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# CÁTEDRA

## Communication skills to increase reading comprehension in students of the 3rd grade of primary school

### *Habilidades comunicativas para incrementar la comprensión lectora en estudiantes del tercer grado de primaria*

María Espinoza-Rivera

Universidad Cesar Vallejo, Piura, Perú

[p2000040313@ucvvirtual.edu.pe](mailto:p2000040313@ucvvirtual.edu.pe)

<https://orcid.org/0000-0001-6872-437X>

(Received on: 04/02/2022; Accepted on: 16/02/2022; Final version received on: 15/05/2022)

Suggested citation: Espinoza-Rivera, M. (2022). Communication skills to increase reading comprehension in students of the 3rd grade of primary school. *Revista Cátedra*, 5(2), 18-34.

### Abstract

This study arose from the need to apply the Speaking, Listening, Reading and Writing (HAELE) program to increase reading comprehension in students. This program will improve communication skills in the third year of primary school in the Paimas Educational Center, Piura 2021. The Juan Velazco Alvarado Educational Complex participated as experimental group (GE) and the 15164 Jambur Educational Complex as control group (GC). The objective is to determine the effect of the HAELE program. Most of the students do not master basic communication skills and it is important to analyze this problem, since the results will be useful for the directors of the educational institutions to take measures. Two groups with 23 students each participated in this experimental research. The communication skills program was applied to the GE. The inferential results showed that the arithmetic mean of the SG increased 7.96 points; the CG increased 1.77 points. The standard deviation of the GE decreased 0.91 points, but the CG increased 0.15 points. The significance level of the SG decreased 0.722 points; the CG increased 0.105 points. It was concluded that the experimental program increases, for example, reading comprehension



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in students. Consequently, it is proposed that the authorities of the "Núcleo Educativo Paimas" apply the HAELE program.

## Keywords

Reading comprehension, communicative skills, inferential level, critical level, literal level.

## Resumen

Este estudio nace de la necesidad de aplicar el programa hablar, escuchar, leer y escribir (HAELE) para incrementar la comprensión lectora en estudiantes. Dicho programa permitirá mejorar habilidades comunicativas en el tercer año de primaria del Núcleo Educativo Paimas, Piura 2021. En el Núcleo Educativo participó el Complejo Educativo Juan Velazco Alvarado como grupo experimental (GE) y el 15164 Complejo Educativo Jambur como grupo de control (GC). El objetivo es determinar el efecto del programa HAELE. La mayoría de los estudiantes no dominan las habilidades básicas en la comunicación y analizar esta problemática cobra importancia, pues los resultados servirán a los directores de las instituciones educativas para asumir medidas. En esta investigación experimental participaron dos grupos con 23 estudiantes cada uno. Al GE se aplicó el programa de habilidades comunicativas. Los resultados inferenciales evidenciaron que la media aritmética del GE incrementó 7.96 puntos; el GC incrementó 1.77 puntos. La desviación típica del GE bajó 0.91 puntos, pero el GC subió 0.15. El nivel de significancia del GE bajó 0.722 puntos, el GC subió 0.105 puntos. Se concluyó que el programa experimental incrementa, por ejemplo, la comprensión lectora en los estudiantes. En consecuencia, se propone que las autoridades del "Núcleo Educativo Paimas" apliquen el programa HAELE.

## Palabras clave

Comprensión lectora, habilidades comunicativas, nivel inferencial, nivel crítico, nivel literal.

## 1. Introduction

In relation to reading comprehension, according to Colomer (1992); Barriga and Aguilar (1988); Solé (1992) express that it is a profitable activity, because during its development the reader builds a reliable representation considering the meanings suggested in the text. In front of it, he tests all his cognitive potential: psycholinguistic skills, schemes, abilities, and strategies. As a result, it is stated that the construction made by the reader always has a special nuance of his person (cognitive, affective, attitudinal, and volitional aspects), in such a way that it is unacceptable that all readers reading the same text have an identical representation.

