

ARMY POLYTECHNIC SCHOOL



DEPARTMENT OF LANGUAGES

DISTANCE LEARNING MODALITY

APPLIED LINGUISTICS IN ENGLISH CAREER

RESEARCH PROJECT

SUBJECT:

“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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CERTIFICATE

We, Lic. Mg. Miguel Ponce and Lic. Mg. Daniel Herrera, Co-Director duly certified that the Thesis under the Title: **“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”** was totally completed by Ligia María Calderón Centeno, who has finished her studies in Applied Linguistics Career at the distance modality in the Army Polytechnic School, after being studied and verified in all chapters; the dissertation is authorized in front of the correspondent university authorities.

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DEDICATION

This thesis is dedicated to my parents for their love, endless support, encouragement that has given me strength for the stars and chases my dreams.

To my Grandma, Mami Pía, who constantly supported me with encouraging spirit giving me the strength to go forward always giving me advice and guidance and has been a great source of motivation and inspiration.

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SUMMARY

The present work investigates the deficiencies of reading in English in students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas, during the 2011-2012 school year, for that reason we present as an objective: “To determine the relationship between Esmeraldas myths and the development of reading skills in English in students at the Cristo Rey High School”, and establish the best strategies for reading in English providing an overview of myths in modern times, analyzing its manifestations in arts and their relationship with the stereotypes in the Esmeraldas students in order to improve their reading and understanding in English.

This is a descriptive, quantitative and transversal research because it describes and quantifies the relationship between the Esmeraldas myths and the development of reading skills in English, it is also a field research because it was carried out directly to students attending the 9th year of basic education at Cristo Rey High School in the city of Esmeraldas, the technique used to collect survey data was considered adequate for this type of research. The major findings indicate that the null hypothesis is accepted: “The Esmeraldas myths do not contribute to improving of reading in English in students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas”, but also is true that reading of myths, legends, tales and stories of Esmeraldas culture, helps to understand English, it is not a crucial factor for this process; in the same way we could say that myths, legends, tales and stories of Esmeraldas culture translated into English, despite of being a more experiential for students is not the only aspect that contributes to this process; also that while the English reading of myths, legends, tales and stories Esmeralda, promotes culture, It does not make a bailout by itself; finally it is also understood that the reading of myths, legends, tales and stories of Esmeraldas culture, is an exercise that helps the type of intensive reading, but it is not crucial to this process.

INTRODUCTION

Through this research it is pretended to understand the relationship between the Esmeraldas and the development of reading skills in English in students attending the ninth year of basic education at Cristo Rey High School during the second term of 2011 – 2012 school year.

In the **First Chapter** it is discussed about the research problem, explaining the purpose of the research, identifying, configuring and analyzing the problem which is the purpose of this study. To develop the research we start with the general objectives and specific objectives followed by the justification of the investigation.

In the **Second Chapter** we have the theoretical framework, it contains the information of the Cristo Rey High School, the Hypothesis System and the conceptual elements of reading, myths, learning strategies, which allows the understanding of the studied phenomenon, and give us the consistency and theoretical basis of this scientific research.

The **Third Chapter** refers to the methodology, where it is known the level and type of research, the research population and establish the techniques and instruments used to collect data.

The **Fourth Chapter** consists of the graphical representations of results, this will be the tabulation and graphing the surveys to the students of Cristo Rey High School, with the respective analysis and interpretation of quantitative and qualitative data, we can also find the conclusions and recommendations, which the reader may have a view of them based on surveys applied to students which are related to the research objectives.

Finally, **Chapter Five**, contains the proposal arises in the analysis involved, the problem tree, objectives and alternatives tree, as well as an analytical structure of the proposal and logical framework matrix, which lay down the goal, the purpose, components and activities that seek to solve the problem of the deficiencies in reading skills in English in students attending the ninth year of basic education at Cristo Rey High School.

PART I

RESEARCH

PROBLEM

1. Theme

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.

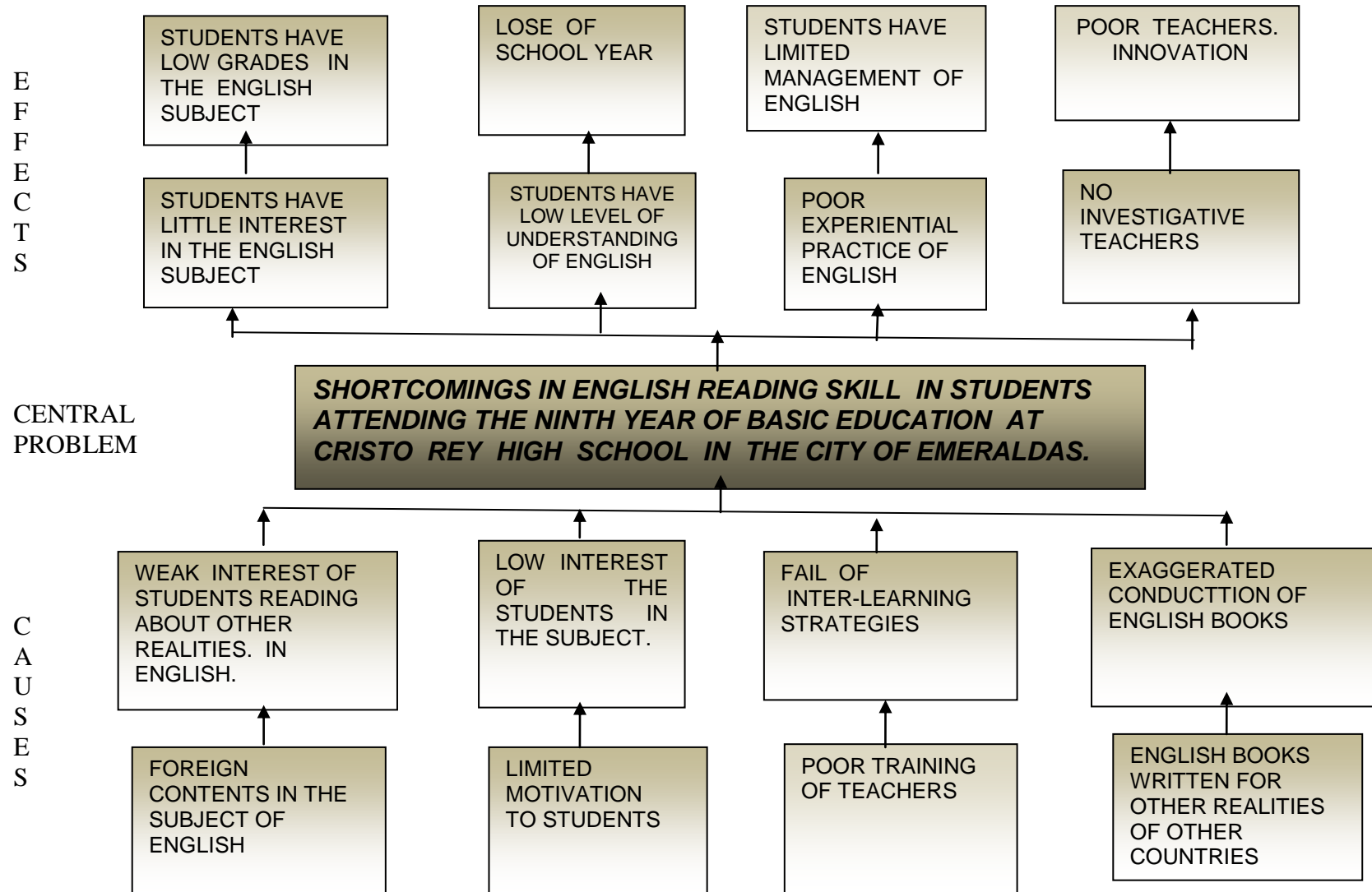
1.1 Identification of the Problem

Dell'Ordine¹ (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 difficulty in learning English in the students is the complexity of linguistic structures and mental language has, to try to reverse this situation must make a clear framework of linguistic theory and theories of learning from our region. So the next question arises: Is the difficulty in learning the content produced by students incompetence or inadequate methodologies of teachers? It is understood that much of this problem lies in teachers, who out of ignorance, convenience or for other issues focus their education in a traditional methodology consisting of a stimulus-response process, production and production copying and rote. The teacher writes on the blackboard, the student copy and then if time permits do a rote repetition (stimulus-response). This practice does not guarantee effective learning of different specific contents of the English language."

¹<http://www.buenastareas.com/ensayos/Dificultades-En-La-Ense%C3%B1anza-Aprendizaje-Del-Ingles/477251.html>

PROBLEM TREE



In the Cristo Rey High School in the city of Esmeraldas, it has been found that there are "shortcomings in English reading among students attending the ninth year of basic education," because they show little interest in the subject and limited motivation, which in turn affects the poor understanding of English and apathy towards the subject, which therefore brings the proper concern of both teacher and parents for the development of the subject, just as the low interest students by the readings in English from other realities, which reads "foreign" causes low grades exist and therefore loss of the year, on the other hand the insufficient inter-learning strategies due to poor training that teachers give as a result little experiential practice of English and limited handling, and finally the exaggerated behaviorism in the books which are prepared with the realities of other countries, it means that teachers are not investigative not innovate and to conform to the methodological guide there raised and consequently do not prepare the field.

“English ²is not a branch, is a tool to improve our living conditions and enriched as people participating in a changing society, and it is not something we can change in the students if the teachers do not stop and rethink our mediating position between this language and our students”

1.2 .- Problem Formulation

How can Esmeraldas myths affect reading in English to students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas?

²http://www.anuariopregrado.uchile.cl/articulos/CEP/AnuarioPregrado_Consideraciones_didacticas_en.pdf

1.3.- Variables Matrix

Independent Variable .- Myths

Dependent Variable. Reading skill development

BOX No.2

VARIABLES	DEFINICIÓN	DIMENSIONS	SUBDIMENSIONS
<p><u>INDEPENDENT VARIABLE</u> MYTHS</p>	<p>Mythology The term may refer to the study of myth or set of myths. For example, comparative mythology is the study of the connections between the myths of various cultures, while in Greek mythology is the body of the myths of ancient Greece. The term "myth" is often used colloquially to refer to a false history, however, the academic use of the term usually not made judgments about its truth or falsity. In the study of folklore, a religious myth is a narrative explaining how the world and humanity came to be in its current form. Many scholars in other fields use the term "myth" somewhat differently. In a broad sense, the word can refer to any traditional story.</p>	<p>MYTHS</p> <p>LEGEND</p> <p>FOLKTALE</p> <p>FABLE</p>	<ul style="list-style-type: none"> ❖ Comparative Mythology, Greek Mythology, True Myths or Myths Proper, ❖ Great human Heroes, Cristhian Legend, Urban Legend, ❖ Music, Oral history, Proverbs, jokes, popular beliefs, customs ❖ Animals, mythical creatures, plants, inanimate objects, forces of the nature.

DIRECT SOURCE

Responsable: Ligia María Calderón

BOX No.3

VARIABLE	DEFINICIÓN	DIMENSIONS	SUBDIMENSIONS
<p><u>DEPENDENT VARIABLE</u></p> <p>READING SKILL DEVELOPMENT</p>	<p>Reading is a purposeful activity. A person can read for information or verify existing knowledge, or to criticize the ideas of a writer or writing style. A person can also read for pleasure or to improve knowledge of the language is read. The objective (s) to guide the selection of reading the reader of texts. The purpose of reading also determines the appropriate approach to reading comprehension. A person who needs to know if you can afford to eat at a restaurant in particular needs to understand the information provided in the menu prices, but not the need to recognize the name of each entry in the list. A person who reads poetry for enjoyment has to recognize that the poet uses words and how they are together, but it is necessary to identify the main idea and details..</p>	<p>SKIMMING</p> <p>SCANNING</p> <p>READING DIAGONAL</p> <p>TAKE NOTES</p> <p>SUMMARISE</p> <p>REVIEW AND REFLECT</p>	<ul style="list-style-type: none"> ❖ Books, Magazines, maps, diagrams, tables, charts, timelines, ❖ Newspapers, magazines, dissemination or documentation work, novels, essays. ❖ Extensive, Intensive, Fast and Surface ❖ Reflective, Median ❖ Atenta, Vistazo

DIRECT SOURCE

Responsable: Ligia María Calderón

1.4 Objectives

To establish the best strategies for reading in English to students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas, in the second half of 2011.

To give a view using myths in modern times, making the analysis of their manifestations in arts, their relationship with stereotypes in students attending the ninth year of basic education of Cristo Rey High School in the city of Esmeraldas, in the second half of 2011.

To determine the relationship between Esmeraldas myths and reading skill development 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 of 2011.

1.5 Specific Objectives

- To diagnose weaknesses in reading English.
- To recover the significance of myths didactic treatment of Esmeraldas.
- To review the application of teaching methods.
- To establish the level of professionalism that teachers have.
- To encourage reading in English, through fantasy fiction.
- To contribute to the improvement of English reading habit in students.
- To learn about the different myths the city of Esmeraldas have
- To study the relationship between Esmeraldas myths with reading in English.
- To contribute to the integral formation of students..

1.6 Justification

Research on the problem of the weaknesses that exist in English reading by students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas, is fully justified because it is a current issue affecting the educational community of the educational establishment and have an impact on

academic performance and motivation of students, is also justified because it is a topic of interest to the researcher as the solution to this problem will improve educational practice in the field of English.

In this research 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.

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PART II
THEORETICAL
FRAMEWORK

CHAPTER I

CRISTO REY HIGH SCHOOL

1. Cristo Rey High School ³

1.1.” School Data

Education Unit:	Cristo Rey
Location:	Sucre, May 24
Day:	Morning and Evening
Basic Years:	1st to 10th
Type:	Coed
No. Students:	985
City:	Esmeraldas
Canton:	Esmeraldas
Parish:	Esmeraldas

1.2 Background.

We know that education is the cornerstone of all aspects that could build a better, more just about everything. This principle takes on great vitality today, when we live in difficult times where the economic system increasingly widening gap between the poor and the rich, and consequently, crime in all its manifestations, coupled with the lack of basic human values imposed in daily social life. We live in a time of permanent war established by the system that leads us to eat vegetable and animal live in order to survive. The system requires us to live a day, absorbing and dehumanizes us, makes us artificial, insensitive, violent. Only individuals with supreme moral values, competence, skill, teamwork, thinking ability, leadership, creative, analytical thoughtful, will survive this time.

³ Plan educativo Institucional Colegio Cristo Rey

Through Ministerial Agreement N^o6389, December 29th, 1987, it is authorized the operation of The Cristo Rey Fiscomisional High School from the school year 1998-1999, beginning with the eighth year of basic education.

Through Ministerial Agreement N^o037, March 1st 1999, it is authorized the ninth year of basic education from the school year 1999 - 2000.

Through Ministerial Agreement N^o364-11, October 21th 2011, it is authorized the operation of The Cristo Rey Fiscomisional High School composed of a Garden, Primary School and High School, located in the Parish of Bartolomé Ruiz in the Esmeraldas City from the first through tenth year of basic education.”

1.3 Mission and Vision

1.3.1 Mission

Providing quality education and warmth to children and adolescents in the environment, based on Christian values and ethics to enable them to learn, be individuals, share, learn to apprehend and take to cope with life by solving their basic problems, raise their self-esteem, have a creative thought, with the support of parents and community to achieve excellence.

1.3.2. Vision

By 2013 Cristo Rey Fiscomisional High School will become a provincial educational reference because of the results of change processes that are implemented will be satisfactory to parents.

While expected, the school will have 100% of teachers with a teaching degree, specializing in the discipline that they are teaching in the basic years and designated by management.

Having a functional and equipment of the departments concerned, is within our vision and real integration of the fathers and mothers to the educational process.

1.3.3. Objectives of the School

- Prioritize the most significant actions that contribute to the overarching project progress.
- Form and structure departments for efficient function of the schools related to the project, through proper planning of the educational context.
- Delegate tasks and responsibilities to ensure a substantial improvement in education, having a clear horizon and optimizer to perform functions.
- Interact with the estates of the educational triangle, through coexistence methodologies to enhance the capabilities of the students in the full development of personality.
- Socialize the strategies and activities inherent to each official and department in order to achieve efficiency in project implementation.
- Train men and women who face life solving problems, reaching the core values enhancing their autonomy and taking creative thinking.”

CHAPTER II

MYTHS

2.1 Defining Myths ⁴

“From the Greek myth *mythos*, meaning ('story', 'story') is a traditional story of miraculous events, featuring extraordinary or supernatural beings such as gods, demigods, heroes and monsters.

According to Mircea Eliade, myth is a sacred story that tells an event happened in primeval time, when the world did not yet have its current form. The events of the periodically recurring nature are explained as a result of the events narrated in the myth (for example, in Greek mythology the cycle of seasons can be explained by the abduction of Persephone). In the view of Lévi-Strauss, one of the most influential scholars of myth, a myth all the three attributes that characterize it are:

- a) Is an existential question concerning the creation of the earth, death, birth and so on.
- b) It consists of irreconcilable opposites: creation against destruction, life over death, gods against men.
- c) Provides reconciliation of these poles in order to avert our anguish. Like other genres, the myth is originally an oral tale; the details vary in the course of its transmission, resulting in different versions. In societies that know the writing, the myth has been the subject of literary reworking, extending their range of versions and variants.”

Since in the ancient Greco-Roman philosophical and scientific explanations competed with the mythical, the word myth was loaded in certain contexts a pejorative value, reaching loosely used as synonymous with hoax, widespread but false belief: eg ., classless society is a common myth, or the invisible hand of market is a liberal myth. Also common is the rather loose use of myth and myth (or legend and legendary) to refer to historical or contemporary (or even

⁴ Grimal, Pierre (2008) *Mitologías :Del Mediterráneo al Ganges*. Madrid: Editorial Gredas, <http://>

commercial products) loaded with prestige and glamour: Charlie is a myth of silent film, the Beatles are a mythical group.”

