



Original article

The development of reading skills in journalistic texts for senior high students, from the literacy perspective



El desarrollo de destrezas lectoras en textos periodísticos para estudiantes de preuniversitario, desde la literacidad

O desenvolvimento de habilidades de leitura em textos jornalísticos para alunos pré-universitários, sob a perspectiva do letramento

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ABSTRACT

In a constantly changing world, literacy in the development of reading skills in journalistic texts is assumed to be a teaching tool, to discover the oral forms of language that each student uses, their individual ways of interacting, believing, reflecting, valuing, feeling, and using technologies, symbols, spaces, and times, from a diverse perspective. Therefore, the objective of this article was to share a methodological sequence to contribute to the development of reading skills in journalistic texts in senior high students, based on literacy. Theoretical methods such as historical-logical, analytical-synthetic and systemic-structural were used, as well as empirical methods such as documentary

analysis, observation and student surveys. As a result, a methodological sequence was proposed based on literacy as a sociocultural practice that fosters the development of reading skills in journalistic texts, which cannot be conceived without advances in the use of information and communication technologies. It was concluded that the result contributed to the achievement of the proposed objective, with new distinctive characteristics such as literacy and the use of Artificial Intelligence, ChatGPT-4 and ChatGPT-4o; in addition to responding to the interests, tastes, preferences, cognitive abilities, and career guidance of this educational level and demographic cohort.

Keywords: reading skills; artificial intelligence; literacy; journalistic texts.

RESUMEN

En un mundo en constante transformación, se asume la literacidad en el desarrollo de destrezas lectoras en textos periodísticos como una herramienta didáctica, para descubrir las formas orales del lenguaje que cada estudiante utiliza, sus maneras individuales de interactuar, creer, reflexionar, valorar, sentir, usar las tecnologías, los símbolos, espacios y tiempos, desde la diversidad. Por lo que el objetivo del artículo fue socializar una secuencia metodológica para contribuir al desarrollo de destrezas lectoras en textos periodísticos en los estudiantes de preuniversitario, desde la literacidad. Se utilizaron métodos teóricos como el histórico-lógico, el analítico-sintético y el sistémico-estructural, y empíricos como el análisis documental, la observación y la encuesta a los estudiantes. Como resultados, se propuso una secuencia metodológica basada en la literacidad como práctica sociocultural que propicia el desarrollo de destrezas lectoras en textos periodísticos, que no puede concebirse sin los adelantos en el uso de las tecnologías de la información y las comunicaciones. Se concluyó que el resultado contribuyó al logro del objetivo propuesto, con nuevas características distintivas como la literacidad y el uso de la inteligencia artificial, ChatGPT-4 y ChatGPT-4o; además de responder a los intereses, gustos, preferencias, habilidades cognitivas y de orientación vocacional de este nivel educativo y de esta cohorte demográfica.

Palabras clave: destrezas lectoras; inteligencia artificial; literacidad; textos periodísticos.

RESUMO

Em um mundo em constante transformação, o letramento no desenvolvimento da habilidade de leitura de textos jornalísticos é assumido como ferramenta didática para descobrir as formas orais de linguagem que cada aluno utiliza, suas maneiras individuais de interagir, acreditar, refletir, valorizar, sentir, utilizar tecnologias, símbolos, espaços e tempos, a partir da diversidade. Portanto, o objetivo do artigo foi socializar uma sequência metodológica para contribuir com o desenvolvimento da habilidade de leitura de textos jornalísticos em alunos pré-universitários, com base no letramento. Foram utilizados métodos teóricos, como o histórico-lógico, o analítico-sintético e o sistêmico-estrutural, e métodos empíricos, como a análise documental, a observação e a pesquisa com os alunos. Como resultados, foi proposta uma sequência metodológica baseada no letramento como prática sociocultural que favorece o desenvolvimento de habilidades de leitura de textos jornalísticos, o que não pode ser concebido sem os avanços no uso das tecnologias de informação e comunicação. Concluiu-se que o resultado contribuiu para a consecução do objetivo proposto, com novas características distintivas, como a alfabetização e o uso de inteligência artificial, ChatGPT-4 e ChatGPT-4o; além de responder aos interesses, gostos, preferências, habilidades cognitivas e orientação vocacional desse nível educacional e dessa coorte demográfica.

Palavras-chave: habilidades de leitura; inteligência artificial; alfabetização; textos jornalísticos.

