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Traditional Tales as Innovative Didactic Strategies to Improve Junior Students Reading Skills at 28 de Septiembre High School of Ibarra During the School Period 2020-2021

Degree work prior to obtaining the Bachelor Degree of Pedagogy of Languages Foreign and National-English

Line of research: management, quality of education, pedagogical processes and languages

Author: Recalde Torres Alexander Salomón
Director: MSc. Rubén Agapito Congo Maldonado

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CÉDULA DE IDENTIDAD:	100423257-3		
APELLIDOS Y NOMBRES:	Recalde Torres Alexander Salomón.		
DIRECCIÓN:	Barrio la Dolorosa, Mirador de la Aduana.		
EMAIL:	asrecaldet@utn.edu.ec		
TELÉFONO FIJO:	-o-	**TELF. MÓVIL**	0989091412
DATOS DE LA OBRA			
TÍTULO:	Traditional tales as Innovative Didactic Strategies to Improve Junior Students Reading Skills at 28 de Septiembre High School of Ibarra during the school period 2020-2021		
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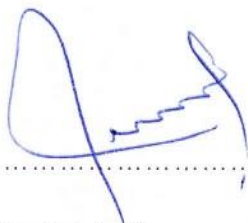
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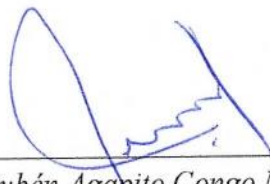
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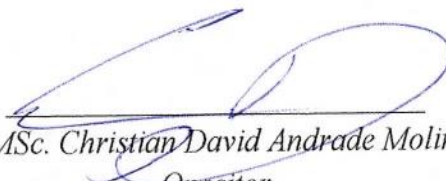
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MSc. Rubén Agapito Congo Maldonado
Director
C.C.1001417235

MSc. Amyra Gabriela Bastidas Amador
Opositora
C.C.:1002238499

MSc. Christian David Andrade Molina
Opositor
C.C.: 1714076120

DEDICATION

This Project is dedicated to my parents, who supported me sentimentally and economically my studies at Universidad Técnica del Norte, also to my best friend Estiwar Patricio Vaca Coral, who has been an unconditional friend during 12 years of friendly and he contributed to my academic progress helping me in the most challenging moments at university and life in general. Finally, this thesis project is dedicated to my whole family and friends who believe in me and help me in different ways, and manners made the end of my career.

Special dedications to MSc. Esthela Recalde and MSc. and Fernando Recalde and Pamela Campaña, unique people that every day says, "You can do it," "Never give up," and "If you want, you can."

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RESUMEN

El presente trabajo de investigación pretende mejorar las habilidades de lectura en el idioma extranjero dirigido a los estudiantes de Segundo de Bachillerato a través de los cuentos tradicionales como estrategia didáctica. Este estudio se llevó a cabo durante el período 2020-2021, en la Unidad Educativa 28 de Septiembre, ubicada en el cantón Ibarra, provincia de Imbabura. Se utilizó la metodología mixta para recolectar datos cualitativos y cuantitativos con el objetivo de comprender la problemática desde el punto de vista de los docentes y estudiantes. Mediante la recolección de datos que se implementó a los docentes del área de Inglés y a cincuenta y seis estudiantes, permitió identificar problemas como: la dificultad al momento de leer, escasa motivación en actividades de lectura y falta de vocabulario, mismo que afecta a la comprensión lectora y aprecio a los recursos literarios en el idioma extranjero. La intención de esta investigación es aportar con una guía didáctica para promover la lectura a través de cuentos tradicionales que motiven al estudiante a leer en el idioma Inglés.

Palabras clave: Compresión lectora, habilidades de lectura, cuentos tradicionales, idioma exagero, metodología mixta, estrategia didáctica.

ABSTRACT

The present research work pretends to improve Junior students reading skills through traditional tales as a didactic strategy. This study took place during the school period 2020-2021 at Unidad Educativa 28 de Septiembre, located in Ibarra canton, Imbabura province. This work used a mixed methodology to collect both qualitative and quantitative data to understand the problem according to students' and teachers' answers. Data collection applied to teachers and fifty-six students allowed the identification of some problems, such as difficulty in reading, lack of motivation for reading activities, and lack of vocabulary. These problems affect reading comprehension and English literary resources appreciation. This research aimed to provide a didactic guide of strategies for promoting reading skills through traditional tales that motivate students to read in ESL.

Keywords: Reading comprehension, reading skills, traditional tales, foreign language, mixed methodology, didactic strategy.

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ACRONYMS

B1: Intermediate Level of English

BGU: Bachillerato General Unificado

CEFR: Common European Framework of References

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: Mother Tongue

L2: Foreign Language

MINEDUC: Ministerio de Educación

TELF: Teaching English as a Foreign Language

INTRODUCTION

In Ecuador, the English subject is considered as one of the most challenging subjects to approve after mathematics. It is because of the lack of didactic strategies used by teachers who do not know new innovative approaches to promote English learning. Also, the lack of didactic strategies is caused due to the use of traditional systems of educational strategies in the class. Consequently, it limits the teaching-leaning process in every skill (Reading, writing, listening, and speaking). The conventional strategies have an impact on the teaching process, it does not allow the development of Reading skills in the English learners, which cause demotivation, and they lose interest during the English lessons. For example, it is known that the classes are developed using the book provided by the MINEDUC (Ministerio de Educación del Ecuador) and the whiteboard. Also, the lack of didact material does not allow the motivation and interest in Reading which causes that the students avoid reading English books or developing any other skills in the language.

Reading skills are essential in the National Curriculum because the students develop some sub-skills, such as a literacy-rich environment, reading comprehension, use of resources and study skills, and cross-curricular content. When teachers do not use correct strategies in classes, the students cannot achieve the standards proposed by the MINEDUC in the National Curriculum. Also, based on the proposed standards, by the end of the last high school year, students should get a B1 English level, but the reality is other, instead of this, the students just learn a mechanic and memoiristic language with the only purpose of passing the academic year.

This thesis aimed to apply didactic strategies to improve reading skills at Unidad Educativa "28 de Septiembre" 2020-2021. This work was socialized to junior students, who are supposed to achieve a B1 proficiency in the English language.

Ecuador is considered a multicultural country that encourages the study of national languages (for example Quichua) and foreign languages (in this case English). Ecuador has changed the curriculum intending to improve English as a foreign language (EFL), especially because Ecuador is a touristic place that can take advantage of the English language. As a result, many travelers visit our country and interact with people; for this reason, learning the

English language is considered a need for people. Finally, it is known that a foreign language is an important subject required to graduate from all the high school institutions in Ecuador.

The present investigation was developed by considering the cooperation of students, teachers, and authorities of the Unidad Educativa "28 de Septiembre" high school, located in Ecuador, Imbabura Province, Ibarra city, specifically Vicente Rocafuerte 681 and Oviedo streets. For accomplishing the thesis work, it is considered the junior students from "28 de Septiembre" high school; ninety-nine students, three courses, and six teachers of English subjects, also this project will develop according to the schedule activities provided by the Author of this thesis according to the beginning scholar year 2020-2021 high land region for its application and executions.

After the delimitation of the problem, it was indispensable to formulate the questions that the thesis answered at the end of the process.

How do the didactic strategies improve the reading skills of the students from "28 de Septiembre" high school? What are the didactic strategies used by teachers? How has literacy folklore influenced reading skills? How do didactic strategies improve reading skills? What are the literacy preferences of the students? How do students feel motivated in EFL classes? How do students develop better English reading comprehension? How do students learn better vocabulary in the English class?

Justification

The importance of this project was oriented to solve a situation that affects many local and national educative institutions. It was evidenced the lack of didactic strategies used by the teacher in English classes, it does not allow the correct learning process in the language learners, the importance of learning English as a second language is seen as opportunities for professional people when they get a job, travel, study and develop themselves.

This thesis aimed to present a guide with innovative and didactic strategies to improve reading skills through literacy folklore from Ibarra city. It will guide the teacher to develop the skills of the students (reading, writing, listening, and speaking), and it will produce future research for developing the learning quality in the country. On the other hand, the thesis considers recovering cultural literacy, and it is based on traditional tales provided by adult

people, the author, and traditional tales from Ibarra city. Today, in a fight against a deadly virus, it is necessary to save the traditional tails of older people in the country to rescue the cultural literacy legacy from Ecuador.

This thesis project has some direct and indirect beneficiaries who will take advantage of those didactic strategies.

The direct beneficiaries were both the principal and the teachers in the high school because they can use the didactic strategies to promote and motive the learning process for their students. Additionally, the students were also the direct beneficiaries because the didactic material was designed for them, through this, they can develop reading skills and other macro skills. Finally, the high school was the last direct beneficiary because the material provided by the author is a research project. As a result, the material can be a support for teachers of the Unidad Educativa "28 de Septiembre" in Ibarra city.

Moreover, the indirect beneficiaries were other educative institutions that can use this thesis project and use this with their students. Also, the students' parents because they can see the progress passively in the English subject of their students and finally the society would take advantage of this research because, at the end of the process, this research work was uploaded to the internet in which people around the world would access with a simple click.

It was considered the knowledge in the English language field and the content development, and it focuses on reading skills. Finally, this thesis counts the permit from the Unidad Educativa "28 de Septiembre". the academic authorities and the administrative authorities support the implementation of innovative didactic strategies to improve the students' reading skills.

Impacts generated by the research

This research project was focused on the development of reading skills in the students of the Unidad Educativa "28 de Septiembre". It generated impacts that contributed to the field of linguistic, academic, and reading skills development.

- **Linguistic impacts**

This research work contributed to junior students at Unidad Educativa "28 de Septiembre" to develop reading skills by applying didactic strategies and innovative reading resources according to their reading appreciation.

- **Academic impacts**

By the use of innovative didactic resources as traditional tales to teach reading skills, English teachers from the institutions could improve the performance in the reading of the students getting positive outcomes in reading skills development.

- **Reading skills impacts**

This project benefited students at Unidad Educativa "28 de Septiembre" providing strategies that allow the development of reading skills (skimming, scanning, reading comprehension, vocabulary acquisition, predicting, questioning, retelling, etc.) through traditional tales to motivate students' reading.

Objectives

General objective

- Determine the traditional tales as innovative didactic strategies to improve junior students reading skills at 28 de Septiembre High School.

Specific objectives

- Search the incidence of traditional tales to develop reading skills in the students.

- Apply the traditional tales as innovative didactic strategies to improve reading skills.

- Provide a didactic guide of traditional tales to improve reading skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1.   Teaching English as a Foreign Language

Teaching English as a Foreign language (TELF) involves the art of teaching in countries where the English language is not the mother tongue (L1).

More than one billion people around the world speak the English language the majority of them are not native speakers, which means people from countries all over the world speak English. With the globalization on the internet, international business, medical and technological advances, learning and teaching English are seen as a necessity to get better opportunities in the business world. For those reasons teaching English as a foreign language is needed as a profession that allows global communication (Eslteacheredu.org, 2020).

TELF involves the capacity of teachers to articulate an interesting, exited, and motivational class to students who feel comfortable learning the target language, it requires bilingual educators that manage and have the vocation to teach a language.

The teachers manage academic activities to improve the performance of the language learners, these activities are Planning lessons, providing accurate feedback to the students, creating evaluation assessments, and creating their academic materials and resources to give a meaningful class (Eslteacheredu.org, 2020).

1.1.1.   Why do students need to learn English?

The English language in Ecuador plays an essential role in the learning process of students. It is because it develops the macro skills of the students and macro skills roust the educational quality. The English subject according to the national curriculum stated the English language must be taught in all levels of education in the country: these are "Elemental, Media, Bachillerato y Superior" according to Curriculo del Ecuador (2019)"In terms of L2 English competence, by the end of BGU learners will demonstrate at least a CEFR Level B1 (Threshold) and have a limited but effective command of the spoken language" (p. 198). The author expresses that B1 is the standard knowledge profile of all students who learn English as a subject.

1.1.2. Didactic strategies to teach English as a Foreign Language

Didactic strategies are procedures, actions, techniques, approaches, resources, and methods used by teachers in classes to achieve the learning objectives of the students.

Didactic strategies can be seen as an organization of learning and teaching process structure to accomplish goals. It implies that students learn the academic content of the subject and the knowledge of the subjects; on the other hand, it develops other kinds of capacity in the students, as well as cooperation capacity, respect among students, organization, and other kinds of values that human beings must develop (Navarro & Piñeiro, 2012).

They express didactic strategies, organized processes that have learning purposes, aims, and objectives for students, and they also enforce social capacities to develop as integral people. According to Castañeda-Peña, Calderón, Borja, Quitián, & Suárez (2019): "The didactic strategies provide the elements for results assessment, hence their articulation and interdependence with the hypotheses raised on the progression of learning and with the set of materials and mediations selected to carry out the planned activities" (p. 91). The importance of didactic strategies is defined by the successful interaction between teachers and students. Didactic strategies allow students to promote learning with planned activities, materials, approaches, and assessments used by teachers in classes.

1.1.3. Didactic strategies applied in class

Teachers use didactic strategies to achieve learning goals in students. The didactic strategy is like a tool to use in class to improve student learning.

1.1.4. What is didactic?

Teachers use didactics to teach based on different methodologies, approaches, and strategies to accomplish learning purposes. Didactic is the ability to share and communicate knowledge with learners and means that teachers can use appropriate teaching methods to achieve pedagogical objectives and goals in classes (Joshi, 2018). The didactic can teach and use different methods, techniques, resources, and strategies to fulfill the learning of the students.

1.1.5. What is a strategy?

A strategy is a process that implies a set of actions to achieve an objective. This term is used in education, and it allows an organized process to follow to accomplish academic outcomes. A learning strategy is actions guided by the achievement of learning objectives and consists of adapting activities, techniques, and methodologies to develop student learning purposes (Conte, 2017).

It means that learning strategies are actions planned by teachers to achieve students' learning aims. It is a process that involves a process of organized and procedural activities for students' applications. Strategies should be flexible to improve the applications of different learning strategies in classes.

1.1.6. El Plan Lector Institucional

El Plan Lector Institucional is how the institutions provide National reading resources to promote reading appreciation skills in students from all the Ecuador to motivate students to read and preserve national literature MINEDUC (s.f).

The reading plan wants to preserve history, traditional tales, novels, narrations, etc., and promote reading in the students through a didactic plan called "Yo Leo". El Plan Lector Institucional is multidisciplinary, which it means is not focused on one subject, it wants to generate reading habits in any subject or thing that students want to read, the main aim of this project is to achieve students reading almost thirty minutes per day with the collaboration of educative community (students, academic authorities, teachers and parents) (Ministerio de Educación, 2019).

The government applied didactic strategies to promote reading activities in the student, MINEDUC wants to preserve tradition and culture through the implementation of reading and writing programs such as "Fiesta de la Lectura" and "Para Leer la Vida: Abuelos y Nietos", it shows the importance of teaching and learning reading in the country.

1.2. Macro-language skills

The English subject has four macro-skills (Reading, writing, listening, and speaking). It is essential to mention that to develop productive skills (speaking and writing (writing and

speaking) and receptive skills (reading and listening), to develop receptive skills (listening and reading) to communicate something in the target language. According to Sadiku (2015)

> Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most importantly, confidence. (p. 30)

> Language skills are divided into receptive arid productive ones. Receptive skills include listening and reading, while productive skills include speaking and writing. Language skills could also be divided into aural and graphic ones. The aural skills deal with listening and speaking ability while the graphic skills focus on reading and writing (…). Extensive exposure to receptive skills leads to the productive one. (Al-Jawi, 2010, p. 2)

Language skills have two macro divisions of skills because two of them (Reading and listening) give input, but the others give output (writing and speaking)

1.2.1. *Receptive skills*

Receptive skills, also called passive skills, are the ways to receive a language. It can be through Reading and listening. The typical examples of acquiring a language may be listening to a song or reading a book. Receptive skills provide input that will be used when we talk and write something. They provide comprehensions to understand words and meanings and motivate to understand the use of the language. Al-Jawi, (2010) states, "Receptive skills are how people extract meaning from the discourse they see or hear" In other words, receptive skills decode symbols and sound to understand the meanings of languages. According to Al-Jawi(2010): "There are generalities about this kind of processing which apply to both reading and listening" (p. 3).

Receptive skills can read and listen to a language; for this reason, Reading and listening are receptive skills. "Listening is stage one of responding act of a communicating event. Listening is a sustained effort to receive sound and make meaning" (Sreena & Llankumaran, 2018, p.671). It means that these are necessary to develop proficiency in the language learning process, productive skills allow to develop output, and receptive skills allow to acquire input required to learn a language.

Table 1

Receptive skills

Definition	Receptive Skills
These skills make meaning to the words and sounds, and it is the input necessary to understand how a language works.	Listening receives input through auditive sound.
	Reading receives input through visual words.

By: Alexander Recalde retrieved from Al-Jawi (2010).

1.2.2. *Productive skills.*

Productive skills are speaking and writing. The learners who possess efficient, productive skills can produce something, also known as active skills. Learners must generate language to communicate their ideas in speech or text (Sreena & Ilankumaran, 2018). Thus, productive skills are the product of receptive skills. In other words, first is necessary to understand how language works through listening to produce speaking.

Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language, the more proof we have proof of the progress in the learner's language system. (Rhalmi, 2020)

In other words, productive skills manifest language skills because that is the output produced by each person.

Table 2

Productive skills

Meaning	Skills

Productive skills are the skills that people can produce in a spoken way and written form.	Speaking produces output through spoken words. Writing produces output through written expression.

1.3. Reading skills

1.3.1. What is reading?

To understand the importance of reading, it is necessary to see that many years ago, reading was seen as an entertainment activity, recreational activity, inclusive as a hobby. "It is a well-known fact that when there were no televisions or computers or other forms of entertainment, Reading was a primary leisure activity among the educated lot…because Reading offers a productive approach to improving language- vocabulary and word" (Sidaku, 2015, p. 30).

Reading is an exciting activity that increases vocabulary and offers entertainment. It is known that a book can be more excited than a movie, inclusive, more complete given readier detail that in the film do not exist. Reading also has some advantages in language skills development.

Sidaku (2015) states: "when you acquire a rich lexicon, you can improve your listening skills, listen and understand more; after that, you write better with more words to choose from; obviously, you can speak better because of your intense word power".

