Analysis of Reading Comprehension in University Students

Fidencio Oré Cabrera[1], Ruben Dario Mendoza Arenas[2], Marisol Paola Delgado Baltazar[3], José Marcelino Garay Torres[4], César Angel Durand Gonzales[5], Jimmy Ronald Riojas Rivera[6], Marco Antonio Ibarra Contreras[7]

Abstract

This paper refers to the analysis of reading comprehension; it proposes the varied conceptualizations and meanings of this subject; such as the different approaches and perspectives proposed for their knowledge. It presents various treatises of analysis of reading comprehension for the different levels or degrees of education; therefore it illustrates the processes of reading comprehension as it should be handled before, during and after reading. In addition theories of reading comprehension in university education, the causalities that influence for a good reading comprehension and the dimensions called also as levels of reading comprehension.

Keywords: *understanding, competence, teaching, learning.*

I. INTRODUCTION

According to Cabanillas (2020), much of the knowledge that is achieved in everyday life is given through reading comprehension and text production. In the teaching-learning process, from the first years of education to the higher level, the student finds himself in a heterogeneity of information of all kinds of data at all levels; since it must be executed to strengthen linguistic and communicative competence.

For Cabrera (2014), the process of reading comprehension can be specified from various contributions from other fields of human knowledge such as text linguistics, psycholinguistics, cognitive psychology, and information processing theory. These fields contribute to a better understanding of disciplines articulated with the development of linguistic competence, communicative competence and textual competence, the latter understood as the ability to distinguish the text from a range of unconnected phrases, these phrases do not properly constitute texts.

According to Quispe (2011), in the face of the not very satisfactory results of the development of reading comprehension shown, various theories of reading comprehension are presented, which corroborate the gradual improvement of students at different levels of education.

[1] Universidad Nacional Mayor de San Marcos, Fidencio.ore@unmsm.edu.pe, Orcid: 0000-0003-0168-7441
[2] Universidad Nacional del Callao, rdmendozaa@unac.edu.pe, Orcid: 0000-0002-7861-7946
[3] Universidad Nacional del Callao, mpdelgadob@unac.edu.pe, Orcid: 0000-0002-0278-9557
[4] Universidad Nacional del Callao, jmgarayt@unac.edu.pe, ORCID: 0000-0003-1878-9962
[5] Universidad Nacional del Callao, cadurandg@unac.edu.pe, ORCID: 0000-0002-2148-5903
[6] Universidad Nacional del Callao, jrriojasr@unac.edu.pe, ORCID: 0000-0003-4275-2545
[7] Universidad Tecnológica de los Andes de Apurímac, ibarramarco@hotmail.com, ORCID: 0000-0003-3296-5643

II.   BIBLIOGRAPHIC REVIEW

READING COMPREHENSION.

Quispe (2011) reading comprehension is a construct and multiple action that is eminently strategic, since it indicates the exchange with the student and the book. On the other hand, reading comprehension as a process involves understanding, entering, finding, achieving, differentiating, finding meaning and reconstruct them from the read text. In this way, reading comprehension, specifically the book captured, corroborates its meaning in the operation and process of the advancement of the first language, and reading is a determining element for its knowledge, since the norms of the language are determined through visual memory; therefore the definitions of some concepts are developed.

Reading comprehension is an activity concluded from the review and depends in parallel on the information presented; because the reader has diverse knowledge in different disciplines.

Currently it is maintained that reading comprehension is a complex process, where three actors participate interactively: the writer (sender), the reader (receiver) and the text (message).

Reading comprehension means reconstruction of data by the reader, who, through the development of mental skills, tries to give a connection to the sub-elements adequately given to enable the book. This activity is dynamic, it is executed through the reader, presenting relevant interrelationships between the information they have in their cognitive structures and new knowledge presented by the read book.

On the other hand, Solé (2000), that to scrutinize is to grasp, and that understanding is above all a trajectory of vocabulary preparation close to the information that is sought to be assimilated. This is a way that dynamically points out to the reader, given that the reading comprehension that it executes is not a derivative of the declamation of everything that the writing has.

Ultimately, understanding, as currently observed, is a way through which the researcher prepares a meaning in its interrelation with the writing. Reading comprehension is an active process through which the student acquires, processes, evaluates and applies information based on their prior knowledge, experience, degree of motivation on the subject contained in the text; and then acquire the conception of the world.

