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*Scientific articles*

## **Relevancia de la comprensión lectora en educación: Una revisión sistemática**

***Relevance of reading comprehension in education: A systematic review***

***Relevância da compreensão de leitura na educação: Uma revisão sistemática***

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### **Resumen**

El presente estudio de revisión sistemática tuvo como finalidad investigar publicaciones relacionadas con las características y significación de comprensión lectora en la educación, con el fin de describir el vínculo entre estas variables; según estadísticas sobre malas costumbres de leer y la repercusión en el crecimiento educativo. Debemos identificar este problema y buscar respuestas, ya sea debido a insuficiencias del sistema educativo, a una falta de incentivo para leer o a una propensión a descuidar la lectura debido a la superioridad de lo visual. Es un estudio de revisión con diseño cualitativo que pretende evaluar fuentes electrónicas sobre el prestigio de la comprensión de lectura y la educación con el fin de sintetizar la información y ubicarla en un contexto específico para la toma de decisiones. Se recopilaron e indexaron artículos de numerosas publicaciones periódicas utilizando los buscadores booleanos and, or y not. También se utilizan los fundamentos teóricos de los autores para sustentar la revisión bibliográfica, enfatizando la relevancia de comprender lo que se lee en educación. En la recopilación de información se utilizaron palabras claves como comprensión lectora, relevancia y educación. Finalmente, con base en las conclusiones de los artículos revisados, queda demostrado que existe un nexo atrayente entre la comprensión lectora y su relevancia para la educación, permitiendo en los discentes incrementar el juicio crítico y las destrezas cognitivas, influyendo en eficiencia educativa.



**Palabras clave:** relevancia, comprensión lectora, dimensiones, educación.

## **Abstract**

The purpose of this systematic review study was to conduct research on publications related to the characteristics and significance of reading comprehension in education in order to describe the link between these variables. According to statistics on bad reading habits and the impact on educational growth. The problem must be identified, and answers must be sought, whether it is due to inadequacies in the educational system, a lack of incentive to read, or a propensity to neglect reading due to the superiority of the visual. This is a review study with a qualitative design that aims to evaluate electronic sources on the prestige of reading comprehension and education in order to synthesize the information and place it in a specific context for decision making. Articles from numerous periodical publications were collected and indexed using the Boolean search engines and, or and not. The authors' theoretical foundations were also used to support the bibliographic review, emphasizing the relevance of understanding what is read in education. Key words such as reading comprehension, relevance and education were used in the collection of information. Finally, based on the conclusions of the reviewed articles, it is demonstrated that there is an clear link between reading comprehension and its relevance for education, which allows students to increase critical judgment and cognitive skills, and influences educational efficiency.

**Keywords:** relevance, reading comprehension, dimensions, education.

## **Resumo**

O objetivo deste estudo de revisão sistemática foi investigar publicações relacionadas às características e importância da compreensão de leitura na educação, a fim de descrever a ligação entre essas variáveis. De acordo com estatísticas sobre maus hábitos de leitura e o impacto no crescimento educacional. Devemos identificar este problema e procurar respostas, seja por inadequações do sistema educativo, por falta de incentivo à leitura, ou por propensão para negligenciar a leitura devido à superioridade do visual. Trata-se de um estudo de revisão com desenho qualitativo que visa avaliar fontes eletrônicas sobre o prestígio da compreensão e educação leitora, a fim de sintetizar as informações e colocá-las em um contexto específico para a tomada de decisões. Artigos de inúmeras publicações periódicas foram coletados e indexados usando os motores de busca booleanos e, ou e não. Os

fundamentos teóricos dos autores também são utilizados para embasar a revisão bibliográfica, enfatizando a relevância de compreender o que se lê na educação. Palavras-chave como compreensão de leitura, relevância e escolaridade foram utilizadas na coleta de informações. Por fim, com base nas conclusões dos artigos revisados, demonstra-se que existe uma ligação atraente entre a compreensão da leitura e sua relevância para a educação, permitindo aos alunos aumentar o julgamento crítico e as habilidades cognitivas, influenciando a eficiência educacional.

