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 Isabel Menacho Vargas¹
 Francis Esmeralda Ibarguen Cueva²
 July Rivera-Zamudio³
 Luz Lévano-Francia⁴

Phonological awareness and reading comprehension of second grade students in regular basic education

Abstract

The objective was to determine the relationship between phonological awareness and reading comprehension in the students of the second grade of Primary Education of regular basic education. Basic type study, correlational level, non-experimental design, cross-sectional and the method was hypothetical deductive, the sample consisted of 126 second grade students selected by simple random probability sampling, for the data collection two questionnaires were used, for phonological awareness, the Linguistic Segmentation Test and for reading comprehension, the Battery Reading Process Test. Data analysis was performed with the Rho Spearman correlation coefficient, concluding that phonological awareness is significantly related to reading comprehension in second grade students of regular basic education ($r = 0.721$; $p < 0.05$).

Keywords: Phonological awareness; Syllabic; Intrasyllabic; Reading comprehension.

Introduction

The changes in human development have created new conditions for decoding words so that the meanings are different in different contexts. Bertrand, (2016), indicates that almost a third of the world's population endorsed by UNESCO, reaches the formal education system, supports this report by Kundet, (2016) who states that UNESCO in 2014, considers that the growth of the organization is based on the level of its economy, the quality of its education, as well as the insertion of technology.

Cárdenas (2016) points to this as the essential basis for the human productive

development of countries, as referred to by the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Inter-American Development Bank (IDB), the World Bank in the area of economic development and the Educational Development Centre for Latin America (ECLAC).

Together, they signed the latest agreement to prioritize school activities in order to reverse the problem of lower levels of text comprehension. To this end, they supported the need to establish education standards, which they must achieve in the short and medium term.

Cooper, (2015) within the same analysis of

Isabel Menacho Vargas¹, Universidad César Vallejo, Lima, Perú, Email: imenacho@ucv.edu.pe

Francis Esmeralda Ibarguen Cueva², Universidad César Vallejo, Lima, Perú, Email: francisibarguen@gmail.com

July Rivera-Zamudio³, Universidad Nacional de San Marcos, Email: julitarz@yahoo.es

Luz Lévano-Francia⁴, Universidad Jaime Bausate y Meza, Email: llevano@bausate.edu.pe

the OECD report, also states that the community of nations has committed itself to raising the level of text comprehension, since it considers the development of this capacity to be fundamental in order to achieve the new guidelines of world development, in which each inhabitant must have the possibility of adapting to the new circumstances of the world order, the level being interpretative, The foundations must therefore be translated into the education systems of all countries, as Scoriza points out (2015), that an inhabitant of the world who does not have the ability to read and understand will have little chance of developing in the new competitive world order.

The problem described is not alien to Peru, since from various perspectives, political, social, cultural and other opinions have been expressed that support the need to increase the levels achieved by Peruvian students in tests applied at the global level. In view of this, Díaz (2014) indicates that in the last 10 years, more than 10 educational programs have been promoted in Peru based on overcoming deficiencies in text comprehension, In view of this, the strategies proposed by the system as PELA could be said to have been insufficient, since the results of the last measurement of students in the 2nd and 4th grades of primary education were only one step higher than the results for 2010, that is, they increased by 2.5%, which is within the lower levels of the world standard for this capacity.

The study by Carrilo, Cañamares, & Sanchez, (2016), points out from a technical psychological point of view, the problem associated with text comprehension, part of the way in which the student conceives the information, its decoding is conditioned by the level of relationship with speech and how he or she writes it. Another study, Jimenez & Ortiz, (2014), when oral comprehension and communication are associated, undoubtedly phonology has to be analyzed as a language skill proper to the child, and this is called metalinguistic ability, which derives from the structure of words, the way they are pronounced, the way they are written, the way they are used, since in different contexts the same word can be assigned with different meanings and utilities, creating confusion in students especially when they enter the stage of concrete operations.

Analyzing the problem of results by Local Educational Management Units, as well as results by Educational Institutions in Peru, in 2016, they report that children in the 2nd grade of primary education, are mostly at the level of Beginning 45% and in process 40% Achieved 10% and only 5% reach the level of outstanding.

The results for 2017 indicate that these results have not changed. On the contrary, the starting level has increased and the level of achievement has decreased, with no students at

the starting level in 2018.