2.2. Mythology and Religion⁵

“Mythology appears prominently in most religions and, likewise, most of the mythologies are associated with at least one religion. The term is often used more frequently in this sense to describe religions founded by ancient societies, such as Greek mythology, Roman mythology and Norse mythology. However, it is important to remember that while some people see the Norse and Celtic pantheons as mere fable, others consider religion (see neo-paganism). Similarly, it is also true when considering the mythologies of indigenous peoples (eg South American mythology), in which you can see, where even professed native religions. People generally do not regard the tales surrounding the origin and development of religions like Christianity, Judaism and Islam, and chronic literal facts, but as figurative or symbolic representations of their value systems. Yet, equally, many people including atheists, agnostics, and believers of some of these same religions, the words used to characterize myth and mythology as false or at best dubious, stories that appear in one or more religions or to religions other than that is a believer. Thus, people belonging to most religions that are present today, is offended when their faith is taken as a set of myths, because for them, this amounts to saying that religion itself is a lie, which goes against their beliefs. An example of this happens in many Christian groups in relation to the stories of the Bible, in which its believers not generally considered to be mythological, some of their stories, and only uses this word to refer to them in a pejorative sense.

However, most people agree that every religion has a set of myths that developed around their religious scriptures, since in it the word "myth" refers to events that are not possible to be verified so objective. Thus, just as it is considered that one can speak of Jewish mythology, Christian mythology and Islamic mythology to refer to the mythical elements that exist in these beliefs, not to mention the truth

⁵ Grimal, Pierre (2008) *Mediterranean Mythology*. Ganges. Madrid: Editorial Gredas. <http://>

of the principles of faith, or Version its history as the belief of their religion as something real responsibility to the faith and beliefs of each person, not the study of myths. Example, are the priests and rabbis of today within the movements most liberal Jews and Christians as well as neo-pagans, who have no problem admitting that their religious texts contain myths. So, see their sacred texts as religious truths revealed by divine inspiration, but displayed in the language of mankind. Yet, as in any field, others, conversely, disagree with it.

Therefore, for the purposes of this article, we use the word mythology to refer to stories that, even where they belong or not to actually reveal fundamental truths and insights about human nature, often through the use of archetypes. In addition, we analyzed stories express the views and beliefs of a country, age, culture or religion that originated.”

2.3 Nonreligious Modern Mythology⁶

“Although many people usually relates to the mythology with ancient cultures and religions, not always. For example, television series, books and comics, and role playing among others, who manage to form a fictional universe itself and acquire important mythological components can sometimes even eventually lead to deep and intricate philosophical systems. An excellent example of this kind of mythology is that developed by J. R. R. Tolkien in his books *The Silmarillion* and *The Lord of the Rings*, among other writings, which he called *legendarium*. Other examples may be mentioned are the fictional worlds created by the *Dragonlance* novels, the series *Star Trek*, *Star Wars* films, the series *Lost*, *Avatar: The Last Airbender*. Some critics say the fact that the main characters and the cycles of stories of modern narratives are not public domain, the copyright laws prevent independent authors continue cycles in modern history, so that such sagas of characters share some essential features of the mythology, at least until the deadline of copyright and become public domain. Despite this, the owners of copyright in some cases continue the stories with others, as is the case of characters like *Tarzan* and *Conan* novels of L. Sprague de Camp, or superhero comics, most of whom have had dozens of authors.”

⁶ Grimal, Pierre (2008) *Mitologías :Del Mediterráneo al Ganges*. Madrid: Editorial Gredas. <http://>

2.4 Interpretations

2.4.1. Interpretation of Myths in the Nineteenth Century⁷

“During the nineteenth century, the most important were:

- **Historicism:** true stories myths considered modified and altered by the passage of time. Myth as historical fact that over time has resulted in urban stories. Thus, Schliemann discovered Troy, because he thought the Homeric poems were true, and the cities that were named. On the other hand, authors such as Gilbert Pilot set the actual path that is narrated in the Odyssey, from Troy to Ithaca.
- **Allegorical** myth as a way to express concepts and realities of poetic form. This theory was inherited by the Renaissance. Which was more important was the natural allegory, it refers to the struggle between the gods of the phenomena of nature.
- **Comparative mythology**, developed by Max Müller, a professor at Oxford University who in 1856 published the book "Comparative Mythology." In the s. XIX there are great achievements in the field of comparative grammar, developed the study of ancient languages (Sanskrit, Latin and Greek) and concludes that all start from the same language, the Indo-European. It is believed that mythology could be explained by the sciences of language, as also Indo-European gods bore some relationship. The gods of the peoples of Europe were sky gods, and etymology clarifies the original meaning of its origin, since they arise from naming the weather, are credited with an embodiment, humanizing the first to then tell them legends from , and ends with godlike.
- **Evolution:** it assumes the cultural evolution of the myth at the heart of the historical process, social and philosophical. Would be the most primitive animism, from there it evolved to polytheism (the step in which is Greek mythology) to arrive finally to monotheism. In the early twentieth century appears an important anthropological work, The Golden Bough, "" The

⁷ Grimal, Pierre (2008) *Mitologías :Del Mediterráneo al Ganges*. Madrid: Editorial Gredas. <http://>

Golden Bough "by James George Frazer, in this one there is no room for mythology, and it followed the evolution magic, religion and science. With magic would involve an attempt to control the facts of nature by certain rituals and procedures: this would be the point where you would find in Greek mythology.

2.4.2 Interpretation of myths in the Twentieth Century

In the twentieth century trends to explain the mythology are:

- **Symbolism:** the myth is, above all, a way to express, understand and feel the world and life, how different would the logic. The myth has a more emotional and language full of imagery and symbols to express something that cannot be translated into everyday language. The images of mythical thought is not directed to the intellect, but to fantasy and sensitivity, so they have an expressive force untranslatable. There were also performances from the field of psychology: Freud and Jung believe that dream images are an expression of the subconscious.
- **Functionality:** the current social values the role that mythology plays in everyday life. The meaning of myth is essential to express the traditional uses and standards of living, by providing a narrative justification backed by tradition and accepted by all.
- **New Comparative Mythology**⁸ “Also part of the comparison of Indo-European peoples, but not from the point of view of languages, but its social structure. Note that in these texts survives an ideological structure constant. There is a general conception of society into three groups, each with a specific function. A group is constituted by the priest-leader with magical and juridical sovereignty, another group is the warrior who has the physical strength, and finally the worker to which the fecundity and industriousness. The Indo-European myths reflect this hierarchical structure is a theory still has many followers, but emerged in 1920 with Dumézil.

⁸ Grimal, Pierre (2008) *Mitologías :Del Mediterráneo al Ganges*. Madrid: Editorial Gredas. <http://>

- **Structuralism:** the view that under a veneer of narrative, the myth reveals deeper meanings in their structure that are repeated on many occasions. The analysis highlights three aspects: the recognition of the usefulness of specific historical data, the systematic investigation of the mythic themes and its place in culture, thought and ideology, and the confrontation between myth and ritual.
- Trend eclectic: the current trend, in short, shows that the characteristic of myth is its exemplification, belonging to the world of memories, being something that collectively account and is accepted and is in the traditions of the people. The distance from the logos is the trademark of these stories.”

2.5 Indian Mythology

“Mythology, as well as being a form of language is a way of life that have created certain social groups. For this reason, it is estimated that modern sociology, in almost its entirety, does not deal with events that have to do with events in appearance "unverifiable" concerning beliefs and experiences of indigenous communities. Keep in mind that these societies, through its "no intellectual", handle some ways of seeing the world in which the companies called "civilized and intellectual" does not have the ability to observe. Can be seen in experiments, perhaps inexplicable in the eyes of science, but explained to the experience. It should be noted that not everything there is really verifiable.”

2.6 Mythologies And Calendars⁹

“In the current calendar called the Gregorian, months and days of the week have names derived from some beings and mythological gods. This is evident in languages like Spanish, but does not mean they stem from its own mythology, so in Castilian, Friday comes from Venus, goddess of Roman mythology (in English the name of the day, "Friday" Comes from the Germanic goddess Freyja), in both

⁹ Grimal, Pierre (2008) *Mitologías :Del Mediterráneo al Ganges*.Madrid: Editorial Gredas. <http://>

cases would be dedicated to beings with certain similarities, the goddesses of beauty.”

2.7 Esmeraldas Myths¹⁰

“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

¹⁰ <http://afros.wordpress.com/cultura/costumbres-festivas-afroesmeraldenas/>

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)¹¹

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 Elf¹²

“ 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

¹¹ <http://www.visitecuador.travel/contenidos.php?menu=4&submenu1=15&id=173&tipo=1&idiom=1>

¹²FLORES, Adrian (2011). <http://christoherrera.blogspot.com/2011/04/la-tunda-leyendas-ancestrales-origen.html>.
<http://www.visitecuador.travel/con>

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 Riviel¹³

“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 – 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.”

¹³ GALLO, Augusto (2009) *Cultura / Mitos y Leyendas. Buenaventura*.
Luces que titilan: guía de la vieja Esmeraldas (Esmeraldas, 1977)

The Gualgura¹⁴

“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.”

¹⁴ GALLO, Augusto (2009) *Cultura / Mitos y Leyendas. Buenaventura*.
Luces que titilan: guía de la vieja Esmeraldas (Esmeraldas, 1977)

CHAPTER III

READING SKILL

3.1 Concept of Reading¹⁵

“Reading is a process of apprehension of any information stored on a carrier and transmitted by certain codes, such as language. The code can be visual, auditory and even tactile and Braille. Note that there are types of reading that cannot be based on language, such as pictograms or notation. The mechanics of reading involves the implementation of various processes. Physiology, for example, to understand the human ability to read from the biological perspective (studying the human eye and the ability to set the view). Psychology, in turn, helps to understand the mental process that is operated during the reading, both in the decoding of characters, symbols and images as in the association of the display with the word.

The reading consists basically of four steps: **Viewing** (a batch process, as the eye does not slide continuously on the words), **Speech** (oral articulation, consciously or unconsciously, through which information goes from view to speech), **Hearing** (information goes to the ear) and **Cerebration** (the information reaches the brain and ends the process of understanding).

There are several reading techniques, which allow adapting the way to read the objective sought by the reader. Generally, it seeks to maximize speed or comprehension of the text. As these objectives are contrary and face each other, the ideal reading involves a balance between them.

3.2 Definition of Reading¹⁶

“Reading is an activity quite human, which allows, thanks to its realization and implementation, for example and among other things, interpreting a poem, a story, a novel, that in strictly literary terms, but also to the we read him the possibility of

¹⁵<http://es.wikipedia.org/wiki/lectura> <http://definicion.de/lectura/>

¹⁶<http://www.definicionabc.com/comunicacion/lectura.php>

interpreting signs, body movements, giving or receiving instruction. Obviously the latter has already teaching, reading, is closely linked to the learning process and of course, is elemental to bring the same to fruition. As they say in linguistics and cognitive psychology, two disciplines that are responsible for the study of how humans perceive and understand the script, man perceives the environment for vision fixations and saccades. In setting the hearing, the club on a stationary object or point taken and allow you to redirect the gaze of a fixation point to another. Then, the same does the human eye when reading a text, recipe, newspaper or book”.

3.3 Importance of Reading¹⁷

“For Isarra Martha Cordova, reading not only provides information (instruction) but is (education) creating habits of reflection, analysis, effort, concentration ... and recreates, it makes people enjoy, entertain and distract. A person with a habit of reading has cognitive autonomy, ie ready to learn by himself for a lifetime. In this era of rapid change in which knowledge rapidly aging, it is essential to have a reading habit that we have knowledge ensures fresh, updated as this work makes us more efficient and academically competent in the workplace or academic. Have a smooth reading, reading habits have today is more than just a hobby ... it's commendable to ensure future generations are now forming in the classroom. Consider, then some of the reasons why we should opt for a serious reader and creative project.

- Reading helps the development and refinement of language. Improves oral and written language does more fluid. Increases vocabulary and improve writing and spelling.
- Reading enables us to learn any subject from quantum physics to financial mathematics. No professional expertise is not required that a reading practice that constantly update the skills to become more relevant every day.

¹⁷ ISARRA, Córdova Martha (2007) Importancia de la Lectura. Lima

<http://marthaisarra.obolog.com/importancia-lectura-26904>.

- Reading improves human relations, personal contacts enriching it facilitates the development of social skills to improve communication and understanding of other minds to explore the universe presented by different authors.
- Reading gives ease to expose one's thinking and allows the ability to think. In the act of reading, set concepts, judgments and reasoning because, although we are not aware of it, we are constantly talking with the author and our own world view.
- Reading is a great tool for intellectual work as it promotes the development of basic cognitive skills: compare, define, argue, observe, characterize, and so on.
- Reading increases our cultural background and provides information, knowledge of different aspects of human culture.
- Reading expands the horizons of the individual allowing contact places, people, experiences and customs distant to him in time or space.
- Reading stimulates and satisfies the intellectual and scientific curiosity.
- Reading develops creativity to expand our horizons as lexical and cultural development gives us the main indicators of creativity such as: fluency, flexibility, originality and sensitivity.
- Reading makes us more tolerant, less prejudiced, more free, more resistant to change, more universal and more proud of our own.
- Reading is a hobby that lasts a lifetime that can be enjoyed at any time, place, circumstance. Us from the evils of our time: loneliness, depression and compulsive consumerism”.

3.4 Mechanic of Reading¹⁸

- The **physiology** to understanding the human ability to read from the biological point of view, by studying the human eye, the field of vision and ability to stare.
- The **Psychology** helps to define the mental process that takes place during the reading process, either at the stage of decoding characters, symbols and pictures, or association phase phase of the display with the word. Psychological processes of reading were studied for the first time in the late nineteenth century by Emile Javal, then director of the laboratory of ophthalmology at the University of La Sorbonne.
- The **Clinical teaching** is concerned with educational issues regarding the teaching-learning process of reading and writing, for specific reading disorders, and the skills needed for effective reading”.

3.5 Process of Reading¹⁹

“The reading process proposed reform has absolute validity and consistency and mediating action of the teacher in its development is essential and cannot be inferred merely in a monitoring and evaluation process. During this of reading, the reader is actively associated with the text in a dialog that activate various skills of thought and expression. The action of the master is decisive in each of the steps: in **pre-reading** (before reading, activating prior knowledge of students, updating your information, enabling them to define their objectives, during the **reading phase**, indicating strategies to encourage understanding and, in **post-reading** (at the end of the process), as support to deepen understanding.

Curricular Reform proposes the following steps in the process of reading:

*** Pre-Reading * Reading * Post-Reading**

¹⁸ <http://definicion.de/lectura/>

¹⁹ UNIDAD DOS: LA LECTURA EN EL CONTEXTO DE LA REFORMA CURRICULAR.
http://dipromepg.efemerides.ec/lenguaje/web12/2_1/2_9.htm

Pre-Reading

This is the stage that generates interest in the text to read. It is time to review the background and prerequisites; the previous acquired within the environment that bring students, prerequisites gives formal education: vocabulary, concepts of reality and language use. It is also an opportunity to motivate and generate curiosity. The pre-reading specific skills are developed through activities such as:

- Reading denotative and connotative of the images that accompany the text. The denotative invited to observe and describe the graphs such as look and the connotative, to interpret them creatively.
- Activate prior knowledge: ask what known about the topic and how it relates.
- The formulation of predictions about content, from provocative elements: title, year of publication, author, graphics, keywords, introduction, bibliography, etc.
- Determination of the purposes pursued by the reading: recreation, practical application, location information, critical evaluation.

Reading

It is for the act of reading itself, both in the mechanics and comprehension. The level of understanding is reached depends largely on the emphasis given to the skills of this stage. This is the time to emphasize the overall visualized the words, phrases and sentences avoiding syllabic reading problems as well as reading aloud. Activities range from the type of reading.

Post-Reading

It is the stage where activities are proposed that allow the reader to know how much he understood. The type of questions posed determines the level of understanding is to be ensured”.

3.5.1 Types of reading to be involved in The Development of the Process of Reading²⁰.

3.5.2 Reading Phonological

This type of reading allows the student to perform oral reading, smooth, clear, toned and expressive. To practice it, the teacher is advised to choose suitable short texts and not only developing the reading skills of students, but their interests. Reading aloud poems, jingles, tongue twisters, rhymes and all kinds of stories will be mastering the mechanics of reading. Phonological reading exercises the clear pronunciation of vowels and consonants, proper voice modulation and overall management of the graphics chain.

3.5.3 Denotative Reading

Is a reading-oriented to distinguish the elements clearly expressed in the text, or set out with clarity or precision. It is a reading of the form, the surface of the text (but not superficial). There is a true relationship between the word and what it means. A type of initial or reading comprehension and literal in its procedure, performed analysis exercises breaks down into its parts without making structural interpretations or opinions of what is read. It is a location or identification of realities, attitudes, concepts, and specifically expressed specifically in the text, not intuition, predict, invent or interpret anything. Identifies, selects, lists, describes, or such and such date as the author explains in the letter. In addition, to identify explicit elements of reading as the type of text: narrative, expository, argumentative, verbal exchange, the oral tradition.

