



## Reading in the Development of Linguistic Skills at the Elementary Level



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### Article history:

Submitted: 09 April 2022

Revised: 18 May 2022

Accepted: 27 June 2022

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### Keywords:

*elementary level;*

*language skills;*

*learning;*

*linguistic skills;*

*reading;*

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### Abstract

The study aimed at reading in the development of language skills, at the elementary level of the Cinco de Mayo Educational Unit, in the 2021-2022 school year, where there was a lack of learning in the reading process due to the lack of reading skills, lack of knowledge when building syllables, reading comprehension and the lack of strategies to improve it. The methodology used was systematic, controlled, and critical research, with a field study between variables, with the analytical, synthetic and statistical method, obtaining as a result that the difficulty in learning to read is in the motivation of the child; in the disposition that the teacher assumes to teach and the behavior that the parents support the process from home, to lead to reading comprehension and the development of linguistic skills.

*International journal of linguistics, literature and culture* © 2022.

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## 1 Introduction

Reading in the development of linguistic skills, at the elementary level of the Cinco de Mayo Educational Unit in the 2021-2022 school year, is a topic that tries to collect some significant aspects of reading as a means to develop oral language, linked to written language, with techniques such as debate, storytelling, discussion, teaching, and training in general, which are means to achieve these skills; through addition, the use of written language implies the ability to learn new things reading and the ability to express thoughts in writing. Likewise [Figuerola et al. \(2022\)](#), which states that written language is linked to oral language, this depends on children's prior knowledge about oral language and metalinguistic development. The theoretical information is supported by authors such as [Jiménez & O'Shanahan \(2008\)](#), who consider that the fundamental axes for teaching reading are not only in theory, but in practice, that this practice should be a habit ([Gallardo & López, 2005](#)). They argue that language skills are based on the ways that exist for effective communication with others. The problem that is detailed is reflected in the learning in terms of reading, due to its deficit in the development of reading skills that is given by the lack of interest in reading and that according to [Pérez et al. \(2010\)](#), the little or no time to reading, is the lack of knowledge when constructing syllables, due to reading comprehension and the lack of strategies to improve it, problems that are exacerbated by the limited incidence of reading in schoolchildren, reflected in national statistics, where 26.5 % of Ecuadorians do not spend time reading, of which 56.8% do not do so due to lack of interest and 31.7% due to lack of time, according to the latest data from the National Institute of Statistics and Censuses ([INEC, 2021](#)).

According to this reference, the situation is not different or alien to other contexts, since intellectual poverty increases as reading decreases, its importance in children's thinking, the prevalence of low reading competence among students despite that their teachers have made unpredictable efforts to encourage reading habits through strategies that allow raising reading levels, this is a struggle, where traditional books face all the cutting-edge technology that has been created and to arouse the interest of children who make reading the last resource to study ([Ismaili & Bajrami, 2016](#); [Zhu & Lee, 2008](#)). Reading is related to three types of learning problems, according to [Pérez et al. \(2010\)](#), children who find it difficult to learn to read, children who read passively and children who have difficulties in reading comprehension, with these antecedents, The way in which reading affects the development of linguistic skills at the elementary level was studied. In many cases it is answered with the deductions of the authors [Jiménez, & O'Shanahan \(2008\)](#), who consider that the fundamental axes for the teaching of reading are not only in theory, research and practice; but also in the ability to develop the specific skill of reading with its respective process, where reading and its daily practice, interrelate all the communication skills that help with the rest of the skills in the cognitive processes of the students like [López & Gallardo \(2005\)](#), they argue that language skills are based on speaking, listening, reading and writing; the ways that exist for effective communication with others ([Leiner et al., 1991](#); [Noble et al., 2019](#)).

All of the above mentioned allows us to indicate that reading affects the development of linguistic skills that children are generating with knowledge and with practice they develop in a better way in reading comprehension and more when they are at the elementary level of their preparation cognitive ([McGill et al., 1992](#); [Lin et al., 2003](#)). The methodology used was based on a systematic, controlled and critical level of research, with a field study between variables, with the analytical, synthetic method, a conversation was held with parents, students and teachers, obtaining in these conversations that reading affects positive for the development of children's language skills at the elementary level; that for its teaching-learning, motivation is required that is evidenced in the process, which includes not only the teacher but also the parents; In addition to the ways in which teaching is applied, it leads to the discovery of other capacities in the learner child, such as his vocalization and interpretation in a conversation or exhibition. Reading and writing are elements that foster learning environments in students in the development of skills and acquisition of reading knowledge [Hoyos Flórez & Gallego Betancur \(2017\)](#), assure that the story is a tool that generates in children a greater reading comprehension, awakening their imagination and leaving in them the ability to interpret, therefore, it is significant to read, but more important is to understand what is read ([Makuc, 2020](#)).

