

SOCIOMETACOGNITIVE APPROACH FOR THE STRENGTHENING OF CRITICAL READING IN SECONDARY EDUCATION

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Abstract

Critical reading competence is one of the major problems in Colombian education. This article presents the results of an investigation that determined the impact of a program of socio-methodological strategies in strengthening critical reading in high school students. The research assumed a mixed approach with action research and pre-experimental research methods. A study and workgroup (GET) were created to determine the characteristics of the pedagogical strategy, and entrance and exit tests were applied to compare the students' performance levels in critical reading before and after the intervention. The results showed that, from the sociometacognitive perspective, the teaching of critical reading contributes to strengthening the competences to identify the local contents of the text, to establish a relationship between the parts to account for the global content, as well as to reflect on a text and evaluate its content. In this way, the perspective favors understanding textual micro, macro and superstructures.

Keywords: reading instruction, sociometacognitive approach, action research.

Resumen

Actualmente, la competencia de lectura crítica representa una de las mayores problemáticas en la educación colombiana. En este artículo se presentan los resultados de una investigación que determinó el impacto de un programa de estrategias sociometacognitivas en el fortalecimiento de la lectura crítica en estudiantes de educación media. La investigación asumió un enfoque mixto con métodos de investigación-acción e investigación preexperimental. Se creó un grupo de estudio y trabajo (GET) para determinar las características de la estrategia pedagógica y se aplicaron pruebas de entrada y salida que permitieron comparar los niveles de desempeño de los estudiantes en lectura crítica antes y después de la intervención. Los resultados permitieron evidenciar que, desde la perspectiva sociometacognitiva, la enseñanza de la lectura crítica contribuye a fortalecer las competencias para identificar los contenidos locales del texto, establecer relación entre las partes para dar cuenta del contenido global, así como reflexionar a partir de un texto y evaluar su contenido. De este modo, la perspectiva favorece la comprensión de las micro, macro y superestructuras textuales.

Palabras clave: enseñanza de la lectura, enfoque sociometacognitivo, investigación-acción.

Introduction

Reading proficiency is defined as the “Ability of an individual to understand, use, reflect on, and interact with written texts to achieve his or her goals, develop his or her knowledge and potential, and participate in society” (Organization for Economic Co-operation and Development [OECD], 2017, p. 19), and represents a challenge for Latin American education systems. Unfortunately, in this region, students only reached, on average, level two of the six proficiency levels assessed in the 2018 PISA triennial test (Ministry of Education and Vocational Training, 2019). The above implies that, although students can identify the main ideas of a text and find the information presented explicitly (level 2), they have difficulties when it comes to an understanding long texts, their abstract concepts and the distinction between facts and opinions based on implicit clues from the text or the sources of information (levels 5 and 6). Under such a scenario, Colombia has a great challenge, as it obtained results below the international average in reading proficiency (OECD, 2019) and only 1 % of the students evaluated were placed in levels five and six.

This represents a problem for Latin America and, specifically, for Colombia; since elementary and middle school students are expected to acquire the skills to critically understand the texts they read, which includes identifying their explicit information, understanding the relationships of meaning and form that occur between their parts to account for the overall content, and reflecting from the text, in addition to evaluating its content (Colombian Institute for the Evaluation of Education [ICFES], 2016). Furthermore, these competencies prepare them to interact democratically in diverse social contexts according to each individual’s personal, academic, work and citizenship goals.

As a product of the conditions described, different researchers have proposed strategies for the teaching and learning of reading competence or critical reading, as it is called in Colombia. Among these, narrative texts have been used to strengthen critical reading (Peña, 2018; Galindo and

Martínez, 2022; León, 2022), and digital tools such as *webquests* or digital games have been developed in order to dynamize didactic processes to strengthen the level of critical reading (Ríos and Ruiz, 2022; Rojas, 2022), and instructional strategies have been designed to improve such competencies (Terán, 2017; Miranda, 2022). These researches have demonstrated their impact in fostering interest in reading, being this one of the commitments of education because it is not only about developing reading competence but:

(...) in addition to engagement or interest in reading. In this context, engagement implies a motivation to read and encompasses a set of affective and behavioral characteristics, including interest in reading and pleasure in reading, a sense of control over what is read, involvement in the social dimension of reading, and distinct and frequent reading practices. (OECD, 2017, p. 36)

On the other hand, research has shown its influence in strengthening literal and inferential comprehension of texts, especially in lexical and macrostructural retrieval inferences (Cisneros et al., 2010), as well as in developing a critical capacity to make personal judgments about the content of texts.

