



The Quality of Reading and Meaningful Learning in Basic General Education Students: Case Study



Katiuska Josefina Rivera-Mendoza^a
Geomara Karinel Patiño-Briones^b
Loida Maribel Mendoza-Zambrano^c
Fabio Alfredo Mendoza-Zambrano^d
Johanna Lisbeth Candela-Muñoz^e

Article history:

Submitted: 09 December 2024

Revised: 18 December 2024

Accepted: 27 January 2025

Keywords:

basic general education;

learning;

quality of reading;

students;

Abstract

Teaching reading is one of the noblest activities that the teacher has developed, the same one that has managed to awaken curiosity, but also a lack of interest, especially in school children. The author shared the daily debate and the continuous search for answers to the questions raised by teachers about how to improve and energize the teaching-learning process of reading. The research is based on the investigation regarding the current situation related to the quality of reading and learning in students of Basic General Education, seeking evidence of how teachers apply different strategies and methodologies to obtain learning. Significant in the teaching of reading, information is collected that deals with the role that parents play in the educational process. In short, it gives an account of the state of the art related to the topic of the research. The investigative characteristics are quantitative and descriptive, the quantitative methodology develops a set of techniques that are used to study the variables of interest of a certain population, its purpose is to plan various investigative activities that allow obtaining information. For the present case, the information obtained allows us to propose a set of activities to standardize the reading processes studied, analyzing and interpreting their strengths and weaknesses and incorporating the participants' criteria.

International journal of linguistics, literature and culture © 2025.

This is an open access article under the CC BY-NC-ND license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Katiuska Josefina Rivera-Mendoza,

Universidad Laica Eloy Alfaro de Manabí, Chone, Ecuador

Email address: katiuskateacher@gmail.com

^a Universidad Laica Eloy Alfaro de Manabí, Chone, Ecuador

^b Unidad Educativa Colón Arteaga García (Ricaurte-Chone), Ecuador

^c Unidad Educativa Cayambe Cantón Chone, Manabí, Ecuador

^d Unidad educativa Río Cenepa Cantón Flavio Alfaro, Manabí, Ecuador

^e Unidad Educativa Río Cenepa de Flavio Alfaro, Manabí Ecuador

1 Introduction

Understanding a text, and being able to interpret it and use it is an essential condition to complete compulsory schooling and to function in daily life in literate societies. From our conception, teaching reading to school children is undoubtedly a noble task; it constitutes a fundamental tool for the academic development and therefore the future of our children (Solé, 1987).

The research is developed to resolve fundamental questions that revolve around: What strategies should be used to work with children? How to include parents in the educational process? How to motivate children to read. ? How to improve reading comprehension in the reading process? In this sense, the resolution of these questions is not easy; the answers to these questions must be given by joint work among all those involved (Castro-Delgado et al., 2024).

The objective of the investigation was to make a description of the degree of access of the students to reading, as well as to evaluate the level of reading comprehension, establish the relationships between reading and their level of comprehension and learning: in their achievements and their problems, and define procedures to create friendly environments for reading in classes and as a personal habit. Likewise, aspects related to the family's socioeconomic environment are investigated (Van Dinther et al., 2011; Shahiri & Husain, 2015).

The methodology used in the investigation had the purpose of developing a set of procedures that allowed analyzing the different scenarios in which the learning of reading takes place at the level of Basic General Education, implementing instruments that allowed each of the educational institutions to be evaluated. involved. The surveys proposed to teachers sought to establish the criteria and indicators that relate reading and comprehension to learning performance (Johnston & Finney, 2010; Cattaneo et al., 2022).

Through the field study, updated data on the educational environment was obtained. For this purpose, the collection of information was aimed at teachers in the area of Language and Literature, who corresponded to five educational institutions in the Chone canton, and at the participating parents. The information collection mechanism for teachers was done through the use of a survey and data was required on aspects such as: reading models, methodologies, reading and learning levels, reading comprehension, difficulties, and motivation for the study. learning to read in students. The collection of information for parents was done based on socioeconomic aspects (Baeten et al., 2010; Hänze & Berger, 2007).

2 Materials and Methods

The research adopted a quantitative approach, to investigate the level of reading comprehension and determine their learning difficulties. At the same time, investigate training in the quality of reading, as a condition and support for learning at the Basic General Education level of the five participating educational institutions.

The methodologies used were: Bibliographic, analytical/synthetic, inductive/deductive, and statistics. The data collection technique was the reading test. The population was made up of Basic General Education students from five educational institutions in the city of Chone, province of Manabí, and the sample was made up of 20 students from each of the participating educational institutions.