On the other hand, the results of the international evaluation made to students through the PISA Program, Peru is placed in the last place in reading comprehension, this information is a huge concern to progress in the acquisition of understanding and to have a constant progress in communicative skills. These results are independent of those expressed by the authors. In the Piura-Peru region located in the north of the country, in the province of Ayabaca, specifically in the district of Paimas, the adverse results obtained by students in comprehensive reading have caused concern about the demands of the task, and little verification of knowledge in the sphere of emotional expressiveness. With reference to the above, the most recurrent consequence is the lack of planning by the students themselves to learn how to learn and to direct their own intelligence.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

Faced with this problematic reality, one of the alternatives considered to find the causes was the application of a research of explanatory-experimental scope (Quasi-experimental, with two non-equivalent groups) (Hernández et al., 2014, pp. 95-151). The researcher developed and applied a HAELE program to improve the reading process, based on the theory of Cassany et al. (1994) where once the experimental strategy was applied, reading comprehension was increased. Previously, the fundamental research question had to be posed: to what extent will the application of the HAELE communicative skills program increase reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021, and also the research sub-questions: what is the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE communicative skills program? What is the inferential level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills? What is the critical level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills? The purpose of this article is to inform the scientific community about the results of this research and to determine the effect of the HAELE program of communicative skills to increase the level of reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021. Likewise, the results of the specific objectives were to determine the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program; to determine the inferential and critical level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program. The significance of this research lies in the fact that it has been demonstrated that the HAELE program allowed to increase the literal, inferential and critical level of reading comprehension of the students.

The solution to the problem described above allowed reversing the poor reading comprehension of the students before the application of the independent variable and it is here where the present research becomes important, since the results that were achieved for the directors of the educational institutions (IE) of the "Núcleo Educativo Paimas, Ayabaca, Piura, will help them to take corrective measures in the students regarding the management of communicative skills and improve learning in terms of reading. On the other hand, with the results obtained, a program of communicative skills was elaborated, taking into account the four skills according to Cassany et al. (1994): speaking, listening, reading and writing. In addition, this research is of value for decision making by the leaders of educational institutions. The theories of Kabalen and De Sanchez (2006), who consider the literal, inferential and critical levels in students, were also considered, with the intention that those responsible for the academic management of the IEs set improvement plans to overcome the failures found.

This study was done with the purpose of responding to the general problem, the following hypotheses were proposed: General Hi, the application of the HAELE program of communicative skills significantly increases reading comprehension in third grade students of the Paimas Educational Center, Piura-2021; Specific hypotheses Hi, the application of the HAELE program of communicative skills significantly increases the literal and inferential level of reading comprehension.

It should be added that one of the difficulties encountered was the direct access to the source, due to the global pandemic covid-19. Likewise, the access to library sources was also overcome. It is necessary to emphasize that the results obtained are valid only for the universe studied and cannot be generalized (internal validity). The article is structured in



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

6 sections; section 1 contains the introduction, which briefly describes the subject, the problem statement, the objective, the presentation of the idea to be defended, the justification, the interest, importance, timeliness, and relevance of the study. Section 2 contains the review of the literature, including international and national antecedents; in addition, the information is from updated bibliographic sources from reliable sites, pertinent to the development of the topic according to variables and dimensions, cited and referenced at the end of the article. Section 3 contains the materials and methods, described here in the past tense. It is the development of the research, answering the questions: how was the research conducted? type and design of research, who was investigated? Population and sample, and what was researched with: techniques and instruments. Section 4 described the statistical processing, both descriptive and inferential. Section 5 recorded the discussion in which the results were examined and interpreted, triangulating with the theoretical framework and background. In section 6 the conclusions were written, in this part a direct answer to the research question was given and, above all, the implications with other research of other authors were made.