International studies, Davila (2016), in Spain, sought to identify and describe the effects of phonological awareness of speed in reading and writing of primary school students between 6 and 7 years of age, with an intentional sample of groups of students with a predominance of Galician language and a predominance of Spanish language, as well as a random group with mastery of both languages, was comparative, it established significant differences in favour of students with Spanish language dominance, compared to those with Galician language dominance, these differences are focused on the coherent writing of short and long texts, as well as the identification of the syllabic form of words, such as the structuring of intra-syllabic compounds with which the textual structures are established.

Aguilar (2016), studied the levels of difficulty of phonological awareness in learning to read. A study of noun level and non-experimental, descriptive design, the sample was made up of 229 students of basic education, whose ages are between 8 and 9 years, syllabic segmentation was applied for the recognition of phonological awareness, as well as an inferential level test of textual reading analysis, concluding that there is a high significant relationship between the processes of phonological awareness and the levels of text structuring as part of the students' level two inferential comprehension analysis, also found a relationship between the process of identification, in syllables and phonemes, with the inferential levels of text comprehension.

Beltran, Godoy, Guerra, Riquelme and Sanchez, (2017), investigated phonological awareness in 4 to 7 year-old children with typical language development by means of the phonological assessment test. The Phonological Awareness Evaluation Test (PECFO) was applied, concluding that 60% of the students show word decomposition ability, 45% reach the superior level of word completion, 70% of students articulate the syllables correctly in the programmed time, with which an adequate average speed and performance is determined according to the assessed ability.

Bañuelos (2015), study on reading speed and reading comprehension in elementary school students, whose purpose was to establish the influence of reading speed on the levels of comprehension of informative texts. Methodologically, I use the survey for data collection and apply a LT III questionnaire based on the levels of the PISA test, the conclusions indicate that the speed level is low, and the level of comprehension is weak, so there are correlations between comprehension levels and reading speed levels. In other words, when students analyze and decode the reading with time, they reach a better level of comprehension,

and the opposite happens when they read at speed, they have low comprehension, which indicates that the results are of the inadequate level.

Nuñez, 2015; Jaramillo, 2018), analyzed the reading process to a sample conformed by 38 teachers of reading and communication, and verified the results of the learning of the subject of Spanish of a total of 345 students of the 5th grade of primary education, being the objective to determine the degree of influence of the teaching through the direct method in the level of learning of the subject of Spanish, he arrived at the conclusion that the methodology applied by the teachers has medium influence in the learning of the subject of Spanish, because the students report that the form of questions to be solved in the text does not allow them to enjoy the whole plot of the text, limiting themselves to finding the answer to the questions posed, in the same way, they consider that the reading schedule is not adequate since after the break there is not a total concentration to read since the experiences with peers in most cases is pleasant in relation to the imposition of reading.

At the national level, Delgado and Traverso (2015) studied the relationship between phonological awareness and initial reading levels in second grade primary school students, coming from the educational system validated by the Ministry of Education, such as the Test of Metallurgy Skills and the ECE Test for second grade students in primary education, the conclusions indicate that there is a direct and significant relationship between the Intermediate Level of Metallurgy Skills and the initial Inferential Level I reading of the students.

Rojas, (2016) investigated phonological awareness and its relationship with the psycholinguistic processes of reading in 2nd grade elementary students. The objective of the study was focused on determining the relationship between the variables and their components linguistic segmentation, intrasyllabic awareness test, phonological awareness test, as well as a reading test, the intentional sample conformed by the totality of second grade students, allowed to reach the conclusion that there is a positive relationship between phonological awareness in the psycholinguistic process of reading, with the literal and inferential I levels of text comprehension of the students, which allows to assert that the student must mature his phonological awareness since in this way he will be able to reach the superior novels of text comprehension.

Benítez, (2015) studied the relationship between phonological awareness and initial reading in second grade students at Fe y Alegría Educational Institution. The study was carried out using a quantitative approach, with a non-experimental transversal design. The sample

was made up of a total of 89 students selected by means of the random technique derived from a probabilistic sample; two instruments were applied to measure the proposed variables.

Rubio, (2017) studied the relationship between the teacher's active methodology and the levels of text comprehension of 5th grade students in an educational institution. He applied two questionnaires using the survey technique to find out their opinions about the strategy used by the teacher in teaching the area of communication, specifically in text comprehension, class preparation, motivation, the way of teaching, and the way of evaluation.

