

Macro-Rules and Reading Comprehension: A Systematic Review

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ABSTRACT

The objective of this study is to analyze the academic contributions to the use of macro-rules in the reading comprehension of high school students, from 2015 to 2021. The conceptualization of macro-rules was designed by the Dutch linguist Van Dijk, in 1977; to describe the rules or codes that are applied to the set of propositions that make up a text, to achieve its macrostructure (semantic content that summarizes the text). The methodology was carried out through a systematic review with descriptive level, using the PRISMA Declaration guide, the search for information was located in 4 online engines, Scopus, ProQuest, EBSCO and Concytec, using the descriptors: "macro-rules", "macrostructures", "reading comprehension", "high school students" in turn combining between them the use of the Boolean AND and finally OR, in Spanish and English. The results were the analysis of 15 scientific articles, of which 3 were from Scopus, 3 from ProQuest, 5 from EBSCO, 4 from Concytec, and at the same time 4 articles were of qualitative approach and 11 of quantitative approach with samples of high school students. It was concluded that the continuous and relevant use of the macro-rules didactic strategy significantly increases reading comprehension, raising the academic performance of secondary school students.

Keywords: Reading comprehension, hierarchy of ideas, macro-rules, systematic review.

Introduction

Currently, UNESCO specialists state that more than half of Latin American students finish secondary school without learning to read correctly (Yana et al., 2019). Many children and adolescents in Latin America have not managed to develop the basic skills required in reading comprehension (Molina, 2020). The United Nations Educational, Scientific and Cultural Organization (UNESCO) shows that millions of children and adolescents around the world do not reach the appropriate levels of reading comprehension, causing a great loss of human potential and the objectives of the sustainable development and progress of nations (UNESCO, 2018)

In the classroom, about the comprehension of texts, it is a very noticeable skill and it becomes a fundamental and valuable element for the better school performance of students (ParodiSweis et al., 2020). Reading comprehension is the ability to interpret a text, subtracting its total meaning and strengthening it with the knowledge that the reader possesses (Rosario et al., 2019). The concept of the macro-rules didactic strategy has been conceptualized by the Dutch linguist Van Dijk, in 1977 (Van Dijk,

1981) with the purpose of describing the rules or norms that are administered to a set of propositions that make up a writing to achieve its macrostructure, in this way to understand the semantic argument that contains the meaning of the writing.

A dissertation does not contain a single topic or question but a sequence. This sequence shows that several levels are produced, the macrostructures (Carrasco et al., 2021) each coming from the level immediately below, given by the same macro-rules. Consequently, it is feasible to have a text of a paragraph, a page, a sub-chapter or a chapter, as well as an entire encyclopedia, depending on the level of comprehensiveness that is chosen to characterize the content of the dissertation. (Rodríguez, 2021) A textual macrostructure is, therefore, a general idea of the text or the most valuable information in a text. It is also an abstract and theoretical structure if it is substantiated. (Van Dijk, 2016).

This process should ensure that the reader understands the text and manages to build his perceptions about the subject, get what he likes. In this sense, it will do so through a personalized, concise reading that allows you to go forward and backward, allowing you to stop, reflect, recapitulate, relate new knowledge with previous information (Fierro, et al., 2021; Navarro, et al. ., 2018). The reflection of the objectives of the teaching-learning process of reading comprehension and the difficulty of placing them within the framework of the functions that the school must perform in the globalized world, is to understand how students learn and how it is possible to help them to learn more and better the ability to understand texts, in less time (Avendaño, 2019).

When reading texts, you have the option of asking yourself questions, determining what is most important and what is less important. Along the same lines, it can be stated that it is a necessary internal process of teaching, which is subdivided into three sub-processes: (1) Before reading, (2) During reading and (3) After reading (Muñoz & Ocaña , 2017). In reading, it is essential to specify that the text is encoded, by means of signs by someone who has written it and in order to understand it, the operation of decoding it must be carried out to understand the message that the person who has written it has wanted to transmit (Quispe, et al. al., 2020), therefore there is a consensus about the activities that readers have in mind in each of these processes.

In Peru, many teachers do not consider individual textualization processes that lead to effective and in-depth reading, they fail to lead their students on the right path, considering that reading is a logical, meaningful and pleasant process (Sedano, 2015). In this sense, it is essential at all educational levels that students practice reading, it can be said that they learn to read, reading and using correct strategies for this purpose. (Condori Ojeda, 2020). Likewise, it seeks to enrich the teaching work, from the search for difficulties in relation to the poor reading comprehension of students, due to the inappropriate use of teaching-learning strategies (Silva, 2021).

