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READING COMPREHENSION AS A STRATEGY FOR THE ACQUISITION COMMUNICATIVE COMPETENCE IN 7TH GRADE. SCHOOL PROFESSOR JULIÁN GUERRERO, BONAO, PERIOD 2021-2022

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Abstract: Communicative competence plays a fundamental role as a basis for learning in other curricular areas. The Educational System in our country applies reading comprehension as a reference framework in the evaluations that are carried out nationally and internationally in the Spanish Language, and the results of these evaluations are not the best. The comprehension of oral and written texts is the individual's ability to understand, analyze and infer based what he/she reads or hears. The objective of this research is to implement reading strategies for the development of communicative skills in 7th grade, Prof. Julián Guerrero school, period 2021-2022. The methodology applied is Action Research, with a qualitative approach, cross-sectional and under the Kemmis model. The population consisted of 30 students with a modal age of 13 and 14 years. The data were collected through reflective, diaries, videos, field, among others, and showed that the students had difficulty comprehending notetext and written texts and their level reading ranged from comprehension level 1 (literal level) to slightly level 2 (simple inferential level). After the application of reading comprehension strategies, students were able to advance to the second level of comprehension (critical inferential level) and more than 85% have the ability to understand all three levels of comprehension. The positive impact of the application of such strategy was of more than 90% in terms of the inclusion of the moments of reading, analysis, interpretation and inferences made after reading. It was concluded that the application of adequate strategies for reading comprehension had an impact on the development of the students' communicative competence, especially reading comprehension.

Keywords: secondary education, educational quality, text comprehension, reading, reading literacy, competence

INTRODUCTION

This action research report constitutes the communication of the results of the project carried out at the Professor Julián Guerrero Educational Center during the period 2021-2022, as part of the development of the teaching practice to be carried out by the participants of the Diploma in Action Research in its different disciplines, covered by regulation 09-15, *corresponding to Quality Teacher Training in the Dominican Republic*, a responsibility assumed by INAFOCAM and the Dominican Adventist University (UNAD), as well as the participating authors, so that the can positive and results be replicated those that need improvement can be corrected, and our institution would be willing to contribute to their solutions, to the extent of its possibilities.

STAGE I: DIAGNOSIS OF THE REALITY

CONTEXTUALIZATION

The Educational Center Prof. Julián Guerrero, is located in the Bonao Municipality of the Monseñor Nouel Province, Dominican Republic. It belongs to the Regional Directorate 16, Educational District 06 Bonao Northeast of the Ministry of Education of the Dominican Republic.

The structure of the district/administrative center is composed of two pavilions: each pavilion has only one level, with a reinforced, concrete roof the first and second pavilions are joined by a roofed corridor, where the offices are located, administrative each pavilion has four classrooms, for a total of eight classrooms, and in this educational center grades from preschool to the second grade of are taught secondary school, but in a day shift with a regular, school day i.e., a morning shift and afternoon, where higher grades are in the afternoon session. However, the Pre-school has its own space and operates in the morning. shift It should be noted that this center is in the of process moving

to the Extended, School Daybut for this the educational center will reach only up to the sixth grade of the Primary Level.

In the administrative and functional area, the school is divided into different departments, such as: cleaning and cleanliness, curriculum management, sports, disciplines, among others (See Annex A-2).

SCHEDULE OF ACTIVITIES

The following is the schedule of the activities that we will out during the internship period.

Activities	Date
Discussion with the Management Team to present the strategy.	10/06/2022
Orientation a to students on the importance of reading comprehension.	10/06/2022
Implementation of the reading comprehension strategy with first grade students of Secondary Education.	10/06/2022
Application of a questionnaire to students about the reading comprehension strategy implemented.	11/06/2022
Interview with the teacher in charge of the Spanish Language area and the management team.	11/06/2022
Socialization with the teacher and team after the end of the activity to obtain point their of view aboutthe strategy implemented.	11/06/2022

Table 1. Timeline or actions planned during the practice at the center.

PROBLEM STATEMENT

Through the observations we identified that some situations that affect the studentsand performance in progress the various areas curricular can be improved with the implementation of appropriate strategies for improvement. Specifically, there are some weaknesses in the area of Spanish Language where students present limitations reading, writing, interpretation, analysis, among other aspects of the area, which hinders the development of communicative competence and subcompetencies, which we believe we could contribute to their improvement through the development of this project. Therefore, we determined that if the reading comprehension strategy is applied to students, good results would be achieved in the development of communicative competence.

