



Deictic Expressions and Reading Comprehension

Expresiones deícticas y comprensión de lectura

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ABSTRACT

The present investigation is expected to cover an examination completed with the following topic "Deictics and the Reading Comprehension." which investigates the relationship between the variables and how EFL under students improved their Reading Comprehension. This examination was coordinated by using a quali-quantitative methodology by applying a pre-and post-test that assessed the functions of the Reading Comprehension and evaluated this. Deictic expressions were applied inside the classroom. The subjects of the examination were higher education students. Thinking about the results of this investigation, it is obvious that the following English Language Students vanquished their Reading Comprehension issues by using Deictic expressions and exhibited that a large portion of these English Language Students improved their competence which helped them to read and understand the written form of English Language.

Keywords: Deictics, English language, Reading, Comprehension, expressions.

Resumen.

Se espera que la presente investigación cubra un examen completado con el siguiente tema "Deictics and the Reading Comprehension". que investiga la relación entre las variables y cómo EFL bajo los estudiantes mejoró su comprensión de lectura. Este examen se coordinó mediante el uso de una metodología cualitativa cuantitativa mediante la aplicación de una

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prueba previa y posterior que evaluó las funciones de la comprensión de lectura y lo evaluó. Se aplicaron expresiones deícticas dentro del aula. Los sujetos del examen fueron estudiantes de educación superior. Pensando en los resultados de esta investigación, es obvio que los siguientes estudiantes del idioma inglés vencieron sus problemas de comprensión de lectura usando expresiones deícticas y demostraron que una gran parte de estos estudiantes del idioma inglés mejoraron su competencia, lo que les ayudó a leer y comprender la forma escrita de lengua inglesa.

Palabras clave: Deíctica, lengua inglesa, lectura, comprensión, expresiones.

Introduction

In Ecuador, reading comprehension and therefore reading are necessary aspects for the development of all students in all stages of academic formation. The skill of reading contributes to the process of concentration and analysis by enabling cognitive agency; since, through this, it is possible to acquire new knowledge that encourages cognitive and imaginative development, transforming itself into an essential pillar to people to communicate in English Language.

In the educational institutions resident in Tungurahua, it is essential to stimulate all the students started by the lower levels (EGB) to develop in them a reading habit and appreciation for all kinds of reading, therefore, create a better development of the classes within the classroom. This praxis allows promoting critical and creative thought and reasoning so that the reader can meditate and reflect on the learning obtained during the reading time, simplifying the process of understanding different topics to be studied in the classroom, clearly increasing the academic performance of the students.

Theoretical Framework

In this section, the concept of Deictics and Reading Comprehension are defined considering different models proposed by some authors in the last decades.

Linguistics

Linguistics is the discipline responsible for the deep and scientific study of languages and everything related to them, such as; lexicon, language, pronunciation, way of speaking intonation, and do on. From the 19th century, Ferdinand de Saussure appears who provides a clear and concise concept and distinction of the language, being used as a mechanism or also known as a speech system and determines the integration of linguistics with semiology, a science that studies communication systems within human societies, from which the need to differentiate between languages appears. (system) and speech (implementation) (Saussure, 1916, cited in Ramos,2019).

In addition, there is formal linguistics which is the investigation of the structures and procedures of language, that is, the way it works and is sorted out. Furthermore, formal linguistics consider the structures of various languages by distinguishing the basic components among them, trying to find the most proficient approach to portray language.

Semantics

For a few theorists, semantics concerns with the investigation related to semantics they do not agree with the exact meaning or definition of it for some of them semantics is represented as the study of meaning which means as conveyed through dialect, while for some others, semantics examines all parts of importance and they need to include the name "linguistic" to touch base at a more exact definition. This qualification, in any case, is not generally given much significance and leaving aside extraordinary plans, most likely all authors would concur with Kreidler's definition (to pick only one of them): linguistic semantics is the study of how language compose and express meaning. (Kreidler,1998, cited in Ramos,2019).

