

strategies more significant is the learning process in the students. Students learn passively and most learning activities are directed and controlled by the teacher. Due to this, constructivism has served as the basis for great advances within education in general, since it goes from being a closed, general and archaic process, predominated by old methodologies and strategies, to being what we have today, a process personalized, open and up-to-date, which creates and expands many more opportunities for growth for both student and teacher.

Consequently, this has also been a great contributor to the development of competency assessment since this model creates the perfect setting for the development of the requirements of this process. Today we have an educational process that seeks for the student to take control of his learning and, with him, of all the experience that it involves; a process which seeks for students to develop fully, achieving achievements and objectives.

In other words, a process that truly focuses on student preparation in all its aspects. Finally, although there are many aspects and factors to improve in the educational field, undoubtedly constructivism has totally changed the course that the educational process took, opening and creating immensity of opportunities to continue in its advancement process. Education has always been a fairly complex issue, since both the educational process and everything that it involves within itself have been quite controversial. It is no secret to anyone that Education as such is a double-edged sword since this can be both the beginning and the end of everything, placing it in one of the

fundamental aspects to be perfected. The way in which human beings acquire information and use it for a specific purpose have also changed, the data sources are vast, since the application of new technologies such as the internet and its derivatives, students have obtained an invaluable learning tool that we would have already wished we had in earlier times not so distant. As I see it, a series of educational processes are being presented that instead of achieving more significant learning, mechanical and rote learning are developed, due to a labor perspective of education in which the goals are not the learning itself, nor the integral development of the subject, but professional competences and skills, learning memory processes that only allow a utilitarian use of information, valuable knowledge that is forgotten because they can't be related to significant elements of the profession.

Results

The analysis of the data, obtained in the various evaluation tests, has made it possible to establish some relevant results to obtain a satisfactory answer to the question posed in the research.

In the first place, a correlation analysis was made between linguistic and reading variables, the results of which are included in the correlation matrix (Table 2).

Globally, positive correlations have been found between all the variables, highlighting, in the first place, the high correlation between the reading variables, that is, between literal and inferential knowledge and reading

comprehension (.92 and .89) and between literal knowledge and inferential (.64). These results are similar to those found in other studies (Defior, 2010; García Madruga, Luque and Martin, 2015).

A positive correlation has also been detected between linguistic variables. Above all, an important correlation has been detected between the variable's "lexicon", "morphology" and "syntax". From this it can be inferred that no linguistic ability works in isolation; rather, these skills constitute a "system."

In all cases, the linguistic variables correlate positively with the reading variables. In the first place, the variable «syntax, in written mode» stands out, which correlates, in order of importance, with the variable «global understanding» (.51), as well as with the variables «inferential knowledge» (.49) and "literal knowledge" (.45). These same correlations have been detected in the variable «syntax, in oral mode». Likewise, the variable "morphology" significantly correlates with the reading variables: "global understanding" (.38), "inferential knowledge" (.35) and "literal knowledge" (.34).

These data are congruent with the results of other studies, in which it has been proven that students who are efficient in oral language analysis, especially in morphosyntax, at the

beginning of schooling, have a high probability of being better readers. In the same way, the variable "phonology" correlates significantly with the reading variables, especially with "global comprehension" (.39) and with "literal knowledge" (.36). This implies that, at any level of text processing, it is important to know the graphemes and their correspondence with the phonic units; therefore, phonological awareness is an important component in mastering written code.

In short, after having consistently verified the existence of correlations between linguistic variations and reading variables, highlighting the variable «syntax», the hypothesis that language skills are related to reading comprehension is confirmed.

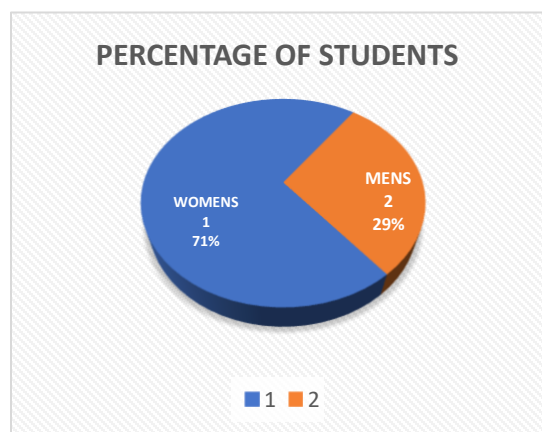
In view of the results of the correlation analysis, it was explored, through three linear regression analyzes, to what extent the linguistic variables predicted the levels of reading competence.