3.5.4 Connotative or Inferential Reading

Corresponds to a deeper level of understanding, in which the student may find the subject and the moral, interpret graphs, net of education, other possible titles, the conclusions, the consequences or results that could be derived logically from facts and figures consisting in reading Therefore, this type of reading aims to uncover

²⁰ UNIDAD DOS: LA LECTURA EN EL CONTEXTO DE LA REFORMA CURRICULAR.
http://dipromepg.efemerides.ec/lenguaje/web12/2_1/2_9.htm

the elements involved. Even those who are hidden behind the same messages, concepts and arguments of the text. The message or content of what you read is what the author wants or intends to say. When a reading of connotation, can be done insights, predictions and supposed explanations about the reason, possible reason or suggestions made by the author.

3.5.5 Extrapolation Reading, Critical or higher Construction

This type of reading prepares students in critical thinking skills, allowing information to judge a text from their own knowledge and opinions and relate new knowledge with other areas. The activities of this type of reading are designed to evaluate the aesthetic and psychological impact that the text has to use text to explain events of history or reality, to distinguish reality and fantasy and to judge the content based on various criteria. Confrontation is a reading from what he already knows who previously read, reading connotative difference because the assumptions made from the position of the reader and not the author. Extrapolation is a resource which confronts the ideas supported by the author with the knowledge and opinions of the reader

3.5.6 Reading for Studying and Recreation

It allows students to use reading as a tool to acquire new knowledge. Reading is not unique study of language arts, teachers in all areas should reinforce the mastery of these skills, they seek to strengthen the knowledge achieved through reading. You have to read to understand and learn what the author says, following the approach of the objectives and results achieved: reading to learn and understand. Reading study has to be: methodical, directed and recorded.

- Link what the title says its background, so you can determine what you already know the subject.
- Find out the meaning of unfamiliar terms and determine the meaning of words from the context in which you are.

- Translate the words into their own words what the text says and give clear ideas of each subsection, paragraph, chapter. To do this, help yourself to the keywords.
- Note the key words.
- Monitor (check) your understanding as you progress. Identify qualities.
- Overcome the difficulties there is no point to read without understanding, because there is nothing left of it. Return to the point of difficulty and try as many times as necessary until you find the key idea. Among the most important skills that reinforces reading of study include:
 - The formulation of objectives in reading, according to the purpose
 - Identification and reading all kinds of materials: magazines, newspapers, encyclopedias, etc..
 - Develop of bibliographic
 - Reading and interpreting tables, graphs and maps
 - Preparation of summary tables, concept maps and other graphic schemes
 - Use the index and table of contents
 - Underline important ideas
 - Consult basic dictionary and other books
 - Development of reading and research reports
 - Note-taking
 - Recreational reading is more than one type of reading itself serves a purpose for reading and extrapolation exercise fun, useful student.

3.6 Learning To read ²¹

“According to Rigoberto Tiscareno Lasso, reading is a hobby, it is difficult to teach, rather contagious. Usually you learn by imitation, as hobbies, sports or entertainment games that attract us.

²¹ Harold Bloom *Cómo leer y por qué*, Editorial Anagrama Colección Argumentos, Barcelona España, 2000, pág. 13 y ss.

Hence, among the earlier the age to get started in your practice will be healthier and more soon will become a skilled reader. So it is highly recommended that children become familiar with books, they see adults around reading and begin to experience curiosity and desire to read for the mere pleasure of it, well, soon come to fullness as skilled readers.

Speaking notes the influential literary critic Harold Bloom: "There is only one way to read well, although there is a primary reason for us to read. The information we have unlimited access, but where do we find wisdom? If you're lucky, you might run into a teacher to help, but after he is alone and must move forward without further mediation. Reading well is one of the great pleasures that solitude can provide, because, at least in my experience, is healthier from a spiritual standpoint.

Later, the Yale professor, who is said "Read reviews from Harold Bloom is like reading the classics in the light of lightning" gives some tips for learning to read. First recommended to clean the minds of topics, forget platitudes or clichés, secondly, recommends: "Do not try to improve your city or your neighbor what you read or the way you read it. The strengthening of one's personality - he explains it is a fairly large project for the mind and spirit of each one: there is an ethics of reading.

Until you have served their primary ignorance, the mind should not leave home; premature excursions into activism have their charm, but time consuming, which necessarily will be subtracted from the reading "Later scores the third advice:" The intellectual is a candle that illuminate the will and aspirations of all men-and-goes to explain why no fear that freedom which gives the development as a reader is selfish, because if one becomes a reader properly, the answer to your work will confirm this as enlightenment of others. "

His fourth principle: "To read well is to be an inventor. The foundation: "The confidence is not a gift or attribute, but a kind of second birth of the mind, and

does not come without years of deep reading ... often but not always realize it, we read in search of a mind more original than our own.” Later, he adds "As ideology, especially in its most superficial, is particularly harmful to the ability to grasp and appreciate the irony, I suggest that our fifth principle for the renewal of the reading is the recovery of the irony (while noting that with the latter first) ... I feel close to despair, because teaching someone to be ironic as difficult as to instruct him to develop his personality.” He ends his speech with a final claim: "A version of the sublime for each reader, which is, in my opinion, the only significance that we can achieve in this life, except for transcendence even more precarious than call falling in love << >>. I call to find out what we are really close and we can use to weigh and consider. To read deeply, not to believe, not to contradict, but to learn to participate in this unique nature that writes and reads. To clean the mind of topics, no matter how idealistic claim to represent. Only light can be read to yourself: you cannot light the candle that illuminates one else "Succeed as a reader increases learning ability, improves and refines the use of language, reasoning set, it retains memory, and sensation refined and increases creativity. It is well known how bad it is common for teachers of mathematics, which do not facilitate the understanding of arid subjects, but judging by the results of little or no taste for reading all the generations that have passed at least for studies high school, most teachers are bad for literature that fail to create a minimal approach to the world of reading. Not addicted to their students to read, nor awaken love of books.”

3.6.1 Comprehensive Reading²²

“Read with understanding is essential for the student. This is something he will discover as you progress through your studies. At the primary level and to a lesser extent in the middle, sometimes achieved with a minimal understanding and a good memory to achieve high marks, especially if these may be added neatness and good behavior. But we must not deceive us, as we enter the study more complex issues, a good memory is not enough.

²² http://www.luventicus.org/articulos/02A001/lectura_comprehensiva.html

To think is to relate. Thinking relate concepts, data and information, including establishing causal relationships or comparisons, classifying them by bringing them together under a general explanation that encompasses and surpasses, and so on. The memory collects and stores that stock of concepts and data from which we can recreate and think. But if our agility, our logical precision and creativity are stunted is very little we can do from the wealth of resources provided by our good memory. Read comprehensively is to understand what the author refers to each of their claims and what are the links, relationships that bind together those statements. Like all text says even more than what the author meant consciously, sometimes the reader can discover the deep connections that even the author himself noticed. We can then speak of different levels of understanding:

1. Primary understanding: the understanding of the "atoms" of meaning, of simple statements. What does this sentence do? At this level often leads to difficulties when lacking vocabulary. Just do not know what to say because we do not know the meaning of the / s word / s used by the author. This is easily solved by resorting to the dictionary. As the concepts are universal and do not always respond to objects represented graphically, the poor development of abstract thought (to which a 13 or 14 years you should have already arrived) may be the source of the misunderstanding of certain claims. (Our "image culture" and our lack of reading hinder the passage of concrete to abstract thinking.)

2. Secondary Understanding is the major argumentative understanding of the author, from his major assertions, his fundamentals and how to connect ideas. What does the author mean? At this level failures can be caused by the failure to distinguish between primary and secondary. It is common that the reader is left with the example and forget the universal claim to which he came to exemplify. Also it is difficult to understand the lack of agility thought in logical thinking. The reader must grasp the links that unite the most important statements of the text. In doing is recreating within the relationships intended by the author. This assumes the reader the development of logical thinking. Therefore, poor development of logical thought difficult or even prevent reading comprehension at

this level (hence the importance of studying mathematics and exercising in the exhibition theorematic).

3. Deep understanding: the understanding that goes beyond the text, reaching to grasp the implications it has on the context in which it was written, the context in which it is read, and about what "really is" and / or what "should be". What else does the text say? Are their claims correct? This understanding involves more extensive prior knowledge of the reader. The greater the wealth of knowledge with which the reader the text addresses the deeper will be your understanding. May hinder the passage to the deep level of understanding the lack of general or specific knowledge (related to the subject of the text is about). This step also makes the lack of personal judgment and critical thinking. If everything we read we considered valid by the mere fact of being written in a book, we have not yet reached this level of understanding.

To develop reading comprehension it is recommended:

- Read regularly (ideally daily), both textbooks and literature books, magazines or newspapers.
- Acquire more vocabulary, helping to do with the dictionary (the same reading concepts nurtured by the reader without him noticing it).
- Exercise logical thinking, either through the study of logic or mathematics, games of wit or practice of chess (not coincidentally some Eastern European countries have chess as a subject in their schools).
- Expand one's general culture by acquiring a basic knowledge enough about history and its stages, on the geography of the country and the world, on various political and religious ideas, etc..
- Develop critical defining own value and judging from her claims of third parties”.

3.6.2 Error While Reading²³

Vocalizes while reading?, Do you spend your finger along the lines? If so, be aware that these habits and others that are commonly used systematically significantly hinder the reading speed of a text. Then follows some of the most common mistakes that are committed while reading collected by Juan Carlos Garelli in 'Speed Reading Method' and Richadeau in his 'speed reading method'. Avoid is the first step to effective reading.

Vocalize: The mind works faster than his mouth, so if we read both vocalize the words delay the reading speed. A good way to avoid this is to bring malpractice while reading a pencil or pen between the lips to prevent vocalization.

Subvocalize: Sometimes, even without moving his lips mentally repeat the words that are read, thus causing delay to the same vocalization. Trying to capture the ideas, words cannot be a good way to eradicate this habit, as to forcibly increase the reading speed.

Regression: Back again and again read the text reading slows significantly, it is important to avoid regressions limiting them when strictly necessary because it has understood the whole of the entire paragraph.

Movement: Head and body movements while reading can cause you to lose sight of the text and thereby miss the pace of reading. Try to be limited to eye movement on the text.

Guide with the finger: Use a finger or pencil to guide or direct reading is a habit of support, although at first it may be effective to acquire a habit of speed reading, if abused it can get to slow it down.

²³ VÁZQUEZ Reina, Martha. (2009) Errores de lectura.

http://www.consumer.es/web/es/educacion/otras_formaciones/2009/06/12/185923.php

3.7 Technical Reading²⁴

“There are different reading techniques for adapting the way of reading the objective of the reader. The two most common intentions to read are the maximization of speed and comprehension. In general, these objectives are inconsistent and it is necessary to conclude a balance between them.

3.7.1. Conventional methods

Among the conventional techniques, which seek to maximize understanding, are the sequential reading, intensive reading and reading spot.

3.7.1.1. Sequential Reading

The sequential read is the common form of reading a text. The reader reads in the individual time from beginning to end without repetitions or omissions.

3.7.1.2. Intensive reading

The fate of the intensive reading is to understand the full text and analyze the author's intentions. Not a single technical change in the attitude of the reader does not identify with the text or its characters but discusses the content, language and way of neutrally author's argument.

3.7.1.3. Reading Spot

When reading a text prompt the reader only reads the passages that interest you. This technique serves to absorb a lot of information quickly. In the eighteenth century, it began the intensive reading, this was reserved only for few people only for a few (monks and students of universities and academies). This method was based on reading works completely, until they were etched in memory. The reader reconstructs the book and the meaning”.

²⁴<http://es.wikipedia.org/wiki/lectura>

3. 8. - Techniques Focused at the Speed of Reading²⁵

3. 8.1 Speed Reading Technique

The technique known as speed reading ('speed reading') combines many different aspects to read faster. In general it is similar to reading diagonal but includes other factors such as concentration and eye exercises. Some critics of this technique is only reading bias with a different name, combined with factors known to common sense. There is no evidence that eye exercises improve visual perception. No need to pay seminars to know that focus and good lighting are essential to read fast. Some believe that this is a technique for bringing concentration during reading, which significantly reduces time to absorb information. Many have developed the ability to speed read on their own, and agree that the only key is concentration. Paul R. Scheele, the reader reads a page in total. At first gain a general idea of the text using diagonal reading to read the index, titles and special paragraphs as the text on the back of a book. Then check out the pages one by one, it stops a few seconds with unfocused eyes, a relaxed mental state. After reading a page and "active" text content closing her eyes and giving vent to thoughts. We compare the technique with eidetic memory. For experiments showed that readers do not extract information from passages unfocused. That the information obtained by reading Photo-Reading is diagonal and the reader's imagination. But even if it is very easy to verify the technique, there are no experiments to do so”.

“The normal reading speed depends on the purpose and the unit of measurement is expressed in words per minute (ppm):

- To storage, less than 100 ppm
- Reading for learning (100-200 ppm)
- Reading Comprehension (200-400 ppm)
- Speed Reading:
 - Information (400-700 ppm)
 - Exploration (over 700 ppm)

²⁵ <http://es.wikipedia.org/wiki/lectura>

Including reading comprehension is probably the most important process, as is the daily reading motivates most people. In contrast, the speed reading is useful for processing large quantities of text superficially, but is below the level of understanding. Suggestions for choosing a certain speed reading should include flexibility, the repeated reading of parts of the text when there are several concepts relatively together or when the material is familiar to the reader and the acceleration when it is a familiar material or have a few concepts. Among the reading techniques that seek to improve reading speed are diagonal, Scanning, speed reading and Photo Reading.

3.8.2 Reading diagonal

Diagonal reading the reader only read special passages of text such as titles, the first sentence of a paragraph, typographically accented words (bold, italics), important passages (summary, conclusion) and the environment of key terms and formulas (" $2x + 3 = 5$ "), lists ("first ", " second »,...), conclusions ("why") and technical terms ("fixed costs"). Reading is called diagonal because the eyes move rapidly from upper left to lower right corner. This makes it possible to read a text very quickly at the expense of detail and understanding of style. This technique is used especially when reading web pages (HTML).

3.8.3 Scanning

Scanning is a technique to search for individual terms in a text, based on the theory of word recognition by comparing their images. The reader can imagine the word in the text font style and then move quickly looked over the text.

3.8.4 Skimming

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited

amount of time. Use skimming when you want to see if an article may be of interest in your research”.

3.9 Reading Comprehension²⁶

Reading comprehension is more weighted in the context of the exercise of reason and aims to develop the ability to read analytically, is one of the basic objectives of the new approaches to teaching.

The reading comprehension exercises measures:

- ❖ The ability to recognize the meaning of a word or phrase in the context of other ideas;
- ❖ The ability to understand and identify the basics of reading;
- ❖ The ability to identify relationships between ideas for the analysis and synthesis of information.

3.10 Reading assessment

Since reading is involved in the acquisition of multiple types of knowledge, there are different types of reading tests, which vary according to what is intended to assess and if applied in children or adults. Standard tests should be used on a large sample of readers, which can determine who interprets what is typical for an individual of a certain age. Reading competence depends on many factors besides intelligence.

Common types of reading test are:

- Visual reading of words. They are used increasingly difficult words until the reader cannot read or understand what is presented. The difficulty level is manipulated to a greater number of letters or syllables, using less common words or phonetic-phonological relations complex.
- Reading of "not words. " Lists are used pronounceable but meaningless syllables to be read aloud. The increase in difficulty is achieved by longer sequences.

²⁶<http://es.wikipedia.org/wiki/Lectura>

- Reading comprehension. It presents the reader with a text or part thereof that can be read silently or aloud. Then he posed questions to assess what has been understood.
- Reading fluency. Assesses the speed with which the individual can name words.
- Reading accuracy. It assesses the ability to correctly name the words on a page.

Some tests incorporate several of the above types, for example, evidence of Nelson-Denny reading measures both the speed with which you can read a particular passage as the ability to then answer questions about it.

CHAPTER IV

TEACHING READING THROUGH MYTHS

4.1 Teaching Reading Through Myths.

The Teaching of Language and Literature in an Allegorical Fable.²⁷

4. 1.1. Introduction

“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.

As participants in the peak of rationality in the functioning of societies, we believe that an appropriate balance of human thought and awareness of the importance of its existence, people need to get in touch with those aspects not have a logical explanation but go beyond the senses, and that in a way not known, provide a sense of security to a community. Although the social dynamics supports their vital signs on rational issues, it must be noted that the myth is still present in the same, it is clear that it no longer has the prominence it once had, but often serves as a useful resource to explain situations or why not say it can enhance the enjoyment of people who may participate in literary moments. Indicate this situation and above all the myth is a narrative, so we have to insert it into the reference frame where it becomes literature.

From our perspective, we indicate that we do not believe that literature can be subjected to the vicissitudes of rationality and therefore we believe in free and creative nature. For that reason, when considering strategies for classroom use, inevitably we have to find resources that pose a significant contribution to student learning, in this constant search we can find the myths as a teaching resource, and work with them seems eminently suitable for the training of people. We must think that the myths to be Literature, will enhance 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 significance (Sumara, 2002), living in

²⁷Lopez, Valero Armando (2003). Como enseñar a través de los mitos . *Didactica (Lengua y Literatura)* 122, vol. 15121-138. Universidad de Música

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 a caveat we find the 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).

Since our area of expertise, Teaching of Language and Literature advocate a development of it through a communicative approach and using all the potential resources that gives us our reality closer and further away (Lopez and Encarnacion, 2000; López and Encarnacion, 2002). Therefore proposed in this paper work from the communicative and functional approach using myths. In other cases (Lopez and Encarnacion, 2001a) have already addressed the use and approach tasks through the mythological fact, based on this precedent, we build our contribution.”

