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Language Learning in the Reading Comprehension of Elementary School Students

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Abstract---The study of language learning performance in reading comprehension of the students of the elementary school of the EU "May 28" of the Chone canton, begins by understanding how significant language is in the development of the reading for the generation of new knowledge, reading comprehension is one of the basic skills that everyone must master for personal and professional development. Basically, the stage of primary education is essential to acquire this skill. The level of research was descriptive, under the quantitative approach, a survey was applied to representatives of students at the elementary level, two interviews with the teachers of the Educational Unit "May 28" and an observation sheet for the students of the elementary school, with the aim of determining the language in reading comprehension. Having as a result that the acquisition of language goes through the contribution of parents, the way teachers teach and the influence of the different contexts in which it develops, in addition to reading and therefore poor reading comprehension.

Keywords---language, learning, preschool education, reading comprehension, students

Introduction

The study of the performance in language learning in reading comprehension of the students at the elementary school of the Educational Unit "May 28" of the Chone canton, begins by understanding what significant that language is in the development of reading for the generation of new knowledge. The practice of language for reading motivates the ability to analyze and interpret text, stimulates intelligence and concentration by being interested in understanding what is read, managing to maintain attention to obvious problems at this sublevel. For the study, the contributions of [García et al. \(2018\)](#), were considered, the understanding of language goes through a complex construction process according to [\(Apfelbaum et al., 2014\)](#). The practice of reading in children promotes the development of the ability to analyze and interpret text, stimulates intelligence and concentration by being interested and involved with the story, since it is possible to maintain their attention. Currently, educational institutions are not adequately encouraging the learning process of reading, having students with little knowledge in their lexicon as in reading comprehension; of various types of texts, which makes it difficult for them to give meaning and meaning to written language, non-verbal texts, and levels of interpretation; they also show little investigative interest. The encouragement towards reading begins in the second school level when children have the predisposition and interest to learn, it is from there that they begin to acquire reading comprehension skills and develop knowledge, carrying out a series of activities that allow them to face the process of current learning. The limited application of reading strategies for language development in virtual classes does not stimulate or encourage schoolchildren to read, rather they cause problems in them, which arise when they are asked to comment on the reading of a studied fragment, because learning a language denotes characteristics that must be acquired gradually by students and if they develop it progressively, in

this sense they will really have linguistic skills, necessary for understanding texts of any kind (Cargile et al., 1994; Friederici & Gierhan, 2013).

Sometimes what is transmitted to the students is the lack of interest in reading, causing a limited development in reading and writing, which is aggravated when there is no accompaniment from the parents in the tasks that the students carry out at home, in addition to the lack of teaching resources and poor application of teachers in the process. All these difficulties deepen the crisis to have a good language and those students understand what they read, a situation that is being part of the educational unit of study, proposing to investigate the behavior of performance in language and the improvement of reading comprehension of students of the basic elementary of the educational unit "May 28" of the Chone canton. From the theoretical approach, reading is a strategic activity that affects comprehension; therefore, it is necessary to know which are the skills that most affect the level of comprehension, the use that students make of the practices in relation to their level of comprehension and how comprehension and academic performance are related (García et al., 2018).

Reading and reading comprehension are skills that the student acquires over time, as the individual grows, the schooling cycles are necessary for the acquisition of language, so the techniques, methods and activities to be developed must start from when The child begins his teaching process both at home and at school, with the purpose of forming from an early age a habit of wanting and not in the tension of duty (Valencia Lavao & Osorio González, 2011). Language learning is not only grammar, but the most effective ways of using it, according to the characteristics of the various communicative situations in which the interlocutors express their intentions: the tone in which they do so (formal or informal) ; the use of a channel (oral, written, gestural); through the use of different discursive genres such as conversation, interview, exposition, narration, description and argumentation (Ministry of Education, 2016). There are several opinions about learning, according to Bruner's theory Covers Lamb (2017), learning is an active process in which students build new ideas or concepts based on their current or past knowledge, here the student selects and transforms information, build hypotheses, and make decisions, relying on a cognitive structure to do so. The cognitive structure (schemas, mental models) provides meaning and organization to experiences and allows the individual to go beyond the information. The characteristics in learning the language are innate in human beings, but when it reaches the stage of reading and writing, the school fulfills its role that the child learns through planned work (Urgiles Campos , 2016).

