Literacy in the Development of Linguistic Skills in Elementary School Children

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Abstract

The study is oriented to reading - writing for the development of the linguistic skills of the elementary school students of the Bartolomé de las Casas Educational Unit of the Jama canton in 2022, due to the virtual education that has been carried out for two years. years due to the global health emergency, which has generated great changes in education, with reading and writing being affected, with elementary school students being the most affected. The descriptive methodology of field type and bibliography was applied, the scientific method was used, and the techniques used were interviews with teachers, surveys with parents and observation sheet for students with a population of 32 parents, 10 teachers and 32 students. The result was that the existing relationships between oral and written language could be described from the point of view of the components of the language of those involved.

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1 Introduction

The study is oriented towards reading and writing in the development of the linguistic skills of the elementary school students of the Bartolomé de las Casas basic education school in the Jama canton in the 2021-2022 school year, as a result of the different educational barriers presented in times of pandemic where virtual education was used as a teaching system, this was carried out since 2019 due to the health emergency presented worldwide, where great changes were generated in education affecting the reading and writing of the students that limits learning. Currently, according to several studies such as the one by Márquez (2017); Pérez et al. (2020); Constanza et al. (2020), Japan is in first place in the world with 91% of the population showing good reading habits, followed by Germany with 67%. and Korea with 65% of its population, unlike other countries where the level of reading and writing are found in a low percentage as in Latin America, Brazil is found with 14.8%, Colombia with 37% and in the Caribbean only 25 % of Dominicans spend their free time reading. The crisis on reading comprehension continues and in Mexico there have been problems such as the admission of university students with poor reading comprehension skills (Alvarado, 2009).

In Ecuador there is little interest in the development of students' oral expression, however, to eradicate this problem, innovations have been implemented in reading and writing as the main tool to reach knowledge and learning (Lima, 2013). In Ecuador there are 2,621 children with learning difficulties within the educational system and these deficiencies are currently persistent. The students suffer a delay in the development of the acquisition of reading and writing that generates few reading habits, due to the deficiencies in the comprehension of texts that limits the linguistic development of infants and is the task of all educational actors, including parents. where their help stimulates and reinforces the reading capacity of infants (Bevilacqua, 2019). In the Bartolomé de las Casas Educational Unit of the Jama Canton, elementary school children have difficulties in linguistic development due to the lack of follow-up in the first years of study, scarce contributions from parents, lack of didactic resources and deficiencies. in the strategies and methodologies of reading comprehension (Vukovic & Lesaux, 2013; Lepola et al., 2005).

Pedagogical ignorance about reading and writing techniques has led infants to present poor performance in educational teaching, resulting in a lack of interest in culture. When children are motivated in reading comprehension, they can decipher signs to perceive acoustic images and form words, phrases, and sentences to identify what they are reading and express what they want to communicate. There are different causes for which a child may present alterations in literacy, such as an inadequate teaching method or unfavorable environmental factors that affect student learning, ventilated within the problem under study (Cubel, 2019). The acquisition and mastery of reading and writing have become conceptual bases, determining factors for the cultural development of people. In the development of literacy, a series of psychological processes are involved, such as perception, memory, cognition, metacognition, inferential capacity, and consciousness, among others (Montealegre, 2016). In literacy, the reason for psycholinguistic knowledge is through phonological, lexical, syntactic, and semantic analysis, which allows the subject to operate intentionally and reflect on the principles of written language. Phonological analysis speculates about the components of oral language and its transfer to the scriptural system (Durham et al., 2007; Stothers & Cardy, 2012).

Lexical analysis recognizes words and their meaning, syntactic analysis specifies the relationship between words to establish the meaning of sentences, and semantic analysis defines meanings and integrates them into the knowledge of the subject (Flores et al., 2003). The development of literacy involves the following steps in the process of cognitive awareness, the initial one is to move from the non-awareness of the analogy between writing and spoken language where what is written is related to oral language and with the domain of written signs referring directly to objects or entities. The secondary is to go through the process of conscious operations such as the individualization of phonemes and the representation of these in letters. Synthesis of letters into words, organization of words at automation of these operations; in addition to mastering the text to written language, which is a complex form of analytical activity, in which the fundamental task is awareness of the logical construction of the idea (Vargas & Albeláez, 2017). Reading-writing is determined by accessory signs that allow the student's memory to be restored with some images, concepts, or phrases. There are two conditions to understand literacy, one is to differentiate the objects of the world into object-things and object-instruments and the second is to master the behavior with these auxiliary means (Gutiérrez, 2015). According to Díaz (2017), literacy is a global method where the fundamental thing is to recognize all the words or sentences and then organize the parts that compose it at the same time and thus obtain simultaneous learning. Reading is an active process of constructing the meaning of a text and not a simple

decoding activity Ortiz (2014), it also allows communication and transmission of ideas, knowledge, concepts, criticism and reflections (Mateos, 2015).

