

**“THE RELATIONSHIP BETWEEN THE ESMERALDAS’ MYTHS AND THE DEVELOPMENT OF THE READING SKILL IN ENGLISH FOR STUDENTS ATTENDING THE NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL IN THE CITY OF ESMERALDAS, DURING THE SECOND TERM, 2011-2012 SCHOOL YEAR.”**

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**Key Words: Esmeraldas Myths – Reading Skill**

**SUMMARY**

The existence of gaps in reading in English in students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas, allowed to raise this research project to determine the relationship between the Esmeraldas myths and reading in English in students attending the ninth year of basic education. A second objective was to establish the best strategies for reading in English in the students. And a third goal, giving an overview of the myths in modern times, so that the analysis of its manifestations in arts, the relationship with stereotypes in students attending the ninth year of basic education at Cristo Rey High School in the City of Esmeraldas seek to help students improve their reading and comprehension of English, based on the myths of their culture.

**Key Words: Esmeraldas Myths – Reading Skill**

## ABSTRACT

El presente trabajo investiga sobre la existencia de falencias en la lectura en inglés por parte de los estudiantes del noveno año de educación básica del colegio Cristo Rey de la ciudad de Esmeraldas, lo que permitió plantear esta tesis investigativa, que tuvo como objetivo determinar la relación de los mitos esmeraldeños con la lectura en Inglés en estudiantes del noveno año de educación básica. Un segundo objetivo fue establecer las mejores estrategias para la lectura en Inglés en los estudiantes. Y un tercer objetivo, dar una visión de los mitos en los tiempos modernos, por lo que el análisis de sus manifestaciones en las artes, su relación con los estereotipos en los estudiantes que asisten a la educación básica del Colegio Cristo Rey en la ciudad de Esmeraldas, con lo cual se busca contribuir a que los estudiantes mejoren su lectura y comprensión del inglés, fundamentado en los mitos de su cultura.

**Palabras claves:** Mitos Esmeraldeños y Habilidades de Lectura.

### 1. INTRODUCTION

Through this study it was aimed to know the relationship between the Esmeraldas' myths and the development of the Reading Skill in English for students attending the ninth year of basic education at Cristo Rey High School in the City of Esmeraldas, during the second term, 2011-2012 school year.

The problem of the weaknesses that exist in reading in English in students attending the ninth year of basic education at Cristo Rey High School in the City of Esmeraldas, is a current issue affecting the educational community of the educational establishment and have an impact on academic performance and motivation of students, it is also justified because it is a topic of interest to the researcher looking for the solution to this problem to improve educational practice in the English area.

This work is important because it allows in one hand to recreate the traditions of Esmeraldas, preserving and strengthening the cultural identity of the youth of Cristo Rey high school and otherwise to overcome the problem of this research, through stories and legends of this environment which will contribute to the development of

the reading skill in English; on the other hand, it will allow both directors and teachers know what are the causes and effects of the problem of gaps in reading in English in students and have alternatives to solve this problem improving the educational practice in the field of English.

## **2. METHODOLOGY**

This research was aimed to students attending the ninth year of basic education at Cristo Rey High School in the City of Esmeraldas This study was applied, descriptive and of field. The survey was the technique applied for collecting data. The study was correlational, quantitative and transversal that allowed conclusions and recommendations of the research.

## **3. THEORETICAL FRAMEWORK**

Dell'Ordine (2002) says "Reading is one of the more complex cognitive processes and learning to read is a difficult task that requires the use of specific strategies." Note that in reading comprehension, which is not so easy to develop, teachers should focus their teaching on students to guide them to independent learning and self-regulated through learning strategies, which will give us as a result that students will be able to understand a text in English and become experts skilled readers.

The study of myth as a strategy to improve the weaknesses in reading in English, is important because it allows one hand recreate the Esmeraldas traditions, preserving and strengthening the cultural identity of the youth of Cristo Rey High School and other side overcome the problem of this research, through stories and legends own environment, thus contributing to the development of reading skills.

This research is of great importance, since it will let English Teachers of the School know what are the causes and effects of the problem and the weaknesses in reading in English by the students and have alternatives to solve this problem.

