REVISTA INVECOM
ISSN en línea: 2739-0063

Reading comprehension levels in university students: systematic literature review

Niveles de comprensión lectora en estudiantes universitarios: revisión sistemática de la literatura

Received: 04/04/2025 - **Accepted:** 15/07/2025

Katherine del Pilar Urbina Gutiérrez
https://orcid.org/0000-0001-6057-2850
kurbinag@ucvvirtual.edu.pe
Universidad César Vallejo. Piura, Peru

Abstract

This systematic review focused on the analysis of reading comprehension at its literal, inferential, and critical levels. To this end, various scientific databases were explored, including Scopus, Web of Science, Medline, and SciELO. Articles were selected using the descriptor "reading comprehension" in both Spanish and English, depending on the language of each database. The analysis process concluded with the selection of 50 studies, distributed as follows: 16 from Web of Science, 14 from Scopus, 5 from Medline, and 15 from SciELO. The results demonstrated the importance of comprehensively addressing the three levels of reading comprehension to promote meaningful learning. A gap in the effective acquisition of new knowledge was also identified, attributed to deficiencies at these levels. These findings highlight the need to implement pedagogical strategies that explicitly reinforce reading skills in order to optimize learning and comprehension processes. In summary, the review underscores the importance of strengthening reading comprehension instruction at its various levels to overcome existing difficulties and promote deeper and more lasting learning.

Keywords: reading comprehension, inferential comprehension, critical comprehension.

Resumen

La presente revisión sistemática se centró en el análisis de la comprensión lectora en sus niveles literal, inferencial y crítico. Para ello, se exploraron diversas bases de datos científicas, incluyendo Scopus, Web of Science, Medline y SciELO. La selección de artículos se realizó utilizando el descriptor "comprensión lectora" tanto en español como en inglés, según el idioma de cada base de datos. El proceso de análisis concluyó con la selección de 50 estudios, distribuidos de la siguiente manera: 16 provenientes de Web of Science, 14 de Scopus, 5 de Medline y 15 de SciELO. Los resultados evidenciaron la importancia de abordar de manera integral los tres niveles de comprensión lectora para promover un aprendizaje significativo. Asimismo, se identificó una brecha en la adquisición efectiva de nuevos conocimientos, atribuida a deficiencias en estos niveles. Estos hallazgos resaltan la necesidad de implementar estrategias pedagógicas que refuercen de forma explícita las habilidades lectoras, con el fin de optimizar los procesos de aprendizaje y comprensión. En síntesis, la revisión subraya la relevancia de fortalecer la enseñanza de la comprensión lectora en sus diferentes niveles para superar las dificultades existentes y favorecer un aprendizaje más profundo y duradero.

Palabras clave: comprensión lectora, comprensión inferencial, comprensión crítica.

Introduction

Reading is a fundamental pillar for accessing information and generating knowledge. For this reason, it is essential that students develop effective reading skills (Del Puerto, 2023; Amin & Bakhsh, 2021; Fathima & Ahamed, 2023). Furthermore, it is imperative to strengthen critical comprehension levels through specific strategies that promote reading habits (Alarcón La Rosa, 2024; Armijos et al., 2023; Naz et al., 2022). However, despite the efforts made, reading comprehension remains a significant challenge in the educational field. Difficulties in text interpretation persist, with many students limited to literal comprehension and exhibiting substantial deficiencies in inferential and critical levels (Del Puerto, 2023; Maldonado et al., 2023; De la Peña & Luque-Rojas, 2021; Andrade & Utria, 2021). Currently, this issue is evident among university students, who frequently encounter limitations when addressing various types of texts (Duc & Lan, 2023; Akbarı et al., 2021; Suwanaroa, 2021; Sánchez & Silva, 2021).

On the other hand, UNESCO emphasizes the importance of a communicative approach to language, paying special attention to its use in diverse contexts. In this regard, the variety of texts that students interact with enriches the reading experience, testing skills such as literal and inferential comprehension, and requiring the application of reading strategies in the classroom—a challenge that significantly impacts academic outcomes (UNESCO, 2020).

According to the PISA 2022 report, Latin America and the Caribbean demonstrated a less pronounced reduction in learning levels compared to more advanced regions; however, a large proportion of 15-year-old students fail to achieve minimum competencies in mathematics, science, and language (OECD, 2022). Research conducted in Latin America indicates that reading comprehension is adversely affected by the absence of integrative methodological strategies; in this sense, the coordinated use of ICT could enhance student interest in reading and improve performance (Peña et al., 2021). In Peru, only 1% of students reach level 5 or higher in reading, compared to the 7% average in OECD countries. This small group demonstrates the ability to comprehend extensive texts, grasp abstract ideas, differentiate facts from opinions, and utilize implicit cues (OECD, 2022).

In light of this scenario, a fundamental question arises: What is the contribution of studies on reading comprehension among university students at the literal, inferential, and critical levels? Promoting robust reading comprehension not only supports the achievement of learning objectives, but also enables higher education students to acquire key competencies for effectively navigating their academic and professional training.

