

DIDACTIC STRATEGY FOR THE IMPROVEMENT OF READING COMPREHENSION BASED ON THE TEACHER'S MEDIATION AS AN ATTRIBUTABLE PEDAGOGICAL FACTOR IN RURAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

This study presents the results related to the research process carried out with the essential purpose of proposing a didactic strategy for the improvement of reading comprehension based on the teacher's mediation as an attributable pedagogical factor in the rural educational institutions of Pueblo Nuevo, department of Cordoba, Colombia. The research starts with a diagnosis to know the reading comprehension competencies in all levels of primary and secondary school, through a pretest, which allowed to identify the specific situation of the formative context of the students. The method used was the phenomenological reduction, with an ethnographic research approach, which leads to a mixed type of study, with a mixed approach; the instruments used were a focus group, Reading Comprehension Test (pre and post) with the purpose of establishing the current reading comprehension ability and the variations with the implementation of new strategies and expressed in specific sub-skills. The population consisted of 4,133 students from 13 IE's and the significant sample, also 246 teachers, constituted sample units. The conclusions considered the elaboration of a didactic strategy for the improvement of reading comprehension based on the mediation made by the teacher as an attributable pedagogical factor, the information obtained, in addition to the proposal designed, are part of the general and specific purposes that were addressed. The research hypothesis "*The design of a didactic strategy does allow the improvement of reading comprehension based on the mediation made by the teacher as a pedagogical factor*". It proved to be correct, since the implementation of the proposal and the changes detailed in the results and analysis ratified the improvements obtained through the educational strategy implemented.

Keywords: Reading comprehension, Teaching mediation, Language, Didactic strategy, Rural education.

INTRODUCTION

The study starts from the consideration that one of the most important objectives in education, especially in students at the first levels, is to develop students' reading comprehension. Apparently, the institutional objective that characterizes the curriculum in all educational entities emphasizes the construction of students' knowledge, which requires a high commitment to stimulating higher order thinking skills and information processing skills (Oclarit & Casinillo, 2021). Moreover, there is a consensus among policy makers that quality education is one of the main factors that can lead a nation on the right path (Simbolon, Marbun, & Simanjuntak, 2020) and ensure its efficiency in the investment directed to the education sector.

Therefore, it is a question of approaching the initial diagnostic research on reading comprehension skills in students of rural institutions, at all levels of primary and secondary school, through a pretest, which allows to establish the specific situation of the formative context of the students. An original starting point is to understand that people begin to develop the skills necessary to succeed in their careers in the early stages of learning. One of the areas teachers focus on is Imparting language skills that allow students to understand instructions and other concepts that are taught in class (Koch & Spörer, 2017; Muijselaar et al., 2017).

In this way and considering the need to turn students into good readers, endowed with the ability to recognize words and sentences in a text, connect demonstrative and connotative meanings in a passage and determine the meaning of the words being presented (Fraenkel, Wallen, & Hyun, 2014). Some countries have demonstrated a relative lag in assessing their students' progress in reading comprehension; in the case of the United States, for example; and according to national and international literacy tests, including the Program for International Student Assessment (PISA) and the National Assessment of Educational Progress (NAEP), it could be established for the years 2016 that many students in the United States are unable to perform relatively easy literacy tasks such as locating relevant information to determine the main ideas of a text or make simple inferences (Kastberg, Chan & Murray, 2016).

From this study we can highlight the conclusions that show that students in preschool level, and grades 1st and 2nd of elementary school were happy to interact in the pretest with the

texts presented, meaning something new, this characteristic of innovation is helpful to stimulate students, given the traditional educational strategies they are used to, which have few reasons for attraction because they are repetitive. The drawings were the common denominator to understand and identify the reading comprehension processes in these grades. As for grades 3rd to 5th of elementary school, acting and dramatic play represented an essential resource to motivate students to read, to understand, and to try to analyze the different texts. Teachers, for their part, need to be in front of the manifest needs of students, they must be the mediators to overcome limitations in reading comprehension of students, these, limit them to face the demands of today's society, the skills required for a good competitiveness, especially in the use of information and communication technologies (ICT) (García, 2014; Paez & Rondon, 2014), understanding the facilitation capacity that ICTs have to stimulate learning processes in the area of language because they generate pleasure, contribute to a greater taste for reading and awaken a considerable interest in working with them.