In the first block, the linguistic variables were introduced, to check to what extent they explained the «global understanding of the text», considered as a dependent variable. Table 3 shows the summary of the model and Table 4 shows the coefficients that correspond to this first block. It can be observed, in the corrected R squared, that language skills explain 36% of the score obtained by students in "global

understanding of the text". The variable «syntax» stands out as the first predictor, in the two modalities of the linguistic code, whose beta scores are the highest (.363 and .256). This is followed, although with less predictive value, by the variable's "phonology" and "lexicon", whose specific weights are shown in Table 5. Finally, the low incidence of the variable "morphology" is striking.

The results obtained in the regression analyzes can be summarized as follows:

Ultimately, the hypothesis that linguistic variations affect reading skills is confirmed. However, although the linguistic variations evaluated in this study influence the set of reading variables, this influence is more pronounced in the global understanding of the text. On the other hand, mastery of syntax, in any of its modalities, is the skill that has the greatest impact on reading competence.



Percentage of students in the English Education Career oriented to teaching at UNAPEC

TABLE 2. Correlation matrix between linguistic and reading variables

	Knowledge literal	Comprehension inferential	Phonology Morphology reading	Lexicon	Syntax (written)	Syntax (oral)
Knowledge literal	1.000					
Inferential knowledge	.644**	1.000				
Reading comprehension	.920**	.892*	1.000			
Phonology	.358**	.353*	.392*	1.000		
Lexicon	.308**	.292*	.331*	.321*	1.000	
Syntax (written)	.450**	.494*	.519*	.488*	.318*	1.000
Syntax (oral)	.395**	.455*	.466*	.028	.153	.180
Morphology	.288**	.275**	.308**	.242**	.351**	.386**

TABLE 3. Summary of the first regression block

Model R	R Squared	R squared corrected	error to estimate of l
.621	.385	.366	14,30

TABLE 4. Coefficients of the first regression block

	Coefficients not standardized	Typical error	Coefficients standardized	t	p
(Constant)	-15,944	8,269		-1,928	.056
Lexicon	.156	.092	.117	1,702	.091
Phonology	.137	.070	.138	1,961	.052
Syntax (written)	.411	.081	.363	5,066	.000

Syntax (oral)	.241	.065	.256	3,714	.000
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TABLE 5. Summary of the second regression block

Model R	R Squared	R squared	Typical error	Estimated corrected
2	.497		.247	17,46
	.223			

TABLE 6. Coefficients of the second regression block

	Coefficients		t	p
	not standardized	standardized		
	B	Typical error	Beta	
(Constant)	-13,797	10,092	-1,367	.174
Lexicon	9,885E-02	.112	.067	.883
Phonology	.117	.085	.106	1,366
Syntax (written)	.443	.099	.355	4,474
Syntax (oral)	.188	.079	.181	2,376
Morphology		-7,187E-02	.097	
		.058	.737	.462

TABLE 7. Summary of the third regression block

Model R	R Squared	R squared	Typical error	Estimated corrected
3	.504		.254	.231
				19,09

TABLE 8. Coefficients of the third regression block

	Coefficients		t	p
	not standardized	Standardized		
	Typical error	Beta		
(Constant)	-11,037		-,519	.604
Lexicon	.122	.114	1,497	.136
Phonology	.093	.089	1,142	.255
Syntax (written)	.108	.344	4,354	.000
Syntax (oral)	.086	.146	1,932	.055
Morphology	-3,193E-03	.107	-.030	.976

Conclusion

The set of results obtained in this research shows that the linguistic development of students in the career of Education in English oriented to Teaching at UNAPEC University in a progressive and ascending way with a relevant role in achieving the maturity of the race.

However, the correlational nature of the data presented does not allow to establish a causal relationship between language skills and reading problems, but it can provide some clue about the variables that should be taken into consideration when trying to overcome difficulties in understanding texts.

Specifically, specific teaching is necessary, especially for those students who have difficulties in understanding and assimilating information, included in different types of text. This teaching approach (by competencies) in the career refers to the promotion and implementation of strategies

that develop the language that allows to extract meanings, integrate ideas and make inferences. In addition to contributing to lexical enrichment, it would also positively affect reading comprehension to enhance the use in classrooms of vocabulary teaching techniques, whose effectiveness has been demonstrated (keywords, semantic maps, inference of meaning by context, etc.). that addresses the linguistic variations in the real contexts of everyday life.

Although the research work has focused on the relationship between linguistic variations and reading comprehension of the students of this specific career, there are other environmental conditions, such as the type of communication within the family or the characteristics of the learning situation, between They are teacher-student interaction, which undoubtedly exert a great influence on the development and reading maturity of students. These are variables that could be addressed in further research

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