Methodology

For the development of this study, a qualitative approach was chosen, adopting a descriptive and documentary design, grounded in a comprehensive literature review on reading comprehension levels among university students. The review process adhered to the guidelines of the PRISMA method (Paje et al., 2021).

1 Search phase

A systematic exploration was conducted in accredited academic journals indexed in databases such as Scopus, Web of Science, Medline, and SciELO. Keywords such as “reading comprehension,” “inferential comprehension,” and “critical comprehension” were employed. Additionally, a language filter was applied to include publications in both English and Spanish, considering only those published between 2021 and 2024.

2. Evaluation phase

The titles and abstracts of the retrieved articles were carefully examined to determine their relevance. Inclusion criteria were applied, prioritizing original articles and excluding theses and systematic reviews.

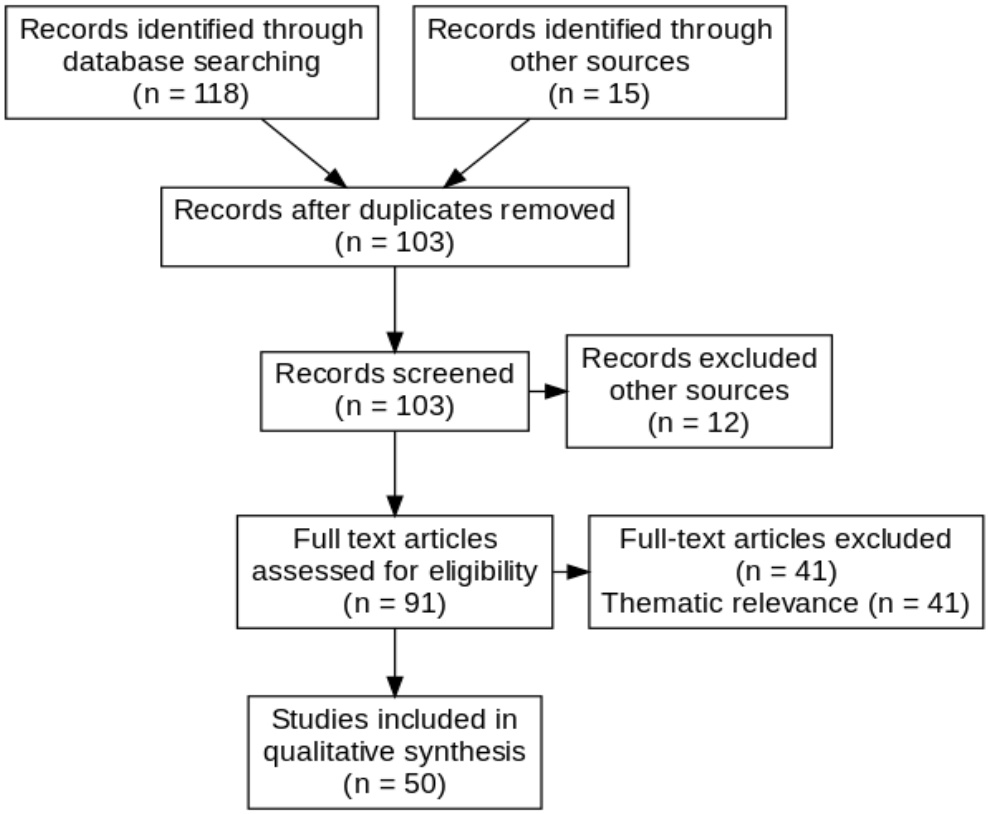
3. Analysis phase

The selected articles were reviewed in depth to extract relevant information regarding various levels of reading comprehension. Essential data related to research design, sample characterization, employed methodology, and obtained results were compiled.

4. Synthesis phase

The main findings of the selected articles were summarized, identifying both recurring themes and possible divergences between studies, and formulating conclusions that underscore the educational implications of the results. In total, 118 articles were analyzed, from which a final sample of 50 studies was selected for detailed review.

Figure 1
PRISMA flow diagram



Results and discussion

Table 1
Scientific articles corresponding to literal level

Author	Year	Contribution
Panklam & Kaowiwattanakul	2024	The GFOS model significantly impacted comprehension, particularly at the literal level.
Yon et al.	2024	The collaborative reading strategy was effective, with the literal level being the highest.
Mason et al.	2024	They demonstrated an interactive effect of condition and cognitive reflection on literal comprehension.
Mamani-Quispe et al.	2024	They found a significant relationship between metacomprehension and comprehension, with less than half achieving the literal level.
Al-Seghayer	2024	The traditional text proved more effective, although greater comprehension was observed in the electronic text at the literal level.
Zapata-Vega et al.	2023	The need for autonomous learning of literal reading was identified.
Sánchez-Domínguez et al.	2023	A positive relationship was found between comprehension, reflective learning style, and academic performance, achieving a good category at the literal level with a value of less than half.
Herrada et al.	2023	They found low levels in identifying key ideas and faced difficulties in constructing a conceptual map.
Montes de Oca et al.	2022	The development of comprehension skills was favored by the implementation of the didactic manual, with the literal level being predominant.

