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Licenciado en Ciencias de la Educación  
Mención: Inglés**

**TOPIC:**

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**“DEICTICS IN THE READING COMPREHENSION”**

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**Tutor:** Lcda. Mg. Ana Jazmina Vera de la Torre.

Ambato – Ecuador

2019

## **SUPERVISOR APPROVAL**

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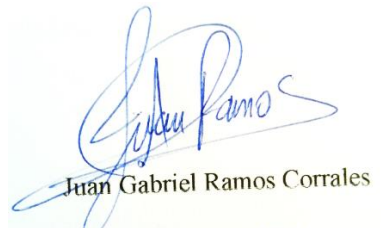
Mg. Ana Jazmina Vera de la Torre

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “DEICTICS IN THE READING COMPREHENSION” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



Juan Gabriel Ramos Corrales  
I.D. 1204143935  
AUTHOR

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " DEICTICS IN THE READING COMPREHENSION" which is held by Juan Gabriel Ramos Corrales undergraduate student from Carrera de Idiomas, academic period September 2018 – February 2019, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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Ambato, August, 2019

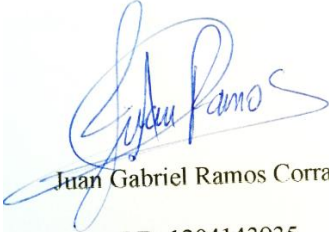
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Juan Gabriel Ramos Corrales  
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## **DEDICATION**

### **To:**

The most important person in my life, God. He is the one who gave me this opportunity to grow up in my personal and professional development. He permitted me to accomplish my purposes. To my angels that protect me, they were an inspiration of hardworking and perseverance. They were also the strength in my loneliness moment. To my parents that are the ones who measured and taught me to be a man with dreams, for being my support and giving all the guide I needed to get it. To my little nieces and nephews, for giving me the purest love, everything I do is thinking in you.

Gabriel.

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**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**Topic: “DEICTICS IN THE READING COMPREHENSION”**

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**Deictics in the Reading Comprehension.**

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**ABSTRACT**

The present RESEARCH 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 students improve their Reading Comprehension. This examination was coordinated by using a quali-quantitative methodology by applying a pre and post-test which assess the functions of the Reading Comprehension and to evaluate this Deictics were applied inside the classroom. The subjects of the examination were the third-semester A-B university students of Centro de Transferencia y Tecnología (CTT) de los Andes Language Center "UNIANDÉS". Thinking about the results of this examination, the conclusion of the investigation is drawn as follows. English Language Students improve their Reading Comprehension issues by using Deictics and showed that a large portion of the English Language Students improve their competence which helped them to read and understand the written form of English Language.

**Keywords:** Deictics, English Language Students, English language Teaching, Reading Comprehension.

methodology chapter contains. Furthermore, there is a brief description of the population, the operationalization of variables, the method of data collection and the validation and analysis.

## INTRODUCTION

The application of Deictics has become a productive research for Language Teaching (LT) since it will help students to be more competent with the English language, which is the goal of the Ministry of Education and in this way; it is the objective for the Ecuadorian Institutions.

The investigation detailed here goes for portraying how the strategies, methodology, technique, and activities applied in third-semester A-B from CTT de los Andes Language Center “UNIANDES” contribute with the advancement of the students' Reading Comprehension.

In this sense, Ecuador, in the same way as other different nations around the globe, has endeavored activities, for example, enhancing access to education, in any case, this has not been sufficient to improve Reading Comprehension in students from different levels of Education. Institutions are viewed as one of the social spots for the social interaction, but it has not been enough for being competent with the language for this reason it is necessary to implement Deictics in the teaching framework.

There are five chapters that englobe the most relevant data of this research, below described:

**Chapter 1. The Problem:** This chapter deeply explains the problem of the theme, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification and objectives to be fulfilled.

**Chapter 2. Theoretical Framework:** Similar investigations are presented to support the author with some pieces of information, philosophical foundation. Likewise, Legal basis, key categories, the theoretical support of each variable, the hypothesis and signaling hypothesis.

**Chapter 3. Methodology:** The basic method of investigation that will be applied in this investigation, research modalities, and type of research are some of the aspects that the methodology chapter contains. Furthermore, there is a brief description of the population, the operationalization of variables, the method of data collection and the validation and analysis.

**Chapter 4. Analysis and Interpretation of Results:** In this chapter, the numerical data obtained from the pre and post-test applied on the third-semester A-B students is tabulated and interpreted through different graphics to have a better understanding of it, hypothesis verification to accept the alternative or reject the null hypothesis through the use of the Kolmogorov test

**Chapter 5. Conclusions and Recommendations:** Deal with the conclusions and recommendations that are established according to the objectives of this investigation as well as the research questions.

Finally, in the annexes, there is displayed the academic paper which provides information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 RESEARCH TOPIC**

“DEITICS IN THE READING COMPREHENSION”

#### **1.2 PROBLEM STATEMENT**

##### **1.2.1 Contextualization**

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 (Matute. Heidy, 2014).

In the institutions from Tungurahua, it is essential to stimulate all the students starting from the lower levels (EGB) to develop a reading habit and appreciation for all kinds of reading. This praxis allows promoting critical and creative thinking 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.

Reading comprehension is a task to be carried out through innovative strategies and techniques that capture the attention of students and allow their learning through the reception of content through reflective and rapid reading, (Arán-Filippetti & López, 2016) explained that "Reading comprehension is a process that requires

interaction between the text, the context in which the text develops and the reader and reading ", that is why it is necessary to observe everything related to reading comprehension from a different point of view, because, it is possible that it is related to metacognition, which is the ability to direct its actions and mental reactions for a specific purpose, that is why we can define it as a goal of understanding, which is the ability to direct its reading and analyze the context of the same.

At the CTT de los Andes "UNIANDES", a decrease in receptive reading skills is revealed, is a fundamental part and the basis by which it is possible to acquire new knowledge because it is used in all teaching-learning areas. It is for this reason that it is of the utmost importance that both teachers and students have the possibility to use this skill to enrich their ability to produce acceptable linguistic competence, expressing their own thoughts and ideas assimilated through readings that unfold incessantly, with the purpose of ensuring that learning is of quality according to the demands and needs of the society in which they operate.

Whenever we read, we think and thus we refine our criteria, we contrast our ideas, we question them, we still learn without intending it (Solé, 2012). Reading comprehension is defined as an invaluable skill that all people need to apply in any field, since it grants the ability to reason quickly and propagate judgments of opinion with coherence and meaning which serve to contribute in a positive way, with the purpose, to relate the previously learned with the new learning so that all will find themselves in a continuous learning.

A deictic expression or deixis is a word or phrase (such as this, that, these, those, now, then, here) that points to the time, place, or situation in which a speaker is speaking (Nordquist. Richard, 2018). Deixis is expressed in English by way of personal pronouns, demonstratives, adverbs, and tense. The term's etymology comes from the Greek, meaning "pointing" or "show," and it's pronounced "DIKE-tik."

It sounds more complicated than it really is, for sure. For example, if you would ask a visiting exchange student, "Have you been in this country long?" the words this

country and you are the deictic expressions, as they refer to the country where the conversation happens and the person being addressed in the conversation, respectively.



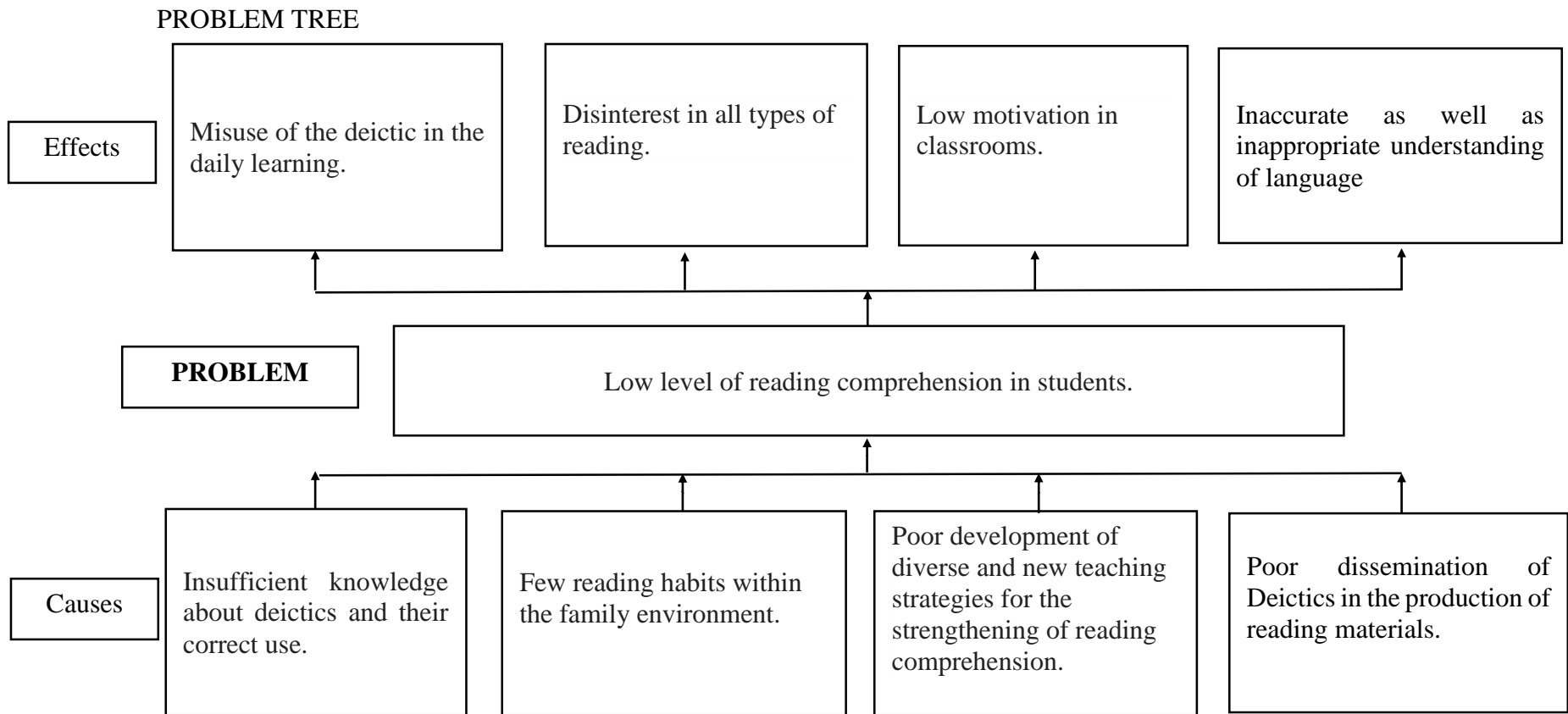


Figure 1: Problem Tree  
 Source: Contextualization of the problem  
 Author: Ramos, G. (2019)

### **1.2.2 Critical Analysis**

Through the development of this research work has been identified that students are not aware of the use of deictics which are important for the improvement of reading comprehension, especially in the process of acquiring a language, in this case, English, which ultimately denotes a low production of reading comprehension in students during the teaching-learning process (Matute. Heidy, 2014).

