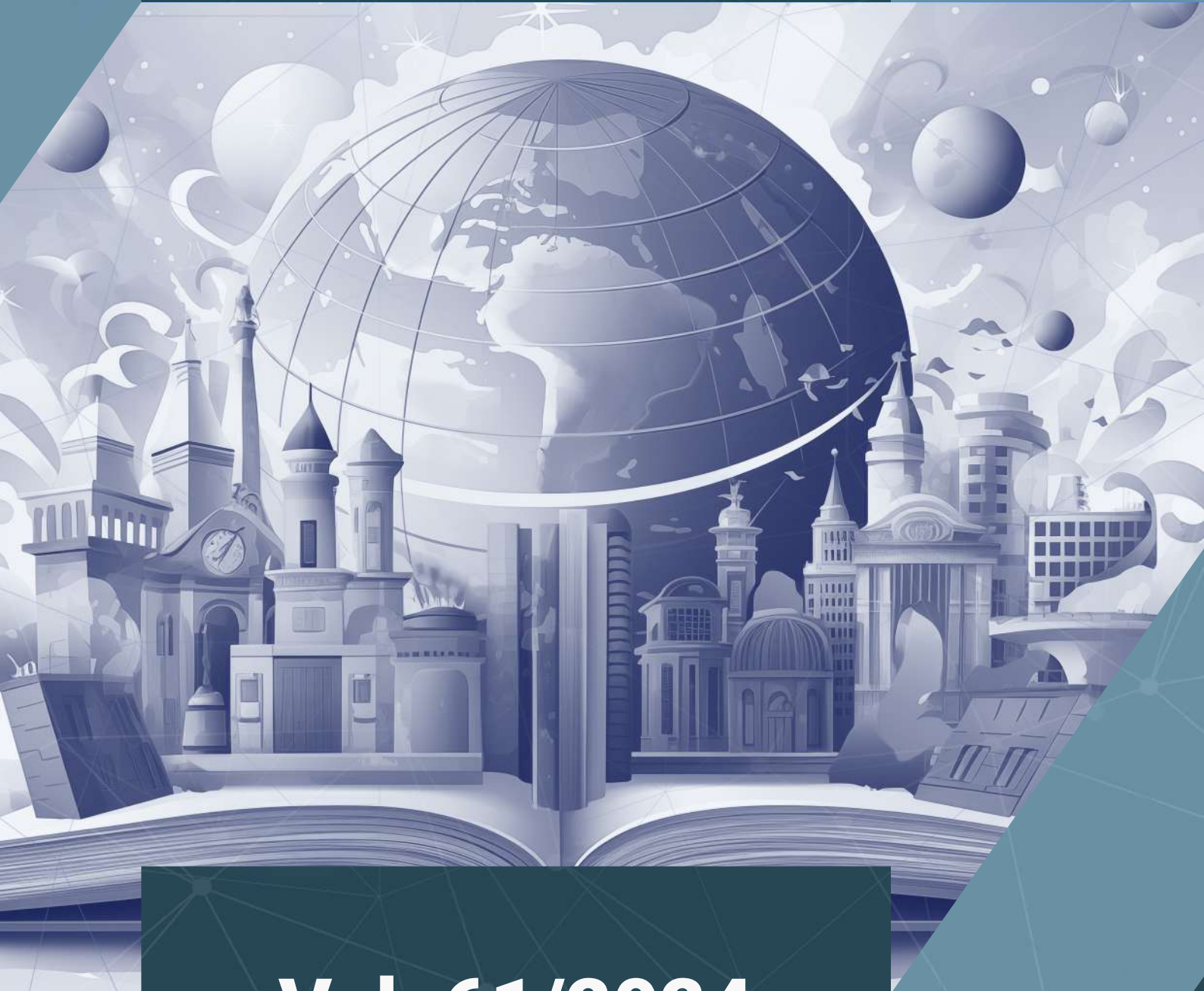




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## The motivators of reading comprehension in the educational process

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**Abstract.** Societies require competent individuals, and this is obtained through education. The capabilities are required to produce satisfiers to form a communicated and organized society in all senses. The study of this subject is related to the interest recently shown in society for the issues of education in its basic aspects, such as the lack of motivation that represents important limitations. The complexity of the subject arises from the need for institutions to permanently adapt the internal and external factors that intervene in the formation of readers so that the results can be manifested in society. Some countries do not pay attention to the importance of learning in educational processes, especially as societies face a greater number of difficulties to deal with, while it is important to emphasize that the solution to this issue can create solutions in many other cultural issues, which are always related to issues of high impact. The objective of this research is to analyse the situation of the primary level in reading comprehension, considering the contribution of the educational schemes and the context as important elements. There is a slow level of efficacy in transferring what has been read to other contexts, that is, low levels of text comprehension. The effectiveness of reading comprehension presents the motivational factors, among a great variety, that give it meaning, since it is important to generate the conditions to move the attitude and capabilities in these skills.

