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**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN INGLÉS**

**ANTEPROYECTO DEL TRABAJO DE TITULACIÓN, EN LA  
MODALIDAD PROYECTO DE INVESTIGACIÓN**

**TEMA:**

**“Use of Pre-Columbian American mythology stories to develop English  
teaching resources for reading and speaking skills for 6th and 7th at UE**

**Yaguachi”**

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# UNIVERSIDAD TÉCNICA DEL NORTE

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## **DEDICATION**

This undergraduate work is completely dedicated to my beloved family without whose support I would not have been able to finish my career. They taught me to love my culture and myself. Thank you for always being there for me.

Koya Shayarik Córdova Quinchiguango

I dedicate this undergraduate work to my grandmother, my mom and to my dearest friend Eren. They are the engine of my entire life and the biggest and unique support that I have. They gave me the strength and the motivation for always be the best version of myself.

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## **ABSTRACT**

Ecuadorian cultural topics are not included as part of the English materials. The same topics are studied in all the courses by just changing the level of difficulty and adding new grammatical requirements. This study aims to develop English teaching resources by using pre-Columbian American mythology stories based on the meaningful learning theory at UE “Yaguachi”. This research was carried out from May to June with the students from sixth and seventh grade at UE “Yaguachi” located in Ibarra, Imbabura province. An online survey was applied to the two groups of students. A face-to-face interview was applied to the teacher and the headmistress of this institution. The results showed that the students do not know about mythological stories, but they have a highly positive attitude towards these topics in order to learn English. We conclude that young learners are interested in using pre-Columbian mythological stories to develop their reading and speaking skills. Therefore, different CBI strategies and techniques were used to develop activities that result attractive for them.

**Keywords:** Pre-Columbian mythological story, Content Based Instruction, Meaningful learning, reading skill, speaking skill, teaching resources.

## RESUMEN

Los temas culturales no forman parte de los materiales de la asignatura de inglés. Los mismos temas son estudiados en todos los niveles, únicamente cambiando el nivel de dificultad y añadiendo diferentes estructuras gramaticales. El objetivo de este estudio es desarrollar recursos de enseñanza de inglés usando historias mitológicas de América precolombina, basados en la teoría del Aprendizaje significativo en la Unidad Educativa “Yaguachi”. Esta investigación fue llevada a cabo desde mayo hasta junio con los estudiantes de sexto y séptimo grado de esta unidad educativa, ubicada en la ciudad de Ibarra, en la provincia de Imbabura. Para recolectar información, se aplicó una encuesta en línea a ambos grupos de estudiantes. Además, se aplicó una entrevista presencial a la maestra encargada y a la directora de la institución. Los resultados mostraron que los estudiantes no tienen conocimiento acerca de historias mitológicas, pero ellos tienen una actitud altamente positiva hacia estos temas para aprender inglés. En base a ello, concluimos que los estudiantes más jóvenes están interesados en usar historias mitológicas precolombinas para desarrollar sus habilidades de lectura y expresión oral. Por lo tanto, diferentes estrategias y técnicas de CBI fueron usadas para desarrollar las actividades que resultan atractivas para ellos.

**Palabras clave:** Historias mitológicas precolombinas, Instrucción Basada en Contenidos, Aprendizaje significativo, habilidad de lectura, habilidad de expresión oral, recursos de enseñanza.



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## Introduction

Since it is known that Ecuador has a low level of English, the reinforcement of the language in the classrooms is compulsory. To use innovative resources such as the pre-Hispanic culture that is part of this country's history is seen as an option to handle this problem.

Teaching English in Ecuador is highlighted by the textbooks in which people can find topics related to daily activities. These topics are used to introduce students to reading and speaking in the English language. However, many of them tend to be repetitive at all levels. The reason is that the style of activities and syllabi are the same, and only some grammar aspects are the ones that are different according to the level of the students.

