



Reading at the Phonological and Syntactic Level in Elementary School Students



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Abstract

The objective of this research is to investigate how literacy influences the morphological and syntactic phonological level in the student at the elementary school of the "Mariscal Sucre" Educational Unit of the Codicia sector of the Flavio Alfaro Canton, the objective is the elaboration of a methodology strategy of literacy, this will help improve the phonological, morphological, and syntactic level in Elementary Basic students. The bibliographic review was used with a correlational vision, the methods that were used were inductive, deductive, analytical, synthetic, and statistical and the techniques for the work of such as the survey, classroom observation and interview. The result was that most teachers in the area of Language and Literature consider that the development of linguistic skills in students is essential since it allows them to expand their potential through learning, they can also develop communication skills that will help them to have a better reading competence.

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1 Introduction

The research originates from the need of how literacy influences the students of the elementary school of the "Mariscal Sucre" Educational Unit of the Greed sector of the Flavio Alfaro canton during the period 2021-2022, where a diagnosis was made to the entire population and as a sample to the students and teachers of Elementary School. This study aims to investigate literacy at the morphological and syntactic phonological level in the elementary school student, which was developed through a plan structured by phases to obtain the information since it is required to determine whether or not there are inconveniences or difficulties, this research is based on the analysis of literacy to thereby improve teaching practice with new teaching methods.

Reading is an essential factor in the acquisition of culture, and scientific and technological knowledge. It becomes essential to analyze its content, study the text, decipher, explain, interpret, summarize, choose the most important and significant elements, then learn the meaning of words and use the assimilated vocabulary (Leite, 2017). Reading is an activity characterized by the translation of symbols or letters into words and phrases endowed with meaning. Once the symbol has been deciphered, it is reproduced, so the first phase of learning to read is linked to writing. The ultimate goal of reading is to make it possible to understand written materials, evaluate them, and use them for our needs (Cano et al., 2017).

2 Materials and Methods

The level of research used is correlational because a relationship was made between the two study variables, the methods used were inductive, deductive, analytical, synthetic and statistical. The techniques that were used were the survey for both teachers who attend the elementary school of the "Mariscal Sucre" educational unit and for the parents, the observation which was applied during the classes and the interview applied in the same way to the students. Teachers and the instruments used consisted of a survey, a classroom observation sheet and an interview. Information was taken from research articles related to the two variables of authors with five years of publication. The population under study consisted of 39 parents, 35 students and 3 teachers from the Elementary School and 2 teachers from the High School of the "Mariscal Sucre" Educational Unit belonging to the Flavio Alfaro Canton. The entire population was chosen for the sample. The objective was to study how literacy influences the students of the elementary school of the "Mariscal Sucre" Educational Unit of the Codicia sector of the Flavio Alfaro Canton 2021 2022.

3 Results and Discussions

To assess how literacy influences the level of phonological, morphological, and syntactic in the student at the elementary school of the "Mariscal Sucre" Educational Unit of the Codicia sector of the Flavio Alfaro Canton, the types of readings that exist are valued. Comprehensive reading: With this type of reading, the content of the written message is sought; It is based on global reading but responds to the need to ensure knowledge completely. It is done to unravel the entire message that the writing contains, it is generally used by those who want to learn something, be it for their own culture, for evaluations or the cultural life of the person (Soler, 2017).

Global reading: Considered the one whose purpose seeks to contact the fundamental contents of the text that allow acquiring a very general idea, to realize what the topic or article is about (Rodríguez, et al. 2018). Selective reading: Through which specific aspects are sought, of particular interest to the reader; it is a utilitarian reading because it reaches those parts of particular or personal interest; it is a type of reading through which defined aspects of interest to the reader are sought, allowing to dispense with what is not of interest to the reader (Sedano, 2018).

Critical reading: Look for the message that the author wants to communicate and contrast it with the ideas that the student has on the same topic; it is a special type of reading that requires rest and takes a lot of time (Díaz et al., 2017). Speed reading: Through the resource of speed reading, the reader can form a general or global idea of the work, both in its structure and in its content; this is speed reading without vocalization or subvocalization (Llanga et al., 2019).

Connotative reading: Connotative reading is also a resource. Through it, the reader looks for the indirect, suggested, implicit, and non-obvious meanings that the text entails. The reader will search, for the structure of the

text, the arguments, the judgments of existence and value, the idea, and the information that the author-issuer needs to transmit (Hunt & Eisenberg, 2010). Denotative reading: The denotative reading resource is aimed at the literal understanding of the text and the objective knowledge of its intellectual structure. The synthesis and the scheme from which the author started for the production or creation of the work is sought (Llerena, 2016).

Intrinsic reading: The resource of intrinsic reading leads the reader to deepen the author's ideas, through their arguments and ideas. The theses raised by the author are explicit or supported by the author's ideas contained in the text (Navarro et al., 2018). Extrinsic reading: Extrinsic reading necessarily leads to the consultation of new sources, making this activity an extrapolation function that, at the same time, becomes a new resource for text comprehension. Exploitation, while being a resource, is an attitude of the reader toward what he reads, since he seeks new sources and considers that reading is a continuous and permanent process (Pressley et al., 1980; McGivern & Levin, 1983).

