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INNOVATION IN READING SPANISH

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The acquisition of knowledge through reading is very beneficial for everyone and opens up social, cultural and personal autonomy doors closed without reading skills.

In this sense, the 2030 Agenda and the need to make society literate within the framework of its goals has as its fourth Sustainable Development Goal “To guarantee inclusive and equitable quality education, and to promote lifelong learning opportunities for all.” This goal is intended to ensure quality education and promote lifelong learning opportunities for all.

INTRODUCTION: THE TRANSITION FROM IDEOGRAPHIC WRITING TO ALPHABETICAL WRITING

Writing signals the transition from Prehistory to History. Based on current archaeological evidence, writing appeared at the same time in Mesopotamia and Egypt. The oldest clay tablets from Uruk, an ancient Mesopotamian city, date back to six thousand years. The cuneiform writing system first developed by the ancient Sumerians was used in them. The name comes from the Latin word ‘*cuneus*’, which means wedge, corresponding with the wedge-shaped style of this writing. All the great Mesopotamian civilizations used this system until it was abandoned in favor of an alphabetic scripture. The Assyrians, a Mesopotamian people, helped spread the cuneiform writing.

The Phoenicians, a people who lived on the shore of the eastern Mediterranean known today as the Lebanon area, later developed the alphabet. The Phoenicians traded with the peoples on the shores of the Mediterranean sea and communicated with different cultures that spoke different languages. Until then writing consisted of simplified symbols that represented objects and ideas.

Phoenicians began to use symbols that

represented sounds. It was a more efficient and flexible writing. The Greeks adapted it to their language and created the symbols for vowels. The Phoenician alphabet only had symbols for consonant sounds. The Greeks added vowel sounds to this alphabet. Later on, the Romans adapted it for Latin. Accordingly, Jews created Hebrew and Arabs Arabic. All current western alphabets are derived from the Phoenician alphabet. Alphabetic writing did not supplant the hieroglyphs or cuneiform characters that continued to be used until the early Christian era.

The alphabet is the system of graphic signs, arranged in a conventional order, which serves to transcribe sounds. The transition from ideographic writing to alphabetic writing was very important. In ideographic writing, the graphic sign corresponds to a morpheme or to a whole word; by contrast, alphabetic writing translates the phoneme, doing an abstraction job that consists of analyzing the pronunciation to reduce its elements to a small number of sounds. The Spanish alphabet is made up of twenty-seven letters and five digraphs, *ch*, *gu*, *ll*, *qu* and *rr*. Acquiring knowledge through reading is very beneficial for everyone.

THE NEED TO MAKE SOCIETY LITERATE WITHIN THE FRAMEWORK OF THE OBJECTIVES OF THE 2030 AGENDA

According to the data collected by the National Institute of Statistics for the year 2019 in Spain, more than 600,000 people could not read. Illiteracy in Spain was a scourge until the second half of the 20th century. In 1936, the beginning of the Civil War, 25% of Spaniards were illiterate. The extension of education gradually reduced the rates, but even today, 581,600 Spaniards, 1.25% of the total, cannot read or write, according to the report *Population over 16 years by level of*

training, published by the National Institute of Statistics (INE).

WHAT IF A 20-YEAR OLD PERSON HAS NOT YET LEARNED TO READ? WHAT CAN WE DO?

These data reflect that, in the first place, a NEW LITERACY METHOD is necessary, an easier and more intuitive method to learn to read and write.

Secondly, we start from the fact that Castilian or Spanish is a mostly transparent language, which means that it is almost always pronounced as it is written. Transparent languages are those in which the grapheme coincides with the phoneme, *i.e.*, languages in which a letter usually corresponds to a sound.

By contrast, opaque languages, such as French or English, are pronounced differently from how they are written. This characteristic of our language was the beginning of my Mouth Reading Method. If we write the shape of the mouth under each consonant, it will be easier to learn to read. Therefore, there is a need to make society literate within the framework of the sustainable development goals in the 2030 Agenda.

AGENDA 2030

The new agenda consists of an action plan for people, for the planet, for prosperity, peace and the working together. This ambitious agenda aims to end poverty by 2030 and promote a shared economic prosperity, social development and environmental protection for all countries. On September 25th 2015, one hundred and ninety-three countries, including Spain, committed to the seventeen United Nations sustainable development goals and their fulfillment by 2030.

