



Methodological Strategies to Promote Reading Comprehension in the Basic Elementary of Basic General Education



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Abstract

The research was based on the analysis of methodological strategies to promote elementary basic reading comprehension of Basic General Education of the "Gil Alberto Rivadeneira Arteaga" Educational Unit. The results of the research carried out through an evaluation rubric are shown, as a way of projecting the national educational dimension, an estimate of the phenomenon that influences the implementation of methodological strategies to promote reading is made. A classification of topics was carried out on the methodological strategies of reading in the students in the theoretical framework. Through the analysis of these strategies, the causes of errors in reading comprehension are revealed. The objective was to investigate the methodological strategies applied by teachers to promote reading comprehension in the learning process. The research has a qualitative, quantitative, and documentary approach; In addition to the inductive and descriptive method, the technique applied was the survey to perform the analysis and interpretation of the results of the methodological strategies. The result was that the methodological strategies influence reading comprehension and the need to analyze, improve and propose a teaching-learning model based on a change of renewed strategies was observed.

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1 Introduction

Reading comprehension refers to a simultaneous process of extraction and transactional construction between the experiences and knowledge of the reader, with the written text in an activity context (Gutiérrez Braojos, 2012). The construction of the textual mental representation is an open and dynamic process, nonexistent exclusively in the text or in the reader, dependent on the reciprocal relationship between the conditions of the text, and the context. (Caceres & Martinez, 2016), cites (Maqueo, 2009), And points out that: Reading is a means to express feelings and emotions, to transform experiences and aspirations to advance in time, in space, expand the human culture and the vision of the world, because through reading they express their culture; It also provides information, knowledge to be able to face challenges of daily life with knowledge and theoretical foundations and thus build a country with a reading culture and values.

One of the essential tasks of teachers in education is to help readers effectively to obtain positive achievements in the comprehension of written texts, which is why it is considered a crucial activity for student learning in all areas. Through reading, the student will be able to enrich their vocabulary, understand and form their personality and contribute to forming a country with reading habits. When asking the following question: Haven't we read it yet? Are you reading less and less? Does technology distract us? Is there a lack of adequate strategies to encourage this practice? Or do we read it in another way? All these questions suggest that reading is fundamental because it not only defines people but also values the relationships in the environment in which they are created (Brevik, 2014; Handayani et al., 2019; Subramaniam et al., 2021).

The authentic act of reading is a dialectical process that synthesizes the existing relationship between knowledge-transformation of the world and knowledge-transformation of people, reading is pronouncing the world, it is the act that allows men and women to take distance from their practice (codify it) to know it critically, returning to it to transform it and transform themselves. To respond to these problems, the objective was to investigate through the survey the methodological strategies applied to promote reading comprehension in the learning process.

Reading is a process of interaction between the reader and the text, a process through which the first tries to satisfy, in other words, reading is knowing how to understand, above all, knowing how to interpret (Solé, 2006), this author proposes that readers establish their own opinions, assessments, and judgments of what is read, so reading is participating in an active feedback process (reader-text). The poor reading comprehension of students, teachers, and parents in rural areas is mainly due to poor reading habits, which means that reading skills are not developed effectively. This is how it is stated, that reading comprehension is a complex activity; The reading skills that the reader develops are fundamental for the acquisition of knowledge, but it also depends on the characteristics of the text that is read.

Comprehension is the process of making sense of words, sentences, and related text, this means that the reading process is individual and personal, there is no exact measure that shows how a student understands the text, it is only You can obtain indirect information from which you should reflect on that understanding. The Ministry of Education (Mineduc, 2021), concerned about the low levels of reading comprehension, carries out different types of events, one of the most positive is the reading festival, the activities of the reading festival must promote and articulate the formation of readers. Teachers, especially those of Language and Literature, play a fundamental role as mediators of reading, they must promote these strategies that help solve existing problems; in addition to carrying out preparatory activities in their classes for this activity to promote reading.

2 Materials and Methods

The applied methodology was of type quantitative and scientific, to investigate, analyze and understand, from the disciplinary and didactic perspective of the knowledge of the correct concepts of the methodological strategies and the analysis of reading comprehension of the students of the elementary basic, in turn, demands a theoretical foundation and a testable hypothesis through the application of the rubric technique, in addition to the analysis-synthesis method. The scientific method seen by (Santa Cruz, 2015), is a set of procedures by which scientific problems are raised and hypotheses and investigative work instruments are tested. Some quantitative contributions were valued as indicated (Pita, 2002), based on the use of statistical techniques to know certain aspects of interest about the population that is being studied, such as the collection of information through surveys and the analysis of data through descriptive statistics. the study phenomenon was characterized, by applying the heuristic method, in

order to find and solve a problem; the inductive method, because in the course of information processing new concepts were introduced to perceive the results with a certain level of generality.

