

## Learning to read in times of COVID-19. Theoretical review

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**Abstract:** The objective of this theoretical review research is to analyze and reflect on the process of learning to read in elementary school students in a context of confinement by COVID-19. To this end, 20 articles were reviewed from the Scopus, Scielo and EBSCO databases, in Open Access, in the range 2020-2021; the search equations were: "oral communication" AND COVID-19, "elementary school students" AND COVID-19. The research analyzed shows how each nation in the world has assumed the challenges of giving continuity to the education provided at all levels, in this case it has been analyzed at the primary level, in which the efforts and performances of all the actors of education have been observed to continue in this process of educating under the context of COVID-19. Thus, it has been seen how teachers have generated new strategies to direct teaching and learning in order to give continuity of training and education to their students, assuming the challenges of adaptation and adaptation to this new context with the mandatory use of technology and virtuality. The analysis has focused on the learning of reading in times of COVID-19, where it has been found in the research analyzed that the context significantly influences the learning of reading, therefore it is necessary the implementation of strategies by teachers that generate and motivate students to perform activities that lead them to read and understand, since it is evident that having a good reading quality leads students to understand and reflect on the context that surrounds them, allowing them to make decisions that improve their quality of life.

**Keywords:** COVID-19, Virtual education, reading, Learning

### 1. Introduction

Today the world has been affected in all its aspects by the appearance of a SARS-CoV-2 virus - generating COVID-19, which began in China and rapidly spread around the world, causing the death of millions of people (Leather, 2020). Due to what happened, the World Health Organization (WHO) declared a world pandemic, forcing each country to confine its citizens to their homes; In addition, with extreme measures of social distancing, for which establishments that demanded a social relationship or direct social treatment were closed, including schools (Arriagada, 2020). This has required families a new lifestyle from confinement, from home, since this virus is too contagious, in this way parents become the link between the teacher and the student (Muñoz & Lluch, 2020). It should be noted that the SARS-CoV-2 virus has a high contagion rate that is transmitted directly from person to person through coughing or the emission of respiratory secretions, which spread throughout the environment near the infected person or by contact of the contaminated hand with which the face is touched, allowing the virus to enter through the oral or nasal mucosa where it nests for approximately 7 to 14 days; the virulence of COVID-19 is extreme, to the point that it has rapidly spread from China to other countries such as Italy, France, Spain and other parts of the world (Maguiña Vargas et al., 2020).

Due to this global crisis, each government has found it necessary to take new measures and new approaches to the continuity of development activities, one of them the "Education" sector. That since before the pandemic the digital world was incorporated into schools, but that as a result of the pandemic the use of the internet and digital media increased considerably to continue with education, under the modality of distance education with the use of technology and the internet (Cabero-Almenara & Llorente-Cejudo, 2020).

It is important to highlight that the education sector in each country has been reformulated, proposing a distance education, with the use of digital media available in each place, this reality has generated the closure of schools that has affected 94% of the student population world; a problem that is exacerbated in countries with fewer economic resources; That is why teachers have been forced to reengineer their skills in order to find solutions consistent with the confinement situation and virtual classes (UN 2020a, cited in Garcia, 2021).

In this context, education became virtual and at a distance; This modality was proposed for a long time with the purpose of seeking the continuity of the student through virtual media (ICT), generating learning and training students in different areas (Barráez, 2020). The context of the COVID-19 pandemic makes education a digital system, societies have become in a relationship through networks being increasingly technological with a digital environment, less human, for which it is generating a new lifestyle, a new way of living (De León et al., 2021). Under this modality, teachers adapt their teaching-learning strategies, having to organize, plan and execute their activities, learning and experiencing new styles of teaching and learning through networks (Arriagada, 2020).

In such a way, an organization and planning of the schools is evident, since, at first the pandemic was seen as something momentary, but it became longer, this requires each teacher to organize and plan their sessions taking into account the learning processes that will be carried out at a distance considering the resources and materials that will be used (Cabrera, 2020). This is how educating becomes a challenge for each nation, each teacher assumes the commitment to continue teaching in this context and consider that returning to the classroom will also be a complicated process, as it will be a post-pandemic reality, it must be considered At all times that as social beings we have the possibility to adapt, the important thing is to know how to do it (Córdor-Herrera, 2020).