**Palavras-chave:** relevância, compreensão leitora, dimensões, educação.

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## Introduction

Reading is becoming increasingly important in the optimal development of a good education, given that it is used in the various areas of knowledge and contexts where it interacts, Reading comprehension, in Latin American education, is one of the most relevant obstacles, since many students struggle to read, analyze and discuss academic materials. Most teachers in educational institutions have demonstrated a poor use of methodological tools to ensure that students can fully acquire and synthesize knowledge during their academic training. At present, children read mainly out of academic pressure and requirement, which implies the development of many skills and abilities in reading comprehension. According to Minedu (2023), the figures presented by the Program for International Student Assessment (PISA) of 2022, show on average that Peru rose seven points in Reading, whose percentage of Peruvians located at level two or higher was 50% (from 401 to 408). However, there are still pending challenges in increasing the achievement of competencies in Peruvian students. Thus, there are long ways to go to achieve the required level .

Students can learn new information, understand messages in the various text media in their social environment, establish conceptual relationships within a text, and create a new body of knowledge based on what they have read that can then be applied to other situations through the use of reading comprehension.

The development of this skill begins in early childhood, but is further stimulated during a child's first years of formal schooling, when he or she is oriented toward learning to read and write. However, studies conducted internationally and nationally reveal that even in adolescence, many children who have completed primary school do not read beyond the basic levels of comprehension.

Students benefit from reading comprehension training throughout their lives, especially during the transition years from childhood to adulthood. Being a competent reader allows new generations to participate in critical reflection forums, learn effectively and independently, handle various study methods, adapt to the challenges of changes in textual supports, new ways of accessing information and digital literacy, among others. These are essential elements for inserting oneself in a constantly changing social and educational environment. A transcendental purpose in current education focuses on promoting strategies that allow mastering reading skills, which is a challenge for teachers, students and education in general.

To develop critical thinking skills and cognitive qualities in students, reading is essential. A student who has difficulty with reading comprehension will have significant challenges both in his or her professional growth and in the development of citizenship. Lack of reading reduces freedom because it prevents one from being prepared to make informed decisions. In addition, it limits one from carrying out important educational experiences in the present competitive global environment, the limitations imposed by the existence of sounds and images presented in immediate environments.

### **Context**

According to research by the World Bank, 4 out of 5 students in sixth grade in Latin America and the Caribbean (LAC) do not achieve a minimum level of reading comprehension, according to a 2022 report by entities such as UNESCO (2021), UNICEF (2022) and the World Bank (2022). It should be noted that, if before the pandemic there was a significant situation of deficiency, these new results are worrying as they show a setback of more than a decade due to COVID-19, which forced schools to close for two years. These figures are supported by growing evidence throughout LAC (UNESCO, 2021). The remedial learning agenda must focus on basic reading and math skills, assess achievement levels, and implement broad-based learning improvement tactics and plans. To overcome these obstacles, it is also vital to address the psychosocial needs of students and instructors, as well as digital divides (Comunicado de Prensa N.º 2022/LAC, 2022).

UNESCO (2021), based on the results of its statistical agency, defines reading skills, at their minimum level, as follows: in the third grade, students read written words fluently and accurately. They recognize the broader meaning of sentences and short paragraphs. In turn, they identify the theme of the text. In sixth grade, students interpret and explain the

main and secondary concepts of many literary genres. They connect the main ideas of a work with their own personal experiences and general knowledge. The minimum competence specified by the 2030 Agenda is expected to reach level II in third grade and III in sixth grade in the ERCE test.

## Background

Some articles that addressed the research topic were: at an international level, Ruiz, I. and González (2022) when examining deficiencies in reading comprehension in adolescents, aimed to analyze the performance and challenges in reading comprehension and what it consists of. The instrument used a reading awareness questionnaire and 203 subjects from 12 to 14 years old as samples corresponding to the first three grades of secondary school, it was a study with a cross-sectional observational design that concludes that it is essential to identify deficiencies in reading comprehension from an early age to enhance them in later cycles and achieve better results.

The purpose of the research article by Sánchez and Pascual (2022) was to evaluate how teaching through a digital game can improve students' reading comprehension and, in turn, favor their academic performance. This study consisted of fifty sessions and 153 primary school students from Spain as a sample. To estimate efficiency, an initial test and an exit test were applied to acquire reading skills, and a record of achievements. Resulting in an improvement in comprehension and in grades in other academic areas such as English, Spanish language and literature, and mathematical knowledge.