**Keywords.** Reading comprehension, elementary level, education, society

### Introduction

The objective of this work is to analyse the conditions of reading comprehension in education, contemplating the internal and external factors of its complexity.

It is required that in educational institutions, human resources are trained and committed to goals determined by the needs of the educational sector in reading training.

Reading comprehension is the first thing to be addressed in all areas, as a basis for knowledge, with which the necessary skills are obtained to solve situations, both academic and life (Granados, 2018, p. 3).

Argudin (2001), considers that strategies are required that lead to the meaning of reading through teaching, where reading comprehension skills are also applied, since during these processes' knowledge is nurtured by driving innovation. At this level, comprehension can interpret and raise generalizations to other contexts (SEP,2000, p.98).

At present, there are important limitations in the interest in reading, to the point of difficulty in retention and comprehension. The process of teaching reading should generate motivators and thus understand the needs of students in this sense, at the level of reading satisfaction that leads to the habit of reading.

To achieve reading comprehension, as one of the relevant objectives of basic education, it is required that students remain related to multiple written contents, while the teacher employs different strategies within the activities, with the purpose of reaching comprehension.

### **Methodological framework**

This research is developed under the qualitative approach, since it considers factors linked to characteristics, behaviours, perceptions and elements of subjectivity. This approach is linked to reality as it is lived, understanding all the factors involved, including perceptions, and behaviours (Hernández, 2003, p.12).

In the qualitative approach, the phenomenon or case study and the human part involved in them are observed, considering all the elements of influence in the study of the parts (Pérez, 1990, p. 23).

This study fulfills these characteristics, since the human part and the problem are manifested with many factors whose particularities exert an influence on the phenomenon being studied, in addition, their conjugation gives it another series of alterations to generate a complex behaviour of points of view, perceptions, and contextual realities that determine it.

### **Theoretical framework**

For the teacher, reading comprehension is a much stronger task in the first grades of school, and it is also in that phase where the participation of parents becomes more significant (Aldaz, 2022 p. 27).

Miguel Garcia, (2019) considers that reading comprehension is the act of reading, where the understanding of words connected in sentences, texts of different sizes that end up raising a certain information is manifested, it is also contemplated the ability to remember what was read and the time invested in the process.

Cuetos (2002) refers to the different ways in which reading ability is appreciated at different educational levels and states that teachers at basic educational levels express their pride in the fact that all their students already know how to read, while at advanced levels there is a permanent complaint that students at that level do not know how to read. Here it is important to highlight the different approaches, since the level of demand in the higher levels is linked to the need to obtain a message when observing the writings, while in the basic levels it is important that the children find the meaning of the graphic signs.

The meaning is obtained with the skills. The constructivist theory defines reading as a process in which language and comprehension participate, and the reader's knowledge and

experiences stand out. Another of the contributions of this theory is that meaning is not the property of the text, and the reader gives it meaning with the elements obtained in this process.

UNESCO proposes in 2016 to involve people in communicative and information processes, seeking skills, mainly in young people in the development of the intellectual part and skills.

The teacher plays a relevant role in the process towards the comprehension of texts, since the results with effectiveness are determined by the established procedures. Considering these elements, the participants can obtain the clarity and coherence of the texts (Cordon & Jarvio, 2015). The reader's confidence in reflecting the acquired knowledge is also related to how that knowledge is obtained. Reading is one of the main resources within the efficient instruments for the formation and integral development of the person.

In recent years, there has been a boom in the participation of parents in their children's homework, due to the guidelines of the covid19 pandemic. The collaboration of parents in this way has been considered a good strategy for these objectives.

The importance of reading at all levels lies in the information it handles. Comprehension is achieved when it is possible to enter the text effectively and efficiently (Argudin, 2001, p.187).

The reading procedure is made concrete with the comprehension exercise; therefore, it is not enough to attend to witness the procedures, but the participation in the selection of marks and indexes, verification, interpretation, and that they know, in addition, that this is necessary to obtain determined objectives.