Promote the process of reading competence (Ministry of Education, 2016) various kinds of written readings through the proper identification of macro-rule strategies for the identification of the topic, main and secondary ideas, will allow students to recognize the different levels of importance (ranking) of ideas within a text when reading comprehension (Franco et al., 2016) is considered as a development that requires the determination of appropriate groupings between ideas and the

integration of their connotations within a congruent whole (Roldan et al., 2021)

In a certain way, this observation leads to a decrease in information, so that in the cognitive aspect, macro-rules are taken into account, therefore, to reduce significant communication (Puente & Zúñiga, 2019). Macro-rules play an abstract role in the organization of meanings and interpretations, both in linguistics and grammar (Roldán, 2019). The macrostructures explain how the speaker of a language does not intuitively validate certain series of sentences as text that is understood and accepted, despite having the conditions of textual coherence. Without macrostructure, the reading becomes just a series of sentences, and the speaker would continually ask: what is being talked about ?, what is the matter referring to ?, etc. (Gonzalez, M., Zambrano, N., & Molina, 2019)

In this sense, students at the end of the execution of the learning sessions are able to achieve skills such as the resolution of conflictive situations, decision-making, expression of a critical and creative stance, as well as being reflective; (Loarch et al., 2018) these skills require implementing didactic and meaningful strategies to access the knowledge that is urgent, as well as being aware of the processes they use during the development of learning (Brito, 2020).

The purpose of this study is to identify and analyze the academic contributions for the use of the didactic strategy of the macro-rules in the improvement of the reading comprehension of the students of the secondary level, of the Ibero-American countries between the years 2015 to 2021.

Methodology

The research is a descriptive systematic review (Reyes, 2020), about scientific articles, which begins with the review and exploration of scientific literature from 2015 to 2021.

The investigation of scientific articles was carried out through four online search engines: Scopus, ProQuest, EBSCO and Concytec; (Iglesias-Osores, 2019) said search was carried out during the months of September to January of the 2021 school period, it was carried out taking into account the descriptors: "macro-rules", "macrostructures", "reading comprehension", "high school students" , both in Spanish and English, in turn combining the use of the booleans AND and finally OR.(Velásquez, 2015)

The method of the PRISMA Declaration was used, (Page, Moher, et al., 2021) which consists of carrying out an exhaustive and ordered search, all the articles that had the potential to respond to the set objective were collected (Page, McKenzie, et al. al., 2021) the flow of the systematic review for the study selection process was elaborated, the same that were then classified in a table, once the scientific articles were downloaded they were registered in the Mendeley Web manager, (Díaz-Aguado, 2014) to work in an orderly way, it was synchronized with Mendeley Desktop (Gallegos et al., 2017), this allowed creating folders for each of the descriptors, then being able to link it with the APA format of the seventh edition.

The inclusion criteria were only scientific articles in two languages in English and Spanish, from 2015 to 2021, open access (Hernández & León, 2020), full text, PDF texts, with samples as participants, students from regular basic education, secondary education level related to the mentioned variable, in

addition to this, the name of the title, summary, (Sánchez Flores, 2019) with quantitative and qualitative approach methodologies (Colás-bravo, 2021) was taken into account; The exclusion criteria were due to duplicity, in addition to not being scientific articles, papers, reviews, publications in newspapers, doctoral or master theses, testimonies, etc., studies with populations other than high school students and for not understanding the subject of interest.

Finally, 889 articles registered in the online databases were found, which represents (100%); of which 592 (66%) were excluded due to duplication; remaining 297 (34%), then 180 (61%) were excluded for not being a scientific article; leaving 117 (39%) of this new total, 102 (87%) were excluded because they did not correspond to the subject of interest; and then 15 (13%) articles remain, the same ones that are analyzed in the present study.

Results

The result shows the processing of the data obtained, for the articulation of the theoretical analysis.

