Reading Comprehension in the Linguistic Expression of High School Students

Luvy Gema Bazurto-Minaya [a]
María Alexandra García-Loor [b]

Article history:	Abstract
	The purpose of this research was to reading comprehension in the linguistic expression of high school students of the "Eidan Abel Erique Cercado" educational unit. The results obtained from the research are shown, applied to teachers and students through a survey, as a way to publicize the link between the strategies to be used by teachers based on the teaching-learning process and the evaluation of the student skills, specifically reading comprehension. This research has a qualitative approach, the inductive, deductive, analytical, synthetic, bibliographic, and statistical method, taking as reference observations made in the Educational Unit. The objective of this research was to determine the behavior of reading comprehension and linguistic expression of students, it was found that reading comprehension is very important because this will allow them to overcome deficiencies in learning, literacy in a playful reflective way, dynamic and cooperative to strengthen their interpersonal relationships.

Corresponding author:
Luvy Gema Bazurto-Minaya,
Master's in basic education
Universidad Laica "Eloy Alfaro de Manabí" Extensión Chone, Manabí, Ecuador.
Email address: luvy.bazurto@pg.uleam.edu.ec

---

[a] Master's in basic education, Universidad Laica "Eloy Alfaro de Manabí" Extensión Chone, Manabí, Ecuador
[b] Universidad Laica "Eloy Alfaro de Manabí" Extensión Chone, Manabí, Ecuador

1 Introduction

The habit of reading in the XXI century is a skill that few people develop or maintain in order to know and travel through the wonderful world of imagination. Reading is a means by which we can communicate.If we refer specifically to the linguistic part, communicative competence is called the ability to carry out the communication process correctly, including all its elements and following the correct order of the process, which entails: using the appropriate connectors to understand and elaborate and interpret the various communicative events , taking into account not only its explicit or literal meaning. The research was based on helping teachers to know the importance of reading comprehension and how this affects students, so that there is a change in education and teaching.

One of the most critical characteristics of the school education system is the lack of reading by students, for Goodman (1982), cited by (Mendoza Suárez, 2020), reading and reading itself is a psycholinguistic guessing game. ; it is a process in which thought and language are involved in multiple and continuous interactions. (p.37). To learn more about this topic Salazar, cited by (Rodríguez-Salmerón, 2021), SM, & Vélez-Villavicencio, CE (2021), worldwide indicates that students are not interested in reading, due to this, reading comprehension is seriously compromised, with this statement it is emphasized that teachers should put a lot of interest in teaching-learning in regards to reading comprehension, which undoubtedly impacts educational actions. (P.17). With the intention of responding to these research problems, the objective was to diagnose, through a survey, the problems that students carry due to the lack of reading comprehension.

As (Vallés Arándiga, 2005), from the school perspective, having reading skills is essential for learning, and numerous difficulties are explained by the lack or insufficiency of skills to read comprehensively (P.50). The teaching of reading has gone from being seen as a task of teachers in all areas of knowledge (Colomer, 1997). In fact; A very significant part of school learning consists of expanding the linguistic domain from mere conversation to increasingly formalized and abstract forms. Reading comprehension as it is currently conceived is a process through which the reader creates a meaning in its interaction with the context (Anderson & Pearson, 1984), cited by (Gonzalez, 1999), (P.1). Through this research, it is sought that the boys and girls at the end of it have acquired the reading skills and competencies necessary for a better understanding of reading, thus allowing to improve the academic performance of each actor of the educational community.

2 Materials and Methods

The applied methodology has a qualitative approach because it allows analyzing, understanding, and responding to all the proposed variables. Qualitative research examines how or why a phenomenon occurs. Collect data in the form of words, texts or images through interviews, observations, photographs, or document reviews (Loayza-Maturrano, 2006), cited by (Maturrano, 2020), (P.57). Some quantitative contributions were valued as indicated, (Hueso, 2012), based on the use of statistical techniques to know certain aspects of interest about the population that is being studied, such as the collection of information through surveys and the analysis of data through statistics. descriptive, the study phenomenon was characterized, applying the heuristic method, to find and solve a problem; the inductive method, because in the course of information processing new concepts were introduced to perceive the results with a certain level of generality.

