

How to Cite:

Zambrano-Romero, A. L., & Andrade-Zambrano, C. D. (2022). Learning in language and literature in the development of phonological awareness in elementary school. *International Journal of Health Sciences*, 6(S6), 1047–1057.
<https://doi.org/10.53730/ijhs.v6nS6.10534>

Learning in language and literature in the development of phonological awareness in elementary school

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Abstract---The purpose of the research was to know the learning in language and literature in the development of phonological awareness in the students at the elementary school of the Educational Institution "October 9". methodology used had a quantitative approach, with the application of inductive and deductive methods and field techniques: interview, survey, and observation guide, with a sample of 85 people. The results were that the methodological strategies used in phonological reading such as reading aloud, the use of word games are part of traditionalist didactics and that the pre-reading process, the use of vocalization exercises and the application of the method syllabic alphabetic or spelling are not the best that can be used to achieve comprehensive, efficient, and meaningful reading and writing with text comprehension.

Keywords---learning, language, literature, phonological awareness, basic education.

Introduction

This study arises because it was evidenced that students present problems in the articulation of words, and comprehension of texts in the reading-writing process, for which the lack of strategies influences the development of phonological awareness, the language is learned from the use in communicative situations, in social interaction and skills in thinking, representation, interpretation and understanding of the world, (Gutiérrez, Yague, & Alarcón, 2020) maintain that phonological awareness is the ability metalinguistics to reflect on oral language

and on smaller units such as words, syllables and phonemes. The objective of the research is the learning in Language and Literature in the development of phonological awareness in the students at the elementary school in the IE "October 9" of the Tosagua canton, in the period 2021-2022, it has an urgent character. in publicizing the development of phonological awareness, since it involves the processes of reading and writing in students at this level, therefore, it is interesting to consider that this theme is based on the planning of teaching work, so that the results of good orality and excellent writing are attached to reading comprehension, these processes are at the genesis of Language and Literature.

By articulating efforts in the creation of innovative strategies to apply in the educational process, a study is being presented that helps stimulate student learning in the classroom and outside of it, so that knowledge is fixed with joy. On phonological awareness (González & Larroza, 2018) they state that it is a necessary pre-requisite to learn to read, assimilate the sound of letters and their correct articulation. To this is linked the phonological segmentation and the alphabetic character, skills that serve for decoding for which the development of phonological awareness is necessary. In this context (Cacuango, 2020) takes the theoretical postulates of (Condemarin (2016) who mentions the term for basic functions designates different aspects of the psychological and social development of the child, to initiate systematic learning, important within education to guarantee the development of skills (p. 25).

It is found that (Alforo & Carhuachin, 2019) in the light of phonological awareness expresses: it is one of the manifestations, specifically the first of metalinguistic awareness. It is the ability to reflect on the structural phonological elements, formal components of oral language and manipulate them, therefore, it includes the ability to operate with the segments of words; that is, to segment the smallest units, such as syllables, sounds, phonemes, However, it is evident that in the IE "October 9" the students of the basic elementary, presented difficulties in the learning of Language and Literature, specifically in the reading-writing processes, since they did not articulate the words when reading and letters, syllables or phonemes were omitted when writing, difficulty in capturing the sounds of the phonemes in orality and their incidence in writing as the understanding of the words was affected texts, it should be noted that all this is articulated in the development of phonological awareness, the language is learned from the use in communicative situations, in social interaction and skills in thinking, representation, interpretation and understanding of the world. (Gutiérrez, Yague, & Alarcón, 2020) maintain that phonological awareness is the metalinguistic ability to reflect on oral language and on smaller units such as words, syllables, and phonemes. methodology used has a quantitative approach, with the application of inductive and deductive methods and field techniques: interview, survey and observation guide, in a population and sample of 85 people, the hypothesis is verified and it is concluded that the methodological strategies used by teachers during phonological reading such as reading aloud, the use of puns are part of traditionalist didactics, and considers that the pre-reading process the use of vocalization exercises and the application of the alphabetic syllabic method or spelling are not the best that can be used to achieve comprehensive, efficient and meaningful reading and writing with text comprehension.

In learning in Language and Literature (Bolaños, 2021), he considers that language is the system of specific signs of a given community, it is a social product that the individual can have at any time. (Guamán, 2017), states that learning a language is learning a world of meanings linked to a set of signifiers. in language development. (Arguelles & Pardo, 2019) considers that didactics is the branch of Pedagogy that is responsible for finding methods and techniques to improve teaching, defining the guidelines to ensure that knowledge reaches the educated in a more efficient way. (Mavisoy Salazar, 2021), maintains that: The didactics of Language and Literature is a scientific discipline, it is the channel through which the linguistic-literary and pedagogical contributions, arrive through methodological adaptations, build the essential basis of the linguistic teaching-learning provide the components of training (Carriqui-Palma, 2017), states that the didactics of language and literature is a science that elaborates the theoretical principles essential for the effective resolution of issues related to the objectives, the contents, methods, etc (Larreta & Campoverde, 2020), contribute by stating that, during the first years of life, children experience great developmental changes in a variety of domains. In particular, the incorporation of formal language is one of the most heralded achievements of early development. Language allows children to share meaning with other people, and to engage in cultural learning in unprecedented ways.