Among the national studies, Maldonado *et al.* (2023) carried out a systematic review entitled “Reading comprehension of argumentative texts: a systematic evaluation of the Peruvian elementary and university levels”, published in the *ReHuSo journal* of Humanistic and Social Sciences. The objective of the study was to identify and evaluate methods of improving the reading and understanding of argumentative texts, reviewing a wide range of scientific publications between 2018 and June 2022. The Prisma model was used to identify 26 academic articles with results and inclusion and exclusion criteria. It is argued that in order to understand texts that argue, it is necessary to manage the textual structure of the text, as well as the application of information processing procedures. Likewise, it is crucial to evaluate the reading process of controversial texts.

The theoretical basis for this study began with the Peruvian Constitution (1993). According to article 13, the expression “freedom and education” is related to the idea that its

main purpose is focused on comprehensive training in the full development of man. In addition, the government defends freedom and the need for free education. Parents have the option of choosing the educational institution for their children, but they also have the obligation to ensure the universal progress of their children through education. Education is shared at all levels, and is subject to current laws and the objectives of the corresponding educational institution. The media and the government must work together to educate the public and shape their moral and cultural values.

González and Santiago (2019) state that Reading Comprehension increases the development of reading skills and mechanisms with practice. Some ways to improve are activating prior knowledge, relating what is read in the text to everyday situations, and making predictions according to situations that will occur taking into account signals or what will happen in the text using clues and models.

Reading comprehension as a learning tool involves a series of tactics, strategies, and interactions between readers and texts at various levels of comprehension. These interactions include knowledge, attitudes, and different classroom scenarios with higher-level students (Ruiz, 2020). Each person's instruction requires reading comprehension because it allows them to gain knowledge from their immediate environment – the school – autonomously and effectively. It is an essential place to hone reading comprehension skills under the direction of a teacher. instructor, who serves as the center of instruction (Vásquez, 2022).

#### *Reading comprehension in higher education*

According to Andrade and Utria (2021), reading comprehension is considered a critical skill necessary for thinking and learning in higher education. It has been included in national and international assessments as one of the common skills in university education in order to evaluate the performance of students at different educational levels, with the aim of recognizing it as a valuable formative value. This cognitive process involves interactions between the person who reads, what is read, and the environment in which it is located (González and Santiago, 2019). Understanding what is read is vital for students' academic achievement, as it enables obtaining information, effective communication, and solving difficulties.

What are the implications for reading comprehension? The reader's conjecture or conclusion based on what the text expresses and his/her prior knowledge (Pérez, 2005). The reader deduces implicit information and incorporates his/her appreciation, making inference a primary factor for reading comprehension (González and Santiago, 2019). Performing

comprehensive reading is a vital cognitive activity that includes a variety of skills and methods. Adequate exposure and practice with these skills and methods helps the student improve reading comprehension, access to information, and communication style.

Because they allow readers to make inferences about the information in the text and expand their understanding, inferences are an essential part of reading for good comprehension. In order for students to succeed in their academic goals and in the future, educators need to support their reading comprehension. Instructors can adapt a wide range of tactics and exercises to the needs and characteristics of each student to help them improve their comprehension by strengthening reading skills and inferences (Ortega *et al.*, 2018). In addition, the levels of reading comprehension are described as a multifaceted process that evolves in several stages. According to some research, three important levels for good comprehension have been determined: critical, inferential, and literal (Ramírez, 2019). Each of these levels is described and we will explain how to use inferences to improve reading comprehension. what they consist of to help in the teaching and assessment of this skill. The three stages of reading comprehension are similar to any human process in that they involve multiple stages. Readers can gain varying degrees of depth and meaning from texts as each level expands on skills and information gained in previous levels (Menacho, 2021).

Literal comprehension is the foundation of comprehensive reading. According to Ramírez (2019), readers at this level prefer simple and direct textual content. This includes identifying events, particulars, people, locations, sequence of events, and language. Textual comprehension is necessary to acquire advanced reading skills and serves as a foundation for higher-level comprehension (Menacho, 2021). Ramírez (2019) defines inferential comprehension as the ability of readers to use contextual clues and prior knowledge to understand information not expressly expressed in the text. At this level, readers can draw conclusions, connect concepts, establish cause and effect, and predict what will happen in the reading. This is vital to interpret and analyze the text because it helps the reader understand the intention and meaning of the person who wrote it. (Menacho, 2021).