Noriega, (2018), established the relationship between reading habits and reading comprehension levels of primary school students, finding results in a sample of 135 students, Based on answers to the reading habits questionnaires and the 5th grade ECE test on the Progressive Linguistic Complexity (CLP) Reading Comprehension Test, parallel forms, the results indicate that there is a significant correlation between reading habits and the level of text comprehension achieved by students, which allows us to corroborate that those students who have a constant reading habit are more likely to develop their intellectual and cognitive skills.

Sánchez (2017) conducted a study on student reading comprehension and metacognition. The results indicate that there is a direct and significant relationship between levels of text comprehension and the skills developed by students, especially in the evaluation and inference component, since this way of using information and transmitting it makes them better able to understand the processes of reading.

The following questions are asked: How does phonological awareness relate to reading comprehension in second grade students in an educational institution? How does syllabic awareness relate to reading comprehension in second grade students in primary education? How does intra-syllabic awareness relate to reading comprehension in second grade students in primary education?

From a practical pedagogical point of view, the study is important to the extent that the acquisition of reading allows us to learn the basic tools of social ability, which is an essential requirement of written language. On a theoretical level, it provides knowledge regarding reading comprehension framed by the reflective capacity of phonological awareness of each structural unit of a word. At the methodological level, two instruments were contextualized to measure phonological awareness and reading comprehension.

The aim of the study was, at a general level, to determine the relationship between

phonological awareness and reading comprehension in second grade students, and at a specific level, to determine the relationship between syllabic awareness, intra-syllabic awareness and phonemic awareness, which are dimensions of phonological awareness and reading comprehension in second grade students.

The hypotheses are formulated, at a general level, to prove that phonological awareness and reading comprehension are related; at a specific level, that syllabic awareness, intrasyllabic awareness, and phonemic awareness, which are dimensions of phonological awareness, are related to reading comprehension in second grade students of regular basic education in Peru.

Theoretical Foundations

The treatises on the analysis of phonological awareness date back to the 1930s, however, the structure is based on the foundation of grammatical, syntax, morphological and phonetic structures, so the search for knowledge lies in clarifying the concepts that synthesize the major constructs, in it, Jiménez and Ortiz (2014) defines that phonological awareness is the decoding of the concepts of words that articulates between what you hear and the way you speak called phonological awareness or phonological science.

Castejon and Navas, (2015) also refer to the procedures for recognizing the structure of words, their composition, as well as the awareness or codification that the individual has carried out during the stage of his or her childhood, and that these preserve his or her cultural heritage, which determines the way in which he or she speaks, pronounces or gives sound to words, and which he or she can later write down in various instruments and texts.

In Peru, in the school context, we can observe students from different regions, who assimilated the ways of speaking and pronouncing words, which indicates the difference in the use of words. Therefore, in the general context Sarduní, Rostán, & Serrat, (2016), indicate that it is the procedure of identifying and segmenting words to their minimum expression, so that each unit composes structures that are articulated to form a sense of spoken and written language, Mayer (2018), points out the decomposition of syllables, This determines the structure of phonemes and the various characteristics that occur within the contexts that differentiate expressive phonology and that have a connotation and denotation, considering the intentionality of the words. To this end, Carroll and Snowling (2018) argue that it is important to clarify the way in which each one of them was taken into account, in such a

way that it is possible to articulate the general meaning within the textual structures, as well as the pronunciation that is generated in the written text.

Carrillo and Marín, (2014) argue that Tunmer and Rohl, 1991 is the cognitive capacity to know how to use words by decoding a contextual fact, Mann, (2016) technically states that it is about the discrimination of phonemes and syllables within the textual condition, which makes each situation become different in the understanding, as a product of the assimilated communicative forms within the context where it coexists and develops in the student's formation process.

Ferreira (2013), points out that the study of words in the sound that determines a communicative characteristic or process refers to phonology, while phonetics is the technical process of knowing how to discriminate the structure of words in syllabic units. Mora and Aguilera, (2014), add that awareness is the taking of knowledge and its embedding in mental processes, with which the formation of their schemes is determined by the way each one is conceived.

There is agreement in the analysis of phonology as a means of oral expression, for Borrero (2016) this comes from the maturation of speech, with which the establishment of the various lexical components that are assimilated from parents and that this is regulated in school or in early childhood based on the analysis of sounds and the way of pronunciation of words, Sanchez and Coveñas, (2015) from the point of view of oral language and its communicative capacity indicate that it is the metalinguistic activity that leads the individual to characterize his oral expression, Martin, (2015) finally indicates that these conditions have to do with the situations of sound, as well as the characteristic of the syllable, the letter, and how it is used in oral language.