For his part, Sánchez (2017), cited by (De Franco, 2020), indicates that "Within a less technical and more epistemological context, it refers to the various ways in which reality is constructed, to the different ways in which we approach the study" The method refers not only to the set of steps for the development of the research process, it implies the praxis to be carried out by the researcher in correspondence with the paradigm, where each method has its own structure and dynamics of application, that is to say its own methodology. The method refers to the "path to follow through a series of operations, rules and procedures set in advance in a voluntary and reflexive manner, to achieve a certain goal that may be material or conceptual" (Ander-Egg, 1995), cited by (Pulido Polo, 2015), P. 1141. The population of the object of study was 1469 people; among directors, teachers, parents and students of Educational UnitEidan Abel Erique CercadoSan Vicente canton, 136 children from the Middle School were selected as a sample. (McDonough & Shaw, 2012).

3   Results and Discussions

The results that are shown are the data obtained from the surveys designed to know the difficulties that the students have about reading comprehension in the linguistic expression of the Educational Unit, being able to know the causes of problems. Reading plays an important role in the development of higher psychological processes (Vygotsky, 1979), cited by (Gallego Ortega, 2019).

Importance of reading comprehension

It is good to know that reading is an essential skill for the acquisition of knowledge, a good reading fluency could easily allow the human being to understand the inhabited environment, giving confidence to a serene inspiration as well as opening a world of possibilities and making the imagination grow. Therefore, reading comprehension is a basic requirement not only in subjects related to linguistics but in all curricular areas. The evaluation of reading comprehension is undoubtedly complex, given the existence of different approaches to it. There is consensus, yes, in understanding reading comprehension as a constructive, interactive, and integrating process in the framework of interaction between the reader, the text and the context (Alliende & Condemarín, 2002) cited by (Sepúlveda, 2018).

However, Bixio (2004), cited by (Martín Arranz, 2021) states that there are didactic strategies to do so, which are "methods and procedures aimed at planning and promoting situations in which the student organizes their experiences, structures their ideas, analyze your processes and express your thoughts" (p. 73). According to Gonzalez (1999), cited by (Cortes Avendaño, 2018), strategies are an important element for reading comprehension that contribute to developing competent readers, capable of understanding, analyzing, and evaluating what they read. That is, it is necessary to develop different cognitive strategies that allow students to stand up as competent readers.

According to (Plascencia, 2017), states that the use of teaching-learning strategies favors the analysis of the advantages of one procedure over another depending on the characteristics of the specific activity to be carried out, in addition, the student not only learns how to use certain procedures, but when and why you can use them and to what extent they favor the process of solving the task, in this research it is important to make use of teaching-learning strategies so that everything that you want to achieve in the student can be carried out and to be able to develop in him his skills and abilities. (Gallego, 2016), "Through reading you can get to know peaceful worlds, few imagined, perhaps unreal, little existing however when represented in writing".

(Morales, 2018), Reading comprehension is one of the vital capacities to develop personally, especially in the academic world today, the person must understand the author fully and for this he must understand all the symbols that he uses in the context of reading, for this You need to develop your own reading strategies or others to adapt them that with practice you will get the necessary results. For (Rosales, 2015). When a person proceeds to read "a process is developed through which meanings are built that are related to the previous experiences of the reader, their context and ideas embodied in the writing. Therefore, it is impossible for readers to construct similar meanings, considering that not only their experiences are diverse, but also their way of thinking and acting, because they depend on their cognitive and emotional development (Hjetland et al., 2020; Struyven et al., 2006; Philippe et al., 2020).

Linguistic expression in student learning

Linguistics constitutes a broad field within language studies, semantics being one of the disciplines for grammatical expression, which together form linguistic semantics, which is the study of encoding and decoding. of its semantic content. It is part of grammatical analysis along with syntax and pragmatics (Roldan, 2014). In linguistic expression, a phase is triggered on the teaching of the language that implies being clear about the concept of didactic transposition worked by Chevallard (1991), and defined as a wise content is one that adopts transformations with which the teaching objective is adapted. (Cisneros, 2015), "Reading drives learning and opens the doors to knowledge. For this, it is necessary to acquire strategies and habits that allow to investigate, find, analyze and evaluate information independently. Reading is a habit that lasts throughout life" (Grisanti, 2020), To demonstrate the objective of the research and verify that reading comprehension is essential in the linguistic expression of high school students, a survey to have clear elements of what students think about different aspects. Table 1 shows the consideration of comprehension in the linguistic expression of high school students (Kırmızı, 2009; Sidek & Rahim, 2015; Goswami et al., 2013).