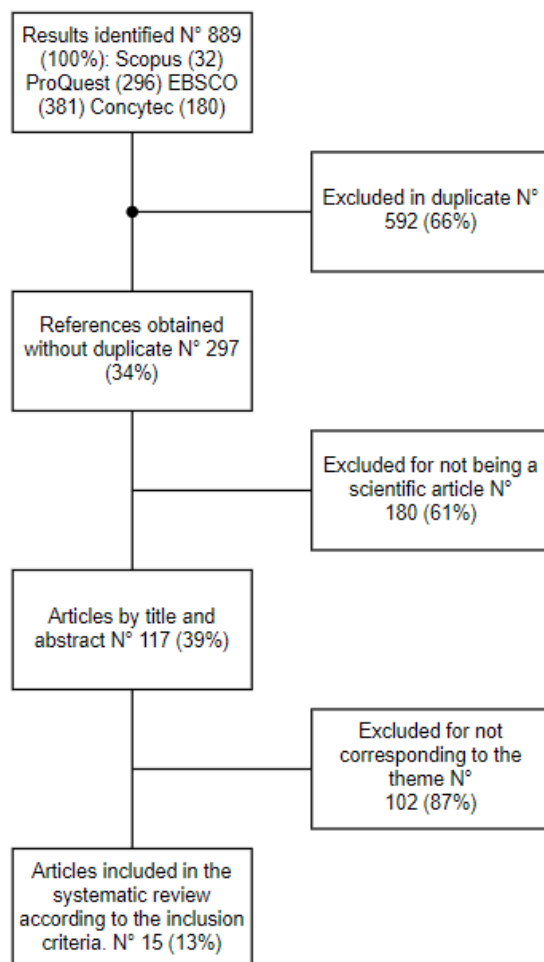


Figure 1. Flowchart of the Systematic Review
Source: Adapted from PRISMA

Table 1: Articles Analyzed

N°	Article Name	Autor	Country	Sample	Desing/Instrument	Contributions
01	Estrategia de macrorreglas para mejorar la comprensión lectora Macro-rules	(Mendoza-Moreno, 2021)	Perú	Article	Qualitative. Documentary analysis	The article contributes that macro-rules develop the decomposition of a difficult text, and thus understand the primary and secondary ideas found within the same text, increasing the pleasure of reading.
02	Diseño y aplicación de estrategias metacognitivas para mejorar la comprensión lectora en estudiantes de secundaria	(Restrepo et al., 2020)	Colombia	63 high school students	Quasi experimental. Questionnaire	Research provides that metacognitive strategies improve reading comprehension, allowing the student to be autonomous and self-regulate their development of reading comprehension, proposing a purpose of it without the teacher directing it. take into account your previous knowledge, establish strategies for understanding and assess your own cognitive process.
03	Reading Fluency and Reading Comprehension in Spanish Secondary Students	(Alvarez-Cañizo, et. al., 2020)	España	43 high school students	Comparative Experimental. Poll	The article confirms that reading fluency continues to advance at the secondary level, for which, in the expository text, greater reading support is needed with adequate pronunciation and intonation when reading them to understand them; due to its difficulty.
04	Adolescent Reading Habits in an Ecosystem Called School: Determining Factors in High School Students	(Romero, et. al., 2020)	España	high school students	Quantitative Questionnaire	The research shows the analysis of the conditions that affect the training of new readers in the educational institution in a global and comprehensive way.
05	El uso de las	(Julcamay		190	Correlatio	The article contributes to

	macrorreglas en la comprensión lectora de textos expositivos	an& Garcia, 2019)	Perú	highschool students	nal-causal. Questionnaire	the adaptation of the use of macro-rules in the various types of texts and in this way contribute to the interpretation of the text or discourse.
06	Estrategias de aprendizaje autónomo en la comprensión lectora de estudiantes de secundaria	(Medina & Nagamine, 2019)	Perú	144 highschool students	Correlational-causal. Questionnaire (CET A)	The article contributes that the use of the strategies of extension, conceptualization, preparation and participation, where it is evidenced that the indicators significantly predict reading comprehension, implying that a student having the aforementioned strategies their understanding and analysis, will have a successful understanding of the text.
07	Reading and Low School Performance	(Molina, 2019)	Ecuador	15 students	Qualitative. Registration test	The research provides that teacher support within Ecuadorian classrooms improves reading comprehension, raising the level of learning in all curricular areas of the educational institution.
08	La macro estructura semántica como estrategia didáctica en la comprensión de textos expositivos	(González, et. al., 2019)	Colombia	50 students	Qualitative. Teaching guides	The article contributes that, at the beginning of the reading, the semantic macrostructure, as a didactic approach to the text, identifies both the general topic and the specific topics, allowing the understanding and apprehension of a written text.
09	Aplicación del enfoque cognitivo, comunicativo y sociocultural en la comprensión de textos literarios en	(Tinta, 2019)	Perú	64 highschool students	Quantitative. Written test	The article shows that the level of understanding of the information shown by the students before the experimentation is situated on the scale "At the beginning" (44%) and after the experimentation it is