4. 1.2. The fantasy narrative to stimulate creativity²⁸

“As we have indicated to be read can become one of the most important goals we can develop from the knowledge area of Didactics of Language and Literature. Through reading we can compare our knowledge of reality and expand horizons accessing knowledge that we may not directly experiencing but so imaginary. This personal essay we do involves a complex process of bringing ideas and foremost requires the use of creativity and imagination.

Both should be present in the years of schooling as well as in everyday life situations, and that would help improve many abnormal situations, and above all, conflict. This is not to suggest that everything should be imagination, because it would lack reality and could be harmful to the evolution of the components of a society or community. However, we must reflect on the educational and social structures with which we live today, if we make such a process, then I think rationality is the dominant factor in the functioning of social systems, hence we believe that there is some lack of imagination in the classroom and in life, so we

²⁸Lopez, Valero Armando (2003). Como enseñar a través de los mitos . *Didactica (Lengua y Literatura)* 122, vol. 15121-138. Universidad de Música

need resources that could revive the creative capacity of individuals, building knowledge environments that include imaginative aspects (Egan, 1994).” In the above investigations we have come across myths, without doubt, one of the most irrational representations can conceive, and which often have to take into account that the explanation we can give them, we must make use of more than the five senses, as the myth may go beyond them: includes intangible items, which require imagination and beliefs of each person for their mythological narrative may reach full significance. Therefore, we mean that the myth gives us an excellent excuse to work the creativity and imagination, and it does under the field of literature, either written or oral tradition referring to. The use of literature in these times in which the reading habits become somewhat deficient, is critical, the fact is that we intend to find elements that encourage people to read, components that can attract the person to approach the book and we are convinced that the fantasy that is included in the mythological stories can help improve students' reading habits in particular and everyone in general.

The fantasy located in the narrative is no doubt that we will have to think forward and above all, as we mentioned, we will take direct contact with the literature, but we must keep in mind that what is interesting, as people dedicated to teaching and above all that students learn, is that literary texts that are used have an axiological character, trying to get people approaching a comprehensive education and for this we require a treatment of values that emphasize the nature humans (Lopez, Encarnacion and Moreno, 2002). As we shall see, the fact that myths are closely related to stereotypes, makes this work for us intended.

As a decisive tool to access the imagination, creativity, and above all to understand the mythological narratives, we must resort to metaphor. This rhetorical element, which is based on a comparison or analogy is also commonly used in our daily lives, and if we stop to consider the above stories, appreciate that metaphor is a constant resource use therein. Really, could indicate that these texts are symbolic and therefore require the use of imagination and creativity especially for all possible interpretations that may have, because polysemy is a constant that

offers this kind of story, this mean that this type of text leads to different interpretations depending on the experiences of people and especially of their cultural background.

In this sense, it is clear that the metaphor will have a sense within a given context and appropriate (Stern, 2000), since we cannot generalize the interpretation of metaphors. Let's see then how myths still exist in the XXI century, in our daily lives.

4. 1.3. Force of myths in the XXI century²⁹

“No doubt, the mythical tradition still survives in our time, although people in the XXI century we do not abide by those wonderful stories that were such a source of security for human beings, we do have to agree that many demonstrations are mythical present in the collective unconscious and many of the names under which we live have to do with names or mythical stories, who has not heard of Narcissus, of Venus, Apollo ...? All these names are still used daily, but may have been reduced its full meaning and context specific applications. Although rationality is the constant of modern times, it is the product of an evolution whose roots could locate the mythical explanations.

We must show that the unveiling pre-rational that myth has become an important foothold for the evolution of humanity. Myth is an extremely complex cultural reality and the first manifestation of something that is meaningful and valuable (Eliade, 1973). Through it we try to give a meaning to human life within the parameters of reality, truth and meaning. Through myths, man rises beyond their captivity in the ordinary, becomes powerful visions of the future and is aware of them. The myth, in short, is to give meaning and direction to life. May tells us (1998) that without the myth we are as a race of mentally disabled, unable to move beyond words and to listen to the speaker. We can find many approaches to the mythical events (Noël, 1991; Cardona, 1996a and 1996b; López, 1998; Padilla, 1999; Caudet, 2000, Murray 2000, Spence 2000), and let them find

²⁹<http://revistas.ucm.es/edu/11300531/articulos/DIDA0303110121A.PDF>

explanations several characters that their actions explain behaviors that are common to mankind. And that myth is a constant among all human beings of all time, is the narrative of events that occurred before recorded history, along with an idea of what is to come, is the thread that links the past, present and future. You can indicate which is the basis of the identity of communities, tribes and nations, ultimately, we must say that is a pattern of beliefs that give meaning to life and enables people and societies to adapt with dignity and value to their respective environments (Bierlein 2001). In this exposition of ideas we find the argument of an entry begins this section of the text, going beyond the surface, found in the deep structure of our society and life, the presence of myth as a tool that tries to explain the mysteries of the world to provide greater comfort to eliminate many of the uncertainties that transcend us.

Indeed, one of the major bases of the mythical story generation is given by the opposition culture-nature, in the same man holds much of the difficulties of their existence cannot explain rationally what happens in the middle natural, since the latter is given and does not have too much control over it. Thus, the universe happens to have as components of the gods and humans, being the gods of the circumstances that make the world develop in a certain way, and often being judges of what happens to people in life cycle (Vernant, 2000). These situations contained with the passage of time have been overcome, but we think that the fantastic elements of myth cause more attractive than objectivity, even though it grant us greater accuracy and confidence when explaining what happens in our near and far environment. Then we compare the myths and stereotypes that are present in our work.”

4. 1.4. Myths and their relationship with stereotypes³⁰

“The language and messages displayed in the communicative act constitute a complex human activity that ensures two basic functions: communication and representation, by which, in turn, regulate it own and others' behavior. The ability

³⁰Lopez, Valero Armando (2003). Como enseñar a través de los mitos . Didactica (Lengua y Literatura) 122, vol. 15121-138. Universidad de Música

to speak and the need to communicate experiences and the fact to identify and define our environment has been in human evolution is a constant. In a diachronic or anthropological study that we need to keep finding ways of knowing to report the direction and organization that govern the way of life established in each historical period. From the time we return here classical myths as cultural background and resource boundary of the existence of the unknown, or rather, in the absence of knowledge. Try to establish a relationship between the underlying myths of the classical era that conditioned and delimited the thought of a society like Greek, certain values from that era still stand on our own, and can be equated with the identification of new "myths" in the XXI century and a parallel in meaning between them. Then try to refine what we understand under the term "stereotype" and the role it plays in school and in society. If we stop to analyze the main implications of the concept of stereotyping we know it's an opinion already made that stands out as a cliché to members of a community (and Schadron Yzerbyt, 1996). The stereotype is subjective and manages the expectations of the members of a social group and collect their views. The origin of the stereotype is emotional and is based on a particular use of language, is transmitted from generation to generation because it progresses more slowly than the company. Stereotypes define a rejection or acceptance that drives a person to act that way in most cases negative given the lack or scarcity of a critical and independent thinking.

However, only through a deep knowledge on the part of the family, school and society as a whole by providing positive solutions that will lead us to a more just social framework which would develop in full the people there are, changing to a coexistence of positive values traditionally assigned to avoid the scourge of humanity involving violent behavior, racist, sexist, etc.. The transmission of myths, stereotypes, is a common practice across civilizations, to them they have been given a language and thus a way of understanding, organizing and explaining reality. In this way we can associate with classic characters stereotypical behaviors. Thus, values that have to do with power or authority could be attached to Zeus, while the achievement would be likely to be found in a character such as Perseus.

On the other hand to refer to hedonism, one of the constants we see in our society, we can appoint Narciso, safety and wisdom will be made by Athena, and love for the arts through Apollo. The allocation of the communication shall be Hermes, the beauty of Venus, the strength of Hercules, benevolence, Antigone, the familiar idea of self-direction both Hera and Prometheus and Sisyphus.

Each character was associated with a mythological way of explaining the world and represented a turning behavior in some stereotypical latter, which was likely to be imitated by the other inhabitants of a geographical area. Through myth we can give meaning to the stages of life (Green and Sharman-Burke, 2000) and most importantly we can set a more accessible and simple explanation of the vision and reality closer and more distant than around us”.

4. 1.5. Demonstration of myths through the various arts³¹

“Language and myth form parallel lines and cultural development of the whole person. Since the dawn of human existence it have been used to give meaning to life, to find foundations, goals, moral and historical realities of being human. His contribution to the evolution is undeniable, and their understanding is essential for full understanding of the environment and oneself. Work vividly myths is the apprehension of them, an event that is beyond mere oral transmission traditionally worked in education. We will make them a pretext to look for artistic creation and teaching strategies that make them attractive to work with children, adolescents and youth. Through experiential and relational knowledge of them seek enrichment, open-mindedness and enthusiasm, so lacking in today's classrooms, the students. We will use music, film, painting, literature and astronomy.

The stimulus sound in works like Stravinsky's Oedipus rex or Gluck's opera Orpheus and Eurydice help us in our goal of getting to know that every myth contains encouraging the cultivation of sensitivity, unavoidable ingredient in the great recipe for training life. Music Perception aims to develop in students the ability to "active listening." But hearing music-mythological perception not only

³¹Lopez, Valero Armando (2003). Como enseñar a través de los mitos . Didactica (Lengua y Literatura) 122, vol. 15121-138. Universidad de Música

work but also the representation, identification and expression. Will therefore be a motivating activity centered on the song, drama and movement. Through this proactive approach worked for Dalcroze, Orff and Kodaly were intended bonding and cooperation to achieve the integration of students in the group. Working with the song is an excellent way to develop language skills in two ways: understanding and expression. Also worth highlighting the benefits in the evolution of physiological and motor rhythmic activity that lived through the sound stimuli has on young people.

Literary texts in its various forms, plays, poetry and classical or contemporary narratives will support verbal pictorial-sculptural images and vice versa, related both literature and visual media, with the nodal point of our work: the myths. Learning to read a letter box and to see a global knowledge aid we seek, as well as a robust set of different cultural periods and their differences, they work by Sophocles Oedipus Rex and the V-century vase depicting the child Oedipus (Paris) is not the same be done with T. Thesis S. Elliot and the picture of Gustave Moreau The Sphinx defeated. The motifs used, the outlook and the same fact mythical different expressive resources when so many centuries between them. It is at this distance and difference that is learning, to appreciate read or paint.

The drama will be another pillar in building our edifice of knowledge as active and creative expression are the result of it. The knowledge of space, shapes, rhythm, body schema of self and others as well as dramatic play with mythological characters worked and intellectually, will help the total seizure of the concepts, stories and moral values that myths contain. The importance of the body as a communicative language as relational and sensitive instrument is a form of knowledge, a path of exploration of perception. To work on the stage dramatization of the myths not only mythological history or theory (with the wealth of argument that we already give) but implicitly underscores the confidence in the creative students. It is an affirmation for children and young people of his imagination and his potential.

By stimuli, we try to proceed with the analysis of the situations that myths provide, the underlying emotions and will try to focus our interest in the formation of critical observers, a feature so useful in life and training of people to approach and personality. The experience of growing up in a group is the ultimate foundation of the dramatic process, the vital process of human beings of all time.

Another way of representation is the film medium that are much more familiar young people today. The projection of movies or fragments of Orpheus (Cocteau 1949) or private (Deny S. 1985) in showing the same mythical corpus in different contexts can lead to interesting discussions and training for students, very skillful when it comes to express himself verbally and thus promoting the oral tradition, respect for others and critical thinking. If the work is done with children, the projection of the Hercules film that combines color, movement drawn characters, music and songs would be an excellent teaching job offer as attractive for children while training. If film is an everyday material for students and is therefore positive, working with star maps and introduction of unknown and distant universe may be just as attractive, a home to the world of astronomy through their relationship with myths drawn in the starry sky.

Education is to society what the tree trunk, the foundation. Also, as a social myth since ancient times in education should be treated actively, creatively, with the ultimate aim of training the whole person.”

4. 1.6. The Myth as a Teaching Tool³²

“Consider the myth as a teaching tool is a fact that is directly linked to the constant aim of trying to innovate the day to day teaching. In order to make a contrast with the objective and to think about moral lessons we can use the mythical tales. Paraphrasing Tejero (1997), in the beginning were the thunder and lightning, light and darkness, water and fire, then came the onomatopoeia and

³²Lopez, Valero Armando (2003). Como enseñar a través de los mitos . *Didactica (Lengua y Literatura)* 122, vol. 15121-138. Universidad de Música

then ... the myth as the personification of nature for the relief of the first fears. The myth then is not an explanation that satisfies scientific interest but of resurrection narrative of a primitive need, counted to satisfy cravings deep religious and moral needs. In myths we find the basis of ingenious allegories and emblems, as well as a vehicle for moralizing. It is undoubtedly the creation of new figurative language and a different type of literature (and Uitterhoeve Moormann, 1997). Therefore, the myth adjective as a resource or as a teaching tool for its ambiguous nature could not be considered content. We understand that matters relating to classical culture and includes the study of the mythical figures but it is our desire that can be inserted in a cross in the formation of the individual.

As we have stated previously, the students are in constant contact with mythical names. Thus, it is common to see how sports brands are usually management that allude to the goddess of victory Nike or edible items have their reference on Mars, the god of war (mars). It is clear that we can use this proximity to these and other elements have to do with people and thus more attractive access to learning. We seek above all to find another manifestation of the literature, less formal and more appealing to students. Can understand better how events and figures that are used today and have their precedent in mythological stories. Thus, the Achilles tendon used to mean a part of our body has its benchmark in the history that happened to this hero. The famous Tolkien's literary trilogy, *The Lord of the Rings*, is an important reference in *Siegfried*, *Romeo and Juliet* are related to the story of *Pyramus and Thisbe*, and we could continue indefinitely.

This is search for human roots, the first explanations that have subsequently led to the current concepts. Should be known by people in order to have a better cultural background and a broader vision of reality, and above all, to have more resources to tackling the skills. The fact make use of myth as an educational resource is not an alteration to the operational dynamics of the classroom, on the contrary, is intended as an improvement, an expansion of opportunities for students to develop their skills. As you have indicated you are looking for an excuse to work content, and this is found in the attraction that people can feel for the fantastic stories that

are proposed in the myths. From there, it's the teacher that has to link this content universal but now bygone with respect to students. Therefore, we consider the mythological stories and myths of themselves as educational tools that should help improve teaching and personal welfare of students and teachers participating in the work relating to the educational world”

4. 1.7. Difference between myths, stories and legends.³³

“The stories are different from the legends and myths, which are of similar origin but have different characteristics.

Basic myths are characterized by:

- The presence of a hero who is a supernatural being, nature usually has powers superior to other mortals. They are theories reserved for priests or certain castes

The Legends are characterized by

- Are based on historical facts. They Refer to specific people or places that existed or exist.

Traditional stories are characterized by:

- They are developed in an indeterminate time.
- The hero does not possess supernatural powers, but overcomes them receiving them or using their skill and intelligence,
- The characters lack depth in them.
- It has a traditional base in its creation and transmission. Thus, on occasion, the popular developments tragicomic tales are myths or legends”

³³ <http://www.tragalibros.org/teoricos/1teoricos.doc>

4. 1.8. Using the Traditional Story as an Educational Tool.³⁴

The different educational reforms seen as one of the key elements to enhance, in kindergarten, oral language development, likewise, notes that the child should be trained at this stage to ask about written language, conceived as a means of communication and tool for information and enjoyment, and to read, interpret and produce images. The last goal of development of written language is the most important still in the stage of primary education.

And to develop the spoken and written language interest consider folktales or stories oral tradition, able to experience the wonderful world of words and literature, could be the most useful and fun resource.

³⁴ <http://www.tragalibros.org/teoricos/1teoricos.doc>

CHAPTER V

OTHER CAUSES OF THE CORE PROBLEM

5.1. Learning and Teaching Strategies ³⁵

5.1.1. What are learning strategies?

“According to Weinstein and Mayer: "learning strategies can be defined as behaviors and thoughts that a learner uses during training with the intent to influence the process of encoding "Weinstein & Mayer, 1986.

Likewise, Dansereau (1985), Nisbet and Shucksmith (1987), defined them as integrated sequences of procedures or activities. that are chosen for the purpose of facilitating the acquisition, storage and / or use of information.

Other authors (eg, Beltran, Garcia - Alcaraz, Moraleda, Calleja and Santiuste,1987, Beltrán, 1993 define strategies as activities or mental operations used to facilitate the acquisition of knowledge. And adding two essential features of the strategies, that are directly or indirectly manipulated and having it is intentional or purposeful.

To Monereo (1994), learning strategies are decision – making processes (conscious and intentional) in which the student selects and retrieves a coordinated manner, the knowledge you need to complete a particular claim or objective, depending on the characteristics of the educational situation in which the action occurs.

Other authors (eg., Schmeck, 1988; Schunk, 1991), learning strategies are sequences of procedures or plans oriented toward learning goals, while the specific procedures within that sequence are called tactics learning.

³⁵ <http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/pdf/estrate.pdf>

In this case, strategies would be top-level procedures that include different learning tactics or techniques”

According to Beltrán ³⁶(1993), the above definitions highlight two important notes in establishing the concept of strategy. First, It is mental activities or operations performed by the student to improve learning. Second, the strategies are intentional or purposeful and imply, therefore, a plan of action. Therefore, according to Justice and Cano (1993): Strategies are actions that are based on the initiative of the student (Palmer & Goetz, 1988), consist of a sequence of activities are controlled by the learner, and are usually deliberate and planned by the student (Garner, 1988).