It is important to make phonological mental skills relevant (Patiño Mantilla, 2019) argues that as happens with the concepts of reading and writing, the term metalinguistic awareness presents many variants in terms of definition, the result of numerous theoretical and empirical contributions on the subject. (Sancho, 2014) maintain that metalinguistic awareness is the ability to reflect on and manipulate the elements that structure language (phonemes, words, structure of propositions), treating it as an object of knowledge in itself... which is different both from the mere use of language to produce and understand statements, and from knowledge of the terms used to describe language, such as phoneme, word, phrase, etc. Research such as the one carried out by (Martínez, 2018) about the reciprocal influences between metalinguistic skills as a whole and written composition. In addition, they have also determined the incorporation of training in phonological awareness tasks to intervention programs for children with reading difficulties and its inclusion in the teaching of pre-reading or beginning reading children. Phonological awareness and the acquisition of reading and writing, (Alforó & Carhuachin, 2019) it is confirmed, considering the above, that phonological awareness is one of the manifestations, specifically the first of metalinguistic awareness. (Ochoa Calderón, 2018) agrees with most specialists, they assure that phonological knowledge is not something homogeneous, but that there are different levels of knowledge that contribute to the total development of learning. About Consciousness Phonological (De la Cruz Trelles, 2021), states that it is the metalinguistic ability that implies understanding that words are made up of syllables and phonemes, it serves to reflect on the language itself, outside of its communicative functions, there are few studies that show how these skills phonological problems develop in students with atypical intellectual or cognitive characteristics.

Learning to read supposes the prior development of a series of skills, which allow children to build and gain skills in different dimensions towards the achievement

of progress in their cognitive processes. Phonological awareness is a variable of greater relevance in terms of reading development. The efficiency of said mechanism is directly related to success in literacy; Difficulties both in learning to read and in reading itself have historically been associated with a deficit in the phonological component of language. Phonological skills are those that allow one to reflect on the speech sounds of one's own language. Studies have been carried out that refer to the ability to think, distinguish and select phonemes, as activities to become aware of their sound qualities. To achieve this skill, exercises and games are performed by sequencing sounds that form words. Phonological awareness and literacy are closely related, since the former favors the acquisition of literacy, and learning it develops awareness of the different phonemes. There is a correlation between phoneme (sound) and grapheme (written letter) and vice versa. Being the grapheme the correspondence of the phoneme, that is, the visual support of the speech sounds.

Phonological awareness, more than a cognitive psychological process, expresses (Moreno & Sánchez, 2020) and is also a key piece for the formation of good readers, because if they stop to carry out an analysis that each investigation whose reflected results allow reaching the conclusion that those children who presented reading problems or who had been branded as poor readers, only had this ability dormant, because when executing the different strategies, these "poor readers" obtained excellent results at the end of the tests. Therefore, it can be affirmed that the management of phonological awareness is what should be taught before the initial reading stage, so that the student develops with great ability in the reading process and reads correctly.

Method

The research had a quantitative approach and a field study, with a bibliographic review in which the information of the study was expanded. Among the methods used in the study are the inductive-deductive, the analytical-synthetic method in the analysis of the research results and the theoretical framework; and the statistical method, was used to tabulate and analyze the results of the study. Techniques were used in the field of investigative work, such as the observation guide applied to teachers in daily practice and to elementary school students. The problem and the object of the study were disclosed; the survey, which is a broader instrument, was used to find out the support or encouragement of parents in language development; In addition, an extended meeting of parents was held, giving orientations to each of the parents of the students of this level; the interview, is defined as the conversation with , all this allowed to know through a primary source the details of the learning process of phonological reading, it was also made to identify the didactic strategies in the mentioned reading. The population that was used is made up of 85 people. Distributed as follows: 40, Elementary Basic General Education students, 40, parents, and 5 teachers of the institution. The sampling will be non-probabilistic because it depends on the characteristics of the investigation, the subjects that may be significant or typical of a population are selected, granting a high level of confidence to the criterion applied by the researcher.