Reading is a process that implies decoding a series of symbols and understanding the meanings of words. In other words, decoding is the actions of reading characters like the alphabet, vowels, and letters in a text and understanding the cognitive process in people's understanding of words' meanings.

Reading is not just a receptive skill; it is a cognitive process of decoding the meaning of words. According to Shihab (2011): "The reader interacts with the text to create meaning as the

reader's mental processes work together at different levels" (p. 209). Reading is the interaction between the text and the reader, and the provide words, meanings. Finally, the mental process comprehends these words to understand the text.

1.3.2. *What is a skill?*

It is the capacity to do an activity with satisfying results. Skills are the product of practice and training to acquire proficiency in a specific activity or job.

1.3.3. *The Reading skills*

Reading is an exclusive human skill. It is acquired at an early age, giving us the capacity to understand a group of symbols containing information, thus reading develops cognitive skills and knowledge acquisition. Reading can consider as an interaction between the readers and text, and it means readers as receptors get the information to increase ideas and knowledge about something (Tovar, 2015).

Reading skills is the successful capacity to decode words and understand their meaning. Enrichment vocabulary is a fundamental part of Reading, developing comprehension, and reading proficiency reading language skills. Al-Jawi (2010) states:

Good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave school. Through the rich language environment, readers can acquire a large vocabulary and an implicit command of the limitless language forms, pleasurably and almost effortlessly. Good writing is probably the product of Reading, too. We learned to write our mother tongue largely as a consequence of Reading, not by practicing spelling and writing. Clearly, reading in the foreign language deserves attention, and reading passages should not be viewed merely as a springboard for speaking or writing activities. An aim of most language teaching programmed should be to develop the students' reading competence. (p.14)

The Autor expresses the reading skills as acquisitions and development of reading competencies. These competencies are the enrichment of new vocabulary, comprehension of

words, and motivation that goes beyond reading skills, and motivation to express the development of intensive and extensive reading.

Table 3

Common reading skills

Reading skill	Definition	Allow
Scanning	It is a skill in which the readers are looking for specific details or information briefly in the text.	Read and skip faster from one paragraph to another. Find specific information. • Names • Statistics • Facts • Dates
Skimming	It is a skill in which the readers are looking for the main idea, general overview, and summaries of the information from the text.	Understand the main Idea of the text Making summer from the text Identify the general idea
Intensive reading	It requires familiarizing with the text it is using to complete tasks or activities in class	Complete task base on reading Get knowledge in the academic field Identify the elements of the text List a chronological order
Extensive reading	It is an activity done by readers in their free time as a confutable activity to relax and enjoy, it is an activity that student does for pleasure without obligations.	Develops general skills of reading Relaxing activities

Note: Made by the researcher with information taken from (Gordana, 2021)

1.3.3.1.   Reading Sub skills

According to Albenda (2020): "The language skills of speaking, listening, writing, and reading are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills". Thus, reading skills have some subskills to domain the reading skills.

Figure 1

The receptive skill of Reading
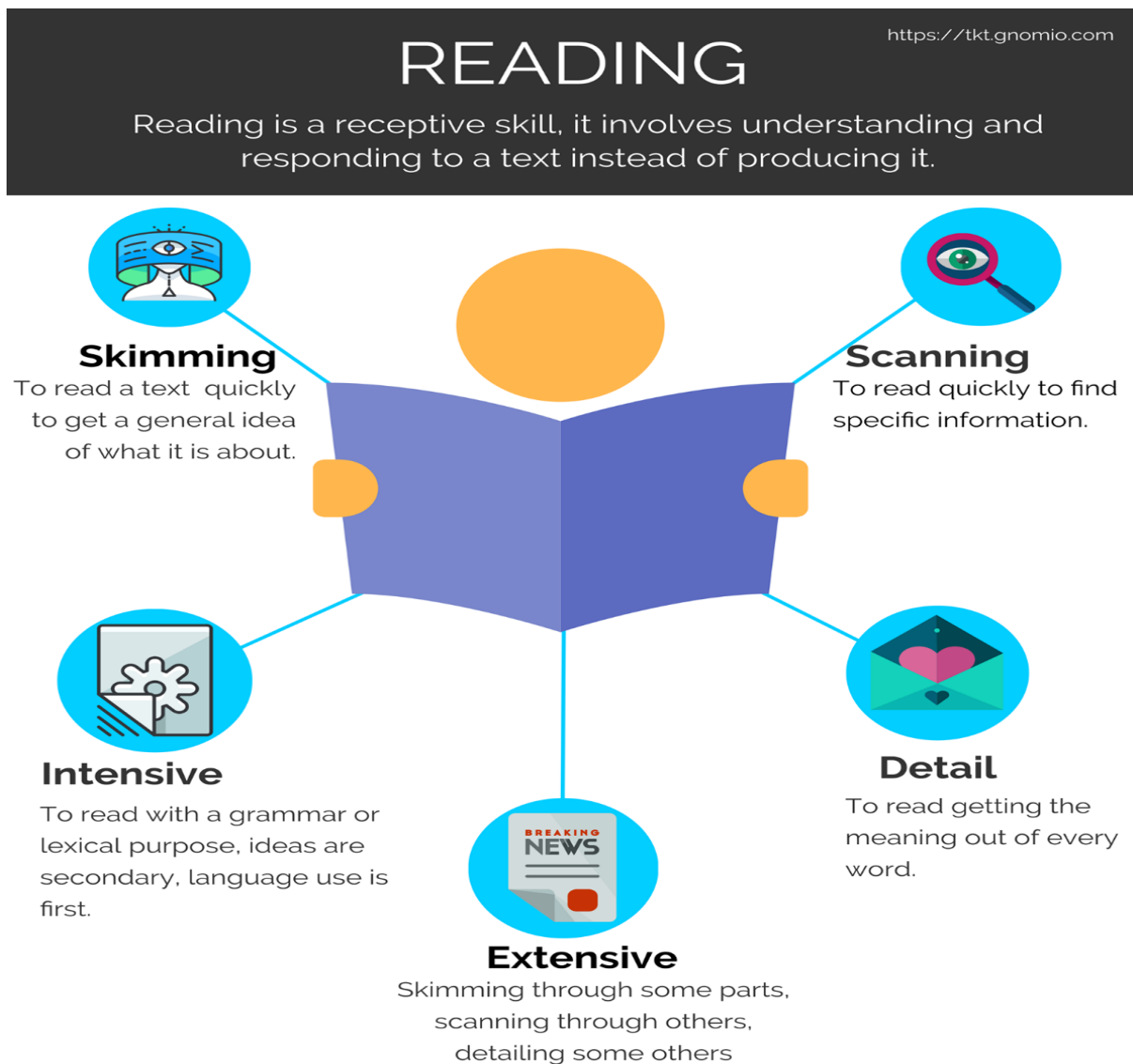
Note. Reading subskills. Retrieved from (Englishgain, 2018)

According to (Karakoc, 2019) his is a list of activities to develop sub-skills.

- Identifying a referent word in a text

- Completing a sentence or paragraph with missing words or phrases
- Matching headings to a paragraph
- Choosing an appropriate title for a text
- Inserting a sentence into a gap in a text
- Translating a sentence into a native language
- Recognizing or using grammar or grammar points in a context

Table 4

Reading subskills

Sub skill	Description
Vocabulary acquisition	Acquire new vocabulary through reading text. recognizing words using phonological knowledge
Syntax	Recognize grammatical structures with the patterns in the texts.
Explicit information	Find literal information explicit in the text, it means information that is literal in the lectures.
Connecting	Understand the relation and organization in the text
Summarizing	Summarize information trying to understand most of the text in little paragraphs.

Note: Made by the author of the research work with information taken from (Li, 2013)

1.3.4. Teaching reading skills

Reading is a process of recognition, understanding, and decoding written words. It allows a set of opportunities in the professional field and it is indispensable for life. The importance of Reading in the English language starts with the most common language that people around the world use is English, for business, education, tourism, etc., for those reasons teaching a second language is essential with the correspondent skills. The reading skills in TELF is a process in which teachers take into account the next objectives:

Figure 2

Teaching Reading Objectives
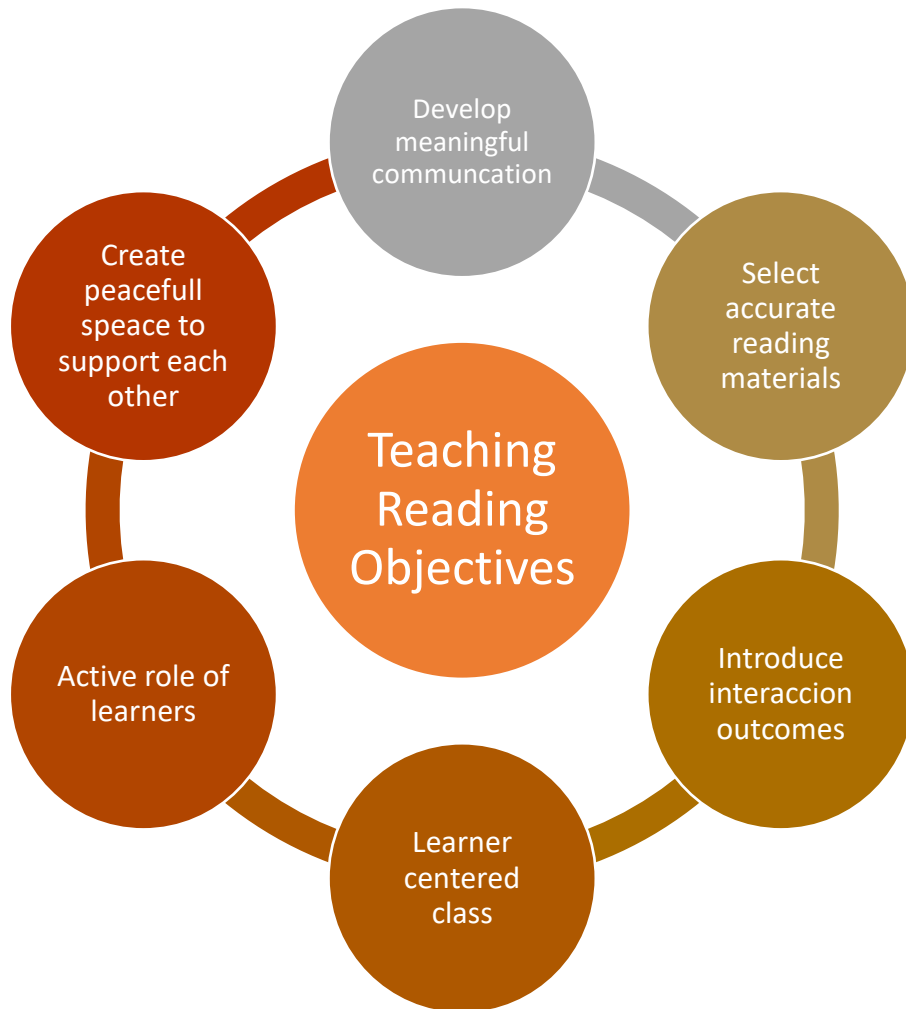
Note. Reading skills Objectives, Elaborated by the research of the thesis work, Retrieved from (Khan, 2007)

Reading is a process that involves knowledge of words, students' participation, motivation and interaction, and everything that contributes to text comprehension. Also, the teachers are involved in the process, they must select the correct appropriate text for students, vocabulary, the structure of sentences, classroom procedure, and skills development (Khan, 2007).

The art of teaching reading involves students' and teachers' participation, the role of teachers must be the facilitator of reading resources and opportunities to interact in class. The students have to accomplish the active role of their learning to achieve meaningful full learners

1.3.5. *The Reading Process*

In reading exist three principal stages of Reading, the first one is before Reading, the next one is during Reading, and finally after Reading. These compositions content the process of reading in action.

Table 5

The Reading Process

Before / During/ After Reading

Prereading (Before)	The reader sets in mind a purpose and a reading plan.
During reding (during)	The reader thinks about their purpose for reading and their prior knowledge.
Post-reading (After)	The reader thinks about what they knew before reading and what they learned or what connections were made during reading and then links this information together to build new knowledge.

By: The author of the research work with information taken from Repositorio UHN. Source: http://repository.uhn.ac.id/bitstream/handle/123456789/2555/Pranika%20Simbolon.pdf?sequence=1=y

1.3.6. *Reading didactic strategies*

Implementing proper didactic strategies to learn reading skills is necessary to acquire meaningful learning in students. Didactic strategies provide the correct way to learn skills and enough knowledge to achieve learning language goals (Dunia & Milagro, 2012).

(Dunia & Milagro, 2012) provide a list of didactic strategies for learning a language that involves the development of reading skills.

1.3.7. *Language didactic strategies*

Table 6

Language didactic strategies

Didactic strategy	Skill development	Objective
Irregular Tense Verb Bingo	Listening Reading	Identify the past tense of playing a bingo game. To reach toward the instructions for setting a task.
Image sentences	Writing Reading	To Identify specific information from pictures To develop reading through reading visual sources
Sequences tale	Writing	To tell a routine with familiar language To write the most important facts To order information as a tale
Observing people	Reading Writing Speaking	To use the target language to describe yourself To write the description by other students To read the descriptions about yourself
The magic ball	Writing Reading	To write sentences to predict the future To predict what is happening in the future with the information given by them To read what is happening in your life
Guess the verb tense	Reading Writing Listening	To guess the verb make general predictions To listening short part of a song To complete worksheets using song hearing verbs

Note: The table shows didactic strategies used in classes to improve reading skills in the students.

By: The author of the Project with information taken from Dunia & Milagro (2012)

1.4. The Narrative Genre

The narrative is how people tell stories, stories, novels, legends, myths, and fables. Genre means a style or group with a specific characteristic.

The narrative genre is a literary genre that is generally written or oral, in this way relating stories or events that may or may not be imaginary, these usually include the characters and describe in detail how each of them unfolds during what the work would be, his feelings, his thoughts, the way he sees things and the obstacles that affect him through it. (Calderón, 2020)

The narrative genre is spoken or written, and the objective is to tell a story. It can be fiction, nonfiction, comedy, tragedy, etc. In a particular place, context, and time, it can express different expressions of the literature, narrative. In other words, it is multifunctional.

1.4.1. The narrative genre classification

Table 7

Classification of narrative genres

Genre	Meaning
Tales.	It is a kind of story involving a set of events in a specific structure, Beginning, middle, and end.
Myths	It is a set of cultural ideologies, religions, and beliefs exposed to supernatural beings' existence.
Legends	It is a set of cultural beliefs, traditions, and religions that expose an ideology or a representation of supernatural events.
Fables	It is a story that attracts people's values and morality to change to improve them.

Novels	It is based on a real event, it has a more complex structure, and the objective is to catch the attention of readers, telling a story through real events. Attention

1.4.2.   The Narrative Genres

Table 8

The narrative genres.

Fairy tales	It is a fantastic story with an unspecified time, place, and it can be a true story or a fiction story, it contains magical and inspected moments, and commonly it has a happy end.
Legends	It is a story in a specified time and place, the main characters are human, but most of the legends contain supernatural creatures like witches and ghosts.
Saint's legends	It is used to tell stories for holly persons, or holly thing, this kind of stories are used in religions.
Urban legends	Also called contemporary legends, the main characteristic of this story is the time in which it takes place in modern times and people continue to believe in these stories.
Personal narratives	It kind of story told in the first-person, it stories relates own experiences, memories, and personals narrator's actions in the past.
Riddles	It is a short statement with a question and an answer.
Situation puzzles	It is a narrative riddle. The main characteristic is the listeners want to solve this riddle and lead with the situations. The narrator said yes or not when the listeners answered the riddles.

Jokes	It contains jokes. The primary purpose of this kind of story is to provoke laughter from the listeners, and most of these stories are short.
Songs	The songs are traditional. In every place, it tells stories about significant people, wars, and tragedies.

By: Alexander Recalde retrieved from Nguyen, Trieschnigg, Meder, & Theune (2012).

1.4.3. Tale as a cultural heritage

The stories tell different stories from all over. They can be considered treasures. Bruford (2007) said during the years, and people sat around a fireside to tell tales. Some of them teach children values or life lessons to improve people's behavior. Some of them are stories about ghosts, demons, gods, authentic experiences, and fictional stories. This allows the creation of folklore stories properly for every group of people. It becomes a part of tradition and culture passed during the generation, producing a cultural treasure and folklore. Those folktales help a lot of writers as a motivation to create new tales inspired by their folktales.

1.5.   The traditional tales

Traditional tales are oral narrative stories that express the folklore, believes, thinking, experience, and anecdote of a specific group of people, passing through the years and generations.

Traditional tales come from the storytelling tradition. Myths are considered traditional tales; legends, fables, folktales, and fairy tales are considered traditional from every culture. They can vary some characteristics of the stories, such as characters, time, and events, but each is viewed as a traditional tale (CyberBridge, 2020).

1.5.1. What is a tale?

It is a story or narration with nonfictional or fictional characters. In most cases, the extension of the tales is short, and it has a specific structure beginning, middle, and end. Years ago, tales were known only through oral form, and over time, tales were registered and transmitted with other formats. "Tales can be true or fictional, but they generally consist of a

narrative, with a beginning and an end, made more interesting and exciting with vivid details (Wilcox, 2021). Tales can teach a lesson like values, history, vocabulary, and they can be used for academic purposes.

1.5.2. *What is traditional?*

Traditional is everything about customs, believes, traditions or actions, done by people during generations. It means a manner, ways, and behaviors people adopt or learn and continuing through time without changing (University Press Cambridge, 2020). In other words, every kind of activity done for people through the years can be considered a tradition, done by a specific group of people.

1.5.3. *The incidence of tales in language skills*

Tales play an essential role in EFL class. They can help students develop English language skills, which means students can watch for specific details in Reading and comprehending sentences and paragraphs, develop reading comprehension, build imagination, and understand the context of an imaginary situation. Tales convey a message through a narrative story that develops life lessons and learning. García (2014) explains that tales are based on intellectual development in the students. It allows them to understand things more quickly, their cognitive skills will become more confident, and they develop memory through imaginary things. It means that tales have advantages used to develop cognitive language skills.