Critical comprehension represents the highest level of reading comprehension. According to Ramírez (2019), readers at this level are able to evaluate, analyze, and synthesize information to form opinions about the content of the text. This involves considering the purpose and relevance of the text, evaluating the effectiveness of the arguments and evidence presented, as well as taking into account different perspectives and contexts. Menacho (2021) adds that this skill also contributes to the development of

communication skills and critical thinking, which are essential for both academic performance and everyday life.

## Method

This research used a basic design, according to Gabriel (2017) basic research is characterized by starting from a theoretical framework in order to formulate new theories or modify existing ones, increasing scientific or philosophical knowledge, but without comparing them with any practical aspect. It is a type of review study, according to Cué, *et al.* (2008) the review article is a form of research or original work that is carried out in a library and not in a laboratory. In our case, our purpose is to collect the most important information on a specific topic. The main objective is to explore electronic sources on the importance of reading comprehension in education in order to synthesize knowledge and contextualize it when making decisions. In the literature review, information was collected from publications of the highest scientific quality, indexing in SciELO, Web of Science, Scopus, among others; also theoretical definitions, statistics from international organizations, as well as the Peruvian constitutional framework. Likewise, to achieve the above, keywords such as reading comprehension and relevance in education were used; and in English, reading comprehension and its relevance in education.

During the search, and, or, and not (boolean operators) were used. Inclusion criteria were used to narrow the search and be more specific about the publications that were the subject of this review. Thus, the review article used the synthetic comparative method when examining and analyzing a sample of 15 scientific articles in electronic format, considering descriptors, organized in Table 1, allowing the analysis and description of organized content and information.



## Results

**Table 1.** Documentary research, database of research papers

| Qualification  | Author/<br>year/country                      | Type of study                                | Population   | Goals   | Results<br>(DISCUSSION)   | Conclusions   |
|--|--|--|--|---|---|---|
| <i>Emotions and reading: When reading is the best way to improve skills in teenagers</i>         | Jimenez, et al. (2023)<br>Spain              | Quasi-experimental longitudinal approach     | 389 high school students in Spain aged 16 to 18 participated | To analyze how an intervention project to promote reading improves reading skills and emotional intelligence of students, since a review of the literature points to a direct relationship between both constructs. | From the results obtained, it is established that the experimental group had significantly higher scores compared to the control group. The alternative hypothesis of the research is accepted. | According to the studies, it is concluded that specific instruction in the field of reading through the three selected aspects (parallelism with cinema, anecdotes about the author and curiosities about the literary period of the work) results in an improvement in the skills investigated with the intervention program developed over 2 years. |
| <i>Strategies for improving reading comprehension in argumentative texts in secondary school</i> | Galeano, N. and Ochoa, S. (2023)<br>Colombia | Quantitative, with quasi-experimental design | 59 7th grade students  | To explore the results of applying an intervention to improve the understanding of argumentative texts in students from a   | Significant improvement is evident in favor of the experimental group. This compromises the use of this type of texts in secondary school, as well as should provide easy-to-                   | The program contributes to the identification of the structure of the text, considering underlining and summarizing as the main strategies.   |

