The Comprehension of Expository Texts In Students: A Systematic Review Study Between 2017-2022

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Abstracts: The present study aims to systematize the scientific literature regarding the comprehension of expository texts in students. The study used the PRISMA method to identify studies in the Scopus, Web of Science (WoS), EBSCO, Scielo and ERIC databases in the period 2017-2022. A total of 1421 records were identified, which went through inclusion and exclusion criteria, where finally 14 included studies remained. These studies sought to answer the research question: What are the most used strategies for the compression of expository texts in students? The data collected based on the systematization of the studies was structured into 2 matrices based on the authors, countries according to the corresponding author, keywords, dimensions, instruments used, approaches, application strategies and the conclusions of the studies in order to find possible methodological or conclusion similarities, verifying strengths or weaknesses that have been presented by studies on the comprehension of expository texts in students. The results analyzed show that Argentina is the country with the highest frequency of publications regarding correspondence between authors. Similarly, among the keywords that stand out we have expository text, reading comprehension, oral comprehension, learning strategies, self-regulation, reading strategies, writing strategies. According to the content studied, it is concluded that, among the most frequent strategies for the compression of expository texts, is the use of paraphrasing, literalness, macro-rules, the memorization technique, paper or digital notes, organizers graphics and digital strategies. In addition, comprehension difficulties were found in the studies due to the complex structure of the expository texts. On the other hand, a strong relationship was identified between self-regulation and comprehension of expository texts, the greater the regulation of student learning, the greater the general comprehension of expository texts.

Keywords: Comprehension, Students, Expository Texts, Comprehension Strategies, Systematic Review.

1. INTRODUCTION

One of the most pressing educational problems over time and one that most concerns teachers at any level is that of text comprehension [1]. During the last decade, both teachers and specialists have proposed to find, from a critical perspective, new teaching strategies to improve the processes involved in comprehension and to incorporate them into the theoretical framework used to teach them [2].

But this ability is not only the competence of the teacher, for its effectiveness it requires certain skills of the learners at the level of syntax, semantics and discourse structures [3]. In addition, the goal or task that the reader has in mind plays an important role in processing and learning the information [4]. We emphasize that these purposes, not only formed based on the reader's personal interests and intentions, can be induced by given instructions [5].

Thus, it becomes an interactive process in which the reader constructs a mental representation of the meaning of the text using cognitive strategies and mental operations that identify the macro [6], super and microstructure of the text to locate and establish relationships between ideas [7]. In this walk identify the levels of comprehension are also substantial to understand the relevance of the text [6].

There is no doubt that comprehension and reading help because they are skills that allow the learner to construct new knowledge and actively intervene in society [1], [8]. The latter is a meaningful and coherent construction process that involves the mental representation of codified information. In this phase, skilled readers with reading skills are discovered [9], [10], who with the help of previous knowledge construct productive and accurate models [11], [9].

Students acquire knowledge through a plurality of sources; the text, undoubtedly, is one of the physical or digital resources that in addition to facilitating the teaching-learning process arouses their attention [12]; but it is also one of the means to acquire content in a variety of subjects [1]; thus, in both science and social studies classes, reading comprehension, especially the comprehension of expository texts and the competence to extract specific information and to deepen and evaluate the validity of the content, are important prerequisites for academic success [13], [14].

Expository texts aim to facilitate and guide the readers' study process [7]. However, this textual genre is characterized by the use of abstract concepts [15]; unfamiliar or technical terms on a large scale, causal and sequential textual schemes and inferences that the reader must abstract from the text in question [16]; that is, they are usually written in academic language with complex ideas that differ from those used in everyday social situations [17], [18].

The reader's actions, therefore, in this process, are expressed with certain cognitive skills such as retaining information in memory, maintaining attention during reading, and formulating relationships of abstract concepts [19]. To this series it is suggested to add the use of the metacognitive reading strategy to promote the use of planning, monitoring [20], evaluation and strategic activities that readers voluntarily engage in to acquire, organize, or transform textual information, as well as to reflect and guide their own comprehension [21].

But with what activity does this comprehension process end? The summary as a final methodology is the answer to this question because it reflects the essential content of the text [5]. To evaluate their quality, it has been proposed to take into account some criteria with emphasis on identifying the main ideas strengthened by secondary ideas expressed by paraphrasing and certain parameters such as cohesion and coherence [5].