Based on previous comments, and as a synthesis and conceptual boundaries, the most prominent traits of the learning strategies could include (Pozo and Postma, 1993):

- a. Their implementation is not automatic but controlled. Require planning and execution and control are related to metacognition, or knowledge about one's mental processes.
- b. Involving selective use of own resources and capabilities. For a student to implement a strategy must have alternative resources, among which decide to use, depending on the demands of the task, those who he thinks most suitable
- c. The strategies are formed with other elements, more simple, which are the technical or tactical learning and skills or abilities. In fact, the effective use of a strategy depends largely on the techniques that make it up. In any case, the domain of learning strategies also requires skill in the mastery of certain skills, a deep reflection on how to use or, in other words, a reflexive use and not just mechanical or automatic them (Pozo, 1989b)”.

³⁶ Diaz B.F. y Hernandez R.G (1999). *Estrategia docente para un aprendizaje significativo*. McGraw Hill. Mexico. 2321. <http://redescolar.iloe.edu.mx/redescolar/biblioteca/articulos>

5.1.2. Classification of learning strategies³⁷

“While recognizing the great diversity when it comes to categorizing learning strategies, there is usually some overlap among some authors (see eg., Pintrich, 1989, Pintrich and De Groot, 1990, Weinstein and Mayer, 1986, McKeachie, Pintrich, Lin and Smith, 1986-cited in Pokay and Blumenfeld, 1990, Gonzalez and Tourón, 1992) to establish three major categories of strategies: cognitive strategies, metacognitive strategies, and resource management strategies.

5.1.2.1.- Cognitive strategies refer to the integration of new material with prior knowledge. Most of the strategies included in this category, specifically, selection strategies, organization and information processing, are the cognitive conditions of meaningful learning (Mayer, 1992). He defines meaningful learning as a process in which the learner is involved in selecting relevant information; organize that information into a coherent whole and to integrate this information into the existing knowledge structure.

5.1.2.2. Metacognitive strategies .- They refer to planning, monitoring and evaluation by students of their own cognition. Are a set of strategies that allow knowledge of mental processes and the control and regulation of the same order to achieve certain learning goals (Gonzalez and Tourón, 1992). Metacognitive knowledge requires awareness and knowledge of person variables, task and strategy (Flavell, 1987; Justice, 1996). In relation to personal variables is the awareness and knowledge that is the subject of himself and his abilities and cognitive limitations, an aspect that is formed from the perceptions and understandings that we develop ourselves as individuals who learn and think (Justice, 1996). .

³⁷Diaz B.F. y Hernandez R.G (1999). Estrategia docente para un aprendizaje significativo. McGraw Hill. Mexico, 2321. <http://redescolar.iloe.edu.mx/redescolar/biblioteca/articulos>

Therefore, a good knowledge base of the characteristics and demands of the task, skills, interests and attitudes, and strategies necessary to complete the task, are basic requirements of metacognitive knowledge and awareness, to which we must add the regulation and control that the subject himself must exercise all of the above. For Kurtz (1990), metacognition in two forms regulates the effective use of strategies: first, for an individual to implement a strategy, you must have knowledge of specific strategies and know how, when and why to use them. Thus, for example, know the technical review, underline, outline, etc. and know when they should be used. Second, through its self-regulatory function, metacognition makes it possible to observe the effectiveness of the strategies chosen and changed according to the demands of the task.

Metacognitive strategies are equivalent to what Weinstein and Mayer (1986) referred to as strategies for comprehension monitoring. According to Monereo and Clariana (1993), these strategies are formed by self-regulatory procedures that allow conscious access to cognitive skills used to process information.

For these authors, a student who uses control strategies is also a student metacognitive because it is able to regulate one's thinking in the learning process.”

5.1.2.3. The Resource Management Strategies³⁸

“They are a series of support strategies that include different types of resources that contribute to the resolution of the task in the best condition. (González and Tourón, 1992). Aim to sensitize the student what to learn, and this awareness to learning integrates three areas: motivation, attitude and affection (Beltrán, 1996; Justice, 1996). The importance of the affective-motivational strategic behavior is shown by the majority of authors working in this field. All concur in stating that the motives, intentions and goals of students largely determine the specific strategies they use in particular learning tasks. So understand that motivation is a

³⁸Díaz B.F. y Hernández R.G (1999). *Estrategia docente para un aprendizaje significativo*. McGraw Hill. México, 232p. <http://redescolar.iloe.edu.mx/redescolar/biblioteca/articulos>

necessary component of strategic behavior and a prerequisite for using strategies. All this indicates that students often have a number of strategies to enhance learning, although the implementation of these depends, among other factors, the goals pursued by the student, referring both to the type of academic goals (p. eg., learning goals, performance goals) as to the purposes and intentions that guide their conduct in a particular learning task.

Thus, it seems that it is not sufficient to have appropriate learning strategies, it is also necessary to know how, when and why to use them, controlling their degree of effectiveness and modify them depending on the demands of the task.

Therefore, the strategic knowledge needed to know what strategies are necessary to perform a task, knowing how and when to use, but also requires that students have a favorable disposition and motivated, both to put in place to regulate, control and reflect on the various decisions to be taken at the moment to address the resolution of this task. Symons, Snyder, Cariglio-Bull & Pressley quite clearly express these ideas by stating the following:

"A competent thinker examines the status of the task to identify strategies that would be appropriate. Then, it builds up a plan for implementing the strategies and to monitor progress during implementation. In case of difficulties, ineffective strategies are abandoned in favor of other more appropriate. These processes are supported by appropriate motivational beliefs and a general tendency to think strategically "(Symons).

Therefore, when addressing the topic of learning strategies cannot be reduced only to the analysis and implementation of certain cognitive resources that promote learning must also use motivational and dispositional aspects that are, in ultimately influence the implementation of these strategies. Although for optimal learning needed to know how, to do so, which requires certain skills, knowledge, strategies, etc., also requires a readiness on the part of the student to put into operation all the mental resources available to help to effective learning.”

5.2. Teaching Strategies for the Promotion of Significant Learning.

5.2.1 Introduction ³⁹

“Research on cognitive structures and processes undertaken between the sixties and even the eighties, helped significantly to shape the conceptual framework of contemporary cognitive approach. This, based on information theory, psycholinguistics, computer simulation and artificial intelligence, led to new concepts about the nature of representation and knowledge and phenomena such as memory, problem solving, meaning and understanding and language production (Aguilar, 1982; Hernández, 1991).

A research driven with great vigor by the cognitive has been referred to the learning of written discourse, which in turn has led to the design of procedures to modify the meaningful learning of the conceptual, and to improve their understanding and memory. Here you can identify two main strands of work undertaken since the seventies, the approximation imposed which involves making modifications or fixes to the content or structure of learning material, and the induced approximation that dedicates itself to train apprentices in direct management and procedures for themselves to enable them to successfully learn independently (Levin, 1971; Shuell, 1988).

In the case of the approximation imposed, the "aid" provided to the learner intentionally designed to facilitate deeper processing of new information and are planned by the teacher, planner, materials designer or programmer of educational software for what constitutes teaching strategies.

In this way, we could define teaching strategies and resources as the procedures used by the teaching staff to promote meaningful learning (Mayer, 1984; Shuell, 1988; West, Farmer and Wolff, 1991).

³⁹<http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/pdf/estate.pdf>

For its part, the induced approximation, comprises a series of "help" internalized in the reader, it decides when and why to apply and are learning strategies that the individual owns and uses to stop learning, remembering and using information. Both types of strategies, teaching and learning are involved in promoting meaningful learning from classroom content, even though in the first case the emphasis is on design, programming, development and implementation of content learn orally or in writing (which is the job of a designer or teacher) and in the second case the onus on the learner. The teaching strategies research has addressed the following aspects: design and use of educational objectives and intentions, embedded questions, illustrations, modes of response, advance organizers, semantic networks, concept maps and diagrams to structure texts, among others (Diaz Barriga and Lule, 1978).

In turn, research on learning strategies has focused on the field of so-called strategic learning through the design of models of intervention which aims to equip students with effective strategies for improvement in certain areas v domains (understanding academic texts, text composition, problem solving, etc.). Thus, we have worked with strategies such as imagery, verbal and conceptual development, development of self-generated summaries, the detection of key concepts and ideas in a recent topic and metacognitive strategies and self that allow students to reflect and regulate the process learning. Note that in both cases using the term strategy, considering that the teacher or the student, as appropriate, shall be employed as flexible and adaptive procedures (not as rigid algorithms) to different teaching circumstances”.

5.3. Ratings and Functions of Teaching Strategies.⁴⁰

“Here are some of the teaching strategies that teachers can use with the intent to facilitate meaningful learning of students. Strategies selected have demonstrated in several studies (see Diaz-Barriga and Lule, 1977; Mayer, 1984, 1989 and 1990 West, Farmer and Wolff, 1991) its effectiveness to be introduced as support in academic texts, as well as dynamics of teaching (presentation, negotiation, discussion, etc.) occurred in the classroom. The main teaching strategies are:

⁴⁰ <http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/pdf/estrate.pdf>

- Learning Objectives or purposes
- Summaries
- Illustrations
- Previous Organizers
- Questions interspersed
- Topographic slopes and discursive
- Analogies
- Concept maps and semantic networks
- Using text structures

On Table 5.1 we will find in synthesized form, a brief definition and conceptualization of these teaching strategies”.

5.3.1. Teaching Strategies.⁴¹

“Table 5.1

OBJECTIVES	Statement which sets conditions, type of activity and form of assessment of student learning. Generation of appropriate expectations for the students.
SUMMARY	Synthesis and Abstracting relevant information from a speech or writing. Emphasize key concepts, principles, terms and central argument.
ADVANCE ORGANIZER	Information and contextual introductory rate. It is made with a higher level of abstraction, generality and inclusiveness that the information to be learned. Cognitive

⁴¹ <http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/pdf/estrate.pdf>

	bridges between new and prior information.
ILLUSTRATIONS	Visual representation of concepts, objects or situations of a theory or theme (photos, drawings, diagrams, graphs, dramatizations, etc.).
ANALOGIES	Proposition indicates that a thing or event (concrete and familiar) is similar to another (unknown and abstract or complex).
INTERSPERSED QUESTIONS	Questions embedded in the teaching practice or in a text. Holding the attention, keeping the practice, retention and obtaining relevant information.
TOPOGRAPHIC SLOPES AND DISCURSIVE	Remarks made in a text or teaching practice to emphasize and /or organize the relevant aspects of the content to be learned
CONCEPT MAPS AND SEMANTIC NETWORKS	Graphical representation schemes (indicate concepts, propositions and explanations).
USING TEXT STRUCTURES.	Rhetorical organization of a speech or writing, that influence their comprehension and recall.

Different teaching strategies can be included before (pre-instructional), during (co-instructional) or after (post-instructional) of a specific curricular content, either text or dynamics of the teaching (see Figure 5.1). In this sense we can make a first classification of teaching strategies, based on the time of use and presentation.

5.3.1.1. Pre-Instructional Strategies

Usually prepared and alert the student in relation to what you know and how you learn (activation of relevant prior knowledge and experience) and let you put in the context of relevant learning. Some of the typical pre-instructional strategies are: The objectives and Advance organizer.

5.3.1.2. Co-Instructional Strategies

Support the curriculum during the process of teaching or instructional text reading. Cover functions such as: detection of the main information; conceptualization of content, definition of the organization, structure and interrelationships between the contents and maintenance of attention and motivation. This could include strategies such as: Art, semantic networks, concept maps and analogies, among others.

5.3.1.3. Post Instructional Strategies

Strategies are presented after the content has to learn and allow students to form a synthetic, integrative and even critical of the material. In other cases allow you to evaluate their own learning. Some of the most recognized post- instruccionales strategies are: interspersed questions final summaries, semantic networks and concept maps.

Another useful classification can be developed from the cognitive processes that elicit strategies to promote better learning (see Cooper, 1990; Díaz Barriga, 1993; Kiewra, 1991, Mayer, 1984; West, Farmer and Wolff, 1991). Thus, we propose a second ranking that is described briefly (see Table 5.2)".

5.3.2 Strategies To Activate (or Generate) Background and Set Appropriate Expectations on Students⁴²

“Are those strategies designed to activate students' prior knowledge or even when we do not exist. In this group we also include those which focus on the clarification of the educational intentions that the teacher aims to achieve at the end of the cycle or educational status.

TABLE 5.2

Classification of Teaching Strategies Elicited by the Cognitive Process.

Cognitive process which affects strategy	Types of strategy education
Activating prior knowledge	Objectives or purposes Pre-questions
Generation of appropriate expectations	Generating activity of prior information
Orient and maintain attention	Embedded questions Illustrations Typographical or discursive Key Tracks
Promote a more adequate information To Be learned (improve internal links)	Concept Maps Semantic Networks Abstracts
To strengthen the link between prior knowledge and information that has to be learned (improve external connections).	Advance organizers Analogies

⁴²Diaz B.F. y Hernandez R.G (1999). Estrategia docente para un aprendizaje significativo. McGraw Hill. Mexico, 2321. <http://redescolar.iloe.edu.mx/redescolar/biblioteca/articulos>

Activation of prior knowledge the teacher can serve in two ways: to learn what students know and use such knowledge as a basis to promote new learning. The students clarify educational intentions or goals, helps them develop appropriate expectations about the course and find meaningful or functional value to the learning involved in the course.

Therefore, such strategies could say that they are mainly preinstruccional and recommended for use especially at the beginning of class. Examples include: the pre-questions, generating activity prior information (eg, brainstorming, see Cooper, 1990), the statement of objectives, and so on.

5.3.3. Strategies to guide students' attention

Such strategies are those resources that the teacher or the designer uses to focus and maintain attention of learners during a session, speech or text. Selective attention processes are fundamental to the development activities of any act of learning. In this regard, preferably should be proposed as coinstruccional type strategies, as they can be applied continuously to tell students about what points, concepts or ideas should focus their attention processes, encoding and learning. Some strategies that may be included in this category are: embedded questions, the use of hints or clues to exploit various structural levels of discourse-whether oral or written - and the use of illustrations.

5.3.4. Stop Strategies to Organize the Information to be Learned

Such strategies enable greater organizational context to the new information to be learned by representing graphically or in writing. Organization to provide adequate information to be learned, as we have seen, improves their logic significance and therefore more likely to meaningful learning for students. Mayer (1984) has referred to this matter of organization among the constituent parts of the material to be learned called: construction of "internal connections.

These strategies can be employed at different times of teaching. You can include them in representations, such as maps or semantic networks and linguistic representation, as abstracts or summary tables”.

5.3.5 Strategies to Stop Promoting the Link Between Prior Knowledge and New Information learned.

Are those strategies to establish or strengthen appropriate links between prior knowledge and new information to be learned, thus ensuring greater significance of the learning achieved. According to Mayer (op. cit.), this process of integration between the "before" and "new" is called: construction of "external connections. " For the above reasons, we recommend using these strategies before or during training to achieve better learning outcomes. Typical strategies of link between the new and the previous are inspired ausubeliana: advance organizers (comparative and expository) and analogies.

From the above, Table 5.3 presents a summary of the main effects expected from the student learning in each of the strategies.

Different teaching strategies described can be used simultaneously and may even make some hybrids, according to Professor deemed necessary. The use of the strategies depends on the content of learning, the tasks to be performed by students, educational activities carried out and certain characteristics of learners (eg, developmental level, prior knowledge, etc.). Proceed to review in some detail each of the teaching strategies presented.

5.4. Types of Teaching Strategies. Features And Recommendations⁴³

5.4.1. Goals or intentions

Educational goals or intentions are clear statements that describe the learning activities of set curriculum and the expected effects to be achieved in the learning of students at the end of an experience, meeting, event or school.

As rightly pointed out by Coll and Bole (1990), every teaching situation characterized by a certain intention. This means that in any teaching situation, one

⁴³ <http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/pdf/estrate.pdf>

or more educational agents (eg., teachers, textbooks, etc.) develop a series of actions or practices designed to influence or cause a set of learning in students, with some guidance and one or more specific purposes. A curriculum or educational practice approach without some explicit (or implicit, as in some educational practices are not in school) the objectives or purposes, may derive in any other type of interaction between people (v. gr., chat, more or activity less socializing, etc.) do not look intentional learning to let those who receive them.

5.4.2. Strategies and Expected Effects on Student Learning⁴⁴

Table 5.3

Teaching Strategies	Expected effects on student
Objetives	Know the purpose and scope of material and how to handle The student knows what is expected of him at the end of review materials It helps to contextualize their learning and make sense
Illustrations	Facilitates visual encoding of information
Interspersed questions	Allowed to practice and consolidate what they have learned Answer your questions Evaluates himself gradually

⁴⁴ Díaz B., F. y Hernández R., G. (1999). Estrategias docentes para un aprendizaje significativo. McGraw Hill, México.
<http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos>

<p style="text-align: center;">Typographic Features</p>	<p>It keeps your attention and interest Detects main information Make selective coding</p>
<p style="text-align: center;">Summary</p>	<p>Facilitates recall and understanding of the relevant information content to be learned</p>
<p style="text-align: center;">Advance organizers</p>	<p>More accessible and familiar content Produces a global and contextual</p>
<p style="text-align: center;">Analogies</p>	<p>Includes abstract information Moves learned to other areas</p>
<p style="text-align: center;">Concept maps and semantic networks</p>	<p>Make a visual encoding and semantic concepts, propositions and explanations Contextualizes the relationships between concepts and propositions</p>
<p style="text-align: center;">Text structures</p>	<p>Facilitates recall and understanding of the most important text</p>

“In particular, in educational situations that occur in educational institutions, objectives and intentions must be planned for, materialize and rinsed with a minimum of rigor, as they represent the point of departure and arrival of all the

educational experience and also play an important role orientation and structuring of the process. Recognizing that the school curriculum objectives must have some appropriate level of completion (degree of specificity in its formulation) and the acceptance also of the important role they play in the planning, organization and evaluation activity teaching, we place ourselves in the instructional level, focusing on describing how objects can serve as genuine teaching strategies. In this regard, a first consideration we should note, is the need to formulate them so that students are facing. The objectives would be meaningless if they were not understood by apprentices or if they did not feel alluded to in some way in its utterance. Thus, it is pertinent to point out that should be built in a direct, clear and understandable (using an appropriate writing and vocabulary appropriate for the student), just as is necessary to make clear in its statement of activities, content and / or results expected that wish to promote the teaching situation. The functions of the objectives and teaching strategies are as follows (see Cooper, 1990; Garcia Madruga, Martín Cordero, Luque and Santamaria, 1995; Shuell, 1988):

- ❖ Act as guiding elements of the processes of care and learning.
- ❖ Serve as criteria to discriminate the relevant aspects of the curricula (either orally or in writing), on which we must make a greater effort and cognitive processing.
- ❖ Allow generate appropriate expectations about what will be learned.
- ❖ Allow students to form an opinion on what was expected of them at the end of a class, event or course.
- ❖ Greatly enhance intentional learning, learning is more successful if the learner is aware of the target.
- ❖ Provide the learner the essential elements to guide its activities of self-monitoring and self-evaluation.