Every child from birth has his own conception of seeing the world according to the context where it develops, as every social being wants to communicate with others, for this he uses his hands, gestures, own expressions, so, according to His experiences are learning and are acquiring new concepts about the world that surrounds him, the desire to communicate and convey their concerns and ideas is evident in each boy and girl, for this he uses strokes, scribbles, sounds, attitudes, he always finds a way to communicate; From this conception, the school assumes teaching under the Social Communicative approach, which is embodied in the National Curriculum allowing teachers to organize and plan their activities taking into account the social context of their students and thus be able to develop their learning sessions respecting the learning processes of each student (Ibarra, 2019).

The learning processes are included in the systemic actions that are developed as a recurring active process taking into account the characteristics and the context of the students, as well as what and how is going to be taught taking into account the resources and tools that are being taught. have to direct learning according to the maturity and emotional state of the students, so the processes lead to a product that arises from the interaction of all the elements indicated to generate learning that is generated from within the person and builds it through their significant experiences (Andrade et al., 2015).

Today, where the information that each person receives in extraordinary quantities and from multiple sources is processed through what is read and understood, which allows it to be assimilated by interpreting what happens in its context, leading each individual to be aware of the medium in which he operates, which will lead him to carry out actions in his daily life, therefore each text that is read and understood leads people to process the information, contrast it and assume it as a pattern of personal behavior (Blasco et al. al., 2019). Thus, students can be trained towards critical thinking where they can solve situations creatively, innovate, be reflective and have values and ethics ahead of them that allow them to make decisions thinking about the common good (Deroncele et al., 2016).

For many years, studies have revealed that young people choose to drop out of school because they feel misplaced, this is due to the low level they have of understanding everything they are given to learn according to their level and grade, studies reveal that If reading and writing is taught properly from the initial stage, these problems would be fewer, since the abilities and capacities that children have to learn would be used from an early age, which can be strengthened through the strategies that teachers generate in their teaching-learning (Gonzales et al., 2012).

Under this conception, the role of the teacher, teacher as a counselor, is important, showing empathy and providing emotional support that provides calm and generates tranquility (Villafuerte et al., 2020), because confinement results in isolation, preventing them from children socialize and interact with each other actions that allowed them to mature in their communication and language, which would be a problem in school development (Cifuentes, 2020); Conceiving that reading and understanding are necessary and vital competencies for students' learning and thus can achieve school performance according to their age and context, the need has been generated to evaluate the level of students in reading comprehension, thus they have been carried out evaluations at an international level such as the well-known Pisa evaluation that has demonstrated in its results the deficits of this competence (Mohamedi& Rico, 2020).

In this context, teachers must continue with the teaching and learning processes through digital platforms that, in short, do not replace face-to-face classes since what is transmitted through them is not knowledge that generates significant learning but information that the student will process and acquire to the extent that you can use it in your context (Apolo et al., 2015). Therefore, it is necessary to provide adequate and effective guidance that provides students with the necessary didactic strategies for reading, motivating students to critically reflect during the reading process, which would be before, during and after reading (Rodríguez, 2011 , cited in Peña, 2019).

Taking into account that developing reading comprehension competence is to develop capacities and demonstrate skills to be able to decipher what is written in texts, reaching a reflection on the content or message

that transmits which is strengthened by using previous knowledge to be able to understand the environment in the What is lived (Gottheil et al., 2019), it is precisely in this aspect where reading comprehension problems are evident where students have to process information, decode and reach reading comprehension (Ochoa et al., 2019). The objective of this search is to analyze and reflect on the processes of learning to read at the primary level in a situation of confinement due to COVID-19.

## 2. Materials and method

The method used in the research was the synthetic interpretive analysis, which allows us to decompose all information into its constituent elements and from there access the knowledge that is presented (Lopera et al., 2010). In addition, we worked from the particular to the general, inductive deductive, the deductive method allows us to infer conclusions by analyzing the information from the general to the particular, while the inductive method allows us to analyze the information from the particular knowledge that leads us to the general conclusions (Álvarez et al., 2020), focusing on the holistic and hermeneutical work that allowed interpreting the information in a time and context, enhancing the importance of the information for the present work (Cárcamo, 2005). On the other hand, the epistemological and practical paradigm was taken into consideration, taking into account the relationship of the object with the subject of the development of literacy skills in distance education under the context of COVID-19. The information is based on the synthesis of 20 articles out of a total of 27 articles found in “open Access” located in the Scopus Scielo and EBSCO databases. The search is based on the Boléan connectors and the equations: “oral communication” AND COVID-19, “elementary school students” AND COVID-19; Likewise, an additional search was carried out in order to address the issue of literacy learning in the context of COVID-19.