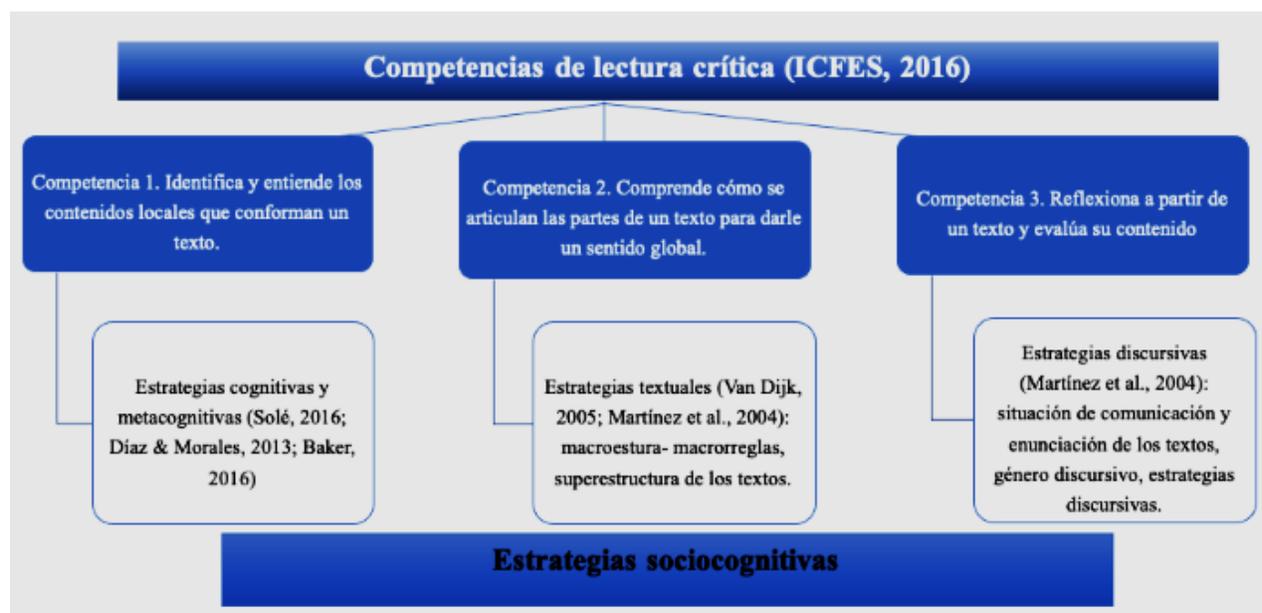
However, in the design of strategies to improve student’s level of performance in reflecting on a text and evaluating its content, the act of enunciation as a social fact is not addressed, which implies recognizing the traces of the communication and enunciation situation in discourses (Martínez et al., 2004; Martínez, 2005, Martínez, 2013; Díaz & Morales, 2013). In this framework, discourse actors and their worldviews are not part of the proposed strategies. Therefore, the present research values the contributions of those above for the development of local and global understanding of the text and assumes the need to delve into a discursive perspective that allows understanding, reflecting and evaluating the content of the text. For this reason, it was proposed to determine the impact of a program of socio-cognitive strategies on the level of critical reading performance of middle school students.

Sociometacognitive perspective for teaching and learning critical reading

This research proposes that the teaching and learning of critical reading should be assumed from integrating some interdisciplinary approaches that have demonstrated their effectiveness in developing reading skills. First, the cognitive and metacognitive perspective (Solé, 2016; Baker and Brown, 1984) allows the development of reading planning, monitoring and evaluation processes in order to contribute to the formation of strategic readers, which have metacognitive knowledge to assume reading tasks, select relevant strategies according to such demands, monitor the comprehension of those who read and evaluate the usefulness of the strategies applied in the development of text reading. Secondly, the textual perspective

contributes to the interpretation of text structures (micro, macro and superstructure) following the approaches of Martínez (2005) and Van Dijk (2005). Thirdly, the discursive perspective seeks to develop in students the skills to identify the traces of the communication and enunciation situation in the texts to enable the recognition of those responsible for the discourse, the topic and the social contract of speech established, in addition to the intentions conveyed in it and the worldviews that circulate in it (Martínez et al., 2004; Martínez, 2013). In that order of ideas, taking into account, the three critical reading competencies established by the ICFES (2016) in Colombia, three perspectives for the progressive and inclusive development of these competencies were enunciated, as can be seen in the following graph (Figure 1).