Even with a range of methods, strategies and guidelines related to the topic there are unanticipated gaps; therefore, despite their frequency and scope, comprehension problems are related to students and may be caused, for example, by their inability to make inferences between sentences, not knowing how to recognize central ideas, not using useful reading strategies [15]. Other comprehension barriers can be attributed to the nature of the text and its poor organization or structure, making them less familiar and predictable [11], [22]. It is worth mentioning, that lack of sensitivity to structural information in texts is another factor leading to comprehension difficulties [20].

In this regard, several studies reveal how the teaching of comprehension of expository texts was strengthened with the variable use of reading comprehension strategies [23], with the use of discourse signaling systems and that prior knowledge of their structure and organization is another great advantage for students to learn [20], [24].

However, in addition to these, other scenarios are not at all encouraging and are an alarm if the best results are sought, for example, how the inadequate knowledge of academic language that characterizes expository texts can affect the semantics of the text [25]. Similarly, the importance of knowing the individual differences in cognitive skills plays a crucial role for readers to process and understand the text [5].

Therefore, the interest arises to elaborate a systematic review of the literature in different databases in order to answer the research question: What are the most used strategies for the comprehension of expository texts in students? The objective of the research: to identify and systematize existing studies in the Scopus, Web of Science (WoS), EBSCO, Scielo and Eric databases on the comprehension of expository texts in students during the period 2017-2022; to identify and organize the literature found in the mentioned interval; to collect the data collected on the place/country of correspondence of the authors of the included studies; also, to identify and organize the keywords, dimensions, instruments, focus of the study and the result of the research.

2. METHODOLOGY

The systematic literature review can be defined as a critical and replicable summary of the results of scientific studies that are housed in different databases and are related to the same topic of study. This is for the benefit of studying possible strengths, weaknesses, similarities, etc. of the studies in order to have a better scope of the data and to be able to answer the research questions [26], [27].

PRISMA 2020 stands out as a guide for conducting and publishing systematic review and meta-analysis studies in an organized and correctly structured manner. During the last few years, important research results have been achieved, and for this reason, the PRISMA 2020 method is used for the execution of the present study [28], [29], [30].

Articles were extracted from different databases, such as: Scopus, Web of Science (WoS), EBSCO, Scielo and Eric. These databases of recognized academic level and international prestige were selected for the convenience of the authors because they are related to educational research topics. Likewise, we chose to use Spanish and English as the basis for the identification of studies with the combination of keyword searches shown in Table I, resulting in a wide variety of studies in the different databases (Table 2).

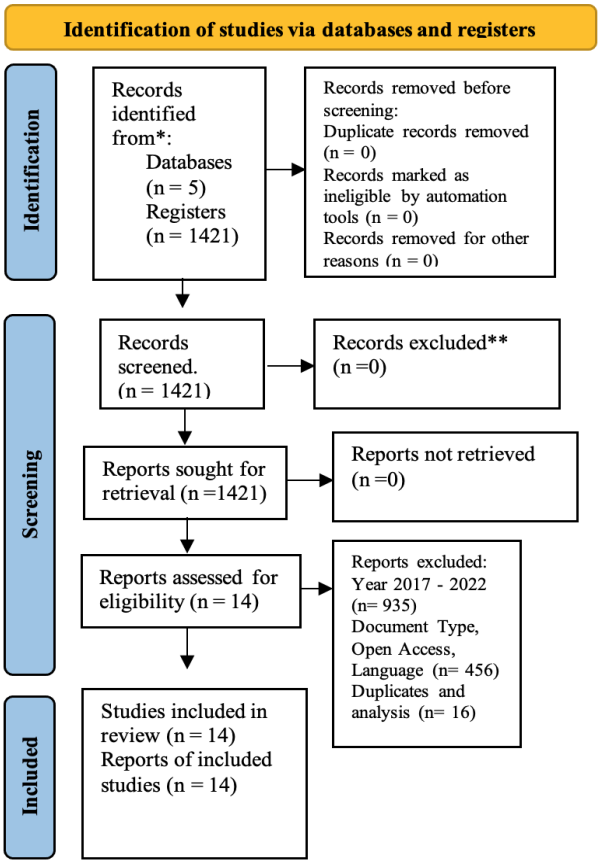

Figure 1. PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only.

With the support of the Boolean descriptor "AND", 1421 studies were registered, which passed inclusion and exclusion filters, leaving 14 articles as shown in Figure 1.

