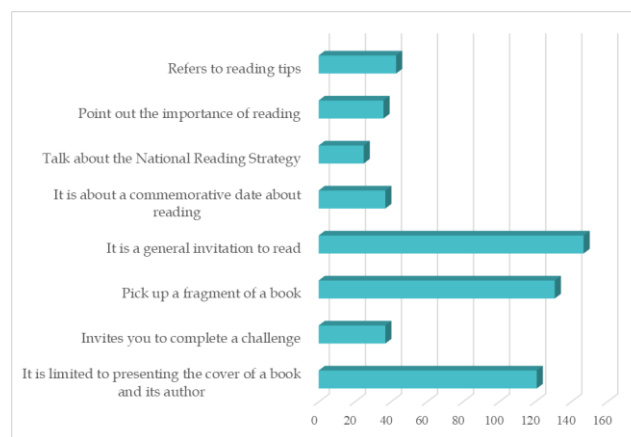
Source: Own elaboration.

The content of the infographic was a point of interest in the research. Following the strategy, 26% of the pieces observed focus on inviting reading. On the other hand, 25% promote reading from a book's fragment or use the book's cover (20%). Significantly, less than 20 pieces were destined to address the National Strategy. These results are presented in figure X.

Likewise, it was identified that 46% of infographics are intended to promote specific literary works. The Strategy to promote literary texts refers to focusing the message on the protagonist of the work (18%), the plot of the work (48%), or the context of the work (34%). This information is presented at figure 3.

Figure 3.

Infographic objective



Source: Own elaboration.

Also, the profile of the possible user of the infographic that was disseminated was identified and outlined. Five of every ten infographics were built for regular readers; four of every ten communication pieces are intended for new readers. It should be noted that 15% of the infographics were configured as materials to promote reading for librarians, teachers, or disseminators in the area.

Additionally, it is seen that the infographic focuses on trying to arouse interest in a story (68%) and providing information in a simple way, which is easily socializable with other people. These results contrast that only 10% of infographics require the recipient to have a broader knowledge of the literature to be understood. On the other hand, more than 50% of the visual pieces promote reading skills and habits through advice or tips for approaching a text –review table 1 to delve deeper into this data–.

Table 2.*Interaction generated by infographics*

Statistical	Reactions			Comments			
	Total	Positive	Negative	Total	Positive	Negative	Neutral
Summation	44.871	44.794	77	1.369	841	54	470
Average	88,83	18,78	0,08	2,88	1,77	0,11	0,99
Deviation	85,93	23,14	0,40	8,03	5,65	0,59	4,87
Major data	971	933	9	106	90	9	77
Minor data	0	0	0	0	0	0	0

Source: Own elaboration.

In this research, the structure of the published infographics was analyzed. Table 3 summarizes the key points related to creating materials to promote reading. The colors of the National Reading Strategy - red and gold - as well as the logo of the Government of Mexico, are commonly used elements. The data presentation is clear and easy to understand. A brief introduction of the image is shared on social networks to provide context.

65% of the infographics include information about the authors or literary works they discuss. Additionally, 63% of them include hyperlinked sources for the recipient to access the complete work.

Table 3.*Structure and presentation of the infographic*

Item	Fr.
Its typography and colors are in line with the institutional image of the Government of Mexico.	470
Contains typography and colors in accordance with the National Reading Strategy.	464
It is preceded by a brief introduction in the publication.	446
Present the work/author that promote.	360
Contain a delimited body.	356
It makes use of the logographic; by observing only the images and symbols you can make a clear reading of the content.	290
Appreciate the sources of information on which it is based.	281
Include a title.	281
Meets the objective of explaining complex topics in a simple way.	266
Integrate the credits.	203
Includes credits in the infographics' body.	203
They include statistical graphs that favor data visualization.	24

Source: Own elaboration.