## 2. Theoretical Frame

### 2.1 Background

In this research, international and national reference works have been used, among them Jiménez et al. (2018) who focused on testing whether the learning context influences the four communication skills: speaking, listening, reading, and writing. The study obtains the entrenchment of different theories. Recio (2017) designed a method to make reading prosody effective by speaking on a high note to respond and conform to the arguments of Font-Rotchés and Cantero (2008). The study concludes that length always has an unconscious of the readers' prosodic word sense, but all in all, rhetorical strategies have a greater incidence on comprehension than length, because the good application of interpretive strategies (and not time) depends on them. In another work Reinoso (2017) was framed in putting didactics to make children's communicative skills effective. The work concludes by pointing out that didactics favors students' communicative processes. This is a study related to the dimensions, it provides information linked to statistics leaving on record the need to continue enhancing communicative skills. Similarly, Díez and Clemente (2017) demonstrated the need to value the singularities of reading competence in an educational context. This study serves as an important theoretical source, which becomes a state of the art guide very conducive to the research being executed. At the national level, research by Vásquez (2020) was found to demonstrate the role of graphic organizers in the reading process of elementary school children. The results show the presence of a positive correlation. Finally, students achieved high scores and high levels of reading comprehension. This study achieved contributions of the active methodology in reading comprehension, focusing on the inferential and critical aspects. Another research is that of Huarcaya (2019) who proved the positive impact of speed reading on the reading talent of elementary schoolchildren. The schoolchildren reached an outstanding achievement level with 52.0 %, a predicted achievement level of 40.0 %. This is a useful study because it reaffirms the ideas of Cassany, a proponent of reading comprehension strategies. Hilario (2017) who addressed how to improve inferential comprehension with schoolchildren from an educational institution is also commented. The results are positive in the application of analogical transfer skills in inferential level reading comprehension. It is noted that no local background has been recorded due to the difficulty of access to the source originated by the global problem covid-19.



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<https://doi.org/10.29166/catedra.v5i2.3540>

## 2.2 Communication Skills

In order to have an epistemological basis, it is necessary to specify that the development of communicative skills is the ability to know how to use language appropriately in the various contexts of social development. In addition, the concept of communicative competencies is to express that another model of understanding is required, apart from spelling. Hymes (1967) considers that it is "the way of employing speech accurately in different societal positions expressed on a daily basis" (p. 34).

The purpose of communicative approaches is to get the learner to communicate better with his or her peers. According to Cassany et al. there are 4 linguistic skills that teachers should develop in students during the learning process so that they can communicate effectively in the different contexts in which they develop: speaking, listening, reading and writing. Regarding the linguistic skill of speaking, Cassany argues that, in popular perception, the ability to decode written messages has been and may still be the learning offered by the educational institution. Oral expression has always been forgotten in the learning process. There is always the idea that children learn to speak alone, with family members and friends. Speaking well or speaking better was not a valued need until recently. The only people who were interested in it were those who had some physical or psychological deficiency that caused them an important defect; however, the methodology and didactic materials were scarce, in short, they were left to their own devices (Cassany et al., 1994, p.134).

Another linguistic skill referred to by Ur is listening. This skill is of less interest in people's daily lives; it is said of someone that he is a good speaker, that he writes very well, or even that he is a good reader, but to say in the same way that he listens well or that he is a good listener is strange. However, it is common to say about people: "he lacks oral comprehension" (Ur, 1984).

It should be added that the most appropriate portrait of someone who is listening is the silent audience at a conference, who is very attentive to what is being said. However, passive activity is the most common situation. Cassany explains the most important characteristics of everyday listening are quite revealing and have decisive didactic implications, we listen with a determined objective (to obtain information (to understand something) and with concrete expectations about what we are going to hear (topic, type of language, style). There is also the ability to predict what is going to be heard and to prepare for the comprehension process (Cassany et al., 1994, p.100).

On the other hand, Cassany refers that reading is an important instrument of learning, one must read books, newspapers; in addition, the acquisition of the written code implies the development of higher cognitive capacities such as reflection, critical spirit and conscience. Whoever learns to read well and does it with constancy then develops his or her thinking; in short, reading is a very important learning for the learning process and for the intellectual growth of the person (Cassany et al., 1994, p. 193).

To conclude the linguistic skills referred to by Cassany, we have writing. The author clarifies that it is the ability of a person to communicate in writing in a coherent manner with another, producing texts of considerable length on a general cultural topic. Nowadays no one dares to say "that poor human can write" because joining letters and making calligraphic scribbles is something very simple that is part of the writing ability. To find an act that exemplifies the ability to write you should not choose a signature, or a first name jotted down on a piece of paper. It should focus on the writing of a report, an essay, or, perhaps at a lower level of complexity, a list or a printout (Cassany et al., 1994, p. 257).



