



Teaching Strategy for the Development of Reading Comprehension



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Abstract

Within Ecuador, a worrying decline in reading levels has been observed among students. Underlying these declines are difficulties in text comprehension, an inability to summarize or paraphrase what they read, poor quality of responses to comprehension questions, and difficulty identifying the main plot of a text. The objective was to establish a teaching strategy for developing reading comprehension in elementary school students (ages 6 to 8) at the "Tosagua" Educational Unit in the Tosagua Canton. The research was conducted from a mixed approach, employing the theoretical methods of analysis-synthesis, historical-logical analysis, systemic approach, and content analysis. The results showed that the proposal is viable and responds to the needs of teachers and families to contribute to the development of reading comprehension in children, with the consequent improvement of performance in school, family, and social contexts.

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1 Introduction

The basic communication skills that a human being must master to live in society are: speaking, listening, reading, and writing. In the case of reading, there is a clear understanding that learning to read is a defining moment in a student's educational journey, as it is the fundamental tool for learning and development. Reading is also a mediating skill between the individual and their social relationships, and its teaching can be approached from different didactic and methodological perspectives. Furthermore, it lays the foundation for success in education and life.

A successful reading will depend fundamentally on reading comprehension. The lack of development in these skills could lead to general or specific difficulties in learning to read (Benítez-Vargas, 2021).

Solé (as cited in Gómez, 2013b) defines reading as "...the process by which written language is understood. This understanding involves both the text, its form and content, and the reader, their expectations and prior knowledge." (p.1) This allows us to understand the variety of responses obtained when students are asked to identify the main idea of a text, since what is essential in a reading will depend on their prior experiences, the meaning the text acquires for them, and the context of both.

For his part, Álvarez de Zayas (2016), as cited in Bustamante & Gamez (2022), warns that the process of reading a text does not mean that it will be immediately understood. Hence, the need to implement different teaching strategies that generate motivation, interest, and knowledge in students to introduce them to the exciting world of literature.

In Ecuador, a worrying decline in reading levels has been observed among students, the underlying causes of which lie in difficulties with text comprehension: the inability to summarize or paraphrase what they read, as well as the difficulty in making connections between the text and their personal experiences and knowledge, the poor quality of their answers to comprehension questions, and limitations in identifying the main plot of a text, among others. This is the case with elementary school students at the "Tosagua" Educational Unit in the canton of the same name. Based on this observation, a research project was undertaken to better understand the existing problem and offer a possible solution (Moghadam et al., 2012).

2 Materials and Methods

The research employed a mixed-methods approach, utilizing information gathered through observation, interviews, and other methods and techniques. The information provided by the sources was systematized using an interpretive paradigm. A descriptive inquiry design was applied, based on the conceptualization of a didactic strategy to promote reading comprehension. According to Guevara et al. (2022), this type of design uses observational tools, observing and evaluating customs, situations, and phenomena surrounding the object of study. It focuses on a specific situation and defines characteristics of a given topic based on existing evidence and documentation, without needing to establish causal relationships or variations in data related to the subject matter.

Bibliographic sources were identified and consulted, including academic and scientific documents on reading comprehension and teaching methods for its development. Information available online was also consulted, primarily through Google Scholar, where articles from scientific journals and databases such as SciELO, as well as books and other materials from the last five years, were located. Additionally, a non-experimental design was used, focusing on the observation of facts without the researcher influencing the outcome of the variables under study.

3 Results and Discussions

An analysis of the impact of reading comprehension on the academic performance of elementary school students in Ecuadorian institutions requires a prior theoretical framework to establish the essential features that define this concept and other characteristics that will enable a theoretical and practical approach to its comprehensive implementation in schools. In this context, numerous authors contribute definitions and ideas that reveal common features, indicating a consensus on what is meant by reading comprehension, the possible causes that can affect it, the levels at which it is classified, and other aspects that can serve as theoretical and methodological foundations for proposing a solution to the identified problem.

Among the authors consulted, the following stand out: Armijos et al. (2023); Benítez-Vargas (2021); Bustamante & Gamez (2022), Castro & Cáceres (2022); Contreras & González (2022); Fuenzalida (2024); Gioco (2023); Gómez (2013a and 2013b); Gutiérrez-Romero et al. (2023); Hernández-Rodríguez & Rodríguez-Ortiz (2022); Leyva et al. (2022); Maina & Papalini (2023); Martín-Ruiz & González-Valenzuela (2022); Misari (2023); Pérez & Ricardo (2022); Ramírez & Fernández-Reina (2022); Ramírez (2017) and; Torres-Bustos et al. (2022).