FOCALIZATION

According to Gallego, Figueroa and Rodríguez (2019), reading has a three-level structure: literal, at this level students have the ability to understand explicitly what the text contains; the inferential level, here the student is able to make conjectures and assumptions about the content of the text, and finally there is the critical, levelthis is more complex and when the student reaches this level of understanding is able to evaluate, infer and make critical judgments about what has been read. One of the most relevant results of the study carried out by the aforementioned authors is that as students advance in their level of schooling, the gap in reading ; comprehension widensin this research there no is difference between the male and female genders in reading comprehension progress.

There are many factors that influence students’ reading comprehension both directly and indirectly “there are factors for text comprehension that are closely linked to each other such as: comprehension factors derived from the sender (handling of the same author-receiver code); comprehension factors derived from the text (legibility of letters, color, texture of the paper” (López and Encabo, 2020, p.9).

A determining factor in the acquisition of the reading habit are the teaching and learning strategies used by teachers in their pedagogical practice. play a great role Teachers and are responsible for awakening interest and motivation for reading, making reading a good pastime where students want to stay and enjoy reading in any setting.

Communicative competence can be manifested orally, in writing and non-verbally, it refers tothe attitude to make use of language in everyday life. There are four skills that derive from language, these are: listening, speaking, reading and writing, only when the individual is able to coherently put into practice these language, skillsincluding linguistic, paralinguistic and sociocultural, can it really be said that the

acquisition of communicative competence has been achieved (Garcés, 2019).

The acquisition of communicative competence is fundamental for the creation of ideal learning spaces that help students to understand in a meaningful way the curricular content and the activities to be carried out, and it enhances language development (García, Jaque, Astals & Rouaz, 2020). The development of this competence provides many benefits for the student to be able to develop in the area and also in the activities of other subjects, since Spanish Language is the basis of all subjects in aspects related to the comprehension of texts.

GENERAL OBJECTIVE

Implement reading strategies for the development of communicative skills in 7th grade, Prof. Julián Guerrero school, period 2021-2022.

SPECIFIC OBJECTIVES

- 1) Identify appropriate reading strategies to develop reading comprehension and fluency
- 2) Apply strategies for comprehension oral and written texts
- 3) Evaluate the impact of the implementation of the various strategies reading comprehension.

JUSTIFICATION

The interest of this research was due to the fact that many schools complain that some students reach the secondary level without understanding the texts they read or that someone reads in front of them, where interpretation, analysis, attention or concentration are some of the limitations that students present, these elements hinder the development of communicative competence in a way particular in each student. The Overcoming this obstacle favors progress in the area of Spanish Language and an increase students scores when they are evaluated in this area. Imple-

menting a strategy that makes it possible to close this gap in the area is a great contribution to the Educational System and especially to each student who benefits from it. The execution of this strategy will open more doors to continue implementing and deepening with other cycles and extend to other grades.

STAGE I: ACTION RESEARCH METHODOLOGY

RESEARCH DESIGN

We apply the Action Research methodology, with a qualitative approach, in order to explore and develop knowledge in a manner detailed and coherent, leading to change through the research process itself and inquiring into it in unison with the intervention (Hernández, Fernández & Baptista, 2014).

We use Kenmis' model, supported by Latorre (2005), who argues that the process of reflection in action becomes a process of research in operation. The research cycle is made up of four moments or phases: planning, action, observation and reflection. To effectively achieve the proposed changes with the implemented strategy for improvement, a single action-research cycle is not enough. There is a spiral within action research that consists of developing a flexible plan, acting according to possible controlled, adaptations collecting evidence, reflecting on the action, giving meaning to the results and strengthening for the implementation of the next cycle.

POPULATION

The study population consisted of 30 students corresponding to the first grade of secondary, educationa teacher and a principal corresponding to the Julián Guerrero school, most of the population resides near the school, which is located in the Juma-Bejucal Municipal District, Monseñor Nouel Province.

TECHNIQUES USED

The data collection techniques used in this research are: observation, reflective diaries and interviews.

PROCEDURE ADDRESSED

In the *diagnostic* phase, we wrote reflective diaries to identify areas for action. In the *stageplanning*, once the problem to be solved had been detected, we analyzed the possible solutions that would respond to it. After analyzing possible solutions, in practices IV to VI we designed the *action plan* (execution), which consisted of a series of activities that allowed us to follow it up. We used different instruments, strategies and activities for our project.