	estudiantes de secundaria					situated on the scale "Expected Achievement" (44%). Concluding that the cognitive, communicative and sociocultural approach is effective.
10	La lectura crítica: Una mirada desde el aula en una Institución Educativa de Tunja Colombia	(Granados , 2020)	Colombia	24 students	Qualitative Interview s, Field diary	The article contributes that the influence of the zones in the reading processes, and the implementation with pedagogical workshops, enhance the reading levels at a critical level, achieving great results in the students.
11	Evaluación de la habilidad comprensión auditiva de español como lengua materna en estudiantes de educación secundaria en la ciudad de concepción	(Tapia-Ladino, 2018)	Chile	80 high school students	Quantitative Listening comprehension test of Spanish as mother tongue	The research shows that Chilean students show a superficial understanding linked to the purpose of the text in terms of listening comprehension of oral texts.
12	Memoria operativa, comprensión lectora y rendimiento escolar	(Guzmán, et. al., 2017)	Chile	80 high school students	Quantitative Questionnaire, LECTUM, reading comprehension test	The article shows that the reading ability of Chilean schoolchildren and, at the same time, working memory explain general academic performance, so much so that, in turn, reading comprehension turns out to be a good predictor of academic performance.
13	Estrategias de aprendizaje, comprensión lectora y rendimiento académico en Educación Secundaria	(Solano, et. al., 2016)	España	118 high school students	Experimental. Questionnaire	The article emphasizes that reading comprehension is linked to the generation of questions after reading texts and learning strategies are a function of the use of self-report, and the combination of both improves school performance.
14	El control de la comprensión lectora	(Manzanal , et. al.,	España	214 high school	Experimental.	The article contributes that the difficulties related to the metacomprehension of

	tora de textoscientíficos : una evaluaciónEnEd ucaciónSecunda ria	2016)		hoolst udents	Test	reading in Spanish students have fundamental guidelines focused on how the teacher can improve students' self- regulation.
15	Procesos cognoscitivos básicos asociados a las dificultades en comprensión lectora de alumnos de secundaria	(Flores- Macias, et. al., 2015)	México	89 highsc hoolst udents	Comparat ive Experime ntal. Question naire	The research provides that it is important to understand syntactic development, which is a cognitive processing through which the student relates the different words that make up a textual sentence, designating them a grammatical function, starting with the internalization of the

Source: self made

Discussion

When analyzing the results of scientific articles, it was evidenced that the levels of reading comprehension significantly affect the learning process of all curricular areas of any educational institution, also this necessary skill can be corrected and improved within the institution, since the teacher's accompaniment is always present (Molina, 2019) in the same vein, reading comprehension is related in a very significant way to autonomous learning (Medina & Nagamine, 2019), but at the end of the secondary educational cycle the former student becomes He has some losses in his reading comprehension, suffering fatal consequences for not being able to clear his doubts, likewise, generating a poorly understood writing, scarce vocabulary, incipient development of reflective thinking, and therefore, insufficient level of self-learning.

The presence of strategies based on metacognitive strategies encourages reading comprehension, not only at the literal level, but also at the criterial level (Restrepo et al., 2020), however this strategy shows some serious difficulties, if they are not adequately well used (Manzanal, et. al., 2016) for which, it indicates low levels of text comprehension and at the same time cannot encourage adequate mental perceptions. But if teachers direct metacognitive strategies well, they will contribute to the improvement of understanding, which in turn influences the academic level of students.

Likewise, student reading comprehension turns out to be a good predictor of academic performance (Guzmán et al., 2017), in this sense, while better strategies are carried out for excellent reading comprehension, supporting the students' working memory. , the results will show a high academic performance in the school environment in relation to the evaluation processes.

To increase the high performance of an excellent reading comprehension, all teachers in the various curricular areas, that is, not only teachers in the area of communication, must apply didactic strategies or provide guidelines to students about improving that skill, and also participate in the implementation of pedagogical workshops (Granados, 2020); stimulating interest in reading and its proper understanding, which will serve as the foundation for their self-education. And one of those didactic strategies is the use of macro rules, which is highly recommended, easy to use and optimal performance, used in reading workshops.

The application of macro-rules to the various kinds of texts systematically helps the analysis and reflection of the discursive text read, (Julcamayan& Garcia, 2019). This adaptation increases the achievement of high scores in the reading comprehension exams both internationally and nationally, and they also adapt the strategies of the macro-rules to discontinuous textual formats, because in the absence of paragraphs, it is impossible to apply all the steps: deletion, selection, generalization and construction of text information.