Silarayan et al.	2022	Satisfactory results in comprehension were achieved through multimodal texts on Facebook, with the literal level being most predominant.
Guerra-García et al.	2022	Improvements were evidenced across up to three levels of comprehension, with an increase at the literal level.
Sánchez & Silva	2021	They demonstrated a good index at the literal level.
Alshehri & Zhang	2022	Better performance in literal comprehension was observed, with syntactic knowledge as one of its predictors.
Nishihara	2022	Easy-to-read poems do not guarantee fluent reading; poetic texts are read at different speeds, and grammatical deviations interrupt literal comprehension.
Lin et al.	2021	SEM models indicated that motivational strategies indirectly affect literal comprehension.

Source. Analysis matrix of articles

Table 2

Scientific articles corresponding to inferential level

Author	Year	Contribution
Gebremeskel et al.	2024	They observed a significant difference after the intervention, with main ideas being frequent and inferring meaning.
Torres-Orihuela et al.	2024	Greater achievement was evidenced in the comprehension of complete or original texts (TC) and verbal-only texts (SV). Inferential comprehension of the TC artifact highlights the relevance of integrating semiotic modes.
Aziz et al.	2024	Better scores were visualized in the paper reading test compared to screen reading, favoring inferential comprehension in the paper reading test.
Díaz et al.	2024	Following the implementation of the ILVEM method, an increase in comprehension was observed, particularly in the ability to make high-level inferences.
Jiménez et al.	2024	The attention dimension contributes the most to comprehension, followed by inference.
Rahmasari et al.	2024	The peer tutoring strategy integrated with the KWL chart has an effect on inferential comprehension.
Ruiz & Moreno-Gudiño	2024	They evidenced deficient comprehension levels through the Cloze test.
Astaiza-Samboní & López-Molina	2024	They observed an improvement in comprehension, increasing at the inferential level.
Rojas et al.	2024	Difficulty was visualized in relating data found in different parts of the text compared to making inferences with prior knowledge.
San Martín & Troncoso	2024	Only at the inferential level was the maximum expected score achieved.
Paricahua-Peralta et al.	2023	An instructive level was reached in identifying, organizing, and expressing ideas, while the inferential level presented greater challenges.
Vilca-Rodríguez & Torres-Orihuela	2023	Reading is conceptualized as obtaining data from the text to understand what is intended to be communicated, along with conceptualizations such as interactive-interpretive processing.
Anggia & Habók	2023	Reading for inference was more challenging than the other sub-skills.
Duche et al.	2022	Inferential comprehension was at a low level.
Castells et al.	2022	In two of the categories for quality of synthesis, textual organization and content accuracy impacted inferential comprehension.

Cabrera-Pommiez et al.	2021	They evidenced difficulty in items assessing higher-level implicit reading tasks.
Ghaith	2021	He observed a tendency to read in a balanced manner, reflecting text-based responses, critical evaluation, and personal reactions to narrative reading.
Mayoral-Gutiérrez & Peredo-Merlo	2021	The identified inferences were not affected by prior knowledge.
Inga	2021	The cascade method influences comprehension, especially at the interpretive level.
Wang et al.	2021	The generation of bridging inferences was observed; when phonological memory is affected, resources are allocated to construct causal relationships at the inferential level.
Tarchi & Villalón	2021	Cognition improved argumentation through essay extension, while open-minded thinking was associated with inference and recall of inferential clauses.

Source. Analysis matrix of articles

Table 3

Scientific articles corresponding to critical level

Author	Year	Contribution
Le et al.	2024	Knowledge and critical comprehension strategies predominated.
Wichanee & Thongrin	2024	They observed an increase in comprehension skills, surpassing the level of lexical comprehension, being capable of critical literacy.
Nikitina et al.	2024	The use of multimedia technologies promoted the development of critical thinking.
Dudina	2024	An improvement in critical reading skills was observed in the experimental group.
Vongkulluksn et al.	2023	The use of scaffolding produced written products with higher argumentative quality and the ability to evaluate critical information.
Saidalvi et al.	2022	Three lower-order thinking skills (knowledge, comprehension, and application) were perceived, with difficulties in synthesizing and evaluating reading materials.
Al Roomy	2022	Critical reading skills improved comprehension to understand new words and utilize contextual cues.
Meng-Jung et al.	2022	High scores were observed on the self-reported critical reading scale.
Amavizca & Alvarez-Flores	2022	A group showed a higher mean value of expression and issuance of appropriate value judgments, critical level, and appreciation.
Nuñez & Ramirez	2022	A tendency towards digital media for reading was evidenced, while others used it for recreational reading.
Castaño-Roldán & Correa	2021	They observed difficulties in understanding and identifying the author's stance in informative texts, as well as adopting intermediate positions.
Javorčíková et al.	2021	The main difficulties lay in implicit rather than explicit tasks, necessitating improvements in critical reading.
Montes et al.	2021	They evidenced underdeveloped critical thinking.
García-Sánchez & García-Martín	2021	Significant differences were observed in the relationship between what is read and prior knowledge.