When considering from this study the findings that come from the literature review, expectations about the final results that the research can provide are opened, also considering that within the study there is an element to highlight, which corresponds to the effort of the researcher within the educational activity and in the space where it is carried out, since the application, In this specific case, the researcher is an active teacher and is immersed in the particularities of the study, which allows for the creation of an ecologically valid environment given his active participation.

It is pertinent to clarify that this complex and decisive part of belonging is addressed by authors who argue that one of the main factors in determining the success or failure of educational interventions is their active engagement with the context (Hansen & Pearson, 1983; Mata, 2003). If this relationship is not present, there is a risk of a study distanced from specific details that may allow biases or misinterpretations. It is frequent that limitations are often found in the lack of knowledge of the theory and procedure (Mata, 2003; Alarcon et al., 2015).

The study also understands the need to explore new useful alternatives, coming from the pedagogical experience, but also from the new worldwide educational trends that postulate student-centered dynamics, in order to enhance students' vocabulary learning, but beyond that, the capacity for reading comprehension and critical analysis.

Finally, this study is presented in 5 major axes:

The first corresponds to a diagnosis very focused on aspects such as the pedagogical strategies of reading comprehension implemented, their results, the rural characteristics of the environment, the family spaces of the schoolchildren.

In this second body, the theoretical lines are elaborated, based on the results of research in different parts of the world, at different times and from different approaches; it should be noted that the set of thematic axes addressed, is framed in understanding and implementing the strategies involved in the reading comprehension process, reaching to evaluate and use the information for the most appropriate purposes (Vasquez, 2010).

In this third section, the intervention methodology is designed, starting from the paradigms and their modeling function in the epistemic frameworks that are established and as a way of guaranteeing the control of the research, likewise, from a method supported in the phenomenological reduction as a valid scientific strategy, as a complement, the application of a critical discourse analysis is used, which is in close correspondence with what Van Dijk has stated.

The fourth axis points out the results obtained, the theoretical contrasts with the findings, framing the conclusions that come from the triangulation of data and the critical analysis of the previous concepts of authors and researchers, which are determined in the light of the particular events and occurrences.

Finally, and in close agreement with the results, we proceed to present a proposal that can give a different direction to the reading comprehension strategies implemented in the rural institutions under study.

THE PROBLEM

Latin American countries share different national realities, specifically of an educational, social and cultural nature. Based on this and focusing on the different challenges presented by the reality of today's society, the search for alternative solutions to the different problems immersed in these -of course- has led to the articulation of proposals and global connection networks between different Latin American states to address existing needs (Sunkel & Trucco, 2012).

Consequently, deficiencies in reading comprehension such as the lack to identify the structure immersed in them, difficulty in inferring ideas from the reading of different texts, are problems

evidenced in the results obtained in this evaluation, which distances the possibility of being in the top ten positions with the best reading results in the Pisa ranking (Otalora-Buitrago, 2020). Furthermore, according to the Inter-American Development Bank (n.d.) *“In Latin America, more than half of young people still do not achieve basic reading skills”* (p.1).

Similarly in Colombia, the reality is not entirely different, although they try to implement strategies articulated between the school and the Ministry of National Education, there is evidence of the existence of difficulties associated with reading comprehension according to external test results (Ministry of National Education, 2017) such as PISA, according to the OECD (2019), Colombian students obtained a performance below the OECD average in reading specifically 412 points, managing to identify with this that it was even further below the results obtained in PISA 2015, which meant a hard blow to the country's educational public policies, deteriorating the institutional image. The municipality of Pueblo Nuevo, is a territorial entity of the Colombian State (OECD, 2019), which is part of the Political Division of the Department of Cordoba. It is located in the central-eastern part of the department, in the so-called San Jorge subregion, in the Colombian Caribbean. It has an area of 819 km² and its municipal seat is located about 63 kilometers from the city of Monteria the capital of the Department (Mayor's Office of Pueblo Nuevo, 2016).