The inclusion criteria were: articles related to learning to read at the primary level, approach in the context of COVID-19, range 2020-2021.

The exclusion criteria were: articles that do not correspond to the level of the investigation, articles that do not correspond to the context of COVID-19.

## 3. Results

### A pandemic that changed the way of learning and teaching

The pandemic caused by COVID-19 has produced very severe changes throughout the world, people have had to adapt to new lifestyles, education has also modified their perspective of teaching and learning, so governments have had to reformulate and implement new strategies for the continuity of the education process (Mejía et al., 2020). Since education is a primary service of each state, the challenge of its continuity was assumed without exposing the health of any citizen (Ramos García, 2020). Many countries in Latin America and the Caribbean until July 7, 2020, adopted measures as a strategy for the continuity of the education sector, one of them was to take education to a remote system, a non-face-to-face education at all levels and educational fields (ECLAC-UNESCO, 2020), this measure affected 1,500 million students in Latin America with remote school activities, with the use of virtuality (Britez, 2020).

In this reality, a restructuring has been generated in the class schedules, the entire system has had to be adapted to a virtual model, this has generated a very great challenge for all actors in the education sector, where teachers, students intervene, managers, authorities of the sector and parents, in this measure the teachers took on the challenge not only of teaching, but also of learning, using tools in the best way to take advantage of and continue generating learning spaces (Mora et al., 2020). All educational actors take on the challenge of giving the necessary priority to planning the areas and fields to be taught and learned, based on the digital field; It is worth mentioning the prioritization of a diagnosis to know the means and connectivity that the families that will be cared for have; In addition, the best communication resources to attend to learning must be taken into account, especially for the first grades, such as television, radio or printed material that children can manipulate (Ramos et al., 2020). According to the reality and the context, it is observed that the majority of teachers use WhatsApp as a means of communication, this being the most operational and direct to reach the majority of their students, another minority group uses platforms such as Google Meet (Santos et al., 2020). The teacher in his creativity uses the digital means necessary to reach his students either in real time or in mediate time that of his students, for which, he can use tools without internet such as the telephone, email, messages; There will always be some

way to connect with the student, it is important to establish the protocols of virtual interaction, considering the context where they live (Rappoport et al., 2020).

This is how Gazzo (2020) maintains in his results, that the new vision to develop virtual or non-face-to-face classes is born, it is the challenge of teachers in the face of the demands of the 21st century generated by a pandemic, he faces it, showing new strategies that allow you to interact with your students following the teaching-learning processes, thus demonstrating good practices in education. Likewise, Guzmán (2018) concludes that these practices are the actions of a teacher who addresses his students to transform their lives and leave traces, stimulating learning in a creative and innovative way and always committed to the learning of his students.

### Strategies for learning to read

One of the first points that the teacher must take into account to plan and apply their strategies in the development of their classes is to see the family context of their students, consider that children will spend a lot of time at home, this leads to think about the environment you are in, as well as the mood to participate in your learning sessions; It is also important to take into consideration the technological means that he uses to connect and continue with virtual classes (Cifuentes, 2020). The fundamental role of the family must be considered, to carry out the accompaniment of the teaching-learning process in this time of confinement (Vivanco, 2020). In addition, the particular characteristics of each student must be taken into consideration, as well as the cognitive, social and affective dimensions (Morales, 2020). That is why teachers choose the appropriate tools according to their curricular planning and according to the cognitive development of their first grade students, see them as learning subjects and not look at them as if they were an object of study (González, 2018).

The curricular structure is developed under a textual communicative approach that seeks to develop in the student abilities and skills to communicate in their context and have the ability to understand the messages they receive, thus developing the skills to be able to communicate and understand, concludes (Ibarra, 2019). In the results found in Martínez et al. (2020) analyzed the various situations of educational neuropsychology such as educational performance, skills and performances in reading comprehension, also creativity and self-concept; The results showed a relationship between reading comprehension and the different skills of cognitive empathy and self-concept, which allows us to infer that comprehensive education allows the development of cognitive and emotional skills, as well as social relationships. Consequently, it is very important to plan the activities and work the three moments of a learning session: beginning, middle and end (Cáceres, 2020).

The results of the empirical-analytical investigations of Mohamedi& Rico (2020), with 620 elementary school students showed that 30% of them exceeded the level of understanding that corresponded to their age and level; 20% were located at the intermediate level, while 50% had difficulties in reading competence, making it evident the need to use new strategies to solve the problem of students with reading difficulties.