Jimenez and Ortiz, 2014; Soleymani, et al, (2014). determine that phonological awareness is composed of syllabic awareness, intrasyllabic awareness, and phonetics, which are basic components that are nevertheless all structured within the individual and their relationship to the use of the letters composed in the words. Syllabic awareness implies the procedure of segmentation of words or lexicons, that is, how to separate each word or isolate it by differentiating between use and others, which makes the process of knowing how to use them in a consistent manner, depending on the conditions and situations that occur within the communicative act or within the way in which the structure for oral communication is mentally conceived.

Intrasyllabic Consciousness, the analysis of the sound starting from the interior itself, of how

each one of them sounds, in it the Onset Identifying Indicator, specifies the form as it is composed in the conscience of the individual, as well as the difference of a letter or syllable depending on the connotation that it assumes in each sequence and also phonetic conscience, is the proper analysis of the structure of words and its decomposition based on the sound it acquires depending on the context or with the same orthographic condition, which means how it is written and how it is read, and this has the beginning of how one has knowledge of the conformation of words.

Reading comprehension, as referred to by Cooper (2015), is the process of interpreting the text by recognizing the purpose of the thematic content and bringing it into the comprehensible conditions for determining usefulness in daily life. The procedure involves the set of mental psychological conceptions in which they represent the codes that must be attributed within the text, Quintana, (2017) takes basic conceptions from Rockwell 1982; Collins and Smith 1980 and Solé 1987, determining that the act of reading simply passes through the identification of words, of the text, rather than understanding that reading goes beyond interpretation, since it should represent the facts and recreate them in a consistent manner giving them meaning, as is based on the Ministry of Education of Peru, since understanding means making them one's own, enshrining them in the mental spheres and raising the cognitive level.

Machicado, (2015), explains the relationship between the individual and the individual text, that is, they are never separated, but for it to be understood there must be a symbiotic interaction, in which the reading process involves the need to know. Salas, (2017) determines that reading comprehension, is the cognitive condition that leads the individual to make the information of a text his own, this procedure or action has a condition that makes the reader interested, therefore, to understand, he must know how to interpret and to interpret he must decode the purpose of the reading, therefore, the importance of knowing the procedures is added, as well as the importance of the information.

Another contribution is the Ochoa, (2017) who, taking the contributions of Condemarin 1998 and Catalá 2002, establishes that reading comprehension is the psychological action that establishes the mental condition of people, this is an act of information processing, in which it must have a purpose, the degrees that it represents, Castle, Riach & Nicholson (2018) indicate that it is to identify the images, or main plot, as well as to relate the information with experiences or daily facts, to then use in different circumstances discriminating the conditions of functionality and above all of articulation to the experiences.

In the group of students within the Peruvian

educational system, the development of the same part of the impulses recommended by organizations related to the educational system at a global level, therefore, Peru within the member countries of UNESCO, recognizes its importance as mentioned by Araujo, (2015) analyzing the report of the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE) in which it not only bases the importance of knowing how to develop the reading process from childhood, but this is the basis for the acquisition of knowledge in all educational subjects, such as mathematics, science and technology, determining historical facts, as well as appreciating art among other disciplines that are based on information analysis.

Ochoa (2017) points out that the problem with understanding texts is that there is a discrepancy between cognitive development through sustained reading in an abstract manner and the visual recreation of facts, given that it is different to imagine actions, actors, themes or plots through the decoding of written texts than to observe the development of these actions in images.

For the Ministry of Education Report presented by Fernandez, (2017) regarding the progress of reading comprehension and mathematics in the Quality Measurement Unit, which regulates the application of national tests such as (Ministry of Education, 2015), they determine that the progress is not very substantial, especially in reading that is explicit at the national level, which does not agree with the results of the regions where the mother tongue has a high incidence, This is in line with the findings of Bances, (2017) who, when carrying out the comparative foundations of Camps in 2005, establishes that the reading process starts from the intrinsic condition of the reader, since if he or she does not have the disposition to read, it is unlikely that he or she will be able to understand the message in its entirety, that is to say, they maintain that in order to understand a text he or she must have the disposition to read, interest being one of the elementary conditions in this process.