In the municipality of Pueblo Nuevo there is both urban and rural population. The rural population has an agricultural production that is not transformed, but marketed to neighboring cities without added value. Although there are 22041 hectares is conditions suitable for agricultural production, only 6538.5 hectares are dedicated to crops, i.e. only 8% of the total territorial area and 30% of the land suitable for agriculture (Mayor's Office of Pueblo Nuevo, 2016).

READING COMPREHENSION IN THE RURAL CONTEXT

In their totality, the students belong to families in the rural area, members of socioeconomic strata level one. With respect to public services, most of the townships have electricity service, they lack natural gas service and in most communities there is no connection to internet services, this is only accessible through digital kiosks or programs subsidized through schools by the Ministry of Education and the Ministry of ICT. Regarding the education sector, the municipality of Pueblo Nuevo has two urban educational institutions: Celestino Mutis Educational Institution and El Rosario Social Promotion School. With respect to the rural educational context in the municipality, according to data provided by the municipal secretary of education, there are 11 institutions: San Jose de Palmira, Pinalito, Neiva, Los Limones, Contenido, Campano, Cintura, Cerros de Costa Rica,

Betania, Poblado and Puerto Santo. In addition to 3 educational centers: Arroyo Arena, La Granjita and primavera.

In the students of the rural areas of the municipality of Pueblo Nuevo, it has been possible to identify by means of a diagnostic evaluation and the practice as a teacher that some students of basic primary school, present problems such as: the continuous repetition of grades several times, which leads that in the classrooms it is frequent to find students with extra age, showing from the first grades reading problems, when observing in the course of the classes difficulties in their concentration, they omit words, present retention limitations, scarce reading ability being very slow, there is not an adequate handling of the punctuation signs, and present many deficiencies at the moment of understanding what they read. Similarly, it is notable the lack of interest and motivation for reading, the lack of knowledge of most of the common words in a text, and the resistance to follow instructions given by the teacher in this field of reading, which results in difficulties for analysis and argumentation, presenting a limited vocabulary. In the same way, they show difficulties at the moment of identifying the global idea in a text, being the main tendency a tendency to mechanical reading that incites them or leads them to make mistakes when pronouncing words (Andalusian Federation of Education, 2012).

THE TEACHER FACING THE READING COMPREHENSION PROBLEM

The group of teachers of the rural educational institutions of “*Pueblo Nuevo*”, evidenced that the students (mostly) of the different educational levels have notorious deficiencies with respect to reading comprehension, they are unable to identify the structure of this, they have difficulty recognizing the main and secondary ideas, they present deficiencies to interpret, argue and reflect from the readings, they do not know, to a great extent, the use of grammatical categories (Difabio de Anglat, 2005). In addition, some teachers stated that in the face of the implementation of strategies implemented by the M.N.E (Ministry of National Education), deficiencies persist in reading comprehension on the part of the students. Likewise, according to what was expressed by teachers and school administrators, there is great apathy on the part of some of the parents to accompany their children in the educational processes, since they express that there is illiteracy on the part of some of them.

In the same way, in dialogues and virtual and face-to-face conversations held with some teachers who work in rural educational institutions in different departments of Colombia, specifically teachers in some municipalities of the department of Cordoba, most of them expressed that one

of the problems present in their educational institutions are the deficiencies of the students at the moment of understanding readings, which has a negative impact on the educational quality of these institutions.

METHODOLOGY

The research grants to the participants as social subjects and main protagonists of the study, the possibility of presenting their happenings and events interacting with the other objects and social subjects; therefore, the phenomenological reduction was used as a method since it facilitates an adequate scientific strategy by means of reductionism regarding the explanations of the objects; to analyze the information collected, the critical analysis of the discourse of Teun A. van Dijk is used to understand the conditions of the conditions of the reading and reading of the students. van Dijk to understand the conditions of poverty and the existence of deep social inequalities within the study environment, using for this purpose a type of analytical research that allowed the identification of factors of abuse of social power, exclusion due to poverty, predominance of male chauvinist cultures in family relations in a large part of the Caribbean Coast in its rural areas, which are reproduced, and occasionally combated, by texts and speech in the social and political context (Van Dijk, 1999).