Present results related to the implementation of information collection instruments such as, for example, a socioeconomic survey for parents and a reading test for students from the following educational institutions: UE1: "San Cayetano" Educational Unit, UE2: Unit "Augusto Solórzano Hoyos" Educational Unit, UE3: "Eloy Alfaro" Educational Unit, UE4: "Eugenio Espejo" Educational Unit and UE5: "Cinco de Mayo" Fiscomisional Educational Unit of the Chone city.

The population was made up of students from the participating educational institutions and the sample was made up of 20 EGB students belonging to each of the participating educational units. Educational Unit "San Cayetano"; "Augusto Solórzano Hoyos" Educational Unit; "Eloy Alfaro" Educational Unit; "Eugenio Espejo" Educational Unit; "Cinco de Mayo" Fiscomisional Educational Unit.

3 Results and Discussions

The quality of reading is observed in the action of reading, it is a complex skill to understand the written text. Children tend to have problems when reading, generating difficulties in reading comprehension and affecting their

educational performance. The responsibility of stimulating children to read lies with the parents, the school, and society. The action of reading can be defined as a complex skill whose purpose is to understand the written text (Mendoza & Tasigchana, 2021).

Although it may seem futile, it is important to refer to the essence of the act of reading, since it is quite common to assign the quality of reading to any act of decoding written signs and their realization. Reading, in the rigorous sense, is constructing for oneself the meaning of a message, which can be embodied in a physical or immaterial medium. Not only books are read, but also images, gestures, natural landscapes, and social facts (Salazar & Ponce, 1999).

If in the years to come we are unable to reflect more deeply than we do today on some of the complexities that live at the very heart of teaching but can more fully appreciate the role that teachers can and do play in our lives, we are condemned to having those schools and those teachers whose training potential is never realized (Jackson, 1999). Based on the criteria of Valencia & De Oca García (2004), the act of reading becomes a complex, superior, and exclusive capacity of the human being in which all their faculties are engaged simultaneously.

The quality of reading is directly related to the type of reading; Narrative texts are usually chosen over informational texts to promote language in the initial stages of schooling, based on the belief that children prefer and understand this type of text better. The reasons given by the students for choosing a book did not refer to the type of text, but to the content, connection with their own experience, and purpose of reading, among others (Silva & Jéldrez, 2021).

On the other hand, methodological strategies constitute valuable tools in the teaching-learning process for students with reading learning difficulties, motivating and increasing the development of techniques to develop meaningful reading learning, with the application of motivation in the process of acquiring knowledge through experience, with playful approaches used in the classroom (Robles & Zambrano, 2022).

Therefore, it is important that at school children read different types of texts, so that they know and get used to various superstructures. For expert readers, the simple fact of knowing that we are going to read a news story, a story, a play, the assembly instructions for a device, or the definition of what is understood by a schema in Psychology, makes us alert, It makes us expect some content and not others, it allows us to update certain strategies and prepares us for more agile and productive reading, and for better understanding (Solé, 1998).

The microanalysis of verbal exchanges between mother and child, in shared story reading sessions, to contribute at this level to a better understanding of the effectiveness of this strategy. The inquiry was organized around the quality of verbal exchanges during the shared story reading of mother-child dyads, who participated. The results of the study carried out show that it is possible to observe high-quality interactions between mothers and children from disadvantaged sectors, although low-quality ones predominate (Valenzuela et al., 2024).

The quality of reading is a necessary tool in the educational process that allows true and certain access to knowledge, stimulates the imagination, and encourages the personal development of students. Being an essential tool for learning, it is of utmost importance. motivate from an early age to create a habit of continuous learning, an innate curiosity in students (De la Cruz et al., 2023). To improve the quality of reading, some factors shown in Figure 1 must be considered.