Likewise, the scarce reading habits affects not only the study of the English language but also affects all the subjects received by the students since it hinders the obtaining of the knowledge established in the textbooks that the students read and use for the classes by showing disinterest in all types of readings where students are not being able to understand the texts correctly.

Another cause detected is the poor development of teaching techniques, which help students to understand readings as a result they feel less motivated inside the classroom.

Finally, the poor dissemination of Deictics in the production of school materials is another of the problems faced by teachers generating inaccurately as well as inappropriate use of language. Therefore, there are other conceptions about what is considered "useful" when choosing texts or materials, generating and developing poor communicative comprehension.

### **1.2.3 Prognosis**

If the problem of reading comprehension in students is not improved, not only will be affected in the short or medium term, but it will also affect the whole student in the long term, since the problems to understand a particular text will affect students' professional and social life of all individuals.

On the other hand, if the problem is solved it will be specifically reflected in the academic performance of the student since reading in context is very important to understand all kinds of readings.

To sum up, it is important to help students to master their reading comprehension by the use of deictics, which provides them knowledge to understand particular texts imparted by the teacher in the classroom or reviewed by the readers in an extracurricular way outside the classrooms and the class hours respectively.

### **1.2.4 Problem Formulation**

How does the incorrect relationship with the use of deictics and reading comprehension affect students?

### **1.2.5 Research Questions**

- How are deictics used in school texts in the Centro de Transferencia y Tecnologia (CTT) DE LOS Andes Uniandes?
- How is reading comprehension improved in students from the CTT de los Andes Uniandes?
- What could be the alternative solution to the current problem?

### **1.2.6 Delimitation of the Research Object**

#### **1.2.6.1 Content Delimitation**

**Field:** Education

**Area:** English Language

**Aspect:** Deictics - Reading Comprehension

### **1.2.6.2 Spatial Delimitation**

This research will be done at CTT de los Andes “UNIANDES”

### **1.2.6.3 Temporal Delimitation**

This research was conducted during the whole academic period, from September 2018 to August 2019.

### **1.2.6.4 Observation Unit**

This research will be applied to students from the third level A-B at CTT de los Andes “UNIANDES”

## **1.3 JUSTIFICATION**

The following project is of great **interest** because the research on the use of deictics helps to develop reading comprehension in students and therefore to improve their academic performance and obtaining knowledge within the teaching-learning process in the classroom. Students will notice firsthand how their cognitive abilities will increase as their reading comprehension improves.

This project is **important** because it provides the necessary and essential knowledge about the use of deictics and how they help improve reading comprehension. By facilitating the process of recognizing how deictics works in the language, it also helps to better interpret the information to be read in the texts.

The present project is **novel** since the subject about deictics and its relation with reading comprehension is something that has not been done in the Ecuadorian educational environment. Therefore, apart from being novel, it is unique, it will be the first work about deictics to be done in the university.

The direct **beneficiaries** of this project are the students and teachers of the institution where the project is going to be carried out, the same ones that receive the development of this project with a lot of motivation and with vehemence to understand in a better way the deictic ones and their use within the different contexts that can be used. By understanding how they are used, it will facilitate the acquisition of knowledge for students.

This project is **feasible** since it has human, technological, technical and economic resources necessary for the development of this project. In addition, the support of the authorities and the teachers of the institution in which the project will be carried out is paramount since they provide all the facilities for its development.

This research will **impact** not only on social but also on education, allowing to evaluate student performance before and after learning about the use of deictics. In addition, it will allow the development of new strategies and techniques to improve reading in the students of the institution where the research will be carried out.

## **1.4 OBJECTIVES**

### **1.4.1 General**

To study the relationship with the use of Deictics in school texts and the Reading Comprehension in students.

### **1.4.2 Specific**

- To determine how deictics are used in school texts.
- To analyze how reading comprehension is developed in students.
- To write an academic paper to shows the results of the research.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 INVESTIGATIVE BACKGROUND

At present, there are several alternatives to be able to know about reading comprehension. However, there are still obstacles that prevent scientific enrichment for the growth and development of each person in this area. The issue of low level of reading comprehension has turned out to be one of the examination subjects for a couple of decades and considered as one of the imperative factors in second or foreign language acquisition.

At Center for Academic Studies in Neuropsychology, Rancagua, Chile, there is an investigation that is related to the topic to be investigated, as (Arán-Filippetti & López, 2016) socialized when they launched their research with the topic: “Predictors of Reading Comprehension in Children and Adolescents: The Role of Age, Sex and Executive Functions.” which explores the impacts of age, sex and their collaboration on the perusing appreciation in a Spanish-speaking populace, breaking down the connection between verbal aptitudes, consideration, official capacities (EF) and reading comprehension also, inspecting what explicit official procedures represented one of a kind level of difference in reading comprehension well beyond the difference clarified by age, verbal aptitudes, consideration, and familiarity. They worked with an example of 168 children and youths matured 9 to-15 years of age. Bifactorial Multivariate Analysis of Variance (MANOVA), Pearson connection and Numerous Regression Analysis (stepwise and various leveled) were utilized. MANOVA results uncovered huge impacts of age, however not of sex, on familiarity and reading comprehension. Relationships examination demonstrated that reading comprehension was related to the majority of the subjective assignments broke down. At last, Regressions investigation shown that solitary working memory (i.e., focal official segment) and semantic verbal familiarity (FVS) clarified an extraordinary level of fluctuation in reading cognizance after controlling for change clarified by the control factors. The results bolster the theory that continues that EF is connected to scholarly execution in children and youths and underline the significance of considering EF as procedures that add to reading comprehension.

At the Museum of Contemporary Art of Barcelona (macba), there is an investigation which is related to the subject to be investigated, as (Solé, 2012) socialized when launched her topic: " Reading competence and learning " where the development of reading ability is talked and analyzed through existent connections among rivalry and learning. It is accepted that an expansive and complex origination of reading has a more noteworthy shot of accomplishing full education (social and individual) in excess of a confined and straightforward portrayal.

This – the straightforward origination will, in general, think about that reading is an ability that is procured in a particular period throughout everyday life and that applies similarly to a few writings and circumstances. In spite of this position, it is inferred that the proprietorship and utilization of reading in proficient social orders begins very soon and has no closure, since it's constantly conceivable to extend in the reading rivalry. This position involves acknowledging the significant changes that, due to the effect of a few circumstances and employment of reading that we are included are delivered in the method for being a reader along with life. In these circumstances, on account of the assistance of others, systems that enable us to go past the superficial reading learned, and let a profound, basic reading prepared to do changing data into information. A survey on certain information gave by universal assessment thinks about just as the discoveries of research work, show together that along these lines of instructing and learning is less incessant that it may be wanted. It is finished up contending the need for social and focus tasks intended to advance it.

At the Universidad Federal de Santa Catarina Florianópolis, Brasil, there is an investigation which is related to the subject to be investigated, as (Baretta, Braga Tomitch, Lim, & Waldie, 2012) socialized when launched his topic: " Investigating reading comprehension through EEG " where the researchers intended to report on a study carried out with an exploratory investigation that pointed various variables which impact reading appreciation, for example, the theme, content sort, reading task, and others. The advances in technologies for as far back as decades have given analysts a few potential outcomes to explore what goes on in one's cerebrum since their eyes meet the page until perception is accomplished. Since the mid-80's, various examinations have been directed with the utilization of the electroencephalogram (EEG) to research the way toward reading, through the investigation of various segments – N400, N100 or N1, P2, among others. These parts uncover, for instance, how the mind incorporates the significance of a particular word in the semantic

setting of guaranteed sentence. In light of this investigations, which showed that various sorts of words influence intellectual burden, this paper points at exploring how the mind procedures capacity and substance words embedded in descriptive and account writings with appropriate/inadmissible ends. Results demonstrated that the kind of content also, word impact the intellectual burden in various scalp regions (midline, right and left halves of the globe). The N1s were more articulated to the substance words embedded in account writings and to the capacity words embedded in the descriptive sort of writings, validating previous investigations.

In Colombia there is an investigation developed by (Lopera Medina, 2015) with the topic: "The design process of a reading comprehension manual " where he showed that the material plan is a significant piece of the instructing rehearses. This article depicts the procedure of the material structure of an unknown dialect (FL) reading the manual for college students at Universidad de Antioquia (Medellín, Colombia). Activity research was used as a methodological manual to plan the manual. Four in-administration English educators took an interest during the time spent the structure and they considered issues, for example, the program of reading understanding I, readings that contain social data and dynamic foundation learning, reading with visual guides, and activities that included pre-, while-, and post-reading exercises. Accordingly, an example of a reading procedure is given so as to represent how instructors functioned and planned the manual. At the end the author proposed that the way toward structuring a manual helped educators comprehend their convictions and practice in showing reading in an unknown dialect.