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In view of the above, it should be emphasized that linguistic abilities are also known as skills, communicative abilities or macro skills. Linguistic skills are classified in two ways, according to the oral or written code and the receptive (or comprehension) or productive (or expression) role they play in communication. Defining competence within the framework of generative-transformational linguistics for Chomsky (1957) is "the set of linguistic patterns, internalized by speakers, which integrate their vocabularies and enable them to understand their linguistic utterances" (p. 12). It is contrary to linguistic actions, performed in a concrete situation, used by the speaker in his language and in his own context (Cassany et al., 1994, p. 85).

The ethnographer Hymes indicates that in order to explain the term communicative competence, another type of knowledge is necessary: it is necessary to know what is going to be recorded in each action, what topics are appropriate, what is the propitious moment. Likewise, the place and the interlocutors are needed (Hymes, 1967), in short, communicative competence "is the ability to use language appropriately in the various social situations that we are presented with every day" (Cassany et al., 1994, p. 85).

In every act of communication, subjects use a linguistic channel or code to communicate. In addition, the relations of verbal/written and received/fruitful skills are congregated on that act, the same ones that make it possible to achieve the four communicative skills (Cassany et al., 1994, p. 89).

Students must master the four linguistic skills: speaking, listening, reading and writing, according to Hymes, in other words, they are the macro skills that serve to interact with the community (Hymes, 1967). Along the same lines, linguistic skills are made up of speaking, listening, reading and writing. These linguistic skills are used by individuals in different contexts and situations for the purpose of interaction and sending constant messages to a person or audience (Murillo, 2009, p. 104).

### 2.3 Reading Comprehension

According to Kabalen and De Sanchez, reading comprehension has the following levels: literal, inferential and analogical. The purpose of the literal level is to set aside the inquiry acquired in what has been expressed, as well as to ignore the explanatory qualification. The basic elements that guide the work route as understood are to explore, compare and connect the taxonomy. The inferential level, according to the same authors, is a development in which the reader infers information that is not expressly argued in the manuscript, but can be deduced to fill in the gaps left by the writer and provide connections between the provisions and the sections of the explicit (Kabalen and De Sanchez, 2006).

To conclude this section, the authors argue that the analogical level is to transport the separate connections of the interpretation from one sphere to another; it is defined as clarifying the subject matter of the text, establishing analogical connections of different character and manifesting discernment of significance in relation to what has been read. Likewise, he compares what he has analyzed and inferred from the text with his previous knowledge from which he accepts a precise meaning of the arguments of the text, approving or denying for which he analyzes and evaluates it.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

### 3. Methods and Materials

The study was experimental with a quasi-experimental design, with two non-equivalent groups, or non-randomized (Hernández et al. 2014) with pre-test and post-test; an action was chosen, after having applied the pretest with two independent groups. The researchers intervened with the application of the HAELE communicative skills program (speaking, listening, reading and writing), having first measured the situation of the dependent variable; the results were subsequently observed and then the effectiveness of the program was compared by observing the descriptive and inferential results at baseline and exit. Regarding the population and sample, we worked with the Juan Velasco Alvarado Educational Complex with its 23 third grade students of elementary education as a GE. In addition, we worked with the institution 15164 Complejo Educativo Jambur, as a CG group, or also called control group with 23 students of the same grade.

In relation to the data collection instruments, a test type test was designed, which was administered through written examinations before (pretest) and after (posttest) to both groups with the objective of detecting the characteristic features of similarities and differences with respect to the dependent variable (reading comprehension). After having taken the input assessment, the HAELE program was applied. Subsequently, the results of the program were evaluated, achieving a positive effect (independent variable) with a significant increase in reading comprehension in the experimental group compared to the control group. To evaluate the effectiveness of the program, a structured written test based on reading comprehension competence, specified in the theoretical framework of this article, was elaborated. Likewise, the written consent of the parents was obtained in order to apply this test to their children. The written test was validated by expert judgment. On the other hand, since the standard significance level is 0.05, the type of hypothesis test used was Student's t-test for independent tests. Finally, the ethical principles were applied with emphasis on the human being (Cortina, 2009), that is, reflecting and questioning why something do, with the purpose of increasing reading comprehension through Cassany's strategies, applying the HAELE program of communicative skills.

### 4. Results

In the effect of the HAELE program of communicative skills to increase the level of reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021, the following results were obtained.