Cooper (2015) in the literal dimension, considers that it is the basic action of initial interrelationship between the reader and the written text, there being no need of argumentation but only must establish, the main characteristics of the images, of the characters or of the title and the thematic in general, specifying only what is necessary and visible of the text; in the inferential dimension, the reader can relate the equality or difference of the composition of the words with previous experiences, or recreating those words with images with other experiences either concrete or

subjective which leads him to the argumentation or first bases of support.

And the critical dimension is the high level of understanding of texts, given that the reader can establish evaluative situations, evaluating the conditions and composition of the text.

Methodology

Study of quantitative approach, basic type, correlational design - descriptive, because it tries to determine how the variables relate to each other.

For the operationalization of the variables that support the instruments, we used in the case of phonological awareness: syllabic, intrasyllabic and phonetic awareness; and in reading comprehension: literal, inferential and criterial, using the ordinal scale, the sample size was 126 students of the second grade. For 7 sections of the same grade, simple random

sampling and the stratification calculation procedure through the Aiken affixation method were used, so as to meet the specifications of proportionality.

The instruments used, for the first variable, the test of phonological awareness, developed in Chile, in the test of segmentation of words structured according to semantic, syntactic, and phonetic levels used by students in basic education. In the case of reading comprehension, the Test of Reading Processes (PROLEC - R), which is a standardized instrument used by the Ministry of Education, conserving all of its psychometric characteristics.

Analysis or discussion of results

Of the 126 students in the second grade of regular basic education to whom the instruments were applied, we found the following results:

Table 1.

Relationship between phonological awareness and reading comprehension

		Phonological Awareness		Reading comprehension
Rho Spearman	Phonological Awareness	Correlation Coefficient	1,000	,677**
		Sig. (bilateral)	.	,000
		N	126	126
	Reading comprehension	Correlation Coefficient	,677**	1,000
		Sig. (bilateral)	,000	.
		N	126	126

** The correlation is significant at the 0.01 level (bilateral).

The results of the analysis using the rho spearman coefficient reported a coefficient of 0.677 and a significance level = 0.000, which is lower than the level of 0.05 proposed for this study.

Table 2.

Correlation between the syllabic awareness dimension and reading comprehension

		Syllabic awareness		Reading comprehension
Rho the Spearman	Syllabic awareness	Correlation Coefficient	1,000	,611**
		Sig. (bilateral)	.	,000
		N	126	126
	Reading comprehension	Correlation Coefficient	,611**	1,000
		Sig. (bilateral)	,000	.
		N	126	126

** The correlation is significant at the 0.01 level (bilateral).

The results of the analysis by means of the rho Spearman coefficient reported a coefficient of 0.611 and a significance level = 0.000, lower than the level of 0.05 proposed for this study.

Table 3.
Correlation between the intra-syllabic awareness dimension and reading comprehension

		intra-syllabic awareness	Reading Comprehension
Rho the Spearman	Syllabic awareness	Correlation Coefficient 1,000 Sig. (bilateral) N	,640
	Reading comprehension	,000 126	,000 126
		Correlation Coefficient ,640** Sig. (bilateral)	1,000
		,000 126	,000 126

** . The correlation is significant at the 0.01 level (bilateral).

The results of the analysis using the rho Spearman coefficient reported a coefficient of 0.640 and a significance level = 0.000 less than the level of 0.05 proposed for this study.

Table 4.
Correlation between the phonetic awareness dimension and reading comprehension

		Phonetic Awareness	Reading Comprehension
Rho the Spearman	Awareness	Correlation Coefficient 1,000 Sig. (bilateral) N	,653
phonetic		,000 126	,000 126
Reading comprehension		Correlation Coefficient ,653** Sig. (bilateral)	1,000
		,000 126	,000 126

The results of the analysis using the rho Spearman coefficient reported a coefficient of 0.653 and a significance level = 0.000, lower than the level of 0.05 proposed for this study.

The results of the research agree with the conclusions of Carrilo, Cañamares and Sanchez, (2016), about phonological awareness, affirming that people are different and they have the concepts or interpretations of texts according to images and give the codes according to the representation they have received in time. Dávila (2016), concludes that the characteristics of pronunciation and sound of words are expressed according to the way children have assimilated them from the form of communication with their parents. In this sense, the syllable condition determines, according to the condition, how they carry out the impregnation within their conscience or the awareness of the sounds of the words, as well as the organization of each syllable. Aguilar (2016) points out that the theory maintains that at 7 and 8 years old, the child develops at great speed the psychological processes of internalization of learning, with which the results found in this research would be validated.