According to Cabrera (2014), reading comprehension is a process that carries out contextual connotation in order to know the most important ideas of the text, in turn relating them to the concepts that have meanings for a given reader. It is decisive for the individual to understand and articulate the book read with the meaning of the understood terms. It is a process through which the reader exchanges experiences with a certain text. Without taking into account the length or brevity of the paragraphs.

The three previous authors agree that reading comprehension is a construct process, the participant uses a series of strategies, thanks to this the student exchanges with the book presented and creates a sense of interaction with the reading.

The implication of understanding a text. Evangelista (2007), the premises executed on reading comprehension support demonstrating the existence of three contemplative approaches based on this process: reading as a simple process of obtaining information, an interactive process, and reading as a transactional process. It can be framed that the first, which had its peak until approximately several decades ago, presents reading as a conglomerate of skills as an emptying of information. On the other hand, secondary considerations consider that reading is the result of the interrelation between the idea and language. Finally, after having presented reading as a transaction step between the student and the book. Reading as a conglomeration of skills or as a transfer of knowledge. This hypothesis proposes or presents the management of terms considering it as the first step

of reading, followed by a second step which is compression and a third level which is measurement. Comprehension is made up of different subprocesses: comprehension or activity to clearly grasp what is stated in the writing, inference or ability to gain insight into what is somewhat hidden, and critical reading or the ability to see zero errors in the book, thoughts and the author's purpose. According to this point of view, the reading world is about discovering it. Then it is emphasized that teachers have the horizon of reading as a process that goes in ascending order, this implies the knowledge of basic units such as the word towards expressions, they also conceive comprehension as linked to the correct vocalization of the terms. If the learner reads well, if he can decipher the text, he will understand it; as knowing to express and capture in articulate language.

This approach has so much to set by teachers who use this reading comprehension strategy, in this line we find countless recommendations and practical tasks that simply aim for students to collect the vocabulary of the book they have read.

Reading an interactive process.

The development of disciplines such as psycholinguistics and cognitive psychology at the end of the seventies allow us to understand reading as an active step within which the psycholinguistic model and the approach of the plan stand out. This theory maintains that readers use their prior knowledge to exchange with the read text and construct meaning. This proposal has its starting point in the assumed steps. Reading is a path of language: students are users of language; meanings and linguistic processes can clarify reading; Therefore, everything that the reading world does is thanks to the exchange and the world of imagination that the student manages through navigation in this fascinating world.

Then, in reading, the non-visual part presented by the scholar exchanges data with the visual knowledge offered by the text. It is a trajectory of exchange in which students conform their previous information with data from the text to build knowledge enclosures. It is clearly in this act of exchange where the reader constructs the meaning of a material and not a simple deciphering of the meaning of a printed material. The consideration of reading as a conversation between the spellings and the reader is a result of the great interference that the approach to the parameters of text capture has presented. Based on this approach, the core of a given text is not in the words it presents; On the contrary, it is in the sense of discovering the mind of the author and the person who reads how the brain of the author of the text discovers and organizes what is transmitted or what the brain of the author of the text makes known. The point of view of the schemes proposes how to relate or articulate previous knowledge to the old knowledge that the student presents in information in what is given in a certain knowledge. In this process the reader is able to find in his mental scheme in this way clarify the text appropriately. On the other hand, as long as it does not appear and present any experience related to a specific topic, it does not have the conditions to interrelate with the new topic.

Reading as a transactional process.

This approach was proposed by Rosenblatt (1978), this author uses the word accommodation to indicate the duplicated, reciprocal connection that occurs between one and the other in a process. Its intention was to emphasize the reciprocal process that occurs between the reader and the text. This author indicates that the production of literature depends on the ideas of the author and the reading world. He calls this interrelation in order to emphasize the dynamic circuit, flow, the reciprocal process in time, offered by the text and depending on its conditions that the reader presents in front of even a literary text such as the poem. In this way we must point out that reading is a very special space where the text and the reader come together at a suitable and appropriate moment to develop the world of imagination. Thus, writing or writing on paper is different from a text stored in memory; each of these has its own characteristics and peculiarities. Based on what has been stated, it can be argued that the retention of a

text read by a reader is of utmost importance compared to the storage that a certain machine presents.

Reason why, the controversies that arise between the one and the other interactive position and the transactional theory is that, in the latter, the meaning that is created in front of the text by the reader at the moment of going through new terms based on the anticipated knowledge of the reader. Obviously the term that is presented will depend a lot on that exchange between the text and the reader.