INTRODUCTION

In line with the changes brought about by Industry 4.0, the ways of teaching and learning are also being renewed, so it is a task in today's educational field that the surprise is not the technology itself, but its use in favor of the training, development and individual and social growth of generations.

In line with digital transformations, Cuban Senior High Education contributes to the training of efficient communicators through the didactic treatment of linguistic macro-skills: listening, speaking, reading, and writing at all levels of this educational level. To this end, the Literature and Language course prioritizes the characterization of the text as a basic unit of communication and delves into the reading of works of universal literature. It also addresses other textual typologies with the aim of assessing, in different sociocultural contexts, the appropriate use of the Cuban variant of Spanish as an idiomatic and identity-based medium.

However, as a result of an exploratory study in pedagogical practice, when the reading of literary texts prevails, students have difficulties understanding and constructing texts in other functional styles, since their didactic treatment is unsystematic; this reality is reflected in the results of university entrance exams, where other textual typologies are often used like the journalistic text.

In this study, the development of reading skills in journalistic texts is conceived as an element that complements the general and comprehensive education of senior high students. Texts are classified according to style: colloquial, official, scientific, publicistic, and literary. Within the publicistic style, the substyles are: journalistic, publicistic, and political-ideological. This classification is adopted in the teaching of language and literature in Cuba (Roméu, 2013).

The study of journalistic style is chosen because it attracts by its objectivity, clarity, conciseness and creativity, and allows to unite the essence of the phenomena and facts that occurred in the contemporary environment that are expressed and captured in the editorial, the news, the article, the informative note, the interview, the report, the chronicle and the comment, and has climbed from the flat press to digital spaces in which it diversifies and enriches. Among the studies that deal with reading comprehension in the journalistic text are those carried out by Amal (2022); Batista, Reyes and Hernández (2020); Férez and Camacho (2022); Paz and Serva (2022).

In the research presented, literacy in reading practices and its relationship to meaningful learning are conceived, and the reading of journalistic text is established not as an end in itself, but to inform, update, reflect, assess, and debate aspects that influence, modify, and can determine contemporary daily life. Therefore, it transcends the purely cognitive level to, with a sociocultural approach, conceive it as an activity situated in the space between thought and text (Cassany, 2005).

In it, literacy was established as a social practice, conceived in the skills of reading and writing related to each other, which occur in a specific institutional context such as school, family, work, church or community, but which can encompass more than one of these scenarios at the same time; and multiliteracy, as the specific ways of reading and writing (Camargo & Ahumada, 2023; Cassany, 2005; Lorenzatti et al., 2019; Santos de Lima et al., 2021).

From this perspective, literacy is required in the development of reading skills in journalistic texts for senior high students as a teaching tool, where the act of reading is not limited to the grammatical recognition of a structure, but to the appropriation of the meanings and senses discovered in the

text and the sociocultural burden they transmit in a specific socio-historical context, in which the text, the student, the group and the teacher constitute in themselves a source of knowledge.

Likewise, the idea of multiliteracy is encouraged, in favor of contextualizing and diversifying reading experiences, activating prior knowledge, experiences and critical dialogue, from the diversity of texts that are produced in contemporary times (Santos de Lima et al., 2021).

Considering literacy as a sociocultural practice, it cannot be conceived without advances in the use of information and communications technologies (ICTs), such as artificial intelligence (AI) and its impact on the ways of doing journalism that maintain standards of motivation, veracity and updating of information, in a world that changes by the second and that requires the transformation of reading skills, since reading journalistic texts is no longer passive: it is interactive.

Consequently, in their teaching role, the teacher encourages students to acquire knowledge from the interaction between speaker/listener and writer/reader, within a specific sociocultural context, in order to understand and produce appropriate texts for different communicative situations. Therefore, the objective was to share a methodological sequence to contribute to the development of reading skills in journalistic texts among texts senior high students, based on literacy.

MATERIALS AND METHODS

The dialectical-materialist method was assumed as a general method of science that starts from the general contradictions of the object, as a source of development and genesis of the problem posed; consequently, theoretical methods were used such as the historical-logical, to determine the imprint of literacy and the use of ICT in the evolution and development of reading skills in journalistic texts; the analytical-synthetic, to break down the phenomenon under investigation and determine the tendencies for the insertion of procedural resources in the process and the systemic-structural, to design the methodological sequence, from the establishment of the essential relationships among literacy, the use of ICT and the development of reading skills in journalistic texts.