Levels	Control Group				Experimental Group			
	Pre Test		Pos Test		Pre Test		Pos Test	
	Nº	%	Nº	%	Nº	%	Nº	%
Beginning	13	56.5	5	21.7	10	43.5	0	0.0
Process	6	26.1	9	39.1	11	47.8	0	0.0
Achieved	4	17.4	8	34.9	2	8,7	5	21.7
Featured	0	0.0	1	4.3	0	0.0	18	78.3
Total	23	100.0	23	100.0	23	100.0	23	100.0

Table 1: Reading comprehension level before and after HAELE application

Looking at the results of Table 1, the level of reading comprehension before and after the application of the HAELE program is visualized, with respect to the pretest and posttest of the reading comprehension variable, 56.5 % of the CG children had a beginning level, 26.1 % the process level and 17.4 % the achieved level. On the other hand, 47.8 % of the SG



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children registered the process level, 43.5 % the beginning level and 8.7 % the achieved level.

On the other hand, in the post-test analysis of the reading comprehension variable, 39.1 % of the CG children achieved a process level, 34.9 % the process level and 21.7 % the beginning level. The 78.3 % of the SG children registered the outstanding level, and 21.7 % the achieved level. Based on the above statistics, it was established that the results between the pretest and posttest favored the experimental group, so it is affirmed that the HAELE program of communicative skills was effective in enhancing the reading comprehension of the SG children. To determine the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the following results were obtained.

Levels	Control Group				Experimental Group			
	Pretest		Posttest		Pretest		Posttest	
	Nº	%	Nº	%	Nº	%	Nº	%
Beginning	11	47.8	5	21.7	11	47.8	0	0.0
Process	4	17.4	3	13.0	9	39.1	0	0.0
Achieved	1	4.3	4	17.4	1	4.3	2	8.7
Featured	7	30.5	11	47.8	2	8.7	21	91.3
Total	23	100.0	23	100.0	23	100.0	23	100.0

Table 2: Literal level of reading comprehension before and after HAELE application

Table 2 shows the level of reading comprehension before and after the application of the stimulus variable. The table considers the pretest and posttest of the literal level where it was found that 47.8 % of the CG children obtained a beginning level, 30.5 % the outstanding level, 17.4 % the process level and 4.3 % the achieved level. Forty-seven. 8 % of the SG children recorded the beginning level, 39.1 % the process level, 8.7 % the outstanding level and 4.3 % the achieved level. As a result of the above information, it became necessary to structure and apply a HAELE program of communicative skills to reverse the negative ratings of the literal level of reading comprehension.

With respect to the post-test analysis of the literal level of the reading comprehension variable, it indicates that 47.8% of the CG children achieved an outstanding level, 21.7% the beginning level, 17.4% the achieved level and 13.0% the process level. 91.3 % of the GE children recorded the outstanding level and 8.7 % the achieved level. The above results showed that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, since the results between the pretest and posttest of both groups favored the experimental group.

In the inferential level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills, the following results were obtained.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>



Niveles	Control Group				Experimental Group			
	Pretest		Posttest		Pretest		Posttest	
	Nº	%	Nº	%	Nº	%	Nº	%
Beginning	11	47.8	12	52.2	10	43.5	1	4.3
Process	8	34.8	7	30.4	6	26.1	3	13.0
Achieved	1	4.3	4	17.4	6	26.1	10	43.5
Featured	3	13.0	0	0.0	1	4.3	9	39.1
Total	23	100.0	23	100.0	23	100.0	23	100.0

Table 3: Inferential level of reading comprehension before and after HAELE application

Table 3 shows the reading comprehension level of the inferential level before and after the experimental program. This table shows that in the pretest of the inferential level of the variable related to reading, 47.8 % of the CG children achieved a beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the GE children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In coherence with the previous results, the HAELE program of communicative skills was structured and applied, which made it possible to revert the negative scores of the inferential level of the reading process.

As a result of having applied the HAELE program, it was found in the post-test analysis that 52.2% of the CG children achieved a beginning level, 30.4% the process level and 17.4% the achieved level. On the other hand, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. From the above information it was established that the HAELE program of communicative skills in reading comprehension at the inference level was significant.

In the critical level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the following results were obtained.