Sharing a similar culture and scrutinizing in a similar environment will form the content of a certain text according to their cultural, academic level, etc. However, there will not be many such exact coincidences in the different topics presented in the text. In any case, readers who have read the same text will never have the same understanding of each other.

The reading process

For Solé (1994), reading comprehension is a relevant action of a plan that means the exchange between the reader's peculiarities; that is, their prior knowledge, the text and within a certain context.

It is considered not only as a linguistic or cognitive activity, but on the contrary as a global and constructive process because, during this trance, the person who reads not only carries out an exchange process with a single direction; On the contrary, it executes in a bidirectional sense. This process indicates that people who read build their own learning and do so gradually according to the type of text they read and process it as relevant as possible. Which is done in an individual reading where the reader can apply many strategies and techniques such as reading from one statement to another and paraphrasing; You can also move forward and backward according to the requirements you present as a reader. On the other hand, you have the freedom to ask yourself questions based on the reading you have read, making it clear what is most essential and what is secondary. To achieve appropriate reading comprehension, it is necessary to take into account the following subprocesses as an advance to reading, in the reading process itself and after having completed reading.

Before reading

Point out all the needs before the reading that is going to be done. These activities are closely related to the purpose of reading and to all planning activities, especially how to face the entire reading comprehension process using appropriate cognitive resources. Regarding what was planned, in this topic we will focus on the objectives of the reading. Which allows many questions to be formulated around a question or guide.

On the other hand, like any interactive process, first of all, the appropriate conditions must be generated related to the emotional state of the actors in the reading process. In this facet, each one has the direction to follow, for example, the author or the text presents the ideas and the reader contributes their advance knowledge to exchange with the text according to their interests and motivations.

In this process of reading comprehension, it is framed taking into account other substantive elements that corroborate following a route to achieve the proposed purpose such as: language, questions about the text, memories about the text, approach to the proposed text, a need, objective set by the reader according to their interests and goals proposed to be met. This obeys according to the establishment or study center that the reader attends, in turn it plays a predominant role depending on the subject to be read.

During the lecture.

This second process is applied when direct action is carried out in the same act between the reader and the text. During reading, one of the most reliable phases is the moment of

monitoring and contrasting the reading progress. This work is essential to see how efficient the strategies and techniques proposed for optimal reading comprehension are. It is important in this process that the student must read individually and quickly to become familiar with the content of the text it contains. Subsequently, the student can read work groups in small parts, then they can exchange ideas, experiences, opinions, and knowledge in accordance with the objective of the reading.

Based on the integral function, this is an appropriate moment for students to take into account transversal aspects such as values, norms, decision making; who can work independently without depending on the teacher.

After reading.

After having completed the reading as a whole, this strategy is applied.

Reading is considered a constructive act that involves using varied approaches to traditional forms of reading. It is understood that reading is not only decoding the meaning of the words of a certain text, nor accounting for explicit information, or reading aloud with an appropriate melodic line. Adequate reading comprehension of a text is inferring the author's intention, extrapolate and compare the ideas raised in the text with other information on the same topic or field of human knowledge; Good reading comprehension is analyzing the subtle way that the author achieves his objective in the readers, etc.

According to the sociocultural approach Vygotsky (1979), depending on the primary and secondary phase of the action, it provides a shared and dialogued environment, of reciprocal understanding.

This activity considers language as an effective tool in the learning process, in an interpsychological way. In this stage, the exchange and use of language continues to be maintained, here in this stage the learner creates knowledge organizers, summaries, comments, etc. On the other hand, the student's work is quite reflective, critical, generalizing, metacognitive, metalinguistic; In other words, the learning process enters an interpsychological novel.

Active learning with the language is observed to be very effective, to articulate with the mental schemes, this is what refers to the comprehensive training of the student. The main objective of all significant teaching is to form reasoning, critical, creative, proactive people, with points of view of maintaining their own values for personal change and in society in general.

Theories of reading comprehension in university education.

According to Rivera (2020), it is an eminently multiple constructive activity using strategies that mean the exchange of the peculiarities of the student and the writing, in a given context. However, reading comprehension is a constructive process, since it makes interpretations based on the text; It is very active, since the prior knowledge of the student and the presentation of the text corroborates the preparation of the terms; planning by nature, because it adapts to the objectives of the reading world, the nature of the text or knowledge about the topic; It is also metacognitive, because it involves controlling one's own mental steps to generate understanding.