Table 1. Keywords, search string

Key words	Search string
Expository texts	"Expository texts" AND "reading comprehension".
Reading comprehension	"Expository text" AND "Reading comprehension".

Table 2. Identification of detailed scientific material

Database	Search equation	Total	Time interval (2017 - 2022)	Open Access, articles, language	Analysis and filtering of duplicate items
Scopus	"Textos expositivos" AND "comprensión lectora"	1	0	0	0
	"Expository text" AND "Reading comprehension"	288	128	4	2
Web of Science	"Textos expositivos" AND "comprensión lectora"	1	1	1	1
	“Expository text" AND "Reading comprehension”	196	109	3	3
Ebsco	"Textos expositivos" AND "comprensión lectora"	47	21	7	3
	“Expository text" AND "Reading comprehension”	239	108	4	0
Scielo	"Textos expositivos" AND "comprensión lectora"	8	8	8	5
	“Expository text" AND "Reading comprehension”	8	5	3	0
Eric	"Textos expositivos" AND "comprensión lectora"	0	0	0	0
	“Expository text" AND "Reading comprehension”	632	106	0	0
	Total	1421	486	30	14

For the information selection process, inclusion and exclusion criteria were taken into account for the studies, as follows: (a) articles on comprehension of expository texts; (b) full-text PDF files; (c) time period 2017 to 2022; (d) scientific publications in Spanish language; (e) studies of type: article, excluding theses, conference papers, reviews and books.

The systematization of the included studies is presented in Tables 3 and 4, which are of a content nature and emphasize showing the authors and years of publication; titles of the articles; countries of the corresponding authors; keywords; dimensions of the studies; instruments used during the investigations; study approach; strategies and conclusions.

3. RESULTS

During the results phase, the scientific content tables of the 14 studies included in the systematic review on teaching expository text comprehension during 2017 to 2022 are presented.

Table 3. Evidence collected on the comprehension of expository texts: author/year, country of publication, key words and dimensions

N°	Author/ year	Title	Country	Key words	Dimensions
1	(Disla et al., 2019) [31]	Written comprehension in first and fourth year philosophy students.	Dominican Republic	Expository text, modes of organization, reading comprehension, summarizing, macro-rules, writing strategies.	Student skills, writing strategies, research, strategies for summarizing expository texts, modes of organization.
2	(Gutiérrez, 2022) [32]	Influence of cognitive reading strategies on the improvement of comprehension skills in primary school students.	Spain	Lectura, macro rules, comprensión lectora, proceso lector, estrategias cognitivas de la lectura.	Cognitive operations, active motivation of the reader, extraction of relevant information, positive ability to understand expository texts.
3	(Bustamante et al., 2019) [33]	Reading comprehension strengthened by expository texts	Colombia	Reading comprehension, expository texts, didactic sequences, fifth grade.	Improved reading comprehension, reading practices, teaching processes, active learning.
4	(Martínez et al., 2019) [21]	Text comprehension in e-Learning: support strategies and working memory.	Argentina	Reading comprehension, e-learning, reading strategies, short-term memory, expository comprehension.	Support strategies, comprehension of expository texts, active strategies.
5	(Ferroni y Jaichenco, 2022) [34]	Oral and written comprehension: effects of textual structure.	Argentina	Reading comprehension, oral comprehension, narrative texts, expository texts, and children.	Acquisition of new knowledge, comprehension of narrative texts, incorporation of new knowledge.
6	(Cabrera y Caruman., 2020) [35]	Reading skills of young people at the end of high school: what is predicted for their reading in university contexts?	Chile	Reading comprehension, reading test, academic reading.	Reading comprehension, reading skills, reading strategies, cognitive skills.
7	(Jiménez y Manzanal., 2018) [36]	Do Students Apply the Learning Strategies They Claim to Apply? Comprehension Control in Expository Texts	Spain	Learning strategies, metacognition, self-report, reading comprehension control, metacomprehension, secondary education.	Learning strategy, reading comprehension control, research interest, school learning, learning goal.
8	(Jaramillo, 2019) [37]	Strategies for integrating situational framing for reading comprehension of digital academic texts.	Colombia	Reading comprehension, situational model, web 2.0, expository-explanatory text.	Comprehension of expository-explanatory texts, hypermedia, strategies to achieve competent readers, use of ICT.
9	(Munayco, 2018) [38]	Influence of graphic organizers on reading comprehension of expository and argumentative texts.	Peru	Reading comprehension, graphic organizers, reading comprehension levels.	Role of a big change, strategy implementation, reading habit, performance assessment, reading level performance.
10	(Flores et al., 2017) [39]	Comprehension of digital and printed texts and self-regulation of learning in university groups of education students.	Chile	Self-regulation, reading comprehension, digital culture..	Comprehension performance, ability, cognitive demand, comprehension strategies, influence of sociocultural level.
11	(Piovano et al., 2018) [40]	Comprehension of academic expository texts in e-book Reader and paper: influence of prior domain knowledge and verbal aptitude.	Argentina	E-book Reader, reading comprehension, expository texts, verbal aptitude, metacognition.	Prior reader proficiency, verbal aptitude, attitudes towards textual supports, competent readers, metacognitive activity, self-assessment.
12	(Mateus et al.,	Prior reader proficiency,	Colombia	Reading	Ability to interpret information,