Discussion

In elementary school students, they have in their teaching program learning in language and literature in the development of phonological awareness, the research is carried out in the educational unit "October 9", with the objective of to know the behavior of the learning development in language and literature of the students, the strategies outlined by the teachers in such a way that the behavior of the family in supporting this activity was also known. Phonological awareness, more than a cognitive psychological process, expresses (González, 2020) and is a key piece for the formation of good readers, because if they stop to carry out an analysis that each researcher carries out, it is concluded that there are reading problems that children present at an early age, and it is there where it is necessary to intervene to execute the different strategies. The management of phonological awareness is what should be taught before the initial reading stage, so that the student develops with great ability in the reading process to be efficient, then their participation must be very high. Table 1 shows whether the students voluntarily participate in classes.

Table 1
Participation of students voluntarily in classes

Alternatives	Frequency	Percentage (%)
Yes	8	20
No	32	80

As shown in the table, 80% of students do not participate voluntarily in classes at the time of developing a phonological reading, only 8 students they did, showing that teachers have to make an effort and develop methodologies that allow students to participate spontaneously when developing reading. Having found these results, they were asked if they made a good reading, the results of that question are shown in table 2.

Table 2
They made a good reading

Alternatives	Frequency	Percentage (%)
Yes	10	25
No	30	75

As observed and coinciding partly with the previous query and 75% did not make a good reading showing that they are not prepared to do it and, in that sense, it is related to table 1, since they are not prepared, they cannot voluntarily participate in classes. Here teachers must try to ensure that students are able to acquire the appropriate knowledge to voluntarily carry out the practical exercise of reading. In consultations with the students, they state that they do not have adequate practices, so they do not read fluently, and this also prevents them from voluntarily participating in classes. Phonological reading is an area of proximal development for learning to read, it is made up of different aspects shown in figure 1.

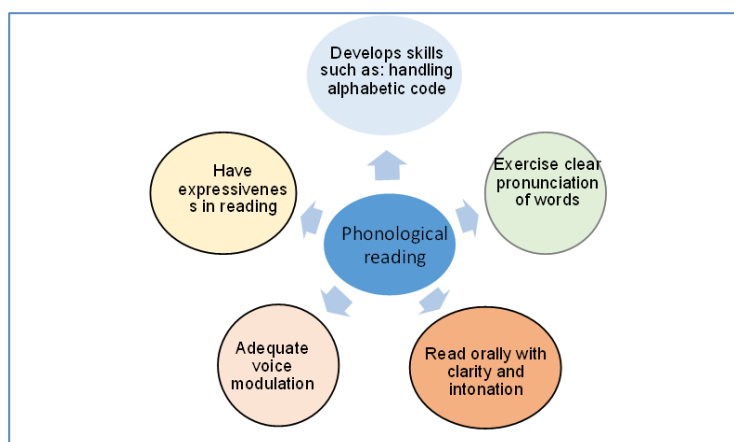


Figure 1. Aspects that help to achieve an adequate phonological reading

Students, in order to adequately achieve a phonological reading, must develop different skills in an area close to reading, authors such as (Bravo, 2002), state that a few years of learning are decisive for their success or failure to learn to read, because here the cognitive processes that concern phonological awareness intervene, which in many cases exhibit the greatest variability with the initial learning of reading and that this is fundamentally acquired by learning to read. In the investigation it was shown that school and family work is not strengthened considering the time that parents dedicate to children in the development of tasks from home, which implies greater problems to develop reading in figure 2, it is look at these results.

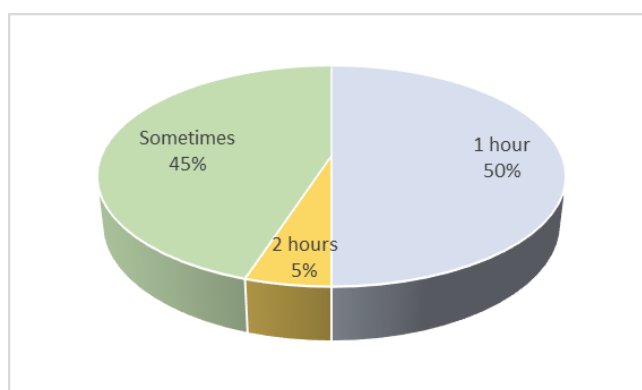


Figure 2. Time that parents spend with their children on homework

As can be seen, 50% of the parents surveyed spend an hour with their children, this time is not enough for students to learn and to meet the appropriate requirements for learn fluent reading and 45% only pay attention to them sometimes, all this indicates that students are not spontaneous when reading in class because they do not have adequate skills in it. The quantity and quality of time dedicated to their children in the guide to solve the tasks of the studies is important because they worked with interdisciplinarity in the projects, the curriculum was prioritized and in language and literature for the basic elementary it is necessary to work from 2 to 3 hours in a dynamic way so as not

to bore the young students. Another aspect in the child's training in terms of reading is knowing how to use technological devices. Table 3 shows the use of technological devices by students.

