



Phonemes in Language Development in Elementary School Students



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Abstract

A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach, or solution, and point out major findings and conclusions. The Abstract should be 100 to 200 words in length. The abstract should be written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article.

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1 Introduction

Instruction in reading is a task that requires several years of instruction and the mastery of a series of skills for proper learning, one of the most important skills is phonological awareness, related to success in the learning process. literacy (Suárez-Coalla et al., 2013). In alphabetic systems such as Spanish, in which writing represents the phonological structure of speech, success in learning by the reader-writer implies that he can recognize the sound components of his language. In the last decade, many studies have shown a crucial performance with the skills of phonological awareness in the benefit and development of reading and writing, as well as in the explanation of their difficulties (Valdivieso, 2016). Phonological awareness is found within one of the metacognitive skills such as meta-memory and meta-attention (Citoler & Serrano, 2011). The study of metacognition is understood as the ability to reflect on and regulate the products of one's thought processes, as a result of a growing awareness of the nature of cognitive functions (Pratt & Grieve, 1984). According to Bermeosolo (1994), phonological awareness is a modality of meta-linguistic awareness and is defined as the ability to reflect and manipulate the phonemic segments of speech (Arip et al., 2018; Margunayasa, 2018).

In Chone, the elementary educational units present difficulties, since they have not been able to count on a methodology that allows the development of language through phonemes and strategies aimed at solving the problem are not established. This situation is due especially to the lack of institutional inputs such as books and pedagogical tools, which enable students to develop phonemes in a dynamic and attractive way, which arouses their interest in the subject of language, and to this must be added the lack of support of parents to generate an adequate development in the matter of language on the part of their children. Due to the above, the objective of the research is to analyze the importance of teaching phonemes, as a key element for the development of the subject of language in elementary school students of the Educational Unit Fisco Misional Cinco de Mayo del Cantón Chone in the period 2021-2022, as well as the strong relationship that exists between the development of oral language and the skills that favor phonological knowledge in elementary school students (Lemos & Veríssimo, 2014; Brenowitz & Tuttle, 2003).

2 Materials and Methods

The research is based on a descriptive literature review, which made it possible to characterize the importance of teaching phonemes in the development of language in elementary school students, to guarantee continuity and quality. in teaching performance. The phenomenon of phonological awareness is studied in its current state, regardless of the practical effects. The deductive method was applied, which allowed us to appreciate the research problem, analyze the most general theories related to the teaching of phonemes and their importance for language teaching, define the hypothesis of the work to determine the objective of the research and be able to reach precise conclusions on the subject studied. For the purposes of this investigation, the sample made up of 146 elementary school students from the Cinco de Mayo Missionary Treasury Educational Unit of the Chone Canton was obtained and as an interest It is essential to look for the types of active techniques so that the student obtains the facility in the understanding of texts and thus be able to guarantee an adequate teaching in the subject of language (Bialysto et al., 2016; Bar-Hillel, 1960).

3 Results and Discussions

Language teaching is a complex process that encompasses practically the entire student's student life, with key importance during the first years of study. To carry out the process, teachers have a variety of tools, which allow them to interact with students to encourage their participation, motivation and interest in language development, with the aim of transmitting the knowledge they possess in a meaningful way (PamPlona-Raigosa & Cano-Valderrama, 2019). Figure 1 shows some of the pedagogical tools that can be applied in the classroom to motivate students in language teaching.



Figure 1. Pedagogical tools that can be applied in classrooms to motivate language teaching
Source: Elaborated from (Moll, 2017)

The proper management of the environment constitutes a fundamental tool for language teaching. According to [Mora et al. \(2014\)](#) they affirm that if the learning conditions are favorable and stimulating, the development would be immediate, since if they are not unfavorable it can affect said development in a negative way. Teachers must influence by modifying the environment so that it is favorable for the purposes of language teaching. The reward is a tool that consists of a behavior that is rewarded with the aim of achieving its repetition by the student and imitated by other students, it must be understood as an educational measure designed by the pedagogue, which is aimed at helping the student in the difficulties ordinary schoolchildren that may arise throughout the learning process. The academic reinforcement to the students who have low results during the evaluation process, allows to generate a consolidated of educational actions that support the teaching process, so that the teacher has greater facilities to execute their educational activities and the students can learn. in better mode ([Stahl, 2004](#)).