	2019) [41]	verbal aptitude, attitudes towards textual supports, competent readers, metacognitive activity, self-assessment.		comprehension, cognitive processes, text base, situation model, mental representation.	infer implicit content, recognize structures, discourse strategies.
13	(Doardi, 2017) [42]	Strategies for Summarizing Expository Texts. Two case studies in the framework of discourse theory.	Bolivia	Cognitive strategies, macro-rules, summarizing, discourse theory, ADHD.	Writing techniques, reading comprehension of a summary, cognitive strategies, reconceptualization activity.
14	(Andrés et al., 2017) [43]	Emotional regulation and academic skills: relationship in 9- to 11-year-old children.	Argentina	Emotional regulation, stress tolerance, academic skills, children.	Academic skills, school success, emotional regulation skills, resilience. emotional regulation, resilience.

Table 4. Scientific evidence on inclusive education in higher education students, identifying instrument, approach, strategies, and conclusions

	Instrumento	Enfoque	Estrategias	Conclusiones
1	Summaries Test	Quantitative	130 abstracts created by a group of 26 Philosophy students belonging to a private university in the Dominican Republic are evaluated. These summaries are based on the reading of five expository texts that present different forms of organization. To carry out the evaluation, a rubric is used that is made up of two main categories: the use of macro-rules and the structure of the summary.	The results obtained indicate that first-year students predominated in the use of the paraphrasing strategy to summarize, while fourth-year students tended to use the literal strategy. In addition, it was observed that the sequential and descriptive modes were more difficult to comprehend, while the causality and problem-solution modes were easier. The results indicated low levels of abstraction and difficulties in constructing a summary that presented characteristics different from those of the original text in its surface structure.
2	ACL Test - 5 Assessment of reading processes Reading Awareness Scale (ESCOLA)	Quantitative	To evaluate reading skills, two subtests of the PROLEC-R test were used, the grammatical structures and sentence comprehension tests, which focus on evaluating semantic processes. The questionnaire used is an assessment tool designed to measure metacognitive skills related to reading. They evaluate different aspects, including reading planning, monitoring and evaluation in this population of students.	The results show that practicing macro-rules and formulating questions helps to improve students' reading skills. The results obtained in the different levels of reading comprehension confirm the positive effects of the program, which highlights the importance of mastering reading strategies for text comprehension.
3	Semi-structured interviews Didactic sequences	Qualitative	Semi-structured interviews were conducted with eight fifth grade elementary school teachers in two schools, and a semi-structured interview was conducted with students to understand how they approached expository texts and what strategies they were taught for their comprehension. The main objective of these sequences of activities was for students to understand and recognize the communicative function, characteristics and general structure of expository texts, and for students to identify different types of expository texts, such as news, biographies and didactic scientific texts.	The main objective of this research was to verify how the use of expository texts contributes to the strengthening of reading comprehension in fifth grade students in two public schools in Medellín. The results obtained from interviews with teachers and students, as well as from observation, revealed a shared conception of expository texts. The sequences of activities yielded positive results, since the students were able to identify significant strategies in expository texts that allowed them to understand the information in a logical manner..
4	Moodle v.2.6 Digital Reading Strategies Questionnaire Working Memory	Quantitative	Students completed questionnaires that addressed their comprehension of the texts and the strategies they employed during reading. Questions on the online strategies questionnaire addressed how students approached the task, including options such as reading in the order given and then answering the questions, taking notes on paper, opening a digital notepad or Word and copying the information, or opening all pages to access the information. The WAIS III Number-Letter Ordering subtest was used in a group, face-to-face session; during this test, digits and letters	Different strategies used by university students when solving reading tasks were identified, categorizing them into three groups: reading and memorizing, note-taking and digital strategies. It was observed that those students who only read passively and had a low working memory capacity had significantly lower comprehension compared to those who only read, but had a high working memory capacity. However, this difference was not found in students who used active strategies. In addition, a significant interaction effect was found between