Scientific work refers to two complementary activities in the study of complex realities (Bajo, 2008), this analysis consists of separating the parts of these realities until getting to know their fundamental elements and the relationships that exist between them. Synthesis, on the other hand, refers to the composition of a whole by the reunion of its parts or elements. The researcher sees the setting and the people from a holistic perspective, trying to understand them within their frame of reference. The documentary method was used by reviewing texts and articles according to the subject of study as indicated (Tamayo, 2001). The population studied was 12 teachers, and 1 manager, from the Educational Unit.

3 Results and Discussions

Methodological strategies are a successive set of organized and planned activities that allow the construction of a school and private knowledge and describe the pedagogical interventions developed to improve and enhance spontaneous processes of teaching and learning, as a means that contributes to the development of intelligence, conscience, affectivity, and the skills or abilities to act in society. The results shown are the data obtained from the survey designed to know the knowledge that teachers have, about the application of methodological strategies to achieve excellent reading comprehension (Cova, 2004), it shows that children must start reading at home because fathers and mothers are much more emotionally linked to promoting it. If a warm encounter with books is fostered, children will also get closer to their parents.

Methodological strategies are processes through which all the skills that the individual possesses are selected, coordinated, and applied, these are linked to meaningful learning, with learning to learn (Riquelme, 2022). Some authors show how the concept of methodological strategies was used, considering that it encompasses various methods, means and techniques, considering that the concept provided greater flexibility and utility in the didactic process (Jiménez González & Robles Zepeda, 2016), Citation to (Colom A Sureda, 1988). Reading has been the closest link between the student and knowledge. This is considered a competence and is conceived not as an instrument, but as a way of thinking (UNESCO, 2016), whenever the criteria are read, though, and refined, ideas are contrasted and questioned in that way manage to learn without proposing it.

You must learn to read to learn, to think, to enjoy. Reading is the way to access knowledge, to participate in society, read a contract, a bill, a price, or the time of a ticket, given that we live in an increasingly complex literate world. Reaching the level of understanding of deep or meaningful learning, as David Ausubel called it, is a process in which several stages are distinguished that have been addressed by different scholars with different denominations, they obey the same process. In this regard, we can cite the so-called: "Good quality thinking" (Beas, 1994), which involves critical, creative, and metacognitive thinking, which is described as critical thinking that may be able to process and rework the information that may be available. a basis for sustaining their own beliefs. Reading comprehension: a challenge for teachers and students

The four main groups of skills that a language user must master to communicate effectively in all possible situations, also known as basic communication skills, such as speaking, listening, reading and writing, are essential to live in society, and communicate (Ramírez Mazariegos, 2017), expose very interesting data regarding linguistic skills, stating that communication occupies around 80% of the total time of human beings. This time is distributed as follows: listening 45%; talk 30%; read 16% and writing 9%. Reading is a basic skill to acquire knowledge. A great reading fluency allows us to understand the world around us, opens the door to knowledge, and gives wings to inspiration and imagination. Reading comprehension is a fundamental pillar in all areas at the primary and secondary level, not only in those related to linguistics, but it is also the way of expressing oneself in a general way (Friedman & Miyake, 2004; Ponce et al., 2012; Spörer & Brunstein, 2009).

Reading is the foundation for many aspects of learning. Reading involves learning and recognizing languages, recognizing, segmenting the sounds of words, and associating them with symbols, the alphabet system. To read, children must understand words and decipher them, so they have to learn more and more vocabulary (Pérez Payrol et al., 2018). School teachers often play a significant role in developing these skills for students and can acquire and expand their spoken and written vocabulary; However, in the last two years, COVID-19 has transformed this teaching method into a digital one, making it difficult for students to learn as they are not prepared for it.

A methodology for working on and evaluating reading comprehension: Barrett's taxonomy

Although there are many methodologies that different authors propose for the practice of reading comprehension, most of them are based on "Barrett's Taxonomy". This was created by Thomas Barrett in 1968 and is practical when it comes to teaching understanding since it not only focuses on cognitive aspects but also links these with affective-social aspects, this union led Barrett to propose various cognitive dimensions to achieve correct reading comprehension (Cañas, 2015), Figure 1 shows the forms that detail the dimensions.