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|   |   |  |                                      | Colombia<br>n<br>secondary<br>institution.   | understand<br>strategies.   |  |
| <i>Potentials<br/>of using<br/>literary<br/>play<br/>activities<br/>for<br/>reading<br/>comprehe<br/>nsion</i>    | Maina<br>and<br>Papalini<br>(2023)<br><br>Argenti<br>na | Longitud<br>inal<br>quasi-<br>experim<br>ental | 154<br>participati<br>ng<br>children | To analyze<br>over a<br>period of<br>two years<br>how two<br>groups of<br>students<br>(experime<br>ntal or<br>interventio<br>n group<br>and<br>control<br>group)<br>access and<br>experience<br>reading<br>and its<br>comprehe<br>nsion. | The pretest<br>consisted of a<br>questionnaire<br>with closed<br>questions asked<br>to the family<br>group about<br>reading habits<br>(frequency,<br>reading<br>methods,<br>material used,<br>literary tastes<br>and participation<br>in cultural<br>practices). The<br>post-test<br>consisted of a<br>validated<br>reading test<br>adapted to the<br>groups. | Reading fiction<br>for fun offers the<br>possibility of<br>constructing a<br>space that<br>expands the<br>margin of equal<br>opportunities.<br>Life trajectories<br>are usually<br>measured and<br>regulated in terms<br>of what is<br>expected within<br>certain socio-<br>historical<br>coordinates.                                       |
| <i>Strategies<br/>for<br/>reading<br/>comprehe<br/>nsion : A<br/>review of<br/>Latin<br/>American<br/>studies</i> | Armijos<br>, et al.<br>(2023)<br>Ecuador                | Systemat<br>ic review                          | 20<br>scientific<br>articles.        | To<br>qualitative<br>ly analyze<br>scientific<br>articles<br>published<br>by<br>Redalyc,<br>systematic<br>ally<br>reviewing<br>them to<br>determine<br>innovative<br>strategies<br>that<br>teachers<br>can use to                        | Articles<br>referring to text<br>comprehension<br>and the use of<br>technologies to<br>promote reading<br>practice were<br>reviewed .<br>Techniques to<br>promote text<br>comprehension<br>in students at all<br>levels were<br>selected from the<br>review.  | Priority is given to<br>the critical level<br>that the reader<br>must reach in<br>order to issue<br>value judgments<br>and opinions that<br>can help them<br>with the<br>challenges of<br>everyday life.<br>Therefore, it is a<br>priority that a<br>reading<br>environment with<br>efficient strategies<br>be promoted in<br>study centers. |

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|   |                               |                           |   | encourage their students to read digitally, with a view to understanding texts.                               |  |  |
| <i>Reading comprehension of argumentative texts: a systematic review from basic to university level</i> | Maldonado, et al. (2023) Peru | Systematic review article | 26 scientific articles following the Prisma model                       | Analytically determine which strategies are effective for understanding argumentative texts.                  | The results classify the reviewed articles as follows: 25 are five years old, there are twenty-six articles in total from four databases and due to its relevance, one article from Google Scholar was added to those previously selected. | The conclusion indicates that in order to understand the type of argumentative text, it is necessary to master its structure and information processing. Factors such as motivation, socio-cultural background and language that influence the reading process must be considered. |
| <i>The role of text features in primary school children's reading comprehension in Spanish.</i>         | Míguez, et al. (2022) Spain   | Correlational method      | 313 students between 8 and 11 years old belonging to the primary level. | Determine how two vital aspects of any text influence reading comprehension tests, based on their qualifiers. | Significantly higher scores were achieved in the textual aspect compared to mental models. The best results were found in the fourth, fifth and sixth grade stages in expository texts. This becomes an                                    | The research provides novel ideas for improving text comprehension with an emphasis on early ages and how to stimulate mental representations in expository texts.   |

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|  |                                       |   |  |  | input for literacy in primary school.  |   |
| <i>Seven linguistic levels as a strategy to improve reading comprehension</i>  | Chura <i>et al</i> (2022) Peru        | Experimental type and quasi-experimental design | It considered 86 4th grade students between 9 and 10 years old selected with non-probabilistic sampling.                     | The aim was to determine whether the seven-level proposal is effective for understanding texts in fourth-grade children. | In agreement with the studies by Mego and Saldaña (2021); Peña (2019) and Thorne <i>et al.</i> (2013), the improvement in text comprehension scores is observed.                                       | The proposal is effective in improving understanding according to the Mann-Whitney U test, which showed a notable difference between the control groups before and after applying the strategy. |
| <i>Reading fluency, word recognition and reading comprehension in students from 4th to 9th grade of education</i>        | Gabriel, <i>et al.</i> (2022) Brazil  | Revision Systematics                            | Of a total of 992 articles, 32 were selected for review.   | Determine the relationship between recognizing words and understanding readings.   | The analysis considered national and international publications on the topic under study relating word recognition and text comprehension.   | The results show that reading fluency has a significant relationship, greater than word recognition, with reading comprehension in grades four through nine.                                    |
| <i>The relationships between prosody and reading comprehension in Spanish-speaking students: a systematic review and</i> | Roldán <i>et al.</i> (2022) Argentina | Systematic review and meta-analysis             | Eighteen correlational investigations were considered, to which multi-level meta-analysis was applied, examining correlation | Conduct a bibliography search in updated databases of high-impact journals without exclusions due to time.               | The review had two purposes: first, to establish the research path on the topic and second, to find out the relational significance between prosody and text comprehension in native Spanish speakers. | As a result, regardless of the educational level, prosody allows the processing of semantics in sentences and readings in the Spanish language.   |