Deitics

Deitics, shifters or embragues are expressions whose referent cannot be determined except in relation to the interlocutors, so the pronouns of the 1st and 2nd person designate respectively the person who speaks and the one to whom it is spoken(Jakobson,1963, cited in Ramos, 2019)

Jakobson (1963), proposes a meticulous characterization of the grammatical "concepts" expressed by the verbal forms, the Russian ones. The article is divided into two parts: the first brief part, in which the linguistic concept of "commutator" is defined (in English, shifter, which could also be translated as "alternator"), which is the axis around which the second part of the work is articulated, notably more extensive, which consists, precisely, in the description-classification of the Russian verbal system.

As Jakobson (1963) explains, in every "communicative act" (1) both the message that is transmitted and the code underlying that message are susceptible to presenting a "double" operation: they can be used in their referential function, or they can be at the same time be referred, indicated. In principle Jakobson part of the relationship between the code and the message and says that this relationship is encryption and decipherment. That is to say, in the process of communication, the more decoded, the greater amount of information is received from a message. The information will be conveyed by what the code can decipher the receiver of the message. But between the code and the message, four types of relationships can be established:

- 1) M / M: message referred to message. A message can refer to another message. In this case, the speaker distinguishes the assertions he makes in his own name from those

other discourses that have been pronounced by other speakers. Discourse referred to another discourse. For example, the quote: "I say that Jakobson in his article says".

- 2) C / C: code referred to code. The linguistic codes, on the other hand, have peculiar units whose functioning depends directly on the symbolizing character of the language, and not on its referential function. The paradigm is the proper names, applicable singularly to certain individuals who, as a whole, do not share another characteristic than to be called equal. Then, the proper name is a particle of the code that can only be referred to the code: significant that does not have a definition of meaning in the dictionary.

In these two cases, we would be talking about phenomena of circularity; on the contrary, when it is the message that refers to the code, or a unit of the code, which acquires significance only in relation to the message that we would find in front of coating phenomena or overlapping.

- 3) M / C Message referred to code: The first thing is what happens, for example, when we talk about the meaning of a word. Autonomous speech they call him. For instance: cat is a mammal, cat is a two-syllable word, cat in English is called cat. In all cases, it is seen that there is a direct reference to the code.
- 4) C / M Code referring to message. This is the mechanism that activates, precisely, the commutators, the personal pronouns and, among them, in a very special and almost unique way, the pronoun "I".

Reading

Reading is considered one of the most important activities a person does during his life. First, this activity is unique to the human being, those who have been the only living beings capable of developing advanced intellectuality and rationality. The reading is not innate of the human being, this one should be learned and later developed to reach satisfactory levels. The objective of reading is important to develop it since each type of reading, whether for work or education, has its own reading process.

Types of Reading

There are different types of reading, but those that will be considered for the following investigation are those presented below:

Types of Reding				
Recreational reading: Its specific purpose is to highlight enjoyment, recreation and pleasure.	Literal reading: is the superficial understanding of some content.	Reflective reading: demand a level of understanding to the fullest.	Critical reading: Teaches the reader how to make judgments and evaluate content while reading.	Intensive reading: is utilized to instruct or rehearse explicit perusing systems or aptitudes.

Table 1: Types of Reading
Researchers. (2019)
Source: Dependent variable

The content is treated as an end in itself. Broad perusing, then again, includes perusing of enormous amounts of material, straightforwardly and easily. It is treated as a necessary chore. It might incorporate perusing just for delight or perusing specialized, logical or proficient material. This later sort of content, increasingly scholastic, may include two explicit kinds of perusing, checking for key subtleties or skimming for the basic importance. A moderately fast and effective read, either all alone or subsequent to filtering or skimming, will give a worldwide or general importance.

This site page at that point will initially look at concentrated perusing. The second part will manage broad perusing, with an emphasis on how it results in a general or worldwide significance. The fourth part gives a short remark on how serious and broad perusing may work in a similar class. The fourth part analyzes checking and the fifth, filtering. A last 6th part remarks on how examining and skimming might be utilized in a similar perusing.