Source. Analysis matrix of articles

Promoting literal comprehension typically requires the implementation of active learning strategies, such as the GFOS model and collaborative strategic reading (Panklam & Kaowiwattanakul, 2024; Yon et al., 2024). However, despite these efforts, literal comprehension remains low and shows only a moderate relationship with metacognition (Mamani-Quispe et al., 2024). Recent research highlights the prevalence of the literal level,

especially when working with manuals (Guerra-García et al., 2022; Montes de Oca et al., 2022; Sánchez & Silva, 2021). Nevertheless, scores continue to fall below expectations, demonstrating a persistent challenge despite the recognized impact of different learning styles (Sánchez-Domínguez et al., 2023). Crucially, syntactic knowledge emerges as a significant predictor of literal comprehension (Alshehri & Zhang, 2022). Moreover, while motivation improves comprehension indirectly, it underscores the need for engaging and dynamic reading practices (Lin et al., 2021). On the other hand, difficulties in identifying main ideas and creating concept maps (Herrada et al., 2023) reveal a broader issue related to synthesis, emphasizing the importance of training in the extraction of explicit information.

Regarding text format, traditional texts often outperform digital ones; however, the latter can facilitate literal comprehension, particularly in tasks that require direct information retrieval (Al-Seghayer, 2024). Although digital resources are increasingly accessible, the proliferation of distractions and the gap between reading motivation and actual practice hinder effective engagement, highlighting the need to foster consistent reading habits (Zapata-Vega et al., 2023). Digital tools and strategies such as highlighting and metacognitive prompts have shown improvements in literal comprehension (Mason et al., 2024; Silarayan et al., 2022). Finally, literal comprehension, especially in complex texts like poetry, goes beyond vocabulary mastery: grammatical deviations can significantly interfere, demanding deeper analytical approaches that exceed superficial reading (Nishihara, 2022).

Conversely, various studies emphasize effective strategies for enhancing inferential comprehension, such as multiple reading tasks based on multiple intelligences theories, the use of semiotic modes, and peer tutoring complemented by KWL charts (Gebremeskel et al., 2024; Torres-Orihuela et al., 2024; Rahmasari et al., 2024), thus highlighting the variety of pedagogical approaches to improve inference. Similarly, methods such as the cascade method, virtual learning objects (OVA), and the ILVEM method leverage this diversity to achieve positive outcomes (Inga, 2021; Astaiza-Samboní & López-Molina, 2024; Díaz et al., 2024).

Nevertheless, challenges persist, especially in applying inferential skills to humanities and literary texts (Ruiz & Moreno-Gudiño, 2024; Paricahua-Peralta et al., 2023; Duche et al., 2022; Anggia & Habók, 2023; Cabrera-Pommiez et al., 2021; Jiménez et al., 2024). These issues are often attributed to an excessive focus on literal comprehension and deficiencies in attention and inferential capacity. It is interesting to note that reading in print format facilitates better inferential comprehension compared to reading on screens (Aziz et al., 2024), suggesting important differences in the medium's impact. Additionally, beliefs about reading, along with epistemological beliefs and cognitive dispositions such as open-mindedness, significantly influence inferential ability (Ghaith, 2021; Vilca-Rodríguez & Torres-Orihuela, 2023; Mayoral-Gutiérrez & Peredo-Merlo, 2021; Tarchi & Villalón, 2021). Furthermore, efficient inferential processing requires the formulation of bridging inferences and the activation of cognitive mechanisms such as articulatory rehearsal (Wang et al., 2021), delving into the cognitive processes involved. Ultimately, strong inferential skills show a close relationship with academic writing, and studies suggest that developing writing strategies can reinforce reading comprehension (Rojas et al., 2024; San Martín & Troncoso, 2024; Castells et al., 2022), thus evidencing a bidirectional link between inference and writing mastery.

In contrast, while numerous studies report deficiencies in higher-order critical skills, some indicate that students tend to overestimate their basic comprehension, revealing difficulties in synthesis and evaluation, which points to a considerable disconnect between confidence and competence (Le et al., 2024; Saidalvi et al., 2022). Likewise, other research identifies broader issues related to critical reading and comprehension of implicit information, indicating a widespread pattern of difficulty across various contexts (Amavizca & Álvarez-Flores, 2022; Montes et al., 2021; Castaño-Roldán & Correa, 2021; Javorčíková et al., 2021). While strategies such as integrating literacy practices, using multimedia resources, and specific linguistic instruction are often recommended (Wichanee & Thongrin, 2024; Nikitina et al., 2024; Dudina, 2024; Vongkulluksn et al., 2023), the debate regarding the relative importance of structured scaffolding versus autonomous practice continues. Similarly, while technological tools enjoy broad support for improving contextual comprehension and visual analysis (Al Roomy, 2022; Meng-Jung et al., 2022; Nuñez & Ramírez, 2022), there are divergent views regarding their effectiveness and proper use. In summary, these findings reflect both a consensus around certain strategies and tensions regarding the emphasis and most suitable methods to foster the effective development of critical reading skills (García-Sánchez & García-Martín, 2021).