As for the research approach of the study, it corresponded to an ethnographic research, in which the importance of the sociocultural is highlighted and predominates and where polemic points coexist, since qualitative and quantitative elements proper of ethnography are intertwined, which give it a particular approach, since there are difficulties to describe elements of the rural culture of the environment of Pueblo Nuevo, and therefore to present some dynamic and holistic realities frequent in the environment.

In accordance with the above, a mixed study is used, which contemplates the implementation of qualitative and quantitative information gathering instruments indistinctly. For the design of the research, we start from a theoretical construction that was previously elaborated as a guide to be able to carry out the intervention in an adequate and effective way, especially with regard to the values of the discussion and the consideration of the environment where it is carried out. The following instruments were constructed: 1 focus group and two Reading Comprehension Tests (pre and post) which were applied with the purpose of establishing the current reading comprehension ability and the variations with the implementation of new strategies and expressed in specific sub-skills.

The population was constituted by 4,133 students from 13 IE's that correspond to the 14 rural IE's existing in the municipality of Pueblo Nuevo, determining a significant sample, applying random techniques, at random. The 246 teachers also constitute the population, from which a sample will be taken with selection criteria to apply the instruments. The 262 teachers of the different subjects and linked to the 13 IE's participating in the study were also taken as the population and were selected using the following criteria: Language teachers, seniority in their respective institution, availability to participate in the study and additional administrative functions performed in the IE.

RESULTS

The research hypothesis HI: The design of a didactic strategy if it allows the improvement of reading comprehension based on the mediation of the teacher as an attributable pedagogical factor in rural educational institutions, is considered as positive, since all the factors analyzed therein, coincide in showing this function of the teacher, as the active part and capable of producing educational strategies that produce higher levels of reading comprehension and criticism in schoolchildren.

By way of synthesis and considering the role of the teacher in the pedagogical action, to improve the reading comprehension of schoolchildren, and based on the considerations of the participants, where the focus is on the teaching mediation, it has been possible to establish some axis nodes that can explain the valuation of the teaching profession and its vocation to leave behind the traditional fields, where the teaching processes are developed.

These main axes are:

First; The design of a didactic strategy if it allows the improvement of reading comprehension, from the mediation made by the teacher as an attributable pedagogical factor in rural educational institutions, giving certainty to the HO; This corresponds to the evidence found at the moment of analyzing the information coming from the different authors, given that the teachers have maintained that one of the factors that negatively affects the reading comprehension of the rural students in the context where the study was carried out is "mostly the lack of motivation and interest in reading", which must be addressed as a priority to overcome and achieve a more comprehensive learning and one of whose axes is reading comprehension, which can only be achieved through the mediation of the teacher in charge.

The second thematic axis corresponds to the response of students with difficulties in assimilating reading comprehension. However, it is pointed out that not all students present reading comprehension deficiencies, but in some students, it represents a factor that triggers deficiencies in understanding texts, i.e., if they do not read, it will be difficult for them to make a comprehension process at the time of doing so. Now, for other teachers, some of the students move from one place to another, interrupting their school cycle, that is, they attend a grade in a school that in many occasions they do not finish it, and from there, they go to live in another place with deficiencies to understand texts, which in its majority increases the deficiencies in their learning process of reading comprehension.

The third axis corresponds to the dynamics within the family, which affect and can stimulate apathy for reading in the student, since they require full support in the early years, and specifically in reading skills. It is notorious that the degree of illiteracy on the part of some parents represents a factor that has a negative impact on the rural student's ability to strengthen their reading comprehension, that is, the only function of educating and promoting the comprehension of texts is left solely to the teacher, which shifts the accompaniment of parents to a second plane. However, some teachers point out that in their schools there is some parental support, and this significantly helps the learning process of reading comprehension in an adequate manner.