Then, we enter the *reflection (evaluation) phase*. Here we make an analysis of the results obtained from the use of the instruments, strategies and activities used in the first week; according to what was achieved, we move on to the second week, where we apply the same steps to meet the objectives set out in the project.

STAGE III: PHASES AND CYCLES ACTION RESEARCH

The following is a breakdown of the action plan that was carried out to solve the problems detected.

The following are the opinions of the project's stakeholders on the performance of the master's degree holder.

STAGE IV: ASSESSMENTS, RESULTS, CONCLUSIONS AND RECOMMENDATIONS ASSESSMENTS POSITIVE IMPACT

In this process of action research, we obtained very positive experiences that demonstrated the learning of students and also helped our growth, such as: the experience of interacting among peers as a team for the implementation of the strategy, direct contact

with students and discovering their interest in the strategy applied and the desire to repeat it. A very positive action was to listen to the feelings of the management team in relation to the problem for which the action research strategy out, as well as to see how from the first cycle of application positive results were seen for improvement. Awaken the interest of the teacher of the is carried classroom involved to continue applying the strategy with her students, taking as a reference the techniques for its execution. Another unforgettable experience that we achieved as a work team is the satisfaction of knowing that we gave a group of 30 students the opportunity to stimulate in them the habit of reading, to know the importance and benefits it has and thus encourage them to effectively understand the texts.

As for the instruments applied in the classroom practices, Power Point was used to project a guide text and analyze it using the appropriate techniques for reading comprehension, among other elements to strengthen the strategy applied, and a questionnaire was used to evaluate the strategy and its results (.See Annex C-4)

NEGATIVE IMPACT ASSESSMENTS

As researchers, we faced some challenges to achieve the research objectives. Among these we can mention: the short time we had to implement a cycle of the reading, comprehension strategies since it at the end of the school year and had to be applied before the students left the classrooms. Another aspect that was not in our favor is that since we were part of the group of managers as technicians, at the beginning we were not clear about the person who should evaluate us and this made our immediate superior make the evaluation through the videos made during the application of the strategy in the educational center, but thanks to God, first of all, and to all those who collaborated in this research, today we can see this project become a reality.

ACTION PLAN			
Action plan date and activity	Shares	Observation	Reflection
08/06/2022 Meeting with the management team management team and presentation of the strategy.	Socialization of the strategy and research.	Photos and videos	Discuss the strategies and moments to be followed to carry out the data collection.processes
10/06/2022 Workshop to students on the subject.	Deliver workshop to students on reading comprehension strategies.	-Reflective journals -Photos -Videos	Analysis of the techniques and instruments applied to assess the importance of the shared workshop
13/06/2022 Application of instruments	Completion of the instruments by the students (questionnaire) and interviews to tutor teacher and teammanagement.	-Questionnaires -Interviews -Photos and videos	Compilation and triangulation of the different data through the techniques and instruments applied.

Table 2. Action Plan

Data	
Students	Opinion of the students staffthemselves/classroom. We as students of the first grade of Secondary Education are very grateful this type of activities that are very useful for. Expressions expressions such as “when they come back”, “it’s finished”, “it’s very interesting”, were some of the expressed by the students when the presentation of the strategy concluded and they were collected their opinions.
Center tutor(s)	Opinion of the course tutor Reina Martha De Jesús de Abreu I consider that the strategy used was very enriching, since the students were able to observe see the the images images of the of the text text at the same time that they while they were were reading with great attention, in addition to the teachers who were presenting reading very carefully.the text, they were asking them questions about the reading, because in this way, they could students could familiarize themselves with what was being they were read, reading.to themas well as with what The speakers worked on vocabulary with the students and the students learned new. wordsExcellent work for reading.comprehension
Practitioners	This was a very beautiful, experience, being with the students, in the particular case of us as district technicians, we relived the experience in the classrooms. The truth is that we also observed that although more than 90% of the students responded to our questions in an acceptable manner and also very excellently in other cases. But the 10% really did not participate, perhaps for reasons of shyness, but they were all very attentive and with a very good. behavior and active listeningSome students expressed gratitude for being there and felt immediately, confidentas they said at the end of the activity. The teacher guide was attentive to the expressions and impressions of her students and her attention when her pupils responded to the questions we her, her eyes shone with joy and great pride, as if to say “these are my “. pupilsThanks to God we were able to develop such a great.experience positive and value-laden.
Director/Coordinator	Opinion of the director of the educational center, Mr., Severo Herreraon the strategy implemented. My opinion about the reading comprehension strategy that was applied to the students of the first grade of the first cycle of the Secondary Level by the researchers Rossanny López and José Joaquín De Jesús Lagares, seemed to me excellent, the methodology and techniques applied, as well as the motivation, interaction and interest on the part of the students and the.management of the facilitators
Evaluator of the Educational District 16-06	The opinion of district evaluator José Luis Tavárez Henríquez In particular, it fills me with satisfaction to know that collaborations are being carried out in the educational field that come to give a positive turn to our students and to know that our technicians are participants in these actions is more than an honor. As for the strategy applied, I see it as very wise, well-founded and necessary.
Authors	Reading provides students with great benefits in their psychological development and learning. One of the essential objectives of pre-university education is to achieve that each learner acquires the ability to understand texts that he/she reads or hears and to be able to analyze it and make inferences about it (Gallego, Figueroa and Rodríguez 2019). Reading comprehension implies having a constant reading habit, applying the appropriate techniques and strategies that awaken the necessary interest and dedication in the practice and interpretation of texts.