It can be said that the student prepares an analysis from a text since the exchange of ideas and thoughts between the reader and the text is the starting point for good reading comprehension.

Reading comprehension also involves.

Skill in capturing what is stated, something that is clearly illustrated in the text.

Skill to capture what is presented, something hidden in the book.

Ability to see the level of the text, the fundamental thoughts and the intention of the person writing the text.

Information in learning, reading comprehension strategies stimulate and develop cognitive-linguistic abilities; In this way, corroborating the strengthening of one's opinion, granting self-confidence. The lack of understanding affects the failure in comprehensive training, the deterioration of self-image; limits their abilities and skills, generate anxiety, lack of motivation in learning and different manifestations in behavior.

Causes of poor reading comprehension.

According to Cabanillas (2020), the absence of understanding of reading at different levels of training is constantly observed. They read, they glance over the lines, they only understand the meaning of a few individual phrases. The teacher, after reading, inquires about the text read, and they respond that they have not understood it. What is this phenomenon due to? We can state that the main causes are because:

The reading process is permanently conceived as a mechanical act of deciphering graphic signs, it is not conceived as a reasoning process that corroborates the interpretation of the message.

The acts of visualization and oralization, which are not objective, are not linked to the subjective processes of evocation, relationship, reflection, etc.

The reader lets unknown terms pass, thus without understanding the vocabulary.

It does not activate their basic capacities and abilities to analyze, synthesize, prioritize, etc.

Lack of management of strategies and techniques to observe the most transcendental between the most primary ideas and the secondary ones.

A dynamic, active, critical, evaluative and questioning reading is not launched based on the reading.

Types of reading comprehension

According to Evangelista (2007), four types of reading comprehension are framed.

Literal understanding.

It is one of the types where knowledge is made and things are remembered as it is according to the text read. This type of reading comprehension requires the reiteration of the most relevant thoughts, clarifications and sequence of events.

Interactive understanding.

In this type of reading comprehension, your objective is to put together the idea of the text, which you articulate with the experience you have based on the topic read.

Evaluative understanding.

He implements the integration of his own proposals and those that the reader proposes in order to understand the text. It is purely for more experienced readers.

Appreciative understanding. It is the type of higher reading, in this phase, the level of impact of what the text has is presented, the minor details that the text presents such as setting, characters, actions, etc.

Dimensions of reading comprehension

Literal understanding.

At this stage you are responsible for understanding exactly what the text says. It is maintained that an act of entering the book takes into account the presentation beyond the direct meaning of the text, which varies according to the attitude of the speaker.

According to Pérez (1999), here the feasibility of carrying out a superficial reading of the text is appreciated, such as the understanding of its parts of a certain text with its respective vocabulary of a paragraph, the meaning of a word within the complete thought, the location of individuals or people, participations or other matters indicated in the read text, the location of the word or knowledge of the term and the spelling of the text such as quotation marks or question marks. In this phase of reading you also have to identify the relationship between the sentences and the paragraph presented by the text.

According to Sánchez (1988), he states that the literal level locates explicit forms and parts of the text, finds the meaning of the terms, sentences and clauses, finds details of space and time and the succession of events.

On the other hand, Pinzás (2004) suggests that the term literal comprehension is capturing the data that it presents or possesses appropriately. In another explanation it is observed that understanding what the text states. This level of understanding is the beginning of inferential and evaluative or critical understanding. If a student does not understand what the text says, then he or she will have difficulties making inferences and also performing a critical reading. The information or knowledge that a text has and that the student must understand can be framed in certain data presented by the characters, places, etc. Comprehension is found in all types of topics or in any type of text.

The authors mentioned above in their various approaches agree in the sense that reading comprehension at a literal level locates forms and details explicitly, and is also the first step to enter the rest of the levels of reading comprehension.

Inferential understanding.

In this phase of reading comprehension, it is the talent to find data or establish endings that are not explicitly found in a given text. In this part, the reader not only assimilates the information, but also adds it by putting into play the previous knowledge that the reader has. It resorts to the logical process of analysis, synthesis, induction, deduction in order to grasp the primary idea of the text.

For Pinzás (2004), inferential understanding is understood as the preparation of parts that are not clearly expressed in the text. As soon as the reader reads the text and reasons about it, he finds this list of hidden issues. Ultimately, the data implicit in the text is about interferences that arise based on finding differences, opinions, facts, conclusions, messages, etc. Which, referring to the qualities of the characters that they present in totally different environments, etc.