The author [Mariana \(2015\)](#), argues that sanctions should be avoided, since they can be interpreted as punishment or revenge for the inconvenience caused by a student. The important thing is to teach the student that the sanctions are the consequence of an act that inflicts the same student and not the teacher. A good part of the behavior of the students will be marked by the beliefs that they acquire at school and in the study hall. In this sense, beliefs must be given the value they deserve, since they are often determining factors in the feelings and decisions of students. Insist on the self-confidence of the students and make them feel capable, in the concept they have of their classmates and their teachers ([Solis, 2015](#)). Emotions are an energy that allow us to act by reacting to stimuli, whether internal or external. They are adaptive and help to face difficult situations. The preschool age is the right one to encourage students to control their emotions for a good future school development and therefore to obtain a satisfactory quality of life ([Espinoza Carvajal, 2011](#)). The reasoning does not focus on the behavioral but on the cognitive, and it does not have an immediate effect on a student's behavior but allows him to generate his own meaning. Reasoning in pedagogy is a central axis that is carried out in the teaching process within the classroom ([Carrasco Escalona et al., 2008](#)). Reflection on learning is what is meant by metacognition, it is a person's reflection on their own mental process. The great value of cognition lies in the evaluation itself, but also in the perception that progress is being made and that improvement process is one of the keys to motivation ([Osses Bustingorry & Jaramillo Mora, 2008](#)).

Phonological awareness and learning of the written language

Infants when they begin the teaching of the written language have to come to understand the association that may exist between the letters that are the graphemes and the speech sounds called phonemes. The development of phonological skills facilitates reflection and the ability to manipulate the subunits of the word in spoken language in syllables, intrasyllabic units and phonemes, which are skills that allow the student to understand the relationship between oral and written language ([Sánchez, 2004](#)). Phonological awareness represents a scope in the learning of the written language, where there is a clear imbalance in favor of reading. The importance of phonological awareness in the teaching of the writing system is since graphic characters transcribe the sounds of oral language ([Peñafiel, 2009](#)). The main tasks that the student faces is to understand the coding principle, that is, that the letters function as signals for the sounds of speech, which implies the need to develop phonological awareness skills at different levels, skills that constitute a special relevance in the learning of the written code ([Puerto, 2009](#)).

Phonological awareness and development levels

Various investigations have revealed the relationship between phonological awareness and the learning of written language, such as they are [Jiménez & Ortiz \(1995\)](#); [Herrera & Defior \(2005\)](#); [Silva \(2013\)](#); [Escotto Córdova \(2014\)](#);

Ysla Almonacid & Avila Clemente, (2017), concluding that the achievement of good phonological skills can allow reflection and manipulation of the segmental units of the oral language, which favors the learning of reading and writing. Phonological awareness is considered a metalinguistic ability, which consists of becoming aware of any phonological unit of spoken language (Bravo Valdivieso, 2002). Phonological awareness is developed by different elements, which demonstrate different levels of complexity that are determined by the type of linguistic unit on which the action is carried out by the subject and the processes that are carried out on it (Hernández-Valle & Jiménez, 2001). In the scientific literature there are different criteria to demonstrate the levels of phonological segmentation. Treiman (1991), manifested a hierarchical and bounded model, where they include three levels in the process of acquiring phonological awareness that are shown in Figure 2.