			were sequentially projected on a screen, and participants were required to write on a protocol the digits in increasing order and the letters in alphabetical order.	the strategy used and working memory capacity. Varieties of active strategies were found, the main ones being note taking on paper or digitally.
5	Standardized Tests: Word and pseudoword reading. Vocabulary Non-standardized tests:	Quantitative	To evaluate reading accuracy and speed, the PROLEC R word and pseudoword reading test was used, which was presented to the participants to read aloud. This test consisted of showing the children sheets with illustrations representing different objects; they had to select the illustration that corresponded to the word that the examiner told them in each case. After reading or listening to the expository texts, the children were asked four questions about literal information and four questions about inferential information, responding orally. The texts were balanced so that children who read Text A heard Text B in the oral comprehension condition, and vice versa.	The results showed correlations between oral and written comprehension of the two types of texts evaluated, as well as between oral and written comprehension performance and the children's vocabulary level. When comparing the presentation modalities, a better performance in the comprehension of narrative texts was found in the oral modality compared to the written modality. However, this difference was not observed in expository texts, where children performed poorly in both modalities. The analysis revealed that, in narrative texts, children understood literal information better than inferential information in both oral and reading comprehension.
6	PSU-L Test	Mixed (Quantitative - Qualitative)	The objective of the study is to evaluate the reading skills of students who have completed secondary education and wish to enter higher education, taking into account the importance of the University Selection Test (PSU) as a requirement for university level access. The texts used as a stimulus to evaluate comprehension were analyzed, classifying them mainly in terms of text types (literary/non-literary). The number of texts in each category (total corpus) was also counted to determine which types of texts had a greater and lesser presence in the PSU-L tests.	The analysis of the data revealed that secondary education graduates have a low level of reading comprehension, especially in processing the textual surface to obtain implicit information. This includes difficulties in interpreting the author's perspective in a text, recognizing the internal structure in expository texts, and identifying the thesis in argumentative texts. The results indicate a limited ability of students to respond adequately to questions that require good reading comprehension of the texts mentioned above. It can be affirmed that this deficient level of reading comprehension observed in the students is related to an insufficient knowledge and handling of textual structures.
7	Learning Strategies Questionnaire (LQS) Comprehension Control Assessment (CC)	Quantitative	The four scales (awareness, elaboration, personalization, metacognition) have been evaluated and a more detailed focus has been given to the results related to the metacognition scale in this study. An ad hoc test based on the error detection paradigm in short scientific texts with inconsistencies has been used to assess the reading comprehension control of each participant. Based on the responses to the contradictions present in the texts, the students have been classified into two categories: adequate CC are those who have performed the evaluation correctly, and inadequate CC are those who have had difficulties in the evaluation.	The aim of this study is to examine the correlation between students' statements and their actual performance on a test. The results reveal a significant association, although low, only three scales (emotional control, retrieval and organization of information) are significant in the explanatory model, and also indicate that most of the students in this study do not apply, or at least not satisfactorily, the strategies they declare to use. In light of the results, it is considered necessary to implement in the classroom approaches that promote the construction of knowledge through actions that train students in the adequate activation of learning strategies and that, at the same time, promote motivational aspects and the regulation of knowledge itself, since this combination favors self-regulated learning.
8	Questionnaire Wiki Examples for each subtype of expository-explanatory text.	Qualitative	The questionnaire allowed participants to have several attempts to answer correctly. If they failed to answer all questions correctly on the first attempt, they had the option to repeat the questionnaire. The students carried out a group activity in the Wiki instrument, using the text "The platypus" and applying the three levels of representation to create a questionnaire aimed at fifth graders. The three aforementioned instruments show the connections between digital texts and the physical reader, in combination with the capacity for self-reflection. These elements strengthened the long-term memory of the	The results reveal that there may be difficulties in the proper use of multimedia tools and in the comprehension of hypermedia texts. Adapting to an electronic text is complicated, since the reader cannot annotate, underline or mark ideas in the margins, as would be done with a printed text. Despite this, the results of the three instruments are encouraging and support the continuation of this type of work. Although none of the three instruments achieved more than 80% correct answers, the percentages are positive in terms of measuring the interaction between the situational model and hypermedia.

