

Reading comprehension in high school students. A theoretical review

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Abstract: This article presents a reflective analysis of reading comprehension and its respective levels of concreteness in teaching, starting from an epistemological analysis proposed from the experiences of researchers as strategies for approaching each level with respect to the contextualization and exemplification of how it is strategically used in the classroom or in different school environments. The proposed objective is based on the bibliographic analysis of research on the application strategies used by researchers. The methodology used corresponds to an orderly exploration of hermeneutic type, through searches in databases: Scopus, Redalyc, Scielo, Dialnet. The search equations were "reading comprehension" AND "High school students"; "reading comprehension levels" AND "High school students". After filtering and screening, 21 articles were selected for analysis. The review explored conceptual generalities of the topic of study, the levels, strategies and skill development of each level of literal, inferential and critical reading comprehension. It is concluded that reading comprehension develops critical thinking, nourishes knowledge, provides insertion to reading and allows the development of cognitive reasoning.

Keywords: Reading comprehension, literal comprehension, inferential comprehension, critical comprehension.

1. Introduction

Objective four, which refers to the sustainability and development of education, science and culture according to the United Nations 2030 agenda, has as its main objective the development of quality education for all, as an undeniable right that makes the progress of the associated countries and the population in general, promoting objectives in order to propose reforms for the good of education, which guide it to achieve excellent results (Gutierrez Vargas, 2019).

The reading competence is part of the educational quality and reference processes of similarity in the relational construction of reading practices and knowledge with the written discourse in the situational context, which is constituted in the thinking and imaginary representation of the text and is presented through the mutual analogy given by the interactive content between text, the argument and the reader (Javed et al., 2016). The starting point of the objective of secondary education is related to the fortification of acquisition of comprehensive reading skills (Gallego Betancur&HoyosFlórez, 2016). By developing learning as a process, the teaching of reading becomes an essential element of authentic effect in relation to other academic courses, considering the reading difficulty of transferable texts to the rest of the subjects of the school curriculum (Gutierrez Vargas, 2019)

In the cognitive aspect, reading is assumed as the need to question the activation of skills with a high level of understanding apprehension, where actions are outlined beyond the simple decoding of literal elements (Gallego Betancur&HoyosFlórez, 2016). In this way, gaining skills consists of developing understanding, using, highlighting reflection on written speeches and specifying the development of knowledge and personal empowerment of participation in society.

The approach to reading comprehension has its foundations in the three levels of comprehension, until it reaches the higher level of discernment of information. Regarding the first literal level (Pinchao Benavides, 2020), he refers that understanding the meaning of a written text occurs with the identification and recognition of the aspects described in the way they are evidenced in reading. A second level refers to the inference of content that is not explicitly stated in the text, for which hypotheses, conjectures and interpretations must be proposed in a complex way (Gallego Betancur&HoyosFlórez, 2016). On the other hand, critical understanding reveals the highest level of understanding, the reader will give opinions, deductions, conclusions, predicting results and consequences

Consequently, the aspects addressed on the levels of reading comprehension in secondary school students, when developed, are presented as complex processes, and are developed taking them as a basic means to decipher information, contrary to the construction of a logical reasoning that leads to the construction and interpretation of written messages (Fumero, 2009). According to the aforementioned, teachers develop a traditional practice, which

does not explore previous knowledge, enthusiasm and longing for school, which generates various conflicts between teachers, parents and students, turning into learning difficulties.

Despite the existence of various constructivist strategies and methodologies, there are indifferences, the teacher traditionally detaches the acts of reading in the social context of the school, dissociating the objective, interest and need to learn (BurbanoBurbano, 2018), as mentioned by the author, affects reading passivity, discouraging learning and encouraging the production of low levels of reading enjoyment (ÁngelRoldán, 2019), this reality is not alien in the context of work of the institutions, emanated by the inappropriate use of strategies, to the development of the didactic process of reading, which must penetrate the student's interest using age-appropriate vocabulary, so that the connections of content, text, context are established (Novoa Lagos, 2019; ÁngelRoldán, 2019).