In the same vein, the student body who performs reading comprehension through attentive listening is linked, in guiding their difficulties to collect information and directing, as far as possible, the recognition of what they are listening to (Tapia-ladino, 2018), In this sense, the discursive genre in an oral way has great differences when it comes to hearing understanding, since the level of listening comprehension associated with the macro-rules is not evidenced in oral texts.

Therefore, macro-rules promote the decomposition of a difficult text, and thus understand the main and secondary ideas that are inside, (Mendoza-Moreno, 2021), promoting the taste for reading, both in students as in educators, facilitating a better understanding of the reading of texts, to achieve the success of students, using colors and communication strategies.

In the same sense, the lack of consensus about the development of linguistic suitability in general and the sustainability of reading in particular in the face of the enormous variety of educational strategies and styles, each student activates ideas and knowledge as a fundamental element for reading motivation (Romero et al., 2020) being the use of literature very interesting to produce incentives in teachers at the time of executing the readings to work in the classroom, ensure school success and also motivate training as a reader.

In addition, the cognitive, communicative and sociocultural approach is very efficient both in the comprehension and in the interpretation of the texts, in the student body (Tinta, 2019), likewise, this approach also increases the analysis of reading at its levels, from the scale "In Beginning" towards the scale "Outstanding Achievement", progressively, raising the academic performance of the students.

Students' reading comprehension increases when readers read aloud, with adequate intonation and pausing according to punctuation marks, it can be stated that they understand the texts read more easily (Alvarez- Cañizo, et. Al., 2020), in this sense, prosodic reading effectively and efficiently influences reading comprehension, raising students' academic performance, therefore, it is necessary to take into account the scores of semantics in a reading.

Along the same lines, another strategy that increases reading comprehension is the use of self-administered questions, at the end of the read text, since it is a priority to highlight that reading comprehension improves the learning process (Solano, et. Al., 2016), which corresponds to the student to prepare a self-report, after the reading is done, and to verify effectively if the comprehension is well carried out.

Likewise, it is essential to deploy skills that direct the analysis and recognition of central ideas through the semantic macrostructure strategy (Gonzalez, M., Zambrano, N., & Molina, 2019). In this way, the reader does not act as a passive character, on the contrary, he becomes an entity that interrelates, dialogues and interrogates with the writing; becoming able to interact with reading. Becoming a comprehensive reading to strengthen educational performance.

On the other hand, to consolidate the reading plan and its respective understanding, it is not only to develop the various strategies found, but also to strengthen the perception of speech by quickly recognizing the words (Flores-Macias, et. Al., 2015) , the continuous use of various pedagogical strategies and teaching interventions to promote reading comprehension, showing that students maintain a large stock of words, and adequately increase their vocabulary.

Conclusions

The majority of students increase their mastery of the reading comprehension competence of written texts through the direct use of various didactic strategies such as the use of macro-rules, which allows students to understand the text, in a minimum time identifying the main and secondary ideas, through the selection, deletion, generalization and later the integration of relevant information, stripping the text of all that is unnecessary for its rapid and effective understanding.

In this sense, it is essential to recommend to students the use of cognitive and metacognitive strategies that encourage and develop autonomous and self-regulated learning. Like, the practice of activities and exercises towards the approach of an individualized education, that favor the skill of reading and therefore, reach the optimal academic level.

The improvement of the student's reading competence does not manifest itself spontaneously or easily, for this reason, we must recognize the effort made by teachers, who must select strategies, interventions or guidelines from the various curricular areas in the classroom. to improve reading comprehension, which occurs gradually through the accompaniment, monitoring and control of students, thus complying with educational principles.

The pedagogical strategy of the macro rules is the complement to the other strategies mentioned to achieve the success of a reading comprehension that encompasses the objective and subjective dimensions, towards an adequate design and encouraging the love of reading.

Students, upon completing their regular basic training at the primary level, do not reach an optimal and efficient level of reading comprehension of both written and spoken texts, which is why when they start secondary studies they have a minimum level of comprehension in the great Most of

the students, presenting many difficulties when analyzing and interpreting the text, without considering the subject of the information that is being developed. In this sense, it is of utmost importance to make use of the didactic strategy of macro-rules, to significantly increase reading comprehension, thereby raising the academic performance of secondary school students.

It is necessary to observe some limitations of this study, which must be borne in mind, such as prioritizing the monitoring and control of students to show the effects of the use of pedagogical strategies and their relationship with reading comprehension, which favors autonomous learning and its predictive capacity towards optimal academic performance. Therefore, it is suggested to continue with future research and observe that sustainability, of the use of macro-rules and to be able to ensure the use of them in secondary school students, since they are relevant in schooling.

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