Teachers use traditional tales to engage motivation, vocabulary development, reading comprehension, and other advantages, Chaemsai & Rattanavich (2016) state: " Tales… improve development in English reading comprehension and ethical awareness" (p.25). In other words, narration and tales play an essential role in the class in developing reading skills because the students read through an exciting narrative tale.

1.5.3.1. Tales teach values

The use of tales in education is not new. Through generations, tales teach stories with messages; in other words, it contributes to developing imagination and enforcement values. Lepin (2012), "Fairy tales may contribute to the enrichment of a young reader's knowledge in several ways. They teach morals and values highlighting the universal norms and standards of

language existence" (p. 5). The author expresses the use of fairy tales in education can go beyond only developing language skills. Fairy tales can contribute to building and enforcing values and morality, and finally, tales are enjoyable for children and understandable for everyone.

1.5.3.2.   The importance of tales on reading

Before Television or radio programs, reading books was an enjoyable activity or hobby to spend time in free time. It is because reading itself promotes imagination with its stories and tales. These stories provide an imaginary and interesting world, and consequently, the people who are reading books develop reading habits and reading skills (vocabulary acquisition, reading comprehension, accuracy, and proficiency), good stories teach a life lesson, such as teaching values, good behavior, and consequences of actions (Cameron, 2001, as cited in Lepin, 2012). It means tales are helpful to develop reading skills. It is used in education because it catches the learners' attention and allows the development of different skills, especially for reading.

1.5.4. The use of tales to develop motivation

The use of tales in EFL classes motivates the students to understand a story and its message, and it is because tales have the characteristic of catching the attention of the students. After all, if used with the correct strategy, students will receive the information, process, learn, and be motivated to continue reading. Motivation plays a vital role in the language learning process:

Cowie & Sakui (2012) state that learning an L2 is challenging to keep studying, make progress, and sustain enthusiasm. The students required high levels of motivation. To help students, many types of practical motivational strategies are available and can be applied inside and outside the classroom to engage in reading activities and the development of reading skills.

The author states that motivation empowers students' skills and learning competence. Tales raise interest and inspiration in the reading process and promote learning motivational strategies to develop reading skills in students.

CHAPTER II: METHODOLOGY

2.1.   Types of research

To develop this project, it was necessary to apply a mixed methodology, which involved both qualitative and quantitative research methodologies.

According to Halcomb & Hickman (2015): "Mixed methods research involves using qualitative and quantitative data in a single research project. It represents an alternative methodological approach, combining qualitative and quantitative research approaches" (p.2). In this case, the mixed methodology allowed the achievement of the main objective which was the application of innovative didactic strategies to develop reading skills in the students at "28 de Septiembre" high school. This kind of methodology also made it possible to accomplish the proposal that was the design of a guide with strategies in order to develop reading skills in language learners.

In this project, qualitative research helped to complement the theoretical framework and specific information that was relevant for accomplishing this project and proposal. Finally, it allowed succeeding the objectives of finding different kinds of strategies to develop reading skills. It consists of a set of interpretive material practices that make the world visible. "It is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter" (Mohajan, 2018, p. 2). In other words, there were both subjective and objective results.

Quantitative research was an inquiry process of understanding based on a methodological tradition of inquiry that explores a problem, which enables the construction of a complex, holistic picture, analyses words, report detailed views of informants, and conduct the study in a natural setting. (Bacon-Shone, 2015, p. 40)

This kind of methodology was necessary because, through them, it was possible to apply different tools to collect data: surveys and questionnaires. Finally, it allowed to achieve the specific objectives, which were the didactic strategies determined by the participant teachers. Surveys also provided the essential data to develop the proposal, which focuses on the requirements of students and teachers.

2.2. Methods

This project used the inductive and deductive approaches because it was supported by the qualitative and quantitative collected data.

1.5.5. Inductive research

It starts with a research question, and it must be subjective because it begins in some cases with an empiric observation, then it wants to recognize a pattern, and finally, it develops a theory. DeCarlo (2021) expresses: "Thus, when researchers take an inductive approach, they start with a set of observations, and then they move from those particular experiences to a more general set of propositions about those experiences" (p. 105). In other words, it helped us to collect the data from interviews applied to teachers in this process.

1.5.6. Deductive research

It starts from a hypothesis and wants to prove a hypothesis with a procedural collection of data to support and verify the information. DeCarlo (2021) states: "A deductive approach to research is the one that people typically associate with the scientific investigation" (p. 105). It means that the deductive method helps to collect data support ideas based on facts and previous investigation.

2.2. Techniques and Instruments

This section was developed for determining the instrument of data collection, this process was possible with the instruments that allow the analysis of information, it allowed the accomplishment of the objectives for this project and the correct design of the proposal, it was necessary to consider the mixed methodology because it was more flexible and allowed the development of different data collection instruments and results.

1.5.7. Interview

Interviews favored gathering qualitative data from participants. It is a set of questions in which the researcher asks academic questions related to the research and the participants' answers according to their knowledge and their perspective about the topic.

Interviews may be structured in different ways. At some point, though, whatever has gone before, you will in most cases find yourself being formally interviewed face to face by one, two, or in some cases, several interviewers at the same time (Careers Service, Aberystwyth University, 2014, p.1)

. In other words, interviews are structured questions, they provide information in meeting with other people. In this case, the interview was for English teachers at Unidad Educativa "28 de Septiembre". The aims of this interview were the identification the problems and limitations that teachers faced when they teach reading skills and propose a solution through a didactic guide (the proposal), Moreover, it was created a set of questions to understand common problems presented by students in the English language skills development, how they solve this kind of problems, and what didactic strategies and resources they use in classes to improve reading performance. Before applying the interview, these questions were validated by the director of this research work and these were in English language (Annex 5) because these were focused on English teachers, after that, the researcher proceeded to socialize at intuition. Finally, three teachers participated in the interview given advice, opinions, and tips to create and improve the didactic guide using the Microsoft Forms Platform.

1.5.8. Survey

Surveys allow a researcher to have quantitative data provided by a control group, the question must be objectives and well-structured to avoid mistakes. According to Johnstone (2016): "Survey methodologies tend more towards an objectivist position, i.e. one that assumes that social phenomena and their meanings have an existence that is separate from social actors although, this position has been softening somewhat over recent years". It means, its methodology allows quantitative data which can be analyzed and supported by theories. The control group was the junior students (Segundo de Bachillerato) at Unidad Educativa "28 de Septiembre". The courses were 2nd level BGU A, B, and C. (Annex 6) The survey aimed a diagnose students' reading conditions and linguistic preferences, also it was made in English and validated by the research Director, then it was translated to Spanish to avoid students' confusion, finally, it was shared through a link from Microsoft Forms platform. (Annex 7) Fifty-six students answered from ninety-five because of connection issues. The found results helped

to know students' difficulties, reading preferences, level of motivation, proposal interest. It was helpful at the moment of designing the proposal.

2.3. Population identification

The population considered for this research project was the students and, English teachers from "28 de Septiembre" high school to design a didactic guide, which wanted to improve the reading skills, is considered the Junior students from this high school.

Table 9

Population identification

Institution	Level	Students	Teachers
Unidad Educativa 28 de Septiembre	2nd level BGU "A" (Junior Students)	25	3 English Teachers
	2nd level BGU "B" (Junior Students)	14	
	2nd level BGU "C" (Junior Students)	17	
Total		56	3

Note: Made by the researcher **Source:** Secretary of the Unidad Educativa "28 de Septiembre"

2.4. Sample identification

Three courses participated in the survey application, fifty-six students answered the survey, for that reason, the researcher applied a census, which means the entire group of junior students participated in the survey, the number of students was less than sixty and it was not necessary to calculate the sample for the small number of participants.

2.5. Process

This process was started with the theoretical foundations related to this thesis work in order to have accurate instruments, methods, and techniques that allowed one to collect relevant data from students and teachers of the Unidad Educativa '28 de Septiembre'. It was created interviews for English teachers and 56 surviews for students to get information to work on the analysis results and discussion.

The creation of instruments was a process in which the director and the researcher of this thesis work were implied. First, it was created interviews for English teachers to collect important data from professionals in the educational field (the teachers), then it was created the interviews for students of the 28 de Septiembre high school. These instruments were contextualized considering the objectives of the research project, the need for reading skills, and the difficulties in developing reading skills. The interviews (Annex 5) contained six questions, and the surveys (Annex 6) contained ten questions. Finally, those questions were validated and approved by the director of the thesis work before asking for permission from the authorities of the institution to socialize the data collection instruments.

The socialization of the data collection instruments at the institution was a formal process, (Annex 4) it was requested a presentation letter at UTN Secretary asking permission for applying the interviews and surveys in the Educative Institution. After that, the researcher visited the institution. The presentation letter was presented to the high school principal, and it was approved, they gave the corresponding permission and collaboration to apply the data collection instruments.

It is important to mention that due to the COVID-19 restrictions it was not possible to get the complete collaboration of the English teachers and students from the Institution. (Annex 7) They were applied to three English teachers and fifty-six students of the institution using the Microsoft Forms Online Platform. It was applied a census for the students because they were a small group.

When the interviews and surveys were applied, the researcher proceeded to analyze and tabulate the data and results from the applied instruments using both methods, qualitative for English teachers, and quantitative method for students. The researcher used the interpretation of qualitative data to show the teachers' perspective, therefore, he used the statistic to show through bar charts, and pie charts the measurable statistic data results obtained from students' surveys (percentages, numbers, and diagrams).

Finally, the data collected was the referential foundation for the Proposal design, (Annex 8) furthermore that proposal design was socialized to the authorities and English teachers from the high school. (Annex 10) It gave positive feedback from teachers given the researcher the opportunity to apply in a class the proposal strategies in order to demonstrate the practical

foundations of the proposal in the students. (Annex 9) The researcher prepared a presentation using technological tools (Nearpod), a lesson plan which was presented before the class, and a rubric to grade that class. (Annex 11) The assigned teacher graded the class and gave the researcher positive feedback to continue working. According to data collected, analysis, discussion, socialization, and teachers' feedback, the research work was established conclusions and recommendations.

<p style="text-align:center">CHAPTER III: ANALYSIS AND DISCUSSION</p>

This chapter aims to analyze and describe the results obtained from the students' surveys and the teachers' interviews made in the "Unidad Educativa 28 de Septiembre".

3.1.   Students' survey results

The survey was applied to 95 students from 3 different classes (A, B, C) in the 28 September High School. However, 56 students answered the survey, and 39 students did not have an internet connection. The data collection is presented and analyzed in the subsequent figures.

3.1.1. *Students' Reading Comprehension Level*

The bar chart shows the level of English reading comprehension of the '28 de Septiembre' junior students in the educational year 2020 – 2021

Figure 3

English Reading Comprehension level
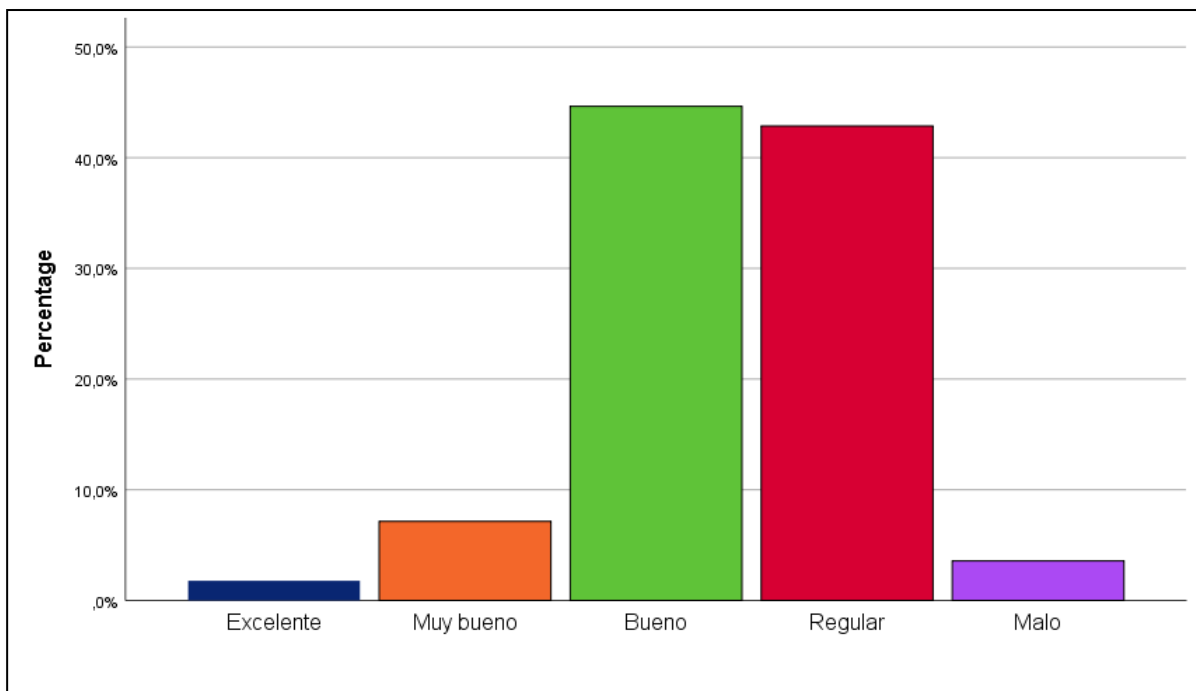
Note: Developed by the author of the research work using SPSS statistics software, survey 2021.

From this bar chart (Figure 3), it can be appreciated that almost half of the participants have a good reading comprehension level with 45%, which shows the necessity to improve reading skills, and close to this, a significant number of participants with 43% answered that their reading comprehension is regular. In contrast, just 1% of the students selected an excellent level of reading comprehension.

Junior students from high school need to have a B1.1 level of proficiency in the English Language. It includes English reading comprehension, identifying the text's central idea, and understanding reading matters in their academic or working context (Ministerio de Educación, 2019). Reading is critical because it allows intellectual development in students. Reading comprehension is a cognitive process that enables the capacity to gain knowledge through reading text (Herrera & Roque, 2020).

Based on the results, a large number of students do not meet the standards proposed by the Ecuadorian government (B1.1 level of proficiency).

3.1.2. *English reading activities in class students' criteria*

This graph shows the students' perception of reading activities in class. The question was about how they perceived reading activities did in classes.

Figure 4

English Reading activities criteria
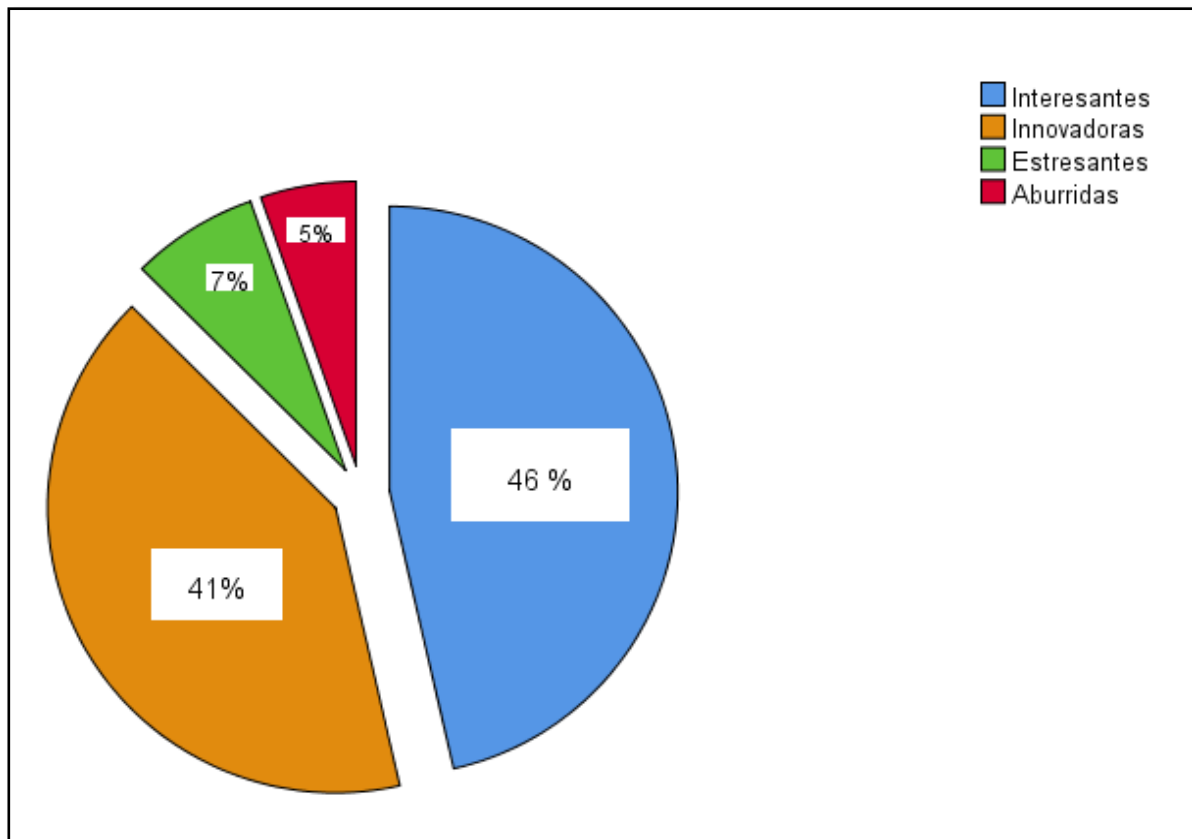
Note: Developed by the author of the research work using SPSS statistics software, survey 2021.

In the pie chart (figure 4), most students with 46% say reading activities are engaging, another considerable number of students with 41%, select the reading classes are innovative. The students express their preferences when they read, which means that English must be attractive and creative.

According to Cabilangan (2018): "The enjoyment of reading literature comes from engaging with themes and topics that are intrinsically interesting" (p. 2). The activities done in English class must be interesting to develop extensive and intensive Reading.

The teachers must design practical learning activities to develop reading literature appreciation skills in the student using innovative and modern ways to teach (Cabilangan, 2018).

3.1.3. Frequency of the English reading activities in the class

The chart shows the frequency of English reading activities in the "28 de Septiembre" junior students.