As it can be evidenced, these investigations contribute in a favorable way to the present project since it is evident that in several parts of the world it is a necessity for teachers to help their students to improve their reading comprehension, demonstrating that it is of vital importance the application of different methodologies for their proper development in this case by applying Deictics inside the classroom for better understanding.

## **2.2 PHILOSOPHICAL FOUNDATION**



The research is part of the constructivist model and the critical proactive paradigm; The constructivist is an educational current that is based on the study of several psychological theories of renowned researchers such as Piaget, Ausubel, Bruner and Vygotsky; the term constructivism was born as a result of the complementarity existing in the models proposed by the aforementioned authors that refer to the study of human behavior.

The approach proposed by this model is that the student is the main protagonist of the teaching-learning process, as the educator becomes a counselor and facilitator of the process considering the internal, familiar and contextual world from which the student comes, in order to achieve an education of quality from this model the learning must be born of a need, for it the teacher is the one who proposes situations that stimulate the interest and curiosity of the student in an environment of satisfaction, joy and spontaneity. (Santivañez, 2007)

It is important for students to be the main protagonist of the teaching-learning process. From this point on, teachers should encourage the interest and curiosity of the student by establishing an environment of satisfaction, here is the importance of raising self-esteem in order to express ideas, experiences so that they can acquire more self-confidence that allows them to be more autonomous in their learning.

### **2.3 LEGAL BASIS**

The following research work is based on the following laws:

In the Constitution of the Republic of Ecuador (2008), especially the articles that refer to education, which establishes the parameters that must be met and followed so Ecuadorians, could obtain a better education. Between the most outstanding articles and that, adjust to the investigation they are:

Article 3.

Guaranteeing without any discrimination whatsoever the true possession of the rights set forth in the Constitution and in international instruments, especially the rights to education, health, food, social security and water for its inhabitants.

Article 26.

Education is the right of people throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

Article 27.

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work.

Article 28.

Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.

In the Ley Orgánica de Educación Superior (LOES), which dictates the estates on which should be governed higher education institutions, in this case the Universidad Técnica de Ambato.

Artículo 124.

Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

In the Reglamento de Regimen Academico, which regulates the requirements for the qualification of its students, where it emphasizes the sufficiency of a foreign language of free choice by the students.

#### Artículo 31

Aprendizaje de una lengua extranjera.- Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico, tecnológico superior o sus equivalentes y tercer nivel o grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. Para las carreras de tercer nivel o grado, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1 del Marco Común Europeo de referencia para las Lenguas.

**2.4 KEY CATEGORIES**

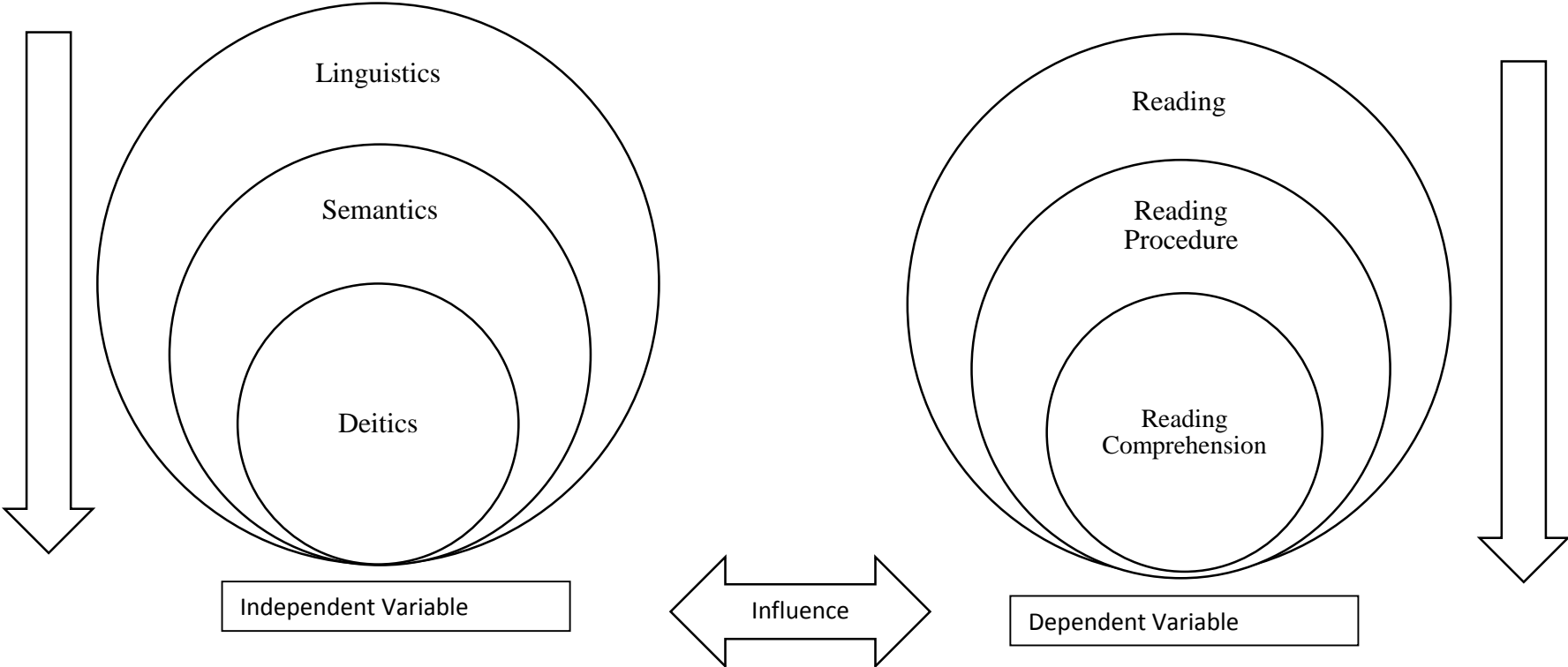


Figure 2: Main categories  
Author: Ramos, G. (2019)  
Source: Contextualization of the problem

## **2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT**

### **2.4.1.1 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).

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. As a result, there are three fundamental schools of thought in formal linguistics:

- (1) The "traditional," or "prescriptive," way to deal with sentence structure is likely well-known to the greater part of us. It is the thing that we are generally educated in school. "A noun is a man, place, or thing" is a run of the mill definition in a traditional language structure. Such language structures commonly people follow.
- (2) "Structural linguistics," a primarily American phenomenon of the mid-twentieth century, is exemplified by (Bloomfield, 1920) who drew on thoughts of the behaviorist school of brain research. Structuralists are principally worried about phonology, morphology, and syntax. They center around the physical highlights of expressions with little respect for importance or vocabulary (Crystal, 1980). They separate words into frame classes recognized by syntactic highlights. For instance, a thing is characterized as far as its situation in a sentence and its articulations, for example, the "- s" for plural.

- (3) The "generative/transformational" way to deal with the investigation of syntax was presented by Noam Chomsky in 1957 in his original work, "Syntactic Structures." Here he followed a connection between the "profound structure" of sentences (what is in the brain) and their "surface structure" (what is talked or composed) (Chomsky N. , 1957). For instance, the surface structure of the sentence, "The postman was bitten by the dog," was gotten from the profound structure, "The dog bit the postman," through the utilization of a passive change.

From transformational/generative sentence structure emerged the hypothesis of Universal Grammar. This broadly acknowledged hypothesis begins from the discernment that all dialects share certain etymological highlights (universals). The objective of this hypothesis is to clarify the consistency of language securing among people in spite of apparent contrasts in their local languages. Since Chomsky's unique recommendations in 1957, various elaborations and elective hypotheses have been proposed. As an object of study, the language is often disconcerting due to its complexity and the intimacy established with it long before becoming aware at all. Because of this, the formal linguistics incorporates five important fields of study:

"Phonetics" is the study of the sounds of language and their physical properties. the investigation of discourse sounds and their physiological creation and acoustic characteristics. It manages the designs of the vocal tract used to create discourse sounds. The customary strategy for depicting discourse sounds is as far as the developments of the vocal organs that deliver them. The fundamental structures that are imperative in the creation of discourse are the lungs and the respiratory framework, together with the vocal organs (articulatory phonetics), the acoustic properties of discourse sounds are the investigation of the physical properties of discourse and expects to break down sound wave flags that happen inside discourse through fluctuating frequencies, amplitudes and terms. One-way experts can break down the acoustic properties of discourse sounds is through taking a gander at a waveform. Weight changes can be plotted on a waveform, which features the air particles being packed and tenuous, making sound waves that spread outwards. A tuning fork being struck can give a case of the weight vacillations noticeable all around and how the air particles waver (move in one heading musically) when we see sound (acoustic phonetics), and the way of consolidating sounds to make syllables, words, and sentences (semantic phonetics).

"Phonology" includes examining how sounds work in a given dialect or tongue and it includes phonemes which are the smallest unit of language that has meaning. For instance, /p/ has two conceivable sounds in English relying upon its situation in a word. In the event that you put a sheet of paper close to your mouth and articulate the words "pin" and "spin," the paper will vibrate after the /p/ in the principal word yet not after a similar sound in the second word. This puff of air happens when /p/ is in the underlying position of a word in English. Phonologists analyze such phonetic movements to build speculations about etymological sounds in a single language that can be utilized in contrasting semantic frameworks. The examination of sounds in various dialects can be extremely valuable for remote dialect instructors.

"Morphology" is the investigation of the structure of words. Morphologists contemplate insignificant units of importance, called "morphemes," which are a short portion of dialect that meets three essential criteria: 1. It is a word or a piece of a word that has meaning. 2. It can't be isolated into littler significant portions without changing its importance or leaving a good for nothing leftover portion. 3. It has generally a similar stable significance in various verbal situations. Morphemes explore the conceivable mixes of these units in a dialect to shape words. For instance, "imperfections" is made out of four morphemes: "im" + "perfect" + "ion" + "s." The root, "perfect," is changed from an adjective into a noun by the expansion of "ion," made negative with "im," and pluralized by "s."