Brown clarifies that escalated perusing "points out linguistic structures, talk markers, and other surface structure subtleties to comprehend strict significance, suggestions, logical connections, and so forth." He attracts a relationship to concentrated perusing as a "long range focal point" technique. (Brown, 2007, cited in Ramos 2019) According to Long, it is a "definite in-class" examination, driven by the educator, of vocabulary and syntax focuses, in a short entry." (Long, 1987, cited in Ramos, 2019)

Reading comprehension

"Reading comprehension is the ability to understand what is read, both in reference to the meaning of the words that make up a text, and with respect to the overall understanding of the text itself" (Cahuascanco, s.f.). Reading comprehension can be defined as the ability to understand what is written, identifying words with their respective meaning, based on the

interaction between the reader and the text, in order to create an understanding in a global way.

Reading comprehension is the capacity to process content, comprehend its importance, and to coordinate with what the reader knows (Willian, 2009, cited in Ramos, 2019). Fundamental aptitudes required in productive perusing perception are knowing the significance of words, capacity to comprehend importance of a word from talk setting, capacity to pursue association of entry and to distinguish precursors and references in it, capacity to draw inductions from a section about its substance, capacity to distinguish the principal thought of an entry, capacity to respond to questions replied in a section, capacity to perceive the artistic gadgets or propositional structures utilized in an entry and decide its tone, to comprehend the situational temperament (operators, items, worldly and spatial reference focus, easygoing and purposeful affectations, and so on.) passed on for attestations, addressing, ordering, abstaining and so forth lastly capacity to decide essayist's motivation, aim and perspective, and draw deductions about the author (talk semantics)(Davis F., 1944, cited in Ramos, 2019).

Capacity to appreciate content is affected by peruser's aptitudes and their capacity to process data. On the off chance that word acknowledgment is troublesome, understudies utilize a lot of their handling ability to peruse individual words, which meddles with their capacity to understand what is perused. There are many perusing methodologies to improve perusing understanding and inductions, including improving one's vocabulary, basic content examination (intertextuality, genuine occasions versus portrayal of occasions, and so forth.) and rehearsing profound reading (Wolf, 2016, cited in Ramos 2019).

Perusing appreciation is the dimension of comprehension of a content/message. This understanding originates from the collaboration between the words that are composed, and how they trigger learning outside the content/message (Rayner, Foorman, Perfetti, & Seidenberg, 2001, cited in Ramos, 2019.. Tompkins suggested that comprehension is an "inventive, multifaceted procedure" subordinate upon four language abilities: phonology, linguistic structure, semantics, and pragmatics. It is explained that there are 7 basic aptitudes for perusing appreciation: Decoding, Fluency, Vocabulary, Sentence Construction and Cohesion, Reasoning and foundation information, and Working memory and consideration

Methodology

According to the selected paradigm in the philosophical foundation of the present research, the qualitative and quantitative approach was applied because it was important to consider the whole, the total integration of a specific context, without dividing it to the study of its parts. It was based on data collection methods such as descriptions and observations, including numerical measurement.

The research modality used in this investigation were field and bibliographic due to was important to be in the place where the problem was found and was useful to search information in books, thesis or any other information tool. The level or type of research were

exploratory, correlational and descriptive all of this to achieve the objective that was to find the relationship between variables.

The study population is the students from a university in the center of the Country. The population to be researched is formed by a universe of 64 legally enrolled students, corresponding to the academic period September 2018- August 2019 distributed in 2 parallels. For this research, the third A-B semesters of the Language Center will be investigated.

Analysis and Results

RESULTS	BAD	REGULAR	GOOD	EXCELLENT	TOTAL
Pre-test	42	16	6	0	64
Post-test	7	18	28	11	64

Table 2: Final Pre-and post-test
Source: Final Pre-and post-test scores
Researchers. (2019)