			participants, as the questionnaire, the wiki and the different types of texts were carried out after the theoretical readings.	
9	Pretest Post-test test	Quantitative	The study consisted of the administration of two reading booklets, a pretest and a posttest. In the pretest, three expository and argumentative texts were presented; graphic organizers were not used. The objective was to evaluate the reading level of students at the Instituto Superior Pedagógico. The posttest had a similar structure to the pretest, but contained pre-established graphic organizers, such as semantic maps, semantic networks and mind maps. The objective was to measure reading levels after the introduction of the graphic organizers.	The pretest results were unsatisfactory for both groups, with a greater concentration in the literal level of comprehension. However, in the posttest, students in the experimental group showed favorable results, highlighting the inferential level with the use of the semantic network, the literal level with the semantic map and the critical level with the mind map. These findings confirm that graphic organizers contribute effectively to improve the reading comprehension of the students of the Instituto Superior Pedagógico. The students in the experimental group, who had a greater concentration in the literal aspect in the pretest, were able to improve later and obtained higher results in the inferential level.
10	Reading comprehension tests Self-regulation of learning learning	Quantitative	Three evaluation instruments were used in the study: a learning self-regulation questionnaire and two comprehension tests, consisting of short-answer questions based on the model of evaluation of comprehension of written texts. The application of the instruments was carried out in two consecutive moments: first the self-regulation questionnaire was administered and then the reading comprehension test was applied in both formats.	It is evident that, contrary to what was initially expected, the participating university students present an adequate level of self-regulation, but have a low reading comprehension in both reading formats, being slightly lower in the digital format. The results indicate that education students, who have had late access to digital culture, obtain a low performance in comprehension, less than 50% in both the printed format (50%) and the digital format (47%). In addition, it is observed that reading comprehension performance decreases as the complexity of the questions increases.
11	Questionnaire on demographic data and reading experience in printed and digital texts. Verbal Aptitude Test (Baires - A) Expository texts Questionnaire on comprehension of expository texts expository texts Self-assessment questionnaire	Quantitative	A questionnaire was administered that included questions on demographic data, career, type of texts read and for what purpose, and reading media used (print, digital), as well as possession of iPad and/or Reader devices, with explanations as to whether or not they owned them. A verbal aptitude test was used, measured through the total correct answers obtained in this test. Four expository texts were used, two on cognitive psychology (memory, language) and two on natural sciences (physics, astronomy). They were also asked about their opinion and experience of using the Reader using closed Likert-type questions.	It can be concluded that there are differences in reading comprehension of expository texts between the printed format and the Reader. The results of this study indicate that people with high verbal aptitude achieved better comprehension at the Text Base level using the Reader, and that the Reader contributed to deeper comprehension of difficult texts. In addition, opinions about the e-book Reader changed after the experience, although self-assessment judgments showed that the print format was still preferred.
12	Text for reading Writing assignment Analysis matrix	Mixed (Quantitative - Qualitative)	For the test, two different expository texts were chosen. During the reading stage, students were instructed to read the text carefully, make sure they understood it completely, and have the option to reread it if they wished. The goal of the writing task was for participants to reproduce the text read as accurately as possible. After finishing the reading, they were given a sheet of paper with instructions for this task. A matrix for recording and categorizing the propositions that make up the students' texts was prepared and validated.	The main result of this study indicates that students' mental representation contains more information from the text base when the text is more complex. On the other hand, in less complex texts, information related to the situation model and, in particular, to associative inferences predominates. In relation to the text complexity variable, it is observed that a text with a less frequent lexicon causes the activation of a greater number of propositions coming from the text base. Moreover, these propositions tend to be more