"Syntax" is the investigation of the structure of sentences. Syntacticians depict how words join into expressions and provisions and how these consolidate to shape sentences. For instance, "I found a coin yesterday" is inserted as a relative clause in the sentence, "The coin that I discovered yesterday is very important." Syntacticians portray the guidelines for changing over the principal sentence into the second.

"Semantics" is the investigation of significance in language (Gentry. Angela, 2018). The objective of semantic investigation is to clarify how arrangements of language are coordinated with their legitimate implications and set in specific situations by speakers of the language. is the subfield that is dedicated to the investigation of importance, as intrinsic at the dimensions of words, expressions, sentences, and bigger units of talk (named writings, or accounts). The investigation of semantics is additionally firmly connected to the subjects of portrayal, reference and indication. The essential investigation of semantics is arranged



to the examination of the importance of signs, and the investigation of relations between various phonetic units and mixes: homonymy, synonymy, antonymy, hypernymy, hyponymy, meronymy, metonymy, holonymy, paronyms. A key concern is how significance joins to bigger pieces of content, potentially because of the structure from littler units of importance. Customarily, semantics has incorporated the investigation of sense and denotative reference, truth conditions, contention structure, topical jobs, talk examination, and the linkage of these to punctuation.

#### **2.4.1.2 Semantics**

For a few theorist, 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).

This, in any case, leaves us with a second inquiry: what do we comprehend by "meaning"? What is that "meaning" that is sorted out and communicated by dialects? In exceptionally broad terms, talking comprises of imparting data: someone (the speaker) has something in his/her brain (a thought, an inclination, an expectation), and chooses to impart it semantically. Vocal commotions are then produced that are heard by a second individual (the listener), who "interprets" these commotions back into thoughts, with the outcome being that this listener some way or another "knows" what the first individual had as a primary concern. That "something" that was in the mind of the first speaker and now is in the listener's mind is what they called meaning.

The endeavor to discover the correspondence between parts of the linguistic code and parts of meaning can be viewed as the objective of any linguistic hypothesis in general. Be that as it may, there have been numerous contradictions on the best way to approach this inquiry. Indeed, even the general significance of the investigation of importance in an etymological hypothesis is still moved toward distinctively by various etymological speculations. In this

century, the presence of linguistics as a self-ruling order, semantics has been granted distinctive degrees of significance or centrality in semantic investigation. For instance, Semantics was restricted from etymology by American structuralism (e.g. Bloomfield); it was not something "perceptible", and in this manner, it ought not frame some portion of any logical investigation of dialect. What's more, likely, the best linguistic hypothesis of the XXth century, Chomskyan generativism, likewise chosen that semantics was not a focal piece of linguistic examination. In their view, the focal worry of language is grammar: semantic information is essentially learning about language structure. This is the data that is "pre-wired" in youngsters' minds, in the Language Acquisition Device. The association among words and phrases and their implications is something that is accomplished by "universally useful gadgets", that is, mental instruments that are not particularly semantic in nature, and in this manner, fall outside the extent of linguistic investigation. As they would see it, you can think about language, and you can clarify a noteworthy piece of its conduct, if not all that matters, just by taking a gander at language structure, at the tenets for the diverse mixes of words. The implications of words and articulations don't need to be incorporated to catch the genuine substance of semantic conduct.

Be that as it may, the protest of investigation of semantics is significantly more dangerous, trickier: the objective is to investigate the "signifying" that semantic components express. This is a much more complicated issue, which will dependably prompt the center of the idea of significance. These are questions that men have been soliciting since the start from times, and it isn't totally evident that we have landed at an agreeable answer.

Despite these challenges, semantics must be granted the focal place in the procedure of etymological research. Consistently, just two conceivable elements of dialect have been considered: an open capacity and an illustrative capacity; in them two, semantics must be put at the exact heart of the procedure. If dialect developed as a method for correspondence and this is its genuine and unique capacity and *raison d'etre*, at that point we discover importance toward the start what's more, toward the finish of the correspondence procedure, and must be considered in this manner as a focal piece of the idea of dialect itself. Then again, a few researchers have suggested that the genuine *raison d'etre* of dialect isn't correspondence yet mental portrayal (i.e., dialect is a method for re-exhibiting the world in our psyches). This would offer people the upsides of playing out specific controls of those portrayals, enabling us to imagine speculative situations, complex thinking designs,

conditionals, and so forth. For this situation, we again discover significance in the focal place: the capacity of dialect is to speak to reality in our psyches, and that is the thing that which means is about. "Everything in dialect plots to pass on signifying" (Wierzbicka, 1988). The investigation of importance as a rule is finished by semiotics. Semiotics contemplates how "signs" mean, that is, how we can make one thing stand for another (a "signifier" remains for a "connoted"). For instance, in Western culture, dark garments are used to show grieving, and in our shorelines, a warning implies that it's risky to swim. Obviously every one of these signs are socially based: for instance, in some Eastern societies, the shading to show grieving is white.

Ordinarily, semioticians think that it's helpful to make a three-way qualification, first set up by (Pierce, 1932). 1. Symbol: a connection of similitude between the sign and what it speaks to; for precedent, a representation, and so on. 2. List: a reason impact relationship; contiguity in space or time; for instance, smoke and fire, yawning and fatigue, vultures orbiting overhead a dead creature. 3. Image: a self-assertive, ordinary connection among sign and significance: for instance, warning and risk.

Obviously, etymological significance will be for the most part delineated to the third sort. Along these lines, semantics must be viewed as a sub-some portion of semiotics, and this is how most researchers respect dialect. All the time we discover cases in which a sign is at the equivalent time, symbol, file and image, they are based upon one another: images on files furthermore, files on symbols.

### **2.4.1.3 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).

Jakobson (1963), proposes a meticulous characterization of the grammatical "concepts" expressed by the verbal forms, the Russian ones in particular. 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, in particular the personal pronouns and, among them, in a very special and almost unique way, the pronoun "I".

The shifter is that particle of the code that indicates the location of the speaker but does not preach anything about it. It only has the initial value of the location in the speaker's speech. In this sense, shifters can be considered, not just the first and second pronouns. person but also verbal endings and other particles like 'here' and 'now'.

We can relate this to the so-called deictic or "pointing" function of (Benveniste, 1971) to the ability of certain units of the language to indicate proximity or distance in space and / or time with respect to the "I" of the language. enunciation: such, for example, the cases of the demonstrative this, that, that one; of the adverbs here, there, there, and verbs like come and go, carry and bring, whose use depends on the respective positions that occupy the sender ("I") and addressee ("you") of the message in relation to that of what is spoken.

Taking the Anglo-Saxon tradition (Pierce, 1932) calls them "index-symbols" for their mixture of meaning-symbolic grammar-with the act of pointing (indicate in each case). Taking the Germanic tradition, (Bughler, 1950) treat them as deictic indices (differentiated from symbols by their multiplicity of contextual meanings).

They are a very special category, which mean the same intermittent function of different subjects (for Linguists and Philosophers a problem in any attempt of realistic nominalism or that everything fits in the communicative act): Thus, the personal pronoun «I» does not designate to a specific class of individuals, but designates, once in a while, the speaker who says "I". The relation of the personal pronoun «I» with the individual to whom it is applied on each occasion is, on the one hand, contextual - since it is only applicable to whoever pronounces this pronoun-, and on the other, existential - inasmuch as the speaker designates to himself and his locutory act by pronouncing the pronoun "I".

Jakobson (1963), within the commutators, is interested above all in the personal pronouns that he discovers as a very complex category - contrary to what Humbolt believes, placing them as the simplest elements in the acquisition of language.

In fact, pronouns are one of the latest acquisitions in children's language and the first thing that is lost in aphasia. For example; The child who has learned to identify himself with his own name will not easily become accustomed to terms as alienable as personal pronouns: he may fear to speak of himself in the first person when his interlocutors call him "you", speaking of himself as they call him "the baby is hungry" Or sometimes he will try to monopolize the pronoun of the first person, protesting: Do not call me: "only I am me, and you are only you". I remember here the children's game of "You are you, I am me: who is more foolish of the two? -Or painted as "foolish whoever reads it" who keep this contradiction alive.

The aspect in which Jakobson (1963) emphasizes to carry out the classification of verb forms is precisely that of inclusion in the verbal form (or in the structure of the sentence) of the reference not only to the participants of the fact related - the protagonists of the statement, so to speak - but above all to the participants in the fact of discourse - the author of the act of enunciation.

Thus, for example, someone who says "I am drinking" is qualified as well, as an actor in the action of drinking, as an actor, very particular, of the action of saying, because saying I am drinking does not mean drinking. The fact of speech is an act different from the fact of referral.

The verbal categories that characterize the utterance and / or its actors and that refer at the same time to the enunciation act are called commutators so, commutators leads us to differentiate between the subject of the utterance and the subject of enunciation (thus, we have two: either we have a subject divided and subject as it can to language, which does not only speak of it but in the). The act of speech supposes an enunciation and as a product of said enunciation the statement is. In the statement the speaker is updated-installed in his sayings-being represented by a pronoun or by his own name ... this being also the least proper that we have: a sound chain that has no meaning outside of the reference to a code. That pronoun can be used in a personal way using I, impersonal (didactic discourse), with him We (doctoral discourse or thesis), leave the task to the verb and remain tacit. So, the subject is not in his statement (there is only represented) but in his speech acts.

## **2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT**

### **2.4.2.1 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 has to 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.

Among the numerous meanings of reading that have emerged in late decades, three noticeable thoughts rise as most basic for understanding what "figuring out how to read" signifies:

Reading is a procedure attempted to lessen vulnerability about implications a content passes on. The procedure results from arrangement of importance between the content and its reader.