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| <i>meta-analysis</i>   |  |  | al coefficient s.  |  |  |   |
| <i>Analysis of reading comprehension and disabilities in adolescent s.</i>                 | Ruiz, and Gonzale z (2022) Spain (Malaga ) | Cross-sectional observati onal.  | It considered a population of 203 students between the ages of 12 and 14, correspon ding to the first three grades of secondary school . | Reflect on the learning outcomes related to text comprehe nsion based on their limitations   | Differences were found in the results of the groups, with significant scores corresponding to the third-grade group, whose scores are the highest with respect to the variables. The difficulties range from 15% to 30%. | The main conclusion focuses on the processes for teaching text comprehension from an early age, thus avoiding difficulties in later schooling.  |
| <i>Thinking skills, reading comprehension and working memory in normal school students</i> | Esquive l, et al. (2022) Mexico            | Quantita tive, descripti ve, cross-sectional research, uses observati on and prospecti ng. | It includes students from two zonal educationa l groups with a total of 45 individual s.   | Establish the basis for training teachers based on the evaluation of mental abilities and text compre nsion in education students, establishin g relationshi ps between their weaknesse s in order to solve them | A deficiency in thinking ability and low levels of reading comprehension were found. The positive association considers poor reading effort in relation to mental ability.   | The current condition of future teachers is a cause for concern with regard to cognitive skills. Working memory must be trained, thinking and vocabulary management must be developed for text comprehension, since the children are in the hands of these future teachers. |

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| <i>Creative strategies applied to the reading development of secondary school students.</i>               | Bustamante Toscano and Game Varas. (2022) Ecuador | Qualitative approach, exploratory type                         | 12 public schools and sixty-two teachers to be surveyed.                                | To examine what strategies teachers use to teach reading comprehension at basic levels in Ecuador.  | From the results we can see the limited use of teaching mechanisms and resources to encourage reading comprehension in students.   | ICTs enable the construction of knowledge in students according to their learning styles, becoming an innovative tool that can be used by teachers with good results. |
| <i>Effectiveness of a digital Serious Game to improve reading comprehension and academic performance.</i> | Sanchez, S. and Pascual, M. (2022) Spain          | Quasi-Experimental. Initial and final quantitative evaluation. | 153 students from 3rd to 6th grade of primary school from 4 schools in Gijón (Asturias) | Check the improvement of students' reading comprehension and promote increased academic performance by training them with a digital tool. | To test the effects of using the program on progress in the comprehension sub-subject: the pretest-posttest. The means of the students' scores were compared with statistics. The performance was below the mean of the subsequent levels. | It is concluded that there was an increase in reading comprehension and an improvement in academic performance in other subjects.                                     |
| <i>Reading comprehension and cognitive variables in second-year basic education students</i>              | Huarache, F. (2021) Chile                         | Correlational and cross-sectional design                       | 231 subjects to investigate.  | To determine performance levels in verbal comprehension, processing speed and reading comprehension of                                    | There are significant differences in variables by sex and by geographic area. Men have a better level of understanding what they read than women, the urban area group   | In conclusion, there is a higher level of performance, verbal comprehension and processing speed of students from urban areas compared to                             |

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|   |                             |                          |  | basic primary school students.   | has better scores in the other variables.  | students from rural areas.   |
| <i>Intervention for oral language comprehension skills in preschool children with language development disorder</i> | Acosta, et al. (2021) Spain | Quasi-experimental study | 99 five-year-old students with or without language development disorders | To determine whether the intervention program to improve oral comprehension skills in 5-year-old children with or without language development disorders is effective. | There are significant differences between students with language disorders and children with typical language development, The latter obtained better results in the initial test, and in the final test the results were better in the stimulated groups. | The application of an early intervention program in students with or without language disorders develops skills to understand texts. |

Note: Own elaboration.