This work is feasible to do since it has the human, material and economic factors that facilitate the foray into this research process, additionally has access to information of the School, likewise, will have the scientific, methodological and technicians, received

in the curriculum process, allowing the construction of this study in its different phases, also because there is the necessary bibliography for the structuring of this work.

It is important to teach reading through the story because it arouses the interest and positive attitudes in students, also can develop attention and listening habits, eases the task of socialization and teamwork, fosters the desire to read, writing and promotes values such as friendship, respect for others, the desire for adventure, freedom, autonomy

The conservation myths to transcend them to other generations are very valuable, as it can be more tolerant of other people, cultures and religions. Understand the history, different situations and processes that man has lived along its evolution, helping to understand why the legends, customs and traditions.

Understanding the English language gives us access to new ways of thinking and mental abilities expands our world view. This enrichment would make sense if we understand its true value, if we could make it part of our daily lives.

### **3.1 Esmeraldas Myths**

In Esmeralda Afro is known a number of myths that are based on his vision of the souls of the dead, belief brought from Africa. as:

- It is told about the presence of souls who come at night to annoy or tell something, to pick their steps where they have been in life, this belief is generally held wakes.
- There are characters who live in the forest, mangrove, river, sea. These characters are known, for some reasons that are grieving.
- The (Beating ), Tunda, a woman who did not meet its obligations at home and is believed to take children to the mountain.
- The Riviel, the soul of a drowned man who walks in a "mop rack" to find a person to drown too.
- The (Elf), Duende, the big hat who likes to flirt with young girls.
- The Gualgura, which appears in the form of chicken and others for which there is respect and even fear.”

All these characters are living and encouraging different parts of the environment, which is concerned with acts of protection required, particularly to offer prayers and the sign of the cross. Also known witches with their secrets and herbs, and they do not only cure but also to prepare alleged witchcraft potions for love problems, this being its main task and searched. These witches are believed to be known as such back kill birds and sucking the blood of children, as evidenced by a sign that the mother realizes, it is believed that these witches gather in giant trees with his teacher and master of their soul which is the devil.

As described these mythological characters are present in the lives of rural communities, not only through the stories, but also by their own experiences you have with them especially at night. All these myths are not just a representation of the world beyond, of everyday life, but also have a protective function to prevent bad acts without ceasing to be myth.”

### **The Beating (La Tunda)**

In Esmeraldas, the ancient Fertility God takes another form, giving rise to “the Tunda”, a female devil with mixed origins, half Indian and half African. The Tunda is multi-faceted and adopts various guises according to the circumstances. Her specialty is abducting children, achieved by disarming her victims by adopting the appearance of a respectable lady, except for her foot which resembles that of a club, perhaps in memory of the classical Christian devil with its cloven foot. Who knows? Among its habits, one is particularly unusual.

Rodolfo Perez Pimentel wrote “The Tunda enjoys shrimps gathered from the river’s inlets. After cooking them in its stomach, it then gives them to the children that it has abducted. As a means of subduing the children, the Tunda deprives them of their willpower by suffocating them with copper-smelling gases emanating from its body. The Tunda is a caldron with fire in its interior. The similarity with Mother Earth or the God of Fertility is all too apparent. Both are characterized by volcanic eruptions, emitting copper-smelling gases, an excellent mineral that the Indians have exploited to the full in their various alloys when making jewels or more mundane utensils”.

### **The Elf**

“ In 1996, at a place called La Barraca, a 6-year-old with big eyes and straight hair, very pretty, woke up at midnight, and not finding his mother at his side, left the house looking for it. Along the way he met a boy who was following him. He laughed and called it with whistles and fuuuuuuu. She was scared and started running but he reached the small and would not let him pass. The girl began to mourn and cry. He gave him candy colors, kisses girlfriend and a scarf. But she wanted nothing. The goblin sang and danced, played with his hair and making faces to amuse. When she realized it had been by a dark alley. It scared more. Some dogs began to bark and was desperate when a guard who realizes what happened and take two shots into the air. The guard walked over to where the girl was crying. I take her in his arms and took her to his mother. Mother to see her daughter asked over and over again that had happened. And the girl told him.