On the other hand, when examining the role of reading comprehension in mathematical reasoning, a positive relationship was evidenced between these variables; which indicates the important role that reading comprehension plays in solving problems (Can, 2020); Hence, it is necessary to develop lexical-semantic skills to improve communication, as well as reading comprehension at different educational levels (Dong et al., 2020).

## 4. Discussion

The analysis of the research indicates that education and the development of the various competences in students, especially the reading ability that leads us to understand and reflectively analyze the universe in which we are immersed, has had serious changes in its development, in view of a pandemic that requires mandatory confinement, it has led to the closure of schools and mandatory social distancing to somehow stop the disproportionate advance of the viral disease caused by COVID-19, where each government institution and independent persons are they have been forced to reinvent themselves and find a new way to continue their activities; In the field of education, distance education was generated for everyone through technology, the so-called remote education or virtual education, where teachers and students have had to learn the management of various platforms to have access to teaching-learning (Mejía et al., 2020).

It is necessary to understand what the pandemic caused by COVID-19 has caused in the education sector, where teachers have found in technology a new way of teaching, it is evident that the problem of reading and

especially reading comprehension is not a problem. recent problem, these problems were already seen from the Pisa evaluations showing the deficit in this area (Mohamedi& Rico, 2020), for which in this new context teachers have had to reformulate their way of planning and programming their school activities, the development of their class sessions that are evident for the improvement of learning (Cáceres, 2020) and can apply strategies to generate meaningful learning for students, a fact that is affected by the conditions of many students and teachers when not handling correctly technological applications, which have demanded great challenges that have made it necessary to carry out permanent training; Furthermore, this situation of confinement and social distancing has affected mental and emotional health, which in turn affect the attention process of students during learning sessions as well as teachers and directors (Cifuentes, 2020; Mora et al. , 2020), therefore parents should be considered as the intermediary actors between teachers and students, since they are the ones who directly accompany their children in the follow-up of the learning sessions, accompany their children in activities assigned by teachers; For this reason, it is necessary to work together with parents and students to guarantee adequate learning in the context where they operate, so that parents are involved in their children's learning, assuming responsibilities of guidance and training, especially of accompanying the processes and strategies applied by teachers; thus guaranteeing an increase in reading skills that help to better reflect and understand the world around them (Vivanco, 2020).

The various investigations with different groups of primary school students have pointed out how important and valuable it is to read and understand written texts in different areas of learning, it is thus that it has been seen that to understand problem situations or mathematical reasoning as well as the verbal reasoning is necessary to have reading skills and especially the ability to understand what is read (Can, 2020); in the same way, Dong et al. (2020) found that it is advisable to know the vocabulary of the language from its simplest forms to get to know the most complex texts, argued that the knowledge of the verbal vocabulary helps the reader to understand much better what he reads by developing this skill in his fields more elevated. In contrast to the above, Mohamedi& Rico (2020) in their research, when applying tests to measure reading skill, found evidence that more than half of the students did not achieve reading comprehension levels according to their age and academic degree, for which he recommended programs to improve reading skills.

## 5. Conclusions

The analysis of the research leads to the conclusion that reading ability has been affected by the pandemic context generated by COVID-19 in all sectors of the world, which has led to a new vision or teaching approach, "Distance education", "remote education", with the use of the different technological platforms that exist in the media through the internet to which all agents of education have had to adapt and assimilate this new way of redirecting teaching-learning, in all areas, in particular reading, which would form the ability to understand and reflect on the world that surrounds each one of the people.

In view of a new format of directing education, teachers have been obliged to plan and organize the competencies and capacities to develop according to the context where they are, a fact that presents difficulties since each family is different and they present themselves with different life situations led by the effects of the pandemic connection options, that is why each teacher needs their vocation of commitment and education in order to reach each of their students and ensure that they connect and follow the sequence of the classes where they apply strategies to face the context that surrounds them, for this it is necessary that they read and understand the written messages, thus it is evidenced the importance that the agents of education work with a sense of unity, for the improvement of the learning s of students in these times of COVID-19.

The researches analyzed corroborate the need to apply various strategies in learning to read to improve reading comprehension in primary-level students, so that from a young age they can develop these skills and apply them in the different areas where they are developed and thus improve their quality. educational that leads him to reflection and knowledge to improve his integral environment.

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