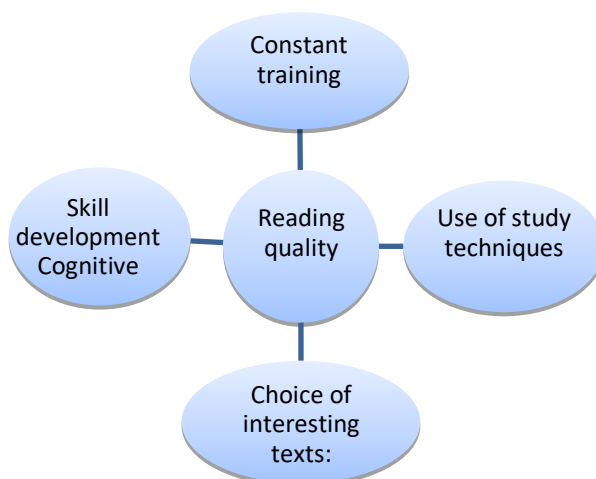


Figure 1. Factors to improve the quality of reading

Each of them plays a role in perfecting the quality of reading, constant training allows you to practice reading regularly where the reader faces different levels of difficulty, another aspect is the use of study techniques such as concept maps, summaries, and critical analysis of what you read. Choosing interesting texts encourages motivation in new readings, and also helps develop cognitive skills through exercises that improve memory, attention, and concentration.

Meaningful learning

Meaningful learning is a process of acquiring knowledge with skills, it is an instruction that is produced based on experiences that generate significant memories that are capable of transforming your life, for it to be meaningful, it is important that students are motivated and interested due to the subject they study, for them to actively participate in the learning process, it is also necessary that the information is presented clearly, using strategies as well as methodologies that encourage reflection, such as critical thinking (Otero-Potosi et al., 2023).

The socio-interactionist model postulates that significant language learning is acquired through communication with others, interacting with common codes that allow visualizing and expressing concerns, points of view, and reflections in a sociocultural community (Vygotsky, 1979). On the other hand, thanks to the printing press at the beginning of the modern era, the first great pedagogue, John Amos Comenius (1592-1670) wrote the first illustrated book for children with children's games, historical scenes, and religious paintings.

Children's literature constitutes a powerful means for the transmission of culture and the integration of areas of knowledge. Furthermore, it contributes to the most important aspect of education, which is the formation of values, fulfilling an essential role both at home and at school, thus promoting an approach to reading and writing. This type of written literature is ancient; Indeed, in the late Middle Ages there were already literary expressions of this type, but the infant was seen as a small adult in his writings on wooden tablets (Escudero & Muñoz, 2020).

Meaningful learning, with a pleasant environment and free-thinking will positively influence reading motivation. Society, on the other hand, also has great influence in this aspect, what is seen on television, social networks, and the radio transcends the child's mind, starting from an everyday advertising message to the textual understanding of some emblematic work of literature, they are a set of distractors for the child (Mendoza & Tasigchana, 2021).

To achieve a significant learning of reading, there is a need to link children's literature and the development of socio-emotional skills, through the book as a pedagogical and didactic mediation, to consolidate both cognitive and emotional skills. Precisely, the understanding of the book-album must be promoted as a strategy for the development of socio-emotional skills in Primary Basic Education students (Rodríguez et al., 2022).

Play as a strategy for meaningful reading learning is a disciplinary intervention proposal that arises to contribute to the learning of reading quality in the first grade; taking into account that it is a fundamental process in the life of

the human being because they are essential communication skill and as a means to acquire knowledge, also because they strengthen the comprehensive development of children (Muñoz et al., 2021).

The use of the reading corner allows children to develop language through meaningful learning, where various activities are used that motivate children to read. In this learning environment, planning must be carried out to specify what activities are going to be carried out, such as: book loans, text records, reading agenda, reading sponsors, exchange of readers for reading stories, activities with unique copies, text production projects (Ripalda et al., 2020).

Playful activities are a powerful ally to promote meaningful learning. Playfulness is a way of living everyday life, that is, feeling pleasure and valuing what happens, perceiving it as an act of physical, spiritual, or mental satisfaction. Playful activity promotes the development of skills, relationships, and a sense of humor in people and predisposes the child's attention to motivation for learning. Playful activities brought to the classroom become a strategic tool, introducing the child to meaningful learning in pleasant environments attractively and naturally, developing skills (Candela Borja & Benavides Bailón, 2020).

The personalization of learning is an educational approach that has been strengthened by the use of new educational strategies. It allows students to have a learning experience more tailored to their individual needs, which in turn facilitates understanding and meaningful application of knowledge. This not only facilitates a better understanding of the material but also promotes more meaningful application of knowledge in a variety of real-world contexts and situations (Puma, 2024).

The research had the objective of establishing the relationships between the level of reading comprehension and learning: in their achievements and their problems based on identifying the level of collaboration of parents in the teaching-learning process of reading at the level of Basic General Education children and present results related to the implementation of instruments for collecting information linked to this problem in the participating educational institutions (Wu et al., 2012).