Levels	Control Group				Experimental Group			
	Pretest		Posttest		Pretest		Posttest	
	Nº	%	Nº	%	Nº	%	Nº	%
Beginning	13	56.5	9	39.1	15	65.2	0	0.0
Process	9	39.1	8	34.8	6	26.1	0	0.0
Achieved	1	4.3	5	21.7	2	8.7	2	8.7
Featured	0	0.0	1	4.3	0	0.0	21	91.3
Total	23	100.0	23	100.0	23	100.0	23	100.0

Table 4: Critical level of reading comprehension before and after HAELE application.

Table 4 shows the pretest and posttest of the critical level of the reading comprehension variable. It was found that 56.5 % of the CG children achieved a beginning level, 39.1 % the process level and 4.3 % the achieved level. On the other hand, 65.2 % of the SG children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. Bearing in mind these results, it was necessary to structure and apply a HAELE program of communicative skills to reverse the negative ratings of the critical level of reading comprehension, preferably in the experimental group.



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As a result of the application of the stimulus variable, it was observed in the posttest of the critical level of the reading comprehension variable that 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. The application of the HAELE program of communicative skills significantly increases reading comprehension in third grade students of the Paimas Educational Center, Piura, 2021.

Statistics	Control (n=23)	Experimental (n=23)
	Pretest	Pretest
Media	10.11	10.41
Desv. tip.	2.86	2.35
Sig	0.029	0.749
	Posttest	Posttest
Media	11.88	18.37
Desv. tip.	3.01	1.44
Sig	0.134	0.027
( $\Delta$ )		
Media	(+1.77)	(+7.96)
Desv. tip.	(-0.15)	(+0.91)
Sig__	(+0.105)	(+0.722)

Table 5. Comparative descriptive and inferential results of the level of reading comprehension in 3rd grade students of the Paimas-Piura Local Educational Center, 2021, before and after the application of the experimental program

Table 5 shows the test of the general hypothesis (normality test). It shows the effectiveness of the HAELE program designed by the researchers, including the measure of central tendency (arithmetic mean); the measure of variability (standard deviation), the test statistic (Student's p:t, level of significance), the differences of the respective input and output results, with respect to the general hypothesis, were also found for the purpose of analysis. In relation to the arithmetic mean, the GE children have an increase between pretest and posttest of 7.96 points, on a scale of 20 points, according to the Ministry of Education (MINEDU), while the children of the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. Similarly, the comparative results of the standard deviations between the pretest and posttest of the CG showed a decrease of 0.91 points in terms of data dispersion around the arithmetic mean, while in the control group, the dispersion increased by 0.15 points. The decrease is considered as negative, but in statistical terms it is positive; concluding that with respect to the results of this variation statistic it is favorable to the experimental group. With respect to the test statistic P (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension at the critical level was significant and with these results the general hypothesis is proved and the null hypothesis is disproved.



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## 5. Discussion

According to the application of communicative skills to increase reading comprehension in students of third grade of Primary School "Núcleo Educativo Paimas" - Piura, in which participated: Complejo Educativo Juan Velazco Alvarado (GE) and 15164 Complejo Educativo Jambur (GC) it was found in tables 1 and 5 that the level of reading comprehension before and after the application of the HAELE program with respect to the pretest and posttest of the reading comprehension variable, 56.5 of the (CG) children had a beginning level, 26.1 % the process level and 17.40 % the achieved level. Forty-seven-point eight percent of the GE children registered the process level, 43.5% the beginning level and 8.7% the achieved level. In addition, in the posttest analysis of the reading comprehension variable, it was found that 39.1 % of the CG children achieved a process level, 34.9 % the process level and 21.7 % the beginning level. On the other hand, 78.3 % of the SG children registered the outstanding level, and 21.7 % the achieved level. In addition, it was established that the results between pretest and posttest favored the experimental group.