The general results of the study refer to the

words and the form of communication that make the child express the pronunciation and on the other hand, the analysis of the general hypothesis test, shows a positive correlation at the level of ,677 with a value $p = ,000$ statistically significant of a moderate magnitude, This means that although phonological awareness is regular and good, while reading comprehension is of a level achieved and a smaller proportion reaches the outstanding level.

Consequently there are deficiencies in the levels achieved between the two variables, in this respect we agree with the conclusions of Beltran, Godoy, Guerra, Riquelme and Sanchez (2017) who found that the sounds that children emit are formed in accordance with the type and sound of words that people around them emit, to this, consciousness means that they assimilate these sounds and make them their own, so that when they interact with written words they do so with denotation, what to other people may seem different even in interpretation, for this reason, it is considered that language must be transmitted by the parents without adding diminutives or consonants that distort the word, the conformation of its syllabic structure, as well as the phonetic expression that manifests itself from

them. In the same conditions the studies of psychology, determine the problems of dyslalia and dyslexia, with which the reflection of the same one distorts the interpretation of the written words, reason why the interpretation or understanding of the same one, causes problems in real form of analysis that must develop in the field of the learning.

With respect to the analysis of specific results, positive coefficients of moderate level were reported, statistically significant, reiterating the problem of learning at intermediate levels. These results are based on the work of Bañuelos (2015) in which the syllabic and intrasyllabic condition is fundamental for determining the degree of reading and its decoding in various texts. In other words, when a person knows the words and letters that make up the word, these are pronounced correctly, facilitating the understanding of the information, given that this structure is understandable and leads to the generation of new forms of analysis. In this same study, it is emphasized that the formation of the syllabic domain depends on the capacity to assimilate words, break them down, group them and consciously know their meaning and the sound with which the form of communication is established.

Likewise, Núñez (2015), points out that there is a relationship between phonological awareness and the psycholinguistic process of reading, being this association positive. Delgado y Traverso (2015), indicates that the results obtained with Spearman's Rho correlation coefficient indicate that there is a positive correlation between the variables ($r = 0.75$ $p < 0.001$); concluding that there is a significant relationship between phonological awareness and initial reading in second grade students. Finally, we found coherence with what Rojas (2016) found, who states that the program proposed is significant for children in the first grades of primary education in the development of reading comprehension. Similarly for Benítez (2015), the psychological processes of reading comprehension go through the degree of decoding the text as well as the ability to articulate in their knowledge and experiences made previously processed, to which Rubio (2017) concludes that the action of precision of phonological awareness determines the degree of identification and pronunciation of words giving them a meaning.

Another aspect presented in almost all of the studies carried out is that the levels of comprehension of written texts go through the capacity of analysis, decoding that students have; that is, they have shown that mastery of the sound of words as well as recognition of their structure facilitates identification of the purpose of reading, with which they can first identify the elements or characters, then describe and

explain the actions that they represent, and finally assess the importance of the information in the particular context of the school as well as their own conditions. Bañuelos (2015) also provides the experience of analyzing reading comprehension, especially in children under 10 years of age, who characterize characters according to their experience and seek to relate them to images, assuming the role that they show.

Conclusions or final considerations

Phonological awareness is significantly related to reading comprehension in students in the second grade of regular basic education ($r = 0.677$; $p < 0.05$). Phonological notions of mental schemes that allow the reproduction of categories and codes allow for the comprehension of texts and therefore contribute to learning.

Syllabic awareness is significantly related to reading comprehension in second grade students at the school No. 2058 Virgen de la Medalla Milagrosa Independencia 2019, ($r = 0, 611$; $p < 0.05$). Phonological notions of mental schemes that allow lexical segmentation, isolate syllables and phonemes in words, recognize and pronounce the word broken down into a sequence of syllables, allow text comprehension and therefore contribute to learning.

Intrasyllabic awareness is significantly related to reading comprehension in second grade students of the educational institution No. 2058 Virgen de la Medalla Milagrosa Independencia 2019 ($r = 0, 640$; $p < 0.05$), the phonological notions of the mental schemes that allow the identification of Onset and rhymes, allow text comprehension and therefore contribute to learning.

Phonemic awareness has a significant relationship with reading comprehension in second grade students of the educational institution N° 2058 Virgen de la Medalla Milagrosa Independencia 2019. ($r = 0, 653$; $p < 0.05$). Phonological notions of mental schemes that allow for the identification of tasks of synthesis, isolation, segmentation and omission, allow for the comprehension of texts and therefore contribute to learning.

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