The Processes of Reading Production and Comprehension: Epistemological Conceptions

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The growing concern on the part of teachers and teachers in training at the Popular University of Cesar about the teaching and learning processes in relation to the development of competencies, skills and abilities for textual production and reading comprehension in students of Basic Primary Education have revealed the importance of investigating this phenomenon from its actors. Likewise, it is intended to generate theoretical contributions from the natural sciences for the enhancement of textual production and reading comprehension processes, from transversality. Theoretically, it is based on the postulates of Cain, Oakhill, Barnes, & Bryant, 2001; Díaz & De Vega, 2003; Kendeou et al., 2005; Van den Broek et al., 2005). Methodologically, it is framed in the socio-critical paradigm, supported by Habermas' postulates, under the qualitative, descriptive and inductive approach in the documentary review. The method was documentary review, obtaining information from the collection, organization and analysis of different references.

Keywords: Transversality, textual production, critical reading Natural Sciences, teaching, learning, creativity, standardized tests.

1. Introduction

To begin the construction of this article, the facts and evidence that contribute to its formation are described, which is oriented to the study from the natural sciences and its relationship with the enhancement of textual production and reading comprehension processes, from a transversal perspective. In this sense, the educational context is permeated by globalized processes, where models and patterns of behavior are assumed that are uprooted from the culture of the peoples, leaving aside the specific characteristics of the needs of each context that have to do with their customs, knowledge, feelings and other phenomena that permeate and particularize each environment.   trying to homogenize or standardize educational processes by applying recipes that would ultimately be innocuous, since they do not satisfy

the particular needs of each area. In this regard, Díaz Barriga (2002) states that the emergence of curriculum design responds to a logic of efficiency, based on what this author calls the search for new relationships between the educational institution and the development of societies. It should be noted that the evolution and design of the curriculum has gone hand in hand with the social phenomena developed in each of the historical moments, and that generally the tendency is to seek their satisfaction. Nowadays there is talk of the failure of students at all levels in reading comprehension and textual production, this issue has almost always been delegated to the specific area of Spanish language, forgetting that in all the areas that make up the curriculum it is necessary to understand and interpret, either of texts, images, graphics, computers, graphics, among others, this work has been entrusted, so to speak, to the teachers of the Spanish language area, and what is more relevant, pointing out that they are guilty of the fact that it is not read and written in a critical and reflective way. As stated by Zubiría (2016) referring to how reading occupies one of the last places that make citizens happy and how talking about reading can seem a contradiction. In this same sense, the Commission of Wise Men meeting in Colombia in 2016, whose purpose was to analyze the processes of science and phenomena that obstruct the development of quality education according to the requirements of the OECD, concluded that Colombians read very little, despite institutional campaigns to promote reading. It is clear that despite the publicity displayed by monopolistic publishers when they publish their best-sellers, reading is less and less in demand. Reading is the key to the main door of knowledge and reading that students and ordinary citizens must make of this globalized world, even with the rise of computers, despite the insistence that multimedia will replace books sooner rather than later, there will always be a need to read correctly. Possibly in the future reading does not mean decoding the same signs that we know today, but reading will always exist, as there will always be thought. According to Zubiría (ob. cit.), this shows that reading opens the doors to knowledge but that it is currently in a real crisis.

On the other hand, the Programme for International Student Assessment (PISA) whose purpose is the triennial study of 15-year-old students, through an assessment to find out to what extent students have acquired fundamental knowledge and skills when they are finishing compulsory secondary education in three key areas: Reading, Mathematics and Science. PISA has become one of the main indicators for measuring student performance worldwide. In 2015, more than 60 countries participated in the assessment. Overall, the information generated by the PISA test is guided by the results of research on the determinants of learning; Within this framework, the program is distinguished by developing and circulating a wide range of recommendations for countries to improve their results. In this regard, recent research has shown that PISA has become a reference material for countries, becoming an educational planning instrument and a powerful database that contributes to the development of government analyses, research, and reports that influence the orientation of government decisions (Kotthoff & Pereyra, 2010; Pongratz, 2013). In this sense, it can be stated that Colombian students obtained a lower performance than the average of the Organization for Economic Cooperation and Development (OECD) in reading (412 points), mathematics (391) and science (413), and their performance was closer to that of students from Albania, Mexico, the Republic of North Macedonia and Qatar. While Colombia's reading performance in PISA 2018 was lower than in 2015, considering a longer period, average performance improved in all subjects, including reading, since the country first participated in PISA in 2006.