4. Discussion

Regarding the messages that appear in the infographics, the objective of the infographics, the campaign has an evident tendency to invite the community to resume the habit of reading through fragments of the book, to emphasize the biography of the authors and its trajectory, these being the starting point elements that broadly support the motto of this promotion that occurs in this reading strategy.

The strategy allocates a large part of the infographics to break down Mexican and Latin American works so that to hook the reader, some representative element of the work is presented, which can constitute a way of attracting the attention of those who may consult the literary text. With this, the reading promotion strategy is focused on persuading the population to approach the consumption of literary texts (Sonzini, 2019). At the same time, there is an intention to educate these recipients, offering them information that increases their cultural background. This double function constitutes a way of indirectly educating different sectors of the population.

The presentation of these fragments includes images that represent the context of the work and its characters on some occasions; on others, the book's cover is used. In this sense, infographics make correct use of the elements of this visual element to communicate the reading promotion message. Likewise, it is observed that infographics do not tend to have a large amount of text; the fragments used to broadcast the message are usually no larger than a paragraph, so they provide particular information about the literary work, in which no they appreciate far-fetched words or extraordinary concepts that could lead to disinterest in the promoted text.

The infographic's design, in this sense, is pertinent to the recommendations made by some authors (Perfit et al., 2019; Valdovinos Rodríguez & Martínez-Moctezuma, 2022) regarding the balance between images and textual information units. This suggests that the infographics effectively persuade and train the audience about the importance of reading, as per the strategy's objectives.

In a tiny proportion, the strategy focuses on providing elements so that readers improve their reading level and understanding of the texts or have better tools to approach readings (Casas Paya, 2018). The promotion is being carried out as an open campaign for all audiences. In this way, an area of opportunity for these campaigns would be precisely in working with the design of infographics focused on giving advice so that the reader can carry out this practice in a more straightforward way and thereby have it benefit the increase of readers in the country, especially emphasizing those strategies that could improve the perception of the reading habit.

Likewise, it is essential to work on these suggestions so that users apply reading strategies in virtual and analog environments (Echandi Ruiz, 2018; Jarvio Fernández & Ojeda Ramírez, 2018; Manso Rodríguez, 2015; Ramírez Leyva, 2016). Then, virtual or printed support is not an obstacle for the reader in approaching literary texts, particularly for the young population, who read more in digital format every day.

The strategy implemented on social networks has garnered a remarkably positive response from readers and followers. Most of the publications with infographics have received overwhelmingly positive or neutral comments, indicating a highly favorable reaction to the content. The included labels align with the strategy's name and the campaign motto, further reinforcing the positive response. The use of the hashtag was strategic, creating a sense of community and encouraging engagement among readers.

The data obtained indicates that infographics are an effective tool for engaging social media users. The high sharing rate suggests that the content of the infographics was compelling and resonated with the audience, sparking conversations and interactions among users (Bani, 2020; Navío Navarro, 2021). These findings underscore the high engagement potential of infographics in promoting reading on social networks, encouraging the continuation of this strategy.

In this way, a good articulation of the socialization of the communication pieces is distinguished with the reading strategy and the image of the Presidency of the Republic, while at the same time, a good placement of at least this type of resource that makes up said campaign is perceived. However, it would be essential to evaluate what happens with the printed version of these resources in our analogous public spaces, such as libraries, fairs, and government headquarters, where these elements are also displayed for consultation by any passerby.

Additionally, a significant point of this campaign is that the elements used to present in the infographics are illustrations focused primarily on children and young people (Gómez Díaz & García-Rodríguez, 2018), which historically have been the starting point for many of the reading promotion campaigns in Mexico.

Although it is necessary to continue promoting the habit of reading from early childhood, it would also be necessary for campaigns to allocate more outstanding efforts to address the lack of reading habits in populations of adults who are already in a working stage and who, perhaps due to activities that they carry out as part of their daily lives, do not include this type of practices in their daily lives (Hernández Medina, 2017).