On the other hand, they argue from very similar arguments, but in general, for all teachers, the factors that lead to deficiencies in reading comprehension in students is the apathy to reading by some students. That is, students do not enjoy reading simply because it does not motivate them. Now, for some students, the lack of accompaniment by some parents in the different educational levels represents a negative factor when it comes to strengthening the reading comprehension processes in students.

Fourth and finally, the lack of pedagogical resources and specialized classrooms in all the educational centers of rural educational institutions to promote reading in rural educational institutions is a factor that has a negative impact on students' reading comprehension. However, some teachers stated that in their educational centers there are libraries and pedagogical corners where students read and have fun, and this has promoted and encouraged reading and its underlying processes. This coincides with Sole's proposal, when he states that some of the proposed strategies consist of the previous preparation (before, motivation, guiding questions of previous knowledge), during (building comprehension) and after reading (description -literal-, analysis -inference-,

reflection -criticism-) (Sole, 1992).

It is evident that teachers becoming mediators through didactic strategies in rural educational institutions, try to fulfill the essential purpose of working on reading comprehension in all teaching areas, promoting good reading comprehension in students, for which they resort to traditional methods, however it is noteworthy that many students have deficiencies in their reading comprehension negatively affecting their learning process, among the strategies used “for its initial stage syllabification is used to teach reading, then they continue to use books such as the nacho booklet. However, for some teachers at the elementary and middle school level, some strategies are reading texts in photocopies with texts that motivate the students,” for example, stories, and from there, the skills are strengthened so that the students can extract information from them. However, for other teachers, the use of new school primers is used, which contain information that in many occasions is in accordance with the rural environment of the students.

The main notorious weaknesses stem from the fact that students intervene very little in the course of the classes given by teachers, which means that there are manifest weaknesses at the moment of using adequate methodological strategies, based on an essential element such as motivation, which constitutes the guiding thread for a determined active participation in their own learning. It is evident that the type of teaching provided in these schools, even in the most developed countries, is aimed at producing submissive individuals and contributes to the maintenance of social order (Del Val, 1989).

The use of “texts with stories, texts of primers that generate motivation” or also the use of “photocopies are very useful to assist in the teaching of reading comprehension”; however, they do not present more dynamic strategies; Therefore, they do not find a notorious security in the effectiveness of traditional strategies, although “*the use of texts with stories in the different grades and educational levels leads students to be motivated to read*”, but it is necessary to previously build the habit of reading, which is the first obstacle to encourage good readers. The existing motivation does not allow the formation of students and future citizens focused on the formation of readers who are able to construct meaning from their readings (Goodburn, 2009).

It is evident, according to the teachers, that “*the lack of reading habits and the lack of motivation towards this represents one of the problems that greatly affects reading comprehension, although they try to implement additional ways such as “playing creatively with the texts, that is,*

changing characters, plots, spaces”, these have the impediment that they are tied to conventional and traditional strategies repeated over and over again. Traditional forms that prioritize educational strategies that do not lead to the purpose of generating ideas, through sequences in texts, comparisons between one text and another or content, which today is understood as reading comprehension, continue to prevail (Hemphill & Tivnan, 2008).

On the contrary, *“for other teachers, the field trip and the observation of landscapes represent a strategy for students to produce texts, and in turn, read and try to understand them”*, it can be considered, among others, the absence of a cooperative behavior in group work that acts effectively in the stimulus to reading and its comprehension (Valdebenito, 2012). Or also propensity for more complex references of the construct, focused on the fact that the essence of it is constituted as an interaction between the reader and the text, which transcends the organization and self-regulation of thoughts (OECD, 2019). This search for new strategies, active and modulating, will allow children to be able to reflect on their own reading process (Guthrie & Taboada, 2005).