Faced with a manifest situation, the objective is to carry out a systematic review of information on the reading comprehension of secondary school students, addressing the four essential points foreseen, from the epistemic principles, the development of reading comprehension in secondary school, taking into account the times dedicated to reading (Locher&Pfof, 2020), the levels of understanding and the pedagogical strategies that the researchers have used, taking into account the purpose of providing guiding information to the pedagogical community of secondary school teachers, which will echo in the understanding of the appropriation of knowledge interrelated with the knowledge acquired in a complex sequence of construction and reconstruction of knowledge, for the development of reading comprehension, in students of basic education.

The existence of points of view of various authors on reading comprehension, according to the results of studies carried out, differs that it is important, since the assimilation of comprehension skills is essential in the acquisition of autonomy in the family instructed with high-level stimuli cognitive, with respect to groups of people who are not located at that level of knowledge (Silva Zavaleta, 2021). What has been consigned, leads to formulating the following question: How does reading comprehension develop in basic education students? In this regard, Navarrete Anchundia (2021), specifies that reading competence must be strengthened, since man requires reading, in order to understand what happens in the context of which it is a part and make the best decisions in a digitized society, in which digital texts, smartphones, tablets and computers have occupied a place and significant increase in use; In this time of health emergencies, reading in digital media is the precise resource to overcome the adverse. Faced with what is proposed, the opinion that it is not enough to make use of electronic media to successfully develop a relevant reading comprehension, but that the question is proposed: What are the levels and strategies applied in the development of reading comprehension in students of basic education? and the purpose of carrying out a systematization of information is proposed that has to do with the wide range of research related to reading comprehension, detailing materials, methods, results, discussions and conclusions that will be made known to the intellectual community through of the present study.

2. Materials and methods

The present research gave rise to the systematized analysis of a descriptive, analytical, explanatory nature, establishing the use of the hermeneutical method on scientific articles and research theses developed between 2015 and 2021 as stated in the literature used.

The electronic exploration was carried out between March 03 and May 10, 2021, in the databases Scopus, Redalyc, Scielo, Dialnet, using the nomenclature in Spanish: "Comprensiónlectora" AND "Estudiantes de secundaria", "Niveles de comprensiónlectora" AND "Estudiantes de secundaria", in english "Reading comprehension" AND "High school students", "Reading comprehension levels" AND "High school students".

The criterion for excluding unnecessary information was: Year of production that did not correspond to the established one, articles from non-indexed journals, information from single sources, research that did not correspond to the topic developed, theses related to the topic. The wisdom to include information had to do with the correspondence of the title, the abstracts, the introduction, the methodology, the elements of analysis (reading level and application strategies), the objects of study, different contexts, countries and results, the that were rigorously reviewed.

The strategic search consisted of collecting research that responded to the object of study that were investigated through full text and open access, to be classified and systematically examined in data tables and referenced in the Mendeley manager.

In conclusion, the exploration of information was given by 826 registration data of which 681 were excluded due to lack of thematic objectivity according to the purpose of the search, remaining 145 documents of which 37 were taken, a new selection was made, leaving 34; a second search with the nomenclature of Levels of Reading Comprehension and High School Students, with results of 46 documents, of which 33 were selected, finally leaving 21 articles for analysis.

3. Results

To develop judgments with superior psychological characteristics, one has to focus on reading performance (Vygotsky, 1978). In this way, the main basic objective of secondary education focuses on the acquisition of strategic skills that lead to developing reading skills as a constant aspiration of educational systems. From this perspective, it is believed that reading is a complex action where various perceptual elements of the language participate up to the construction of meaning as an interactive product between the author, the text and the reader, highlighting the practice of inquiry as the main activity of reading significant (Fontes Guerrero et al., 2020). The authors complement that the reading process involves the relationship between previous knowledge with the new content of the text, transforming their initial ideas into new information, since reading implies examining the role that language plays, to understand and interpret the writing.

On the other hand, reading is conceived as the act of understanding, highlighting the superior mental ability of prediction, inference, analysis, synthesis, among others; (López Zambrano & Medina Betancour, 2016), on the aforementioned, the author relates the identification of information in the statement and its intention, developing interactive meanings with the text (Ochoa Montaña et al., 2017).