Based on the aforementioned, we propose recommendations for the use of the following objectives:

1. Make sure they are clearly stated, indicating the activity, the content and / or evaluation criteria (emphasize each of them as they try to achieve with their students). Use appropriate vocabulary for their learners and ask that they give their interpretation to verify whether or not correct.
2. Encourage students to face the objectives before beginning any teaching or learning.
3. Sometimes you can discuss the approach or the formulation of goals with their students (as long as conditions exist to do so).
4. When it comes to a class, the objective may be stated orally or submitted in written form. The latter is more plausible than the first, it is also advisable to keep in mind the objective (particularly with less mature learners) during all activities in class.
5. Do not spell out too many goals, because students can get lost and create negative expectations when confronted with them. It is better one or two well-formulated objectives of the crucial aspects of the teaching situation, to really orient their expectations and the cognitive processes involved in learning”.

5.5. System Hypothesis.

5.5.1 Working hypothesis.

Esmeraldas myths 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.

5.5.2 Null hypothesis.

Esmeraldas myths do not contribute to the improvement of reading in English in students attending the ninth year of basic education in the Cristo Rey High School in the city of Esmeraldas.

PART III
METHODOLOGICAL
FRAMEWORK

3.1 .- Type And Design

This study was applied, descriptive and of field. The survey was the technique applied for collecting data. The study was correlational, quantitative and transversal.

3.2. Population

The population to be investigated, was taken from three teachers and forty students attending the ninth year of basic education at Cristo Rey High School. To conduct the research interviews and surveys it was used prior official authorization to the authorities of the institution.

BOX No. 4

Order	ELEMENT	TOTAL
1	Teachers of English subject	3
2	Students in 9th. Year	40

SOURCE : Cristo Rey High School Secretary

Responsable: Ligia María Calderón

3.4.- Data Collection

Primary data were done through collecting information from literature sources and field research using surveys, which was developed in due course in relation to the problem and objectives, applied to the various elements involved in this research.

3.5 Processing And Analysis of Information.

Data were collected and processed by using descriptive statistics.

PART IV

TESTING THE

HYPOTHESIS

4. Graphical Representation of Results

4.1 Data Matrix

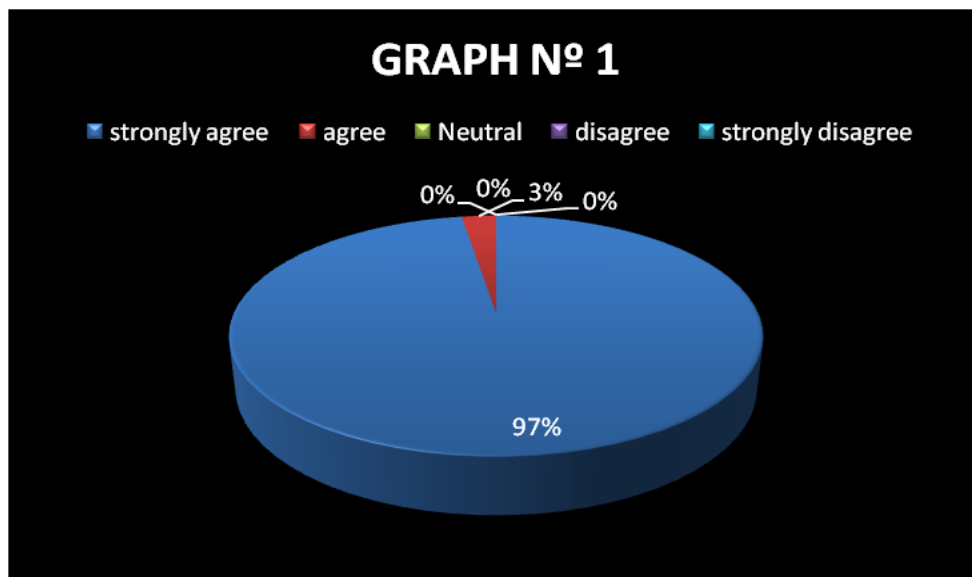
Variable	5	4	3	2	1
Esmeraldas Myths	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree
1.	39	1	0	0	0
2.	36	1	1	1	1
3.	36	1	1	1	1
4.	35	1	2	1	1
5.	38	1	1	0	0
6.	36	1	0	2	1
7.	36	2	1	1	0
8.	39	1	0	0	0
9.	39	1	0	0	0
10.	38	1	1	0	0
TOTAL	372	11	7	6	4

1.- The reading of myths, legends, tales and stories of Esmeraldas culture, are welcome to students.

1	Items	INDICATORS	FRECUENCY	PERCENTAGE
	1	strongly agree	39	97,5%
	2	agree	1	2,5%
	3	Neutral	0	0%
	4	disagree	0	0%
	5	strongly disagree	0	0%
		TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS.

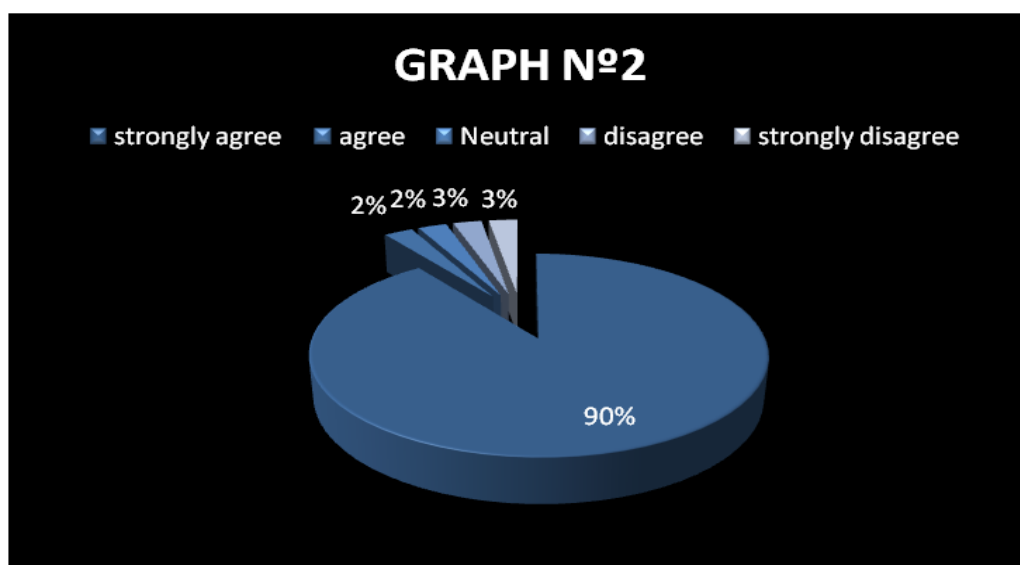
From the 40 students surveyed, about whether the reading of myths, legends, tales and stories of Esmeraldas culture, are welcome to students, 97% said they strongly agreed and the 3% said they agree. These results show most of the students strongly agreed that reading of the myths are nice to them.

2.- The myths, legends, tales and stories of Esmeraldas culture, encourages intensive reading among students.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	36	90%
2	agree	1	2,5%
3	Neutral	1	2,5%
4	disagree	1	2,5%
5	strongly disagree	1	2,5%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

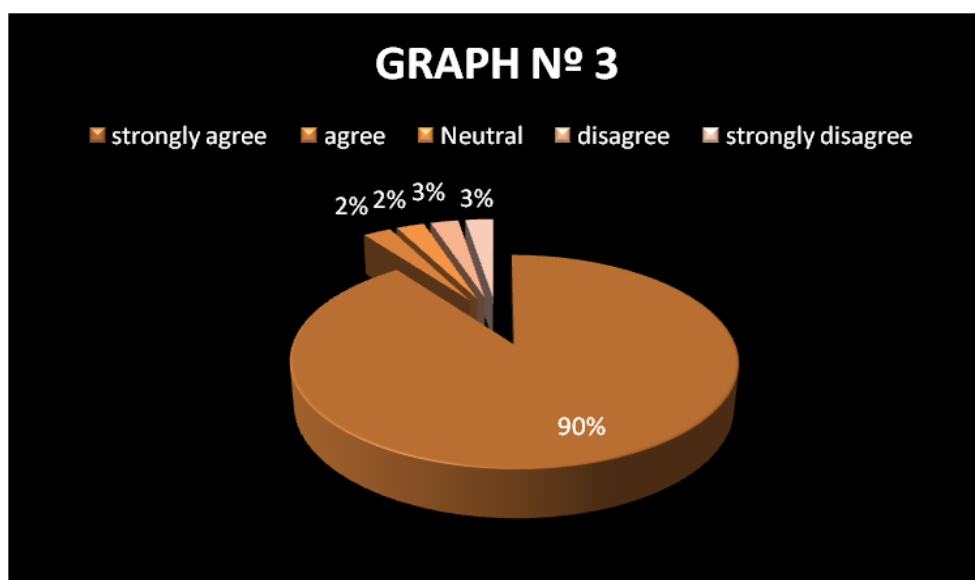
From the 40 students surveyed, about whether the myths, legends, tales and stories of Esmeraldas culture, encourages reading among them, 36 students - equivalent to 90% said they strongly agreed, 1 student who is 2,5% indicated agreement, 1 student who is 2,5% indicated that he is neutral, 1 student who is 2,5% disagreement and 1 student who is 2,5% indicated that he strongly disagreed. These results show that majority of students strongly agreed that myths encourage reading.

3.- The myths, legends, tales and stories of Esmeraldas culture, strengthens the reading process.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	36	90%
2	agree	1	2,5%
3	Neutral	1	2,5%
4	disagree	1	2,5%
5	strongly disagree	1	2,5%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

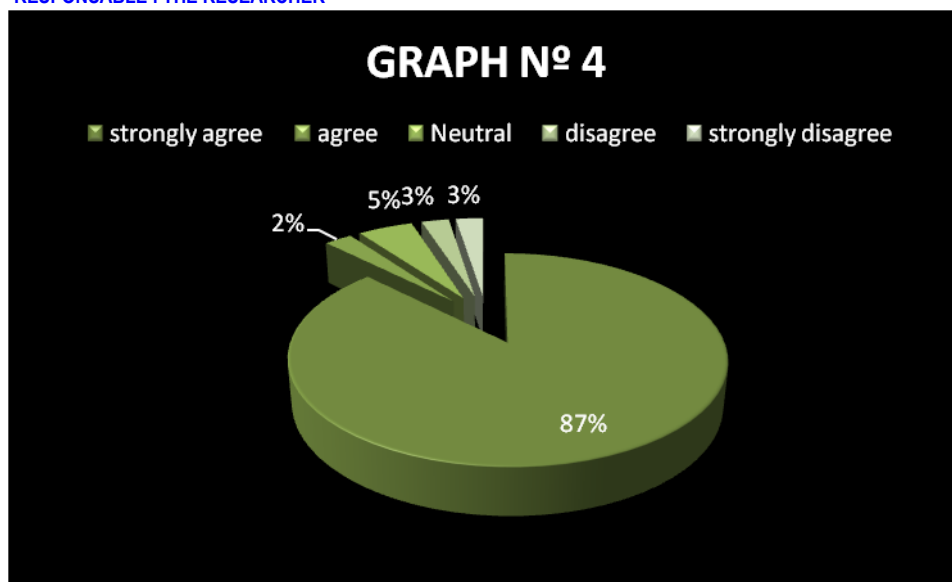
From the 40 students surveyed, about whether the myths, legends, tales and stories of Esmeraldas culture, encourages reading in them, 36 students - equivalent to 90% said they strongly agreed, 1 student who is 2,5% indicated agreement, 1 student who is 2,5% indicated that he was neutral, 1 student who is 2,5% disagreement and 1 student who is 2,5% indicated that he strongly disagreed. These results show that majority of students strongly agreed that myths strengthens the reading process.

4. The reading of myths, legends, tales and stories of Esmeraldas culture, improve understanding of English.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	35	87,5%
2	agree	1	2,5%
3	Neutral	2	5,0%
4	disagree	1	2,5%
5	strongly disagree	1	2,5%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

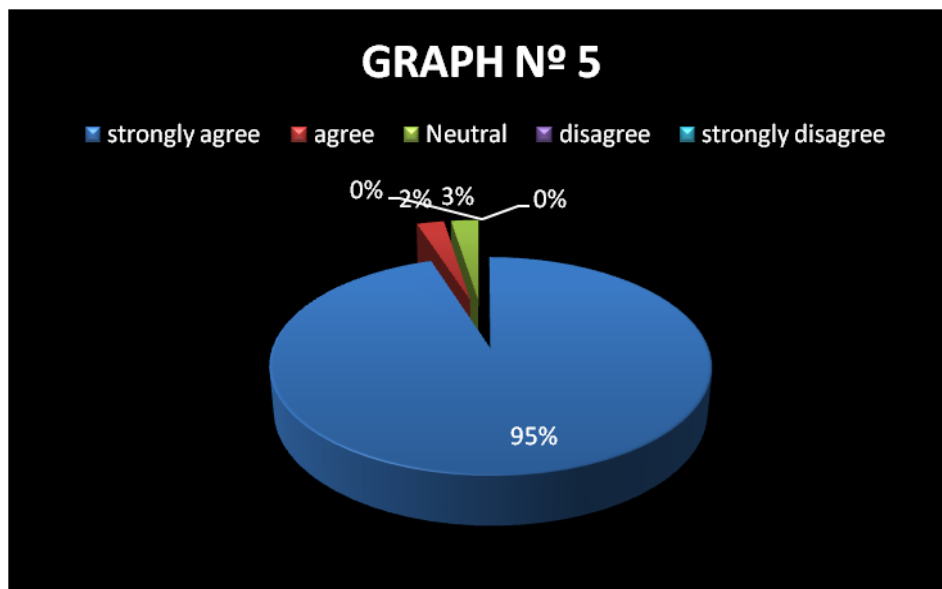
From the 40 students surveyed, about whether the reading of myths, legends and stories of Esmeraldas culture, improve understanding of English, 35 students is equivalent to 87% said they strongly agreed, 1 student who is 2,5% agreed, 2 students are neutral which is the 5% and 1 student representing 2,5% said the he strongly disagreed. The results conclude that the majority of students strongly agreed that reading of the myths of Esmeraldas improved understanding of English.

5.- The reading of myths, legends, tales and stories of Esmeraldas Culture, makes the English studies more experiential.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	38	95%
2	agree	1	2,5%
3	Neutral	1	2,5%
4	disagree	0	0%
5	strongly disagree	0	0%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS.

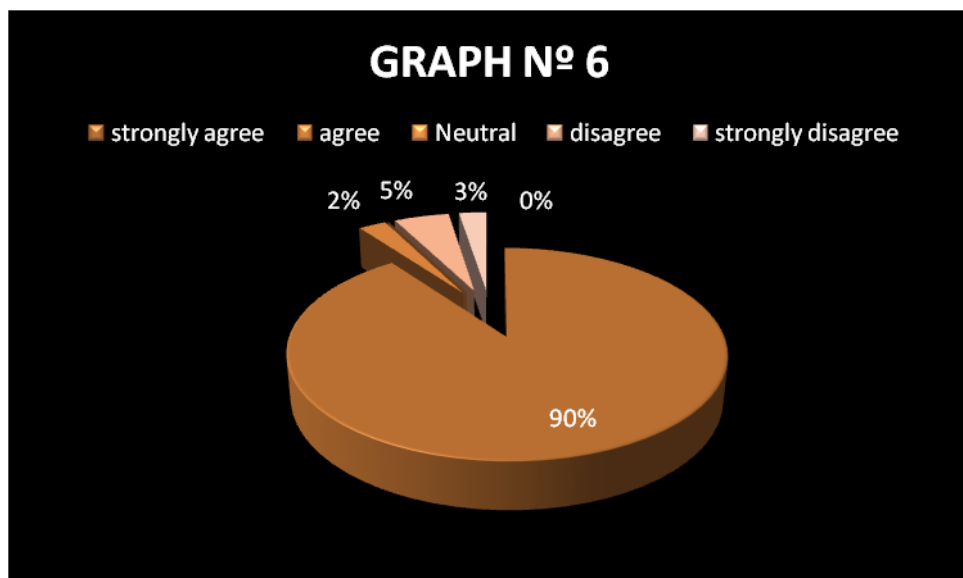
From the 40 students surveyed, about whether the reading of myths, legends, tales and stories Esmeraldas culture in English makes it more experiential, 38 students is equivalent to 95% said they strongly agreed, while 1 student that is the 2,5% indicated agreed and 1 student which is the 2,5% is neutral. The results show that majority of students strongly agreed that reading of myths, that English makes it more experiential.