The review searched for articles from electronically indexed journals Scopus, Web of Science, and SciELO, between the years 2021 and 2023 that present strategies for reading comprehension, which were organized in a single table, original articles from various research works, and systematic review articles, which allowed to highlight, analyze, interpret, and synthesize relevant information on the relevance of comprehensive reading in educational training from a specific research perspective that allows decision-making. These data are properly organized, allowing us to see that each article referring to reading comprehension and education presents one of the variables and its dimensions; although each article presents different dimensions in the conclusions of the other indicator that we examined, the close relationship and significance of reading comprehension in the educational field is noted. The articles evaluated cover the years 2021-2023 and are considered quantitative and qualitative research, as well as quasi-experimental, cross-

sectional designs with a correlational, observational, descriptive, prospective, correlational scope, initial and final quantitative evaluations, and causal, correlational and cross-sectional designs, taking articles from various countries, including Latin America.

## Discussion

In the present study, according to the results of the topic studied, Jiménez *et al.* (2023) in their article Emotions and reading define that reading is the best way to improve skills in adolescents; they also indicate that specific instruction in the field of reading through the three chosen aspects (curiosities about the literary period of the work, parallelism with cinema and anecdotes about the author) translates into an improvement in both emotional recognition and reading skills. Added to this are Galeano and Ochoa (2023) who, in research to improve reading comprehension through the use of strategies, indicate that their program helped in identifying the structure of argumentative texts where summarizing and underlining were the most influential methods to achieve this understanding. Maldonado *et al.* (2023) similarly indicate that it is essential to remember that reading is influenced by motivation, social elements, and language. Maina, and Papalini (2023) add that reading fiction in a playful way allows for the creation of a space that increases the margin of equal opportunities. Miguez, *et al.* (2022) In their study, they present new suggestions to improve reading comprehension, such as focusing from an early age not only on different forms of text and their properties, but also on the many strategies needed to help create their mental model. However, Chura, *et al.* (2022), state that there is a substantial difference between the averages of the control and experimental groups, indicating improvement in comprehension at the literal, inferential, and criterion levels, resulting in significant progress. Ruiz and González (2022) advocate teaching reading techniques and enhancing reading skills from an early age to avoid later problems. While Esquivel *et al.* (2022) conclude their work by acknowledging the worrying situation of future teachers in terms of cognitive skills, offering alternatives to enhance these, training memory for work and improving vocabulary and comprehension. Bustamante and Game (2022). specify several new approaches for teachers to use digital and communicative tools to improve reading comprehension, allowing students to build their own knowledge taking into account their unique learning style .

These authors reinforce the importance of one variable in the other and their significant relationship. Their positions commit to improving education, especially in educational institutions where teachers apply innovative and creative strategies on reading



comprehension, in this way good results will be achieved in student learning. Therefore, I consider that there is varied information on the study variables and reading comprehension and their relevance to quality education.

## **Conclusion**

Based on the findings of the studies analyzed, an important association is established between reading comprehension and its impact on educational improvement, since the researchers consulted agree on a significant relationship between the proposed variables along their multiple dimensions. As a result, it was determined that reading is an essential skill for learning both inside and outside of school and that it is one of the linguistic talents that allows us to interpret written speech in addition to helping to broaden our ways of thinking and being in society. This requires the person to apply his or her past attitude, experience and knowledge. Some researchers argue that the reader's experience with a text is more significant than the information he or she acquires from it. Reading allows the reader to learn about other realities, to alter them within the human person and to project them into education and society through new knowledge. It is essential to review information in scientific studies that incorporate the specified factors, as they serve as references for further research on the topic, enriching the state of the art in research. Reviews provide us with a database from which to develop or expand our research topic.

## **Future lines of research**

In future studies on this topic, it is suggested that government policies should encourage Research on the study variables. With the information obtained, a diagnosis can be made and new strategies can be proposed that allow us to counteract this problem in various countries regarding the low performance of students in the different cycles of basic training. By making the diagnosis, reading difficulties can be addressed in a timely manner and will allow us to take pertinent actions by proposing programs, models, workshops that can reverse this negative situation. In addition, systematic reviews can be used to inform the pre-experimental or quasi-experimental design, proposing the application of various investigations in schools as strategies to empower students with useful and creative tools that allow them to significantly improve their understanding in the various areas, which will lead

to better results in their performance, achieving educational objectives and goals, achieving a quality education.

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