The empirical methods used were documentary analysis to verify the details regarding the development of reading skills in journalistic texts in the normative documents of Senior High Education and the results of university entrance examinations. Observation was used to verify the process in question in the specific teaching-learning context, and student surveys were used to

corroborate the data obtained and complete the characterization of the development of reading skills in journalistic texts.

The population was taken as 304 students from the "Isabel Rubio" urban Senior High school in the province of Pinar del Río and 33 students were selected as a result of a stratified random sampling, which allowed obtaining the following assignment by years: 8 from tenth grade, 11 from eleventh grade and 14 from twelfth grade. This intentional decision was due to:

- The creation of extracurricular workshops as a form of organization, with the aim of promoting vocational and professional training in Cuban senior high education, through the development of reading skills and the processing of journalistic texts.
- The social situation of their development emphasizes an age range between 15 and 18 years, with a developing personality, an awareness of their individualities, and a predominance of theoretical and hypothetical-deductive thinking that favored the treatment of reading skills, from a literacy perspective.
- Adapt the development of journalistic reading skills to the so-called Alpha Generation, a demographic cohort that succeeds Generation Z and is characterized as the first digital native generation, where the use of technology is their way of experiencing the world.

Therefore, interest in careers with a profile in different sciences such as journalism, pedagogy, broadcasting, among others, and the use of ICTs predominated in the extracurricular workshops offered.

RESULTS

The results of the empirical methods employed revealed limitations in urban senior high programs for the systematic treatment of journalistic texts, based on the proposal of a system of coherent objectives and content. Textbooks prioritized artistic or literary texts, and even when journalistic texts were occasionally covered, they were considered a literary genre. Teachers were observed to have difficulty precisely guiding the development of reading skills in this typology and using digital tools for this purpose. The students surveyed expressed limited knowledge and interest in the subject matter covered, a deficiency reflected in the results of university entrance exams.

Consequently, the proposal was not only aimed at achieving good results on the various exams, but also at developing reading skills through the use of journalistic texts in senior high students. This would be a tool for personal and social growth, based on interaction and critical and creative reflection with texts produced in contemporary times.

The methodological sequence designed to contribute to the development of reading skills in journalistic texts in pre-university students, from the literacy perspective, took into consideration the distinctive features of this textual typology, and each of its components was susceptible to being evaluated, therefore, its own existence constituted an implicit orientation to distinguish which spheres of content and learning strategies to prioritize and activate, in each workshop.

The treatment of literacy as a sociocultural practice was linked to the development of reading skills in journalistic texts among senior high students, given the crucial role this typology plays in contemporary times, in reporting on current issues, events, and phenomena. It allowed students not only to receive information but also to form opinions on diverse topics and interact with journalists and users in real time. It was valuable as a data source, providing statistical details, relevant, precise, and reliable information, being objective, accurate, and preserving the fairness, privacy, and integrity of those involved in a news story or topic covered.

Consequently, reading the journalistic text was encouraged as a contextualized act to discover each student's oral forms of language, their individual ways of interacting, believing, reflecting, valuing, feeling, and using technologies, symbols, spaces, and times, from a diverse perspective. Thus, respect for the established criteria was established, where being a transgressor did not imply being wrong.

In this scenario, literacy was required in the processes of reading, producing and interacting with journalistic texts, in a context marked by the use of digital tools such as the Internet, big data, AI, cloud computing, augmented reality, nanotechnology, 5G, sensors, 3D printing, drones and others, from novel and motivating experiences for the Alpha generation or digital natives.

Therefore, the ChatGPT application was proposed, generative pre-trained Transformer (GPT), a type of generative AI, which main function is to interact with an intelligent agent using natural language and provide responses in more than 50 languages to questions, requests, or queries that form an input text known as prompt. The constant updating of the GPT application marks the market dynamic,

with improvements in speed and text, vision, and audio capabilities that offer more accurate and coherent responses; in addition to showing different moods and interpreting facial expressions.

ChatGPT-4 is an application of the GPT architecture for generating responses in a conversational format. It surpasses previous models due to its multimodal nature, as it can process both text and images simultaneously, thus offering more integrated, precise, functional, and secure solutions. ChatGPT-4 does not itself have the ability to generate images, but through prompts, it assists in their analysis, where it can reveal elements that pass unnoticed. In this sense, ChatGPT -Plus and Microsoft Copilot can return images based on user instructions or prompts.