The sustainable development goals are seventeen.

The fourth Sustainable Development Goal is “Ensure inclusive, equitable and quality

education and promote lifelong learning opportunities for all.” This goal is intended to ensure quality education and promote lifelong learning opportunities for all.

THE LONG BATTLE AGAINST ILLITERACY

It is essential that young people and a considerable proportion of adults are literate and have elementary notions of arithmetic.

Illiterate adults feel disappointed and need to learn to read to be more autonomous. Read the instructions of a medicine, a bank receipt, a prescription: these are daily actions that require the good intentions of others to carry out the necessary action. They always feel dependent on others. Melilla tops the list with 3.70% illiterate ahead of Ceuta, which has 3.64%, Murcia (2.75%), Extremadura (2.70%) and Andalusia (2.16%). On the other hand, the Basque Country, with 0.34% of the population, Cantabria (0.35%) and La Rioja (0.38%) are the autonomous communities with the lowest rates.

More than 580 million people around the world are illiterate. A figure that continues to increase every year.

THE SPANISH LANGUAGE: A LIVING LANGUAGE. REPORT 2019. CERVANTES INSTITUTE

The Instituto Cervantes is a public organization. Founded in Spain in 1991, its main objective is to universally promote the teaching, study and use of Spanish and to contribute to the diffusion of Hispanic cultures abroad. In its activities, the Cervantes Institute fundamentally attends to the linguistic and cultural heritage that is common to the countries and peoples of the Spanish-speaking community. It is present in 88 cities in 45 countries, through its centers, classrooms and extensions on the five continents.

Worldwide, Spanish is the second mother

tongue after Mandarin Chinese. Today, it is spoken by 580 million people as a native language, second language or foreign language. This is the 7.6% of the world population and continues to increase. With Spanish as the official language, the five Spanish-speaking countries with the largest population are Mexico, Colombia, Spain, Argentina and Peru. The country with the largest number of Spanish speakers and where Spanish is not an official language is the United States, followed by the other countries of the European Union (Spain excluded).

Social inclusion and literacy go hand in hand. Can a person learn at any age? Why? The answers, in this section.

“Read me a book and I will dream one day, teach me to read and I will live a thousand lives.” “Make your light illuminate its brightness.” Irene Rejón.

CAN WE LEARN TO READ AT ANY AGE? NEUROEDUCATION

Neuroeducation is meant to produce an improvement in teaching methods and in the different educational programs, a discipline that promotes the integration between the sciences of education and neurology.

Learning relies on curiosity. The plasticity of the brain allows the brain to be shaped with continuous learning. We can all learn what we want, beyond our personal and social situation and our genetics.

INNOVATION IN READING SPANISH. IRENE REJÓN

I am Irene Rejón Santiago, a teacher by vocation born in Granada, who learns every day from her students from 3 to 12 years old. Unsatisfied with current reading methods, I have developed “The reading book with the mouths”, which presents pronunciation and reading for all, two very necessary skills for the full development of life. I consider myself

innovative, divergent and happy. Being a teacher implies a bidirectional teaching where the student and the teacher exchange their roles, adapting to the capacities of each one. This is summarized in my motto “Make your light illuminate its brightness.”

Two years ago, I joined the Colegio Nuestra Señora de los Dolores, in the city of Águilas. A student with profound dyslexia, at the age of nine, knew the vowels and some letters, but did not link them to learn to read. I was trying to spell, that is, instead of *papá*, I was reading *pe-a-pe-a*. With tears in his eyes, he told me “Teacher, I want to learn, teach me”. He is a very intelligent student and he guided me to start the mouth reading method. This begins by knowing the point and mode of articulation of the phoneme, and then associating it with the vowels to form syllables and words. Starting from a consonant, the learner reads words and associate the consonant with that characteristic mouth.

The differences with other reading methods is that it teaches everyone to read: with the requirement of knowing the vowels in capital letters is enough. Vowels appear in black and white and consonants in red, avoiding paying attention to the drawings and colors that distort the attention. It is visual, orthophonic, auditory and analytical. In global reading, they learn hundreds of pictures. In this primer here only 22 mouths are enough.