The influence that family variables and dynamics exert on the academic progress and adaptation of students are determined by aspects such as the socioeconomic and educational cultural characteristics of the families, the climate and functioning of the home, parental perceptions and behaviors towards the child or Parental involvement in education Table 1 shows the results of the types of regions where the educational units of study are located.

Table 1
The area where the student lives

LITERAL	UE1	UE2	UE3	UE4	UE5	Media
Central Urban	5	5	10	14	16	10.0
Urban Marginal	3	2	4	3	0	2.4
Rural	12	13	6	3	4	7.6

Source: Results of socioeconomic survey of parents

- UE1→ "San Cayetano" Educational Unit
- UE2→ Educational Unit "Augusto Solórzano Hoyos"
- UE3→ "Eloy Alfaro" Educational Unit
- UE4→ Educational Unit "Eugenio Espejo"
- UE5→ Fiscomisional Educational Unit "Cinco de Mayo"

As shown, the information collected regarding the place where the student lives, where an average of 10.0 parents answered that they live in the central urban area, an average of 2.4 in the marginal urban area, and an average of 7.6 answered that they live in the rural area. Table 2 shows the educational level of the father of the family.

Table 2
The education level of the father of the family

LITERAL	UE1	UE2	UE3	UE4	UE5	Media
Primary level	5	2	4	4	0	3.0
Secondary level	13	13	11	9	5	10.2
Higher level (University)	2	5	5	7	15	6.8

Source: Results of socioeconomic survey of parents

As shown, the information collected regarding the educational level of the parents is shown, where an average of 3.0 parents answered that they only have primary level, an average of 10.2 answered that they have reached secondary level and an average of 6.8 answered that They have completed their studies at the university level.

Based on the information obtained from the test, it was evident that an average of 4.4 students evaluated under this modality were able to relate their answer, the kite, to the meaning of the phrase "it blows little", in the same way it was determined that an average of 2.6 students who were evaluated knew how to relate the field with the proposed phrase and an average of 13.6 students determined that this option, the wind, is the most appropriate and is related to the proposed phrase in figure 2, the results are observed. results by type of center

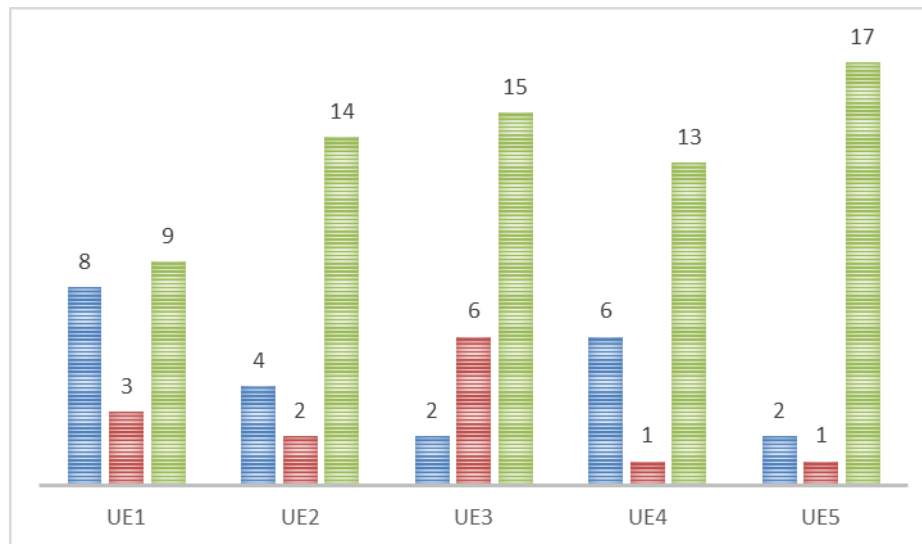


Figure 2. Evaluation through sentences
Source: Results of the diagnostic test for students

Figure 3 shows the results of the evaluation through games.