Although responses were found from some teachers who prefer *“the use of ICTs as they represent some of the strategy to teach and encourage motivation towards reading comprehension”*, there are too many gaps around these educational strategies, among other reasons due to the difficulties presented by the rural environment for this type of mediations, where there are frequent lack of connectivity, difficulties with teachers in digital skills, lack of appropriate instruments by students and lack of knowledge of digital tools for these purposes. However, proposals such as the one supported by Espinoza (2010) cited by Cubides et al. (2017) can be explored, by proposing ways of approach from pedagogy, in this case through the proposal to use the reading technique of the LIDE strategy, (Read, Question, Declare and Explore) based on critical pedagogy and cognitive psychology, considering theorists, such as Vygotsky, Langer, Freire and Polette.

On the other hand, after the implementation of the pre-test *“Towards an integral model of reading comprehension in rural areas: everyone to read, and to have fun”*, the rural student community of institutions and educational centers of Pueblo Nuevo, Cordoba, it was evident that through this experimental test, progress was made in promoting meaningful learning in students. Raising the traditional motivation and overcoming the traditional educational strategies, the reflection made around the proposed texts, and referring to the students' experiential context, was greater. This process of construction of meanings constitutes a strengthening of knowledge, being in turn one of the basic tools for problem solving.

However, the educational strategies that were implemented with the use of ICT were received with greater pleasure and awakened stronger motivations towards reading, although in the same line of study, in terms of reading comprehension techniques such as the use of inferences, underlining, summaries, different styles and modes of reading, literal, inferential and critical questions led the student to learn by doing, to learn to reflect on what the text reported, and how to make use of this information. As for the audiobooks, students from different grades and educational levels felt motivated to interact with them. Now, the contact with ICT and texts in different formats allowed students to learn in a different way, where all senses and their use made this experience a new way of understanding, inferring, and criticizing ideas from a given context. This was a fleeting approach to reading competence, which is required to enhance the “ability to understand, use and analyze written texts to achieve the reader’s goals, develop their knowledge and potential, and participate in society” (OECD, 2006, P. 48).

But teachers were also emphatic in considering that they should “*contemplate the needs of these students*” being the biggest obstacle for some teachers “*implementing ICT in rural areas represents a commitment of the teacher due to the lack of connectivity that exists in some of the educational sites*” since it was impossible to fully develop the same activity in all the proposed sites, in some cases “*the audiobooks which can be downloaded from the Internet and can represent a motivational and interesting resource*” could not be downloaded due to lack of connectivity. The purpose of understanding “*behind the lines*” Cassany (2006), is hardly possible for students, pointing out how inherent it is to the text and must be properly inferred.

The problems related to apathy, demotivation and lack of habit for reading, can only be solved for FG2: “*designing new didactic proposals to teach that generate creative thoughts in students, and carry out activities that amuse students breaking traditionalist paradigms*” is here where the ‘role of the teacher and its mediation, modeling, and external regulation help the student to achieve self-regulation (Cotto et al., 2017).

Among the deficiencies found by teachers it is noted “*the lack of accompaniment by some parents represents a weakness when it comes to understanding texts by students, that is, due to some cases of illiteracy on the part of some parents*” These difficulties that obstruct and stop the possibility of students to read critically, is influenced in rural areas by the cultural environment at home, since a critical student, requires complex cognitive processes (Editorial Magisterio, 2018). And these in turn of an optimal educational quality that starts from the first years of schooling,

including from home.

In the same way, the processes of learning and development of reading comprehension are affected by the lack of sufficient didactic materials, in situations of low economic capacity to acquire *“updated books, updated material, spaces where new proposals supported by ICT are included, among others”*. Teachers have timidly implemented activities to respond to their quality of mediation that in fact is attributable as pedagogical responsibility *“the use of drawing and images constitute a differential strategy that they have used”* Although it validates the use of ICT with the difficulties inherent to rural school contexts due to the lack of a structure that responds to 100% of the student demand in the case of rural educational institutions.