The learning, desires, and techniques a reader uses to reveal literary significance all assume unequivocal jobs way the reader consults with the content's importance.

Reading does not draw on one sort of psychological expertise, nor does it have a direct result—most messages are comprehended in various ways by various readers.

### **Foundation Knowledge**

For unknown dialect students to read, they must be aware to use different capacities and methodologies they as of now have from their reading encounters in their local language. They will require the information they have to help arrange themselves in the numerous components of language-embroiled in any content. Analysts have built up that the demonstration of reading is a non-straight procedure that is recursive and setting subordinate. Readers will in general bounce ahead or return to various fragments of the content, contingent upon what they are reading to discover.

## **Objectives**

Requesting that a student "read" a content needs that educators indicate a reading objective. One negligible objective is to request that the student discover specific linguistic developments or to distinguish words that identify with specific highlights or themes of the reading. However, such objectives are in every case just fractional. For instance, a content likewise uncovers a great deal about the readers for which it is composed and a ton about topic that unknown dialect students could possibly know or envision.

## **Educational Stages of Reading**

In a perfect world, every content used in such educational programs ought to be instructively arranged with the goal that students approach it by moving from pre-reading, through starting reading, and into rehashing. This arrangement cautiously moves the student from perception undertakings to creation errands. Likewise, these undertakings should expand upon one another as far as expanding subjective trouble.

**Pre-Reading:** The underlying dimensions of learning, as portrayed in Bloom's Taxonomy, include perceiving and understanding highlights of a content. As proposed here, pre-perusing undertakings include talking, perusing, and tuning in (Bloom B. (., 1959).

**Starting Reading:** Initial perusing errands situate the student to the content and actuate the psychological assets that are related to the student's very own desires. For instance, dialogs of types and generalizations may assist the student in identifying potential perusing troubles and to strategize approaches to defeat these difficulties. Straightforward oral and composed proliferation errands ought to go before progressively complex generation assignments that call for thinking about inventive reasoning around a few issues in the meantime.

**Rehashing:** In rehashing, the student is urged to take part in dynamic L2 generation, for example, verbal or composed investigation and argumentation. These exercises require longer and increasingly complex talk. Now, the language students' basic reasoning needs to cooperate with their general information. In a perfect world, social setting and the individual unknown dialect student's very own personality rise as vital to all demonstrations of creation.



At the point when the phases of perusing are rehashed through the span of a semester or year, students will, in general, improve their language aptitudes as well as their social proficiency. Numerous phases in perusing connect with the students by coming back to the language of the content from various perspectives. Educational modules worked around such stages is viewed as comprehensive on the off chance that they include practice that coordinates language different sorts of language procurement and fills various intellectual requests in interlocking exercises that winding learning. For instance, a pre-perusing for sub-points of a subject, an underlying perusing to recognize how points are depicted, and a rehashing to alter those portrayals by embeddings them into another type or depicting them for an alternative crowd.

#### **2.4.2.2 Reading Comprehension**

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading may give readers much benefits, for example readers can improve their knowledge besides getting information. Furthermore, reading is one of the most crucial skills for the students' success in school and in life. According to Johnson (2008, p. 3), reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. Readers must combine words, sentences, paragraphs into meaningful ideas in order to comprehend. The main purpose of reading is comprehension. A reader needs comprehension to catch the content of message or information of the text. When the students read a textbook selection, they need to understand what it is about. According to Snow (2002, p. 5), students who are good comprehenders use strategies in reading to learn new concepts, get deeply involved in what they are reading. But many students fail in doing these things. One problem is that classroom materials are often so difficult to comprehend or uninteresting that many students cannot or will not read them. It means that making the classroom materials as interesting as possible should be done by teachers. It is hoped, the students are not reluctant to read English texts. Most of the students in Indonesia often get difficulties to understand the printed message. They do not know how to read meaningfully. They only read the text book required to be able to perform well in the achievement test. In spite of this, most of them get low mark in reading comprehension exercises, because they have no any techniques in read meaningfully. Furthermore, Snow (2002, p. 11) states that reading comprehension as the process of

simultaneously extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements; (1) the reader who is doing the comprehending, (2) the text that is to be comprehended and (3) the activity in which comprehension is a part. Learning reading comprehension is important for students because to support their language and can give the benefits for students, and they comprehend any text they read. The students can make a good comprehension when they read, and they can learn vocabulary.

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

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

Table 1: Types of Reading  
 Author: Ramos, G. (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 used in a similar perusing.

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).

(Long, 1987) state it is a "definite in-class" examination, driven by the educator, of vocabulary and syntax focuses, in a short entry."

Concentrated Reading, once in a while called "Slender Reading", may include understudies perusing determinations by a similar writer or a few messages about a similar subject. At the point when this happens, substance and linguistic structures rehash themselves and understudies get numerous chances to comprehend the implications of the content. The achievement of "Limited Reading" on improving perusing understanding depends on the reason that the more comfortable the readers is with the content, either because of the topic or having perused different works by a similar writer, the more cognizance is advanced.

#### **Attributes:**

- Normally homeroom based
- The reader is strongly associated with glimpsing inside the content
- Understudies center around etymological or semantic subtleties of a reading
- Understudies center around surface structure subtleties, for example, syntax and talk markers
- Understudies recognize key vocabulary
- Understudies may attract pictures to help them, (for example, in critical thinking)
- Writings are written cautiously and altogether, over and over
- The point is to construct more language information instead of basically practice the ability of reading
- Seen more ordinarily than broad reading in study halls

**Materials:**

- Normally short messages - not in excess of 500 words long
- Picked for the dimension of trouble and managing by the instructor
- Picked to give the sorts of reading and abilities that the educator needs to cover in the course

**Abilities created:**

- Quick reading practice
- Deciphering content by utilizing:
  - Word assault abilities
  - Content assault abilities
  - Non-content data

(Munby, 1968)proposes four classifications of inquiries that might be utilized in escalated perusing. These include:

Plain Sense - to comprehend the verifiable, definite surface implications in the content

Suggestions - to make deductions and become touchy to the passionate tone and allegorical language

Connections of thought - between sentences or sections

Projective - requiring the incorporation of data from the content to one's very own experience data

Mackay (1968), in his book *Reading in a Second Language*, reminds educators that the most significant target in the perusing class ought NOT be the trying of the understudy to check whether they have comprehended. Educators should, rather, be investing the majority of the energy preparing the understudy to comprehend what they read.

(Brown, 2007) clarifies that extensive reading is completed "to accomplish a general comprehension of content."

Long and Richards (1971, p.216) recognize extensive reading as "happening when understudies read a lot of high-premium material, as a rule out of class, focusing on signifying, "reading for significance" and skirting obscure words."

The points of reading are to construct readers who reads for pleasure.

Extensive reading is constantly accomplished for the appreciation of primary thoughts, not for explicit subtleties.

### **Recorded Perspective**

Harold Palmer (1917) in Britain and Michael West (1926) in India were the first to pioneer the hypothesis of broad perusing as a way to deal with unknown dialect instructing and to perusing, specifically. Palmer picked the expression "broad perusing" to recognize it from "escalated perusing".

(Broughton, Brumfit, Flavell, & Hill, 1978) contended for the significant job Extensive Reading could play in second language programs.

(Nuttall, Teaching reading skills in a foreign language, 1982) composed that the possibility of Extensive Reading ought to be "standard practice" in second language learning. She proposed the accompanying "trademark": "The most ideal approach to improve your insight into an unknown dialect is to proceed to live among the speakers. The following most ideal path is to peruse widely." (p.168)

(Krashen, 1993) bolstered Extensive Reading since he felt it consequently offered to ascend to fitness recorded as a hard copy. In 1993, he named it "free intentional perusing". Krashen (1995) contended that 'free deliberate perusing" could be utilized a "connect" from open language fitness to scholastic language ability.

David Eskey (1995) drew the relationship of perusing guidance to encouraging swimming strokes to individuals who detested the water. It would be just through their revelation of the prizes of perusing by really doing it, that they would move toward becoming individuals that can and do peruse.

(Elley, 1996), in his report on an investigation including 210,000 understudies and 10,000 instructors in 32 instructive frameworks around the globe, inferred that "instructional projects that pressure educator coordinated drills and aptitudes are less useful in raising proficiency levels than projects that attempt to catch understudies' advantage and urge them to peruse freely."

Dupre's examination (1997) in French bolstered the hypothesis that Extensive Reading is more pleasurable and advantageous for language procurement than sentence structure guidance and practice.

Nuttal (1982) contended the case for Extensive Reading projects refer to research examines that indicated "amazing" gains in perusing capacity, inspiration, and frame of mind, and in general etymological capability. There was additional proof of increases in vocabulary and spelling.

Despite the fact that exploration emphatically recommends that broad perusing can lift second language obtaining, few second language students take part in willful perusing at their very own drive, (for example Hesitant Readers) and require direction as Extensive Reading programs.

#### **2.4.2.3 Reading Comprehension**

##### **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" (Cahuascano, 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 definitely knows (William, 2009). 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).

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).

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). (Tompkins, 2011) suggested that comprehension is an "inventive, multifaceted procedure" subordinate upon four language abilities: phonology, linguistic structure, semantics, and pragmatics. Tompkins, (2011) 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

### **Perusing perception levels**

Perusing understanding includes two dimensions of handling, shallow (low-level) preparing and profound (abnormal state) preparing. Profound handling includes semantic preparing, which happens when we encode the importance of a word and relate it to comparative words.