Reading comprehension through the: literal or basic level has predominated in the academic field, while the inferential requires high levels of abstraction, and takes on relevance as it is understood by relationships and associations of the general meaning of the text, implying descriptions of what that expresses when deducing hypothetical messages for the generation of new concepts (Ochoa Montaña et al., 2017), in this context inference, takes into account the use of cognitive and metacognitive strategies, which allow the reader to reorganize data obtained from the text and supplement it in a total system and is recognized as the ability to identify information gaps that are complemented with previous knowledge to understand the messages (Cisneros-Estupiñán et al., 2012). According to the authors, the critical level of reading has exceeded the previous ones, regarding comprehension, where skills that have to do with decision making, problem solving and taking personal positions are developed, in the face of situations that demand perspectives response on detailed content in the text.

4. Discussion

The existing literature on the comprehension of texts in secondary education, glimpse processes of development of reading, methods and strategies that are developed in the comprehensive activity. (Silva Zavaleta, 2021), since, by being affected with information available in virtual media, shown by technological advance that allows creativity and innovation in the competence achievements of students, those who have their own characteristics and skills of a globalized context. The purpose of this work is specified in the analysis and synthesis of existing information in identified investigations on the subject.

In the first instance, the question arises: What is reading comprehension in secondary education and how is it developed? Comprehension involves a complex routine whose product is the creation of analysis schemes and deep and connotative understanding on the part of the reader, as a receiver of the communicative intention of the writer in the global construction of the message. (Herrera Vásquez et al., 2015). These conditions will be developed by keeping in mind the knowledge, capacities and abilities, which facilitate the understanding of the complex interactivity that generates perception, cognition and language procedures, influencing the inference of information from the lower, middle and higher levels of understanding, where dynamism, reflective sense, among others, stands out. (Lázaro, 2020).

Secondly, the presence of four dimensions of reading comprehension, which they detail, (Herrera Vásquez et al., 2015), in the first place, is precision, which consists of the correct identification of words in writing, the lexicon and the correct use of the code and the meaning. In the background, the correct reading ability is located, with its

elements of intonation, the pause, raised voice, expressed by the fluency that emanates from the reading of doubtful pauses of little-known terms and complex sentence structures, which are framed in the relation to the age and level of the reader. As a third term, self-correction, consists of the process of developing autonomy in the use of language that associates the code, the contextual and knowledge, influencing the correct use of grammar and reading. As a fourth dimension, text comprehension, which includes in-depth interpretation according to the reader's perception (Javed et al., 2016). The retention of what has been learned; the organization, which consists of glimpsing the macro and microstructure of the text, the denotation and global clarity of the information. The appraisal, which captures the author's point of view and relationships to differentiate facts from opinions; the true from the false, that is, the internal perception of the text by the reader.

Literal level strategies

In the aspect of reading comprehension, graduated levels are identified that start from basic aspects to the most complex ones. The literal level: based on the skills of recognizing and remembering, which in order to develop will question the location and identification, recognize characters, temporality, among others (Abusamra et al., 2020). These important and less important ideas have a cause-effect relationship, physiognomy, fact, time, place; classify personal categories, objects, sites; make schematic reproductions, summarize and synthesize ideas from the text.

In this regard Cassany; Ramos (cited by Pinto Verdugo & Rojas Jiménez, 2019), detail that this level of reading occurs when there is a literal understanding of words, decoding of semantic meaning, taking the contextual sense of meanings, to obtain the appropriate features and illustrations .

Responding to the question asked, the literal level developed with the implementation of strategies from the field of information and communication technologies that were oriented to reading comprehension is evidenced in an investigation by Sánchez Domínguez et al., (2020) that, in its qualitative study, carried out in two stages that corresponded to a documentary review and the assessment of student learning with the use of ICT, encouraging the digital use of reading, which determines the development of several basic skills, which positively influence the success of reading comprehension (Fajardo et al., 2016; Abu-Hardan& Jamal and Imad TawfiqSa'di, 2019). The second stage of the descriptive process on research on the subject in different countries, Mexico being the one that stands out in the studies of Latin American countries, measured with the application of reading comprehension instruments, for students and teachers (Guerra García &GuevartaBenites, 2017) .