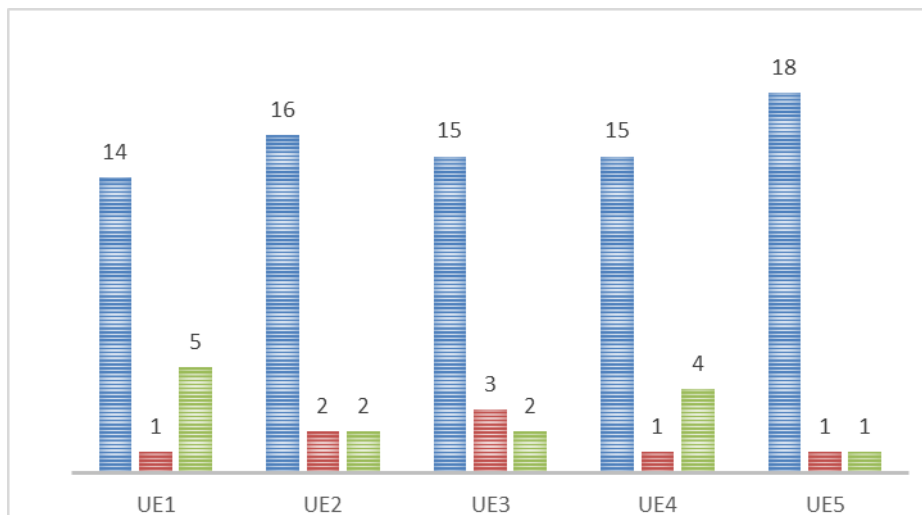


Figure 3. Knowledge evaluation through games
Source: Results of the diagnostic test for students

The data consulted about the question about who played hide-and-seek showed that in (Figure 3) an average of 15.6 students evaluated identified that the kite played hide-and-seek, being the most appropriate response, while an

average of 1.6 indicated its adherence to the fact that the wind game did it, while an average of 2.8 students considered that the clouds played hide-and-seek. Figure 4 shows the results of the evaluation by character recognition.

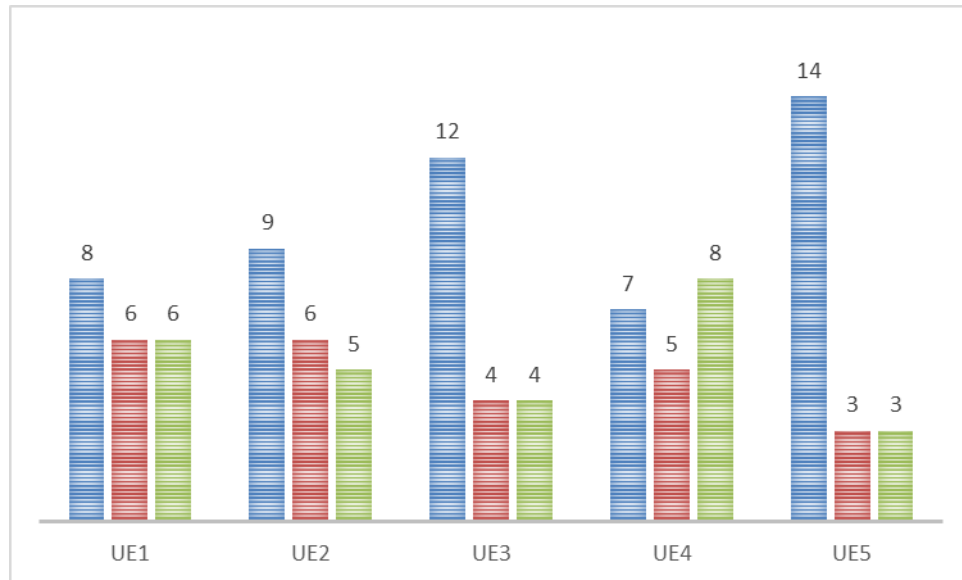


Figure 4. Character recognition
Source: Results of the diagnostic test for students

The information synthesized in (Figure 4) determined that an average of 12.8 students perceived that the boy and the kite were very happy, being the most appropriate response, while an average of 4.8 students considered that the clouds and the kite were the ones that They were very happy and an average of 5.2 students considered that The Kite and its Tail were happy.

In this context, the research had the objective of establishing the criteria and indicators that relate reading and comprehension to learning performance. Likewise, the particularities of the models referring to the descending reading processes that teachers work with their students in the participating institutions are detailed, where the sample was made up of 20 students at the Basic General Education level.

To determine what happened when the wind stopped blowing? (Figure 5) shows that an average of 1.6 students considered that The boy returned home alone, an average of 15.8 students considered that The boy and the kite returned home and finally an average of 2.8 students consulted indicated that The comet went home. Figure 5 shows the evaluation through events.