Table 1
Students understand what they read

Alternatives	Frequency	Percentage (%)
Yes	1	10
No	8	80
Sometimes	1	10

10% of the teachers surveyed consider that they sometimes understand what they read; the percentage proportionality is shared with their students, the other 10% affirms that YES, while the remaining 80% is categorical. It is evident that most students in middle school have syllabic reading, spelling problems and most of them need to enhance basic language skills: speaking, listening, reading and writing. The ability to access, understand and reflect on any type of information is essential to consolidate these objectives (Oliva, 2017). Jean Piaget assumes that teaching occurs within and within people, education has a purpose that is to promote the intellectual, emotional and social growth of the child. It was appreciated in considering what strategy he applies for his students to read and understand a text, in table 2 the results are shown.

Table 2
Strategy used by teachers for their students to read and understand a text

Alternatives	Frequency	Percentage (%)
Short stories	2	20
Literary books	1	10
Short paragraphs	7	70

10% of the teachers surveyed apply literary books, 20% of them short stories, while 70% short paragraphs. It is necessary to start with the reading learning of the students to apply short paragraphs so that in this way they gradually feel the need to read. Most teachers apply short paragraphs to their students to properly read and analyze the content and in this way students can understand much better what they are reading and little by little they have better understanding. It is a strategy that allows a global visualization of a topic through a series of literal questions that give a specific answer to this (Zubillaga, 2017)" thus fueling the optimal progress of cognitive and metacognitive skills. It is transcendental to point out and specify the learning strategies that will be used at the educational levels. It is essential that students access a full development of knowledge. For (Piaget, 1976), a model produces the formation of conceptual structures to develop a pedagogy that adapts to the needs of understanding, that is, it implies adapting the contents to the capacities of the children. It was inquired about with the students if they understand what they are reading, the results can be verified in table 3.

Table 3
Understands what they are reading

Alternatives	Frequency	Percentage (%)
Yes	10	7
No	20	15
Sometimes	106	78

How can observe 7% of the students state that Yes, 15% that No; while 78% of the students consider that they sometimes understand what they read, this response agrees with that of the teachers regarding the need to apply reading strategies that help students improve their reading process in order to students can apply it in the classroom and outside it; (Naula, 2019), it is a process of logical and sequential order that is carried out in order to facilitate knowledge, skills and abilities. In the Middle Basic sublevel, the teacher is responsible for supporting the comprehension and production of oral and written texts so that their students use lexical and syntactical knowledge appropriately, as well as acquire skills that allow them to pose and respond to their hypotheses. that they can express themselves openly to solve situations and controversies that arise in their daily lives (Cesur, 2011; Liu et al., 2010; Meijer et al., 1999). Human beings in their initial stage build their own language through interactions with the world

around them, while their language manifests the development of their logical thinking and reasoning skills through phases or stages. Students were asked about the strategies applied by their teacher so that you as students read and understand text showing the results in table 4.

Table 4
Strategies your teacher applies for students to read and understand text

Alternatives	Frequency	Percentage (%)
Seeks novel reading	6	4
Question about what read	50	37
Plays with the meaning of words	20	15
Uses clue game	20	15
Teaches comprehension trick	10	7
Uses text organizers	30	22

As can be seen, most teachers look for strategies to encourage reading to their students, the 4% of them look for novel reading, 7% ask about what they read, 15% play with the meaning of words, 15% use clue games, 22% state that it teaches compression tricks, while 37% of they ask about what their students read. There is no similarity for teachers and students at the time of applying strategies, since there are countless strategies that each teacher uses to reach their reading learning. With the application of the strategy, teachers and students achieve each of the objectives of the proposal; It will be applied appropriately in the learning determined by the teacher, this allows them a good dissertation, because it can be considered as the necessary tools for the student's teaching-learning process (Bezanilla et al., 2019; Handayani et al., 2019; Alcivar et al., 2020).

4   Conclusion

It is concluded that the reading comprehension in the linguistic expression of the students of the basic average It directly influences the development of skills and therefore affects the teaching-learning process. It was possible to detect that the reading comprehension of the students at the middle school does not have a minimum interest in reading, it is for this reason that they do not find anything interesting in it, because they simply cannot understand the contents that they possess. This immense pedagogical inconvenience causes them to occupy their time in something that is not very educational and formative, such as the choice of any television program, at the same time they minimize the opportunities to be analytical, inquiring, and purposeful, causing poor results in all subjects, both in now and in their next years of study.