Figure 1
Critical reading skills



In that sense, for the development of the pedagogical proposal, from Solé's (2016) proposal, comprehension strategies were designed to be applied before, during and after reading. To this are added the tools that allow the development in students the metacognitive knowledge of the person, the task and the strategy, because as

established by Baker and Brown (1984), with the progressive development of this knowledge, students are helped to move from hetero to self-regulation and to improve their metacognitive control of textual comprehension.

In addition to this metacognitive perspective, the work that can be developed from the application

of the macro-rules proposed by Van Dijk (2005) to teach students to recognize the macrostructure of texts, as well as the analysis of the different types of text organization modes (superstructures), was considered fundamental (Martínez, 2005).

Finally, it turned to the contribution of discourse sciences for the training of critical readers in terms of the study of the situation of communication and enunciation of texts understood as social practices, proposed by Martínez et al. (2004) and Martínez (2013).

Methodology

In order to answer the research question, a mixed methodology was defined since it was necessary to apply two studies. First, a quantitative pre-experimental cohort study was carried out, the purpose of which was to apply a test and post-test to a sample of 24 students. This study made it possible to determine the statistically significant differences in the sample under study before and after the application of a program of sociometacognitive strategies (independent variable) that sought to favor critical reading skills (dependent variable). Consequently, the following hypotheses were formulated:

H1: applying a sociometacognitive program improves critical reading skills in 24 students.

H0: applying a sociometacognitive program does not significantly improve critical reading skills in 24 students.

Hypothesis testing was performed with the Wilcoxon statistic (parametric test) since the data did not meet the normality assumption and the sample was less than 30.

Secondly, a qualitative study was applied, which consisted of an interpretative analysis carried out during the application of the intervention program through participant observations, which were

recorded in the field diaries. Another characteristic of this study was the work of hermeneutic reflection that was done with the formation of a study and workgroup (GET) composed of 24 students from the tenth grade of a public educational institution in the city of Montería, the teachers of the integrated areas, the methodological advisor and a student researcher of the Bachelor's Degree in Literature and Spanish Language of the University of Córdoba.

The above allowed the creation of the intervention program *PlanSuperEva*, which was developed in five learning modules based on a sociometacognitive perspective of reading (Díaz & Morales, 2013) to address the development of skills on strategies for planning, monitoring and evaluation of reading (Solé, 1992; 1996); communication and enunciation situation (Martínez et al. 2004; Martínez, 2013; Bajtín, 1998); and the superstructure of expository and argumentative texts (Van Dijk, 1983). Each module is structured as follows: theoretical explanation, practical activity and evaluative workshop. For this reason, the following learning modules were designed: Module I. Planning strategies; Module II. Supervision strategies; Module III. Evaluation strategies; Module IV. Discursive strategies; and Module V. Textual typology strategies.

Analysis of results

The quantitative study results were obtained through hypothesis testing, which was done using the nonparametric Wilcoxon test. This was because the data did not meet the assumption of normality (Shapiro-Wilk test: $p < 0.05$) and the study was conducted with a related sample; the same sample participated in both studies.

Descriptive statistics

Table 1
Pretest results

Critical reading level	Frequency	Percentage	Valid percentage	Cumulative percentage
1	2	8,3	8,3	8,3
2	15	62,5	62,5	70,8
3	6	25,0	25,0	95,8
4	1	4,2	4,2	100,0
Total	24	100,0	100,0	

Table 2
Post-test results

Critical reading level	Frequency	Percentage	Valid percentage	Cumulative percentage
2	1	4,2	4,2	4,2
3	8	33,3	33,3	37,5
4	15	62,5	62,5	100,0
Total	24	100,0	100,0	

As shown in Table 1, 70.8 of the data are at critical reading levels 1 and 2; while Table 2 indicates that 95.8 are at critical reading levels 3 and 4.

Wilcoxon hypothesis test for related samples

Table 3
Paired sample statistics

	Media	N.º	Standard deviation	Mean error	standard error
Pretest	2,25	24	,676	,138	
Posttest	3,58	24	,584	,119	

Table 4
Paired samples test

Matched differences						
Media	Standard deviation	Mean standard error	95 % confidence interval of the difference	t	gl	Sig. (bilateral)

			Inferior	Superior			
Par 1 Pretest - Posttest	-1,333	,702	,143	-1,630	-1,037	-9,305	,000

Table 5
Summary of Wilcoxon test

Resumen de prueba de hipótesis

	Hipótesis nula	Prueba	Sig.	Decisión
1	La mediana de las diferencias entre PRETEST y POSTEST es igual a 0.	Prueba de rangos con signo de Wilcoxon para muestras relacionadas	,000	Rechazar la hipótesis nula.