Thus, García (1993), as cited in Benítez-Vargas (2021) assumes that reading comprehension is "...the knowledge of the meanings of words, the meaning of sentences, and the interpretation of the ideas and intentions of the text" (p. 1) until its overall content is understood. This author highlights the presence of problems in decoding. This leads to subsequent difficulties in reading comprehension and learning in general, which impact students' participation in their school and social life.

According to García (2015), as cited in Contreras & González (2022), the standardized assessment of the Programme for International Student Assessment (PISA) "...understands reading competence as the ability to understand, analyze and use written texts in order to achieve the reader's objectives, develop their knowledge and possibilities of participation in society" (p. 76)

With another view of the term, reading comprehension is defined by Hjetland et al. (2020) as the ability to extract and construct meaning simultaneously through interaction and participation with texts. This is fundamental for all aspects of education and for participation in society. In addition, Gutiérrez-Romero et al. (2023), state that it has long been proposed that it is the product of two distinct but related skills: decoding, the ability to recognize individual written words, and language comprehension, the process of interpreting words from basic knowledge of the language.

Reading comprehension "...is a semiotic exercise of decoding, transforming, and creating signs, the purpose of which is to interpret a text in relation to other texts or phenomena." (p. 165) Hernández-Rodríguez & Rodríguez-Ortiz (2022). According to Leyva et al. (2022), reading comprehension is "...the key to knowledge and the cornerstone of education. Furthermore, it fosters the improvement of both oral and written expression, increases vocabulary, and improves spelling, thus promoting the development of more fluent language. In reading comprehension, students test their ability to distinguish between different types of texts and understand their linguistic codes, and demonstrate skills such as retrieving information, interpreting texts, and reflecting on their content."

Misari (2023), for his part, understands reading comprehension as a process that begins with the recognition of the microstructure (sentence level) and is completed with the identification of the macrostructure (text level), since this involves determining which propositions are textually relevant for understanding the written material. Therefore, reading implies a process that leads to understanding the overall meaning of the text, where the strategies the reader uses to recognize the structures of the written message must be considered.

Snow (2002), as cited in Pérez & Ricardo (2022), Ramírez & Fernández-Reina (2022), conceive of reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and engagement with the text" (p. 336). Similarly, Ramírez & Fernández-Reina (2022) define it as "...a complex process of constructing meaning, in which a variety of variables, both internal to the reader and external, intervene" (p. 491).

Important to this research are the ideas of Torres-Bustos et al. (2022), who state that the reading process consists of a series of complex cognitive operations that begin with the visual perception of the text and culminate in the integration of the written message with our prior knowledge. This includes basic processes of word identification and recognition (decoding), as well as higher-level processes aimed at extracting and integrating the meaning of the text. This complex skill is essential for learning, reasoning, problem-solving, and decision-making.

Similarly, Castro & Cáceres (2022) propose in their research an intervention aimed at developing phonological awareness as one of the cognitive skills that influence reading comprehension, and that should be fostered in students to ensure their success in reading comprehension. They state that when students master phonological awareness, they can decode automatically, thus eliminating the need to dedicate time to this action. This allows them to read fluently, making appropriate pauses and giving the necessary emphasis. With teacher guidance and the implementation of specific strategies, they will then develop other skills necessary for inferring, synthesizing, analyzing, and critiquing what they read.

Fuenzalida (2024) proposes an innovative pedagogical tool, called Umáximo Initial Reading, designed to enrich the literacy environment and facilitate the teaching of early reading, primarily aimed at students in the first cycle of primary education. Through audiovisual resources and gamified activities, students can develop key reading skills,

such as decoding, phonological awareness, comprehension, and vocabulary. This also fosters a passion for reading and situated learning.

According to [Gómez \(2013a\)](#), when talking about reading ability, three aspects are involved: comprehension, fluency, and speed, although he emphasizes that the impact of each of them depends on their connection.

Understanding a text involves extracting information, inferring or interpreting aspects that are not explicitly stated, and critically evaluating it (Ministry of Education, 2012). Reading comprehension is recognized as the development of meaning through the acquisition of the most relevant ideas in a text and the ability to establish relationships between these ideas and other previously acquired ideas ([Ramírez, 2017](#)). A text can be understood literally, focusing on the explicitly stated information, with reasoned judgments about the text's values, or inferentially, by reading and understanding between the lines.