Table 3. Triangulation of opinions.

RESULTS

This section contains the main results, which are organized by specific objectives.

In relation to the first specific objective, which consists of identifying appropriate reading strategies to develop reading comprehension and fluency. The results were very favorable since more than 85% identified adequate strategies that favor reading, comprehension which were identified through the review of documents of expert authors in the area and experience as a teacher. In addition, pertinent for the promotion of the reading habit and fluency, techniques were identified

Similarly, regarding the second objective, which refers to applying strategies for comprehension from texts oral and written. The findings were good in terms of the implementation of the reading comprehension strategy, at least 35% of the students identify the author of a text they read or heard, however, more than 90% remember the title of the text and are also able to argue about the main theme and its outcome., when we inquired about the values promoted by the text presented, a very low percentage was able to argue about them. However, more than 80% are in the second level of reading comprehension, the "simple inferential level", coinciding with a research conducted by Vásquez (2019) where it was evaluated and evidenced that there is a relationship between the level of reading comprehension and the academic performance of the students. It should be noted that the highest percentage of students was represented by the female gender.

The third and last objective seeks to evaluate the impact of the implementation of the various strategies for reading comprehension. Here we can say that the impact was very positive and interesting. While we were implementing the strategy we became aware of the dynamics that occurred with the students when they read or listened to texts, a mark that remained in them was that they were analyzing, interpreting, imagining and creating while reading, thanks

to the techniques applied before, during and after reading, and this aspect had a direct impact on each student who was present, that is, 100% of the participants. As well as the students, the also management team and the area teacher had a very positive impact.

CONCLUSION

The time available for the implementation of a second research cycle was affected by the haste of the end of the year, affecting the continuity of the research in the second phase. Implementing reading comprehension as a strategy for the acquisition of communicative competence was effective for: strengthening the habit of reading, fluency reading, of implementation the three moments of reading, capacity for analysis and argumentation, making inferences and deductions, comprehension of what is read, among other favorable aspects for the students' reading development with efficacy and efficiency.

It was concluded that some of the proposed objectives were achieved by more than 85% and that some aspects should be reinforced for a second phase of intervention.

RECOMMENDATIONS

After analyzing each of the results and the conclusions obtained at the end of the project, we recommend some actions that could significantly help to further enhance reading comprehension in first grade students of Secondary in this educational center. Education

a) To Professor Julián Guerrero Educational Center

Continue to motivate their students to make reading a habit, to be interested in the texts presented in class and other texts that are available to them. Reinforce with the help of the area teacher the methodologies applied in this intervention-action in order to maintain the interest in reading in each student.

b) To Sergia, Galvácoordinator of the course

To continue contributing to projects such as this one in order to close gaps in the educational field, the implementation action research is very helpful process to strengthen weaknesses and aspects that require improvement.

c) To the educational district

Provide all required support to proposals from participants, teachers and collaborators who are involved in action research. Promote through the specialists of the curricular areas this type of research in all educational centers.

ACKNOWLEDGMENT

Undoubtedly, the role that play is undeniable educational centers in society, and even more so in this teaching. practice program We feel very grateful for the opportunity to allow us to contribute our grain of sand to society, while allowing us to grow in different areas of our lives. So we thank the management team, led by its director Severo Herrera for their welcome and collaboration throughout the process, our tutor Dinalis Rosario for always being aware of us with the work, guiding the processes and providing the best of their knowledge and experience, the students for being in the best disposition to collaborate and listen, for taking interest in the implementation of the strategy. To the district director for collaborating with us in the implementation of this strategy and serving as evaluator of the process.