Conclusions

Literal comprehension continues to predominate among university students. Despite the implementation of various pedagogical strategies, most tend to focus on the explicit decoding of text, influenced by factors such as learning styles and motivation. Although both traditional texts and digital highlighting tools are useful, greater

emphasis is needed on developing more complex comprehension skills. It is noteworthy that the scope of this study was limited to specific contexts, which may restrict the generalization of the results. Therefore, future research should explore these strategies in more diverse populations and over extended periods to better understand how to foster deeper and more lasting literal comprehension.

Regarding inferential comprehension, significant improvement is observed thanks to innovative strategies such as using multimodal texts and peer tutoring. However, students still face considerable difficulties, particularly when working with literary texts, challenges associated with complex cognitive and attentional processes. Promoting positive beliefs about reading may contribute to enhancing these inferential skills. Considering the limitations of the present study, further investigation is necessary to validate specific interventions that strengthen inference, ideally evaluating their long-term effects in various educational and cultural contexts.

Finally, critical reading remains the most challenging level, especially concerning the evaluation and synthesis of information. Although multimedia tools and explicit instruction facilitate progress, students tend to overestimate their abilities, highlighting the urgency of implementing more precise and in-depth strategies. Additionally, fostering active participation and a balance between reasoning and data analysis is related to improvements in critical skills. However, it is essential to continue researching with larger samples and innovative methodologies aimed at developing approaches that promote more active and reflective critical reading practices in diverse contexts.

References

Akbarı, J., Heıdarı Tabrızı, H., & Chalak, A. (2021). Effectiveness of virtual vs. non-virtual teaching in improving reading comprehension of Iranian undergraduate EFL students. *Turkish Online Journal of Distance Education, 22*(2), 272-283. https://doi.org/10.17718/tojde.907585

Al Roomy, M. (2022). Investigating the effects of critical reading skills on students' reading comprehension. *Arab World English Journal, 13*(1), 366–381. https://doi.org/10.24093/awej/vol13no1.24

Al-Seghayer, K. (2024). Comparative efficacy of digital and nondigital texts on reading comprehension and EFL learners' perceptions of their merits. *Language Learning & Technology, 28*(1), 1–31. https://hdl.handle.net/10125/73589

Alarcón La Rosa, C. (2024). Hábitos de estudio y la comprensión de textos en universitarios: Análisis bibliométrico. *PsiqueMag, 13*(1), 31–41. https://doi.org/10.18050/psiquemag.v13i1.2788

Alshehri, M., & Zhang, D. (2022). Word-to-text integration components in second language (L2) reading comprehension. *Frontiers in Education, 7*, 1–13. https://doi.org/10.3389/feduc.2022.926663

Amavizca, S., & Alvarez-Flores, E. (2022). Comprensión lectora en universitarios: comparativo por áreas de conocimiento. *Revista Electrónica de Investigación Educativa, 24*, 1–13. https://doi.org/10.24320/redie.2022.24.e20.3986

Amin, I., & Bakhsh, A. (2021). A case study on reading habits of university students. *Journal of Social Sciences Advancement, 2*(2), 70–73. https://doi.org/10.52223/JSSA21-020202-16

Andrade, L., & Utria, L. (2021). Niveles de comprensión lectora en estudiantes universitarios. *Palobra, 21*(1), 80–95. https://doi.org/10.32997/2346-2884-vol.21-num.1-2021-3488

Anggia, H., & Habók, A. (2023). Textual complexity adjustments to the English reading comprehension test for undergraduate EFL students. *Heliyon, 9*(1), 1–12. https://doi.org/10.1016/j.heliyon.2023.e12891

Armijos, A., Paucar, C., & Quintero, J. (2023). Estrategias para la comprensión lectora: una revisión de estudios en Latinoamérica. *Revista Andina de Educación, 6*(2), 1–6. https://doi.org/10.32719/26312816.2022.6.2.6

Astaiza-Samboní, M., & López-Molina, M. (2024). El OVA como estrategia para mejorar la comprensión lectora en estudiantes de francés. *Entramado, 20*(2), 1–14. https://doi.org/10.18041/1900-3803/entramado.2.10922

Aziz, M., Hassan, A., & Aljamili, O. (2024). The effect of paper reading versus screen reading on the inferential reading performance among university ESL learners. *Journal Arbitrer, 11*(1), 85–95. https://doi.org/10.25077/ar.11.1.85-95.2024

Cabrera-Pommiez, M., Lara-Inostroza, F., & Puga-Larraín, J. (2021). Evaluación de la lectura académica en estudiantes que ingresan a la educación superior. *Ocnos, 20*(3), 1–18. https://doi.org/10.18239/ocnos_2021.20.3.2614

Castaño-Roldán, J., & Correa, D. (2021). Critical reading with undergraduate EFL students in Colombia: Gains and challenges. *Profile: Issues in Teachers' Professional Development, 23*(2), 35–50. https://doi.org/10.15446/profile.v23n2.89034