Se muestran significaciones asintóticas. El nivel de significación es de ,05.

According to the Wilcoxon test, as $p=0 < 0.05$, H_0 was rejected, and H_1 was accepted; the means between the pretest and post-test are significantly different. Thus, the difference of 1.33 on average between the pretest (2.25) and the post-test (3.58) was confirmed. Therefore, it was concluded that the *PlanSuperEva* program improves critical reading skills in students in grade 10 A of the El Dorado Educational Institution (IE).

Description of results by competency and trait

Identifies and understands the local contents that make up a text.

Pretest results:

Table 6
Identifies and understands the local contents that make up a text.

Features	Question No.	No. of students	Correct answers	Hit %	% of hits by traits
1. The student understands the meaning of the local elements that make up a text.	3	24	10	42 %	52 %
	4	24	15	63 %	
2. The student identifies the events explicitly narrated in a text (literary, descriptive, cartoon, or comic) and the characters involved (if any).	1	24	18	75 %	63 %
	2	24	12	50 %	
Total				57 %	

Post-test results:

Table 7
Identifies and understands the local contents that make up a text.

Feature	Question No.	No. of students	Correct answers	Hit %	% of hits per trait
1. The student understands the meaning of the local elements that constitute a text.	2	24	24	100 %	96 %
	3	24	22	92 %	
2. The student identifies the events explicitly narrated in a text (literary, descriptive, cartoon, or comic) and the characters involved (if any).	9	24	23	96 %	96 %
Total				96 %	

The above indicates that, during the pretest phase, students obtained an overall average of 57% for Competency 1, compared to 96% in the post-test phase. This translates into an increase in the percentage of success of 39%, which means that the participants were able to strengthen the first level of reading, characterized by comprehension of each sentence and paragraph of the text until having an overview of all the local content that the text is presenting. Furthermore, within the evaluated traits, it was observed that in trait 1, according to the pretest results, the students had difficulty giving meaning to the local elements that constitute the text. However, after the implementation of the *PlanSuperEva* program, this ability was significantly strengthened. On the

other hand, for trait 2, it can be affirmed that the participants strengthened their ability to identify the events narrated explicitly regardless of the textual typology and understood the meaning of the words according to the context.

Competence 2. Understands how the parts of a text are articulated to give it an overall meaning

This competency comprises five traits, which allow us to know if the students possess the skills described for this competency.

Pretest results:

Table 8
Understands how the parts of a text are articulated to give it an overall meaning.

Features	Question No.	No. of students	Correct answers	Hit %	% of hits per trait
1. The student understands the formal structure of a text and the function of its parts.	8	24	9	38 %	38 %
2. The student identifies and characterizes the different voices or situations present in a text.	9	24	11	46 %	46 %
3. The student understands the relationships between different parts or statements of a text.	10	24	6	25 %	13 %
	13	24	5	21 %	

4. The student identifies and characterizes the ideas or statements present in an informational text.	11	24	14	58 %	58 %
5. The student identifies the type of relationship between different elements of a text (discontinuous).	6	24	0	0 %	10 %
	7	24	5	21 %	
Total				30 %	

Post-test results:

Table 9

Understands how the parts of a text are articulated to give it an overall meaning.

Range	Question No.	No. of students	Correct answers	Hit %	% of hits per trait
1. The student understands the formal structure of a text and the function of its parts.	1	24	20	83 %	90 %
	11	24	23	96 %	
2. The student identifies and characterizes the different voices or situations present in a text.	10	24	22	92 %	92 %
5. The student identifies the type of relationship between different elements of a text (discontinuous).	4	24	24	100 %	100 %
Total				93 %	

According to the information described in Tables 8 and 9, in the pretest phase, the participants obtained a 30 % correct score; that is, they had a low degree of recognition of the formal structure of the text, the relationships between different parts or statements and difficulty in identifying the textual typology. In the post-test phase, the percentage of correct answers rose to 93%, which means that students understood the paratextual elements, determined the meaning according to the context, identified the voices inserted in the texts, and recognized the textual micro and macrostructure. Likewise, greater confidence was evidenced in the participants, accuracy in the answers and zero crossings out. In addition, the participants assumed a critical stance towards the texts read; they no longer just wrote “I agree because I do”, “it’s a nice sentence”; instead, they justified their answers and defended them.