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ANNEXES

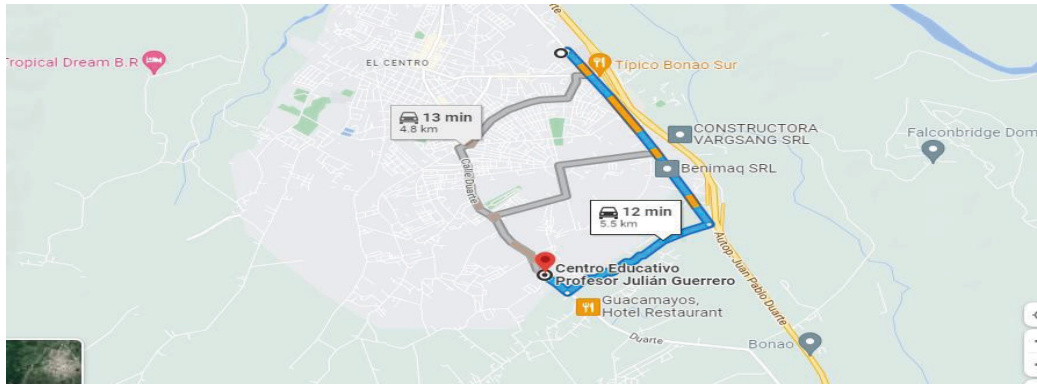
Link on the reflective diary raised on the diagnosis of reality

<https://drive.google.com/file/d/1onFe6mcyZTUqU8B6qGCA9PaKjb1g96SQ/view?usp=sharing>

Image of the structure of the educational center



Satellite of the location center



<https://goo.gl/maps/UtJ6xTnRjiKY8Mcs7>

ANNEX B-1 DISCUSSION WITH THE MANAGEMENT TEAM TO THE STRATEGY

Annex B-2 Liaison with the management team to present the strategy



<https://drive.google.com/file/d/1O0G5tS-hA1zCv19johWXcDZT0B4XSJvH/view?usp=sharing>

Annex B-3 Photos explaining the strategy to students



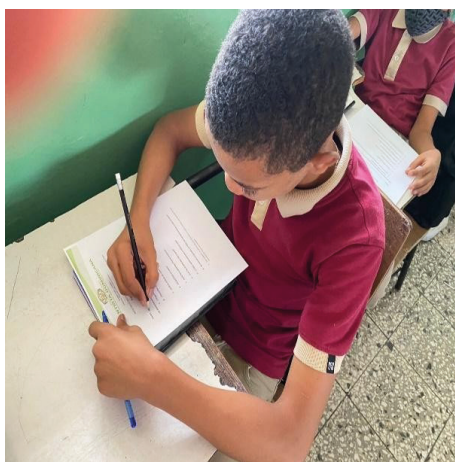
Annex B-4 First link explaining the strategy

<https://drive.google.com/file/d/1snVb9Do54Apqm7kGFJCxTvHba45P3fHw/view?usp=sharing>

Annex B-5 Second link explaining the strategy

<https://drive.google.com/file/d/1qt43n0uWJBELbKVnhtERo5ZcmQsz0M8o/view?usp=sharing>

ANNEX C-1 STUDENTS FILLING OUT THE QUESTIONNAIRE



Annex C-2 Student Questionnaire

https://drive.google.com/file/d/1_oHUsgpTVPKiutVtviY4P8YM87juw9ye/view?usp=sharing

Annex C-3 Management team opinion form

<https://drive.google.com/file/d/1lUfz2wk1FUE1GjxULG1MCYYGgGF7Pzlx/view?usp=sharing>

Annex C-4 Power Point Presentation

https://docs.google.com/presentation/d/1lwD4piD-oHhLb2S_PBMcyx_CLiNgHNLZ/edit?usp=sharing&ouid=100684073979157348575&rtpof=true&sd=true

Annex C-5 Evaluation of immediate supervisor

<https://drive.google.com/file/d/1nesqJySOFS70ex9GWibx9HjaBDwl46dJ/view?usp=sharing>
<https://drive.google.com/file/d/1TCrV4wNKKuTNRVMGvp33tAiVqQjEwEaEv/view?usp=sharing>