Figure 5

Reading activities in class
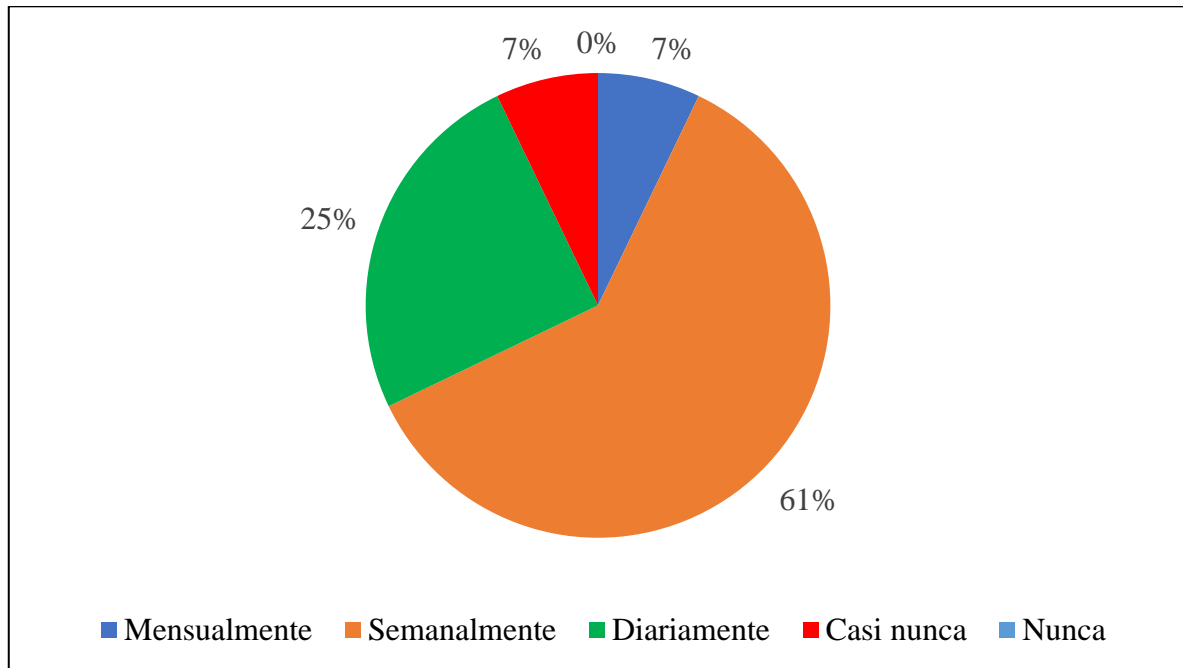
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

From the pie chart (Figure 5), it can be observed that more than half of the participants (61%) do reading activities during English as a foreign language class each week, it is because they have English online courses once per week. The children cannot have more than one hour per day in online classes, and teen students have a maximum of two hours per day (Trujillo, 2020).

3.1.4. *Students' frequent problems at reading text*

The bar chart shows the common problems in the junior students from "28 de Septiembre" high school when they read a text.

Figure 6

Problems at reading text
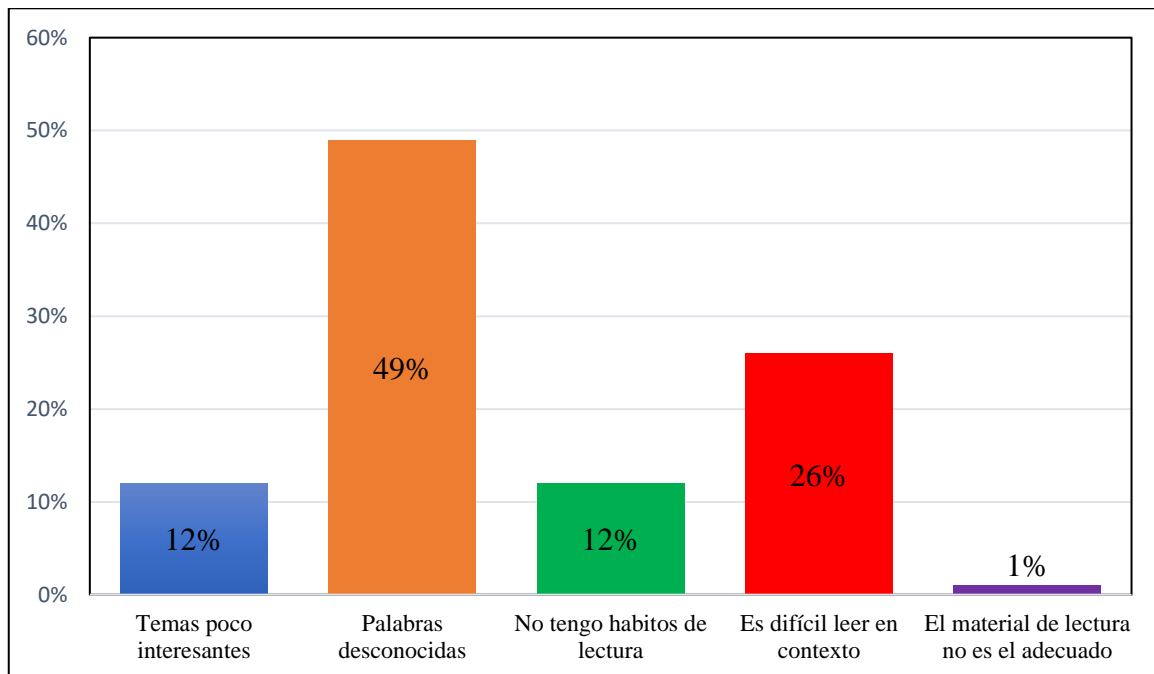
The bar chart (Figure 6) states, the significant majority of participants, with 49 %, express that the standard issue at the moment of Reading is finding unknown words. A little more than a quarter of the students with 26% express it is hard to read in context.

Sammad, Jannah, & Fitriani (2017), the limitation of vocabulary and phrases hurt reading skills. Vocabulary helps to develop a language in an effective way and encourages the development of skills like reading, writing, and speaking (Olimova, 2020). On the other hand, the student explains that it is difficult to read in the context, reading in context help to unlock the meaning of words, sentences, or paragraph through reading unknown words and relate with the known words and context to unlock meaning (Learn English with The Learning Depot, 2020).

Finally, it is necessary to consider the difficulties of developing reading skills, focusing on constructing and acquiring new vocabulary to understand the text.

3.1.5. *Students' preference of reading comprehension activities*

In this chart, the students choose a reading comprehension activity that they want to find or be evaluated at the end of the reading class.

Figure 7

Types reading comprehension activities
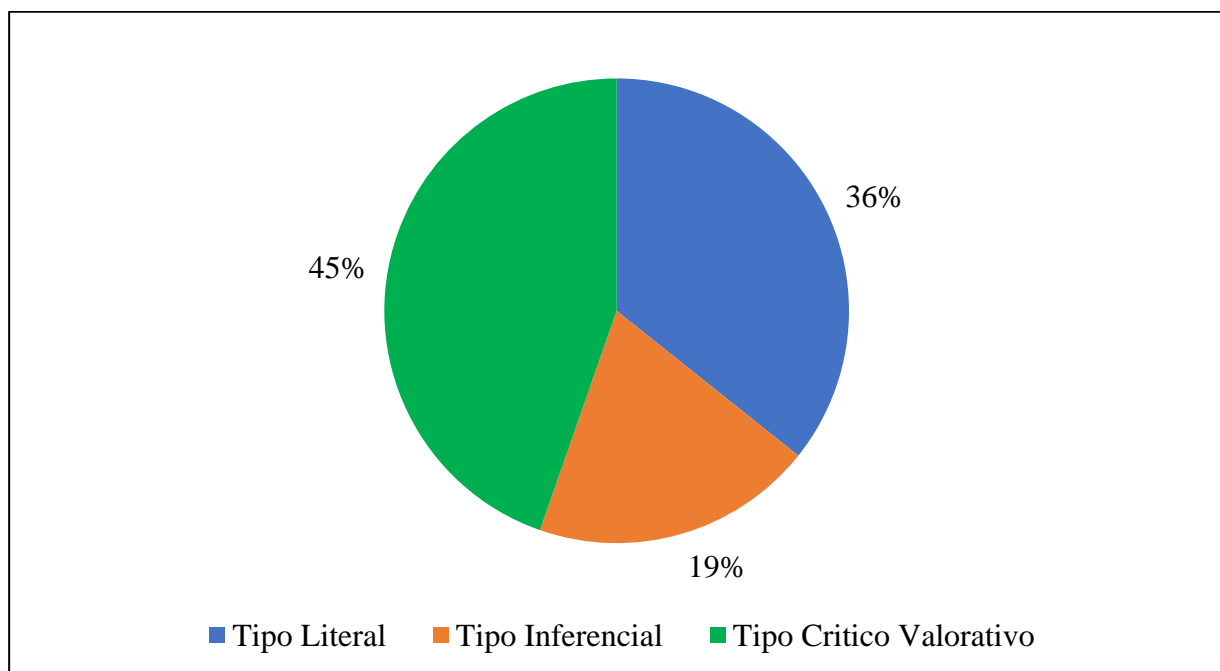
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

The pie chart (Figure 7) shows that most of the students (45%) want critical reading activities in which the reader can express his value judgment about the different text. Still, a significant part of students (35%) prefer literal reading activities, which means they want activities that information is explicit in the text. Literal Reading is the first level of reading comprehension, but it is crucial because it provides the foundation for a more advanced reading comprehension level of text (SUHADI, 2016). On the other hand, the students express they want to do critical reading activities, and they allow reading text also allows speaking about it.

They have other advantages, such as identifying patterns in reading activities and encouraging critical thinking and reflexive analysis (Serrano, 2021).

3.1.6. *Frequency in which students have heard local tales*

The bar chart (figure 7) shows how often the students have listened to local stories, legends, myths.

Figure 8

Frequency in which students have heard traditional tales
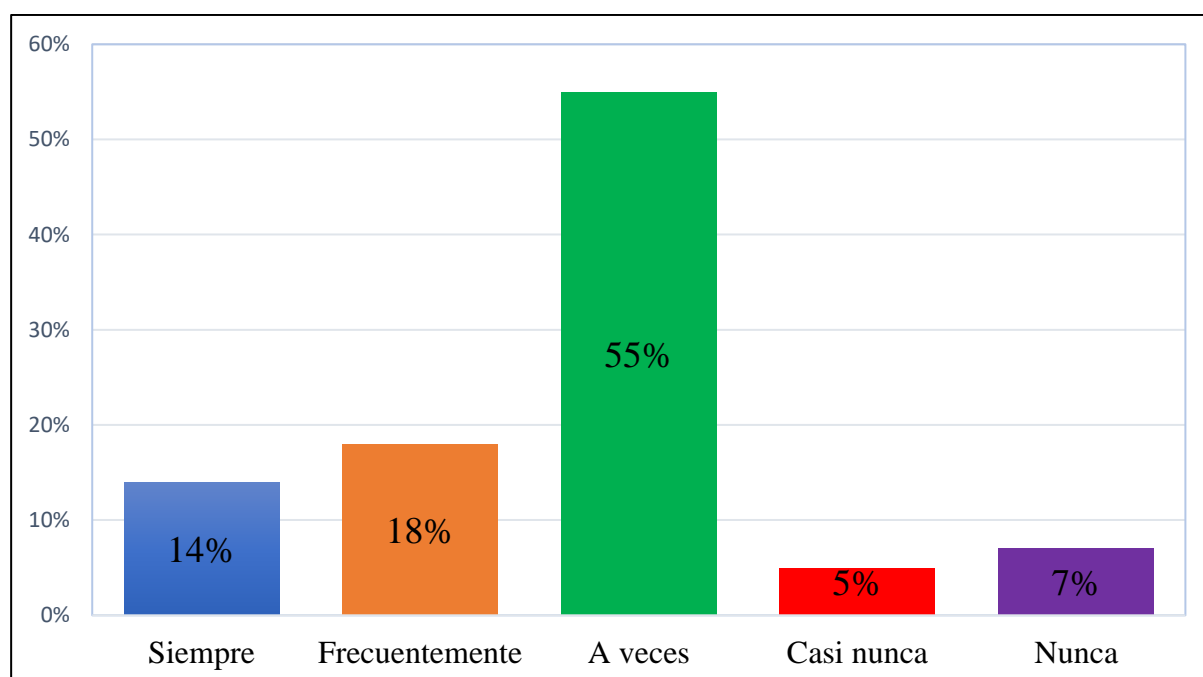
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

The bar chart (figure 8) shows that more than half of the students, with 55% selected, sometimes have heard traditional tales.

Tales come from the storytelling tradition, which means that they pass through the generation of people in oral form. Myths are considered traditional tales; legends, fables, folktales, and fairy tales are considered traditional. They can vary some characteristics of the stories, such as characters, time, and events, but they are traditional tales (CyberBridge, 2020).

Finally, the students reflect that they are losing this kind of storytelling tradition.

3.1.7. Students' interest in knowing about traditional tales

In this chart, the students reflect their interest to know about traditional tales to learn the English language.

Figure 9

Students' interest in traditional tales
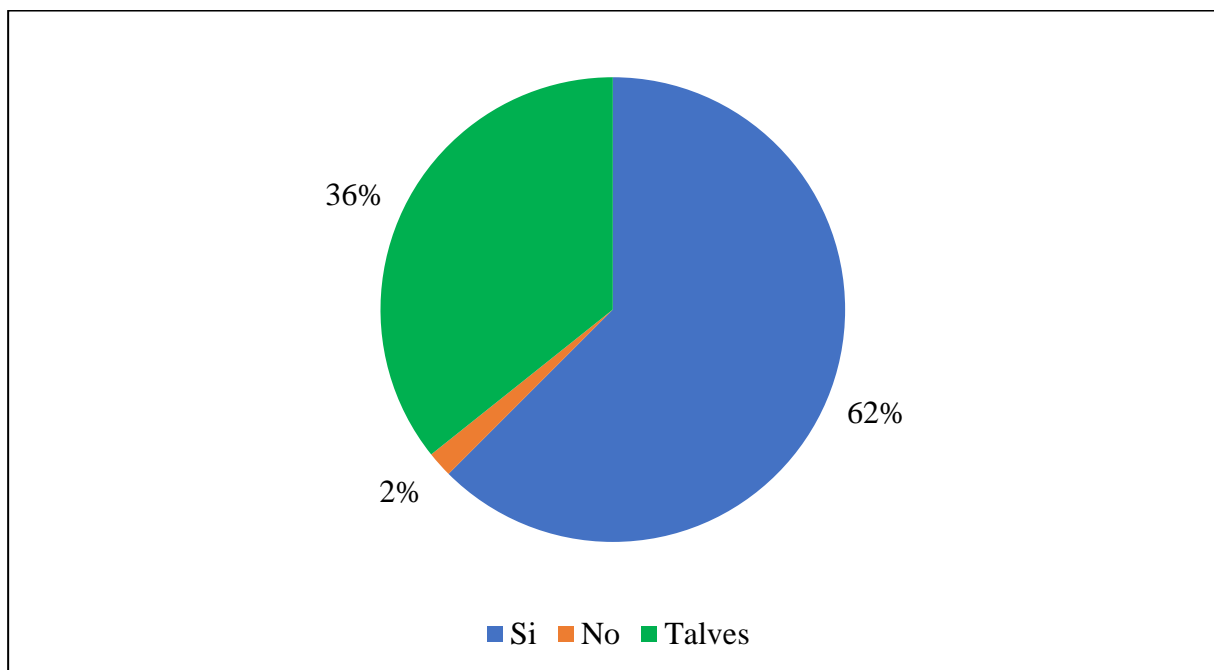
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

The graphic (figure 9) shows that most students, with the 62%, want to know about traditional tales, another big part of the learners said, with the 36% of the students said, maybe they are interested in learning about tales.

According to Starke (2020): "Motivation is the key in promoting a love of literacy in children." It is crucial to consider the student's interest in reading resources used in class to develop motivation in the students and achieve reading competencies.

Finally, the result shows that students the vast majority are interested and motivated to know or read something related to traditional tales to develop reading skills.

3.1.8. Students' criteria about what kind of learning teach traditional tales

Figure 10

What students learn about traditional tales
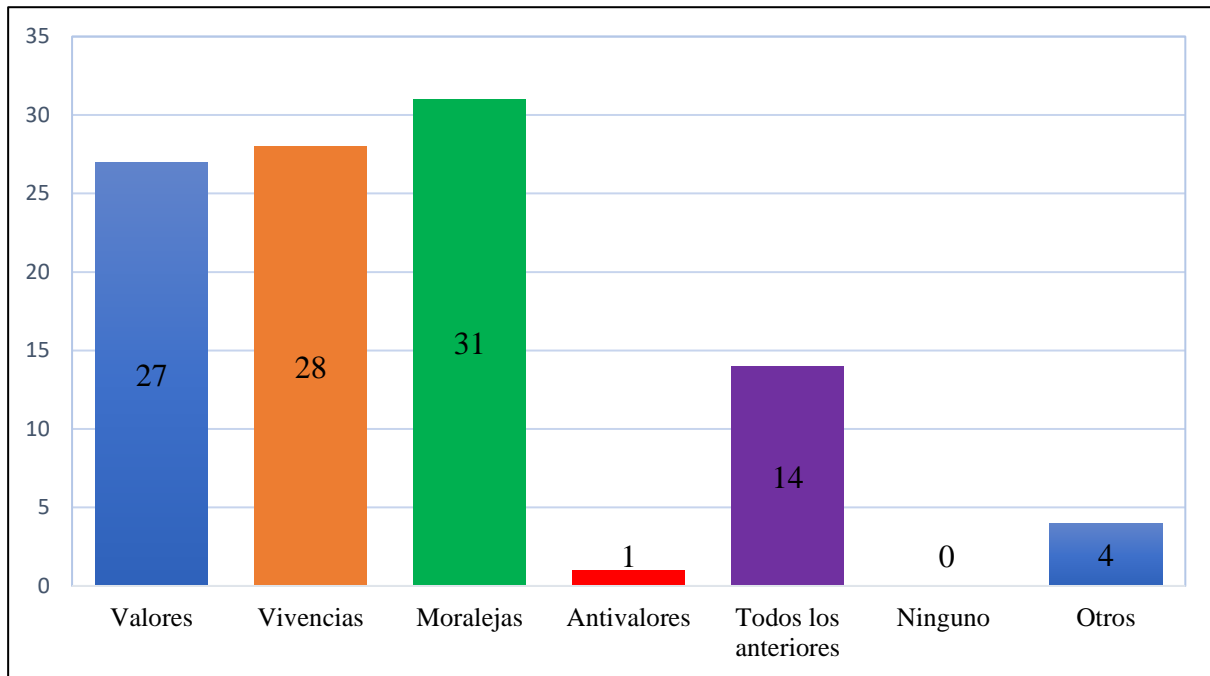
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

In the bar chart (figure 10), most students select that tales teach morals with the 31 answers. On the other hand, a high number of participants select experiences with 28 answers. Near this, a large part of learners selects tales to teach values.