Table 3
Use of technological devices by students

Alternatives	Frequency	Percentage (%)
Always	10	25
Almost always	10	25
Rarely	20	50

As can be seen in the table, 50% use the resource rarely on many occasions because they do not have these, that help them in the cognitive process, in addition, parents also need the knowledge to be able to handle these devices and by not having them they face that their children cannot advance in learning. The teachers differ in some cases with the criteria of the parents, since the teachers consider that the reading level of the children is very low. It can be analyzed that parents are not completely satisfied with the poor performance of their children despite the fact that they support them mostly in carrying out school tasks, in some cases there is technological support for the development of tasks, in addition of the motivation that they give him to fulfill his responsibilities satisfactorily, which may indicate that all this is not enough for students to perform more efficiently in the school environment and may also be due to the lack of face-to-face education of the last years.

In the various ways of learning in a virtual way, many students need the explanation in presence, the psycho-emotional state influences these actions, and it is that the change to virtuality sowed imbalances that could affect the way of apprehending expresses (González, 2020), states that learning a language is learning a world of meanings linked to a set of signifiers. in language development. (Arguelles & Pardo, 2019) consider that didactics is the branch of Pedagogy that oversees finding methods and techniques to improve teaching, defining the guidelines to ensure that knowledge reaches the educated in a more efficient way. It is verified that (Alforo & Carhuachin, 2019) state that in the light of phonological awareness it expresses that this is one of the first manifestations of metalinguistic awareness, which in this sense is the ability to reflect on structural phonological elements, components forms of oral language and manipulate them, therefore, includes the ability to operate with the segments of words; dividing the smaller units, such as syllables, sounds, phonemes, if this is not achieved then learning difficulties are tested.

The learning of Language and Literature on phonological awareness (González & Larroza, 2018), states that it is a prerequisite to learn to read, assimilate the sound of letters and their correct articulation. To this is linked the phonological segmentation and the alphabetic character, skills that serve for decoding for which the development of phonological awareness is necessary. In this context, we agree with this statement. that the teachers demonstrated in their work the use of methodologies, syllabic, alphabetical or spelling, part of a traditional method, having in the availability other methods the integral and the didactic to

make reading a process that goes from the general to the particular, mixing with a power of analysis and synthesis the comprehension and fixation of sentences with rapid reading and proper intonation.

The results of this methodological process are really of interest and importance for the training in elementary basic education because the students would read with a brilliant fluency and above all it will be reflected in the correct writing of the words that are incorporated into the conceptual framework of their Level of learning. The didactic materials that they use the most are books such as stories, fables, comics, newspapers, alphabet soup, texts with images and words with colors to make phonological reading more interesting or striking in students, so there is more interest in what they read, in some cases they are limiting themselves to the use of resources such as the reading of pictograms that can be given in the first semester so that orality gives way to the reading of those images that notably increase the ability to read a sentence in various ways energized in that way, is a valuable resource for reading, also the stories using technology, once heard, present the images in the form of a puzzle to assemble them, they form an act of exercise to memory and the sequence of actions to link moments of the conclusion the formation of sentences.

Using sociodrama or theater also favors reading because in the previous one the presentation of a short script is exercised and then the images that are related are presented by placing the labeling of the word at the end and we advance with reading and writing. It also can use the reading corner in the classroom, but the teaching performance to create an environment with few resources that allow students to enjoy and recreate in the development of reading and writing skills is admirable. Creating good reading habits is an intrinsic purpose in training teachers and harmonize the moment of teaching so that the student has the ability to wonder at the knowledge that will open up the possibilities of discovering a wonderful world of learning.

Conclusion

The didactic strategies used in phonological reading by teachers in their daily classes are useful tools that have mostly been used to develop phonological reading in students, among them are oral reading aloud, vocalization of words, games with words, all this helps the students to have a meaningful learning, in addition they also used several types of methodologies, among them the alphabetic syllabic method or spelling in some cases in the first and second of basic general education, they teach the phonemes and then the writing system, there is a great tendency to continue using the traditional method. With respect to the collaboration of parents at home with multidisciplinary tasks or projects, very little has been done by them with respect to teaching at home to promote phonological reading in their children, citing lack of time due to work, lack of texts and some perhaps due to lack of interest or knowledge, these aspects do not allow the significant progress of students in this area demonstrated that parents do not collaborate and support their children when they are in extracurricular activities so their attention should be more significant in the first years of schooling. To specify the lexicon of the students in constructing words or phrases, small dictations were made, labeling the syllables, and completing words and

phrases, then they read them, dramatizations, pictograms, they invent, relate and comment, on other occasions they used puppets to make it more striking and dynamic to short story reading plans over time on the Teams platform. Therefore, when students are in front with their teachers, they better develop their reading activities.

Acknowledgments

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

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