(Organization for Economic Cooperation and Development, 2019) For its part, the Colombian Institute for the Evaluation of the Quality of Education, (ICFES), in the publication of the results of the Saber 11 Tests, which were applied in August 2019, in the following municipalities of Cesar: Valledupar, Colegio La Sierra (unofficial), and Colegio Nacional Loperena (official), were placed in the first places at the national level. In relation to the department with the highest percentage is the official educational institution of Cesar San Alberto Magno. With an average of 69,692, 'La Sierra' occupies first place, followed by the Valledupar Bilingual School Foundation with 68,231; Santa Fe School (66,923), Sagrada Familia (65,923), and Loperena National School (65,538). The CASD school continues, with the highest individual score in Saber 11 Tests of the public schools in the municipality of Valledupar with 415, at the general level the educational center ranks 46th. Cesar ranked first in the Caribbean region in the 2019 Saber 11 Tests. (Enfoque Vallenato, October 22, 2019). Despite the results obtained in the Saber Tests, mentioned above, it should be noted that, despite the progress made in the region, their results continue to be below the PISA tests, with problems persisting in the processes of reading comprehension and textual production. In this order of ideas, in Colombia for some time there has been concern that students have a low level of performance in terms of textual production and critical reading, this is evidenced in the external and internal tests applied to the different educational institutions at the national level, however, this aspect has been improving in the last 4 years. regarding the exam. In addition, they made progress mainly in critical reading (which went from an average score of 49.7 in 2015 to 52.6 in 2016), which had had the worst score last year and has not fared well in international exams. But, although the result shows an upturn, experts are still worried, especially because this year a study by the Network of Reading and Writing in Higher Education, led by the University of La Sabana, was released, in which first-year university students do not come out well. According to the analysis, in which thirteen Colombian universities participated, most undergraduate students arrive with deficiencies in reading comprehension, do not know how to write essays or critical texts and have poor spelling, which shows that the problem of lack of skills and competence for critical reading occurs at all levels of education in Colombia. this is also demonstrated by the Saber Pro test that is applied to students who complete their undergraduate studies in Colombian universities.

In this regard, Zubiria (2016), director of the prestigious Alberto Merani Institute in Colombia and consultant to the United Nations, states that in Colombia we read little and we do it very badly. Much worse than people assume, these statements were made in the framework of the meeting of wise men held in the country and in which policies to improve education in the country are analyzed. Possible causes include:

1. Socioeconomic situation of students, which affects multiple causes, including because due to the low academic level of most homes there are no learning environments at home, much less spaces for reading, that is, reading from home is promoted.

2. Monotonous and repetitive attitude of the teacher, which reduces interest in reading.

3. The traditional methodological strategies used by teachers are not developing the necessary competencies for reading comprehension.

4. Lack of teacher training and/or updating, among other causes.

5. Disciplinary fragmentation during the teaching-learning process that pigeonholes the teacher to individually seek results specific to the area and according to their knowledge.

The reality described above merits joining forces from the different areas that make up the Colombian curriculum through the development of transversal processes where common objectives are sought in a symbiotic way, including reading comprehension and textual production, since from any area immersed in the curriculum there is a need to read and do it well. Despite the fact that in recent years progress has been made to transform reality, shortcomings persist. All this will lead to the initiation of actions that, according to the need of each context, contribute to improving the teaching-learning process by seeking alternatives that contribute to the improvement of textual production and reading comprehension skills under a vision of curricular transversality.

2. Theoretical Foundation

Natural Sciences and Textual Production

It is a fact to consider that children learn to read at the beginning of their formal education, whose continuity is complemented by reading comprehension, and that this learning must have been deep and complete at that stage of teaching. It is logical to think then that it is the responsibility of the teacher that the student obtains this fundamental base, to assume the learning that will come later in his long academic career. However, this is not entirely true, since students face a harsh reality in the classroom, when the contents require greater concentration in reading to understand what is read and apply it in the context in which they are immersed. These shortcomings that come from lower levels make students feel frustrated and end up being apathetic to reading and therefore distance themselves from it, Thus, in the area of natural sciences that is conceived through a didactic sequence to teach its different contents, it is required on the part of the student to read and understand texts constantly,   But in this area, reading is not considered content that should be taught since the child learns to read at a specific time in his life. This position leaves aside the fact that reading is a process that deepens as the student enters his or her school life. In this regard, the importance of recognizing the difficulties that students face in the classroom, to interpret expository texts in the area of natural sciences, as well as not knowing how to help them from teaching, is a process that requires dedication and patience. Casamajor, Espinoza, Muzzanti, Ornique, and Pitton (2006) point out that: The objective is to identify didactic conditions for reading situations that favor a good approach to disciplinary knowledge and learning to read expository texts in the area, given that both appropriations constitute tools for the training of the student within the school and, also, outside of it. (p.6) From this we can deduce the importance of deploying and specifying the difference it makes in the student, knowing the meaning of learning to read expository texts within the area of natural sciences. Casamajor et. to the. They rely on other authors to specify the meaning of an expository text, when they argue that there must be a distinction between the logic of research and the formal communication of textual production, whose reordering of the procedures developed gives rise to an exposition with a strong structure, where the objectivity of knowledge prevails. (p. 8). It can be said, then, that students can be empowered to become readers of this type of text, teaching them to know the elements taken from reality that make up their structure, to identify them, as well as to