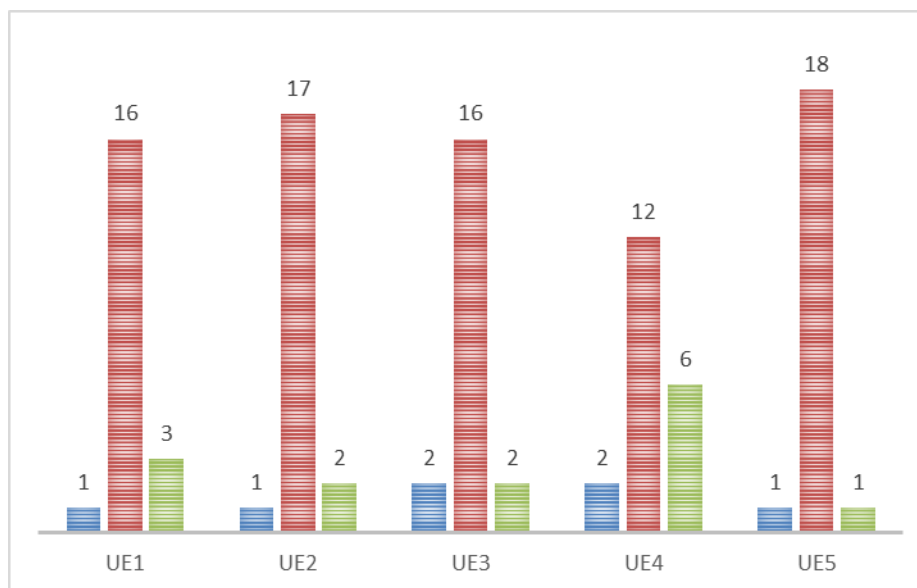


Figure 5. Event recognition

Source: Results of the diagnostic test for students

Discussion

When analyzing the socio-economic aspect, there is an urgent need to bring about a real change in the reading habit, whether one has reading difficulties or not, but that does not mean that one should stop trying; If not, we must face it now from our reality, because apart from the fact that there are many weaknesses for children to read, there is also no justification for not doing so. In this regard, [Delgado \(2024\)](#), identifies that family support is presented as an essential component that can significantly optimize and cooperate with the reading-learning process, when addressed appropriately (p. 110).

By way of illustration, it is indicated that one of the most determining factors that influence the learning of reading in basic education children is, without a doubt, the participation of parents. Incorporating the families' socioeconomic environment into the analysis provided valuable information that helped understand the reasons why children do not advance in their educational process. Seen in this way, the work that meshes the teacher's experience and the parent's interest in teaching the child to read appropriately is relevant. According to [Román et al. \(2023\)](#), the development of reading skills in academic activities significantly increases the academic performance of students, gives them confidence, and allows them to participate more widely in the development of the class (p. 342).

However, the results obtained make visible the fundamental contradiction that exists in the educational institutions involved, regarding the relationship between the quality of reading developed by the students and the socio-economic environment where they live. The idiosyncrasy of our society still allows reading quality to develop depending on whether or not we have economic resources. Currently, the dynamics of society reduce space and support in educational work ([Topping et al., 2007](#); [Valiandes, 2015](#)).

As part of the analysis, a comparison of performance was carried out concerning the evaluation obtained by the students in the reading test of the students involved. To clearly determine the level of reading quality, it was evident that the students of the Fiscomisional Educational Unit "Cinco de Mayo" had a better performance than the students of the other participating institutions. Therefore, there are differences between them. This is because this group belongs to a segment of society that relates better to reading and learning.

On the other hand, the absence of reading and reading comprehension problems have their origin at home, due to the parents' lack of time to develop reading exercises. It also has its origin in the class, due to the obsolescence of the proposed methodological strategies. In this regard, [Noro \(2019\)](#), points out that obsolescence is wear and tear, the loss of effectiveness and functions, as well as the progressive deterioration of methodologies that become obsolete and require replacement by others with greater effectiveness (p. 3). In this sense, it was evident that the students of the "San Cayetano" Educational Unit had a low performance about the students of the other participating institutions.

This is because this group belongs to a segment of society that is mostly low-income families and generally does not have the habit of reading, which is reflected in the school performance of their children

Learning to read at the beginning of the educational process is of relevant importance since at this stage the teacher can develop in the child the habit and love of reading, through the implementation of recreational activities, both the parent and the parent. The family and the teacher can do coordinated work to improve reading comprehension and, in this way, improve the child's general performance. The use of the different methodologies and types of reading available allows the execution of an indeterminate number of exercises related to reading, which minimizes the barriers that students have formed over time and has made reading a tedious activity without practical use.

According to [Noro \(2018\)](#), it is indicated that to educate it is essential to define what is human and how it should be human. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (p. 1). Within their professional activity, one of the most important roles that teachers have is the motivation of their students. Since they are EGB students, motivational activities are essential. Generally, some students bring family problems from home, therefore, has low performance, that is when the teacher can help in different ways by demonstrating a friendly attitude and taking the appropriate actions to help them continue.