Shallow preparing includes basic and phonemic acknowledgment, the handling of the sentence and word structure, for example, first-request rationale, and their related sounds. This hypothesis was first recognized by Fergus I. M. Craik and Robert S. Lockhart. (Wagner, Schatschneider, & Phythian, 2009)

Understanding dimensions are seen through neuroimaging systems like useful attractive reverberation imaging (fMRI). fMRI's are utilized to decide the particular neural pathways of actuation crosswise over two conditions, story level perception, and sentence-level cognizance. Pictures demonstrated that there was less cerebrum locale actuation during sentence-level cognizance, proposing a common dependence with understanding pathways. The outputs likewise demonstrated an upgraded worldly enactment during story levels tests showing this methodology initiates circumstance and spatial processing. (Speer, Yarkoni, & Zacks, 2008) stated that when all is said in done, neuroimaging studies have discovered that perusing includes three covering neural frameworks: systems dynamic in visual, orthography-phonology (Angular gyrus), and semantic capacities (Anterior transient flap with Broca's and Wernicke's region). Be that as it may, these neural systems are not discrete, which means these zones have a few different capacities also. The Broca's territory associated with official capacities encourages the peruser to fluctuate the profundity of perusing cognizance and printed commitment as per perusing goals (Goswami, 2011), (Sousa, 2011).

## **Vocabulary**

Perusing understanding and vocabulary are inseparably connected together. The capacity to disentangle or distinguish and articulate words is self-obviously significant, however comprehending what the words mean has a noteworthy and direct impact on recognizing what a particular section implies while skimming a perusing material. It has been demonstrated that understudies with a littler vocabulary than different understudies grasp less of what they read (Nielsen, 2013). It has been recommended that to improve appreciation, improving word gatherings, complex vocabularies, for example, homonyms or words that have numerous implications, and those with metaphorical implications like figures of speech, comparisons, collocations, and allegories are a decent practice (Tompkins, 2011).



Andrew Biemiller contends that instructors should give out point related words and expressions before perusing a book to understudies, educating incorporates theme related word gatherings, equivalent words of words and their importance with the specific situation, and he further says to acclimate understudies with sentence structures in which these words normally occur (Tompkins, 2011). Biemiller says this serious methodology gives understudies chances to investigate the subject past its talk - the opportunity of reasonable extension. Nonetheless, there is no proof to recommend the supremacy of this approach (Kucan, Beck, & McKeown, 2002). Incidental Morphemic investigation of words - prefixes, postfixes, and roots - is likewise considered to improve comprehension of the vocabulary, however, they are demonstrated to be an inconsistent procedure for improving understanding and is never again used to instruct students (Thomas, Manzo, & Manzo, 2005).

## **History**

At first most cognizance educating depended on bestowing chosen procedures for every kind that when taken together would enable understudies to be vital perusers. Be that as it may, from 1930s testing different techniques never appeared to win support in exact research. One such methodology for improving perusing appreciation is the strategy called SQ3R presented by Francis Pleasant Robinson in his 1946 book *Effective Study* (Robinson, 1978).

Somewhere in the range of 1969 and 2000, various "systems" were contrived for instructing understudies to utilize independently directed strategies for improving perusing cognizance. In 1969 Anthony V. Manzo structured and discovered exact help for the ReQuest, or Reciprocal Questioning Procedure in customary educator focused methodology because of its sharing of "subjective privileged insights." It was the principal strategy to change over central hypothesis, for example, social learning into showing techniques using intellectual demonstrating among instructors and students ("Reading and Questioning: The ReQuest Procedure", 2018).

Since the turn of the twentieth century, cognizance exercises, for the most part, comprise of understudies addressing instructor's inquiries or composing reactions to inquiries of their own, or from prompts of the teacher (Pearson, 2013). This confined entire gathering form just helped understudies exclusively to react to bits of the (Content territory perusing) and improve their composition skills. In the last quarter of the twentieth century, proof collected that scholarly perusing test strategies were more fruitful in surveying instead of giving

perception or giving sensible knowledge. Rather than utilizing the earlier reaction enrolling strategy, inquire about examinations have presumed that a successful method to encourage cognizance is to show beginner perusers a bank of "handy perusing methodologies" or apparatuses to decipher and break down different classifications and styles of text.

### **Perusing procedures**

There is an assortment of procedures used to educate perusing. Methodologies are vital to helping with perusing pressure. They differ as per the difficulties like new ideas, new vocabulary, long and complex sentences, and so forth. Attempting to manage these difficulties in the meantime might be ridiculous. On the other hand, techniques should fit the capacity, fitness and age dimension of the student. A portion of the methodology's instructors use are perusing out loud, bunch work, and all the more perusing exercises (Gorrell, 2011).

## **2.5 HYPOTHESIS**

### **Null Hypothesis**

Deitics do not have a relationship with the Reading Comprehension of the students of the CTT de los Andes "UNIANDES"

### **Alternative Hypothesis**

Deitics have a relationship with the Reading Comprehension of the students of the CTT de los Andes "UNIANDES"

## **2.6 SIGNALING OF HYPOTHESIS VARIABLES**

**Independent variable:** Deitics

**Dependent variable:** Reading Comprehension

**Observation unit:** CTT de los Andes "UNIANDES"



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 BASIC METHODS OF RESEARCH**

##### **3.1.1 Quali-quantitative Approach**

According to the selected paradigm in the philosophical foundation of the current research, the qualitative and quantitative approach will be applied because it is important to consider the whole, the total integration of a specific context, without dividing it to the study of its parts. It is based on data collection methods such as descriptions and observations, including numerical measurement. The objective is to demonstrate reality as observed by the members of a social system, and it is located in the critical-proactive paradigm because reality will be changed according to the need of the socio-educational environment and an alternative solution will be used to improve it.

#### **3.2 RESEARCH MODALITY**

##### **3.2.1 Field Research**

This research is of field investigation and is based on information obtained directly from reality, allowing the researcher to make sure of the real conditions in which the data have been obtained; therefore, this research work is carried out to the students at CTT de los Andes “UNIANDÉS”, in order to determine the relationship of Deictics and the Reading Comprehension of students.

##### **3.2.2 Bibliographic Research**

The methods of bibliographic information lead to the analysis of any book, document, text or thesis that allow the use of the information registered in them and that are related to the variables of the subject in this case Deictics and the Reading Comprehension to be investigated to carry out and develop the research topic in the best viable way. For this

reason, the use of bibliographic instruments in the development and advancement of this research is indispensable. The methods of bibliographic research will be those that allow to locate, analyze and select the accurate and adequate information among all the documentary affluence that exists, which will be part of the Theoretical Framework and will benefit the knowledge of Deictics and the Reading Comprehension of students at CTT de los Andes “UNIANDES”.

### **3.2.3 Experimental Research**

Experimental research is calling a true experiment in which the researcher manipulates a variable and controls/randomizes the rest of the variables. It has a control group; the subjects have been randomly assigned between the groups and the researcher only tests one effect at a time in this case Deictics and the Reading Comprehension of the students from CTT de los Andes Uniandes. Also, it is important to know which variable(s) want to test and measure. It is imperative for a experimental research to build up circumstances and logical results of a phenomenon, which implies, it ought to be positive that impacts seen from a experiment are because of the reason. As normally, happening occasion can be mistaking for specialists to build up ends.

## **3.3 LEVEL OR TYPE OF RESEARCH**

### **3.3.1 Exploratory Investigation**

Exploratory research, as its name implies, allows us to explore, investigate and identify general antecedents regarding the problem under investigation as well as ideas and aspects that should be examined in depth in the investigation Deictics and the Reading Comprehension of students at CTT de los Andes “UNIANDES”. Its objective is to collect experiences, examine issues or problems little studied or that have not been addressed before.

### **3.3.2 Correlational Investigation**

The Correlational Research will be applied to evaluate the relationship between variables (Deictics) and the (Reading Comprehension), according to the cause-effect aspect in a particular context, to analyze and compare them, so that the behavior of the variables can be

assessed and thus be able to present structured predictions; in this case the independent variable: Deictics and the dependent variable: Reading Comprehension.

### 3.3.3 Descriptive Research

The descriptive research will be used to portray the attributes of the dependent and independent variable (Deitics and the Reading Comprehension) the two causes and results. To check the hypothesis the **Kuder–Richardson (KR-20)** Test will be applied as well.

## 3.4 POPULATION

### 3.4.1 Population

The study population are students from CTT de los Andes “UNIANDES”. The population to be researched is formed by a universe of 60 legally enrolled students, corresponding to the academic period September 2018 - September 2019 distributed in 2 parallels.

<b>Population</b>	<b>Frequency</b>	<b>Percentage</b>
Students from the third level (A) from students at CTT de los Andes “UNIANDES”.	32	50%
Students from the third level (B) from students at CTT de los Andes “UNIANDES”.	32	50%
<b>Total</b>	<b>64</b>	<b>100%</b>

Table 1: Population

Author: Ramos, G. (2019)

Source: CTT de los Andes “UNIANDES”.