Among ChatGPT-4's advantages is the quality demonstrated by passing university exams with excellent, coherent, and accurate answers. It can be used as a writing assistant, translator, language learning, or brainstorming. However, it requires prompts or very precise and elaborate instructions and lacks the ability to reason and identify which concepts are correct or incorrect, as this tool merely repeats information, not creates it.

The use of ChatGPT, in its multiple versions, as a teaching tool in the proposed methodological sequence was intended to simultaneously streamline the monitoring and consultation of different bibliographic sources; to address and delve into content from different positions; to define and classify functional styles and substyles; and to enable an in-depth and integrative study of the author. the source, year, and other relevant paratextual elements present in the journalistic text; to compare the AI's responses with the student's existing content on the topic; to argue or disagree on points of view on the same topic, in various contexts and by several users at the same time; to interact synchronously and asynchronously with the journalist who wrote the text and other users, among other applications that emerged from the interaction with the students during the workshops.

It was conceived from the relationship among the student, the group and the teacher, in the roles of transmitter-receiver that complemented each other and resulted in the gradual transformation of the former into active and responsible subjects of their learning who appropriated and integrated content, collaborated with others, constructed and negotiated meanings, socialized ideas and criteria, evaluated their verbal productions and those of others and confirmed the effectiveness of their learning strategies and incorporated others.

Meanwhile, the professor ensured the conditions for the extracurricular workshops based on the results of the assessment, identified the students' real learning needs, provided vocational guidance, and created an atmosphere of trust, security, and empathy that permeated all spheres of their personalities (intellectual, emotional, motivational, attitudinal, moral, and social).

It consisted of two interrelated moments:

- I. Diagnosis of the current situation of the development of reading skills in journalistic texts, in senior high students, from literacy
 - In the diagnosis, it was deemed necessary to review documents that allowed us to verify the treatment given to reading skills in journalistic texts among pre-university students. From a dialectical position, the positive elements of previous experiences were taken and new distinctive characteristics were proposed, in this particular case, literacy and the use of ChatGPT.
 - A characterization was carried out Individual and group interventions that facilitated the implementation of mediations leading to the zone of potential development. Consideration was given to, among other aspects, interests, tastes, preferences, and cognitive and vocational guidance skills.
 - The skills in the use of ICT, particularly ChatGPT, were investigated.
- II. Development of reading skills in journalistic texts in senior high students, from the literacy perspective
 - Recognizing journalistic texts. To recognize a real-life object, it is necessary to have received prior information about that object. Therefore, recognizing a journalistic text required a basic theoretical foundation to distinguish among styles: colloquial, official, scientific, publicistic, and literary; the substyles of publicistic style: journalistic, publicistic, and political-ideological; and the classification of journalistic texts: editorials, news, articles, news reports, interviews, reports, chronicles, and commentaries, among others.
 - Based on the assessment, journalistic texts were selected. The selection was not restricted to the teacher; the students and the group actively participated in the proposals.
 - The text was presented with a sample reading aloud. Students also participated, with adequate prior preparation.

- The classification was based on the code or codes used in the text, the predominant elocutionary form, and the communicative function. The dynamics inherent to this functional style and the tendency to use various codes, elocutionary forms, and communicative functions in contemporary practice were defined.
- The author's data were determined, deepened and related, the source, the year, and other paratextual elements. Using AI, the response obtained was verified, as working with a local journalist or publication may contain falsified information.
- The classification of journalistic texts was specified. In addition to the general classification already addressed, and in line with the established ideas of literacy, spaces were opened for debate, reflection, and evaluation of new approaches to news reporting, such as blogs, podcasts, e-newsletters, data journalism, among others. The authenticity of sources was always verified to avoid fake news.
- From the dialogue, the general theme of the text was specified.
- It was considered that there is no development of reading skills without text comprehension, so the focus was on establishing a syntactical, semantic, and pragmatic harmony. For example, when reading a news story, report, or chronicle, narrative prevails as the elocutionary form; in articles and columns, the structure is generally argumentative, precisely because they are opinion genres. However, in contemporary journalistic texts, the schematic superstructure combines narration, argumentation, exposition, and description, although one of them predominates. Therefore, recognizing them contributed to organizing the process of text comprehension. Likewise, in order for the student to develop skills in recognizing the organization of information in a journalistic text, when addressing the semantic structure of the text, meanings were sought, and the external context of the author and reader was determined, based on situations in which the author and reader used oral and written language outside of school, as well as their experiences regarding the topic discussed, from a literacy perspective.
- Inference is a skill that facilitates the discovery of what is not explicit and facilitates searching for information stored in memory to construct meaning. The process of inference was important in the development of reading skills, as journalistic texts sometimes included illustrations and graphics that alluded to the reported content and constituted a rich resource for anticipating information. Similarly, the perception of the graphic arrangement of the titles and subtitles, as well as the space occupied by the