4 Conclusion

In the field of pedagogy and didactics, teachers must base their decisions on the knowledge of the group, its strengths and weaknesses. But in the same way, from the relationship they have with the parents, knowing exactly whether or not the student receives help from their parents at home, knowing if there are parents who do not know how to read, as well as the socioeconomic condition of the families. All these aspects form an environment that helps the teacher make the best pedagogical and didactic decisions.

The research allowed us to know the socio-economic characteristics of the environment where the students of the participating educational institutions live. For this analysis, the two educational institutions that mark a very defined contrast in terms of the environment they provide to their respective students were taken as a reference, the "San Cayetano" Educational Unit, where a majority segment of families come from central urban and rural sectors. Marginal. While a majority segment of the families of the Fiscomisional Educational Unit "Cinco de Mayo" come from urban sectors.

The investigation also allowed us to know the level of education of the parents of the "San Cayetano" Educational Unit, where a majority segment of them only have primary and secondary levels. While at the level of the Fiscomisional Educational Unit "Cinco de Mayo", in general, the parents have completed their studies at the university level, which allows a more active and constructive collaboration with the student.

One of the most determining factors that affect the quality of reading and meaningful learning in basic general education students is, without a doubt, the participation of parents and students ([Ellis et al., 2014](#)). Incorporating the socioeconomic environment of families into the analysis allows us to count valuable information that helps to understand the reasons why children do not advance in their educational process, the work that combines the work and experience of the teacher and the interest of the parent in giving their child a good education is relevant.

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.

Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (2010). Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness. *Educational research review*, 5(3), 243-260. <https://doi.org/10.1016/j.edurev.2010.06.001>
- Candela Borja, Y. M., & Benavides Bailón, J. (2020). Actividades lúdicas en el proceso de enseñanza-aprendizaje de los estudiantes de básica superior. *Revista de Ciencias Humanísticas y Sociales (ReHuSo)*, 5(3), 90-98.
- Castro-Delgado, M. A., Cedeño-Rivadeneira, L. L., Félix-García, J. C., Rivera-Mendoza, K. J., & Vinueza-Segovia, A. J. (2024). Learning styles in the English Language teaching process in educational units: Case study. *International Journal of Linguistics, Literature and Culture*, 10(3), 48-57. <https://doi.org/10.21744/ijllc.v10n3.2430>
- Cattaneo, A. A., Antonietti, C., & Rauseo, M. (2022). How digitalised are vocational teachers? Assessing digital competence in vocational education and looking at its underlying factors. *Computers & Education*, 176, 104358. <https://doi.org/10.1016/j.compedu.2021.104358>
- de la Cruz, A. A. L., Villalobos, S. E. C., & Calle, F. M. R. (2023). Cuentos interactivos para reforzar la lectura comprensiva en estudiantes de cuarto año de Educación General Básica. *Revista Cubana de Educación Superior*, 42(especial 1), 2116-236.
- Delgado, M. B. (2024). Factores personales y pedagógicos influyentes en la comprensión lectora de los estudiantes. *Ciencia y Educación*, 5(10.1), 101-111.
- Ellis, S. K., Walczyk, J. J., Buboltz, W., & Felix, V. (2014). The relationship between self-reported sleep quality and reading comprehension skills. *Sleep Science*, 7(4), 189-196. <https://doi.org/10.1016/j.slsci.2014.12.001>
- Escudero, J. C., & Muñoz, E. S. (2020). La literatura infantil y su importancia en el aprendizaje de niños y niñas: de la teoría a la práctica. *RIDPHE_R Revista Iberoamericana do Patrimônio Histórico-Educativo*, 6, e020017-e020017.
- Hänze, M., & Berger, R. (2007). Cooperative learning, motivational effects, and student characteristics: An experimental study comparing cooperative learning and direct instruction in 12th grade physics classes. *Learning and instruction*, 17(1), 29-41. <https://doi.org/10.1016/j.learninstruc.2006.11.004>
- Jackson, P. (1999). Enseñanzas implícitas, AMORRORTU. Buenos Aires.
- Johnston, M. M., & Finney, S. J. (2010). Measuring basic needs satisfaction: Evaluating previous research and conducting new psychometric evaluations of the Basic Needs Satisfaction in General Scale. *Contemporary educational psychology*, 35(4), 280-296. <https://doi.org/10.1016/j.cedpsych.2010.04.003>
- Mendoza, A. E. A., & Tasigchana, J. M. A. (2021). Motivación a la lectura en niños de edades tempranas. *Revista científica retos de la ciencia*, 5(12), 42-51.
- Muñoz Tonguino, Y. M., Rodríguez Arturo, S. M., & Román Duarte, M. A. (2021). La lúdica como estrategia para el aprendizaje significativo de la lectura y la escritura.
- Noro, J. (2018). FILOSOFÍA DE LA EDUCACIÓN: NUEVA ANTROPOLOGÍA PARA LA EDUCACIÓN DEL PRESENTE Y DEL FUTURO. *Universidad Católica de Córdoba*.
- Noro, J. (2019). Obsolescencia y obsolescencia programada: de los artefactos a la existencia humana, la vida y las relaciones. *Versión digital*: https://www.academia.edu/41376462/175_OBSOLESCENCIA_PROGRAMADA_DE_LOS_ARTEFACTOS_A_LA_EXISTENCIA_HUMANA.
- Otero-Potosí, S. A., Nuñez-Silva, G. B., Valencia, C. E. S., & Castillo, D. F. P. (2023). El proceso de enseñanza en el aula desde la perspectiva del aprendizaje significativo. *Revista Latinoamericana Ogmios*, 3(7), 13-24.
- Puma, D. H. (2024). Aprendizaje Significativo en la educación superior. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 8(34), 1714-1726.
- Ripalda, V., Macías, J., & Sánchez Mata, M. (2020). Reading corner, a strategy in language development.
- Robles, E. C. P., & Zambrano, J. L. Á. (2022). Estrategia metodológica para fortalecer el aprendizaje significativo de lectura en los estudiantes. *Polo del Conocimiento: Revista científico-profesional*, 7(9), 222-263.
- Rodríguez Turriago, K. L., Camargo Martínez, Z., & Uribe Álvarez, G. (2022). La lectura del libro álbum como mediación hacia el desarrollo socioemocional. *Folios*, (55), 169-184.
- Román, J. P., Panta, A. B., & Figueroa, D. M. (2023). La lectoescritura como elemento fundamental en el proceso de enseñanza aprendizaje de los estudiantes de Básica Media. *593 Digital Publisher CEIT*, 8(1), 328-347.
- Salazar, S., & Ponce, D. (1999). Hábitos de lectura. *Biblios*, (2).
- Shahiri, A. M., & Husain, W. (2015). A review on predicting student's performance using data mining techniques. *Procedia Computer Science*, 72, 414-422. <https://doi.org/10.1016/j.procs.2015.12.157>