On the other hand, for Pérez (1999), he states that at this level the feasibility of executing inferences is crossed, understood as the peculiarity of contracting the data or arriving at conclusions that are not found in the read text, by having various types of actions between meaning of words, phrases, sentences or paragraphs. This type of reading provides a total understanding of the book's vocabulary and the location of actions, functions and unions between the parts of a given text, partial, spatial, casual connections, co-references, replacements, etc. To reach conclusions from the data in the text. The properties of understanding and the appropriate use of connectors are the core aspects of the text.

At this level of reading comprehension, the reader's prior knowledge is put into action, as well as the option to identify the type of text read as: narrative, argumentative, expository, instructive, etc., and to clarify the activation. of linguistic changes.

According to Sánchez (1988), he argues that the inferential level uncovers implicit parts in the read text, which is why it is completed with some details that are not presented in the text, assumptions about transcribed events or that happened to happen if teaching is deduced.

For Gonzales (1991), the inference part is usually presented as a cognitive activity through which the reader obtains new information after the information already available. All reading comprehension is not feasible without carrying out inferences.

The inference part of reading comprehension, according to the three authors mentioned above, can be argued to be the second phase of this process where the reader deduces or infers from a point according to the text read.

Critical understanding.

At this level of reading comprehension, one's own position on the information read is given from a point of view of some peculiar or pre-established parameters. Then it is scrutinized not only for simple information, recreate or investigate, on the contrary, to find the precise sequentiality of the ideas that the author wants to express, to find his claims based on the arguments, approaches, positions, points of view and the scheme according to the read text.

For Pérez (1999), in this phase of reading comprehension the reader takes advantage of managing a margin of the content of the text and proposing their own point of view regarding reading.

It assumes, from what has been said, the approach from a perspective. To carry out an analytical reading, it is undoubtedly necessary to find the vision that the author of the text presents, because the authors present that intention of the text. It is also essential to find the characteristics of the context that are somewhat hidden within the text. On the other hand, this phase asks about the reader's feasibility of engaging in interactions between a certain text and that of others.

 Critical reading is a predisposition, a tendency of the individual to reach the most specific place in order to understand the author's intentions and raise his position as a reader, which will not always have similarities or agreements with the author of the text.

Cassani (2004). This author proposes where the reader should not accept the author's approach or point of view in the first place, despite penetrating beyond the meaning of the text from different angles it must be analyzed; Likewise, the reader is free to handle criteria, points of opinion that do not always agree with the approach of the original text and contrast with other alternative solutions as appropriate.

Rumelhtrt (1984), A critical reading requires a thorough study to identify the author's purpose, for which the researcher implements many technical strategies, discovering the idea and language used by the author; The various conceptions and meanings that the author illustrates are handled by the reading world with very personal criteria to contrast with their own idea; Without a doubt, the reader uses a series of tools to reconstruct and elaborate his or her own point of view or conclusions; As far as this is concerned, you will not always have equal criticism with other readers, much less with the author.

Serrano (2007) maintains that in the educational aspect, students must be trained with reading habits, with strategies and techniques for the pleasure and pleasure of reading; since in this way critical consciousness and the scientific spirit will awaken; Consequently, students will be ready and willing to evaluate, substantiate, and sustain the presentation of the text.

Guide students and teach them to discover the power of the speech in a clear and precise way presented by the author; since this task is the responsibility of all teachers of different subjects.

It is understood that it is not easy, we persist, it is an inevitable task at this time, if we take into account the comprehensive training of our students as critical and autonomous citizens.

It is proposed that this execution is not a complicated task if teachers become aware of its importance for the advancement and development of these capacities. It is essential for them to convert the classroom and other spaces to promote discussions, debates, and directed study to bring to the fore latent or current topics which corroborate the professional training of each student.

The above-mentioned researchers maintain that the critical level of reading comprehension involves a process of assessment and the presentation of authentic judgments of the reading world based on a text and based on prior knowledge, with subjective successes of the contents of the read text.

III. CONCLUSIONS

Finally, reading comprehension is a construct process, where the reader uses a series of strategies and techniques to be able to understand the text; since text comprehension is a complex and strategic activity that involves the interaction between the characteristics of the reader; since it puts into action their previous knowledge, the text and within a certain context.

It is considered to be not only a linguistic or cognitive activity, but a global and constructive process because, during this process, the reader does not simply carry out a unidirectional transposition of the messages communicated in the text to his knowledge.

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