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THE IMPORTANCE OF IDENTIFYING THE CAUSES OF LACK OF READING COMPREHENSION IN VOCATIONAL SCHOOL HIGH SCHOOL STUDENTS AT UNIVERSIDAD DE GUADALAJARA

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Abstract: The study aimed to identify the main causes of the lack of reading comprehension in vocational school high school students to improve their teaching and promote a more effective learning environment. The methodological strategies included student surveys, analysis of documents and materials related to the teaching of reading, and data analysis to determine relationships between the identified factors and the lack of reading comprehension. A questionnaire with 41 items was administered using a Likert-type scale, where participants indicated their impressions about reading skills, difficulties and strategies associated with reading comprehension. The research reveals significant differences in reading skill preferences and approaches among participants, with an emphasis on text comprehension and note taking. The importance of concentration is highlighted in the face of challenges such as lack of time and interest. The variations reflect different perspectives on reading comprehension, underlining the need to adapt teaching to individual requirements. These findings inform effective pedagogical practices and personalized teaching strategies, providing a comprehensive view for improving students' reading skills.

Keywords: Reading comprehension; high school students, pedagogical practices; perceptions.

INTRODUCTION

The lack of reading comprehension in high school students at the Vocational School of ``Universidad de Guadalajara`` represents a crucial challenge with significant repercussions on their academic and professional progress. The ability to understand essential texts is not only essential to access information, but is also fundamental to the learning process, since it implies the ability to interpret, analyze and synthesize textual information, which

contributes significantly to the pedagogical practice.

The lack of this competency can severely limit students' academic development, affecting their ability to acquire essential life knowledge and skills, such as problem solving and decision making. The implications are not limited to the academic field, but also extend to the emotional and motivational sphere of students. A lack of reading comprehension skills can undermine students' confidence and self-esteem, creating a vicious cycle that affects their motivation and school performance.

Therefore, it is crucial to identify the underlying causes of this problem and address them effectively. Research in this field is presented as a fundamental tool to design pedagogical strategies that promote a significant improvement in the teaching of reading and comprehension. In this context, this work aims to explore the main causes of the lack of reading comprehension in high school students, in order to develop relevant educational interventions that favor their comprehensive development and foster an effective learning environment.

DEVELOPMENT

Reading comprehension in high school students is a crucial challenge that affects their academic and professional success. This challenge is addressed from multiple theoretical perspectives that highlight the cognitive and socio-educational complexity involved in this essential skill.

The Theory of Information Processing, according to Anderson and Pearson (1984), In D. Pearson (Ed.), *Handbook of Reading Research* (pp. 255-291). highlights the need to develop word processing skills to go beyond individual words and capture the full meaning of the text. This involves complex cognitive processes such as decoding, information integration, and inference.

On the other hand, Rumelhart's Schema Theory (1980) *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education* (pp. 33-58), suggests that readers activate mental schemas or frames of knowledge preview while reading, facilitating the interpretation and organization of new information. The lack of adequate activation of these schemes can make reading comprehension difficult.

From a Sociocultural perspective, Vygotsky (1978) *Sociocultural perspective*. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in Society: The Development of Higher Psychological Processes* (pp. 61-76), she recognizes the influence of the social environment and culture in the development of reading comprehension skills. Factors such as access to varied reading materials and family support can significantly influence students' ability to comprehend texts.

The Direct Instruction Model, proposed by Pressley and Harris (2006), In M. Pressley, K. R. Harris, & V. G. Cambria (Eds.), *Reading Instruction that Works: The Case for Balanced Teaching* (pp. 19-51), is focuses on explicitly teaching reading comprehension strategies, such as making predictions and identifying the main idea. This pedagogical approach has proven to be effective in improving reading comprehension.

Finally, the Metacognitive Approach, according to Brown (1987), In F.E. Weinert & R. H. Kluwe (Eds.), *Metacognition, Motivation, and Understanding* (pp. 65-116), is based on the idea that students must be aware of their own reading comprehension processes and learn to regulate them effectively. Reflection and self-regulation are key methods to strengthen students' metacognitive skills.

The integration of these theoretical and practical approaches allows educators to design effective interventions to address the

lack of reading comprehension in high school students, promoting an enriching learning environment where they can optimally acquire and apply reading comprehension skills.

METHODOLOGY

The study was carried out with the objective of exploring the perceptions and experiences of high school students in relation to reading comprehension. For this purpose, a quantitative methodology was used that included the application of a structured questionnaire to a representative sample of students from the Vocational School, spanning from the first to the sixth semester. Below, the methodological process followed is detailed, as well as the conclusions derived from the analysis of the data collected.

Regarding the study design, a quantitative approach was chosen to address the purpose of the research. The designed questionnaire consisted of 41 items related to various reading comprehension skills and strategies, as well as the barriers and difficulties perceived in the reading process. Each item was formulated in a statement format and participants rated their level of agreement on a five-point Likert-type scale.

The sample selection was carried out through stratified random sampling to guarantee representativeness, including students of different ages and semesters. Data collection was carried out electronically through a Google form, ensuring the confidentiality and anonymity of the responses to promote the sincerity of the participants.