Castells, N., Minguela, M., & Nadal, E. (2022). Writing a synthesis versus reading: strategies involved and impact on comprehension. *Reading and Writing, 36*, 849–880. https://doi.org/10.1007/s11145-022-10341-y

De la Peña, C., & Luque-Rojas, M. (2021). Levels of reading comprehension in higher education: Systematic review and meta-analysis. *Frontiers in Psychology, 12*, 1–11. https://doi.org/10.3389/fpsyg.2021.712901

Del Puerto, L. (2023). Importancia de la promoción de la lectura en el nivel universitario. *Revista Científica de la UCSA, 10*(1), 115–119. https://doi.org/10.18004/ucsa/2409-8752/2023.010.01.115

Díaz, E., Villavicencio, A., Calvanapón, F., & Jiménez, V. (2024). LVEM method in reading speed and comprehension in university students. *Actas de la Multiconferencia Internacional LACCEI sobre Ingeniería, Educación y Tecnología*, 1–10. http://dx.doi.org/10.18687/LACCEI2024.1.1.1665

Duc, T., & Lan, N. (2023). Reading comprehension difficulties among English majored sophomores at a university in Vietnam. *International Journal of Scientific Research in Science and Technology, 10*(2), 890–905. https://doi.org/10.32628/IJSRST523102149

Duche, A., Montesinos, M., Rivas, A., & Siza, C. (2022). Comprensión lectora inferencial en estudiantes universitarios. *Revista de Ciencias Sociales, 28*(6), 181–198. https://doi.org/10.31876/rcs.v28i.38831

Dudina, O. (2024). Fostering critical reading and research skills in medical students through English for Careers classes. *Revista Romaneasca Pentru Educatie Multidimensionala, 16*(1), 172–183. https://doi.org/10.18662/rrem/16.1/817

Fathima Nashath, M., & Ahamed Akram, A. (2023). Effect of gender differences in reading habits of university students in Sri Lanka. *American Journal of Education and Information Technology, 7*(2), 71–78. https://doi.org/10.11648/j.ajeit.20230702.13

García-Sánchez, J., & García-Martín, J. (2021). Cognitive strategies and textual genres in the teaching and evaluation of advanced reading comprehension (ARC). *Frontiers in Psychology, 12*, 1–17. https://doi.org/10.3389/fpsyg.2021.723281

Gebremeskel, T., Bachore, M., & Bushisho, E. (2024). The effects of multiple intelligence based reading tasks on EFL students reading skills achievements: The case of university students in Ethiopia. *Heliyon, 10*(13), 1–14. https://doi.org/10.1016/j.heliyon.2024.e33591

Ghaith, G. (2021). A study of the implicit reading beliefs of a cohort of college EFL readers and their responses to narrative text. *Reading Psychology, 42*(4), 435–453. https://doi.org/10.1080/02702711.2021.1913461

Guerra-García, J., Guevara-Benítez, Y., & Pérez-González, D. (2022). Enseñanza de estrategias para el fomento de la comprensión lectora en universitarios. *Revista Educación, 31*(61), 95–115. https://doi.org/10.18800/educacion.202202.005

Herrada, G., Rodríguez-Conde, M., & Herrada, R. (2023). Estudio de las habilidades de lectoescritura de los estudiantes universitarios mediante tareas de síntesis. *RLA. Revista de Lingüística Teórica y Aplicada, 61*(1), 143–168. https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-48832023000100143&lang=es

Inga, D. (2021). El método de cascada en la comprensión de textos académicos en estudiantes universitarios. *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 11*(22). https://doi.org/10.23913/ride.v11i22.905

Javorčíková, J., Badinská, M., Ližbetinová, L., & Brett, D. (2021). The need for integration of reading, critical thinking and academic reading skills: a quantitative analysis of Slovak undergraduates' reading performance. *Journal of Language and Cultural Education, 9*(1), 12–29. https://doi.org/10.2478/jolace-2021-0002

Jiménez, E., Vicente-Yagüe, M., Gutiérrez-Fresneda, R., & Cuadros, R. (2024). Self-assessment in reading competence: Memory, attention, and inference. *Education Sciences, 14*(6), 1–22. https://doi.org/10.3390/educsci14060562

Le, H., Nguyen, T., Le, D., Nguyen, P., & Nguyen, T. (2024). Unveiling critical reading strategies and challenges: A mixed-methods study among English major students in a Vietnamese higher education institution. *Revista Cogent Education, 11*(1), 1–19. https://doi.org/10.1080/2331186X.2024.2326732

Lin, L., Lam, W.-I., & Tse, S. (2021). Motivational strategies, language learning strategies, and literal and inferential comprehension in second language Chinese reading: A structural equation modeling study. *Frontiers in Psychology, 12*, 1–13. https://doi.org/10.3389/fpsyg.2021.707538