Educators from the elementary level have the task of guiding students by making them comply with homework in reading and writing that will be shaped through activities that are carried out to develop the necessary capacities for an adequate development in the students (Morales & Spinoza, 2003). Linguistic skills are classified according to the mode of transmission that are oral and written to carry out communication in a productive and receptive way. There are types of forms of expressions such as oral, written, listening comprehension, and reading comprehension (Nunan, 2016). Skills such as listening represent listening to comprehension, speaking oral expression, reading comprehension and writing written expression being a necessity to produce a type of language that, when conjugated, produces knowledge, helps in the search for vital answers and places (White, 2016: Grijalva, 2016; Diaz, 2017).

Knowing how to read can transform a written message into a message with reflective analysis following certain highly synthesized laws. By understanding the content of a written message, one may be able to judge and appreciate its aesthetic value (Caballeros et al., 2014). Literacy improves written and reading comprehension, both activities complement each other because without writing there can be no reading and therefore practice is essential to achieve good results in the educational system (Naranjo et al., 2010; Rodriguez, 2014). People who read and write are better prepared to facilitate decision-making in the community and to be able to exercise more positively as citizens (Sánchez, 2016). Reading involves establishing relationships between the author, the text and the reader of the text. Reading is not knowing the words, not following a linear process of accumulation of meanings, nor a simple location and repetition of information. Reading depends on the previous knowledge of the reader and requires contextualizing and inferring the author's intentions and the active construction of new knowledge (Ordóñez, 2019).

2   Materials and Methods

The research had a descriptive level due to the characteristics of the study phenomenon, the current situation of the students referring to the literacy process and the acquisition of linguistic skills was detailed, where the subject of study was investigated, detailing the problems faced by the students. students in the early school years and the consequences they may have in the future on cognitive development (Morales, 2012). A bibliographic study was carried out on each variable where the field instrument was applied (Flores et al.,2013). The inductive-deductive and analytical-synthetic scientific method was used to analyze the study variables such as the real situation of the problem and the approach to the entire subject from the general aspects to the most particular to define the conclusions and recommendations (Newman, 2006). The teacher interview was used as a technique to identify the literacy process and determine the teaching resources for the development of language skills, a survey of parents and a student observation sheet to determine the level of skills. linguistic skills, with the investigation of the reading and writing process and their habit, to evaluate the methodologies in the comprehension of texts with a sample of 32 parents, 32 students and 10 teachers (Justin et al., 2010; Weigle & Parker, 2012).

Analysis and discussion of the results

The study is focused on literacy in the development of language skills of the elementary school students of the Bartolomé de las Casas Basic Education School in the Jama canton in the 2021-2022 school year, as a result of the different educational barriers currently presented, due to the virtual education that has been carried out for two years due to the health emergency that has generated great changes in education, gradually affecting reading and writing, problems that students face today and limits learning. Reading is an active process of constructing the meaning of a text and not a simple decoding activity, where educators already prepare students from elementary education with tasks on reading and writing, given through activities to develop the necessary skills for a adequate development at higher levels (Ortiz, 2014; Morales & Espinoza, 2003; White, 2016; Grijalva, 2016). Analyzing the methodology applied to develop reading and writing in students during the pandemic, a survey was used. Table 1 shows the results (Parcells et al., 1999; Gilboy et al., 2015).

Table 1
Methodology applied in the development of reading and writing in students during the pandemic

Alternatives	Frequency	Percentage (%)
Global method	4	40
Writing	1	10
Mixed method	5	50

By What is stated in Table 1 shows that the mixed method is the most used by teachers with 50% followed by the global method with 40% and finally the writing method with 10%. The mixed method is a practice carried out in the classroom, where it is combined so that the infant learns to read and to be able to write his first words in a simple way together with a process of activities for the development of skills. The mixed method is a strategy that largely bears fruit in improving reading and writing, as it brings together the best of each of the global and writing methods. The types of support that parents give their children in the reading-writing process were investigated, the results were notorious when it was observed that they accompany their children in the development of tasks, practice reading and writing at home, they carry out readings prior to solving tasks, they can graph and gesticulate language teaching, in addition to correcting postures to read and correctly. It is evident that parents support their children with the options described, when the tutors are qualified as excellent readers, they buy books of interest to the children so that they read regularly, in this sense they are able to stimulate in their children, the taste for reading and writing, start a dialogue about this process and assure them that learning to read and write correctly. The practice of reading and writing in elementary school students increases the intellectual achievement of the natural and daily character (Starr, 1998; Machado et al., 2016). In relation to the reading habits of the students according to their parents, the result is shown in figure 1.