Reflective reading: With which it is a question of capturing the message and collating, hierarchizing, and relating to what is previously known, it requires ample time for application because it has a high level of abstraction. It is related to the thinker, the philosopher, with the name of deep convictions, producing a brainstorm of great quality and richness of content (González, 2018). Recreational reading: This type of reading amuses us, entertains us, and pleases us. Among them, we have science fiction books, magazines, stories, comics, foto novels, and fables, among others (Lutfi Hussein & Ali Dawood, 2018).

Informative reading: It has an instrumental character, and even utilitarian, corresponding to the journalistic genre its main source. This type of reading is critical, reflective, comprehensive, relational, comparative, open, active, creative, and generating that producing autonomous readers and free men and women (Kelly & Haidet, 2007). Mental reading: It is faster than oral, since, seeing what is written, takes less time than pronouncing it. It is very useful to do a quick reading of the text or to review the notes before an exam (Arévalo et al., 2018).

Reading practices: The practice of reading is a procedure that has been developing more and more among people due to the various stimuli arising from the evolution of society, such as globalization, technological development and cultural diversity. In reading practices, there are many contributions that reading produces in the life of those who practice it. Among them, that of leading towards the region of the conceptions of the world, of man and life, adding a political, conscious and critical position, in addition to providing the acquisition of important knowledge for social life (Freedman et al., 2009).

The phonological and syntactic level: The phonological level is the basic mechanism of human communication; language is based on the oral instrumentation of signs whose selection and organization as a group's system have allowed the communicative/social exchange of the group through speech. Speech is the production of sounds with a specific communicative purpose that enables the exchange of meanings (Bermeosolo, 2018). The Phonological Level are distinctive minimum units used in each word reaching the phonemes, they do not have independent meaning by themselves, but they are useful to change the meaning of the larger units (Barreda & Franca, 2018).

For its proper development, the phonological system must take into account, on the one hand, knowledge of the different phonetic elements, and on the other, the rules that allow the correct combination of phonemes (Susana, 2017). At the phonological level, the objective will be focused not on describing the sounds, but on determining what is the function that these specific units perform in the language system. In phonology, we ask ourselves if two articulatory similar sounds are two different functional units (phonemes) or are they just two variants (allophones) of the same functional unit. It is also interesting to study in phonology the substitution, drop and addition of phonemes in the morphology of a language (morphophonology) and what are the possibilities of combining these functional units (phono taxis) (Arbulú, 2017).

Syntactic level: The syntactic level is divided into constituents, the first is called a noun phrase, because its core or most important word is a name, and the second constituent has a verb as its most relevant word, called a verb phrase. Each of the nuclei appears accompanied by other phrases, it is necessary to try their segmentation until reaching the total decomposition of the statement (Bigas, 2018). At the syntactic level, it is necessary to establish a separation between the structure of the words and the order in which they are related, and they are almost always inseparable from the understanding of messages and statements (Gutiérrez, 2017).

Likewise, syntactic elements require small units to establish relationships and combination rules, in which it is precisely the words and their morphological variants that offer these linguistic possibilities (Monfort & Sánchez, 2017). The syntactic level classification can be divided into two sublevels. According to Mejía (2016), the sub is found under the sentence, that is, the message that the sender wishes to transmit. The sentence oversees establishing and measuring the linguistic relationships under its regulations so that the message is expressed clearly to the

receiver (p.73). To verify how the development of linguistic competencies behaves in students, a survey was applied to the teachers of the educational unit, obtaining the results shown in table 1.

Table 1
The behaviour of the development of linguistic competencies in students

Alternative	Frequency	Percentage (%)
Yes	4	80
No	1	20
Sometimes	1	20

As can be seen, 80% of the teachers in the area of Language and Literature consider that the development of linguistic skills in students is important because it allows them to expand their potential through learning literacy, they can also develop communication skills (Putrayasa & Ramendra, 2021), which would also help them to have a better reading capacity, therefore, these statements are consistent with the study carried out by Moral (2018), who states that the development of language skills in students, will depend on the role that teachers play in the teaching process where they must establish the application cation of active strategies, in which the direct and active participation of each of the students in said process is included.

Teachers fulfil a fundamental role in the teaching-learning process; therefore, several strategies must be used that help in the development of language skills, some of these educators use group techniques, and others moderate the voice, that is, they promote the use of language skills with the application of a variety of methodologies (Zhou et al., 2010). The tone of voice with which they speak to the students was consulted, showing the results in table 2.