In a favourable situation of skills, the conditions of comprehension are presented as follows (SEP.2000, p. 24):

1. Clarity and coherence in the topics where the structure and content can be familiarized, and there is an acceptable level in syntax and internal cohesion.
2. Prior knowledge grants the possibility of entering the content.
3. The reader's strategies in search of comprehension with possibilities to catch errors and compensate for comprehension failures.

Fundamentals of Jean Piaget. Jean Piaget (1896-1980) proposed the theory of cognitive development, where he explains the way in which the student can build a mental model of reality and does not agree with the idea that intelligence is a fixed trait, but rather considers it a process of biological maturation, where the environment plays an important role, considering it as a genetic epistemology (Piaget, 1962). He was the first in the systematic study in cognitive development. His contributions on children's cognition establish the difference between biological age in relation to the perception of the world, in the theory of cognitive development. It is important to emphasize that without these studies the child was considered as a not very competent thinker; the initial mental structure is basic, genetically inherited and evolved, where all subsequent learning and knowledge moves.

In this sense, the cultural condition of learning can be reflected, considering that the individual is formed by what he inherits and what he manages to socialize in the environment in which he performs, so the context is relevant.

Childhood plays a major role, since learning takes place through active doing and exploring, where perception, adaptation and manipulation of the environment stand out. Thus, in the early stages of life a definition of the world is obtained, to later enter discussion of doubts that consider the knowledge obtained against what is being received.

In these contributions, cognition is at the center of the individual's behaviour, where language and the conditions to act in the environment are formed.

Piaget (1962) proposed four stages of cognitive development:

The sensorimotor period, preoperational, concrete operations and formal operations. It is the process that the individual follows until reaching the construction of knowledge. Object permanence means that the child can identify the situation of existence of the object even if it is no longer in sight and hearing.

The stage of symbolic functions and the sub-stage of intuitive thinking are part of the pre-operational period.

Concrete operations stage. In this period, maturity takes shape and logic is applied in the solution of problems; in addition, inductive reasoning applying inference, where it is supported by observation to reach the generalization of reality.

Other contributions in this same order are the definition of the three types of basic content, which are: simple classification, which is the location of characteristics of objects that helps to group; multiple classification: location of two dimensions to define classes and can establish relationships between classes and subclasses.

Reading requires visual and non-visual information, where the first is provided by the document and the second by the reader, in a permanent interaction that leads to construction, through previous knowledge and skills, which leads to the development of hypotheses" (Palacios, 1994, p.23).

Conditioning factors of reading comprehension. According to Valles and Valles (2006), reading comprehension depends on:

Context. The environment provides conditions that influence reading comprehension and may have relevance in the limitations or progress of these processes. The organization and planning of the reading activity; the teacher's strategies used so that students can collaborate and use them; and finally, another factor is the family and the sociocultural context.

Characteristics of the text. The text must be legible, and this is a very relevant condition in the reader's possibilities, where the motivators can be limited by a reduction of this condition; it includes the length of words and sentences, the structure conditions and the level of actuality of the content. Other important elements are content and form, where emphasis is placed on the type of information being transmitted and the way it is expressed, seeking the most appropriate forms for comprehension.

Solé (1999), points out the importance of clarity and coherence, familiarity or degree of knowledge of the structure, lexicon, syntax and internal cohesion.

The environmental conditions of reading. Tapia (2003) highlights the social scene and the environment, where social interactions are brought into play with a variety of activities.

Likewise, Valles and Valles (2006) emphasize the environmental conditions for the promotion of reading habits, without forgetting the establishment of a good organization and planning of study and learning tasks.

The organization and planning of reading and study. Claux and La Rosa (2004) consider important the previous work where the planning of reading helps to approach it adequately and achieve comprehension, taking an active role in the construction of meanings.

Valles and Valles (2006) consider that organization is harmony in materials and people, whose functioning leads to the achievement of the established objectives.

Reading projections. The reading process is one of text interpretation. The role of the reader is active, since the task is to interpret and evaluate. In this situation, Freire (2004)

considers that the process contains: experience, context and previous knowledge, with which the interpretation will be obtained.

According to Pinzas (2001), reading is projected:

As interaction and integration. There is a close relationship between the reader and the text, shaping an integration that is composed of the written information and the reader's previous knowledge. In reading, the following are exposed: grammar, lexical, semantic and orthographic, supporting decoding. The necessary sources are used to cover the need for information, which leads to queries that are not always to the reader's liking.

It is important the disposition of the type of reading and the moment to establish the strategic reading, where there are pre-established objectives.