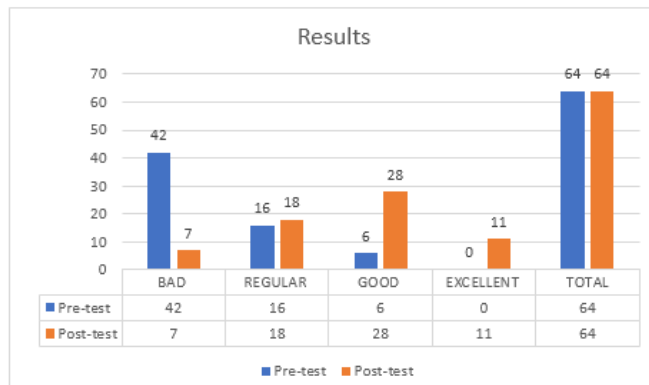


Figure 1: Final pre-and post-test experimental group
Source: Final Pre-and post-test scores
Researchers (2019)

Analysis and Interpretation:

The outcomes from Figure 4 demonstrate a correlation between the four options: bad, regular, good, and excellent, and shows that there was a great expansion in the last scores of the test gotten by the understudies. We can see that the procedures utilized in the classroom functioned admirably that is the reason why in the pre-test 42 students got bad grades and once deictics were applied inside the classroom just 7 got bad grades. It implies that deictics worked well with each group.

The second part demonstrates and shows that there was a little expansion in the last scores gotten by the understudies where we can see that the procedures utilized in the classroom functioned.

The third part demonstrates and shows that there was a huge expansion in the last scores acquired by the understudies where we can see that the systems utilized in the classroom functioned admirably since in the pre-test 6 students were good and when deictics were applied 28 of them finally were good.

The fourth part demonstrates and show that there was a great expansion in the last scores acquired by the understudies. We can see that the procedures utilized in the classroom functioned very well that is why no one was excellent in the pre-test, but at the end 11 of them acquired this grade.

The primary reason for this exploration was to upgrade the Reading Comprehension of understudies that is the reason the examination of the pre-test and post-test demonstrates that after the utilization of Deictics their execution enhanced because of the undertakings that were thought about in each class helped them to read and comprehend what is written, unmistakably the desire grade for all of them (excellent) was not achieve, but rather the methodologies and exercises utilized in the classroom helped them and with more practice they will satisfy the target.

Ranges

		N	Average range	Sum of ranges
Post-test - Pretest	Negatives ranges	0 ^a	,00	,00
	Positives ranges	4 ^b	2,50	10,00
	Drwas	0 ^c		
	Total	4		

- a. Post-test < Pretest
b. Post-test > Pretest
c. Post-test = Pretest

Statistics of contrast^a

	Post-test - Pretest
Z	-1,841 ^b
Sig. asintót. (bilateral)	,046

- a. Wilcoxon signed sign test
b. Based on negative ranges.

Table 3: Test statistics

Source: Hypothesis verification
Researchers. (2019)

In the test for a sample, the Wilcoxon signed rank test was applied where it showed the distribution that arises from the problem of estimating the mean of a normally distributed population when the sample size is small. For parametric inference, at least one interval scale is required, this means that our data they must have an order and an interval numbering. In other words, our data can be categorized since there are numbers with which to perform statistical calculations., it can be shown that when P is obtained with a value of 0 (bilateral), and this is less than 0.05, the null hypothesis is rejected, so the alternative hypothesis is accepted, that is, Deitics has a relation with Reading Comprehension of the students.

Conclusions

After analyzing and interpreting the results obtained from the application of Deitics in the experimental group of students. It is conclude that the use of Deictic expressions has a positive effect in their Reading Comprehension.

- There is a relation between Deitics and the Reading Comprehension since Deitics improves it positively. Obviously, the Alternative Hypothesis was acknowledged with an element of centrality of 0.5. while the Null Hypothesis was rejected.
- Deitics are essential in the Reading Comprehension because of each of them achieves the objective, but the most important was that it allowed students to understand what its function in the reading process is.
- Reading Comprehension was developed successfully now in which students did the reading exercises. They helped to analyze and use correctly utterances and sentences in different settings.

Recommendations

After the execution of Deitics, the following proposals are set for further investigations:

- To use and apply Deitics in class since it will assist understudies with enhancing their Reading Comprehension.
- To think about Deitics as part of the learning process now of planning classes by keeping in mind the reality in which it takes place.
- English educators ought to consider Deitics, now of organizing the activities as a choice to assess understudies to improve their Reading Comprehension.

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