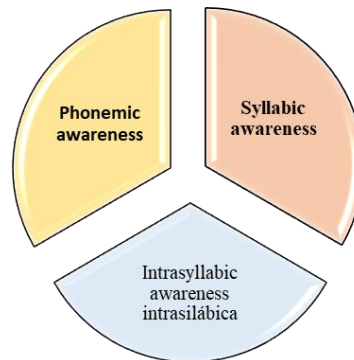


Figure 2. Levels in the process of acquiring phonological awareness
Source: Elaborated from (Loría-Rocha, 2020)

Syllabic awareness refers to the ability to segment, identify and refers to the ability to understand spoken discourse that is divided into smaller sound units called syllables and that can be manipulated. Syllabic awareness refers to the student's ability to understand that a word can be divided into smaller units called syllables (Fracca, 1998). Intrasyllabic awareness is the ability to segment syllables into their components and operate on them. The components of the syllable onset and rhyme. The onset are the consonant sounds that start the syllable, and the rhyme begins with the vowel and then extends to the end of the syllable (Gutierrez-Fresneda et al., 2020). Phonemic awareness corresponds to the ability to segment and manipulate the smallest units of speech, which entails realizing that spoken words are made up of discrete sound units or minimal non-significant units (Trías et al., 2009). Some authors such as Calderón et al. (2006), affirm that once the importance of phonological awareness in reading learning is known, a question that must be asked is whether phonological awareness has an evolutionary development. Other authors such as Jiménez & Ortiz (1995), point out that there is no clear consensus in this regard, so that there are authors who consider that the appearance of phonological awareness takes place around the age of 4 or 5 years, while those others place it around 6 or 7 years. There is an agreement in the literature in relation to the value that phonological awareness shows in the teaching of the written language, but there is no consensus regarding the evolutionary moment in which the infant is more prepared to obtain the different levels of the which is formed (Vandewalle et al., 2012; Durham et al., 2007).

Linguistic disorders

The alteration of the language that the specialists traditionally manage, is defined as the linguistic performance outside the norm as a disorder. It is any deviation in the components of the language, whether phonological, semantic, morphological, and syntactic, which are the products of an organic or functional disorder. The speech of the deaf is considered disturbed, as well as the variations in the speech of the person with cognitive disabilities (Uzcátegui et al., 2007). Language in children develops from birth and at the age of three they are expected to have a basic repertoire of skills in the different linguistic dimensions, which allows effective communication with their environment. Children with specific developmental language disorder (SDD) do not have this natural and fluid development of language and this hinders their interaction with the world (Bishop & Leonard, 2000). There are two main approaches in the child with TEDL that are represented in figure 3



Figure 3. Main approaches in the child with TEDL
Source: Elaborated from (Hincapié-Henao et al., 2008)

Auditory processing tests assess children's ability to differentiate acoustically similar sounds and quickly process auditory information. The specific linguistic tests focus on the analysis of the comprehension and the use of the tense marker and the plural in the sentence. The development of language is closely linked both to elements of the individual himself and his neurological evolution, psychological and physiological development, among these the maturation of the organs that intervene in its production, as well as the environment where it operates (Castles & Coltheart, 2004; Cheung et al., 2001).

4 Conclusion

In the work it is possible to demonstrate the importance of the teaching of phonemes as a key element for the development of the subject of language in the students of elementary school of the Educational Unit Fisco Misional Cinco de Mayo of the Chone Canton in the period 2021 - 2022, as well as the strong relationship that exists between the development of oral language and the skills that favor phonological knowledge in elementary school students. The research allowed to know the relationships between the initial stages of learning to write and the different components of phonological awareness and its importance to lay the foundations on which to design effective programs that favor the learning of the written language at an early age. It was learned that language problems affect children both in their school life and in their daily life, this causes them to present academic deficiencies throughout their student life, since they do not meet what is required for their age and academic level. Although it is true that in some cases this problem can be improved, it is still an impediment to carrying out certain activities of daily life throughout life (McBride-Chang et al., 2005; Browman & Goldstein, 1990).

Conflict of interest statement

The authors declared that they have no competing interest.

Statement of authorship

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

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