People who were there murmured that that was the Hobgoblin. Since that night the girl was chased by the Goblin. He could not be left alone because the Goblin Carmita called with whistles that only she heard. They looked for a healer, who told them as scare the Goblin. He sprinkled holy water around the body, praying the Creed and the Hail Mary for nine consecutive days. This Goblin leave the girl. The strange thing is that he knew several songs Carmita and said that the Goblin was taught with a very nice voice.”

### **The Riviel**

This is a "endriago" which delights the horrifying night fishermen. They say that riviel appears in a foal (canoe) polled, ie that has no place bow and is protected by a table that prevents water penetration.

This fear is presented to the night fishermen, who pre  $\neg$  Gunta in a simple "friend, how's the fishing?" and when the fisherman replied, feeling that the foal starts to get heavier to the point of being unable to move.”

If the fisherman does not accept the dialogue proposed by the riviel, it conforms to confuse you so that your boat enrumbar fails and can only do it at dawn, when he remembers nothing of what happened.

Some argue that the usual riviel brain suck some of his victims, who are found with the skull completely empty.”

### **The Gualgura**

“This mythical character whose memory is not released ... it says it is a spirit that takes the form of tiny black cock which attracts with its chirping. Goes out at night to have the virtue of becoming a man. Night owls usually strikes those who are left after assaulting unconscious, badly injured or killed. It is alleged that to protect against Gualgura must be the sign of the cross on the ears.

## **3.2 Teaching Reading Through Myths.**

### **The Teaching of Language and Literature in an Allegorical Fable**

It is our intention in this text to recover the importance of the didactic treatment of the myths in order to make a significant contribution to the integral development of people.

For that reason, when considering strategies for classroom we should inevitably have to find resources that involve a significant contribution to student learning, in that we can find constant inquiry as a teaching myths and work with the same it seems eminently suitable for the development of people. We must think that the myths as a literature, will relaunch the fact of the importance of it in people's lives. Reading is very important both in formal education, non formal and informal, and we must be aware of the importance (Sumara, 2002), live in modern times, where the prevailing technological advances is complicated, and it is because there are too many satisfactions of personal, emotional and intellectual, but as we can find except reading, read in conjunction with the action that involves writing gives a new perspective on human existence and makes people from getting into another dimension beyond the routines of everyday life (Wilson, 2002).

#### **4.- RESULT**

The results concluded that most of the students strongly agreed that reading of myths about Esmeraldas' culture encourage reading, enhance the interest in the subject of English and positively affect the learning process and understanding of this subject.

#### **5.- CONCLUSIONS**

Upon completion of the investigation is concluded with the following:

**1 .-** That we accept the working hypothesis that the myths about Esmeraldas contribute to the improvement of reading in English in students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas.

**2 .-** The reading of myths, legends, tales and stories of Esmeraldas culture help the students understand the English Subject.

**3 .-**The myths, legends, tales and stories of Esmeraldas culture translated into English, is an experiential strategy that helps students feel this subject closely.

**4 .-** That the English reading of myths, legends, tales and stories of Esmeraldas, increases students' interest towards the subject.

**5 .-** The English reading of myths, legends, tales and stories of Esmeraldas, promotes the Afro-Ecuadorian culture.

**6 .-** The reading of myths, legends, tales and stories of Esmeraldas culture, is an exercise that helps intensive reading.



## **6.- RECOMMENDATIONS**

After the research we recommend:

**1.** -Further work with the Esmeraldas Myths as a strategy to improve English reading, in students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas

**2.** - Establish a plan of reading strategies to improve understanding of English in students attending the ninth year of basic education of the Cristo Rey High School in the city of Esmeraldas.

**3.** - Adapt the contents of English books, with the reality of Esmeraldas and / or Ecuador, being closer to the students, looking for them to be more experiential.

**4.** - Improving exercise motivation in students to increase interest in the subject of English.

**5.-** Develop English reading of myths, legends, tales and stories of Esmeraldas, complemented by plays, competitions, free exhibitions, to rescue our culture.

**6.-** To strengthen the intensive reading through internal competitions exercises and reading in English, making the students learn to analyze the words, phrases and sentences to achieve maximum understanding, to pay attention to both the meaning and the form of language and answer questions through the textbooks, dictionaries or asking the teacher.

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