Maldonado, F., Ulloa, V., Príncipe, B., & Trujillo, B. (2023). Comprensión lectora de textos argumentativos: Una revisión sistemática desde el nivel básico hasta el universitario. *Revista de Humanidades y Ciencias Sociales (ReHuSo), 8*(1), 132–145. https://doi.org/10.33936/rehuso.v8i1.4980

Mamani-Quispe, C., Valero-Ancco, V., & Condori-Lazarte, Y. (2024). Meta-comprehension and reading comprehension in future teachers: Implications for educational quality in the context of the SDG. *Journal of Lifestyle and SDGs Review, 5*(1), 1–22. https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe02710

Mason, L., Ronconi, A., Carretti, B., Nardin, S., & Tarchi, C. (2024). Highlighting and highlighted information in text comprehension and learning from digital reading. *Journal of Computer Assisted Learning*, 2, 637–653. https://doi.org/10.1111/jcal.12903

Mayoral-Gutiérrez, L.-A., & Peredo-Merlo, M.-A. (2021). Las creencias epistemológicas y la competencia lectora: Inferencias identificadas en la lectura de múltiples textos. *Revista Iberoamericana de Educación Superior, 12*(35), 112–131. https://doi.org/10.22201/iisue.20072872e.2021.35.1085

Meng-Jung, T., An-Hsuan, W., Ivar, B., & Ching-Yeh, W. (2022). What do critical reading strategies look like? Eye-tracking and lag sequential analysis reveal attention to data and reasoning when reading conflicting information. *Computers & Education, 187*, Artículo 104544. https://doi.org/10.1016/j.compedu.2022.104544

Montes de Oca, R., Díaz, Y., Rodríguez, Y., Moreno, J., Gamayo, J., & Pérez, I. (2022). Manual didáctico para desarrollar la comprensión lectora a través de la educación a distancia. *EduMeCentro, 14*. http://scielo.sld.cu/scielo.php?script=sci_abstract&pid=S2077-28742022000100073&lng=es

Montes, S., Santos, O., & Damian, E. (2021). Reading comprehension and critical thinking in students of the faculty of industrial engineering and systems, UNAC. *Revista Conrado, 17*(2), 249–260. https://www.webofscience.com/wos/woscc/full-record/WOS:000704915900031

Naz, A., Iqbal, J., Khan, Z., & Shakeel, S. (2022). Factors affecting reading habits of undergraduate students at university level. *Journal of Positive School Psychology, 6*(9), 1928–1938. https://journalppw.com/index.php/jpsp/article/view/12548

Nikitina, A., Karlova, N., Kravchenko, M., Lapko, O., Barylova, H., & Kotienieva, J. (2024). The role of multimedia resources in the development of critical comprehension of texts in teaching of language and literature in higher education institutions. *Forum for Linguistic Studies, 6*(4), 71–81. https://doi.org/10.30564/fls.v6i4.6668

Nishihara, T. (2022). EFL learners' reading traits for lexically easy short poetry. *Cogent Education, 9*(1), 1–21. https://doi.org/10.1080/2331186X.2022.2150010

Nuñez, M., & Ramírez, M. (2022). La lectura de universitarios mediante las tecnologías de información y comunicación y las competencias demandadas. *Zincografía, 6*(12), 233–252. https://doi.org/10.32870/zcr.v6i12.180

OCDE. (2022). Resultados PISA 2022 (Volumen I y II) - Notas de País: Perú. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/peru_3e71791c-en.html

Paje, M., McKenzie, J., Bossuyt, P., & et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews, 10*(89). https://doi.org/10.1186/s13643-021-01626-4

Panklam, A., & Kaowiwattanakul, S. (2024). From globalization to localization: Promoting EFL students' reading comprehension using GFOS model based on collaborative learning approach. *Theory and Practice in Language Studies, 14*(9), 2791–2801. https://doi.org/10.17507/tpls.1409.15

Paricahua-Peralta, J., Estrada-Araoz, E., Cabrera-Cuentas, R., Velasquez-Giersch, L., Herrera-Osorio, A., Isuiza-Perez, D., … Mora-Estrada, O. (2023). Explorando las limitaciones visuales, auditivas y de aprendizaje en estudiantes universitarios. *Journal of Law and Sustainable Development, 11*(7), 1–23. https://doi.org/10.55908/sdgs.v11i7.1292

Peña, K., Ponce, A., Montecinos, D., Torres, D., Catalán, P., & Villagra, C. (2021). Comprensión de textos escritos a través del trabajo colaborativo en la educación básica. *Revista de Estudios y Experiencias en Educación, 20*(43), 455–475. https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-51622021000200455

Rahmasari, B., Munir, A., & Adi Nugroho, H. (2024). The role of peer tutoring integrated with KWL charts in the development of students' inferential skills. *Cogent Education, 11*(1), 1–14. https://doi.org/10.1080/2331186X.2024.2335810

Rojas, M., Silva, G., & Romero, S. (2024). Relación del lenguaje académico y la comprensión lectora con la escritura académica en educación superior en pandemia. *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 14*(28). https://doi.org/10.23913/ride.v14i28.1813