Types of reading. The objectives of reading determine the type, since it can be informative, review of information, study or observation and inquiry of specific data (Acosta, 2009).

(Ruiz, 2011) proposes a classification of reading in: receptive reading, reflective reading, global reading, selective reading and analytical reading; receptive reading has the participation of understanding the writing or the existence of the reader's motivation to be pleased with the text; reflective reading, pauses to verify and criticize; global reading, has the intention of obtaining the general and broad content on the subject.

Reading techniques. According to Tovar (2009) techniques are required due to the need to be selective, since there are many documentary sources:

Seminarian reading carries a level of depth as it seeks in-depth understanding of specific topics. This specialization is relevant in scientific research, where it is possible in a short time to develop the interpretation of the state of the art; self-managed reading carries a process that supports self-taught learning.

Levels of reading comprehension. According to Catalá et al. (2001), the reader constructs an idea in this process and obtains the information related to his intention in a gradual way, so the different forms are: literal, reorganizational, inferential and criterial.

Relationships at school. The bond and group relationships, among classmates and the school environment, with teachers and students, play an important role in the results of these processes. According to Valles and Valles (2006), in the classroom there is a collaborative participation, where relationships and emotional climate intervene, in addition to the methodology of cooperation in an interactive process of mutual learning in an environment of mediator and facilitator of activities and processes, with motivation, planning and preparation.

There is a level of expectations of the facilitator in relation to the result and it is a condition for the described environment of motivations and relationships to contemplate the necessary elements, since the treatment and the way in which contents and orientations are proposed consider the level of perception of both participants.

Motivation towards reading. Pinzas (2001) points out that shared responsibility is achieved in the motivation process, where the aim is to attract the participant and engage him/her with a level of emotionality in what is being done. Motivation towards reading is constituted by a set of psychological processes such as intrinsic and extrinsic motivation.

In this sense, there is the attitude that comes from the student and the one that drives the teacher, although there are also motivating conditions in the environment and more outside, those that influence the participants and are not found precisely within the determined space.

Thus, the enjoyment for reading, the interest, the fun of this exercise and finding meaning in the contents are factors that are linked to these internal and external elements of motivation.

Herrera et al. (2010) state that the student's attention and engagement are results that are obtained with the impulse of motivation, and in this, the interest of the participants moves with the style to maintain the connection and attention; elements such as responsibility for creativity have an influence.

Likewise, Valles (2006) considers the importance of the reader's attention and memory capacity, since these are elements that can limit or increase the possibilities of good results. Memory stores and retrieves new and pre-existing information in the long term. In these conditions there is an influence of the attention capacity, for the sensory input of the participant on the written information. This condition supports the selectivity of information and involves the following elements:

Motivation, that is, the sensitivity to be attracted in that task, where there must be the liking to drive the commitment and the intention to learn.

Reading has the goal of obtaining something additional and that something must be of interest to the reader, so the counsellor raises the conditions and strategies with all the factors already described to improve that condition and generate interest. It is important to highlight the characteristics of the text for that goal.

Schank, (2002) states that the reading comprehension process does not end in the meaning, but in the incorporation of the meaning in the memory and adds that comprehension is the construction of a structure and adds a new one.

It is necessary to establish a close relationship between the contents of the reading and the reader to achieve the results of getting messages to the memory; it is important to consider that the reader has previous knowledge, which must be motivated to structure a more complete message in the memory. The new information must be complementary to the existing one and must be worked to generate a more integral knowledge, for which links and bridges must be established.

Previous knowledge of the reader. Rumelhart, (1981, Valles and Valles, 2006) deal with the conception of reality and previous knowledge from which the reader starts, they contain a level of sensitivity and move with the new information received, suppressing, adding and reconstructing that the reader has.

The quality of knowledge is presented in this modification and expansion of information.

Solé (1999) refers that a condition for comprehension is the degree of previous knowledge of the reader, which must be pertinent to the knowledge of the text.

Thus, the level of comprehension of the text and the meaning are supported by the information base it has, which will guide for a more complete comprehension.

Paucar (2007) Comprehension is greater to the extent that the reader has more prior knowledge.

### **Discussion**

Gonzales, (2019) considers that teamwork is important. The teacher and the institution complement each other in the awareness of the student in the good exercise of these processes.

Currently, a large part of communication is carried out through written language. It is becoming more and more necessary for students to be able to consistently practice reading in order to cope with the obligations and demands of today's society. Improving reading comprehension is one of the main challenges that the educational system must face (SEP, 2000;11).