It is basic that the planning is well elaborated to obtain good results to develop a good learning of the language Sánchez et al. (1996), they suggested that it is necessary to reflect on how complex the process of speech acquisition is, the whole mechanism that must be set in motion to dominate it. This means learning to use a code of symbols, which encompasses the acquisition of a vocabulary, knowledge of the meaning of words and an adequate elaboration of sentences and use of concepts, this shows that the development of language is fundamental in the understanding of the reading. Comprehension is a process of interaction with the text, the reading the reader arrives at is derived from their experiences, which is decoded into the author's words, sentences, paragraphs, and ideas. In this matter of understanding, the reader relates the information that the author presents with the information stored in his mind and relates the new information to the old, achieving understanding. The understanding is one of the basic skills that every person must master for personal and professional development, basically the stage of primary education is essential to acquire this skill (Fletcher et al., 2002; Dreyer & Nel, 2003).

The acquisition and mastery of reading and writing have become determining conceptual bases for the cultural development of the individual. In the development of literacy, a series of psychological processes are involved, such as perception, memory, cognition, metacognition, inferential capacity, and consciousness, among others. In literacy, awareness of psycholinguistic knowledge through phonological, lexical, syntactic, and semantic analysis allows the subject to operate intentionally and reflect on the principles of written language. Having these antecedents, it is necessary to work on the language of the students to build an adequate reading level that allows them to advance in the educational process, to achieve this, the teacher must apply adequate strategies within the classroom, to obtain as a result good reader (Madero Suárez & Gómez López, 2013).

Materials and Methods

In the investigation, a mixed methodology was applied, under the quantitative approach, documentary analysis and interpretation of contents were carried out with the following methods: deductive-inductive, which allowed obtaining information on language and reading comprehension in elementary basic education. Under the quantitative approach, a survey was applied to representatives of students of the elementary level, two interviews with the teachers of the Educational Unit "May 28" and an observation sheet to the students of the basic elementary, with the objective of determining the language in reading comprehension (Fridin, 2014; Sarikaya & Coşkun, 2015).

Analysis and Discussion of the Results

In the educational unit, work was carried out with the objective of ensuring that in the teaching-learning process of the students, teachers can apply methodologies that help improve reading comprehension. The understanding of language goes through a complex construction process, according to (Apfelbaum, Bullock, Rhone, Jongman, & McMurray, 2014), to understand language it is necessary to interpret and reconstruct the communicative intention of the speaker from the continuum of sounds that are perceived, the authors show the steps for understanding a message. This can be seen in figure 1.

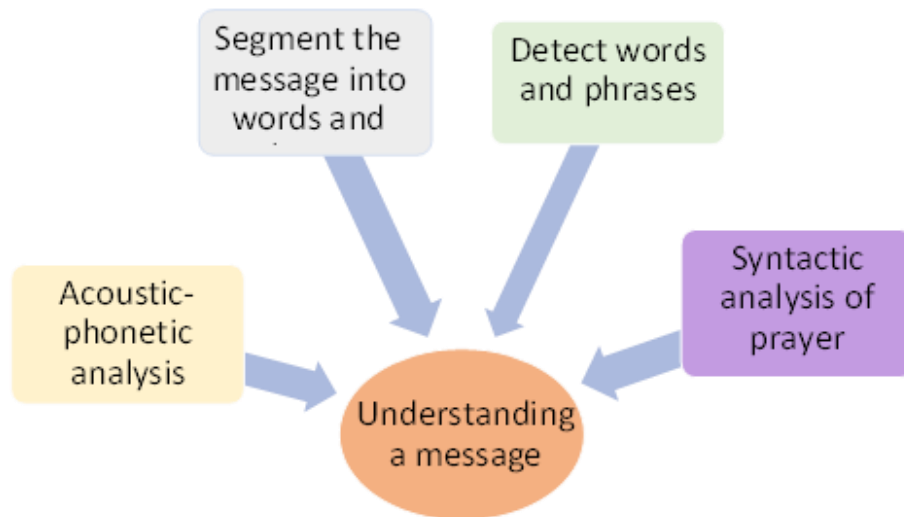


Figure 1. Steps for understanding a message
Source: apfelbaum, Bullock-Rest, Rhone, Jongman, & McMurray (2014)

An initial acoustic-phonetic analysis of the received signal allows the message to be segmented into words and phrases; detect these, so that they must be analyzed semantically and thus understand their meaning (vocabulary); In addition, a syntactic analysis of the sentence will have to be done (what meaning does the word have in the context of the sentence).