### 3.5 OPERATIONALIZATION OF VARIABLE

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND TOOLS
<p>Deictics are words or phrases, which cannot be understood in their entirety without extra contextual information. This phenomenon is known as deixis.</p> <p>They are called deictic words when their semantic meaning is fixed, while their denotative meaning varies based on time or place. If a word needs context to be understood its meaning it is called deictic.</p>	<p>Contextual information.</p> <p>Deixis</p> <p>Deictic words.</p> <p>Semantic meaning</p> <p>Denotative meaning</p>	<p>Comprehension of texts in a fluent and understandable way.</p> <p>Semantics of the text</p> <p>Use of words</p> <p>Meaning by context</p>	<p>The word 'They' in paragraph 1 refers to:</p> <p>The word 'those' in paragraph 2 refers to:</p> <p>The word 'it' in paragraph 2 refers to:</p> <p>The word 'they' in paragraph 3 refers to:</p> <p>The word 'others' in paragraph 3 refers to:</p> <p>The word 'it' in paragraph 4 refers to:</p> <p>The word 'it' in paragraph 5 refers to:</p> <p>Is she writing to Leonardo di Caprio?          “Yes, she is in love with _____!”</p> <p>Is that Mary’s new boyfriend?          “Don’t ask me, ask _____!”</p> <p>Do you like bananas?          “I love _____!”</p> <p>(Based on the questionnaire)</p>	<p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Pre-post test</li> </ul> <p><b>Tool</b></p> <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>

Table 2: Independent variable  
 Author: Ramos, G. (2019)  
 Source: Operationalization of variables

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND TOOLS
<p>Reading comprehension is a multicomponent, complex process that involves many interactions between the reader and what s/he brings to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the types of texts).</p>	<p>Complex process in reading</p> <p>Interaction in texts.</p> <p>Understanding of types of texts.</p>	<p>Methodology</p> <p>Perception</p> <p>Vocabulary</p> <p>Ideas</p> <p>Analyze</p> <p>Capture</p> <p>Summarize</p>	<p>The word 'They' in paragraph 1 refers to:</p> <p>The word 'those' in paragraph 2 refers to:</p> <p>The word 'it' in paragraph 2 refers to:</p> <p>The word 'they' in paragraph 3 refers to:</p> <p>The word 'others' in paragraph 3 refers to:</p> <p>The word 'it' in paragraph 4 refers to:</p> <p>The word 'it' in paragraph 5 refers to:</p> <p>Is she writing to Leonardo di Caprio?</p> <p>“Yes, she is in love with _____!”</p> <p>Is that Mary’s new boyfriend?</p> <p>“Don’t ask me, ask _____!”</p> <p>Do you like bananas?</p> <p>“I love _____!”</p> <p>(Based on the questionnaire)</p>	<p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Pre-post test</li> </ul> <p><b>Tool</b></p> <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>

Table 3: Dependent variable  
 Author: Ramos, G. (2019)  
 Source: Operationalization of variables



### 3.6 INFORMATION COLLECTION PLAN

Basic questions	Explication
For what?	To reach research objectives
From what people or objects?	Students from CTT de los Andes “UNIANDES”.
On what aspects?	Deitics and the Reading Comprehension
Who?	Author of the Project.
When?	Year 2018-2019
Where?	At CTT de los Andes “UNIANDES”.
How often?	2 times (pre-post test)
How?	Test
With what?	Questionarie

Table 4: Method of Data Collection

Author: Ramos, G. (2019)

Source: Data Collection

#### 3.6.1 Validation and reliability of the instruments of data collection.

To accumulate and validate the data, it was critical to apply a pre-test and a post – test taken from the Cambridge webpage that included a case of the TOEFL test for reading sample. It was led to 64 understudies from the CTT de los Andes “UNIANDES”.

### 3.7 INFORMATION PROCESSING PLAN

When the instruments will be connected it was important to:

- Tabulate the gathered information
- Analyze and verify the outcome

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 ANALYSIS OF RESULTS

##### Pre-test and Post-test Results

In view of the current investigation, the estimation of the Reading Comprehension was created based on experts' criteria so as to give a precise method for surveying students.

#### 4.2 DATA INTERPRETATION

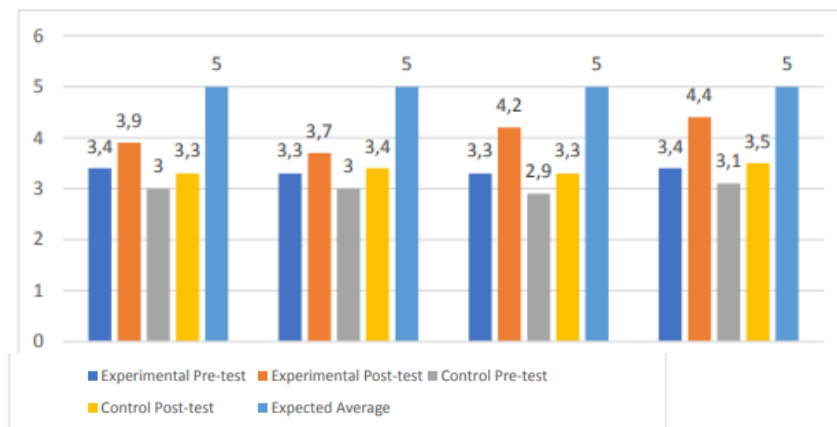
##### 4.2.1 STUDENT'S PRE-TEST AND POST-TEST

Table 5: Comparison experimental and control group

Experimental		Control		Expected Average
Pre-test	Post-test	Pre-test	Post-test	
3,4	3,9	3	3,3	5
3,3	3,7	3	3,4	5
3,3	4,2	2,9	3,3	5
3,4	4,4	3,1	3,5	5

Source: Pre-test and Post-test  
 Author: Ramos, G. (2019)

Figure 3: Statistics



Source: Pre-test and Post-test  
 Author: Ramos, G. (2019)

The figure 3 demonstrates the scores of the exploratory gathering fluctuate in every single one of the criteria considered in reading comprehension. In both groups four Quizzes were applied to check how the scores were changed and the results are shows as follows: Experimental quiz 1 from 3,4 to 3,9, quiz 2 from 3,3 to 3,7, quiz 3 from 3,3 to 4,2 and finally quiz 4 from 3,4 to 4,4.

The Control amass was additionally surveyed under similar criteria; be that as it may, their enhancement is constrained. The score differed quiz 1 from 3,0 to 3,3. Quiz 2 from 3,0 to 3,4. So also in quiz 3 from 2,9 to 3,3. Finally in quiz 4 from 3.1 to 3,5.

As indicated by this information, it is quite observed that there is an enhancement in the correlation of the last scores of the pre and post-tests in the Experimental Group after the use of Deictics to improve the Reading Comprehension. While the outcomes were as not very great not surprisingly in the Control Group because of the reality students did not work with these procedures in their reading comprehension.

As it is watched the scores in both pre and post-test from the two gatherings of study were great in the experimental group while control group requires more help to ace their Reading Comprehension. The motivation behind this exploration considers was to improve the Reading Comprehension through the execution of Deictics. In any case, this gathering of students did not work with this methodology, so consequently, it is fitting to use the procedures, methods, strategies, and exercises that support their reading comprehension and their capacity to understand what is wrtitten.

### **FINAL PRE AND POST-TEST SCORES**

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

Table 6: Final Pre and post-test  
 Source: Final Pre and post-test scores  
 Author: Ramos, G. (2019)

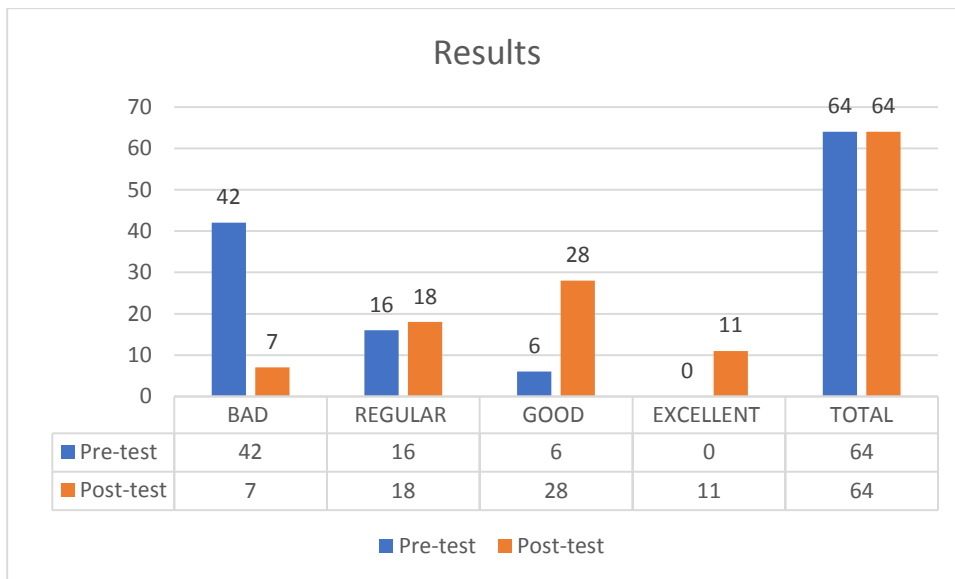


Figure 4: Final pre and post-test experimental group  
 Source: Final Pre and post-test scores  
 Author: Ramos, G. (2019)

**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 shows 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.

**4.3 HYPOTHESIS VERIFICATION**

**Ranges**

	N	Average range	Sum of ranges
Negatives ranges	0 <sup>a</sup>	,00	,00
Positives ranges	4 <sup>b</sup>	2,50	10,00
Drwas	0 <sup>c</sup>		
Total	4		

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

Table 7: Pre and post-test hypothesis  
 Source: Hypothesis verification  
 Author: Ramos, G. (2019)

In the statistics table it can be seen that the positive ranges in Reading Comprehension were better and also shows that there are positive ranges, that is, the post-test it is greater than the pre-test, considering that Deitics has a relation with Reading Comprehension of students from CTT de los Andes “UNIANDES”.

Statistics of contrast<sup>a</sup>

	Post-test - Pretest
Z	-1,841 <sup>b</sup>
Sig. asintót. (bilateral)	,046

a. Wilcoxon signed sign test

b. Based on negative ranges.

Table 8: Test statistics

Source: Hypothesis verification

Author: Ramos, G. (2019)

In the test for a sample, the Wilcoxon signed rank test was used where showed a 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 students from CTT de los Andes “UNIÁNDES”.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

After analyzing and interpreting the results obtained from the application of Deitics in students from CTT de los Andes “UNIANDES”. to excel their Reading Comprehension, there are some conclusions and recommendations to share for future investigations.

- 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 at the moment in which students did the reading exercises. They helped to analyze and use correctly utterances and sentences in different settings.
- The solution to the problem is to use and apply Deitics to excel the Reading Comprehension by encouraging students to use and develop critical thinking at the moment of facing reading exercises in real situations.