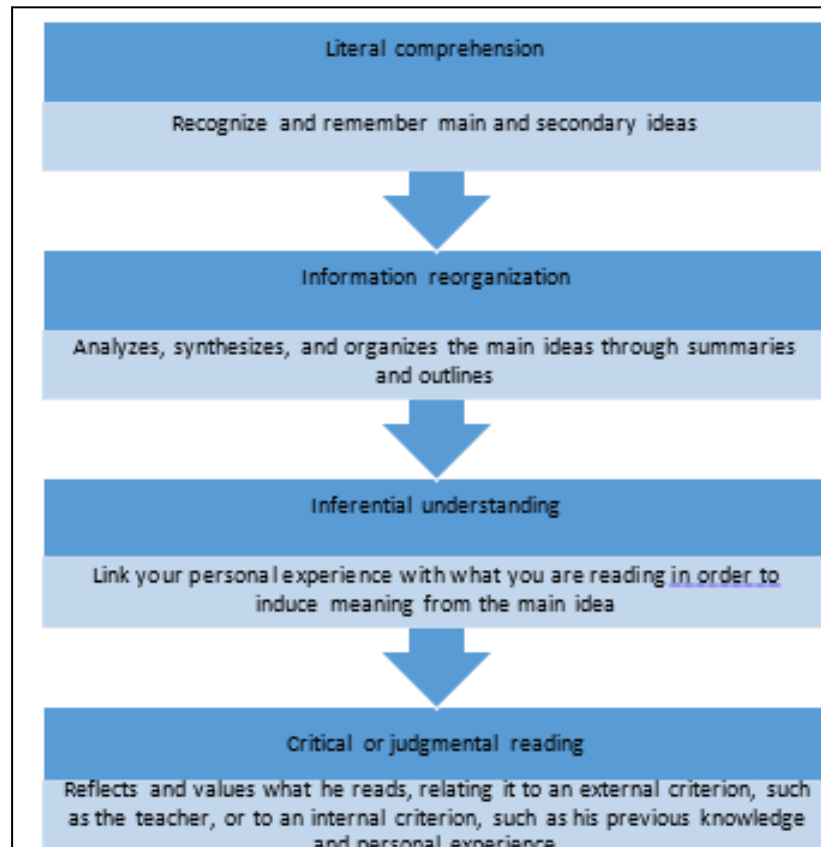


Figure 1. Dimensions of reading comprehension
Source: (Cañas, 2015)

In this research, a survey related to the methodological strategies applied to promote reading comprehension in the learning process was applied without questioning how these concepts are incorporated into the students, these concepts will be addressed in the face-to-face class of language and literature, where it is assumed that these topics are reviewed in the planning, the concepts analyzed are shown in figure 2.

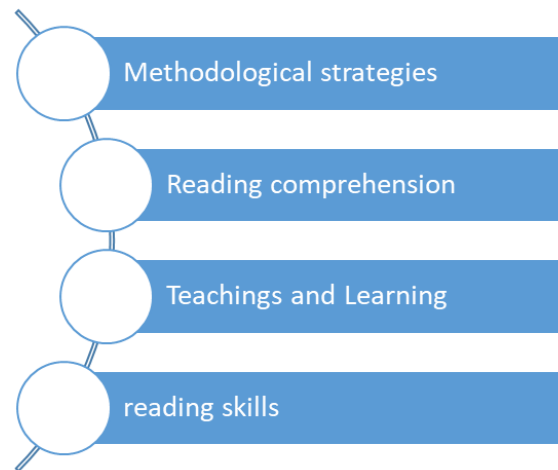


Figure 2. Concepts analyzed in the planning

It was investigated through a survey with questions structured to the students related to the methodological strategies used by the teacher of the "Gil Rivadeneira" Educational Unit. The results are shown in Table 1.

Table 1
Types of methodological strategies used by the teacher

Alternatives	Frequency	Percentage (%)
Brainstorming	11	85
Concept maps	4	31

As can be seen, the students surveyed had methodological strategies in mind, noting that only they use brainstorming with 85% and conceptual maps with 30%, other methodologies do not recognize their use, such as semantic networks and role-plays (Dreyer & Nel, 2003; Delgado et al., 2018; Anmarkrud & Bråten, 2009). Teachers also investigated on the use of reading comprehension among all the possible factors that influence and hinder comprehension in a child that currently predominates the theory of strategic deficit, where children must apply metacognitive strategies to understand the reading. responses are shown in table 2.

Table 2
Main reading comprehension difficulties detected in students

Alternatives	Frequency	Percentage (%)
Vocabulary Poor	3	23
Dyslexia	12	92

As can be seen, teachers have answered two aspects related to the questions, and the largest number of responses were related to dyslexia, which is one of the main difficulties in reading comprehension, showing that This disorder can cause reading problems in boys and girls. he is further shown to have a poor vocabulary. The survey was applied to the 15 teachers of the Gil Rivadeneira Arteaga Educational Unit, most of them know about the types of methodological strategies that currently exist, which means that the population of teachers shows that methodological strategies influence reading comprehension. With the application of the survey to teachers, it was possible to verify that they are not using the strategies to carry out reading comprehension, so the teaching staff should be motivated to know and use the technological tools (Pearson & Gallagher, 1983; Moghadam et al., 2012; Guthrie et al., 2007). As part of the topic, text comprehension has been studied for a long time since the beginning of the century, educators and psychologists considered the importance of reading and tried Over the years, to determine what happens when the reader understands the text, improved the reading comprehension, and became an expert in

this field, develop appropriate methodological strategies for teaching. For (Galindo, 2017), in his blog he cites, who shows us that the conclusions in a scientific investigation are theoretical constructs that expose those confirmatory data or final limitations of the investigation, that is, they are the ideas of closure of the research carried out to collaborate with the academic heritage

4 Conclusion

It was evidenced that the methodological strategies applied by teachers to promote reading comprehension in the learning process are poor, which is why the need to analyze, improve and propose new techniques, strategies, or ways of how to reach the student and induce him into the world of reading, appreciating the need for his social development and coexistence in his environment.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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