In summary, the significant progress made by the students was appreciated since they were able to understand how the elements that make up a text are related globally; they understood the parts of a text, taking into consideration the introduction, the presentation of arguments, the postulation of the central idea and those that support it and the conclusions; that is, what is traditionally known as beginning, knot and denouement, but with a high level of demand as corresponds to this stage of reading.

Competence 3. Reflect on a text and evaluate its content

In this competency, the ICFES (2018) proposed five traits, but we worked from the second to the fifth in the diagnostic workshop. Table 10 details each trait and exposes its respective percentage of success.

Pretest results:

Table 10
Reflects on a text and evaluates its content

Features	Question No.	No. of students	of Correct answers	Hit %	% of hits per trait
2. The student establishes relationships between a text and other texts or statements.	14	24	1	4 %	4 %
3. The student recognizes evaluative content present in a text.	12	24	11	46 %	46 %
4. The student recognizes discourse strategies in a text.	15	24	9	38 %	38 %
5. The student appropriately contextualizes a text or the information contained in it.	5	24	9	38 %	46 %
	16	24	13	54 %	
Total				36 %	

Post-test results:

Table 11
Reflects on a text and evaluates its content

Range	Question No.	No. of students	of Correct answers	Hit %	% of hits per trait
2. The student establishes the validity and implications of a statement in a text (argumentative or expository).	5	24	24	100 %	92 %
	12	24	20	83 %	
3. The student recognizes value contents present in a text.	6	24	22	92 %	88 %
	7	24	20	83 %	
4. The student recognizes discourse strategies in a text.	8	24	19	79 %	79 %
Total				88 %	

Tables 10 and 11 show the favorable changes in this competency since they went from 36% (pretest) success to 88% (post-test) approval, which indicates that the participants proposed solutions to the problems presented in the text, were able to perform intertextuality,

contextualized the texts from their worldview and assumed a critical stance. Therefore, this competence requires a higher level of reading, which deals with the confrontation of ideas or arguments. From there, it is possible to defend or refute the exposed approaches, extracting the

reader's ideas or conclusions. It is important to state that all the traits that evaluate this competency significantly improved. Among them, it is worth highlighting trait 2, characterized by the student's ability to establish relationships between a text and other texts or statements, which went from 4% correct (pretest) to 100% correct (post-test). Trait 3, which initially had a percentage of 46%, ended with 88% correct, which means that the participants recognized the evaluative contents that the author presented in his writing, as well as the inferences or relationships that can be established from what appears in the text.

In the case of trait 4, the success rate went from 38% to 79%, which means that students strengthened their ability to identify textual typologies within a text, which not only makes it possible to recognize the author's worldview but also helps to interpret reality itself. Finally, thanks to the previous traits, it was possible to infer that the participants for trait 5 were able to improve in it; the previous traits allowed them to contextualize a text or the information contained in it adequately.

Conclusions

The results of the empirical study showed significant differences between the pretest and post-test results in each of the critical reading levels evaluated in the students. These differences are of great importance since the students went from having a literal reading level, which means that their reading skills reached the comprehension of continuous and discontinuous texts, as well as the recognition of the explicit information of the text, to a reading level characterized by the inference of implicit contents and the recognition of structures, discursive strategies, as well as the reflection from a text on the author's worldview (customs, beliefs, judgments, ideological-political character and ethical positions, among others). Finally, it accounts for significant paratextual elements present in the text.

Following the above, the qualitative study allowed interpreting that the program contributed significantly to the strengthening of critical reading skills in students because students in

Competency 1 were able to understand the meaning of the elements and events narrated in the text locally, give meaning to words according to the content, find and understand the ideas, recognize textual typologies, which they did not master before the intervention. The same happened with Competency 2, where the participants showed great progress since they understood paratextual elements, identified the voices inserted in the texts, and recognized the micro and macrostructure of the text, which positioned the students in a performance level 4 (ICFES, 2018), being this very satisfactory for the research. Finally, for Competence 3, the participants were observed to be more confident in giving their arguments, proposing solutions to the problems in the texts, making intertextuality in their opinions and recognizing the author's worldview and their own. In short, students showed awareness of their reading process and self-regulatory domains of their cognitive activity.

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