Once all the responses were collected, the data was analyzed using descriptive statistical techniques. Absolute frequencies and percentages were calculated for each item of the questionnaire, thus allowing the identification of differences and similarities in students' perceptions of reading comprehension.

DIFFERENCES

Understanding the Meaning of the Text vs. Underline Unknown Words:

Understanding the Meaning of the Text: Rated by 917 people, focusing on understanding the overall meaning.

Underline Unknown Words: Used by 277 people, focusing on identifying unknown words to address their meaning.

Reading Fluency vs. Read Carefully and Take Notes:

Reading Fluency: Rated by 16 people, prioritizing expression when reading aloud.

Read Carefully and Take Notes: Considered important by 668 people, highlighting attention and note-taking to capture information.

Reading Speed vs. Finish Quick: Reading Speed: Considered important by 39 people, focusing on the speed of reading words.

Finish Fast: Mentioned by 27 people, prioritizing quick completion without focusing on deep understanding.

SIMILARITIES

Importance of Text Comprehension and Reading Speed:

Comprehension of the Text: Rated by 917 people.

Reading Speed: Considered important by 39 people.

Importance of Reading Carefully and Taking Notes:

Read Carefully and Take Notes: Rated by 668 people, highlighting attention and note-taking for deep understanding.

Common Barriers:

Lack of Time: Mentioned by 275 people.

Lack of Interest: Considered by 434 people as a barrier to reading.

Skills Related to Reading:

Read Aloud: Mentioned by 366 people.

Underline Important Words: Used by 425 people.

MORE DIFFERENCES

Understanding the Meaning of the Text vs. Grammatical Knowledge:

Understanding the Meaning of the Text: Important for 917 people.

Grammatical Knowledge: Rated by only 55 people, focused on mastering grammatical rules.

Lack of Time vs. Understanding the World:

Lack of Time: Mentioned by 275 people as a difficulty.

Understanding the World: Highlighted by 110 people as a reason to develop reading comprehension skills.

ADDITIONAL SIMILARITIES

Understanding the Meaning of Text and Words:

Both rated by 917 and 734 people respectively, reflecting the importance of understanding both the text and the individual words.

Active Interaction with Text:

Ask Questions about the Text: Mentioned by 181 people.

Make Plot Predictions: Featured by 273 people, looking to actively interact with the text.

Barriers Related to Understanding:

Difficulties with Words: Mentioned by 208 people.

Difficulty Maintaining Concentration: Highlighted by 436 people, as a common obstacle.

These differences and similarities reflect diverse approaches and priorities regarding reading comprehension skills, as well as the barriers associated with them. It is crucial to consider these perspectives when designing educational strategies to improve reading comprehension effectively.

CONCLUSIONS

Conclusions derived from the analysis revealed a variety of perspectives among

participants, highlighting the importance of strategies that promote a deep and active understanding of the text, as well as the relevance of reading fluency for a minority group. Likewise, common barriers to reading comprehension were identified, such as lack of time and lack of interest, and the need to address specific difficulties related to vocabulary and concentration was highlighted.

Regarding the implications for educational practice, it is suggested to design pedagogical interventions that address the different needs and preferences of students in relation to reading comprehension. In addition, the importance of promoting a stimulating and motivating reading environment that encourages the development of comprehension skills throughout the educational life of students is highlighted.

In summary, the study provides valuable insights to understand the perceptions and experiences of high school students in relation to reading comprehension, as well as to inform educational practice in this area.

The analysis of the study reveals a complete vision of reading comprehension in high school students, offering valuable guidance to improve the teaching and practice of reading. Diverse perspectives and priorities on skills and strategies are highlighted, indicating the need to consider individual differences. There is no single effective strategy for everyone, highlighting the importance of adapting approaches. This analysis contributes to the academic preparation of students and encourages reading with defined objectives. Deep comprehension and reading fluency are key areas identified to strengthen. In conclusion, this study provides significant guidance to address the varied needs of students and promote more effective development of reading comprehension in the high school context.

IMPLEMENTATION OF READING COMPREHENSION WORKSHOP

A reading comprehension workshop was designed for 30 students; They were instructed with exercises to overcome the barriers of lack of understanding when reading, they carried out nine activities that supported them in the development of reading skills, as well as understanding of this.

RECOMMENDATIONS FOR FUTURE RESEARCH

For future research, it is recommended to expand the sample, including more teachers and participants, to obtain a more representative view of high school students at the Vocational School. Furthermore, carrying out longitudinal studies will allow us to evaluate the long-term impact of reading comprehension strategies on the development of students, understanding

the sustainability of the benefits obtained and their influence on adult life. Research on the relationship between strengthening these skills and academic performance will provide crucial information about educational success. It is essential to involve parents and teachers to understand how reading at home and teacher training influence reading comprehension skills. Additionally, the implications of the research underscore the importance of including these skills in high school education, demonstrating significant benefits in academic preparation. These recommendations will improve educational interventions, benefiting the academic development of high school students. In conclusion, this study highlights the complexity and relevance of reading comprehension in preparing students for adult life, advocating for a comprehensive approach that integrates cognitive and socio-educational theories, supported by a rigorous methodology.

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