Teaching in language skills, according to [Vázquez & Casay \(2021\)](#), consists of reviewing a central concept for language teaching, which articulates the teaching activity inside and outside the classroom, starting from the traditional notion of language skills through (Listening, speaking, reading and writing). This occurs in the teaching-learning process as a strategy that implies the participation of the learner, as well as in debate, storytelling, discussion, teaching and training in general. [Ávalos Ramírez \(2001\)](#), comments that the use of written language implies the ability to learn new things through reading and the ability to expose the thoughts of each one in writing. Likewise [Domínguez \(2010\)](#), which states that written language is linked to oral language, this depends on the

children's prior knowledge and metalinguistic development, sustained by how they pronounce words (Vukovic & Lesaux, 2013; Rubi-Fessen et al., 2015).

The results indicate that knowledge of letters and phonological awareness are the support of reading in the first year as expressed (Bravo Valdivieso et al., 2006). Knowledge of letters, written words and textual structures are part of the learning that students must acquire, Cuetos Vega (2008) argues that phonological awareness in children by selecting a good method that facilitates the task between the sound of the letters and then learning by automating the decoding processes so that they can dedicate their cognitive resources to understanding what they read. But for reading you have to learn to read, according to Solé (1998), The teacher must have specific strategies or ways to teach and learn to read without excessive difficulty, making a relationship between the reader and the text, in which both are very important, but the one who rules is the reader, seeing reading as constructivist and interactive (Toala-Díaz & Muñoz-Ponce, 2022; Goncharova, 2020).

The strategy as a product of a mental activity from its beginning must start from a planning and design that facilitates the acquisition of knowledge, Rivera et al. (2020), affirm that these strategies favor understanding so that they learn to have previous knowledge and achieve reading retention since they allow the student to be autonomous and self-regulate their comprehension process and to set a reading purpose when the teacher directs it and manages to evaluate their own cognitive process. According to Pérez et al. (2010), this process must be supported by the relationship established between fathers, mothers and children, since it will condition not only their immediate reactions, but also the established attachment will develop their emotional and cognitive learning. Indeed Moreno Sánchez et al. (2012), they indicate that the school is not the only space where one learns to read and develops the habit of reading; but also the family and society and the environment that surrounds him, the people who are by his side have a determining role in his development and in his learning, in addition to creating the conditions to do so. If the necessary conditions do not exist to assume the process, the student will be exposed to failure, fear, anxiety, and frustration, which will threaten the success of their learning, according to what they stated (Rodríguez Sánchez et al., 2018).

## 2 Materials and Methods

Research is a systematic and controlled procedure, whose purpose is to discover the actions that occur with the facts, which lead to knowing the reality in the discovery of learning, for which it was framed within a level of descriptive research and explanatory, with a quantitative approach and a field study, where the main objective is to arrive at a description of the method that is used in teaching reading, within a given context of the information acquired from the first line, the data was collected instantly, through parents, teachers and students, for Hernández-Sampieri et al. (2014), it is necessary to apply in any investigation, the inductive, deductive, analytical and synthetic method was used, and the techniques of collection of the information most used in the process for data collection are the survey and the observation sheets, therefore in this study they used the same and in the fulfillment of each specific objective, some questions were established that were previously elaborated and analyzed in relation to the variables determined in this investigation (Flórez Romero et al., 2017; Esquivel, 2011). The survey was used to identify strategies for reading comprehension of the texts studied. In the case of the questionnaire, it was to describe the interaction of the parents with the children, in the reading process; and, in the case of the observation sheet it was applied to determine the phonological equivalence in the pronunciation of the words, and at the same time to identify the reading strategies and with it the understanding of these. In all this process, those involved directly intervened, the same ones that consist of a sample of 23 children from the Elementary School, 23 parents and 7 teachers from the “Cinco de Mayo” Educational Unit, at the end of the 2021 academic period. -2022 (Price & Mechelli, 2005; Küçüköglü, 2013).

## 3 Results and Discussions

From the information sheet prepared for the students, where its objective was to determine the level of reading that the students have, it was discovered that the students always have previous knowledge active through images, sounds, videos, and readings. and that their participation in reading, they can always identify the most outstanding words, the elements of a text, the questions that are given in it; they are also able to visually separate, read and write phonemes. So, it was a very effective method to identify that children have an efficient level at the time of reading.

Starting from the traditional notion of linguistic ability (listening, speaking, reading, and writing). This occurs as strategies that involve the participation of the learner, as well as, in debate, storytelling, discussion, teaching and training in general. [De Ramírez \(2000\)](#), comments that the use of written language implies the ability to learn new things through reading and the ability to express our thoughts in writing, which, if students manage to be active through different strategies, then reading is understood.

The observation sheet intended for teachers had the objective of identifying the linguistic strategies in the comprehension of texts, in this sense it was obtained that if the previous knowledge that the student possesses is taken into account, that if they carry out accompaniment in their learning for vocalization of phonemes, since they address the subject according to the interest of the student and more so when it comes to reading comprehension, promoting an environment conducive to learning, diversifying the activities, at the times where this activity is carried out, encouraging the work collaborative with each other. These aspects led to level the linguistic strategies that are developed for reading comprehension. In this sense, there are approximately 21 strategies in figure 1, some of them are shown.