The advantages: it is easier and more intuitive. It is pronounced as it is read. Since Spanish is a transparent language, hence its success.

After being used in an educational environment, it has become a social, cultural and health environment where literacy is a priority.

The results are immediate. If learners pay attention and know the vowels, they learn to pronounce and read. Positive results can be seen in students from Spain, the US, Latin

America and Africa. Associations of Down Syndrome, Autism, Disability, deaf, foreigners, dyslexia, learning difficulties, etc.

MENTION FOR INNOVATION AND DEVELOPMENT IN THE 2020 INCLUSION AWARDS

The Municipality of Mendoza City and Red Inclusión Mendoza certify that in the second edition of the Inclusion Awards 2020, held on October 30th, 2020, in Mendoza, Argentina, SPECIAL MENTION is given to IRENE REJÓN SANTIAGO - READING WITH THE MOUTHS. INNOVATION AND DEVELOPMENT Category.

OPINIONS OF SEVERAL PROFESSIONALS FROM SPAIN AND HISPANO-AMERICA

“It allows a better acquisition of phonemes and the grapheme-phoneme conversion in literacy”. “The method of reading with mouths (Cartilla de lectura con las bocas) produce a favorable evolution, because the child learns the point and mode of articulation of the phoneme, which then associates with the vowels to form syllables and words. Begoña de la Torre Burga. Center from the Begoña de la Torre Clinic Logopedics. Begoña is Speech therapist in Orofacial and Myofunctional Motor skills, and works with children in the stage of acquiring phonemes and literacy.

“La cartilla de lectura con las bocas is one of the essential materials in our sessions. Thank you Irene Rejón for such a wonderful material.” Centro Orienta Ferrol. Center for psychopedagogy, psychology and speech therapy. La Coruña.

“It is very functional and visible to students with NEAE.” Robert. SAFA Educational Centre. Saint Louis. Cadiz.

“Yes, I have used the method on a dyslexic girl. It is effective because she associates each letter that she does not see with the position

of the mouth.” Antonia. Puente de Doñana School. Murcia.

“It is effective, because for children with learning difficulties it is essential, a great help, and there is nothing on the market for these children. It is wonderful.” Alicia, Valdepeñas, Madrid.

“It is a method to support pronunciation and reading that we use together with other methods” ASSIDO (association for people with Down syndrome). Murcia.

“Yes, I have used it because people who cannot read quickly learn to do it with the images and the position of their mouths.” Teresa. Alzheimer, Águilas. Murcia.

“The students learn to read and to vocalize the sound of the letters. I have tried several methods and this is the best resource both for children and for those who have difficulties in the acquisition of the literacy process.” Mari Luz, Valencia.

“Excellent for teaching writing and reading, because it promotes language acquisition through the brain’s natural learning process, through the perceptual line and kinesthesia.” Claudia. México.

Effective in the matter of visualization, it allows to apply phonological awareness, with precision through composition in language. Effective in Autism Spectrum Disorder with language problems”. Diana Dávila. México.

SOCIAL NETWORKS

Online store <https://lecturaconlasbocas.com>

The collection comprises six books:

- 2019. Cartilla de lectura con las bocas. Círculo Rojo.
- 2019. CARTILLA DE LECTURA CON LAS BOCAS. Círculo Rojo.
- 2019. Reading primer based on different mouth positions. Círculo Rojo.
- 2020. Lectura con las bocas. Inversas

y trabadas. Minúsculas. Independently published.

- 2020) LECTURA CON LAS BOCAS. INVERSAS Y TRABADAS. MAYÚSCULAS. Independently published.

- 2020 PRUDIO. Prueba de expresión oral que puedes personalizar. Independently published.

We make the sound p. Close your mouth and open pa, pe, pi, po, pu. Remember Spanish words: p up, p egg, p Indian, p orange, p water. Look in your mouth.



“We make the sound *p*. Close your mouth and open *pa pe pi po pu*. Remember Spanish vowels: *p* up, *p* egg, *p* Indian, *p* orange, *p* water. Look in your mouth”.