Understanding is a complex process that involves grasping the meanings that others have conveyed through everything that surrounds us. Reading comprehension is not so simple; it is a process where the reader must identify words and meanings ([Ramírez, 2017](#)).

According to [Gómez \(2013\)](#), reading comprehension is the ability to understand written language, from decoding the text to establishing a dialogue between what the author presents and the reader's prior knowledge. This author emphasizes that reading speed is the ability to read written words in a given time, while attempting to understand what is read, and is therefore expressed in words per minute. The faster one reads, the less likely one is to lose mental concentration because the ability to interpret the written text is faster than our ability to speak or pronounce words while reading. For this reason, it is important to strive to increase reading speed, and to evaluate it, oral reading is required, a task that should be encouraged among students.

Reading fluency is the ability to read aloud with the appropriate intonation, rhythm, phrasing, and pauses to understand and make sense of the reading by identifying the ideas framed by the punctuation ([Gómez, 2013](#)).

The disorder that occurs when reading comprehension is not understood is termed reading incomprehension by [Gieco \(2023\)](#), who defines it as "the difficulty or inability to understand what is read." It is a common problem in children and adults, which can affect quality of life, academic and work performance, and communication in general. It can have different causes, such as lack of reading practice, cognitive difficulties, emotional or learning problems, and environmental factors such as lack of access to books and appropriate educational resources.

[Gieco \(2023\)](#) proposes a set of indicators (factors) that can be used to identify reading comprehension difficulties in elementary school children, such as: a) slow and hesitant reading, b) difficulty identifying new words, c) lack of attention and concentration while reading, d) need to constantly reread to understand the text, e) inability to summarize or paraphrase what has been read, f) incomplete or incorrect answers to questions about the text, g) inability to make predictions about what will happen in the story, h) inability to identify the main characters or understand their motivations, i) difficulty identifying the main plot of the text, and j) inability to make connections between the text and one's own experience or prior knowledge. This study has allowed for the selection of the indicators that the authors of this research use in their study.

Another fundamental aspect is related to the Levels of reading comprehension, which [Armijos et al. \(2023\)](#) define as the ranges of competence a reader achieves by analyzing, processing, evaluating, and applying judgments to the information presented in any text, highlight intrinsic elements of the reader that differentiate them from others: innovation, creativity, authenticity, and autonomy in formulating propositions regarding the reading. Thus, they propose three levels: 1) literal, in which the reader does not delve deeper or interpret the information conveyed by the author beyond the text; 2) inferential, which refers to the reader's ability to draw their own conclusions based on their personal experience, prior knowledge, and new ideas, expanding upon the information consulted; and 3) critical, based on judgment and evaluation of the text, after which the reader can accept or reject the author's position supported by evidence.

[Misari \(2023\)](#) classifies them similarly; however, [Gieco \(2023\)](#) is more comprehensive and proposes the following:

Literal Comprehension: This is the basic level of comprehension in which the reader understands the explicit and concrete information found in the text. It includes identifying facts and details, and understanding vocabulary.

Inferential Comprehension: At this level, the reader goes beyond explicit information and makes inferences based on clues provided in the text. It involves the ability to deduce, predict, and make conjectures.

Critical Comprehension: This level involves analyzing and evaluating the text. The reader examines the validity of the arguments, the coherence of the reasoning, and the evidence presented. They may also question the claims and develop their own opinion.

Creative Comprehension: At this level, the reader goes beyond critical comprehension and uses their creativity and imagination to relate the text to their own experiences, generate original ideas, and make connections with other concepts.

Global Comprehension: This is the highest level of comprehension and refers to the ability to integrate and synthesize all the information in a text. The reader understands the central message, the main and supporting ideas, and can summarize and express the content of the text coherently.

On the other hand, Zubiría (2007), as cited in [Hernández-Rodríguez & Rodríguez-Ortiz \(2022\)](#) identifies six levels of reading comprehension: 1) phonetic reading: converting graphic symbols into articulated phonemes; 2) primary decoding: understanding the meaning of each term separately; 3) secondary decoding: establishing propositional relationships between terms; 4) tertiary decoding: restructuring these propositional units so that the new order is coherent as a whole; 5) categorical reading: achieving understanding of concepts (categories) through their definition; and 6) meta-semantic reading: establishing relationships between the ideas of one text and those of another, showing similarities, differences, contributions, complements, etc.