Students must develop semantic awareness that will allow them to overcome deficiencies in learning to read and write in a reflective, playful, dynamic, and cooperative way to strengthen their interpersonal relationships. The students present precarious attitudinal, procedural, and cognitive levels, impregnating them with adverse ideas of reading, originating in them negative academic results, the same that can be detected in the deficient levels of interpretation and reading comprehension. Teachers must design strategies to help students become competent readers and in turn can develop positively within their educational environment and thus facilitate their Learning.

References

Alcivar, C. M. M., Quimi, T. L. I., & Barberan, M. F. Z. (2020). The motivation and its importance in the teaching-learning process. *International Research Journal of Management, IT and Social Sciences*, *7*(1), 138-144. https://doi.org/10.21744/irjmis.v7n1.832

Alliende , F. , & Condemarine , M. (2002). Theory, evolution and development (Eighth Edition ed.). *Santiago de Chile, Chile: Andres* Bello

Ander-Egg, E. (1995). Introduction to social work. In *Introduction to Social Work* (pp. 312-312).

Anderson, R. C., & Pearson, P. D. (1984). A Schema-Theoretic View of Basic Processes in Reading Comprehension. Technical Report No. 306.

Bezanilla, M. J., Fernández-Nogueira, D., Poblete, M., & Galindo-Domínguez, H. (2019). Methodologies for teaching-learning critical thinking in higher education: The teacher's view. *Thinking skills and creativity*, *33*, 100584. https://doi.org/10.1016/j.tsc.2019.100584

Bixio, A. (2004). Genealogies and ethics of social orders.

Cesur, M. O. (2011). Can language learning strategies predict Turkish university prep class students' achievement in reading comprehension?. *Procedia-Social and Behavioral Sciences*, *15*, 1920-1924. https://doi.org/10.1016/j.sbspro.2011.04.028

Chevallard, Y. (1991). The didactic transposition. *From wise knowledge to taught knowledge* , *3* .

Cisneros, M. (2015). Linguistic Didactics: a challenge from the University for basic education. Notebooks of Hispanic Linguistics.

Colomer, T. (1997). The teaching and learning of reading comprehension. Signs Magazine, 20, 6-15.

Cortes Avendaño, OL (2018). Importance of reading comprehension in the learning process in the first grade students of the Cora Grimaldo campus in the municipality of Purification.

De Franco, M. F. (2020). Paradigms, approaches and research methods: Theoretical analysis. Recursive World, 3(1), 1-24.

Gallego Ortega, J. L. (2019). (2019). Reading comprehension of basic education students. Literature and Linguistics, (40), 187-208.

Gallego, J. (2016). Strategies and techniques in learning. (In network) retrieved at: http://slideplayer.es/slide/10113873.

Gonzalez, S. (1999). Reading comprehension. Havana, Editorial Pueblo and Education.

Goodman, D. (1982). Optimal life histories, optimal notation, and the value of reproductive value. *The American Naturalist*, *119*(6), 803-823.

Goswami, U., Huss, M., Mead, N., Fosker, T., & Verney, J. P. (2013). Perception of patterns of musical beat distribution in phonological developmental dyslexia: Significant longitudinal relations with word reading and reading comprehension. *Cortex*, *49*(5), 1363-1376. https://doi.org/10.1016/j.cortex.2012.05.005

Grisanti, M. (September 29, 2020). University of the Andes.

Handayani, N. D., Mantra, I. B. N., & Suwandi, I. N. (2019). Integrating collaborative learning in cyclic learning sessions to promote students' reading comprehension and critical thinking. *International Research Journal of Management, IT and Social Sciences*, *6*(5), 303-308. https://doi.org/10.21744/irjmis.v6n5.777

Hjetland, H. N., Brinchmann, E. I., Scherer, R., Hulme, C., & Melby-Lervåg, M. (2020). Preschool pathways to reading comprehension: A systematic meta-analytic review. *Educational Research Review*, *30*, 100323. https://doi.org/10.1016/j.edurev.2020.100323

Hueso, A . Y. (2012). Bone, A. and Cascant, M. (2012). "Methodology and quantitative research techniques". (1st. ed.). Editorial Polytechnic University of Valencia.