However, there is a potential for improvement in adult literacy, especially considering that the statistics the government itself has generated in recent years indicate that this sector of the population has the slightest interest in the consumption of scientific and literary texts than any other in the Mexican population, as shown by INEGI (2024) statistics for the last ten years.

5. Conclusions

In this research, we sought to characterize the content of the infographics and their structure to account for how these elements promote reading. Thus, in the first instance, the findings show that the communicative pieces focus on persuading mainly young readers to approach content primarily literary rather than scientific. Likewise, there is a pronounced tendency for fragments of works to be addressed to achieve the dissemination of authors and the books they have written. With this, the objective of the research is met.

Regarding the elements with which infographics are built to promote reading, elements like those used in other infographics were distinguished, such as those intended for marketing or government communication. However, depending on the type of audience to which these infographics are directed, the design of the images and typography is more linked to the youth or children population.

Likewise, this design is closely linked to social networks and other web formats since they are designed primarily to be placed in these environments. Therefore, hyperlinks and labels are used to reinforce the message contained in these communication pieces. This covers the research objective b.

As part of the contributions derived from the analysis of the teaching materials that have been included in this text, and complementing the objective b, some minimum points are mentioned for the preparation of infographics to promote reading:

1. Delimit the function of the infographic, that is, indicate whether it will be used to synthesize specific recommendations to carry out promotional activities, to give tips to improve reading skills, or to disseminate the content of a text or a prominent author.
2. Choose the central topic, and from there, break down the content. In the case of infographics about authors, the transmitter can choose well-known images or photographs that represent them, always taking care of the copyright of the images. Likewise, it will be necessary to make a list of their principal works or cite some of them as part of the central content of the infographic. Now, suppose the content of the text is a text; in that case, it is necessary to choose a fragment of the book and include images of the interior or even the cover so that it is identifiable by the reader. The reader can recognize it to access it more easily. When the text refers to reading or promotion strategies, it is necessary to make a short and simple list and integrate some images that reinforce the text's central idea.
3. As minimum elements of the infographic, it is necessary to include a title, understandable images to the public, typography that facilitates the reading of the communication piece, and alignment with the image of the reading campaign and the issuer. The information must follow a hierarchical structure, and the construction of the messages - the statements included - must consider the literacy level of most of the population or the target population of the infographic. Additionally, hyperlinks and references must be included to bring the work or strategies in the infographic's body closer. These elements will also give credibility to the piece.
4. For all cases, it will always be essential that the designs be subjected to piloting so that a group of readers or receivers validate that the message is understandable by whoever consults it. The infographic is an autonomous communicative resource; hence, it is necessary to verify the effectiveness of its message. In addition to this, as part of the campaign in virtual spaces, it will be necessary to establish the topics to be addressed depending on the year's season and the frequency of publication, tags, and the most convenient social networks for its dissemination.

This research focused on analyzing the infographics that were published as part of the campaign that supports the national reading strategy in Mexico, with respect to the publications that are made on social networks daily. To measure the impact of infographics in this area of education and communication, it is important to return, for future lines of research, to the strategies applied by other countries and by other government levels, in such a way that there is even more information on its effectiveness as part of government communication that promotes informal education.

Likewise, as another line of research, it will be necessary to contrast its effectiveness based on other communication pieces that are socialized on the same social networks. Also, as a future line of research, it is necessary to further develop research on infographics for the promotion of reading, since part of the findings of this research reveal the lack of coverage of this topic research report at least as far as Latin America is concerned.

Finally, based on the results found, it is necessary to recognize that the infographic is a suitable means to promote reading in different spaces and for different audiences. It will be essential that the social communication departments of government agencies recognize and make good use of this communication tool, which, due to its low cost and high level of socialization, can have a positive impact on the dissemination of information for this type of organizations that, day after day, must inform and contribute to educating citizens on various topics.

These practices will undoubtedly contribute to the community being better prepared not only to make decisions on political issues but also to use written materials that, in this case, help improve the educational level and support the promotion of culture.

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