Regarding proposed strategies to promote reading comprehension, different research results were consulted, such as that of [Bustamante & Game \(2022\)](#), who, based on proposals from experts on the subject, include some strategies such as: Reading circles among students; Creating dynamic and attractive reading corners; Plays; Inviting parents to participate in the classroom; Dramatization with puppets; Lending books among students so they can take home and read the story they like best; Creating free reading spaces and; Digital resources to promote reading comprehension.

Alfaro et al. (2015), as cited in [Benítez-Vargas \(2021\)](#) also identify skills for adequate reading comprehension such as scanning, which is a technique where the student looks for specific information in the text; guessing meanings, in which the student uses context, word structure, or prior knowledge about the topic to determine unknown meanings; self-monitoring, which allows the student to formulate questions about what they are reading; and inferences, which can be of various types, including establishing implicit grammatical relationships, identifying characters' intentions, filling gaps in the text, or identifying the text's intention.

[Armijos et al. \(2023\)](#) conducted a comprehensive study of proposals to determine innovative and technological reading comprehension strategies, in which they identified the arborigram, paraphrasing, infographics, comics, online graphic organizers and music, as attractive elements that allow teachers to encourage young people to develop a reading habit by taking advantage of their mobile devices, and students to achieve adequate reading comprehension.

Finally, the work of [Maina & Papalini \(2023\)](#) was analyzed, in which they demonstrated the effectiveness of a didactic intervention consisting of a set of 22 playful-literary activities for children aged 5, 6, and 7 from four schools in the city of Córdoba (Argentina), which focuses on the analysis of access and experience with reading and the reading comprehension achieved.

As a conclusion to the systematization carried out, based on the literature consulted, the author assumes the following theoretical elements that will serve as the foundation for the theoretical-practical proposal explained in the works seen in Figure 1.

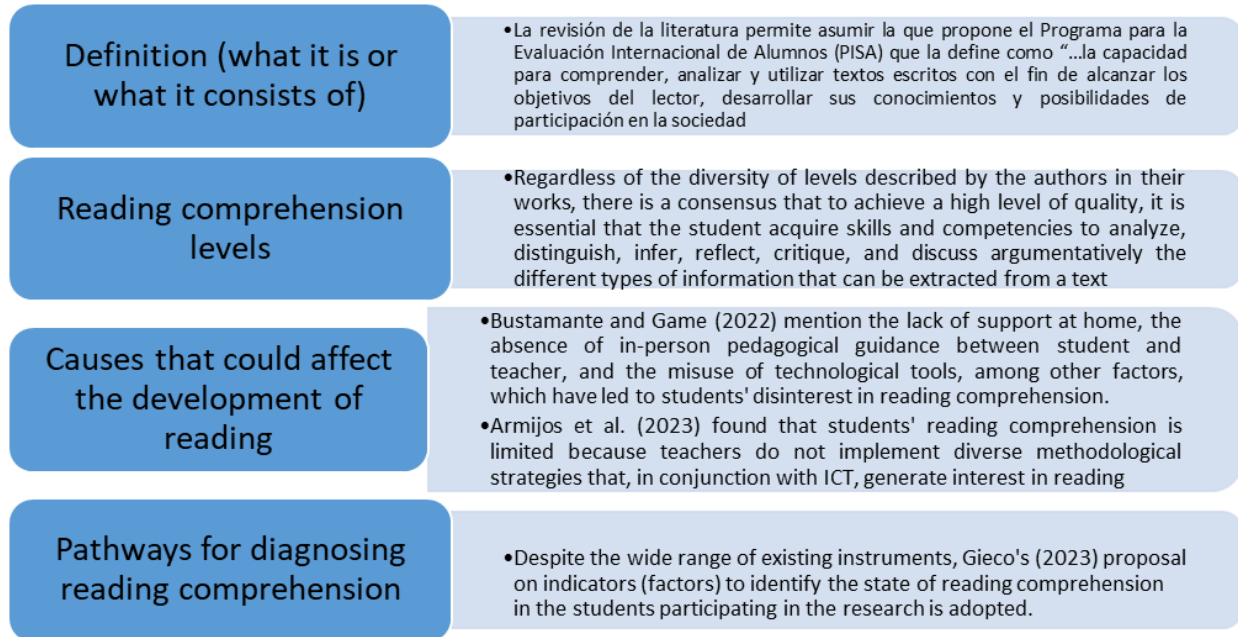


Figure 1. Theoretical foundations that support the theoretical-practical proposal

The positions previously taken are based on the researcher's study, interpretation, and professional experience in the search for a solution to the problem posed, in accordance with the school context. Information about the population and sample of the "Tosagua" Educational Unit is represented in Table 1. The sample considered 20 students intentionally selected for having difficulties in their reading comprehension, in addition to 6 teachers, one director, and 30 parents, giving a total of 57 individuals.