Fairy tales contribute to the learning process of a young reader's knowledge in several ways. They teach morals and values, and others like experiences, behaviors, and highlight the universal norms and standards of language existence (Lepin, 2012)

It means that traditional tales can be used as an instrument to teach and learn more than just reading. Finally, students have an accurate perception of the learning that traditional tales provide to them.

3.1.9. Narrative Preference of narrative genre genre students' preference

Figure 11

Preference of narrative genre
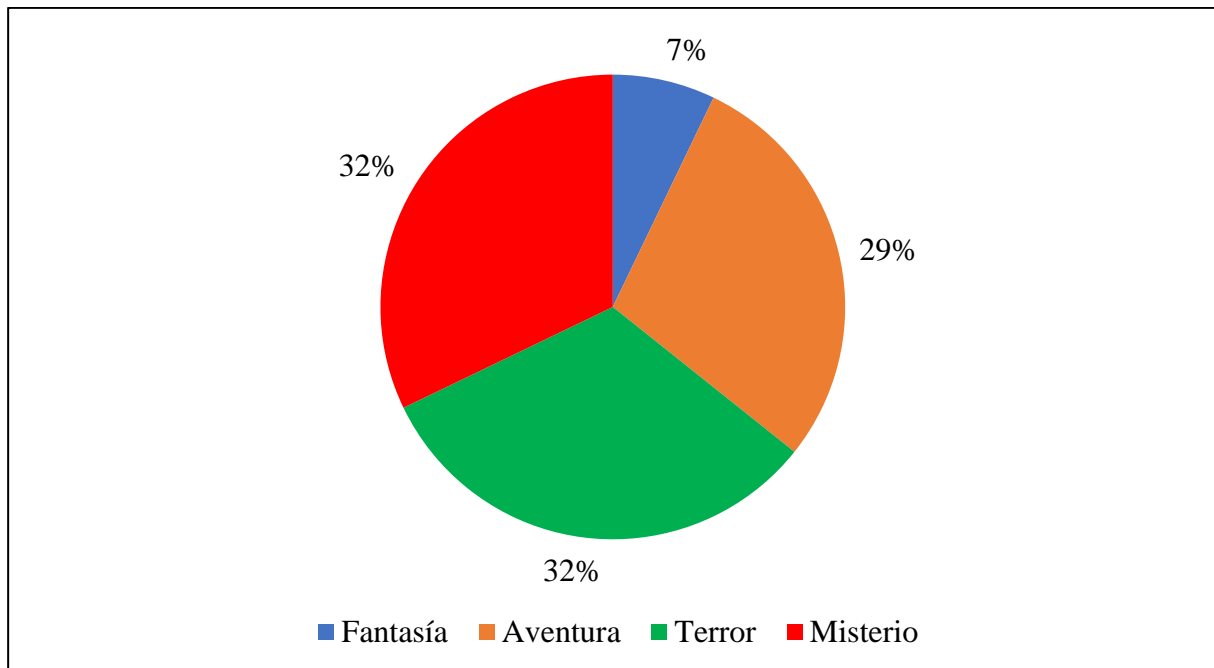
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

The pie chart (figure 11) shows that students prefer horror tales with 32 % of answers, other 32 % of students prefer mystery tales and a near to this the 29% of students selected adventure tales when they read.

According to Starke (2020); "Students should be provided with books that represent all genres so that they can determine what they most enjoy reading" (p.1). For this reason, it is necessary to know the students' preferences to create and provide reading material for them.

Knowing the students' preferences, the teachers must create activities that involve innovative reading activities for them. That is why the proposal must affect the students' reading preferences shown in the research.

3.1.10. Level of student's appreciation about traditional tales as "Patrimonio Cultural"

Figure 12

Students' appreciation of Traditional tales as a Cultural Heritage
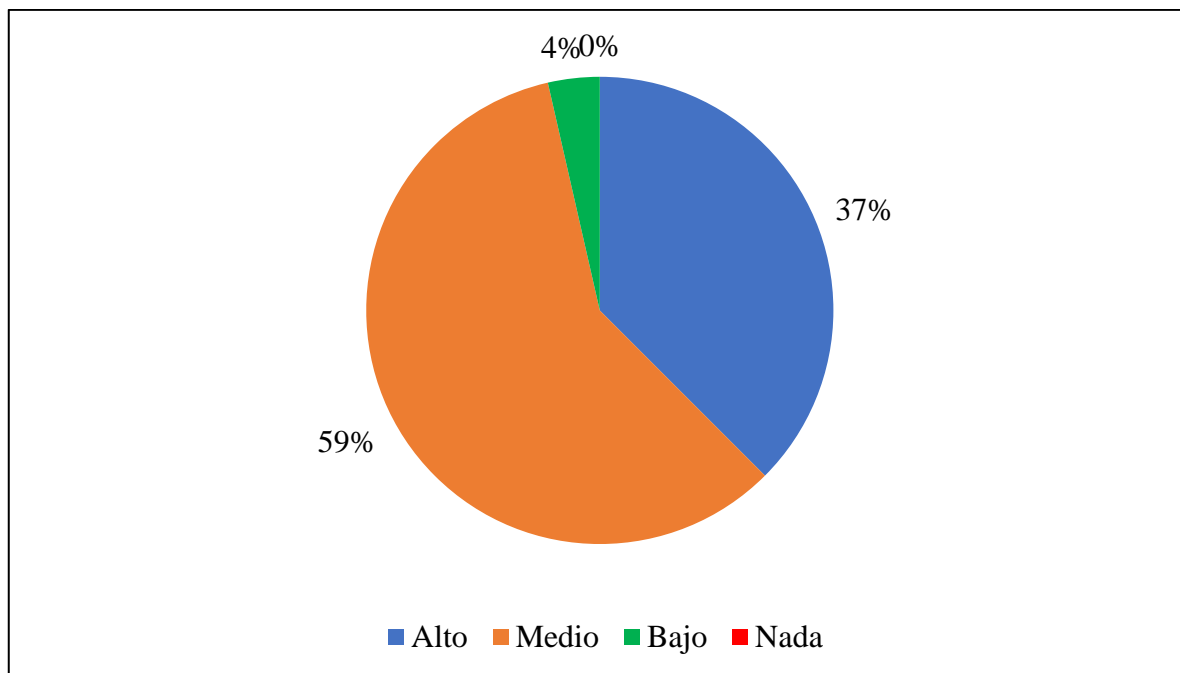
Note: Developed by the author of the research work using Microsoft Word tools, survey 2021.

The pie chart (figure 11) shows that most than half of the students consider tales with 59% in a middle level. On the other hand, 37 % of students have a Hight level of consideration of tales as a cultural heritage.

3.2.   Teacher's interview Analysis

3.2.1. Reading problems Teachers' perception.

- **Question 1: Which are students' problems while they are reading in English in class?**

The teacher from the 28 de Septiembre high school expressed that they identified two big problems when teaching reading to the students. One of them is literacy resources, and they say, 'there are no interesting texts." As a result, the students do not develop their reading skills properly and do not feel motivated by the reading classes. Motivation is a powerful tool to

support reading achievement and the predisposition and engagement to reading to improve as a person and with society (Ullah & Fatema, 2013, p. 123).

3.2.2. Teachers' pedagogical strategies

- **Question 2: What pedagogical strategies to face students' reading comprehension do you use in your English class?**

The teacher can use a wide variety of strategies to support reading activities in class. The flexibility to teach vocabulary and other reading skills depends on creativity and imagination.

Teachers use strategies as flashcards to teach language. On the other hand, other teachers prefer to use approaches and theories to teach reading skills, views like total physical response in which students can see the meaning of the word through body action.

Finally, other teachers prefer to use cooperative learning theory in which students work in pairs or in groups to help each other and learn together.

3.2.3. Teachers' appreciation of motivation

- **Question 3: Do you consider motivation has an important role in the reading process?**

According to the teachers' answers, they say that motivation is a determinant of the language learning process because teachers need to engage students to learn a foreign language.

A teachers' class could be interesting for the students trying to focus on the students' reality. They adapt their class plans to raise curiosity about a topic of interest for students or their interest, such as talking about sports, hobbies, videogames, and social networks to develop reading motivation.

3.2.4. Teachers' didactic resources used in class

- **Question 4: What didactic resources do you use apart from the governmental book to motivate English reading in class?**

Teachers from the 28 de Septiembre high school express that the use of online resources is essential nowadays for that reason, teachers try to see educative web pages such as quizzes, esl-lab.com, esliveworksheet,etc.

3.2.5.   Teachers' appreciation of traditional tales as a didactic resource

- **Question 5: Do you think the implementation of traditional tales as a didactic strategy would benefit students at the moment of reading?**

All of the teachers said this kind of traditional tale can raise the motivation in young language learners and can motivate them to develop intensive and extensive reading

3.2.6.   Teachers'consideration about didactic guide

- **Question 6: Do you consider it is important to integrate innovative reading resources through a didactic guide to improve students' reading skills in English?**

All teachers express that implementing traditional tales as a didactic strategy to improve reading skills can significantly support reading classes and have innovative reading resources. In addition, teachers can have new and exciting reading material to engage the student in reading activities.

CHAPTER IV: PROPOSAL

This chapter aims to design a didactic guide to improve reading skills in junior students at "Unidad Educativa 28 de Septiembre" by employing interactive activities based on traditional tales as innovative didactic strategies and theoretical foundations.

4.1. Proposal's name

Didactic Strategies Based on Traditional Tales to Improve Junior Students Reading Skills.

4.2. Introduction

Reading skills play a vital role in the language learning process, and they are the foundation for productive skills such as writing. Reading impacts the cognitive process, and it allows the development of vocabulary, comprehension of text, and decoding words to understand the meaning. The main objective of Reading is to get data from words to understand and learn something new through words.

Based on survey results to junior students and interviews with English teachers, they could reflect there are some troubles such as unknown vocabulary, reading in context issues, kind of activities doing in class, and topics that are not so interesting for students when they read; for these reasons, the proposal was designed to provide a didactic strategy to lead with the reading process in the English language.

4.3. Objectives

4.3.1. General objective

- Improve the reading skills of the "Unidad Educativa 28 de Septiembre" junior students by employing traditional tales as an innovative and didactic strategy.

4.3.2. Specific objectives

- Develop reading comprehension by the employment of critical thinking strategies.

- Perform reading comprehension by the employment of skimming and identification of the parts of a text.

- Fulfill reading activities by the employment of the three levels of reading comprehension questions.

4.4. Proposal Design

4.4.1. *Organization of the didactic guide*

Units	Objectives	Sections	Strategies
Unit 1	Develop reading comprehension by the employment of critical thinking strategies.	Section 1:	While the teacher and the students read the first half of the tale during the lesson, the other half is given by the teacher in photocopies or their e-mails for them to read at home. It aims to awaken the students' interest because they would want to know the final of the tale.
		Section 2:	The students are going to fit into the shoes of the protagonist. This aim is to encourage the development of the literature appreciation skill by the employment of questions such as what would you change to the story? Or what would you have chosen?
Unit 2	Perform reading comprehension by the	Section 3	This strategy aims to collect specific data from the text and add them to a data sheet.

		Section 4	This strategy aims to identify parts of the tales using a connector of sequence to identify the parts of the tale.
	employment of skimming and identification of the parts of a text.		
Unit 3	Complete reading activities using the three-level reading comprehension questions.	Section 5	This strategy aims to understand the text in the three levels of reading comprehension through the employment of literal, inferential, and critical activities.

TRADITIONAL TALES TO IMPROVE READING SKILLS.

DIDACTIC

GUIDE OF
STRATEGIES

ALEXANDER SALOMON RECALDE TORRES

Knowledge is POWER
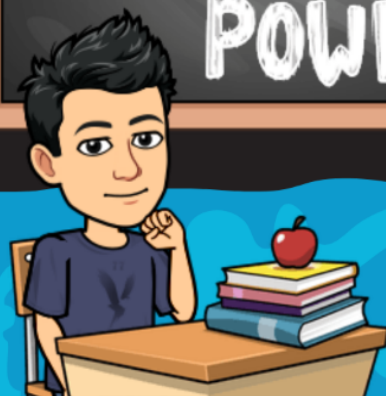
Introduction

Reading skills has a vital role in the language learning process, and it is the foundation of productive skills such as writing. Reading has an impact on the cognitive process. It allows the development of vocabulary, comprehension of text, and decoding words to understand the meaning. The main objective of Reading is to get data from words to understand and learn something new through words. Based on survey results to junior students and interviews with English teachers, they could reflect there are some troubles such as unknown vocabulary, reading in context issues, kind of activities doing in class, and topics that are not so interesting for students when they read, for these reasons, the proposal was designed to provide a didactic strategy to lead with the reading process in the English language.

Units

1. Away from home
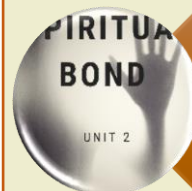
2. Spiritual bond

3. Creatures of the abism

Objectives

General
- Provide a didactic guide of traditional tales to improve junior students reading skills at "28 de Septiembre" educative institution.

Spec. 1
- Develop reading comprehension by the employment of critical thinking strategies.

Spec. 2
- Perform reading comprehension by the employment of skimming and identification of the parts of a text.

Spec. 3
- Fulfill reading activities by the employment of the three level of reading comprehension questions.

A. S. R. T.

Away from home

Unit 1

WHAT HAPPENS IF YOU ARE IN THE WRONG
PLACE AND IN THE WRONG TIME?

Unit objective:

Develop reading comprehension by the employment of critical thinking strategies.

Activity 1.1. Traditional tale: The man in flames.

Required resources:

- Meeting platform: Teams, Zoom, Google Meets, etc.

- Computer/ Smartphone/ Webcam/ Microphone

- Internet connection

Required Material:

- Nearpod https://nearpod.

- Garticphone: https://garticphone.com/

- Traditional tale: The man in flames.

- Moral

Strategy:

A Middle Tale

While the teacher and the students read the first half of the story during the lesson, the other half is given by the teacher in photocopies or their e-mails for them to read at home. It aims to awaken the students' interest because they would want to know the final of the tale.

The man in flames

By: Recalde Alexander

A long time ago, a family decided to go on a trip. The arrival place was San Lorenzo - Esmeraldas. After spending a few days in San Lorenzo, they knew that it was time to come home. And they decided to travel during the night.

In the middle of the road, the family went to rest at a gas station, despite the fact that it was a desolate and strange place. At midnight, the boy heard strange noises at the bus door. It was like someone was calling him from outside. But the boy's face changed when he observed that a man was behind the window. This strange man looked at the boy directly. When the man noticed that the child was looking at him, something terrifying happened; the man started to burn in flames.

The boy started to scream and cry, so his parents and the boy ran away in terror when they saw the man in flames that was laughing and trying to reach them.

It is not just a tale; it is a real story that happened on San Lorenzo Road.

Moral: Don't stay in unknown places.

Glossary

Come back: (Phrasal verb) return to a place.

Middle: (noun) to be in a central position.

Flames: (noun) the effect of something on fire.

Rest: (verb) to take a break or to sleep.

Midnight: (noun) 12 am, the transition from night to morning.

Trip: (noun) to travel to a place.

Moral: (noun) the message of a tale.

Tale: (noun) a true or fictional story commonly talk in a spoken way.

Scream: (Verb) the action of saying something loudly when a person is angry or in fear

Lesson plan	

Preparation	**Warm-up/ Lead-in**
	
	The students are going to play the game "The GarticPhone (Telefono descompuesto virtual)" (the main idea is that the students read and draw a legend or story from their imagination):
	
	The teacher gives directions about how to play the game:
	
	➢ The teacher is going to create a room in GarticPhone.
	  Link: https://garticphone.com/
	
	Retrieved from https://garticphone.com/?c=15250ce7e
	
	➢ Then the students join in using a link provided by the teacher.
	
	➢ In the game, the students are going to write the name of one legend that they know.
	  Example: The maiden in black (La Dama Tapada), or just the name in Spanish such as La Viuda, El Duende, La Llorona, etc.
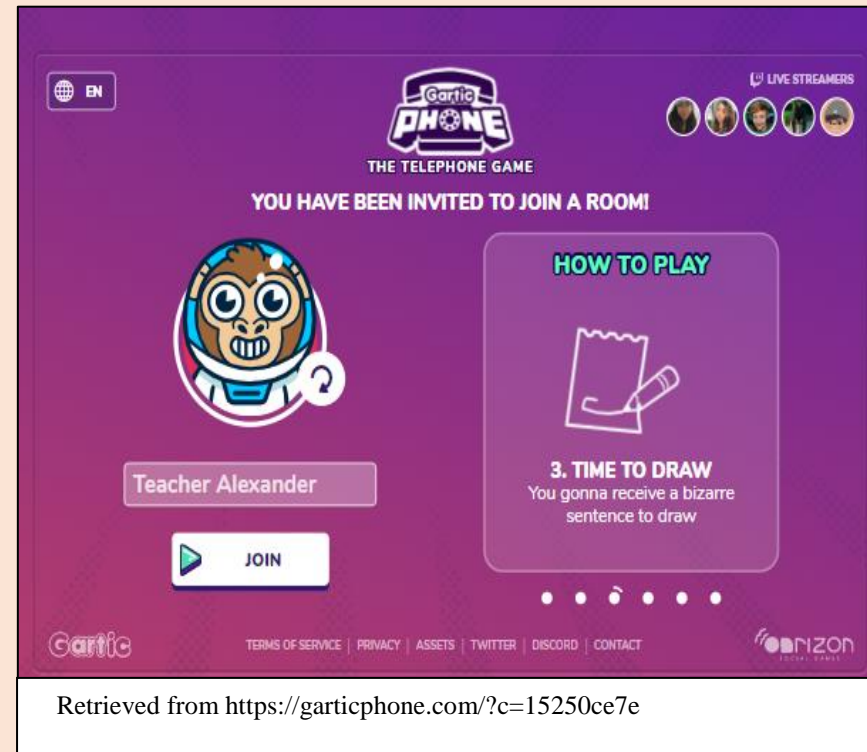
> ➤ After that, the students will draw the story or creature that the other partners wrote. This sequence is going to be repeated around for or five times.