Information related to the test of the general hypothesis (normality test) has been included in this article. The effectiveness of the HAELE program designed by the researchers was shown, the measure of central tendency (arithmetic mean) was included; the measure of variability (standard deviation), the test statistic (p: Student's t, level of significance), the differences of the respective input and output results were also found for analysis purposes. In relation to the arithmetic mean, the GE children had an increase of 7.96 points, on a scale of 20 points (Vigesimal), according to MINEDU 2010, while the children in the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. Similarly, the comparative results of the standard deviations between the pretest and posttest of the CG showed a decrease of 0.91 points, while in the control group, the dispersion increased by 0.15 points. The decrease was what is considered as negative, in statistical terms it is positive; concluding that with respect to the results of this variation statistic it is favorable to the experimental group. With respect to the P test statistic (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension was significant. The above results are in accordance with Cassany et al. who refer to the need to master the four linguistic skills: speaking, listening, reading and writing (Cassany et al., 1994). These results are also supported by the research of Vásquez 2020, Huarcaya 2019 and Hilario 2017 in whose works it was demonstrated that children's reading comprehension improves significantly when they receive an experimental treatment. In this sense the favored groups increased the levels of beginning and process to the levels of achieved and outstanding of the reading comprehension variable in 94.2 %. For all these reasons, the general hypothesis is tested and the null hypothesis is disproved.

With respect to reading comprehension at the literal level in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the table showed that 47.8% of the CG children achieved a beginning level, 30.5% the outstanding level, 17.4% the process level, and 4.3% the achieved level. On the other hand, in the posttest analysis of the literal level of the reading comprehension variable, 47.8 % of the CG children achieved an outstanding level, 21.7 % the beginning level, 17.4 the achieved level and 13.0 % the process level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. The



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study is similar to that expressed by Kabalen and De Sanchez, who refer that the literal level is intended to separate the inquiry acquired in the statement; the explanatory qualification is ignored (Kabalen and De Sanchez, 2006). The basic elements that guide the work path are: explore, compare and connect, taxonomy, different turn, method and variation, diversity of order, analyze, synthesize and evaluate. It should be said that the literal level excludes different successions in which the student realizes, confronts, narrates, categorizes, examines, schematizes and evaluates the inquiry received from the writing through the reading succession. The above results showed that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, because the results between the pretest and posttest of both groups favored the experimental group. For all the aforementioned reasons, the general hypothesis is proved and the null hypothesis is disproved.

In the reading comprehension inferential level of the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, Table 3 shows the pretest of the inferential level of the variable related to reading. 47.8 % of the CG children achieved a beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the SG children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In the posttest analysis it was found that in the inferential level 52.2 % of the CG children achieved a beginning level, 30.4 % the process level and 17.4 % the achieved level. In contrast, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. These results are supported by Fumero who indicates that the inferential level is related to the ability to imagine textual situations and the correct use of intuition; and in that case it is an important activity to make meaningful deductions (Fumero, 2009). It should be noted that the previous author recommends using HAELE accompaniment strategies emphasized in the same communication to help students enhance their level of inference. In view of the above, the general hypothesis is tested and the null hypothesis is disproved.

The critical level in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, in Table 4, it is shown that 56.5% of the CG children achieved a beginning level, 39.1% the process level and 4.3% the achieved level. On the other hand, 65.2 % of the SG children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. In the posttest analysis of the critical level of the reading comprehension variable, 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. The findings obtained are related to those found by Vásquez who, using visual organizers as a learning stimulus in reading comprehension in primary school children, managed to obtain significant results in the critical level of reading comprehension (from 23.0% in the pretest to 75.0% in the posttest) (Vásquez, 2009) (Vásquez, 2009). For his part, Mendoza emphasizes that the critical level of reading generates the effect of the



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

synthesis of the tolerant and eloquent reception that the learner has achieved (Mendoza, 1998). In addition, the author recommends the introduction of programs, strategies, techniques and reading procedures in the learning of critical reading, taking advantage of the communicative skills to enhance the levels of reading comprehension. In view of the above, the general hypothesis is tested and the null hypothesis is disproved.