Table 1
Study population and sample

Detail	Population	Sample
Students	75	20
Teachers	15	6
Executives	5	1
Parents	75	30

Regarding the interview conducted with six of the teachers and the director of the "Tosagua" Educational Unit, in response to the four questions asked about reading comprehension, the results were as follows: 100% of those questioned (7) demonstrated that they possessed the necessary knowledge about the meaning of the concept of reading comprehension, which constitutes a strength for working with the sample of students.

When asked how they identify students who might have reading comprehension difficulties in their classroom, it was found that 83.3% (5) reported difficulties in reading comprehension. The analysis focused on reading speed and the ability to summarize or paraphrase what was read, while the remaining two factors referred to the quality of responses to questions about the text and the ability to identify the main plot. Question 3 asked them about the indicators that, according to their experience, most affect students with reading comprehension difficulties, and the three that most affect them. Table 2 shows the results.

Table 2
Summary of teachers' responses regarding the frequency of impact on reading comprehension indicators

Indicators	Number of teachers who identify with it	Percentage (%)
a) Reading speed according to age	5	71,4
b) Possibilities of identifying new words	1	14,3
c) Need to constantly reread to understand the text	4	57,1
d) Ability to summarize or paraphrase what has been read	5	71,4
e) Quality of the answers to questions about the text read	6	85,7
f) Ability to identify the main characters or understand their motivations	5	71,4
g) Identify the main plot of the text	4	57,1
h) Ability to make connections between the text and one's own experience or prior knowledge	7	100

Question 4 was evaluated, which asked participants to provide at least one example of a teaching activity they find most effective for developing their students' reading comprehension. In response to this question, the teachers contributed a range of ideas about the activities they commonly used for working on reading comprehension, including highlighting the questions about the text (prioritizing the literal level), writing and working with the comprehension of new or difficult-to-spell words, and reading aloud with commentary by the teacher, among others. It is striking that there is not the Reference to the need to use levels of assistance that compel the so-called Zone of Proximal Development of the students and progressively raise the intellectual demand of the student, although we are dealing with a staff of high professional level and dedicated to their work, which constitutes an opportunity to achieve transformations in the reading comprehension of the students. Table 3 reflects a summary of the reading comprehension assessment of the students in the sample, obtained from the diagnosis.

Table 3
Summary of the reading comprehension assessment of the students in the sample

Student	Age (years)			Indicators							
	6	7	8	A	B	C	D	E	F	G	H
1	X			34	80	1	No	No	No	No	No
2	X			33	85	1	No	No	No	No	No
3	X			30	80	1	No	No	No	No	No
4	X			34	85	1	No	No	No	No	No
5	X			35	85	0	No	No	No	No	No
6		X		64	90	0	OK	OK	OK	OK	OK
7		X		56	85	1	No	No	OK	No	No
8		X		122	90	0	OK	OK	OK	OK	OK
9		X		57	85	1	No	No	OK	No	No
10		X		58	80	1	No	No	OK	No	No
11		X		60	90	1	No	No	OK	No	No
12		X		59	90	1	No	No	No	No	No
13			X	140	95	0	OK	OK	OK	OK	OK
14			X	60	85	1	No	No	No	No	No
15			X	155	90	0	OK	OK	OK	OK	OK
16			X	158	95	0	OK	OK	OK	OK	OK
17			X	160	100	0	OK	OK	OK	OK	OK
18			X	164	95	0	OK	OK	OK	OK	OK
19			X	160	95	0	OK	OK	OK	OK	OK

Student	Age (years)			Indicators							
	6	7	8	A	B	C	D	E	F	G	H
20			X	165	95	0	OK	OK	OK	OK	OK
Total	5	7	8								

Fuente: Elaboración de la autora a partir de la propuesta de indicadores de Gieco (2023)

Leyenda

A) Velocidad de lectura (Cantidad de palabras que lee x minuto)

Clasificación de la velocidad de lectura, adaptada según el gráfico que aparece en Gómez (2013 a y b) observed in Table 4.