Another research study shows the enhancement of reading comprehension through strategies with the use of ICT as an alternative for learning in its qualitative research, it proposed to enhance the literal level of understanding, to improve the learning of schoolchildren , whose work was developed with the application of interactive strategies for reading that leads to exploring the before, during and after, Ferreiro, Teberosky; Bravo and Cuetos (cited by Guerra García &GuevartaBenites, 2017), as well as a series of knowledge organizers, exploring through previous knowledge, which were designed with the help of two softwares: Jclíc and Cuadernia, putting into practice a case study, under Solé's scientific conceptions, as the interactive model of reading; by Ausubel, with meaningful learning and Nova, through concept maps. In this sense, Ferreiro, Teberosky; Bravo and Cuetos (cited by Guerra García &GuevartaBenites, 2017), suggest that the fusion of these strategies enhances the interactive model with significant achievements in literal reading comprehension. Ulu. (2016), concludes that the aforementioned strategies increase vocabulary, autonomous learning and reasoned participation, complementing the achievement of proposed school objectives in literal reading comprehension and as a reinforcer of the level of inferential understanding.

Similarly, the interaction to propose a reading comprehension strategy was revealed in the research addressed by, Wassenburg et al., (2020) specified their research in presenting images that anticipate reading so that the foundation of a model of situation that were oriented to carry out a measurement of the process and the product of the experiment. The activity consisted of evaluating the literal comprehension of narrative texts with a previous reading of images that expressed the content of the text, resulting in the redistributive management of processing resources from the reading of situation models. According to García González et al., (2020) these results correspond to the theoretical contribution of multimedia learning, which proposes that the image serves as a mental scaffolding in reading comprehension work situations. Consequently, the images affect the attentional aspect and less the understanding.

On the other hand, when exploring comprehensive strategies regarding the bilingual use of the language in teaching and achievement of the literal level, it does not present differences, it does not harm the seizure of thematic

content (Nieto Moreno, 2018), the author affects the use of various materials from the curricular areas and that all must persist in the objective of developing the competence of bilingual literal comprehension, which, if it is affected in the first years by the schedules that restrict the mother tongue, but that as it arises in In future years, the differences are insignificant, where it is necessary to encourage comprehensive reading in schools in general (Tamayo et al., 2020). What is relevant about bilingual students is that they better identify the spatial and temporal setting, excelling in three indicators: they identify cohesive reference, general understanding, and understanding of lexical recapitulations.

From the point of view of the importance of reading, the objective was to highlight the development of intrinsic motivation in reading comprehension, by taking the perspective of the foundation for the learning of all curricular areas, when the personal will to carry out actions of interest and enjoyment without having external rewards (Miyamoto et al., 2020). The authors specify that intrinsic motivation plays a fundamental role when the student takes the perspective of reading out of curiosity and personal taste, which becomes evident in the first years where the sense of autonomy grows and that if the importance of continuing with this strategy is given the Reading comprehension would be favored (Beek et al., 2019), but the opposite happens under the guidance and proceeding of the teacher, since as students add to the higher grades, they no longer decide what they read, but rather have to do it based on tasks, curricular and performance evaluations in a mandatory way, which decreases the enjoyment and intrinsic motivation of reading, due to the disorder of the visions of progress and learning environments Ryan and Deci (cited by Miyamoto et al., 2020); added to the differences of gender and language that are accentuated in the aspects of socialization after the stage of puberty.

Likewise, words have a primary effect when the instinctive and punctual recognition of terms and words occurs in benefit of a better reading comprehension, highlighting better comprehension performances in learning that occurs with less difficulty, since they are related to language and knowledge, added to the increase in reading fluency (Mi Chang & Brandão de Avila, 2014; Garduño G., 2019). As a result of what has been stated, the comprehensive demands compromise a series of skills for the development of the reading act in the initial cycles of school.