Reading Comprehension

Language learning in reading comprehension is significant, being one of the basic skills that students must acquire for personal and professional development. For the study, the contributions of [García et al. \(2018\)](#) were considered, the understanding of language goes through a rather complex construction process according to ([Apfelbaum et al., 2014](#); [Llorens, 2015](#)). Reading and reading comprehension are skills that the student acquires over time, as the individual grows, schooling cycles are necessary for language acquisition, so the techniques, methods and activities to be developed must begin from the beginning of the child's teaching process both at home and at school, with the purpose of forming from an early age a habit in wanting and not in the tension of duty ([Valencia Lavao & Osorio González, 2011](#)). Reading, as a complex task, requires procedures, sequences of actions and processes that must be intentionally directed and harmonized with skills, abilities, and cognitive actions to achieve the construction of meanings and understanding ([Garcia, 2018](#)).

One of the best habits that the human being must have been to read, to acquire knowledge, reading allows you to think with reflection and develop the cognitive aspects of the brain which helps to exercise all the cells and always be active for any activity that is carried out in daily life [Carrillo \(2017\)](#), states. From the theoretical approach, reading is a strategic activity that affects comprehension; so, it is necessary to know which are the skills that affect to a greater degree the level of understanding, the use that students make of the practices in relation to their level of understanding and how understanding and academic performance are related ([García et al., 2018](#)). Table 1 shows the interest that students have in participating in the readings ([Handayani et al., 2019](#); [Hidir et al., 2021](#)).

Table 1
Seek to participate in the readings

Alternatives		Frequency	Percentage (%)
A	YES	6	40
B	NO	9	60

According to the results of the observation sheet regarding this alternative, 60% of the observed students do not seek to participate in the readings, fear of the public, insecurity and the non-recognition of letters and words are factors that can affect not wanting to do so, 40% if they seek to participate in readings since they are children who are sure that they already know how to read, so it was valued to observe if the students perform a fluent reading, in table 2 these results are shown.

Table 2
Perform a fluent reading

Alternatives		Frequency	Percentage (%)
A	YES	12	80
B	NO	3	20

Of the 15 students observed, 80% alter the phonemes when reading, this means that at the time they read they do not understand and do not receive the reading, 20% perform a reading where they do not alter the phonemes, having a better reading comprehension, so they were observed if the students at the time of reading correctly structure the sentences, the results are shown in Table 3.

Tabla 3
Altera fonemas al leer

Alternatives		Frequency	Percentage (%)
A	YES	4	26.67
B	NO	11	73.33

Within the observation elaborated, 73.33% do not perform a fluent reading reason that makes the teaching staff think that they look for new teaching strategies to help students improve, as opposed to 26.67% if they make a fluent reading, so it is necessary to observe if at the time of reading they alter the phonemes, the graph in Figure 2 shows the results.

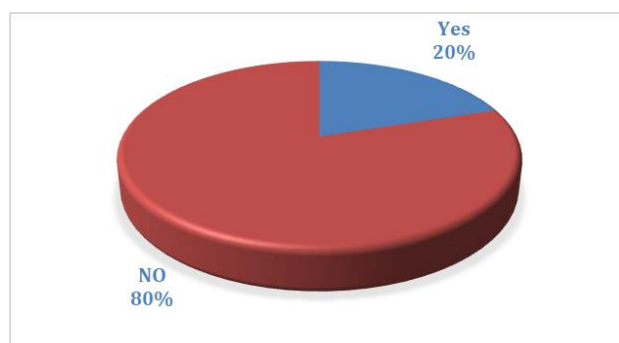


Figure 2. Structure sentences correctly

As can be seen in the results, 80% of students at the time of reading do not structure the sentences correctly, making it difficult to understand reading, and 20% at the time of practicing it do so as they should, structuring the sentences correctly, because it was relevant and pertinent to know if this interferes with reading comprehension, the results are shown in the graph in Figure 3.