Table 4
Clasificación de la velocidad de lectura

Range	6 years	7 years	8 years
Advanced	60-165	85-165	100-165
Standard	35-60	60-85	85-100
It's approaching the standard	15-35	35-60	60-85
It requires support	5-15	5-35	5-85

- B) Possibilities of identifying new words (Reflect the % of new words identified, against the total that appear in the chosen text)
- C) Need to constantly reread to understand the text (Number of times you had to reread the text; if you understand it the first time you read it, then write 0)
- D) Ability to summarize or paraphrase what has been read (This is at the discretion of the evaluator: If the ability is present, write ok; if not, write No)
- E) Quality of responses to questions about the text read (This is at the discretion of the evaluator: If the person has the ability, write ok; if not, write No)
- F) Ability to identify the main characters or understand their motivations (This is at the discretion of the evaluator: If the ability is present, write ok; if not, write No)
- G) Identify the main plot of the text (Write Yes or No)
- H) Ability to make connections between the text and one's own experience or prior knowledge (This is at the discretion of the evaluator: If the ability is present, write ok; if not, write No)

From the information obtained, it can be stated that the sample consisted of 20 students: 5 were 6 years old, 7 were 7 years old, and 8 were 8 years old. Of the indicators that were the subject of diagnosis, it was observed that the most affected was reading speed (where the 5 six-year-old students averaged 33.2 words per minute, which places them in the approaching standard range, according to the classification used by Gómez (2013b); in the case of the seven-year-olds, they averaged 68 words, which places them in the standard range, although 4 of them were below this range and one in the advanced range; and the 8 eight-year-old students averaged 145 words, which places them in the advanced range, although one of them only approached the standard).

Also, the ability to summarize or paraphrase what was read, where 55% presented difficulties (11 students), and the indicators showed the same behavior: Quality of the answers to questions about the text read, Identification of the main plot of the text, and Ability to make connections between the text and one's own experience or prior knowledge.

Meanwhile, the indicator referring to the ability to identify new words in the text showed positive results, as 100% of the students identified between 80% and 100% of the words as unfamiliar. It is also very positive that 13 students, representing 65%, were able to identify the main characters in the texts selected for each age group. Furthermore, the indicator of the need to constantly reread to understand the text, although 50% of the students (10) had to reread it, is not considered negative and may indicate a strategy used to improve reading comprehension.

In a group interview with the 30 participating family members, the results were presented, highlighting the most affected indicators and those showing the best performance in the students' diagnostic assessment. It was found that there is a consensus that reading speed, the ability to summarize or paraphrase what is read, responses to questions about the text, identification of the main plot, and the ability to make connections between the text and their own experiences or prior knowledge at home are indicators that they can contribute to for their development through the

actions put at their disposal, with the corresponding didactic explanation of how to proceed in the family and community context.

Didactic strategy for the development of reading comprehension in elementary basic general education students of the "Tosagua" Educational Unit

In this work, the teaching strategy is understood as "a set of actions that are planned and implemented in an orderly manner to achieve a specific purpose." In the field of pedagogy, it is an "action plan implemented by the teacher to achieve learning outcomes" (Tobón, 2010, as cited in Jiménez & Robles, 2016). These strategies offer teachers opportunities to improve their educational practice. These actions may involve proposing tasks and activities, the systematic implementation of which helps students achieve specific learning outcomes related to reading comprehension.

The overall objective of the teaching strategy, following the previous definition, is to provide the teacher with a set of actions to stimulate the development of reading comprehension in elementary school students both within and outside the educational institution, with the support of their families. The development of this skill enhances student performance in school, family, and social contexts (Jang, 2008).

Some useful tips to accompany the implementation of the actions that make up the Strategy

- Adapt each of the actions to the ages of elementary, basic general education that participate in the research and the requirements of the subject programs (In increasing order of complexity) under an age-based approach.
- Participating teachers, and where appropriate, the family as well, should take advantage of all possible opportunities to carry out these actions.
- We must avoid scolding or ridiculing students when they make mistakes; we must encourage their successes, however small they may be.
- Provide correct reading models; never dramatize incorrect patterns that mimic their difficulties.
- Use appropriate intonation and at a comprehensible pace.
- Reconcile students' interests regarding the types of texts to be used, and if possible, offer both printed and digital materials accessible on various devices (tablets, mobile phones, laptops, etc.). Families will participate in this process.