Consequently, it is evident that *“Most of the teachers pointed out that within the rural educational institutions there are didactic resources to teach reading comprehension. However, they clarify that it is essential to have specialized scenarios and contexts to address the reading comprehension deficiencies of rural students”*, which comes from the same governmental financial sources that do not provide the necessary resources for official educational institutions to guarantee the search for new possibilities to implement activities that lead students to read and understand texts in a meaningful and constructivist way.

Finally, it is necessary to acknowledge one of the limitations of this study, which in turn implies an external factor, and that is that there are few works in the environment that address this topic, as well as in the national and local context, since the researches consulted are scarce and do not incorporate aspects as necessary as they are; pedagogical practices, the functions of ICT in the construction of meaningful learning through reading comprehension and the contributions of educational psychology are conspicuous by their absence in these investigations, which prevents a greater knowledge from other latitudes on mediated learning in vulnerable contexts such as the rural areas of Colombia focused from a critical perspective.

CONCLUSIONS

The present results are the answer to the research problem detected in the educational institutions of Pueblo Nuevo Cordoba, which lead to the elaboration of a didactic strategy for the improvement of reading comprehension based on the mediation made by the teacher as an attributable pedagogical factor in rural educational institutions, with which some innovations in the implemented teaching processes will be explored.

At the same time, with these results, the objectives were achieved and constituted the focus of attention of the research process, the information obtained, in addition to the proposal designed, are part of both the general and specific purposes that were addressed.

It was evident that the research hypothesis "*The design of a didactic strategy does allow the improvement of reading comprehension based on the mediation made by the teacher as an attributable pedagogical factor in rural educational institutions*". It proved to be correct, since the implementation of the proposal and the changes detailed in the results and analysis ratified the improvements obtained through the implemented educational strategy.

Likewise, the selection of the topics in the texts led the student to relate and articulate with the text. This allowed for a strengthening of reading comprehension, a degree of motivation, and encouragement towards reading. In this process, the preschool and elementary school students carried out each of the activities where they put into practice creative writing, word play and changing the arguments of the different texts, with the objective of understanding this context and imagining new ones.

As for the development and behavior of the students at the basic secondary school, they showed a high degree of motivation to carry out the different activities contemplated in the applicative workshops. Now, it was possible to learn from the students that the love and promotion of reading occurs when the student is not limited at the moment of reading, and that it is essential to allow the creation of new imaginative texts, where there are no barriers at the moment of building new scenarios from a text that is read. Therefore, it was evidenced by the students that working in teams, knowing and manipulating different types of texts, for example, news and articles of interest, allows them to be interested in learning about current issues.

On the other hand, the audiobooks constituted for the students at the basic secondary school from sixth (6th) to ninth (9th), the way to value a high degree of interest and fascination, simply because this experience was innovative for them, where they listened to the audiobook and from these, the students had to understand, analyze, information and later discuss it. For all the students, it represented a highly motivating activity, because it allowed them to learn, reflect, and think in a creative, meaningful, and fun way. In the same context of work, and pointing out the performance of the rural students of the tenth (10th) and eleventh (11th) grades of middle school, it is notorious to point out that their degree of interest and motivation was evident at the time of reading,

summarizing, writing creative texts, and the capacity and verbal fluency to express their thoughts, where it is notorious that the students pointed out that the texts when they are related to them and with current topics, can represent a strategy that allows them to read in a fun way.

It was noted, to identify that reading can be done in various ways and for different purposes, but also that the mediating role of the teacher, is to achieve that it is optimal, to awaken the taste, pleasure, interest in it, that it ceases to be subject to imposed or mandatory precepts of disciplinary type, and reading becomes a necessary and useful effective action, to awaken the imagination, cultural, scientific, social creativity, to know other realities, to reflect on general and particular problems, but also to improve spelling, writing and vocabulary; All this framed in the purpose of opening with reading, a central and key door that facilitates access to a world of knowledge and much knowledge, to assimilate the skills required for good competitiveness, especially in the use of information and communication technologies (ICT), understanding the facilitation capacity of ICT to stimulate learning processes in the area of language because they generate pleasure, contribute to a greater taste for reading and arouse considerable interest in working with them.

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