teach them the procedures generated from the interaction of such elements. In this way, the problems faced by the student when reading expository texts and the importance of understanding them, will be solved with the use of theoretical tools that allow the direct relationship between the specific content and the context of the reading to be glimpsed. In 2007, Sanmartí (cited in Espinoza & Casamajor, 2018) points out that "learning science requires the use of a new language in which a new way of seeing, thinking and speaking is involved". (p. 6). In this sense, I would think that not only the sciences, that it is necessary to do the exercise from all areas of the curriculum,

The new sociocultural theories recognize the centrality of specific contents and the interpretation of the texts chosen for teaching, taking into account the context of reading. So the student must become the priority within teaching, he is the one who must be favored so that he understands that he is a thinking being, that later on he will be totally autonomous and that for this to be possible, it is necessary to establish deep links with reading as a fundamental part of his training. Lerner (2002) affirms this: (usually) the initiative corresponds to the teacher and the student is waiting: he only acts if he is told what he should do and how he should do it. To get out of the waiting position and dare to take some initiative, the student would have to know the purposes towards which the activities are aimed. (p.2) In this sense, in order for the student to develop a critical sense about what he reads, the teacher must make known the purpose of the activities that are going to be carried out in the classroom, show consistency with the conception of the teaching of natural sciences, involving students by enhancing their intellectual activity and moving them to take the initiative. From this point, it will be easier for the student to obtain a different vision of the sciences within the spaces that allow the teaching of natural sciences in the classroom, where they build, reconstruct and understand, making them a being that is not only critical, but also reflective. It is precisely in these spaces where students will feel the freedom to express themselves, interpreting what they have read, with a genuine intention of discussing topics that, for them, were difficult to understand and that at the same time will help them to produce their own writings on the processed content. Due to what has been stated above, in order for the student to interpret a text, understand it and subsequently be able to produce related texts, it is necessary to recognize that the meaning that the author gives to the text is related to the reader's ability to infer what is tacit. This is a reason to understand that the student interprets a text, combining the previous knowledge he has, with the knowledge that the teacher tries to transmit in class through reading. To exemplify, in the classroom the student is required not only to locate, underline or reproduce parts of a text whose content in natural sciences does not arouse his interest. It's more than that. The student must be oriented to obtain a meaning that can link him or her with what is known so that he or she can use this knowledge to formulate questions about the way the universe works, to doubt and develop new perspectives to the point of becoming a critical and reflective individual, because as Charlot (2008) argues, It is not enough to be informed, it is important to know about everything that surrounds us, the latter being what gives meaning to life, the relationship of one individual with another that allows the opportunity for each one to get to know himself. Just as from the Natural Sciences it is possible to induce or enhance processes of textual production and reading comprehension, it can also be achieved from all areas, since from all of them the realities of the surrounding world must be read and interpreted.

Reading comprehension

Reading comprehensively is an act that requires certain skills, abilities and competencies in the human being, most of the events in which it is believed that reading is not so, since codes are simply broken. Reading in a comprehensive way goes further. In this regard, Pérez (2005) states that the comprehension of a discourse is the cognitive process through which the information transmitted by the author of the text is clearly and accurately reconstructed in the reader's mind. In this structure, the central and most relevant information that the reader must locate and understand is presented, in addition to this he must incorporate the idea in such a way that he is able to express it in his words. Reading comprehension then becomes an instrumental competence since its purpose is to serve as a means to achieve significant learning. In other words, it is a tool that promotes the acquisition and development of skills, abilities and attitudes that allow the incorporation of what is read into the mental structure and to be able to decipher the author's idea in the reader's own words, which finally ends in textual production, that is, in the interpretation, criticism, rejection or acceptance of what the author affirms. This is already a process where the student really demonstrates that he or she has developed competencies to read comprehensively. On the other hand, it can also be said that it favors the development of higher-level thinking skills such as analysis, synthesis, abstraction, and others, as well as developing skills such as drawing conclusions, establishing predictions, and interpreting, among others.