Your child likes to read and write on their own initiative
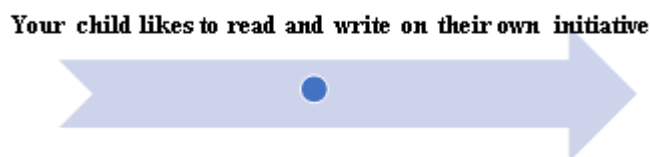
Figure 1. Reading habits of the students according to their parents
Source: survey carried out by the parents of the institution

Students like to read on their own initiative, achieving a good sign in the communicative acts in which reading is involved without the students feeling obliged to do so; but it is still necessary to continue helping students with daily motivations either by the parent or the educator. The acquisition and mastery of literacy have become conceptual bases, determining factors for the cultural development of people and in the development of this, a series of psychological processes such as perception, memory, cognition, metacognition, inferential capacity intervene. and consciousness among others (Montealegre, 2016). In literacy, psycholinguistic knowledge is given through various types of analysis that are expressed in figure 2.
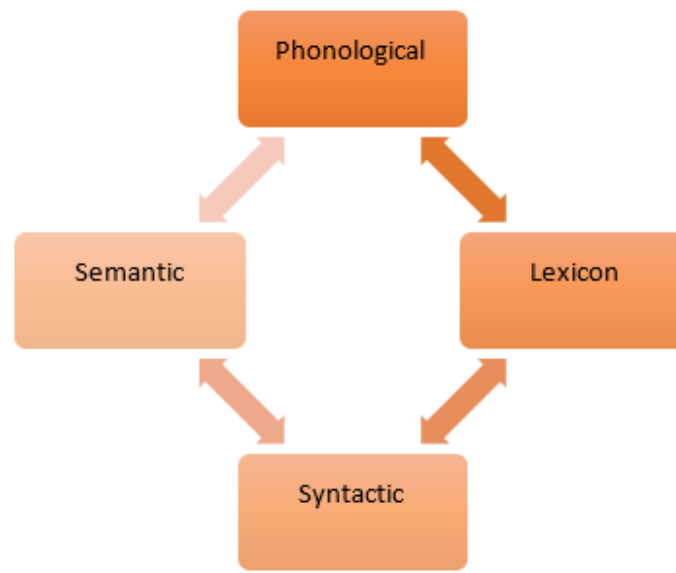
Figure 2. Types of analysis of reading and writing
Source: elaborated from (Flores et al., 2003)

Phonological analysis contains the mechanisms of oral language and transfers this to the scriptural system, lexical analysis recognizes words and their meaning, syntactic analysis specifies the relationship between words to establish the meaning of sentences, and semantic analysis defines meanings and integrates them. to the knowledge of the subject (Flores et al., 2003). Work should be done on the phonological development of children because it allows the subject to operate intentionally and reflect on the principles of oral and written language, in which they must do so from an early age, in which parents must be integrated. teachers and the same student. Parents' contribution to the literacy process is significant, which has helped them establish certain work patterns such as generating reading habits in them. It is evidenced when the student's pay attention and the effort they put into reading thanks to the assigned activities along with the autonomous tasks. The relationships between oral language and written language at elementary school levels were described from the point of view of the language components involved, it was noted that although there are differences between oral language and written language, there are also similarities (Yulianti, 2016; Bravo & Gámez, 2021).

3 Conclusion

The methodology proposed by the teacher for text comprehension is related to the method used, so this practice was carried out through the mixed method due to the characteristics of the students and the degree of complexity of the virtual classes; however, the practice process was carried out so that the toddler learns to read, that is, to write his first words in a simple way, following a process with activities for the development of skills, which, according to what was discussed, they do so permanently, starting with the preparation of the material, with the idea of establishing an adequate language and that allows a better development of the students who have the support of the parents, it is evident that this process at the beginning has certain problems with the students. The linguistic skills developed in the students are good for the acquisition and mastery of literacy in which teachers must intervene in a methodical, systematic, and organized manner, to perceive the development of the students in a manner adjusted to their rhythm of ability to read. knowledge.

Conflict of interest statement
The authors declared that they have no competing interest.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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