text on the pages of the publication, allowed us to anticipate the relevance of the information and, consequently, the relationship between the signals of the text and the context was established, from the literacy practices, where the use of multimedia and chat GPT-4 and 40 allowed the understanding of images, maps, graphs, infographics, videos and audios, which influenced reading. Inferences were not only developed through the arrangement of headlines, illustrations, or other inferences; they were present throughout the reading process, as the text frequently relied on the student's inferential capacity; for example, when facts were presented with the intention of implicitly denouncing or censuring; in these cases, through intelligent and critical reading, the student discovered what was suggested.

- Identifying the text's referents. Identifying the referents that others are referring to and understanding what they are about was a necessary skill in reading journalistic texts. In this sense, textual cohesion procedures, both grammatical and lexical, through the use of recursion, reference, substitution, ellipsis, connectives, and topicalization, contributed to clarifying the aspects of reality the text addressed. Digital reading fostered the development of hypertextuality, as one text linked to another, and others could be quickly found online. This connection between content benefited the acquisition of diverse points of view and a better understanding of the topic, resulting in the development of reading skills and literacy. The identification of keywords and word networks also made it possible to achieve this purpose, since the relevant words in the journalistic texts provided data to corroborate characteristics such as truthfulness, objectivity and timeliness. Expressive expressions or idioms with special significance in a particular context or community of speakers were sometimes used, and in this case, comprehension was assumed from the precepts of literacy.
- Recognize the relationships between the different parts of a text. The relationships between sentences and the structure of each journalistic genre were addressed in the dialectical unity of content and form. For example, in a news story, a narrative structure prevails, hence the predominant causal relationships that link the events it describes; in contrast, in an article or column, argumentation nuanced by descriptive elements supported by relationships of bias predominates.
- Identify essential ideas. The ability to summarize the most important points of the text was one of the foundations for the entire process; to do so, the points of argument that coincided and diverged were identified, and from them, propositions were created.

This reduction was a preliminary step for comprehension and a reading skill. journalistic texts, for example in the news, from the title, a semantic generalization is made.

- Understanding the overall message. The premise was that the topic expresses the essence of the text, what the reader remembers without going into details; for example, in a news story, the title summarizes the main events, which are then recreated in the body. However, the article has greater stylistic autonomy, conditioned by its thematic freedom, and consequently, the way the title is presented is flexible. Sometimes, the student's inferential ability was used, and the explicitness or conciseness of a title depended on the journalist's intentions; however, it always provided significant anticipatory information.
- The integration of syntactical, semantic, and pragmatic understanding determined the reading of the journalistic text, based on the topic's relevance, its contemporaneity, and its ability to generate debate.
- Choosing the type of reading to do was a skill the student needed to develop. In both print and digital media, the student had to first read the headlines and search for specific information to achieve success. Adapting to the reading objectives, the time available, and understanding the type of text were essential factors to consider when choosing the reading to do: comprehensive, selective, rapid, close, or zigzag.
- Reading journalistic texts in digital format enabled the diversification of information sources; in this sense, students developed skills in searching for reliable sources and verified information posted online.
- A skill for developing journalistic reading among senior high students was interacting online with journalists and other users, either synchronously or asynchronously, through the establishment of an intelligent, enriching dialogue that respects divergent positions.

The proposed methodological sequence was characterized by internal coherence in achieving comprehension, based on the development of reading skills in journalistic texts, based on literacy; however, flexibility, interactive dynamism, and contextualization of its implementation were essential, as reading was conceived as a complex and interactive process between the reader and the text, based on interpretation that implies essential differences in comprehension.