Likewise, it can be said that the acquisition of values and attitudes, necessary to develop as a person, is promoted. It can be said then that reading is a complex process of interaction between reader and text, mediated by context. Implicit perceptual, linguistic, and cognitive processes are found in it, which allow meaning to be constructed in order to understand what is read (Flórez Romero, Restrepo, & Schwanenugel, 2009;). In the author's own words, reading comprehension requires mental processes that are structured according to the age of the reader and the type of reading, that is, as any process is progressive, but requires permanent exercise, it is there where both the school and cultural environment that surrounds the student play a transcendental role as well as the insertion of other areas of the curriculum, all aiming at the achievement of this same purpose such as developing those skills, abilities and most importantly the desire and love for reading. Other authors agree with what was stated in the previous paragraph, stating that reading comprehension is a process of interaction between reader, text and context, which enables the reader to construct meanings from the use of linguistic actions, previous knowledge and the making of inferences with the use of interpreting and making sense of the text (Flórez Romero et al., 2007). According to Flórez-Romero, and Scarbourough (2002), comprehension is the aspect of reading that is mastered to the extent that it is closer to inferences (Flórez-Romero, 2011; Graesser, Singer & Trabasso, 1994; Orozco, 2003), to the explicitness of purposes and relationships that the text poses as a significant unit and leads to questions about its meaning and the relationships between its components (Arias Velandia et al., 2006; Flórez, Romero, Mateus, Santiago, Castillo, & Rodríguez, 2012). For this reason, reading comprehension has frequently been related to metacognition (Flórez, Romero, Torrado, Arévalo, Rodríguez, Mesa, Mondragón, & Pérez, 2005; Mayor, Suengas, & González, 1995) understood as the processes of thought through their self-regulation.

In the same way, for Flavell (1993), metacognition has three stages: planning, monitoring during the process and evaluation or verification of the knowledge achieved.   Meta-comprehension is a sub-process of metacognition that refers to the reader's ability to control the cognitive actions that take place in reading comprehension (Burón, 1993) through the processes of planning, verification, and evaluation. These three moments are translated into three phases: (a) Planning or reading preparation skills: previous ideas, motivation (reading objectives) and decision on which comprehensive techniques (tools) to be used; (b) Skills of supervision or effective application of techniques while reading to realize whether comprehension occurs or not, and (c) Skills of evaluation or determination, once the reading is finished, of everything that has been useful for understanding it. This is due to the fact that it obeys properly organized and structured mental processes that hierarchically occur mentally to give rise to reading comprehension.

3. Methodological Approach

The methodological approach becomes the way to follow to achieve the objectives that are intended, in the following section it contains relevant information on the methodological design that will be addressed to comply with the purposes of the article in which the paradigm, the approach, pertinent through which it is intended to frame, In addition, the key informants that will allow the approval or not of the research proposal are characterized, in addition to describing the instruments that were used to collect and collect the information that validates this article.

 Paradigm

 Paradigmatically, this article is based on the ideas presented by Habermas (1986) about the socio-critical paradigm, also called social critic by other authors, in this regard he affirms that knowledge is never the product of individuals or human groups with concerns far or isolated from everyday reality, on the contrary, it is built according to the natural needs of the human species and the historical moment through which the human species is going through. society. Likewise, Habermas (1994) demonstrated that the objects of knowledge are constituted from the interest that governs the research, the subject constructs his object of study from the parameters defined by the interest, since the theory of knowledge is at the same time a social theory. Therefore, this approach aims to analyze transformations of a self-reflexive nature with rational and liberating autonomy of the human being; In this way, the author generates a critical reflection on the interrelations and research practices, accounting for flexible data collection techniques. Hence, the socio-critical paradigm is pertinent and significant, therefore, to promote the generation of knowledge that nourishes the institutional educational and didactic processes.