The knowledge of the written language and the graphic codes is what is determined, where the reader imposes himself, with his previous information; the process requires an exercise that has an adequate environment and the strategy elements of the counsellor.

The main intention of the improvement of these processes is the comprehension and also, the use of it in daily life, for which it is required to assimilate the properties of writing with its concrete, subjective and abstract elements.

Readers, as well as counsellors, must implement strategies to efficiently receive information, where, as mentioned above, motivation is important; the use of adequate sources of information, in addition to autonomous learning, which is supported by the realities studied and experienced. One of the important factors is attitude, since it is part of the results in autonomous learning, where it must be considered through the consultation of printed materials, electronic audiovisual media.

"Reading is one of the most necessary pillars to acquire and transmit various types of knowledge both in our daily life and in the educational world as it is an activity that is performed in most of everyday life, therefore it is essential for the child to acquire reading comprehension. On this he publishes his opinion" (Solé, 1992;27).

The reader and the text are connected in a dynamic of progress that goes from description to interpretation and comprehension. In this regard, Isabel Solé points out that: (Solé, 1992;17):

The school must mainly face the challenge of correct reading, considering that the autonomy of the receivers is achieved through this task. In this, the ability to consider the type of strategies must be considered. In this sense, the approach takes shape.

The types of comprehension range from naive to elaborated conceptions. Understanding is complemented by perception and attention to a fact, cultural or natural, which activates prior knowledge. The described association leads to facilitate the possibilities of a more complete information that can explain and predict a reality. In the process of comprehension there is an integrating action of the mind, incorporating other information, it manages synthesis, analysis and generates behaviours to reach decisions.

The reader and the text play an extremely important role in this integration, since there is an interaction between both, which leads to the process and foundation of reading comprehension. In this regard, it is stated that, (SEP 2000;9) reading goes beyond decoding, going from writing to oral language, to go to the complex interacting with a text, interpreting and understanding it in order to use it for its objectives. From this perspective, the purpose of this component is undoubtedly that children understand what they read and take advantage of all the information obtained through the habit of reading in their daily lives; therefore, it is important to put into practice reading through different modalities and didactic strategies.

The reading comprehension process is complex, since the diversity of factors that intervene generate processes of subjectivity and concreteness. Therefore, the influencing factors must be identified in each case.

The motivation required by the reader has internal and external elements, where their location is one of the initial tasks of this objective. In such conditions it is possible to take advantage of what is available, considering the attitude. It is important to captivate interest with the available means and to know how to identify the usefulness of these means in each case. In this regard (López, 1997;94) states that "The motivation for the tasks is related to the characteristics of the text, the expectations in that task are comprehension and persistence in it.

Castro, Franco Cortazar, & Villacis Pérez, (2018) in the development of critical thinking has the teacher as a limitation, since there are many teachers who are not trained to

motivate and transmit, and although there are materials and tools, there are difficulties to generate the best skills.

Motivation is therefore a factor that largely intervenes in the learning or comprehension of the reader, so it is suggested to leave aside the memorization of texts to put into practice the use of striking texts, with an understandable letter. It is also suggested to use texts that present an image according to the topic.

Angelo (quoted in Huerta, 1991; 157) states that: the possibilities of effective reading are linked to writing, since the writer in this case, considers the reader's requests and elaborates the text in that sense.

### **Conclusions**

It is important to find the space for reading. For many people reading is an everyday thing, and in many cases, it is in the work environment, school, friends and family, which integrates affective relationships, in processes that carry a burden of utility to enter a wider world.

It is important to note the lack of material resources that limit many children's relationships with books and the school can solve the problem. Therefore, institutions must have the organization to make available to society the means in basic sectors such as education. In these spaces, reading is linked to the meanings of the texts and the motivation to read.

Clear language is required, where the capacity of interpretation can reach the most effective explanations.

Obtaining more reasoning about reading is related to internal and external factors, including motivation. The academic performance of students is also oriented in this environment and considers the abilities to convert the idea into a message.

The reader is required to develop his or her skills in message utilization and interpretation. It is important to improve reading fluency and support writing.

The planning of activities and strategies present alternatives that seek to promote knowledge.

The role of the counsellor has presented limitations due to external conditions and factors, such as the illiteracy of parents, which generate difficulties in society and lack of collaboration to improve the educational condition in the family environment. The distancing of the relationship with printed materials and the socio-cultural level of the members of the community, among others.

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