> ➤ The teacher is going to project the answers and drawings of the students.

> ➤ Then they are going to read the story made by them, comparing the first sentence with the final one.

(Vocabulary about the tale)

The students are going to develop a matching activity in Nearpod:

Students will work guided by the teacher, which means that students will participate orally, telling the teacher the correct answer with its respective picture.

Relate the pictures of the tale with the texts.

1) Man in flames   6) Escape

Gas station

4) Rest   2) Back home

Retrieved from https://nearpod.com/library/preview/lesson-L102777527

Practice	**(Reading comprehension)** The teacher will show the students a couple of slides in which the story of the man in flames is told. Additionally, after each slide, there are some multiple-choice questions to check their reading comprehension. The teacher will select one student per slide to read the tale. Finally, the students will answer the multiple-choice question using their own devices. Retrieved from https://nearpod.com/library/preview/lesson-L102777527

Production	**(Alternative finals)** At the end of the tale slides, the teacher will present one slide that says alternative final followed by a picture related to the tale. The students will propose their finals using as a guide the next question: What do you think happens at the end of the tale?	What do you think <mark>will happen</mark> at the <mark>end</mark> of the <mark>tale</mark>? *The End* Ready? Enter your answer here.
		Elaborate a moral for this tale.
	(My own moral) In this section, the teacher is going to explain what the moral is by asking the students to elicit some answers. Then, the students have to propose a moral for this tale, and this is going to be done through the use of an open writing question on Nearpod.	Ready? Enter your answer here. Retrieved from https://nearpod.com/library/preview/lesson-L102777527

Feedback	The students will play the game 'Time to climb on Nearpod'. This game consists of a kind of competition in which players have to answer a multiple-choice question. The multiple-choice question will have five morals from which the student must identify the correct one for The Man in Flames Tale. The students will have 2 minutes to answer this question, but they must do it as quickly as possible because the first three students will be on the podium of the winners.

Select the correct moral of "The man in flames" tale.

Slide 21 / 21

Take care of your family.

Don't stay in unknown and desolated places.

Don't play with fire.

Don't get up at midnight.

Retrieved from
https://nearpod.com/library/preview/lesson-L102777527

Activity 1.2. Traditional tale: Don't you have to go home?

Required resources:

- Meeting platform: Teams, Zoom, Google Meets, etc.

- Computer/ Smartphone/ Webcam/ Microphone

- Internet connection

Required Material:

- Nearpod https://nearpod.

- Wheel of names https://wheelofnames.com/

- Traditional tale: Don't you have to go home?

- Moral

Strategy:

What would you do if you were the protagonist?

The students are going to fit into the shoes of the protagonist. This aims to encourage the development of the literature appreciation skill by the employment of questions such as what would you change to the story? Or what would you have chosen?

Don't you have to go home?

Adapted from: Fernando Recalde's Stories.

Lucia is a girl that lives in Ibarra city. But in the last month, she ran away from home, she did it because her parents did not want to buy her a smartphone. She wanted to go to any place different from home, and she decided to go to 'El Arcangel' in Ibarra city.

There she found many students from different Hight schools in Ibarra city. Probably, they didn't want to go to their classes too. A group of twenty students invited her to join them because they were telling horror stories, then one of them students started talking about " El Arcangel."

The unknown student said that before the Archangel Monument was built, there was an old and small park in which the student of the community used to play after school. On the other hand, the stories say that the elemental spirits of the mountain take a human form to play among the children and sometimes make some judgment of their behavior.

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One day Marco didn't go to school, and he spent all day playing in the park with other children. It was late in the afternoon and almost all of them started to return home, except Marco and the other boy. They were playing until the night, and the boy asked Marco, don't you have to go home? And Marco answered no, I don't have anyone waiting for me. The boy asked again with a more terrific voice., are you sure?

Marco noticed that something bad was happening, and he answered, no, I must go home, and my mom was waiting and worried about me. Then the boy said, well, but now you cannot home return home, and Marco disappeared in a mysterious way.

Lucia was excited to listen to that great story, but did not notice that there were no more buses to return to Ibarra city, then the boy who was telling the story stood up and asked her, Lucia, do you not have to go home?

Moral: If you want to stay safe, at night you don't have to ambulate.

Glossary

Spirits: (noun) a kind soul or ghost.

Elementals: (noun) power of nature.

Exited: (adjective) to be interested and happy about something

Safe: (adjective) to be secure

Until: (Preposition) up to a specific event

Unknown: (adjective) something or someone that you don't know

Monument: (noun) a big statue

Mysterious: (adjective) something

Notice: (verb) not understood

Waiting: (verb) to keep for someone or an event.

Lesson plan	
Preparation	**(Vocabulary about the tale)** The students are going to play the game "Bingo" (the main idea is that the teacher provides a list of ten words from which the student must select three of them. The students will write their three words on the meeting platform as evidence to avoid cheating. The teacher will select the words randomly using a fortune wheel. Finally, the first student that has guessed the three words is the winner, and he/she must shout bingo! Using his/her microphone.	 Retrieved from https://wheelofnames.com/

Practice	**(Reading comprehension)** The teacher will show the students a couple of slides in which it contains the story of "Don't you have to go home?" Additionally, after each slide, there are some multiple-choice questions to check their reading comprehension. The teacher will select one student per slide to read the tale. Finally, the students will answer the multiple choice question using their own devices. **(Similarities and differences)** The teacher is going to provide students with a task in which they have to write in an interactive online whiteboard (miro.com) the similarities and differences between Lucia and Marco.	 Retrieved from https://nearpod.com/ Retrieved from: https://miro.com/

Production	**(Critical thinking-make decisions)** At the end of the tale slides, the teacher will present one slide that says what you would do if you were the protagonist. The students will propose their decisions: **Example** What do you think happens at the end of the tale? What would you change to the story? What would you have chosen? What would you do if you were the main character in the tale?	 Retrieved from https://nearpod.com/

A.R.S.T

SPIRITUAL BOND

UNIT 2

THE POWER OF THE WORDS

Unit objective:

Perform reading comprehension by the employment of skimming and identification of the parts of a text.

Activity 1.3. An unexpected guest

Required resources:

- Meeting platform: Teams, Zoom, Google Meets, etc.

- Computer/ Smartphone/ Webcam/ Microphone

- Internet connection

Required Material:

- Nearpod https://nearpod.

- Googlejamboard.com

- Traditional tale: An unexpected guest

- Moral

Strategy:

Personalizing the horror

This strategy aims to collect specific data from the text and add them to a data sheet.

An unexpected guest

Adapted from: Fernando Recalde's Stories.

Andres engaged with a beautiful woman, but before getting married, he wanted to have his grandmother's blessing. His grandmother was happy to hear that and started to give him some advice on how to have a 60-year marriage.

She said I want to tell you a story, my dear Andres. A long time ago, too young guys Patricio and Elizabeth met at a cattle show. Patricio fell in love at first sight. From that day, he decided to court that beautiful woman and to talk with her parents. They had the two families' blessings to go on a date and be a couple.

After a month of getting out together on dates, he decided that she was the love of his life, and he tried many things in order to propose to her to get married. Finally, she and her family accepted that marriage.

Patricio was excited and happy about that, and started planning the celebration to be done in 15 days. How happy was Patricio that he invited as many people as he found on his road back home, but that happiness made him do something wrong?

In a nearby community, the people found some bones while they were working the earth. Patricio arrived at that place and invited all the people there. Additionally, as a joke, he also invited him to the skull. He just heard I´ll be there. He left that place, giving no importance to that event.

From that day on, he started to have nightmares every day about his wedding day. That was not a coincidence, and he knew it. Patricio told the local priest everything, and the priest advised him that the only chance was that he had to make the entity feel comfortable during the celebration. That was the only way to free Patricio from a possible curse.

When the day of the celebration arrived it was easy for Patricio to identify an old and strange man sitting behind all the guests, he was very kind to this old man, he tried to please all the things that the man asked for. The old man started smiling crazily, and he said, you are well prepared, and that is good. I hope you can make me comfortable in this, your most important night.

Finally, the old man asked Patricio to eat with him, but from an old pot, the old man served cockroaches, and instead of wine, a kind of dirty water. Patricio ate everything, thinking all the time about his beautiful wife and the love he had for her. The old man stood up and scraped the wall, while he said, I bless this marriage and I wish you were happy. Thank you for inviting me.

The grandmother ended the story, and Andres started leaving the house, but he noticed something there was a big scrape in his grandmother's wall.

Moral: Be respectful with the people that passed away because words are powerful.

Glossary

Engage: (verb) to be interested in someone or something

Blessing: (verb) permission to do something in the grace of God

Love at first sight: (noun) when a couple falls in love the first time they see each other

Cattle show: (noun) a place in which people buy and sell cattle

Court: (noun) act of making another person fall in love by the employment of poems, songs, presents, etc.

Nightmares: (noun) bad dreams that make people wake up scared

Priest: (noun) the person who manages and gives masses in the church

Curse: (noun) a kind of spiritual punishment

Joke: (noun) when a person says or does something to make the other smile

Marriage: (noun) the sacred union of a couple that loves each other.

Lesson plan		
Preparation	**(Vocabulary about the tale)** The teacher will provide a vocabulary explaining some stages of life. The students are going to read the stages of life. The teacher is going to ask what students know about a compromise with another person. Students will answer what they know about this stage of life.	 Retrieved from https://jamboard.google.com/d/1dJvNItiSNr0xx7NDF9WTQlQKO6DxjLooPNoI0NZy6Dg/edit?usp=sharing

Practice	**(Reading for specific information)** The teacher will show the students a couple of slides in which it contains the story of 'An unexpected guest'. The students are going to take some notes about the main characteristics of the tale. Example: the names of the characters (Patricio), the adjectives of the unexpected guest (old, smile) The students will read each slide. **Datasheet (example)** The teacher will present an example of a data sheet from another story to give them an example of how to complete it.	**An unexpected guest** Andres engaged with a beautiful woman, but before getting married he wanted to have his grandmother's blessing. His grandmother was happy to hear that, and she started give him some advises to have sixty-year marriage. Retrieved from https://nearpod.com/ **Data sheet (the man in flames)** **Name of the moster** the man in flames **Place** Gas station (San Lorenzo) **Powers** Flames **Physic characteristics** burned man **Moral** Don't stay in unknown places. Retrieved from: https://miro.com/

Production	**Data sheet (worksheet)**	Data sheet (An unexpected guest)
	At the end of the tale slides, the teacher will present a link in which the students have to complete based on the previous Reading and follow the instruction as the previous example	
	The students will complete reading the required characteristic in the datasheet.	
	Example	
	Name of the monster:	
	Possible answers: unexpected guest, Old man, bones	Retrieved from: https://miro.com/

- Name of the moster
- Place
- Powers
- Physic characteristics
- Moral
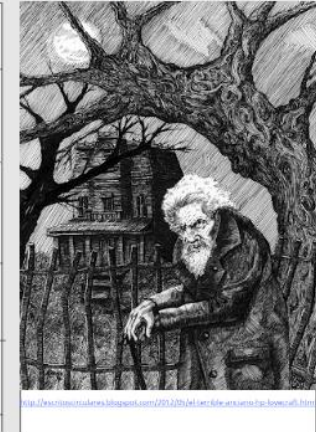
Activity 1.4.

Required resources:

- Meeting platform: Teams, Zoom, Google Meets, etc.

- Computer/ Smartphone/ Webcam/ Microphone

- Internet connection

Required Material:

- Nearpod https://nearpod.

- Googlejamboard.com

- Traditional tale " Sacred promise."

- Moral

Strategy:

The sequence of the tales

This strategy aims to identify parts of the tales using a connector of sequence to identify the parts of the tale.

Sacred promise

Adapted from: Fernando Recalde's Stories.

It is 1990. Antonio is a hard-working man that lives in La Florida – Ibarra city. First, he has been working in a pour local that sells products for building, but the salary was not enough to maintain to his mother Marina and his young brother Pedro. The economy is worse than ever, and one day he decided to take the risk and find another job. He did it and found a job in a famous factory in Ibarra, which was great news for his family. He has been working in the factory for about three months, and all his partners started talking about a famous hike, "La caminata del Quinche." His partners talk about the miracles that the sacred virgin provides to the faithful.

Then, Antonio decides to go on that famous hike with his partners, 'la caminata del Quinche' starts from Calderón in Quito until 'El santuario del Quinche'. He starts walking, and he looks at hundreds of people walking as well. While he is walking, he can observe an old man walking firmly, a couple with a two-year-old child, and another young man. He questioned himself why they were walking and

suffering such terrible pain, and he decided to ask them. All of them answered. Similarly, the sacred mother 'la Virgencita del Quinche' conceded us a great miracle, and to pay for it, we must go through this painful hike for five consecutive years. The sacred mother is benevolent, but if you do not fulfill the promise and penitence, she can punish you.

Next, Antonio was surprised, but his faith is growing up with each step he does. In the sanctuary, he prays to the virgin, asking her for help in his family's economy and promising to go to the sanctuary for five consecutive years. Then, he returns to Ibarra city with the rest of his partners. From that day, his life changed a lot. There was more work for the factory, and he was ascended to a better position. The economy of his family improved a lot, and with his brother started entrepreneurship in music. On weekends, they started to play music using a "Disco móvil" at popular parties.

After that, one year passed, and the hike of the sacred mother returned. Antonio is happy with his life, and he has a lot of work in the music field. A woman contacts Antonio to play at a party in Santa Rosa del Tejar, and he accepts instead of the promise that he had to go on the hike for five consecutive years. The day of the party arrives, and Antonio thinks about his promise, but then he goes to Santa Rosa del Tejar. The party lasts until 3:00 am, then the woman pays Antonio for the service thanking him a lot. The party was for the sacred mother of "el Quinche."Antonio feels bad about it because he remembers his promise to the sacred mother again. He and the other eleven people return to Ibarra using a truck, but things become bad in the middle of the road. A thick fog starts to affect the road and does not allow the driver to see anything. It was late because the truck overturned off the road.

Finally, Pedro Antonio's brother wakes up only to know that the eleven people are wounded, but regrettably, his brother Antonio was the only one that passed away.

Moral: Promises are sacred; do not make them that you do not want to do.

Glossary

Miracle: (noun) An action or event without explanation, it is attributed to God.

Salary: (verb) Money given at the end of the month or working journal

Benevolent: (adjective) a person who is kind or helpful

Risk: (verb) to do dangerous actions

Hike: (noun) to go in a long walking

Suffering: (noun) mental or physical pain

Pain: (noun) physical suffering caused by pain or illness.

Walking: (noun) the action of the walk using the feet

Sacred: (noun) thing or people considered holy and respectful

Consecutive: (noun) an action or event that is repeated several times

Lesson plan		
Preparation	**(Vocabulary about the tale)** The teacher is going to ask about some celebrations from Ecuador and what people do in this kind of celebration. The students are going to answer what they do in the celebration The teacher will share a link to complete a brainstorming activity. The students are going to write about the things they did at the celebrations.	 Retrieved from
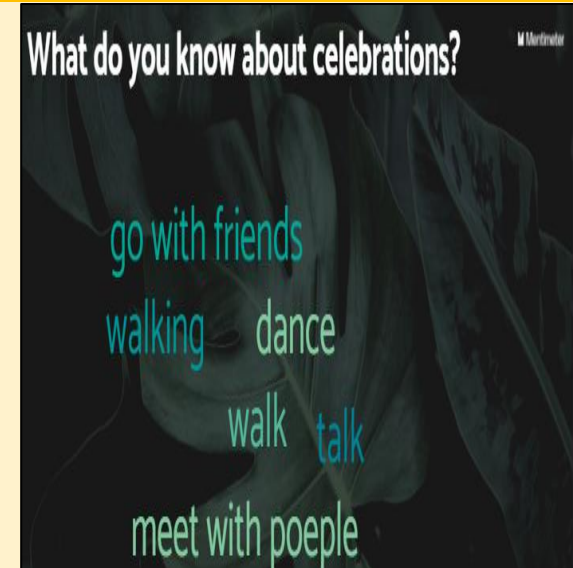
Practice	**(Explanation about connectors of sequence)** The teacher will show a Nearpod presentation about the use of connectors of sequence (First, then, next, after that, and finally) The students are going to take some notes about the correct use of sequencers, and the teacher is going to provide a little tale to show when we need to use them and how to identify the parts of the tale Example: It is 1990. Antonio is a hard-working man that lives in La Florida – Ibarra city. First, he has been working in a pour local that sells products for building, but the salary was not enough to maintain to his mother Marina and his young brother Pedro **Quizzes (reinforce)** The teacher will present an easy quiz to reinforce the connector sequencer class.	Connectors of sequence **Connectors of Sequence** 1 First T Then N Next A After that F Finally Retrieved from https://nearpod.com/ **Making a pizza** 1-Then we will visit Ocean Park. 2-First we will visit Disneyland. 3-Finally we will visit the Science Museum. 4-Next we will visit Wong Tai Sin Temple. 5-After that we will visit the Space Museum. answer choices 3-5-1-4-2 1-2-3-4-5 2-4-1-5-3 1-5-3-4-2 Retrieved from: Cornejo. F https://quizizz.com/admin/quiz/5f7251e0335408001b9db 355/adverbs-of-sequence
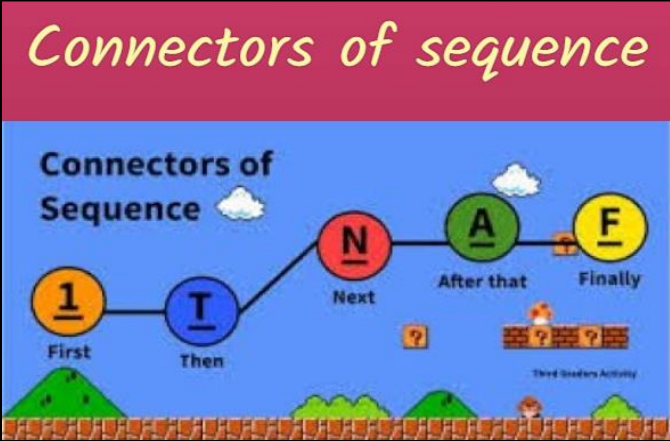
Production	**Order the correct sequence of the tale (worksheet).**
	At the end of the class, the teacher will tell you a story but in a disorderly way.
	The students are going to order the connectors of sequence learned in class
	Example
	Answer:
	A. 1, 3, 4, 2, 5
	B. 2, 3, 1, 5, 4
	C. 1, 3, 5, 4, 2
	D. 2, 4, 5, 3, 1

Order the tale according to the connector of sequence

1.   Next, Antonio was surprised, but his faith is growing up with each step he does. In the sanctuary he prays to the virgin asking her for help in his family's economy and promising to go to the sanctuary during five consecutive years. Then, he returns to Ibarra city with the rest of his partners. From that day his life changed a lot. There was more work for the factory, and he was ascended to a better position. The economy of his family improved a lot, and with his brother started an entrepreneurship in the music. On weekends they started to play music using a "Disco móvil" in popular parties.