Kırmızı, F. S. (2009). The relationship between writing achievement and the use of reading comprehension strategies in the 4th and 5th grades of primary schools. *Procedia-Social and Behavioral Sciences*, *1*(1), 230-234. https://doi.org/10.1016/j.sbspro.2009.01.042

Liu, P. L., Chen, C. J., & Chang, Y. J. (2010). Effects of a computer-assisted concept mapping learning strategy on EFL college students' English reading comprehension. *Computers & Education*, *54*(2), 436-445. https://doi.org/10.1016/j.compedu.2009.08.027

Loayza-Maturrano, E. (2006). Qualitative research in education. *Educational Research* , *10* (18), 75-85.

Martin Arranz, M. (2021). The importance of reading comprehension in the area of mathematics.

Maturrano, E. F. (2020). Qualitative research in Human Sciences and Education. Criteria for preparing scientific articles. EDUCARE ET COMUNICARE: Research journal of the Faculty of Humanities, 8(2), 56-66.

McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.

Meijer, P. C., Verloop, N., & Beijaard, D. (1999). Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and teacher education*, *15*(1), 59-84. https://doi.org/10.1016/S0742-051X(98)00045-6

Mendoza Suarez, GM (2020). Linguistic expression in the semantic awareness of second grade children. Atlante Notebooks of Education and Development, (May).

Morales. (2018). The act of reading: an experience in Primary Education, and reading comprehension.

Naula, S. (2019). Methodological strategy to strengthen comprehensive reading in the Natural Sciences learning process of upper basic students at CECIB Father Angel Maria Iglesias from the Puruvin community, Gualleturo parish, p.

Oliva, J. (2017). What learning methods for reading exist? . Scielo.

Philippe, S., Souchet, A. D., Lameras, P., Petridis, P., Caporal, J., Coldeboeuf, G., & Duzan, H. (2020). Multimodal teaching, learning and training in virtual reality: a review and case study. *Virtual Reality & Intelligent Hardware*, *2*(5), 421-442. https://doi.org/10.1016/j.vrih.2020.07.008

Piaget. (1976). Development explains learning. In SF Campbell (Ed.), Piaget sampler:

Plasencia, A. (2017). Reading of teaching-learning strategies by Carles Monereo.

Pulido Polo, M. (2015). Ceremonial and protocol: methods and techniques of scientific research.

Rodriguez, C.M. (2021). Microsoft Teams platform and its influence on the learning of high school students. Dialnet, 18. Retrieved on January 10, 2022. https://editorialibkn.com/index.php/Yachasun/article/view/148/765pdf

Rodríguez-Salmerón. (2021). Creative techniques of reading comprehension and linguistic competences in the high school. Referred multidisciplinary scientific journal yachasun-ISSN: 2697-3456, 5(9 ed. esp.), 16-30.

Roldan, P. (June 8, 2014). Linguistic semantics. The Guide. Retrieved on November 22, 2021, from https://lengua.laguia2000.com/gramatica/semantica-linguistica

Rosales., M. (2015). The act of reading: an experience in Primary Education. Redalyc, 91 - 98. Retrieved from https://www.redalyc.org/pdf/356/35646429010.pdf

Sánchez, M. (2017). Knowledge that teachers of a private school have about strategies as a learning-teaching tool. (Thesis). Faculty of Humanities. Rafael Landívar University, Guatemala of the Assumption. Guatemala. https://seug.ugr.es/index.php/reugra/arti.

Sepulveda, SF (2018). The importance of reading comprehension: an analysis in basic education students in Chile. Journal of Education of the University of Granada, 25, 113-129. https://revistaseug.ugr.es/index.php/reugra/arti.

Sidek, H. M., & Rahim, H. A. (2015). The role of vocabulary knowledge in reading comprehension: A cross-linguistic study. *Procedia-Social and Behavioral Sciences*, *197*, 50-56. https://doi.org/10.1016/j.sbspro.2015.07.046

Struyven, K., Dochy, F., Janssens, S., & Gielen, S. (2006). On the dynamics of students' approaches to learning: The effects of the teaching/learning environment. *Learning and instruction*, *16*(4), 279-294. https://doi.org/10.1016/j.learninstruc.2006.07.001

Vallés Arándiga, A. (2005). Reading comprehension and psichological processes. *Liberabit*, *11*(11), 41-48.

Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet psychology*, *17*(4), 3-35.

Zubillaga. (2017). Teaching strategies for the promotion of learning. Digital Publisher. Retrieved from https://www.uv.mx/dgdaie/files/2012/11/CPP-DC-Diaz-Barriga-Estrategias-de-ensenanza.pdf