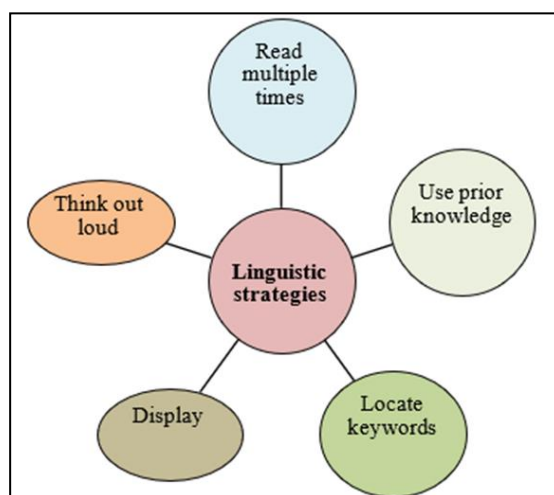


Figure 1. Some strategies for reading comprehension

The advantages of these strategies are that they reinforce knowledge when you read several times, it increases curiosity, keeps the reader informed, arouses interest and imagination, improves inspiration and makes ideas arise and in many cases it empowers the research. In this sense, the researcher shares with what she says [Aguilar et al. \(2015\)](#), who state that imagination allows children through the story a greater reading comprehension, awakening their imagination and leaving in them the ability to interpret, therefore, it is significant to read, but more important is to understand what is read. Lto teaching in linguistic skills, according to [Cassany et al. \(2021\)](#), begins with the global reading method that consists of the perceptual level, the global recognition of words and phrases, the recognition of syllables and reading progress, although many times the syllabic method is important and by nature. From the observation sheet proposed for parents, whose objective was to evaluate the aspects that occur in reading and thereby identify linguistic strategies, where 20 students have a very good level when expressing what they read, ordering ideas in time and space; 18 students modulate words very well; 9-13 children follow grammar rules very well without omitting or substituting phonemes; 14 students present the pronunciation very well, with the appropriate tone and pauses; 17 students use vocabulary very well with a diversity of words and phrases; 20 students act very well when presenting a work; and 19 students formulate their ideas very well about the content they read or listen to. Since this statistic persists in the majority of students, it only indicates that there is little difficulty in reading comprehension.

In addition, it was also established that 19 children recognize their written name very well; 17 children establish the relationship between the letters of their name and the sound that is emitted from it; 13 children use letters very well and explain what they say; 14 children identify the differences in a text; 18 students develop ideas very well when dictating to them, stating the ideas clearly; and 15 students level the characteristics of the writing system very well. This determines that most also prioritize writing, assuming that the deficiencies in both reading and writing are minimal. From the questionnaire given to the parents, where the objective was to describe the interaction of the

parents in the reading process, it was described that 91.30% of their children always attend classes; and with this it is observed that 100% of the parents are pending that their children fulfill the tasks entrusted by the teachers; in addition to committing that their children bring the implements that are needed in the classes; being so that 91.30% of the respondents say that they always observe the school performance of their children, when they are at home; also 100% of the parents of families say that if they carry out short readings, slowly and with changes in sounds, with their children; where 95.65%, assure that they help their children a lot in reading, being 100% that when the child does not understand reading, they guide him in the best way for his respective understanding, since 56.52% expressed their opinion that their children, when reading, repeat the text that they have already read previously, 39.13% assure that their children repeat short sentences at the time of reading; and 4.35% assert that children repeat phonemes in much of the reading; however, this indicates that children are in continuous learning and that they develop in the reading process.

And from the study in children; 56.52% do not present any type of difficulty in reading; 65.22% meet the development of reading similar words, easily; 100% find it very difficult to follow a series of instructions given to them, but it is considered logical in reference to their age; 91.30% of the children change the order of the letters or syllables in a given word; 82.61% repeat texts already read when pronouncing words and sentences, however, none of them repeat phonemes or words and use the appropriate guidelines; indicating with these relationships that students advance their teaching-learning successfully, that any difficulty will vanish as the collaboration between parents and teachers is equated with the sole purpose of helping the child, so that it is established in an effigy, leveled in a physiognomy assimilated physically and mentally appropriate, conducive to their personal development.

#### 4 Conclusion

With the practice of reading in elementary or basic level students, they are learning and easily capture knowledge, develop language skills, allowing cognitive growth for their evolution at all levels presented in their lives. The phonological equivalence that must exist in the pronunciation of the words that is established with the system of a language that can be cultivated correctly was determined, by identifying the strategies of the reading process, which contributes to the understanding of any text that is read generating great benefits for knowledge. The interaction of the parents with the children is described, in the process that must be given at the time of reading, through practical evaluations that are given in the students, distinguishing the true reading process, where linguistic capacities are developed that allow the student growth.

##### *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.

##### *Acknowledgments*

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

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