2.   It's 1990. Antonio is a hard worker man that lives in La Florida – Ibarra city. First, he has been working in a pour local that sells products for building, but the salary was not enough to maintain to his mother Marina and his young brother Pedro. The economy is worse than ever, and one day he decided to take the risk and find another job. He did it, he found a job in a famous factory in Ibarra city, that was a great new for his family. He has been working in the factory for about three months, and all his partners started talking about a famous hike "La caminata del Quinche". His partners talk about miracles that the sacred virgin provides to the faithful.

3.   Then, Antonio decides to go to that famous hike with his partners, "la caminata del Quinche" starts from Calderón in Quito until "El santuario del Quinche". He starts walking and he looks hundreds of people walking as well. While he is walking, he can observe an old man walking firmly, a couple with a two-year-old child, and another young man. He questioned himself why they are walking and suffering that terrible pain, and he decided to ask them. All of them answered similarly, the sacred mother "la Virgencita del Quinche" conceded us a big miracle and to pay for it we must go through this painful hike during five consecutive years. The sacred mother is benevolent, but if you don't accomplish with the promise and the penitence, she can punish you.

4.   Finally, Pedro the Antonio's brother wake up only to know that the eleven people are wound, but regrettably his brother Antonio was the only one that passed away.

5.   After that, one year passed and the hike of the sacred mother returned. Antonio is happy with his life, and he has a lot of work in the music field. A woman contacts Antonio to play in a party in Santa Rosa del Tejar, and he accepts instead of the promise that he had to go to the hike during five consecutive years. the day of the party arrives, and Antonio thinks about his promise, but then he goes to Santa Rosa del Tejar. The party last until 3:00 am in the morning, then the woman pays Antonio for the service thanking him a lot, the party was for the sacred mother of "el Quinche" Antonio feels bad about it because he remembers his promise to the sacred mother again. He and other eleven people return to Ibarra using a truck, but in the middle of the road the things become bad. A thick fog starts involving the road and it does not allow the driver to see anything. It was late because the truck overturned out of the road.

A.S.R.T.

CREATURES OF THE ABYSM

UNIT 3

THEY APPEAR WHEN YOU'RE NOT LOOKING.

Unit objective:

Complete reading activities using the three-level reading comprehension questions.

Activity 1.5. The jaws of the Hades

Required resources:

- Meeting platform: Teams, Zoom, Google Meets, etc.

- Computer/ Smartphone/ Webcam/ Microphone

- Internet connection

Required Material:

- Nearpod https://nearpod.

- Googlejamboard.com

- Traditional tale: The jaws of the Hades

- Moral

Strategy:

Levels of comprehension

This strategy aims to understand the text in the three levels of reading comprehension through the employment of literal, inferential, and critical activities.

The jaws of the Hades

Adapted from: Fernando Recalde's Stories.

It's 1975. Jonathan is a fifteen-year-old boy who lives in "Las Colinas del Sur" in Ibarra city. He lives with his mother and sister. First, one day he was near a small store talking with his friends. They were planning to go to the theatre to watch horror movies that were only for adults. One of his friends invited him to join them and go to the movies the next Friday at 10:00 pm.

Then he went to ask his mother for permission to go out and return before midnight, but obviously his mother did not agree with that idea and told him not to talk about that again. The time passed, and on Friday night, Jonathan's mother had to go to someone's funeral. For Jonathan, this is the best opportunity to go to the movies with his friends, and he starts wearing the best clothes he has. Before going to the meeting, he locks the door of his house leaving his sister alone and crying for him.

The group of guys starts the trip on foot to the center of the city, but when they arrive at the theatre, the security guard does not

allow Antonio to enter because he is still young. He is alone outside of the theatre, waiting for his friends, but he decides to return home because his sister is alone there.

Next, he starts walking back home, but in the middle of the road, he finds a big, black dog that licks his hand. He is a rogue and thinks he can get money if the dog owners are looking for it. Antonio continues returning to his home in the company of the enormous dog, but the dog starts behaving a bit strangely. The dog bites the boy's pants and starts behaving aggressively as if the dog were trying to drag the boy to the ravine near there. The boy is scared about that situation and starts running away from the diabolical dog. Right away, the dog starts chasing the boy as if he were prey.

After that, a car appears near there, and the boy doesn't hesitate to jump towards the car even if it drags the boy. Jonathan was released from the car when he was near his house, but had continued walking for five minutes.

Jonathan hears a strange sound and sees an enormous black dog running from a nearby mountain to his position. Jonathan runs and cries, and he has never done it before.

Finally, he manages to get home but is so tired and wounded. From that day on, he promised never to disobey his mother and walk alone in the night.

Moral: The dark and alone street is not a secure place to walk in.

Preparation	Level 1 (Vocabulary about the tale) The teacher will present a crossword activity to present the vocabulary. The teacher is going to provide the crossword The students are going to read and find every word online crosswords	**Name:** _____ **The jaws of the Hades**

SOLUTION

The jaws of the Hades

```
. . . . . . . . . . . . . . . . . . .
. C H A S I N G . . . . . . . . . . .
R . . . . . . . . . . . . . . . . . O
. E . . . . . . . . . . . . . . . . W
. A L T S C A R E D . . M . . . . . N
. . G E I T H E A T R E A . . . . E
. . . R A R . . . . . . N . A . . R
. . . . E S E . . . . . . A . L . . S
. . . . . E E D . . . . G . O . .
. . . . . . . D . . . . E . N . . .
. . . . . S T R A N G E . . . E . . .
. . . . . . . . . . . . . . . . . . .
```

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

AGREE   OWNERS   THEATRE
ALONE   RELEASED   TIRED
CHASING   SCARED
MANAGE   STRANGE

Retrieved from (www.superteacherworksheets.com)	Retrieved from (www.superteacherworksheets.com)

78

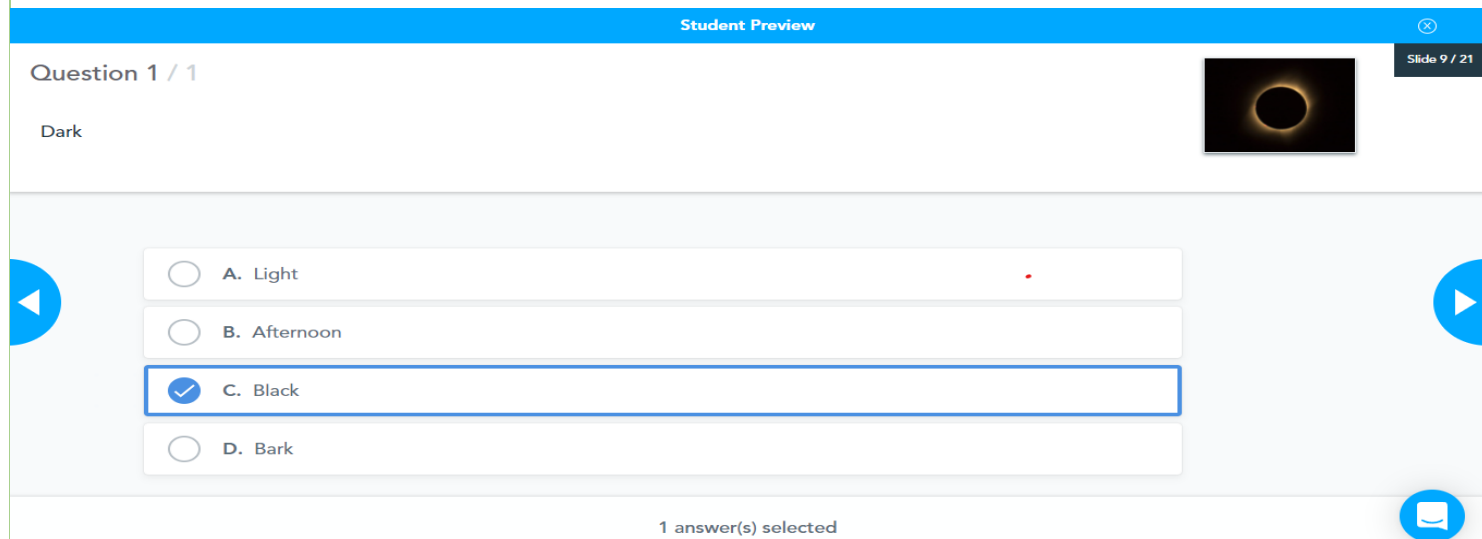|	
Practice	**Level 2 (synonyms and antonyms)** The teacher is going to provide a link to words in the tale The students are going to participate by answering the synonym of the words The teacher is going to activate the platform and start the quiz of synonyms the students are going to practice vocabulary activities the teacher is going to activate the page of antonyms Retrieved from https://np1.nearpod.com/presentation.php?id=111890431

	Quizzes (reinforce) After reading the students are going to have the possibility to try again to get a better score	
Production	Level 3 (Critical thinking) Making a summary about the tale The students are going to make a summary about tale "the jaws of hell" The students are going to disccoss about the moral and write what they think about it	**Story 1** On Friday afternoon, the doorbell rang. Ricky ran to the front door to see if his package arrived. He was so excited that he threw open the door. He did not even think about his dog, Shadow. Shadow darted out the door. He was down the street in a blink of an eye. Luckily, the mailman noticed the dog as it sprinted past him. The mailman chased after Shadow, grabbed his collar, and walked him back to Ricky. Phew, that was close! First, _____ _____ Then,_____ _____ Finally, _____ _____. Retrieved from https://www.liveworksheets.com/yc1362108bj

4.5. Impacts

4.5.1. *Linguistic impact*

Table 10

Linguistic impacts indicators

Impact levels / Indicators	-3	-2	-1	1	2	3
a) **Learning vocabulary through reading tales**						X
b) **Developing skimming skills in the reading process**						X
c) **Recognizing the three levels of reading comprehension**						X
d) **Using critical thinking to complete questions**					X	
TOTAL						
						Σ=3

$$\text{Linguistic impact level} = \frac{S}{\text{Number of items}} = \frac{11}{4} = 2.75 = 3$$

Linguistic impact level = high positive

Analysis

a)   Regarding vocabulary acquisition through the strategy of traditional tales as a didactic resource, there is a high positive impact due to the new reading resources (new tales). It allows that students identify the main idea, logical connections and learn vocabulary in context. The aim is to improve the comprehension of the text. The current activities in unit one has as an objective to improve reading comprehension in every subject.

b)   A high positive impact is visible when it develops the reading process, identify the main idea in the text and secondary ideas are fundamentals at the moment of summarizing and analyzing the information, in present propose with the activities for the student, they are going to be able to organize the text and context in the different paragraphs of the tales.

c)   A high positive impact in the establishment of reading comprehension at the different levels. The tales allow for delimited activities in literal, inferential, and critical. Students and teachers will answer the different worksheets with explicit information in the text (first level of reading competition, information in the text). They will develop cognitive and metacognitive skills and, finally, they will be able to express their critical thinking to give value judgment and opinion.

d)   A medium positive impact is evident, due to the difficulty that this level of reading comprehension is required, for example, valid arguments, lots of reading resources, knowledge about the topic to give value judgment, it means inside of this aspect, the text must be understandable to generate appreciative and creative criteria. It has a medium impact for its difficulty in read and understand everything in the text.

4.5.2. Academic Impact

Table 11

Academic impacts indicators

Indicators \ Impact levels	-3	-2	-1	1	2	3
a) Acquiring new vocabulary to solve questions						X
b) Developing strategies for the reading process						X
c) Applying reading comprehension to identify their levels						X
d) Develop critical thinking to argue texts						X
TOTAL						12
						$\Sigma=3$

$$\text{Linguistic impact level} = \frac{S}{\text{Number of items}} = \frac{12}{4} = 3$$

Linguistic impact level = high positive

Analysis

a) In terms of Acquiring new vocabulary to solve questions, a high positive impact is evident, the students learn vocabulary every day, but a significant way is integrating it into production skills activities (writing and speaking), the main aim is the student familiarize with the text and understand what they read to use this vocabulary productively.

b) Developing reading comprehension skills for the reading process has a high positive impact. The tales give a large number of possibilities to ingrate strategies like skimming and scamming during the reading process. It allows the capacity to understand the text easily and create a system of reading in which they can manage the information with accuracy and faster. The activities encourage the student to use different types of strategy to solve each activity that involves reading.

c) A high positive impact is visible in identifying the level of reading comprehension. Students from basic education to high school must develop reading skills in the different subjects. The activities in the current proposal want to encourage habits in the lecture through the use of unpublished traditional tales.

d) Finally, the development of critical thinking to argue text generate a high positive impact on the students. That didactic strategy allows the development of vocabulary, debates, dialogues, oral expositions, value judgments, opinions, comments, discussion about a topic, forums, blogs, and podcasts.

4.5.3. *Reading skills impact*

Table 12

Reading skills indicators

Indicators / Impact levels	-3	-2	-1	1	2	3
a) **Encouraging critical thinking through the use of traditional tales. (make decisions, alternative finals)**						x

b) **Learning vocabulary using interactive games: (Brainstorming, letter soup, bingo)**						x
c) **Answering worksheets through reading comprehension activities**						x
d) **Using traditional tales to improve reading skills (skimming, scanning, predicting, questioning, retelling)**					x	
TOTAL						11
						Σ=3

Linguistic impact level $= \dfrac{S}{\textbf{Number of items}} = \dfrac{11}{4} = \textbf{2.75} \textbf{=3}$

Linguistic impact level = high positive

Analyzing

Almost all of the indicators are at a high level.

a)   A high positive impact is evident on encouraging critical thinking through traditional tales (make decisions, alternative finals) because the aims in each activity search the personal reflection with reading comprehension. The use of literature resources (terror tales) motivates students to inquire about the resolution of mysteries.

b)   Regarding vocabulary using interactive games (brainstorming, letter soup, bingo) has a high positive impact because one of the main strategies used at the moment of Reading is gaming, such as; at the moment of pre-reading or evaluation activities. The activities in the proposal have a ludic characteristic to promote reading in the young readers.

c)   Concerning answering worksheets through reading comprehension activities has a high positive impact. The evaluation at the end of a reading text establishes the parameters of better reading comprehension. This innovative proposal presents a different manner to evaluate the reading content, Pointing out the level of Reading: Literacy, inferential, and critic level (appreciative and creative)

d)   Finally, using traditional tales to improve reading skills (skimming, scanning, predicting, questioning, retelling) has a medium positive impact. The main objective of the research work is the regular use of reading strategies to apply those strategies in daily life.

CONCLUSIONS

➢ Traditional tales have a direct incidence in English Language Skills Development organized on productive skills (speaking and writing) and receptive skills (reading and listening) according to the study object.

➢ According to the research project, Junior students from high school present literary affinity with the sub-genres of mystery and terror at the same level, and for this reason, the traditional tales implemented in the proposal feature this main characteristic.

➢ The current proposal directly contributes to the 'Plan Lector Institucional', contextualized in the development of reading competencies from high school students with the process of developing reading habits in the academic community.

➢ This research project could determine the most common problem about the development of reading skills among high school students, and it implies the interpretation of new vocabulary in texts.

➢ This thesis work was determined the central issue high school students have at the moment to develop Reading skills involved in the interpretation of unknown vocabulary.

➢ The research shows the high school students present high predispositions and collaboration working to criticize reading comprehension levels. It means that students interact, express opinions, argue about a topic, develop creativity, and have appreciation of literature with the traditional tales activities implemented in the proposal.

➢ The rescue and revalorization of traditional tales constitute an intangible heritage of national identity. They are part of our culture and traditions. Also, this literary product can be used with pedagogical characters.

➢ Traditional tales encourage a wide range of didactic strategies to develop reading activities within school management. The text's versatility provides teachers with a didactic alternative when planning a class; however, high school students have innovative literature resources that promote reading habits.

RECOMMENDATIONS

➢ For English teachers, it is recommended to use innovative literary resources (Traditional tales) to develop receptive and productive skills of high school students due to the flexibility of lectures at different reading moments.

➢ The students' literary preferences should be taken into account at the moment of integrating pedagogical activities in the institutional curriculum with the objective of motivating students to read inside and outside the classroom for developing literary appreciation skills.

➢ It is recommended to use this additional academic proposal to aim "El Plan Lector Institucional" in the educative community to promote reading habits through ludic and innovative activities.

➢ To employ reading resources (tales, stories, anecdotes, myths, legends, etc.), it is recommended the implementation of datasheets, graphics, illustrations, photographs, flashcards, glossaries, and ludic activities (brainstorming, letter soup, etc.) to present the vocabulary at the first moment of reading activities (prereading).

➢ To develop the reading process, one alternative in the present proposal is the implementation of activities that encourage cognitive and critical skills in the students. As a result, the development of reading subskills such as appreciation and creativity

➢ Traditional tales within the educational field can be used to develop productive and receptive skills in the language learning process. It constitutes an invaluable source of human values where the learning of anecdotes, experiences, stories, and morals strengthens the moral and ethical values of people.