- Silva, M., & Jéldrez, E. (2021). ¿Qué libros prefieren leer niñas y niños en la etapa inicial de la enseñanza formal de la lectura?. *Pensamiento educativo*, 58(2), 1-16.
- Solé, I. (1987). Las posibilidades de un modelo teórico para la enseñanza de la comprensión lectora. *Infancia y aprendizaje*, 10(39-40), 1-13.
- Solé, I. (1998). *Estrategias de lectura (8va ed.)*. Barcelona: Editorial Graó.
- Topping, K. J., Samuels, J., & Paul, T. (2007). Does practice make perfect? Independent reading quantity, quality and student achievement. *Learning and instruction*, 17(3), 253-264. <https://doi.org/10.1016/j.learninstruc.2007.02.002>
- Valencia, A. G., & de Oca García, R. M. (2004). La importancia de la lectura y su problemática en el contexto educativo universitario. El caso de la Universidad Juárez Autónoma de Tabasco, México. *Revista iberoamericana de educación*, 34(3), 1-12.
- Valenzuela-Hasenohr, F., Villalón-Bravo, M., & Orellana-García, P. (2024). Calidad de las interacciones en la lectura de cuentos en el hogar. *Estudios sobre Educación*.
- Valiandes, S. (2015). Evaluating the impact of differentiated instruction on literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness. *Studies in Educational Evaluation*, 45, 17-26. <https://doi.org/10.1016/j.stueduc.2015.02.005>
- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational research review*, 6(2), 95-108. <https://doi.org/10.1016/j.edurev.2010.10.003>
- Vigotsky, L. (1979). El desarrollo de los procesos psicológicos superiores. *Barcelona: crítica*, 136.
- Wu, W. H., Wu, Y. C. J., Chen, C. Y., Kao, H. Y., Lin, C. H., & Huang, S. H. (2012). Review of trends from mobile learning studies: A meta-analysis. *Computers & education*, 59(2), 817-827. <https://doi.org/10.1016/j.compedu.2012.03.016>