6. The myths, legends, tales and stories of Esmeraldas Culture, translated into English, help the students to speed up reading.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	36	90%
2	agree	1	2,5%
3	Neutral	0	0%
4	disagree	2	5%
5	strongly disagree	1	2,5%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

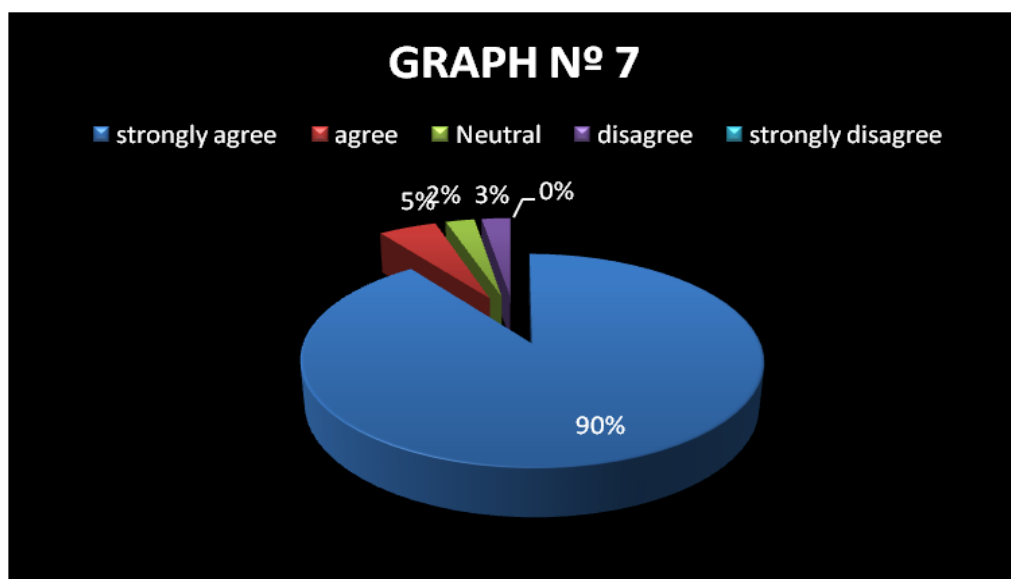
From the 40 students surveyed, about whether myths, legends, tales and stories of Esmeraldas Culture, translated into English, help the students to speed up reading 36 students equal to 90% said they strongly agreed, 1 student, 2,5%, indicated agree, 2 students representing 5 % had a disagreement position and 1 student which is the 2,5% said that he strongly disagreed. The results conclude that the majority of students strongly agreed that this kind of reading will help the students to speed up reading.

7. The myths, legends, tales and stories of Esmeraldas Culture, becomes a positive impact on the process of learning to read in English.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	36	90%
2	agree	2	5%
3	Neutral	1	2,5%
4	disagree	1	2,5%
5	strongly disagree	0	0%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

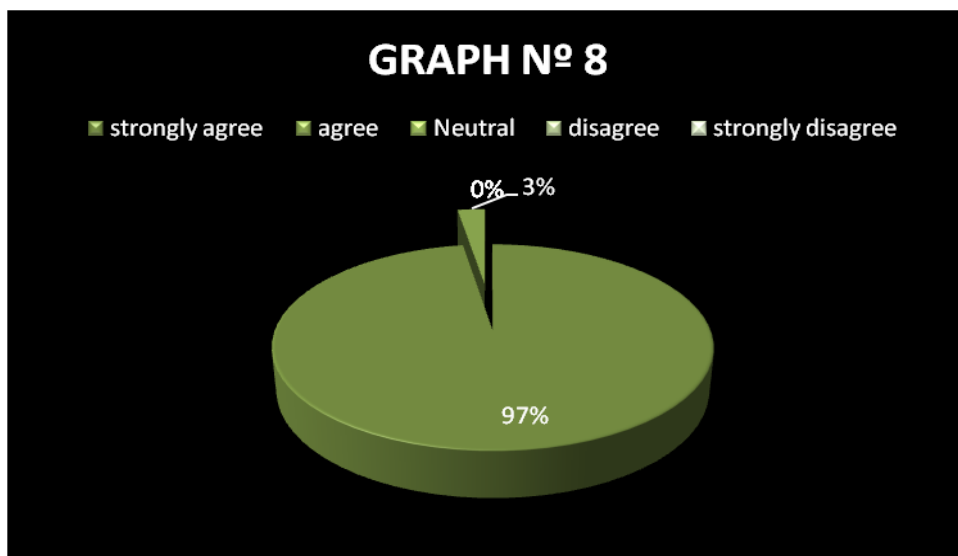
From the 40 students surveyed, about whether the myths, legends, tales and stories of Esmeraldas culture is a positive impact on the process of learning to read in English, 36 students equal to 90% said they strongly agreed, 2 students, 5%, indicated agreed, 1 student which is 2,5% was neutral and 1 student, 2,5%, said that he disagreed. The results show that majority of students strongly agreed that myths, positive impact on the process of learning to read in English.

8. The reading of myths, legends, tales and stories of Esmeraldas, rescue culture in students.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	39	97,5%
2	agree	1	2,5%
3	Neutral	0	0%
4	disagree	0	0%
5	strongly disagree	0	0%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

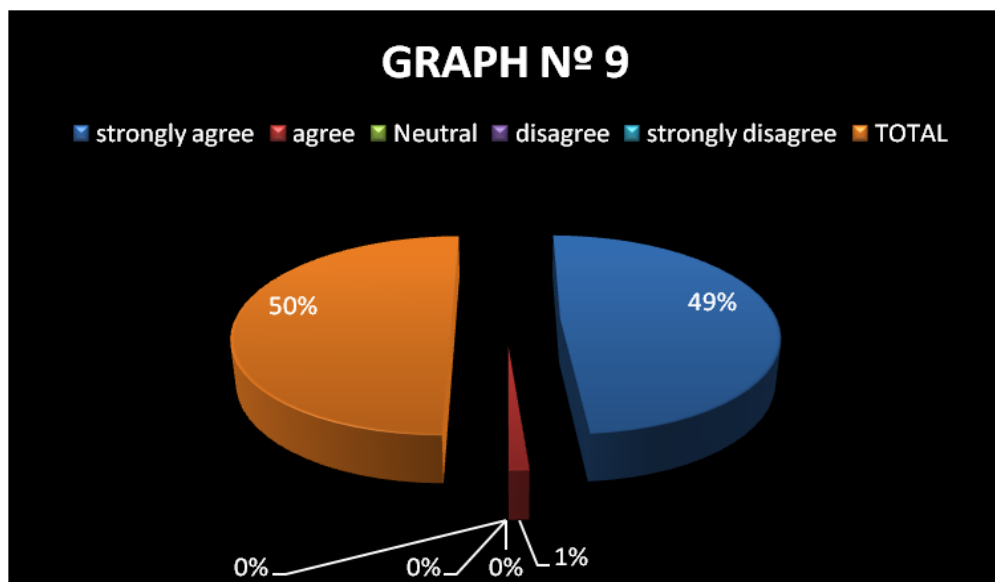
From the 40 students surveyed, about whether the reading of myths, legends, tales and stories of Esmeraldas, rescue the culture in the students, 97,5% said they strongly agreed and 2,5% which is 1 student said that he agreed. These results show that students strongly agreed that reading of the myths of Esmeralda rescues culture.

9. The reading of Esmeraldas culture stories help students generally scan the culture of our country.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	39	97,5%
2	agree	1	2,5%
3	Neutral	0	0%
4	disagree	0	0%
5	strongly disagree	0	0%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

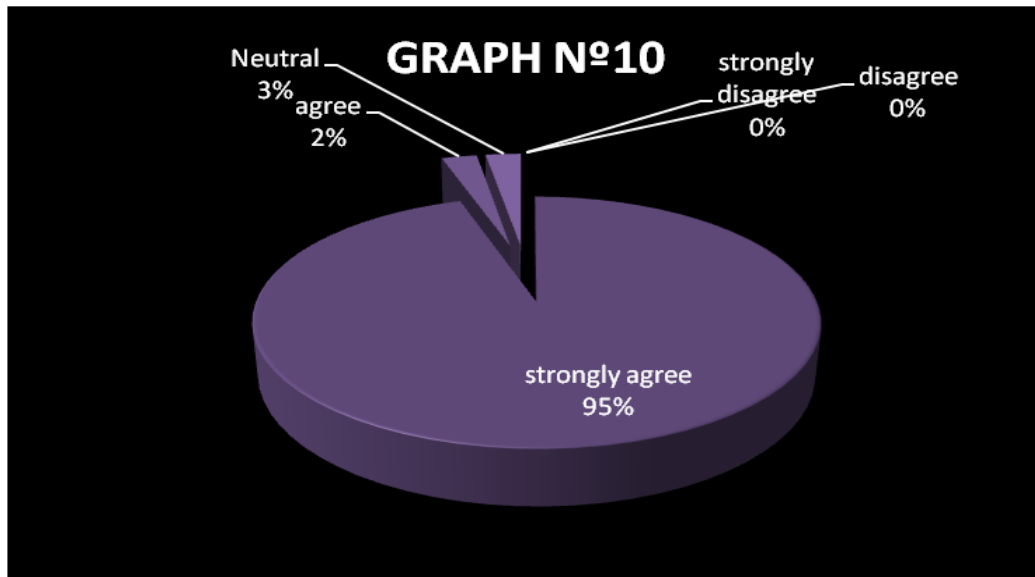
From the 40 students surveyed, about whether the myths, legends, tales and stories of Esmeraldas, help students generally scan the culture of our country 39 students represents about 97,5% said they strongly agreed, while 1 student who is 2,5% indicated agreed. The results show that majority of students strongly agreed that myths Esmeraldas, help the type of scanning.

10. The reading of myths, legends, tales and stories of Esmeraldas Culture, improve the students' interest in the English class.

Items	INDICATORS	FRECUENCY	PERCENTAGE
1	strongly agree	38	95%
2	agree	1	2,5%
3	Neutral	1	2,5%
4	disagree	0	0%
5	strongly disagree	0	0%
	TOTAL	40	100%

SOURCE: SURVEY TO NINTH YEAR OF BASIC EDUCATION AT CRISTO REY HIGH SCHOOL

RESPONSABLE : THE RESEARCHER



ANALYSIS

From the 40 students surveyed, about whether the reading of myths, legends and stories of Esmeraldas culture, improve student interest in the subject of English, 38 students which represents about 95% said they strongly agreed, 1 student which is 2,5% indicated he agreed and 1 student representing 2,5% had a neutral position. The results conclude that the majority of students strongly agreed that reading of the myths of Esmeraldas will enhance interest in the subject of English.

4.2 Verification of the Hypothesis

Variable	5	4	3	2	1	Total
Esmeraldas Myths	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree	
1.	39	1	0	0	0	40
2.	36	1	1	1	1	40
3.	36	1	1	1	1	40
4.	35	1	2	1	1	40
5.	38	1	1	0	0	40
6.	36	1	0	2	1	40
7.	36	2	1	1	0	40
8.	39	1	0	0	0	40
9.	39	1	0	0	0	40
10.	38	1	1	0	0	40
TOTAL	372	11	7	6	4	400

4.2.1 CHI-SQUARE

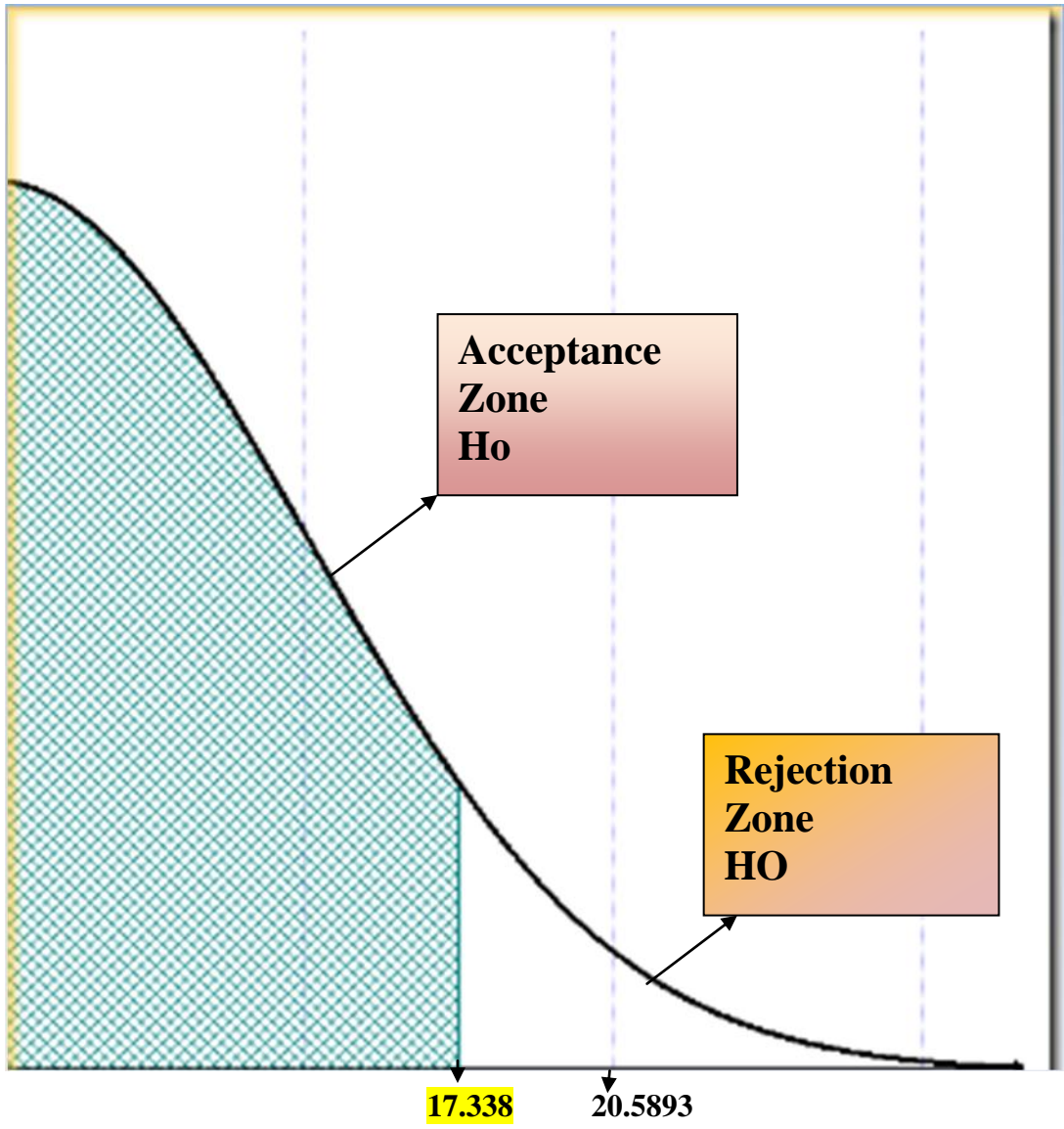
1	39 37.2000 0.0871	1 1.1000 0.0091	0 0.7000 0.7000	0 0.6000 0.6000	0 0.4000 0.4000	40
2	36 37.2000 0.0387	1 1.1000 0.0091	1 0.7000 0.1286	1 0.6000 0.2667	1 0.4000 0.9000	40
3	36 37.2000 0.0387	1 1.1000 0.0091	1 0.7000 0.1286	1 0.6000 0.2667	1 0.4000 0.9000	40
4	35 37.2000 0.1301	1 1.1000 0.0091	2 0.7000 2.4143	1 0.6000 0.2667	1 0.4000 0.9000	40
5	38 37.2000 0.0172	1 1.1000 0.0091	1 0.7000 0.1286	0 0.6000 0.6000	0 0.4000 0.4000	40
6	36 37.2000 0.0387	1 1.1000 0.0091	0 0.7000 0.7000	2 0.6000 3.2667	1 0.4000 0.9000	40
7	36 37.2000 0.0387	2 1.1000 0.7364	1 0.7000 0.1286	1 0.6000 0.2667	0 0.4000 0.4000	40
8	39 37.2000 0.0871	1 1.1000 0.0091	0 0.7000 0.7000	0 0.6000 0.6000	0 0.4000 0.4000	40
9	39 37.2000 0.0871	1 1.1000 0.0091	0 0.7000 0.7000	0 0.6000 0.6000	0 0.4000 0.4000	40
10	38 37.2000 0.0172	1 1.1000 0.0091	1 0.7000 0.1286	0 0.6000 0.6000	0 0.4000 0.4000	40
	372	11	7	6	4	400

<i>DF</i>	<i>Chi Square</i>	<i>P</i>
36	20.5893	0.9816

4.2.2 CHI-SQUARE FORMULA

$$\chi^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

$$f_e = \frac{nf_{rc}}{n}$$



4.3 Conclusions and Recommendations

4.3.1 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.

4.3.2 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.