				literal than modified compared to less complex texts.
13	DMS Checklist - V Questionnaire	Mixed (Quantitative - Qualitative)	The sample used in the study included a subgroup of people diagnosed with ADHD, which was selected using the DSM-V checklist. A simple random selection method was applied to select 31 students from the sample, including 11 individuals with ADHD. Participants were informed that there were no right or wrong answers, they could not ask questions during the test, then they had to complete a summary. They were then asked to take a second test. In experiment 2, a questionnaire designed by a person familiar with the methodology used in the PISA reading proficiency assessment was administered.	The first study indicates that the institution needs to establish standards for teaching the summarization technique, focusing on macro rules other than deletion. The second study suggests avoiding the practice of providing teacher-made summaries. However, it is important to note that these studies have limitations, as they did not consider the benefits of student-elaborated summaries. Teacher-elaborated summaries according to macro-rules and provided to facilitate reading comprehension are detrimental to comprehension, possibly because simplification contributes to activating interpretation schemes that overlap with the actual text.
14	BIRD (behavioral indicator of resilience to distress) Test of Reading for Understanding TLC Wide Range Achievement Test WRAT-3 Social Status Indicator	Quantitative	The behavioral index of resilience to distress (BIRD) was used as a measure. This task consists of quantifying the time in which a participant persists in an activity that becomes progressively more difficult. The screening tests of the Test read to understand (TLC) were used, consisting of two tests: one for 9 and 10 year olds and a more difficult one for 11 and 12 year olds. Each test includes a narrative and an expository text, followed by ten questions with four answer options, from which the student must select the correct one (only one option). This subtest evaluates basic skills such as counting, reading numerical symbols, solving oral problems and performance in written calculations.	The results indicated that stress tolerance was a significant predictor of reading comprehension of expository texts and mathematical calculation, but not of reading comprehension of narrative texts. It is important to keep in mind the limitations of this study, such as the partial fulfillment of the assumptions of the linear regression models and the small sample size, which limits the generalizability of the results. It is hoped that these results will contribute to a greater understanding of the role of emotional regulation in academic learning and provide information for the design and implementation of programs to promote social-emotional skills.

With respect to the production of countries by author of correspondence and Spanish-speaking countries, it was observed that Argentina leads in the case of articles consulted with (n = 4) publications. Colombia published 3 studies, Chile and Spain published 2 articles each. Finally, Peru, Bolivia and the Dominican Republic published at least once, suggesting that the topic is of great interest in Latin America.

Likewise, among the key words identified, we have: expository text, reading comprehension, oral comprehension, learning strategies, self-regulation, reading strategies, writing strategies, etc. Among the most important dimensions are: writing strategies, reading comprehension, reading skills, structure recognition, comprehension strategies and self-evaluation.

CONCLUSION AND DISCUSSION

The aim of this study was to systematize the literature on comprehension of expository texts in students, considering the methodological strategies, instruments and conclusions of the studies consulted to answer the research question. For this reason, it has been identified that several strategies are commonly employed to improve comprehension of expository texts. These strategies include paraphrasing, literal interpretation, the use of macro-rules, memorization, note-taking on paper or digital, the use of graphic organizers and the use of digital tools, these coincide with the research of (Disla et al., 2019; Doardi, 2017) [31], [42], who analyzed that the use of certain support strategies are employed spontaneously by stude.

Comprehension skills were improved through the implementation of various strategies, such as the use of macro-rules, expository texts, graphic organizers, and the use of the Reader tool. These findings support the results found by Gutiérrez (2022) [32], who points out that practicing macro-rules and formulating questions helps to improve students' reading skills. These statements coincide with the research of (Bustamante et al., 2019; Munayco, 2018; Piovano et al.,2018) [33], [38], [40], who highlight the importance of using expository texts and

graphic organizers to strengthen reading comprehension in students. These strategies have proven to be effective and useful to improve reading, providing positive benefits to students.

However, there is a specific group of students in which reading comprehension performance does not exceed 45%, which is considered very low given their level of studies achieved, according to research conducted by Flores et al. (2017) [39]. This position coincides with the findings of Disla et al. (2019) [31], who mention that students encounter difficulties with organizational strategies related to writing, showing low levels of abstraction and difficulty in constructing summaries. In line, Martinez et al. (2019) [21] also support these claims by finding a significant interaction effect between the strategy used and working memory, where those students with high working memory performed better compared to those with low working memory.

It is concluded that the comprehension of expository texts has a strong relationship with the student's self-regulation, because the greater the regulation of autonomy-oriented learning, the greater the ease of comprehension of expository texts.

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