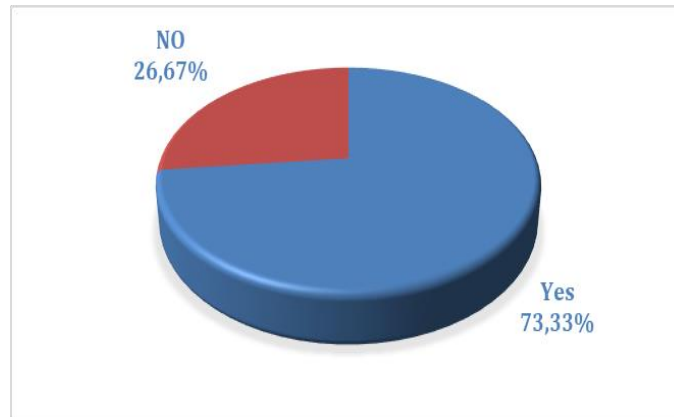


Figure 3. The phonemes it replaces interfere with its reading and writing

According to the results, 73.33% of the observed students have problems when reading and writing with certain phonemes, making it very difficult for them to read comprehension and 26.67% do not present any type of interference when reading and writing with the phonemes (Moghadam et al., 2012; Pearson & Gallagher, 1983). With the results of the survey of the representatives, it is evident that there are cases in which children do not have a person to help them in the appropriate way in school activities at home, in working with the graphics of words, sounds, in the construction of phonemes and their language adapts to the influence of the family, to the context in which it develops and acts, so that the achievement of learning in reading, are developed even more when the sons and daughters have accompaniment at home. (Mineduc, 2020). The problem lies in a high percentage of parents who are not prepared to help their children because of their level of preparation, who have only studied primary school and who no matter how much effort they make, their contribution is very significant to develop a good language. In the formation of readers, another is always required to mediate, which according to Rivera (2015), one of the most important figures in this formation are parents, but that they can not stimulate reading as long as they do not manifest a taste towards it, so it is essential to achieve from the beginning the participation of the family. The results obtained in the interviews conducted with the teachers related to the strategies in the process of acquiring skills and abilities were related to the aspects shown in Figure 4.

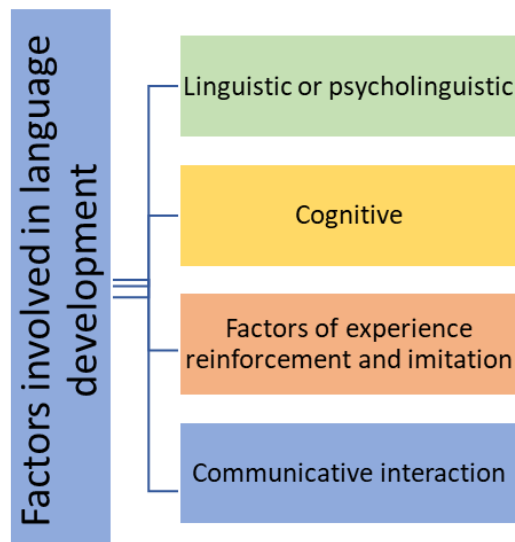


Figure 4. Factors involved in language development
Source: (feandalucia, 2011)

Each of these factors intervene in the language process where parents play a decision-making role in the development of language, where teachers through their answers agree that learning as a process of acquisition of skills and abilities, which are assimilated in the student when he is able to explain situations in his own words, when

you understand and can carry out the different activities requested in all areas, according to the teachers interviewed, language acquisition goes through the contribution of parents, the way teachers teach and the influence of the different contexts in which it is developed. As it had been analyzed, reading, and reading comprehension are not innate skills, but are acquired as the individual grows, so you have to pay attention to the acquisition of language, so the techniques, methods and activities to be developed must be started from this first instance, with the purpose of forming from an early age a habit in wanting and not in the tension of duty (Valencia Lavao & Osorio González, 2011).

The constant search for new strategies for children to have a better reading comprehension is to motivate them to read pleasantly and of interest. In this case, teachers apply an active methodology of student participation, with a friendly construction process, which begins with the communicative intention, in a friendly relationship between teachers and children, generating conditions for learning, associating sounds and words, reflecting interest in acquiring it. The teacher must have a daily constant, in that locution of speech between teachers and students. The authors Montoya et al. (2016) recommend that the student as an object of learning seeks to generate a pleasant relationship in which the speaker enjoys this practice and allows him to discover new ways of understanding the contents that generate rewarding stimuli; In addition to activities of exchanges related to reading such as feedback, questions, deduce, underline, analyze. As for the children observed in this sublevel, the language does not have a high level of development, problems of pronunciation, expression and a very poor vocabulary are noticed, also when reading a story or reciting shorts, many times it fails to repeat and sometimes does not specify what is narrated to them (Cheung & Slavin, 2012; Ainley et al., 2005).

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