## 5.2 RECOMMENDATIONS

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

- To apply Deitics in class since it will assist students with enhancing their Reading Comprehension.
- To use Deitics as part of the learning process at the moment of planning classes by keeping in mind the reality in which it takes place.
- English educators ought to consider Deitics, at the moment of organizing the activities as a choice to assess students to improve their Reading Comprehension.
- To produce reading materials that include Deitics to help students to master their accuracy in the language.



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## **Annex 1: Academic Article**

### **Deictics and the Reading Comprehension.**

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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 understudies improve their Reading Comprehension. This examination was coordinated by using a quali-quantitative methodology by applying a pre and post-test which assess the functions of the Reading Comprehension and to evaluate this Deictics were applied inside the classroom. The subjects of the examination were the third-semester A-B university understudies of CTT de los Andes Language Center "UNIANDES". Thinking about the results of this examination, the conclusion of the investigation is drawn as the following. English Language Students vanquish their Reading Comprehension issues by using Deictics and exhibited that a large portion of the English Language Students improve their competence which helped them to read and understand the written form of English Language.

**Keywords:** Deictics, English Language Students, English language Teaching, Reading Comprehension.

## 1. 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.

## 2. Theoretical Framework

In this section the concept of Deictics and Reading Comprehension are defined taking into account 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).

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 theorist, 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).

## 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).

Jakobson (1963), proposes a meticulous characterization of the grammatical "concepts" expressed by the verbal forms, the Russian ones in particular. 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:

- 5) 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".

- 6) 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.

- 7) 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.
- 8) C / M Code referring to message. This is the mechanism that activates, precisely,

the commuters, in particular 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 has to 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 taken into account for the following investigation are those presented below:

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

Table 2: Types of Reading  
 Author: Ramos, G. (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, 2007) 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.

(Long, 1987) state it is a "definite in-class" examination, driven by the educator, of vocabulary and syntax focuses, in a short entry."

## 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 definitely knows (William, 2009). 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).

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).

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). (Tompkins, 2011) suggested that comprehension is an "inventive, multifaceted procedure" subordinate upon four language abilities: phonology, linguistic structure, semantics, and pragmatics. Tompkins, (2011) 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

### **3. 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 also 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 the CTT de los Andes “UNIANDES”. 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.

#### 4. Analysis and Results

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

Table 3: Final Pre and post-test  
Source: Final Pre and post-test scores  
Author: Ramos, G. (2019)

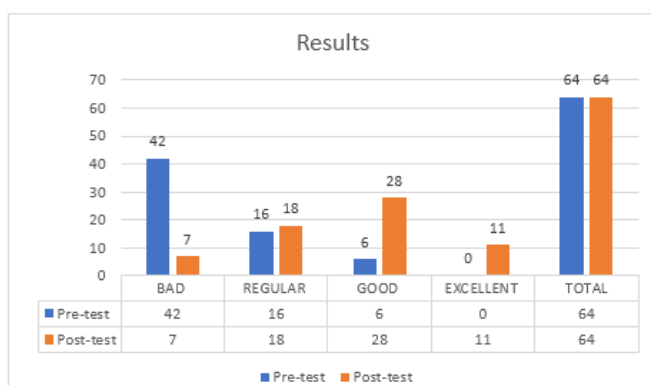


Figure 5: Final pre and post-test experimental group  
Source: Final Pre and post-test scores  
Author: Ramos, G. (2019)

#### 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.

	N	Average range	Sum of ranges
Negatives ranges	0 <sup>a</sup>	,00	,00
Positives ranges	4 <sup>b</sup>	2,50	10,00
Drwas	0 <sup>c</sup>		
Total	4		

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

	Post-test - Pretest
Z	-1,841 <sup>b</sup>
Sig. asintót. (bilateral)	,046

a. Wilcoxon signed sign test

b. Based on negative ranges.

Table 4: Test statistics  
Source: Hypothesis verification  
Author: Ramos, G. (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 students from CTT de los Andes “UNIANDÉS”.

## 1. Conclusions

After analyzing and interpreting the results obtained from the application of Deitics in students from CTT de los Andes “UNIANDÉS”. to excel their Reading Comprehension, there are some conclusions and recommendations to share for future investigations.

- 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 at the moment in which students did the reading exercises. They helped to analyze and use correctly utterances and sentences in different settings.

- The solution to the problem is to use and apply Deitics to excel the Reading Comprehension by encouraging students to use and develop critical thinking at the moment of facing reading exercises in real situations.

## Recommendations

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

- To apply Deitics in class since it will assist understudies with enhancing their Reading Comprehension.

- To think about Deitics as part of the learning process at the moment of planning classes by keeping in mind the reality in which it takes place.

- English educators ought to consider Deitics, at the moment of organizing the activities as a choice

to assess understudies to improve their Reading Comprehension.

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## Annex 2: Approval

Ambato, 30 de Agosto del 2018

Doctor Mg.  
Marcelo Núñez  
PRESIDENTE DE LA UNIDAD DE TITULACIÓN  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente.

*Consejo Directivo*  



De mi consideración:

Yo, **JUAN GABRIEL RAMOS CORRALES**, con cédula de ciudadanía # 120414393-5 estudiante / ex estudiante de la Carrera de **IDIOMAS Modalidad PRESENCIAL** una vez que he completado los requisitos estipulados en la Normativa de la Unidad de Titulación de la Facultad de Ciencias Humanas y de la Educación para obtener el título terminal de tercer nivel de la Universidad Técnica de Ambato, solicito a usted se sirva realizar la revisión correspondiente y tramitar ante Consejo Directivo de la Facultad la **designación/ ratificación de Tutor/a del Proyecto de Investigación**, para lo cual adjunto la documentación pertinente.

Atentamente,

  
-----  
GABRIEL RAMOS

Adj. Anteproyecto

  
31-08-2018

## Annex 3: Pre and Post-test



### CTT DE LOS ANDES LANGUAGE CENTER ENGLISH PROGRAM

TEST

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

#### I. Read the text and answer the following multiple-choice questions.

##### Charles Darwin's Theory of Evolution

[1] Charles Darwin's Theory of Evolution is known as one of the most important and controversial scientific theories ever published. Darwin was an English scientist in the 19th century best known for his book "On the Origin of Species." In his book, Darwin postulated different species shared characteristics of common ancestors, that **they** branched off from common ancestors as they evolved, and that new traits and characteristics were a result of natural selection.

[2] Natural selection contributes to the basis of Darwin's Theory of Evolution. One of the core tenets of Darwin's theory is that more offspring are always produced for a species than can possibly survive. Yet, no two offspring are perfectly alike. As a result, through random mutation and genetic drift, over time offspring develop new traits and characteristics. Over time beneficial traits and characteristics that promote survival will be kept in the gene pool while **those** that harm survival will be selected against. Therefore, this natural selection ensures that a species gradually improves itself over an extended duration of time. On the other hand, as a species continues to 'improve' itself, **it** branches out to create entirely new species that are no longer capable of reproducing together.

[3] Through natural selection, organisms could branch **off of** each other and evolve to the point where **they** no longer belong to the same species. Consequently, simple organisms evolve into more complex and different organisms as species break away from one another. Natural selection parallels selective breeding employed by humans on domesticated animals for centuries. Namely, horse breeders will ensure that horses with **particular characteristics**, such as speed and endurance, are allowed to produce offspring while **others** that do not share those above-average traits will not. Therefore, over several generations, the new offspring will already be pre-disposed towards being excellent racing horses.

[4] Darwin's theory is that 'selective breeding' occurs in nature as 'natural selection' is the engine behind evolution. Thus, the theory provides an excellent basis for understanding how organisms change over time. Nevertheless, **it** is just a theory and elusively difficult to prove. One of the major holes in Darwin's theory revolves around "irreducibly complex systems." An irreducibly complex system is known as a system where many different parts must all operate together. As a result, in the absence of one, the system **as a whole, collapses**.

[5] In conclusion, "On the Origin of Species" is known as one of the most consequential books ever published. Darwin's Theory of Evolution remains, to this day, a lightning rod for controversy. **It** can be observed repeatedly, but never proven, and there **are** a plethora of instances that cast doubt on the processes of natural selection and evolution. Darwin's conclusions were a result of keen observation and training as a naturalist. Despite the controversy that swirls around his theory, Darwin remains one of the most influential scientists and naturalists ever born due to his Theory of Evolution.

Adapted from: [https://www.bestmytest.com/sites/default/files/pdf/bestmytest\\_toefl\\_reading\\_practice\\_test.pdf](https://www.bestmytest.com/sites/default/files/pdf/bestmytest_toefl_reading_practice_test.pdf)

1. The word 'They' in paragraph 1 refers to:  
A. Scientists  
B. Ancestors  
C. Species.  
D. Characteristics
2. The word 'those' in paragraph 2 refers to:  
A. gene pool  
B. survival  
C. natural selection  
D. traits and characteristics.
3. The word 'it' in paragraph 2 refers to:  
A. natural selection.  
B. Darwin's theory of evolution  
C. Extended duration of time  
D. a species
4. The word 'they' in paragraph 3 refers to:  
A. organisms.  
B. survival  
C. natural selection  
D. traits and characteristics
5. The word 'others' in paragraph 3 refers to:  
A. horse breeders  
B. horses.  
C. natural selection parallels  
D. particular characteristics
6. The word 'it' in paragraph 4 refers to:  
A. Darwin's theory.  
B. selective breeding  
C. natural selection  
D. engine behind evolution
7. The word 'it' in paragraph 5 refers to:  
A. "The Origin of Species"  
B. Darwin's Theory.  
C. a lightning rod  
D. controversy

II. Complete the sentences using the correct deictic.

8. Is she writing to Leonardo di Caprio?  
"Yes, she is in love with \_\_\_\_\_!"  
a. her  
b. him  
c. his
9. "Is that Mary's new boyfriend?"  
"Don't ask me, ask \_\_\_\_\_!"  
a. her  
b. his  
c. it
10. "Do you like bananas?"  
"I love \_\_\_\_\_!"  
a. hers  
b. its  
c. them

## Annex 4: Urkund