➢ It is recommended to use the current proposal as an alternative didactic resource to improve reading skills development to promote reading habits of students, integrate intangible heritage, rescue traditional tales, and propose an innovative way to teach and learn the English language.

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ANNEXES

Annex 1. The research questions

How do the didactic strategies improve the reading skills of the students from 28 de Septiembre?

Annex 2. The research sub questions

Theory:

- How do didactic approaches improve reading skills?

- What are the didactics strategies used by teachers?

- How has literacy folklore influenced reading skills?

- How do didactic strategies improve reading skills?

- How do students build vocabulary through traditional tales in the English class?

Reality:

- What are the literacy preferences of the students?

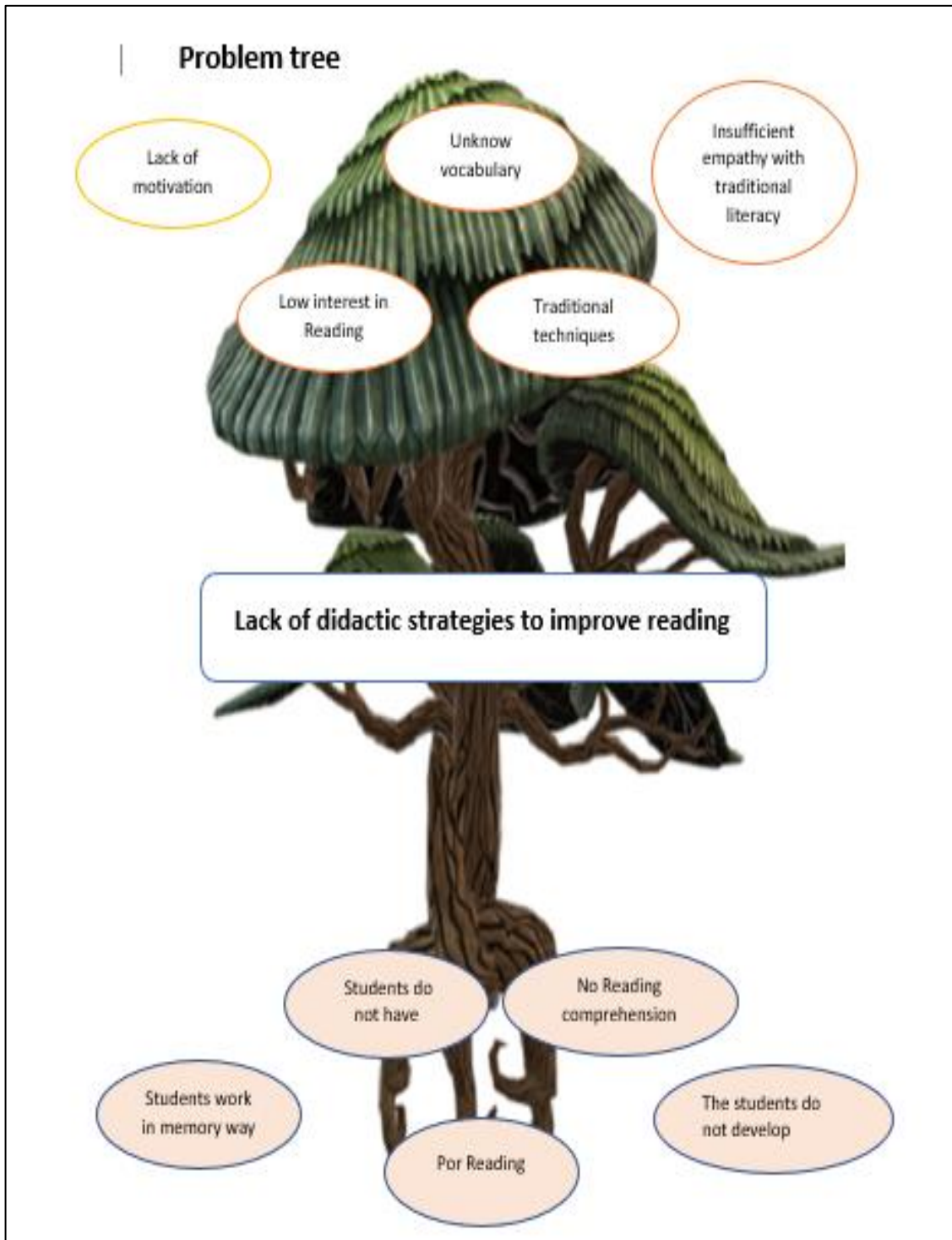- What are the didactics strategies used by teachers?

Solution

- How do traditional tales motivate students in the EFL class?

- How do students develop reading comprehension?

- How do the didactic strategies improve the reading skills of the students from 28 de Septiembre?

Annex 3. The problem tree

Figure 13

The problem tree

Annex 4. Presentation letter to the institution

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 026-D
Ibarra, 29 de enero de 2021

Magíster
Yolanda Garzón
RECTORA DE LA UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando. Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Recalde Alexander, estudiante de octavo semestre de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros", portador de la cédula de ciudadanía 1004232573, para que obtenga información y desarrolle el trabajo de grado con el tema: "Traditional Tales as Innovative Didactive Strategies to Improve Junior Students Reading Skills at 28 de Septiembre High School of Ibarra during the school period 2020-2021", en la Unidad Educativa 28 de septiembre.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Recibido
29-01-2021

UNIDAD EDUCATIVA
"28 DE SEPTIEMBRE"
IBARRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Dear teachers:

This interview was made with the objective to collect relevant data about reading skills development from English teacher's experiences to determine successful reading didactic strategies in the students from Unidad Educativa "28 de Septiembre".

Interview

Questions:

1. **Which are students' problems while they are reading in English in class?**

2. **What pedagogical strategies to face students' reading comprehension do you use in your English class?**

3. **Do you consider motivation has an important role in the reading process?**

4. **What didactic resources do you use apart from the governmental book to motivate English reading in class?**

5. **Do you think the implementation of traditional tales as a didactic strategy would benefit students at the moment of reading?**

Annex 6. Survey for Senior students at 28 de Septiembre educative institution

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros

Especialidad Inglés

Estimado Estudiante.

La presente encuesta se ha diseñado con el objetivo de recolectar información para el desarrollo de una propuesta académica.

Indicaciones:

La encuesta es anónima, por ello se le solicita llenarlo sinceramente ya que de su colaboración depende el éxito de este proyecto, el cual generará una propuesta para dar solución a los problemas que afrontan los estudiantes de segundo de bachillerato al momento de leer en el idioma inglés.

Encuesta

Señale con una X las siguientes preguntas.

1. **Seleccione su nivel de compresión lectora en textos de inglés.**

   ☐ Excelente

   ☐ Muy bueno

   ☐ Bueno

   ☐ Regular

   ☐ Malo

2. **¿Cómo considera usted las actividades de lectura durante las clases de inglés?**

☐ Interesantes

☐ Innovadoras

☐

Estresantes

☐ Aburridas

3. **¿Con qué frecuencia su maestro implementa actividades de lectura en las clases de inglés?**

☐ Mensualmente

☐ Semanalmente

☐ Diariamente

☐ Casi nunca

☐ Nunca

4. **¿Cuáles son los problemas más frecuentes que usted encuentra al momento de leer en ingles?** (señale con una **X** las que crea conveniente).

☐ Temas poco interesantes.

☐ Palabras desconocidas.

☐ No tengo hábitos de lectura.

☐ Es difícil leer en contexto.

☐ El material de lectura no es el apropiado.

5. **¿Qué tipo de actividades de comprensión lectora le gustaría encontrar al final de un texto?**

☐ Tipo literal (información explicita)

☐

☐

Tipo inferencial (información implícita)

Tipo crítico valorativo (Opinión o criterio personal)

☐   Otros……………………………………………………………

6. ¿Ha escuchado cuentos o leyendas de su localidad?

☐   Siempre

☐ Frecuentemente

☐ A veces

☐ Casi nunca

☐ Nunca

7. ¿Está interesado en conocer cuentos tradicionales del folklor ecuatoriano?

☐   Si

☐

  No

☐

    Talvez

8. A su criterio marque con un X ¿Qué tipo de enseñanzas traen consigo los cuentos tradicionales? (puede señalar más de una opción)

☐   Valores

☐ Vivencias

☐ Moralejas

☐ Antivalores

☐ Todos Los anteriores

☐ Ninguno

☐ Otros_____

9. ¿Cuáles son sus preferencias de lectura narrativa?

☐   Fantasía

☐ Aventura

☐ Terror

☐ Misterio

10. ¿En qué medida considera "Patrimonio Cultural" a los cuentos, mitos y leyendas por parte de los adultos mayores?

☐ Alto

☐ Medio

☐ Bajo

☐ Nada

Gracias por su atención.

Annex 7. Certificate from the institution about data collection problems

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"
Rocafuerte No. 681 y Oviedo -
Teléfono 062950451 – esc28septiembre@hotmail.com
IBARRA – ECUADOR

Ministerio de Educación

Ibarra, 23 de junio del 2021

CERTIFICADO

A petición Verbal del Sr. Recalde Torres Alexander Salomón, con CI: 1004232573 estudiante de la Universidad Técnica del Norte, quien se encuentra desarrollando su tesis previa a la obtención del título de licenciado en inglés.

Yo, **Yolanda Garzón**, CI. ; Rectora de la Unidad Educativa "28 de Septiembre" tengo a bien **CERTIFICAR** que el Sr. Recalde Alexander aplicó la encuesta a cincuenta y seis estudiantes (56) de Noventa y cinco (95) que son los que se encuentran con matrícula en Segundo de Bachillerato General Unificado. Treinta y nueve (39) estudiantes que no la realizaron, se debe a que no tienen acceso a internet.

Es todo cuanto puedo certificar, el interesado puede hacer uso del presente documento para los fines pertinentes.

Cordialmente,

MSc. Yolanda Garzón Espinoza
RECTORA
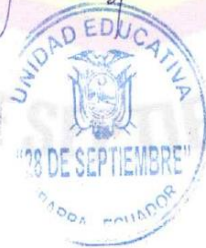
Sólo la educación cambia al Ecuador

Gobierno del Encuentro | Juntos lo logramos

101

Annex 8. Proposal's socialization solitude to the institution authority

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Unidad Educativa "28 de Septiembre"

Ibarra, 23 de junio de 2021

Magíster
Yolanda Garzón
RECTORA DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE

De mi consideración:

Reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se me permita realizar la socialización de mi propuesta de tesis a uno de los segundos cursos de bachillerato general unificado. Esto a través de una clase demostrativa en la cual se desea aplicar una estrategia didáctica usando cuentos tradicionales para mejorar la habilidad lectora en el idioma inglés de los estudiantes. Esto con la finalidad de seguir trabajando en el tema de tesis "Traditional Tales as Innovative Didactic Strategies to Improve Junior Students Reading Skills, at 28 de Septiembre High School of Ibarra City, During the School Period 2020 – 2021".

Por su favorable atención, le agradezco.

Atentamente,

Recalde Torres Alexander Salomón
CI. 100423257-3

Estudiante de la carrera Pedagogía de los
Idiomas Nacionales y Extranjeros,
8vo semestre.

Recibido
23-06-251

UNIDAD EDUCATIVA
"28 DE SEPTIEMBRE"
IBARRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

Teacher: MSc. Yolanda Aguilar.

Student-teacher: Recalde Torres Alexander Salomón

Class: 2nd B.G.U. "C"

Topic: Traditional tales as an innovative strategy to improve reading skills

Date: Thursday, June 24st, 2021 – (16:00 – 16:45).

Lesson Plan

Online synchronous lesson (45 minutes' lesson)

Topic: Traditional tales as an innovative strategy to improve reading skills. **Lesson: 1**	**Class: 2nd BGU "C"**
Date:24/06/2021	**Teacher: Recalde Torres Alexander Salomón**
Link to join a class:	

The lesson structure and activities can be visualized in the next link:

For this lesson, the teacher is going to use the "Nearpod" platform to develop a lesson because it is an interactive way that implies the constructivism structure like games, videos, links, and pictures for students' interaction and learning.

Lesson aims

By the end of this lesson, the students will be able:

➢ To relate pictures with short texts.

➢ To propose alternative finals for a tale.

➢ To express their creativity and imagination when they read and write.

➢ To identify the moral of a tale.

Contents

➢ Vocabulary about the tale (The Man in Flames)

➢ Reading comprehension.

➢ Traditional tales.

➢ Alternative finals.

➢ My own moral.

Warm-up/ Lead-in

The students are going to play the game "The GarticPhone (Telefono descompuesto virtual)" (the main idea is that the students read and draw a legend or story from their imagination):

1-The teacher gives directions about how to play the game:

➢ The teacher is going to create a room in GarticPhone.
Link: https://garticphone.com/

➢ Then the students join in using a link provided by the teacher.

➢ In the game, the students are going to write the name of one legend that they know.
Example: The maiden in black (La Dama Tapada), or just the name in Spanish such as La Viuda, El Duende, La Llorona, etc.

➢ After that, the students will draw the story or creature that the other partners wrote. This sequence is going to be repeated around for or five times.

➢ The teacher is going to project the answers and drawings of the students.

➢ Then they are going to read the story made by them, comparing the first sentence with the final one.

Practice & evaluation

- **Controlled activities**

(Vocabulary about the tale)

   1)The students are going to develop a matching activity in Nearpod:

The students are going to work guided by the teacher, which means that they will participate orally, telling the teacher the correct answer with its respective picture.

(Reading comprehension)

   2) the teacher will show the students a couple of slides in which it contains the story of the man in flames. Additionally, after each slide, there are some multiple-choice questions to check their reading comprehension.

The teacher will select one student per slide to read the tale.

The students will answer the multiple-choice question using their own devices.

- **Less controlled activities**

(Alternative finals)

   3) At the end of the tale slides, the teacher will present one slide that says alternative final followed by a picture related to the tale.

The students will propose their own finals using as a guide the next question: What do you think happens at the end of the tale?

(My own moral)

   4) In this section, the teacher is going to explain what the moral is, by making the students elicit some answers.

Then, the students have to propose a moral for this tale, and this is going to be done through the use of an open writing question on Nearpod.

Before the lesson

The students will play the game 'Time to climb on Nearpod'. This game consists of a kind of competition in which players have to answer a multiple-choice question.
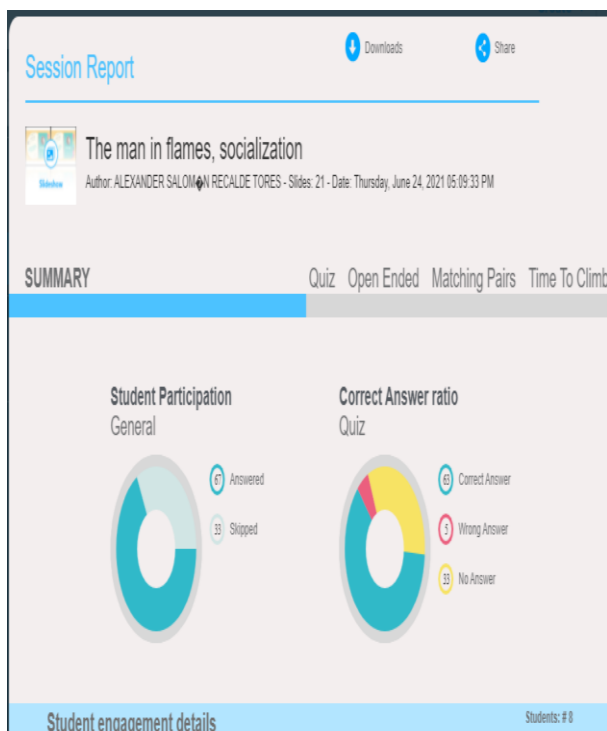
The multiple-choice question will have five morals, from which the student has to identify the correct one for The Man in Flames Tale.

The students will have 2 minutes to answer this question, but they have to do it as quickly as possible because the first three students will be on the podium of the winners.

Annex 10. Proposal socialization screenshots

Figure 14

Socialization

https://app.nearpod.com/?pin=45DE7340985EFE7630B4F041B85AC563-1

https://np1.nearpod.com/sharePresentation.php?code=243f3862db64555b0837c4aa0bc94d95-1

UNIVERSIDAD TÉCNICA DEL NORTE

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

Teacher: Lcda. Yolanda Aguilar

Student teacher: Recalde Torres Alexander Salomón

Class: 2nd B.G.U. "C"

Topic: The middle tale

Date: Thursday, June 24st, 2021 – (16:00 – 16:45)

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Los objetivos proveen una idea de que es lo que los estudiantes van a aprender como resultado de la clase.	Los objetivos proveen una clara idea de todo lo que los estudiantes van a lograr al finalizar la clase.	**4**
Lesson stages and activities within each one	Las actividades descritas en cada etapa están interconectadas y tienen la tendencia de ayudar a los estudiantes a cumplir con los objetivos de aprendizaje.	Las actividades descritas en cada etapa de la lección están bien articuladas y tienen la tendencia de ayudar a los estudiantes a cumplir con los objetivos.	**4**
Resources and materials	Los recursos utilizados propenden a elevar el aprendizaje.	Los recursos utilizados propenden a elevar el aprendizaje de manera significativa.	4
SUBTOTAL			12

B) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competencies throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
El docente practicante:				
1	Emplea de una variedad de materiales a través de la clase, así como la inclusión de material atractivo visualmente.			4
2	Ajuste del plan de clase para cubrir las necesidades de los estudiantes, despertar su interés y motivación.			4
3	Demuestra confianza y seguridad al manejar el ambiente de la clase y las actividades.			4
4	Desarrolla y mantiene la motivación al acoplarse al ambiente de la clase.			4
5	Interactúa con la clase de manera respetuosa y con vocabulario adecuado.			4
6	Responde a las preguntas de los estudiantes de manera clara y concisa.			4
7	Cumple con el tiempo establecido para la clase.			4
8	Demuestra dominio del idioma inglés.			4
SUBTOTAL		32		

LESSON PLAN	12 /12		
PROCEDURAL INSTRUCTION DELIVERING	32 /32		
TOTAL	44 /44	**AVERAGE Nota final**	10

Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM*.

Lcda. Yolanda Aguilar
DOCENTE OBSERVADOR