DISCUSSION

Reading comprehension in journalistic texts is a widely debated topic. Amal (2022) used it as a resource in her Spanish as a foreign language class that fostered meaningful, active, and realistic learning for the student. Along the same lines, Paz and Serva (2022) recreated a comparative analysis of the use of cohesive resources, such as repetition, paraphrase, parallelism, ellipsis, proforma, connections, and the tenses and verbal forms applied in chronicles, opinion columns, editorials, and news items, which helped to understand the preponderance of each use depending on the genre being written.

From another perspective, Férez and Camacho (2022) revealed the challenges in teaching journalistic writing, which focuses more on the correct use of spelling rules than on a deeper understanding of the subject itself. This problem is inherited from the students' educational levels; hence the need to address it in senior high education.

In the 21st century, the way journalism is conducted has been renewed, as the methods of encoding, interacting, and decoding have changed. Consequently, the educational process is undergoing far-reaching transformations to meet the learning needs of the Alpha generation, which has inherited technological developments that allow it to understand and interact with reality from different perspectives. In this changing sociocultural context, senior high students and teachers must adapt journalistic reading skills so that it constitutes a social, motivating, and enriching practice.

In this area, Lorenzatti et al. (2019) specified the contributions of literacy studies to the field of youth and adult education that complement the positions assumed, in that the processes of reading and writing are conceived as practices inherent to social relations, determined by oral interaction and the use of ICT, which cannot be reduced only to the development of individual skills.

In a similar study, Santos de Lima et al. (2021) proposed understanding English reading instruction in youth and adult education in Brazil from a critical and intercultural literacy perspective, to promote reflection and facilitate students' reinterpretation of texts in their everyday lives. In this sense, they aligned the following ideas with the work presented:

- The student as an active agent in the appropriation of knowledge, from his individual, collective and universal experiences.
- The formation of students as citizens for life, who interact, recognize, and respect diversity, in order to live in society.
- The teaching action is not limited to the structural recognition of the language, but to the meanings and senses involved in the different textual typologies, authentic to the mother tongue, and the cultural burden they convey.
- The process of textual comprehension from a literacy perspective, by referring the meaning of texts to social experiences, the organization of knowledge, and the co-authorship constructed by the student-reader.
- The idea of multiliteracy with scope for a diverse reading dynamic, based on prior knowledge, experiences, and dialogue with the variety of languages and text types present in the current era.

It was agreed with Camargo and Ahumada (2023) who contextualized literacy, with a reading approach necessary to contribute to the critical use of AI that went beyond the task of comprehension or measurement in standardized tests, to become an essential means of developing students' critical thinking skills, to question and evaluate the veracity and relevance of the information received from different media and digital tools.

When addressing the impact of AI, particularly the ChatGPT model, on social science research, Goyanes and Lopezosa (2024) revealed the predominance of scientific articles that address its use in the educational field and it is so varied that it includes virtual assistance for self-directed learning, advice on teaching projects, and preparing students to pass exams.

Likewise, Sánchez et al. (2024) raised the importance of identifying the potential of applying AI in the educational field by designing and evaluating a didactic strategy based on the use of ChatGPT as a pedagogical resource, to motivate students with innovative activities and pay attention to the reflective and critical use of this resource, in order to improve cognitive skills; and its impact on language teaching and learning was explored by Pang et al. (2024) by exposing its distinctive characteristics, didactic applications, potentialities, future perspectives and ethical considerations for its use.

The impact of AI on the academic world, according to Halvorson (2024) has profound and far-reaching ethical and social implications, making it necessary to make immediate adjustments to curriculum design and ongoing policy reviews to ensure its responsible integration with different processes, based on equitable access. Based on these applications, the methodological sequence was designed to contribute to the development of reading skills in journalistic texts in pre-university students, from a literacy perspective.

Overall, in the study presented, the journalistic text, due to its generic diversity and functionality, constituted a valid material for the development of reading skills in pre-university students, and favored the sociocultural practice of redefining the most recent events that occurred in different spheres of reality, from the idea of literacy and multilateralism.

The methodological sequence to contribute to the development of reading skills in journalistic texts in senior high students was conceived with the use of AI tools to address and delve into the content, the positive elements of previous experiences were taken into account and new distinctive characteristics were proposed such as literacy, the use of ChatGPT and the interests, tastes, preferences, cognitive skills and vocational guidance of this educational level and this demographic cohort.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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