Actions to achieve the objective

1. Work beforehand to increase the mastery of vocabulary words appropriate to the age, their understanding and exemplification in sentences from a reading that will be used.
2. Emphasize to students that the first thing they should do when encountering any text is to read it first. This will allow them to get an overview of the content and an idea of what the text is about. Then, have them read sentence by sentence and paragraph by paragraph, analyzing them in detail, highlighting unfamiliar words in different colors and main ideas in another color.
3. To enable the reading of stories with linguistic content appropriate to the students' level, the use of picture books that faithfully represent the text we narrate is also suggested.
4. Ask questions to find out what prior knowledge they have of the topic being read. Ask them about experiences related to what they are reading.
5. Show sequences of images and ask them to order them and explain their sequence.
6. Require those who have read to explain aloud to determine beforehand how much of the text has been understood.
7. Together with the students, create a summary using words from the text and another using your own words similar to those.
8. Use tree diagrams (each part is divided with important information, and can be redesigned as the student understands it), paraphrases (repeating what has been read using our own words), infographics and comics (non-continuous texts, which are based on the use of images without a specific order), online graphic organizers (available in software and online tools such as PowerPoint, Canva, Genially, Creately, among others) and music.

9. Create concept maps or outlines of the text read to help the student organize and visualize the content, and also remember the main and secondary ideas in their own words.
10. Create a culture of not penalizing any student's questions; on the contrary, encourage them; questions are a powerful tool for learning.
11. Encourage reading and rereading of the text; details that may have initially gone unnoticed will be much more detectable after a second reading.
12. Populate your mind with prior ideas about the reading, but using words similar to those you will find in the text.
13. Develop the ability to read the text and its context to try to understand the meaning of a word or phrase.
14. Encourage the creation of summaries of the text based on a guide of questions, which may include the characters involved, the type of text, its content in main and secondary ideas, and the opinion about what was read.
15. To place words that are difficult to understand or spell, and their meaning, on murals and other teaching media.
16. Encouraging self-assessment of learning is essential; for this, the student must express whether they partially or fully completed the task. It is a good sign that they are aware of their successes and failures.
17. Train students and families to recognize prime reading times and analyze what they have read, taking advantage of peak concentration times, reaching peak performance, and when fatigue sets in, stopping and taking breaks, changing activities

This article summarizes the main actions that make up the teaching strategy. The tasks or activities derived from its implementation were the subject of collaborative work between the teaching staff and the participation of families for their expansion, revision, and updating, in accordance with the students' progress (Jang, 2008).

The evaluation of the relevance of the didactic strategy for developing reading comprehension in elementary school students at the "Tosagua" Educational Unit, in terms of improving their performance in the school, family, and social contexts, as previously presented, was carried out using the empirical method known as a socialization workshop. A socialization workshop is defined as: "the face-to-face and interactive scientific process in which, through epistemic communication between the researcher and the selected specialists, the research is improved through the efficient exchange of scientific assessments." (Matos & Cruz, 2012).

The workshop aimed to assess the relevance of the teaching strategy for developing students' reading comprehension; as well as to obtain criteria, recommendations, and suggestions to improve its design as a scientific result. It lasted four hours and included the participation of the teachers in the sample and other participants who were involved, based on their knowledge and expertise in the subject of analysis, as well as directors of the Educational Unit involved.

The workshop was structured around three main phases: 1) opening; 2) development; and 3) closing. The opening included a presentation of the activity and the methodology to be used. The development phase included a presentation of the diagnostic results and interviews with participating teachers and families. This was followed by a presentation of the teaching strategy and a team activity to assess its relevance, based on the consent of all team members. Each team presented its findings, and a consensus was reached among the workshop participants.

At the time of closing, the following were summarized. The elements were analyzed, and the conclusions were drawn by the researcher (facilitator). The defined indicators were:

Indicator 1. Suitability of the definition of the overall objective of the Strategy

Indicator 2. Viability of the Strategy for the different contexts of application of the actions (school, home, and community)

Indicator 3. Sufficiency of actions to address identified shortcomings

Indicator 4. Correspondence of the actions with the difficulties detected in the diagnosis

Five categories were used to assess the indicators: very suitable (MS), fairly suitable (FS), suitable (S), somewhat suitable (MS), and not suitable (NS). During the plenary session, where each team presented their members' considerations and agreement on the relevance of the Strategy, based on the indicators and criteria provided, a consensus was reached, and suggestions and recommendations for its improvement were gathered. Once this was completed, the workshop concluded.

Teams 1 and 2 and the plenary reached the following consensus on the conception indicators in Table 5.