## 6. Conclusions

Having carried out an experimental, quasi-experimental research with two non-equivalent groups, based on the HAELE program of communicative skills, the following conclusions were reached:

- - 56.5 % of the CG children had a beginning level, 26.1 % the process level and 17.4 % the achieved level. In contrast, 47.8 % of the SG children recorded the process level, 43.5 % the beginning level and 8.7 % the achieved level. Furthermore, in the posttest analysis, it was found that 39.1 % of the CG children achieved a process level, 34.9 % the achieved level and 21.7 % the beginning level. In contrast, 78.3 % of the GE children recorded the outstanding level, and 21.7 % the achieved level. Information related to the test of the general hypothesis (normality test) has been included in this article. In relation to the arithmetic mean, the GE children had an increase of 7.96 points, on a scale of 20 points (Vigesimal), according to MINEDU 2010, while the children of the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. With respect to the P test statistics (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension was significant. These results are supported by Cassany et al. who refer that the communicative approach is not only studying words (Cassany et al., 1994). It is also to ensure that the student has the ability to communicate in a superior way with language. Thus, the various procedures that continue with a new appearance of language are based on communication. Likewise, these results with internal validity will allow strengthening the line of research: education and educational quality. For the aforementioned reasons, the research hypothesis is tested and the null hypothesis is disproved.
- - In the literal level, 47.8 % of the CG children achieved a beginning level, 30.5 % the outstanding level, 17.4 % the process level and 4.3 % the achieved level. On the other hand, 47.8 % of the SG children registered the beginning level, 39.1 % the process level, 8.7 % the outstanding level and 4.3 % the achieved level. Regarding the posttest analysis of the literal level of the reading comprehension variable, 47.8 % of the CG children achieved an outstanding level, 21.7 % the beginning level, 17.4 % the achieved level and 13.0 % the process level. In contrast, 91.3 % of the SG children recorded the outstanding level and 8.7 % the achieved level. The above results demonstrated that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, because the comparative results of both groups favored the experimental group. These results are supported by Kabalen and De Sanchez who refer that the literal level has the purpose of separating the inquiry acquired in the statement, ignoring the explanatory qualification (Kabalen & De Sanchez, 2006). The basic elements that guide the work route are: explore, compare and connect, taxonomy, different turn, method and variation, diversity of order, analyze, synthesize and evaluate. Likewise,



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these results with internal validity will allow strengthening the line of research in education and educational quality. For the above mentioned reasons, the research hypothesis is tested and the null hypothesis is disproved.

- - 47.8 % of the CG children achieved an inferential beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the SG children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In the Posttest 52.2 % of the CG children achieved a beginning level, 30.4 % the process level and 17.4 % the achieved level. On the other hand, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. For all the aforementioned reasons, it is affirmed that there is a relationship between both variables; therefore, it proves the research hypothesis. The above results have their epistemological basis in Kabalen and De Sanchez who state that the inferential level integrates a development in which the reader infers information that is not expressly argued in the writing but that can be deduced with the purpose of filling in the gaps left by the writer and arranging connections between the provisions and the sections (Kabalen and De Sanchez, 2006). It should be added that the above results lead to consolidate the internal validity of this study and in the near future expand the line of research in education and educational quality. In view of the above, the research hypothesis is tested and the null hypothesis is disproved.
- - 56.5 % of the CG children achieved a beginning level, 39.1 % the process level and 4.3 % the achieved level. On the other hand, 65.2 % of the GE children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. In the posttest analysis of the critical level of the reading comprehension variable, 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. For all the aforementioned reasons, it is affirmed that there is a relationship between both variables; therefore, it proves the research hypothesis. The previous results have their epistemological basis in Kabalen and De Sanchez regarding the critical level, students compare what they have analyzed and inferred from the text with their previous knowledge; from which they accept a precise meaning of the arguments of the writing, approving or denying for which they analyze and value it (Kabalen and De Sanchez, 2006). Finally, it should be emphasized that these results lead to strengthen the internal validity of this research, as well as to continue working on the line of research: education and educational quality.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>



## Authors

**MARIA ESPINOZA-RIVERA** obtained her master's degree in Education with a major in Educational Administration from Universidad Cesar Vallejo Piura (Peru) in 2018. She obtained her Second Specialty Degree in Initial Education at the National University of Piura in 2019. She obtained her bachelor's degree in Education, Primary Level from Universidad Nacional Pedro Ruiz Gallo Piura (Peru) in 2017. She obtained her Academic Degree in bachelor's in education. Universidad Nacional Pedro Ruiz Gallo Piura (Peru) in 2011.

She is currently a classroom teacher at the Educational Institution N° 14319 - Suyo - Perú.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>