PART V

THE PROPOSAL

5.1 Stakeholder Analysis

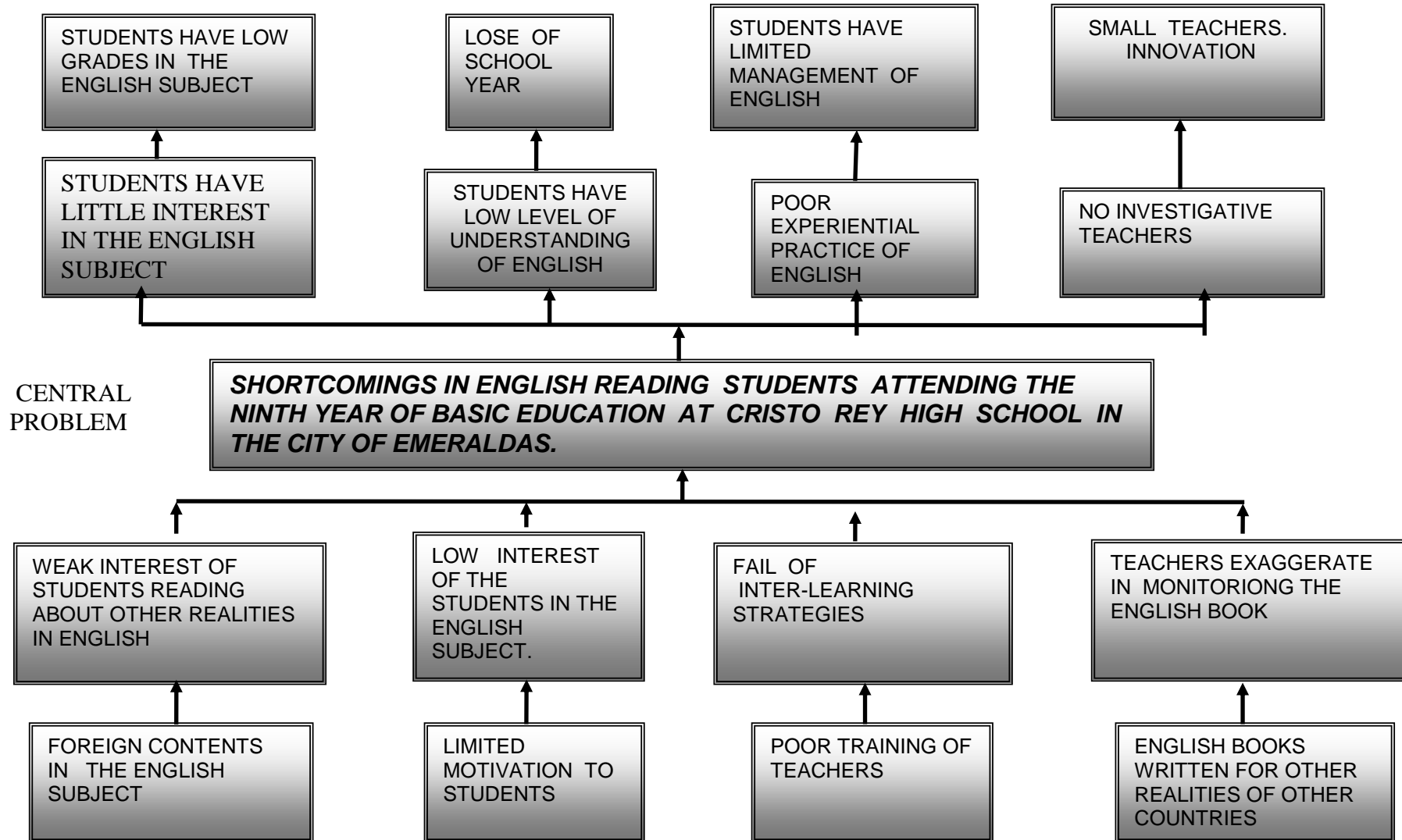
GROUPS	INTERESTS	PERCEIVED PROBLEMS	RESOURCES AND MANDATES
Students	Understand English.	Inadequate understanding of English.	Understanding of English should be improved.
Teachers	Improving their students reading skills	Gaps in reading English of students.	Improve approaches to learn reading in English

5.2 PROBLEM TREE

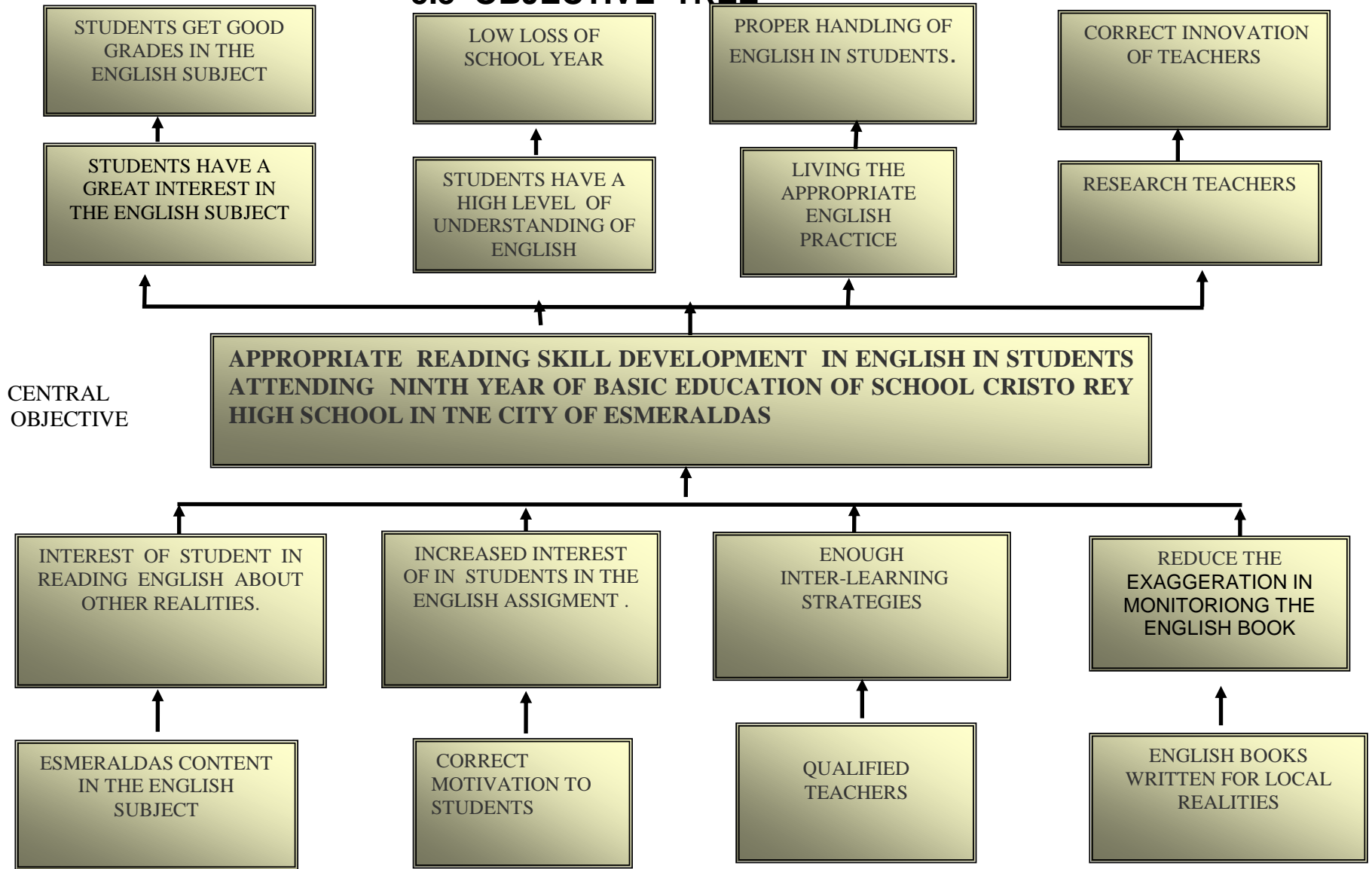
BOX No. 1

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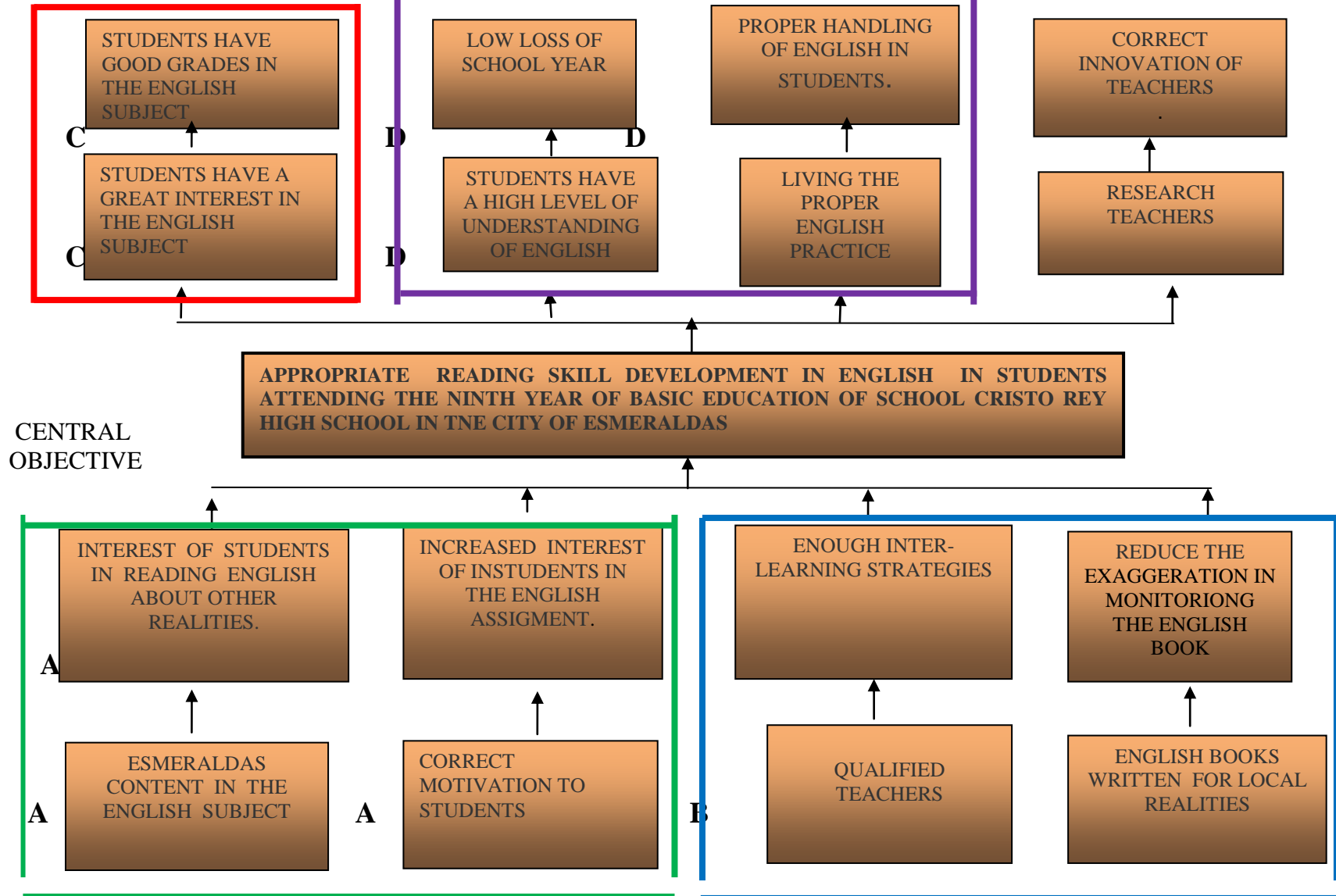
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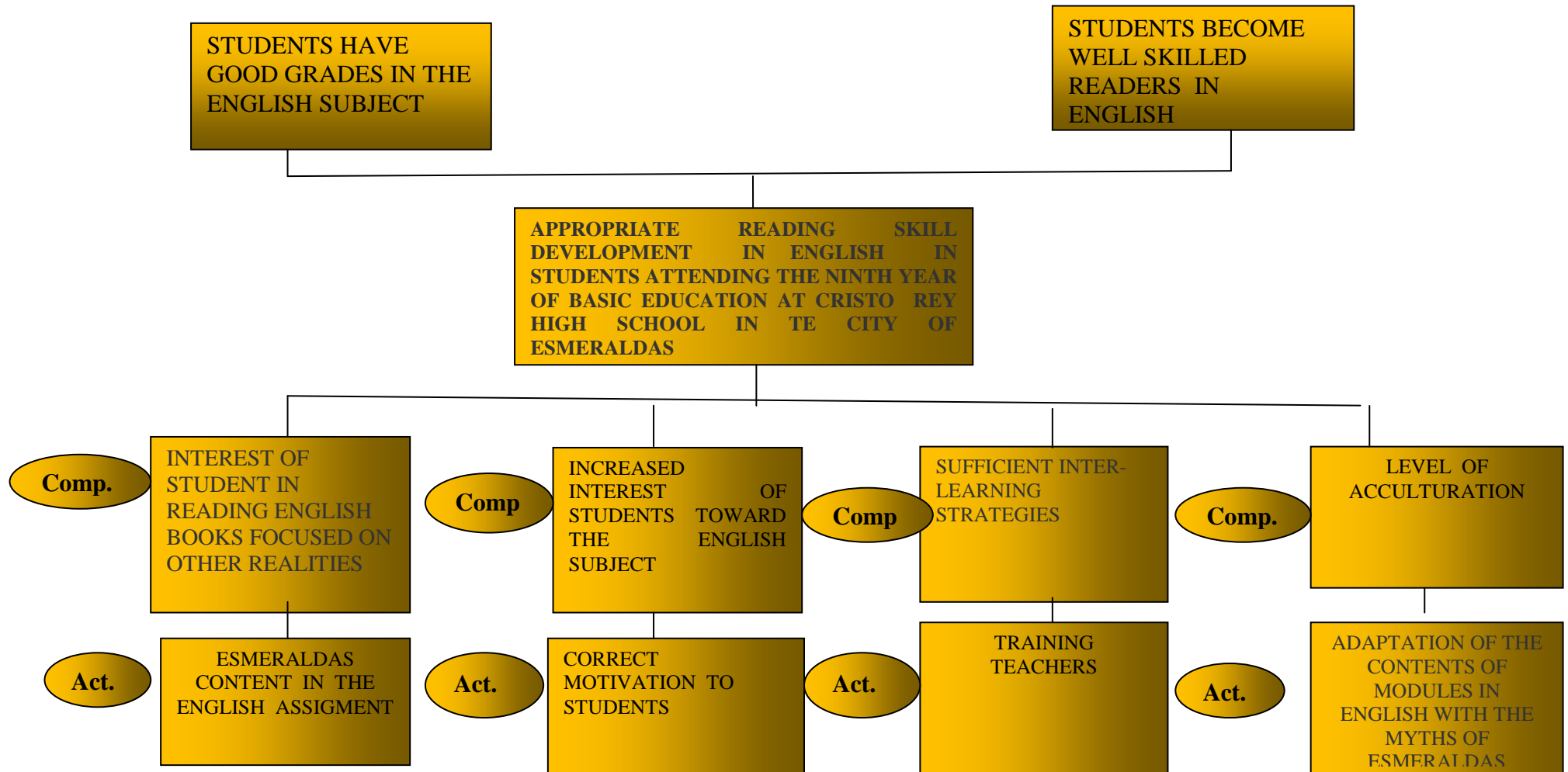
5.3 OBJECTIVE TREE



5.4 ALTERNATIVE TREE



5.5 ANALYTICAL STRUCTURE OF THE PROPOSAL



5.6 Vertical Logic of Column Objectives

Summary narrative targets	Indicators	Media Verification	Assumption
<p>GOAL :</p> <ul style="list-style-type: none"> ❖ Students have good grades in the English Subject ❖ Students become well skilled readers in English. 	<p>The number of students improving their grades in the English subject</p> <p>The number of students improving their reading in English.</p>	<p>Results of student assessment</p>	<p>Students do not improve their grades.</p> <p>Students do not improve their reading.</p>
<p>PURPOSE:</p> <p>Appropriate reading skill development in English in the students attending the ninth year of basic education at Cristo Rey High School in the city of Esmeraldas</p>	<p>Number of students that read appropriately in English</p>	<p>Student assessments</p>	<p>Insufficient English Reading exercises</p>
<p>COMPONENT:</p> <p>1.-Interest of students in reading English Books focused on other realities</p> <p>2.-Increased student interest in the English subject</p>	<p>Number of students improving their reading in English.</p> <p>Number of students increase their interest in reading in English.</p>	<p>Results of student assessment.</p> <p>Results of student assessment</p>	

3. Sufficient inter-learning strategies	Number of students improving their understanding of English.	Assessment to Students.	
4.- Level of Acculturation	Number of teachers beyond acculturation in English books	Assessment of English books for teachers	
ACTIVITIES	RESOURCES	COSTS	
1.-Module about Myths of Esmeraldas.	Design and printing of the module	US \$ 1.300,00	
2.-Translation Workshops	. Module form. .Teaching Material	US \$ 50,00	
3.- Learning Strategies Workshop for teachers	* Tutor * Computer * Projector Screen	US \$ 350,00	
4.- Instructional Design Workshops	Designer * Teachers	US \$ 400,00	

5.7 Budget

RESOURCES	COSTS
<ul style="list-style-type: none">• Facilitator• Design and printing modules.• Designer• Materials of aesthetic culture• Costumes	US \$ 350,00 US \$ 1300,00 US \$ 400,00 US \$ 50,00
TOTAL	US \$ 2100,00

5.8 Activities Schedule

	MONTHS ACTIVITIES	YEAR 2011																	
		JULY			AUGUST			SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER		
1	Module about Myths of Esmeraldas.																		
2	Translation Workshops																		
3	Learning Strategies Workshop for teachers																		
4	Instructional Design Workshops																		

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