Table 5
Results of the participants' vote on the relevance of the Didactic Strategy for the development of reading comprehension in elementary school students

Equip ment	Indicator 1				Indicator 2				Indicator 3				Indicator 4								
	M	B	A	P	N	M	B	A	P	N	M	B	A	P	N	M	B	A	P	N	
1	X						X							x							
2	X						X									X					
Full	X						X									X					

As can be seen, by consensus, both teams and the plenary valued the four indicators proposed in the MA and BA categories, from which it was inferred that the participants positively valued the relevance of the Strategy.

Regardless of this assessment, they put forward suggestions and recommendations such as the following:

- Specify, for each action, the frequency of execution and the possible spaces for its implementation.
- Encourage teamwork in the classroom and at home for guided readings, where all participants create summaries together. Families and teachers will be involved, not as the main focus, but by motivating completing the task.
- Adjust students' rhythm and intonation to achieve levels appropriate to their age and the standards for each age group. Comprehension is more important than speed.
- Encourage the sequence that, once the reading is finished, stop to reflect, make a summary of the content, and finally formulate questions related to the content of the text.

Discussion

The literature review provided the theoretical framework that made it possible to define the concept of reading comprehension, based on its most recurrent and essential features, to determine the taxonomies used to establish the levels of reading comprehension and some of the causes that give rise to difficulties in this regard. [Armijos et al. \(2023\)](#). They argue that despite the variety of reading comprehension levels described by the authors in their works, they all converge on a common goal: for a high level of reading comprehension, students need to acquire advanced skills and competencies to analyze, discern, infer, reflect upon, critique, and question, in an argumentative manner, the different types of information they can extract from a text. Consequently, scientific tools are necessary to achieve this.

Another important premise is that reading comprehension is a fundamental skill for the comprehensive education of students, coinciding with [Ramírez & Fernández-Reina \(2022\)](#) who they emphasize that it is related to multiple personal and contextual factors for the performance of people, especially in the educational field.

It is also a determining factor in academic performance and a fundamental tool for the development of logical thought processes, such as analysis-synthesis and induction-deduction, for which it is a priority that the student goes through the different levels of reading comprehension.

This research corroborates the findings of [Martin-Ruiz & González-Valenzuela \(2022\)](#), who, based on an analysis of several authors, summarize that reading comprehension is a complex process of meaning construction that involves making inferences, interpreting information, and establishing logical connections between ideas, ultimately leading to the creation of the text's macrostructure or mental state. They also conclude that it refers to the construction and verification of hypotheses, the creation and interpretation of propositions, and the application of prior knowledge, strategies, and expectations to construct meaning from a text.

Likewise, the ideas for the formation of the proposed didactic strategy were identified, the implementation of which was carried out in conjunction with the teachers who interact with the 20 students who made up the sample.

The proposal developed in this work constitutes a professional working tool for teachers. It is characterized by its contextualization and alignment with the difficulties students face. The results derived from the application of the socialization workshop method allowed for an enriching exchange and demonstrated the relevance of the proposed strategy. Participants considered the definition of the strategy's general objective, its feasibility for the different contexts in which the actions were applied, the sufficiency of the actions to address the identified shortcomings, and its correspondence with the difficulties identified in the diagnostic assessment to be very appropriate and quite appropriate ([Rivadeneira-Paz et al., 2024](#)).

The study demonstrated the importance and reality of reading comprehension in a school, therefore the research should continue with other students, in other educational institutions, in addition to sharing the results achieved, so that the didactic strategy can be applied in other contexts, making the adjustments that are considered to continue perfecting the proposal and promote better reading comprehension in schoolchildren of the Republic of Ecuador.

4 Conclusion

The comprehensive evaluation of the results confirmed that a response was offered to the identified scientific problem. A didactic strategy was developed for the development of reading comprehension in students of the "Tosagua" Educational Unit in the Canton of the same name, in the Republic of Ecuador. This strategy contributes to solving the difficulties found from the diagnostic study carried out, which also revealed the need to achieve a prior diagnosis in order to address the difficulties that arise, thus increasing the possibilities of overcoming the deficiencies.

Among the most affected indicators of comprehension in students were reading speed, the ability to summarize or paraphrase what was read, the quality of answers to questions about the text read, the identification of the main plot of the text and the ability to make connections between the text and one's own experience or prior knowledge, which is why the Strategy emphasized actions aimed at developing these.

The results obtained through the socialization workshop provided empirical evidence regarding its relevance and feasibility. This confirms the findings of other authors and serves as a source of motivation for a task that demands patience, dedication, and perseverance

Conflict of interest statement

The authors declared that they have no competing interest.

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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