Reading is the safest element in the access to the assimilation of information and for it to arise it is necessary to develop reading speed, as a fundamental requirement in the development of comprehension, since it feeds language and the effectiveness of thought (Durukan, 2020). The author adds that perceiving written words is a mental act of perception of the cognitive process of understanding the text message, in this sense the fluency of reading becomes an essential element of automaticity, a theory that aims to achieve the metamorphosis of learning. The act of reading and writing leads the student to read quickly, fluently and accurately, make interpretations, verbal explanations, to obtain success in school (Durukan, 2020; Javed et al., 2016), in this sense, the student You will better understand what you read, you will have an outstanding vocabulary, you will use the language well, you will have better learning and more success. This type of reading will develop visual quickness, understanding, and mental structure.

The development of reading study strategies from the aspect of influence of motivations regarding the development of cognition skills was studied by (Welie et al., 2019), the authors took into account the effect of motivational skills on the dimensions From the reading comprehension of an expository text to a sample of one hundred and fifty students with deficiencies and excellent reading habits, comprehension, reading fluency, linguistic level, metacognitive level and the degree of motivation for reading texts were evaluated. exhibition. The development of the study took two non-competitive models: the first addresses understanding and states that motivation plays against behavior when referring to time, interest and resilience, as well as cognitive responsibility, which refers to strength. mental level and in the third moment, the emotional level is presented based on the disposition and the reactions it causes (González Valenzuela & Matín Ruiz, 2016). The second model explains how the comprehension level of texts is affected by motivations, detailing what affects the responsibility of behavior, cognition, the emotional and the contribution of subskills to the comprehensive reading level (González Valenzuela & Matín Ruiz, 2016).

The correlational research study and a sample of 123 students with learning difficulties, taking into account the sociodemographic factors that negatively influence reading comprehension carried out by Lázaro (2020), on the positive development of the harmony of the social environment with the academic achievements, the environment is given by the social context, school prototype, administrative system and gender. In the first place, the environment reveals the appropriate or discrepant study environment, it is where all the minimum services that a school center has are included, since the environment links the actions of the school and affects all its members, especially encourages a better development of the student that will be destined to improve (Javed et al., 2016). The administrative

environment has a lot to do with carrying out the activities, which depend on the type of private or public management, which demands socioeconomic conditions for the exercise and membership of the students. On the other hand, the demographic factor referred to gender is presented as a form of impact on the improvement of learning (Fernández Darraz& Mora Guerrero, 2017). This situation is shown without relevance, placing improvements in favor of women who obtain higher scores in language skills compared to men.

As a comprehensive school reading strategy proposed by Baharani, (2015), it involves printed and non-printed multimodal text as a generator of a very significant impact on reading comprehension, unlike linear texts, asserting that printed and non-printed multimodal texts, that are facilitated through digital and audiovisual media provoke the enjoyment of the reading presentations and generate intrinsic and extrinsic motivation, for the improvement of comprehension skills, where information technologies play a preponderant role in the achievement of the objectives, through the use of digital technology, which teachers must incorporate in their pedagogical work (Abu-Hardan& Jamal and Imad TawfiqSa'di, 2019; Blom et al., 2018). In this way, multimodal texts reveal the sensory form and cause the synchronization between spoken and written language, the fixed and moving image in physical or electronic format.

Inferential level strategies

On the other hand, inferential understanding, as a second level, has implications for the relationship of the reader's experience with the realization of conjectures and hypotheses, involving recognition, understanding, reflection, synthesis (Ministerio de Educación-Peru, 2016), for in a broad sense deduce the author's own details, on the most important ideas where meanings, aspects of morality are detailed, on other ideas of less characterization and importance according to a sequential and logical order, to structure a not very coherent text and the deduction of Character characteristics not displayed linearly in the text.

This inferential level, according to Cassany; Ramos (cited by Pinto Verdugo & Rojas Jiménez, 2019), thus define the exercise of recovering implicit elements that are part of the text, which affect the general connection and construction of the selected meaning of the text, leading to relate, generalize and conclude by assimilating the author's purposes, in the empathic sense that it produces in the relationship between the reader and the character, determining why the event is transmitted (Ulu, 2016).