 Approach

It is based on the bases established by the qualitative approach, directing itself towards the conduct of textual production and reading comprehension of the natural sciences, pointing towards the linkage of the other areas of knowledge immersed in the curriculum, that is, with a transversal view, the meanings are extracted from information of a documentary nature. With regard to its processes, it can be said that they are inductive, recurrent, the analysis is about

the benefits that result from the depth of their meanings, their breadth, interpretative richness and contextualization of the phenomenon. This selection is due to the fact that the purpose is to generate a theoretical approach from the natural sciences for the enhancement of textual production and reading comprehension processes, specifically from the elementary school level with an interdisciplinary vision.

Research Method

In this context, he made an exhaustive review of documents, theses, articles, what some authors call the state of the art, antecedents, also characterized by the consultation of documentary sources, such as books, newspapers, magazines, yearbooks, recordings or films, among others; which allowed to build or elaborate conclusions regarding the topic referred to in this article and which is the reason or object of study. In this sense, the sources to which this article turned are usually of two types: primary and secondary; providing information on the topic addressed, in all this documentary research is distinguished from research of another nature.

Data Analysis and Interpretation Technique

Content analysis and review was presented as an appropriate approach to the information collected from written texts. Rojas de Escalona (ob cit) clarifies that there is no single procedure to carry out the content analysis, material was analyzed step by step, interested in determining the relationship between the topics; To this end, he identified central and subsidiary themes, established links between them and related to the topic addressed in this article, with the purpose of investigating what has been done in the past in this regard and what would be the author's novel contribution. For the analysis of texts, it was complemented with an interpretative position. In the words of Rojas (Ob.cit) it offers information regarding the levels of reflection implicit in the topics dealt with in the text (descriptive, explanatory, evaluative); the structure of the discourse in terms of the sequence of information offered by the senders and the intention of those who speak; analysis of the tone of the speech (positive, negative, neutral); intensity and weighting expressed in the discourse and importance that the speaker gives to the topic in question.

4. Discussion

In the construction of strategies to facilitate reading comprehension and textual production in the natural sciences and other areas of the Colombian curriculum, with the purpose of contributing to the enhancement of students' mental abilities to analyze, interpret, criticize and, especially, synthesize both the texts that are read and those that are produced. At this point, it is established that reading comprehension is concentrated in three horizons: literal comprehension, inferential comprehension and critical comprehension. In accordance with the above, testing innovative proposals that allow addressing the concept of integration of reading tasks and use of creative strategies based on natural science texts and that from this experience involve the other areas, will support the design and implementation of significant processes that are aimed at exploring the transformations and sharing of knowledge produced and possible studies in everyday life. The results suggest that guided reading, with a tendency to complete comprehension and inference, as well as the production of texts related to scientific

content, help students to analyze what happens, how they are presented, and the different interactions, which would favor the understanding of the disciplinary content and, consequently, its learning. It is also evident that reading in its different stages and the way in which it is approached influences textual production and reading comprehension. For example, in the pre-reading stage, it is noted that students do not give a formal definition of the concepts of the topic studied and limit themselves to expressing it using everyday words in relation to the questions posed, such as: what it really is, what it is for; it is necessary for life; among other concerns. In the reading stage, to deepen the discussion, especially seeking that students reformulate everyday ideas and try to build knowledge oriented to the scientific point of view. At the same time, they should relate explicit ideas presented in the text, managing to relate the new information to what they had expressed at the beginning. On the other hand, written productions constitute an explanation of the processes of comprehension and writing skills, and the text must be used again as necessary, as a closing objective. At this time, the difficulties are associated with the detection of failures in coherence, reaffirming the need to assiduously propose in the classroom tasks of writing and reading comprehension in the disciplinary field of natural sciences and other areas of knowledge, which necessarily leads to transversal processes.

5. Conclusions

To conclude, it is highlighted the preponderant importance of reading, reading comprehension and written textual production activities being planned based on a detailed and in-depth analysis, guided by the teacher, in search of favorable results, both in learning in the natural sciences and in the other areas immersed in the curricular structure and in the participation of the student. In short, the analysis of scientific conceptions actively involves the empowerment of the sciences in the construction of concepts based on previous knowledge. The use of motivating factors and the interaction that gives rise to creativity when learning will then be done under the principles and foundations of meaningful learning. It is concluded that educational practices should provide a range of opportunities that arise around reading and written production, the sharing of knowledge from the different disciplines, which determines the construction and generation of knowledge. Assuming the need to solve this educational priority implies reformulating the teaching of science, as proposed in this article, from another perspective around educational processes, integrating the areas around not only the fact of sharing from each one their disciplinary knowledge that is inherent to each one, but also leveraging so that students from each of them exercise in the development of skills and skills for reading comprehension and textual production.

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