Ruiz, D., & Moreno-Gudiño, P. (2024). Estudio sobre comprensión lectora en estudiantes universitarios, basado en el test Cloze. *Cuestiones Pedagógicas, 1*(33), 203–226. https://doi.org/10.12795/CP.2024.i33.v1.11

Saidalvi, A., Noorezam, M., Teknologi, U., Johor, M., Campus, G., Johor, M., … Aziz, A. (2022). Self-perceptions and actual performance of critical reading skills among Malaysian engineering students. *Res Militaris, 12*(2), 542–552. https://www.researchgate.net/publication/376199791_Self-

Perceptions_and_Actual_Performance_of_Critical_Reading_Skills_Among_Malaysian_Engineering_Students
San Martín, N., & Troncoso, C. (2024). Desarrollo lector y nivel apreciativo en la formación universitaria: bienestar, motivación y rendimiento académico. *Formación Universitaria, 17*(5). http://dx.doi.org/10.4067/s0718-50062024000500151
Sánchez, J., & Silva, E. (2021). Caracterización de la comprensión lectora en estudiantes universitarios de nuevo ingreso. *Revista Dilemas Contemporáneos: Educación, Política y Valores, 8*, 1–18. https://doi.org/10.46377/dilemas.v8i.2756
Sánchez-Domínguez, J., Telumbre, J., Pozo, M., & González, S. (2023). Comprensión lectora, estilos de aprendizaje y rendimiento académico en universitarios. *Quaderns de Psicologia, 25*(3), 1–18. https://doi.org/10.5565/rev/qpsicologia.1878
Silarayan, L., De la Cruz, R., Bravo, D., & Caballero, B. (2022). El uso de Facebook como herramienta pedagógica para mejorar la comprensión lectora en educación superior. *Mendive. Revista de Educación, 20*(3), 892–905. https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3035
Suwanaroa, S. (2021). Factors and problems affecting reading comprehension of undergraduate students. *International Journal of Linguistics, Literature and Translation, 4*(12), 15–29. https://doi.org/10.32996/ijllt.2021.4.12.3
Tarchi, C., & Villalón, R. (2021). The influence of thinking dispositions on integration and recall of multiple texts. *The British Journal of Educational Psychology, 91*(4), 1498–1516. https://doi.org/10.1111/bjep.12432
Torres-Orihuela, G., Cuba-Raime, C., & Julio, C. (2024). Influencia del modo semiótico en la comprensión inferencial de lectura multimodal en estudiantes universitarios. *Acta Scientiarum. Language and Culture, 46*, 1–11. https://www.researchgate.net/publication/381199248_Influencia_del_modo_semiotico_en_la_comprension_inferencial_de_lectura_multimodal_en_estudiantes_universitarios
UNESCO. (2020). La UNESCO alerta sobre la necesidad de mayor presencia de conceptos como el conocimiento del mundo, el cambio climático y la equidad de género en los currículos de América Latina y el Caribe. https://www.unesco.org/es/articles/la-unesco-alerta-sobre-la-necesidad-de-mayor-presencia-de-conceptos-como-el-conocimiento-del-mundo
Vilca-Rodríguez, M., & Torres-Orihuela, G. (2023). Teorías implícitas sobre la lectura en ingresantes universitarios con bajo rendimiento en comprensión de textos: Estudio de casos. *Boletín de la Academia Peruana de la Lengua, (73)*, 89–119. https://doi.org/10.46744/bapl.202301.004
Vongkulluksn, V., Nishiyama, C., Ceja, M., & Nussbaum, M. (2023). Critical Reading of Informational Texts (CRIT) Scaffold: Evaluating the efficacy of an instructional scaffold for reading multiple scientific texts. *Contemporary Educational Psychology, 75*, Artículo 102229. https://doi.org/10.1016/j.cedpsych.2023.102229
Wang, W., Fan, L., Wang, Z., Liu, X., & Zhang, S. (2021). Effects of phonological loop on inferential processing during Chinese text reading: Evidence from a dual-task paradigm. *PsyCh Journal, 10*(4), 521–533. https://doi.org/10.1002/pchj.451
Wichanee, T., & Thongrin, S. (2024). Critical consciousness development through teaching English reading: A context of EFL students in Thailand's Northeastern area. *LEARN Journal: Language Education and Acquisition Research Network, 17*(1), 440–466. https://so04.tci-thaijo.org/index.php/LEARN/article/view/270408
Yon, A. E., Halimah, & Nuraida, I. (2024). The effectiveness of collaborative strategic reading (CSR) in improving students' reading comprehension. *Journal of Language Teaching and Research, 15*(4), 1292–1302. https://doi.org/10.17507/jltr.1504.27
Zapata-Vega, S., Tejada, M., Samaniego, J., Peñafiel, M., & Guerrero-Zambrano, E. (2023). Desarrollo de una plataforma digital para la lectura autónoma del idioma inglés mediante la técnica de comprensión literal. *Revista de la Universidad del Zulia, 14*(41), 555–566. https://produccioncientificaluz.org/index.php/rluz/article/view/40843/46753