The enhancement of the inferential level of reading comprehension has been approached from various fields and researchers, who, as a result of the achievement measurement evaluations, propose to find out the reasons that reveal difficulties that are intended to be solved through the investigation. In this field Ochoa Montaña et al., (2017), take as a basis the conceptions of Solé, Mendoza and Pérez through an Educational Action research, in which it was proposed to know the level of reading comprehension in secondary school, which they assume as diagnosis the low level of understanding, for which it was established in literatures that disintegrate annotations where understanding behaves as an activator of mental processes and considers inference as the brain of the understanding sequence. Jouini and Solé (cited by Ochoa Montaña et al., 2017). On the subject, the level of achievement of those evaluated was 48% of achievement at the literal level, 37% at the inferential level and 15% at the critical level. After the analysis of the results, they suggest implementing strategies that enhance the achievement and level of understanding from the first school years to completion, with the commitment of teachers as a source that generates changes in the face of the real situation.

On the subject of didactic strategies for reading comprehension, Inga Arias et al., (2015), set out to show how inferential-type strategies affect the efficient understanding of a text, the authors focus on the reading habit as a force that makes reading necessary, linked to emotionality and cognitive elements (Cassany, 2006) which will develop the comprehensive skills that must be taken by teachers for the development of reading comprehension, which are proposed by scholars such as (Cassany et al., 2008). The quasi-experimental type study, applied in secondary schools; It is proposed to evaluate a program of inferential strategies, which it elucidates as a problem of comprehension, lack of reading ability, low understanding and learning. The authors emphasize that it is necessary to insert the student from the first years in reading and information processing exercise, because by taking a set of inference didactic strategies they will influence the achievement of reading comprehension

Inga Arias et al., (2015), when referring to inference, state that it arises from the relationship between the domain of an interpretation scheme, to obtain a premise and a conclusion, which in the first case refers to the assertion and conclusive information implicit. It also refers to the inference of understanding of a global fact, which allows synthesizing a set of sentences, added to the holistic sumilla technique to name topics that cover as a whole (Javed et

al., 2016). The inference projected by the succession of the text captures the linear and global aspects, through strategies and inferential questions that combine the improvement of higher order thinking in analysis and reading comprehension.

The inferential level is influenced in its development by the literal level when the recognition of content, words and reading of the lines of the text arises in anticipation (Ulu, 2016) There are diverse results in the sense that the first steps of the reading exercise follow the spiral of sequence in which the beginner begins the comprehension exercise by reading what the text expresses in its lines, then understanding the deductible and thirdly begins to give personal opinions. Regarding this process, Hattab Alali et al., (2020), indicated as a point of study, the effect that the cultural imprint produces on the levels of literal, inferential and critical evaluative understanding (Dijk, 2009), the work consisted of evaluating the levels of comprehension in two well-marked stages. In the first, the three levels were evaluated with the reading of original texts, in which the highest performance in the literal order stood out, where they excelled in the identification of essential points; In the inferential, the interpretation of relevant points stood out, and in the critical level, that of giving an opinion stood out. On the contrary, the resolution of questions of the levels was more assertive than in the first when presenting texts familiar to their experiential context, through which they arrive at the activation of schemes with successful results, which affirms that the use of Culturally contextualized materials effect comprehension at higher levels than original reading performance.

Critical level strategies

As a third level, the critical comprehensive reading or critical level of reading comprehension is presented, called the evaluative judgment of the real or fantasy and complex (Ennis, 2013). This level is linked to the aspects of understanding of various types of texts of spiritual and literary impact by the reader, in which their performance generates logical, motivational, causal, psychological and physical deductions (López Zambrano & Medina Betancour, 2016), the authors add that other spatial and temporal aspects refer to pronominalizations, lexical ambiguity, and grammatical cut relationships.