Table 2
Teacher's tone of voice when they speak to the students

Alternative	Frequency	Percentage (%)
Yes with a harmonious voice	2	40
No harmonious voice	3	60

60% of the teachers stated that when they speak to their students they do not do so with a harmonious and correct voice, although during a debate they affirm using a modulated tone of voice appropriate to the situation in class, therefore, these statements agree with the study carried out by McBride-Chang et al. (2004), who states that the teacher is a voice professional and as such must know what the requirements are for a healthy voice and be aware that alterations of the voice not only have repercussions on their interpersonal communicative capacity but also on the satisfactory performance of their profession. The voice is not only a work tool, with which you can show off your knowledge and recreate a dissertation on certain topics, but it also allows you to communicate in many ways (Kowalski & Limber, 2007; Lu & Ai, 2015; Cleland & Pickering, 2003).

In the observation sheet in the classroom, it was observed that teachers do plan the subject they teach, through that plan they can determine the depth and level of complexity of the content, the resources and the periods to develop, therefore, these statements agree with the study carried out by Reyes (2017), who states that the design of class planning is essential to project the systemic character in the interrelation with its different didactic elements. That is, consider the objectives as the transversal axis of the class and systemically articulate the contents, methods and procedures, resources and teaching aids, the forms of organization and the evaluation criteria, respectively. Likewise, the developer approach that is attributed to class planning is decisive to consider instruction, education, and the progressive development of students always. Parents were consulted about the activities they carry out to encourage their children's reading, showing the results in Figure 1.

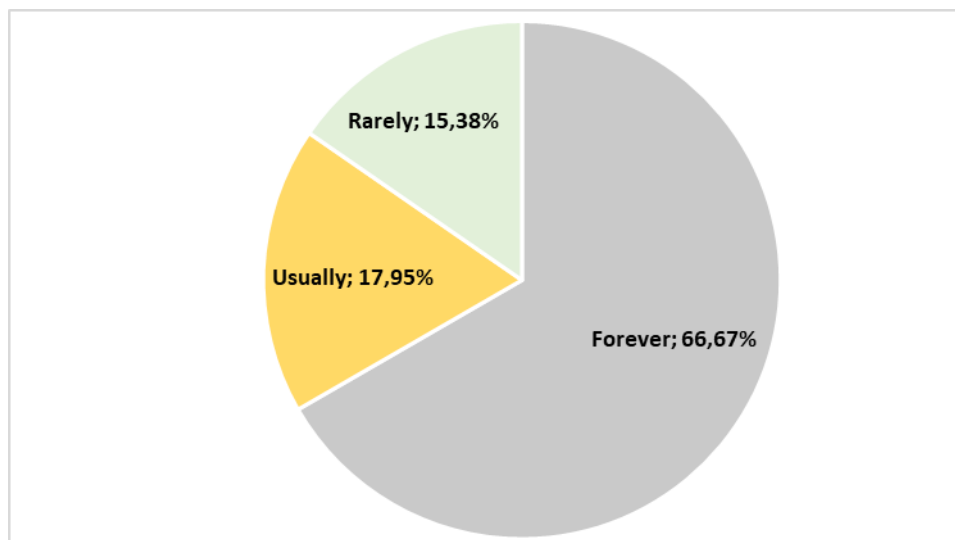


Figure 1. Encourages their children's reading

66.67% of parents say that their children demonstrate a lot of interest in the activity of reading, expressing a lot of participation in this activity since they consider that reading has contributed to improving the quality of learning in their children; On the other hand, parents indicated that their children are very interested in stories, also considering that the books recommended by teachers strengthen the habit of reading since they are very good, they also ensure that in their homes they use simple language and understandable when addressing their children since most parents express that they do spend part of their free time cultivating reading habits. These statements are consistent with the research carried out by [Garban \(2019\)](#), who indicates that students know how to read adequately, considering their reading abilities, according to their ages, but they are not motivated by processes that aim at the construction of reading habits. They consider reading an obligation and not a pleasure because they see reading only as a school task, they only read the lessons that are taught in the classroom and that the teacher requests.

Teachers were surveyed if they have received training on didactic teaching strategies for the development of language skills, they stated that they have been trained independently since the educational unit where they work has not provided them with adequate preparation in what refers to the use of didactic teaching strategies for the development of linguistic competences, this statement is related to the study carried out by [Guzmán & Sánchez \(2017\)](#), who stated that through the observations that were made in the Language and Literature class it was found that the teachers who used the didactic strategies for the development of language skills had very good results with their students because they had attended the training program provided by the school where they work, with this type of training they acquired the necessary knowledge to better develop the content of their classes, so it is recommended that teachers be trained so that they can use appropriate teaching strategies ([Caramazza & Miozzo, 1997](#)). Teachers plan the subject they teach since through this plan they can determine the depth and level of complexity of the content, the resources and the periods to be developed. Parents assure that their children do show a lot of interest in the reading activity, demonstrating participation in this activity since they consider that reading has contributed to improving the quality of learning in their children.

4 Conclusion

Most teachers in the area of Language and Literature consider that the development of linguistic skills in students is important because it allows them to expand their potential through learning literacy, they can also develop communication skills, which would also help them to have better reading skills.

It was possible to determine through research that reading techniques are important since they stimulate the skills to understand the content of a text in the students of the educational institution.

Conflict of interest statement

The authors declared that they have no competing interests.

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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