Other contributions according to Cassany; Ramos (cited by Pinto Verdugo & Rojas Jiménez, 2019), who emphasize that the critical level of reading is to formulate personal opinions regarding argued ideas that are going to be exposed, these manifestations are given in external refutation, which leads to foresee greater information that the writing has and must be obtained by the reader, under the perception of deep knowledge of the content of the text, perform the analysis and provide a judgment. In this way, Silva Zavaleta, (2021), believes that to be a critical reader it is necessary to have prior knowledge, to establish dialogue with the text, to sustain the author's purpose and inference of a complex type. Reading is an outstanding constituent in the cognitive and social acquisition of readers in symmetry towards others, in this sense Pinto Verdugo & Rojas Jiménez (2019), states that schools have an important effect in the generation of environments that promote critical skills of singular importance in the XXI century, for the formation of critical persons tertiary by reading.

Studies on this level, regarding the strategies proposed by researchers are related to didactics that promote critical comprehension skills of texts of various genres and typologies. In this regard, Medina Coronado & Nagamine Miyashiro, (2019), propose the objective of publicizing various strategies for autonomous learning and developing critical understanding, in an exploratory causal correlational research, through the application of a questionnaire of strategies autonomous to measure the level. The author highlights the importance of teacher support in this achievement, which contributes greatly to the application of the appropriate strategy. Teachers must reorient their pedagogical activity encouraging reflective readiness (Pinto Verdugo & Rojas Jiménez, 2019; Silva Zavaleta, 2021).

Likewise, to the expansion strategy that refers to the repertoire of search for information that contributes to conceptual understanding, the collaborative type of school interaction with the information media is added. López and Aguado (cited by Medina Coronado & Nagamine Miyashiro, 2019), propose conceptualization strategies, where the use of various knowledge organizers and reading comprehension strategies are highlighted, those of a preparatory or self-management type of time that will be dedicated are added. to the organization of academic activities that conclude with the self-evaluation. In this way Sánchez Otero et al., (2019), makes mention of the strategies of active participation in the pedagogical process inside and outside the classroom to culminate with the planning strategy of the student's own activities and respond to their role that they play, concluding with the contrast of acquired knowledge.

On the other hand, the research work of authors on critical reading is framed in the studies of Cassany et al., (2008), who highlights the levels of critical understanding, on the particular Pinto Verdugo & Rojas Jiménez, (2019),

propose the identification of strategies at the levels of reading comprehension, to enhance communication skills in the student body, with a qualitative study of an action research type, whose purpose was to determine the reason for difficulty in the textual analysis presented by the students, for which various integrated observation and workshop techniques were applied. The study is based on the assertion that reading is the powerful instrument that leads to knowledge by generating methods for reflection, arguing and criticality in addressing challenges inherent to sociocultural environments by the teacher (Ruiz Xicara, 2020), already which is where argumentation emerges as a creator of relevant skills of participation and exposition of points of view, influencing communicative competence through demonstrations with critical support. All this is sustained, when the student makes inferences of perception, such as origin of the thought that is built as a result of the practice itself and favors social unification.

According to Nieto Moreno, (2018), it presents differences between critical reading comprehension with a sense of bilingual teaching in educational institutions and reaches conclusions about the development of reading skills that present differences with respect to ordinary teaching in the assessment of the interest and relevance of the content of the writing. The author concludes that bilingual education does not affect the general results in reading comprehension in their mother tongue.

The quasi-experimental research to analyze critical thinking, by Martınez Leon et al., (2017), on the reflexive and autonomous training of critical reading from literature, which, through reading clubs, organization of gatherings and others, on topics literary skills that lead to developing critical and creative skills and knowledge of the world and of the person himself. The abilities to read and write in the first place will lead to the understanding of various genres and complex levels of texts linked to the construction of explicit and implicit ideas (Medina Coronado & Nagamine Miyashiro, 2019). Secondly, there is an impact on the formation of critical people through literature who interpret implicit meanings of the text, the valuation of the world, positions or personal points of view and who are capable of: observing, reflecting, analyzing, synthesizing, reformulating, compare and explain the content. According to Zarate Perez (2019), the contextual part of the text, interpreting the language, making inferences, hypotheses and global meanings, the intention and position of the author, among others, reinforce reflection and autonomy.

Strengthening reading comprehension, depends largely on the empowerment of autonomy, the creative and critical sense of people as a development of reflection, through thinking for effective performance (Meller, 2019), the author proposed to carry out the implementation of strategies for the critical empowerment of thinking, strengthening understanding in secondary school through qualitative research with a socio-critical approach and application of semi-structured interviews, questionnaires and observation, which determined the degree of analysis and understanding of argumentative, descriptive and expository texts. The proposal of strategies that allow the optimization of thinking and argumentation, focusing on creative and critical thinking, through essay writing techniques, analysis, debate, social gatherings and interactive discussions in class.

The critical level of understanding, when relating it to metacognition, Jimenez Taracido et al., (2019), in their research, carry out an initial analysis on textual typologies as a means of affecting the reflection and evaluation of information that leads to the construction knowledge as a means of integrating people into today's society. They show that the type of continuous and discontinuous text and the cognitive and metacognitive reading strategies reinforce comprehension skills. On the subject, three considerations are broken down according to Alcas Zapata et al., (2019), cognitive strategies, which frame recovering and identifying the means of information location; integrating and interpreting, by relating the elements of the text and making inferences to achieve the meaning, lead to reflection and evaluation in the generation of new knowledge. (Casa Coila et al., 2019). In this way, according to the authors, metacognitive strategies frame the global strategy, which activates previous knowledge; problem solving and is directed to reflection on the textual parts that have not been understood, highlighting the note-taking, paraphrasing and underlining strategies that complement the reading comprehension process.

Kung & Azis, (2020), highlight the metacognitive strategies that abstract consciousness and the control of personal thought, the author highlights the two metacognitive elements: which are produced by being aware of what is required to do things well and planning the steps to achieve the proposed thing correctly or address the difficulty. Regarding metacognitive strategies, the author proposes three classes: Global reading strategy, support strategies and problem solving.

5. Conclusions

To conclude, reading comprehension, understood as the development of higher judgments, is inserted as a vision of achievement in the national objectives of education in each of the educational levels and highlights the content-text-context relationship, which leads to appropriation autonomy and development of a high cognitive level of complex analysis schemes and global understanding of messages, which provides students with a clear vision of what happens in the space where they operate, making rational and competent use of digitized media that complement the information processing of low, medium and higher levels.

In this sense, reading is reinforced by the use of digital tools, which play a preponderant role in the development of literal comprehension skills, where interactive strategies, meaningful learning and concept maps affect the improvement of vocabulary, autonomy and reasoning. Various strategies complement the range of comprehensive achievement mechanisms at the literal level, where the use of images and intrinsic motivation come into force through personal will that emanates interest and enjoyment without external rewards, the command of instinctive vocabulary is added. as a mental act of cognitive perception of the text message, which gives rise to the fluency of language and knowledge as an element of automaticity responsible for the metamorphosis of learning. Consequently, the sociodemographic factors that harmoniously relate the social environment with academic achievements have a lot to do with the achievement of the foregoing, where the type of school, administration and gender that is presented with advantages in favor of the adolescents who obtain better scores and language skills.

Third, the inferential understanding that is characterized by recovering implicit elements of the reading text expressed by the author, the understanding of a global fact, where inference constitutes the central point of activation of the mental processes of understanding, which must be stimulated in the educational process by putting into practice the levels of interpretation of information, through recognition, application, analysis, evaluation and creation, as a developing process of higher order skills, this aspect is affected by the cultural footprint, where the Choosing culturally contextualized materials makes understanding at the highest and most complex levels effective.

The critical level of understanding, the student tends to give evaluative, autonomous and complex judgments on texts of a spiritual, literary, spatial and temporal nature, the formulation of personal opinions in conceptual understanding, self-evaluation and contrasting of knowledge, the exercise being relevant of argumentation as a skill of participation and exposition of points of view with critical support, it is interesting to highlight the analysis of literary texts in the observation, reflection, systematization, reformulation, comparison and explanation of the background and form, hypothetical formulations of global significance; No less important, metacognitive strategies are presented as abstracting of consciousness and thought control, which occur when the student is aware of what is required to do things and the planning of steps to achieve it through global reading strategies , support and problem solving.

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