Many times, due to the monotony of similar scenarios and dialogues that students see during all levels of English, they tend to lose interest in learning the language. This is because the topics are assumed to be the same and learners may overlook new grammatical aspects, thus leading to a rote learning.

These situations are not new because the activities of English textbooks that are promoted are similar. Mechanic activities only lead to boredom, and this is one path that produces students' demotivation for learning English. Therefore, those kinds of activities should not be part of daily classes (Ricoy & Álvarez Pérez, 2016).

There are two important aspects based on that quote. Boredom and demotivation. Students consider English language as a heavy meaningless subject. They feel unmotivated because they work based on the activities in the textbooks only.

So, since the topics of English are not diverse, it is necessary to introduce topics that are attractive to students and that, in turn, help students to get out of the monotony. Regarding to what has been discussed, the innovative proposal consists of including mythology to teach this language.

The introduction of mythology encourages students to be more imaginative and creative. However, these types of documents are not usually considered and are devalued. For the topics used in English to be more diverse, it is important to take the pre-Columbian Inca myths and stories in order to develop teaching resources for the teaching of the English language in students who are studying the sixth and seventh level of Unidad Educativa "Yaguachi".

This research is important to be done for the students from the first level of Unidad Educativa "Yaguachi" because they usually work with textbooks that have short stories from other countries that are part of the popular global culture. Therefore, that kind of content may be not interesting or can be even repetitive for the students.

If the students have access to different resources that can probably be unknown for them, they could get familiar with stories that are fascinating and that belongs to our culture. This can become in an incentive for them to learn and show interest in learning English.

Furthermore, the development of this type of teaching resources represents a struggle to achieve a prominent space within teaching in times of globalization. Many students are

unaware of ancient civilizations and their vision. This is an insult to those who struggle to maintain the love to the history.

This research is about to generate two types of possible impacts. The first is related to the academic field and the second one has to do with society. The academic impact is that the teaching resources that are going to be developed can be used by other teachers in the future. Also, the students will learn English through teaching resources that apply the Content-Based procedures that help students to improve their level of English.

On the other hand, the social impact of this project refers to a change in the usual content that is used to teach English. The incorporation of the Inca's stories to teach English states the importance of activate the students' interest in the culture that is part of them.

The main objective of this project is to develop English teaching resources by using pre-Columbian American mythology stories based on meaningful learning theory at UE "Yaguachi". For this purpose, there are three specific objectives. The first one is to identify Inca myths and stories relevant for UE "Yaguachi" young learners. The second one, is to design teaching resources based on Inca myths and legends to develop reading and speaking skills in UE "Yaguachi" young learners. Finally, the third specific objective is to apply teaching resources based on Inca myths and legends among 6th and 7th students at UE "Yaguachi".

There are two possible difficulties that have been identified. The first one deals with communication. Due to economic problems, it is difficult for the students that are supposed to be part of this project to communicate with the institution they belong to, nor the researchers.

The second difficulty is about the e-learning that started to be used as a solution for education due to the sanitary emergency. As well as the first problem, it comes from the students' economic background. The access to electronic devices is already a disadvantage which makes internet acquisition even more complex. This problem doesn't even let the students access to their regular online classes.



## CHAPTER I

### 1.THEORETICAL FRAMEWORK

#### 1.1. Theory of learning

Over the time, many theories of learning have been developed. They attempt to explain how learning occurs. However, only some of them have been the most influential in education.

##### *1.1.1 Behaviorism*

This is a theory developed by Skinner and Watson which tries to explain how changes in the environment affect learning. They consider learning as a behavior by itself instead of a mental process. This is a very superficial concept because they do not even think about it as a product of the brain. Therefore, is it observable and measurable; it means that some behaviors may increase, decrease, or maintain (Kay & Kibble, 2016). In addition, learning is determined by a stimulus-response reaction and a reinforcement. That is to say, a stimulus may be controlled according to the response that is required. It is related to experiences, because they shape the behavior of students to give a positive or negative response.

##### **1.1.1.1 Learning implications.**

In education behaviorism is seen as a way of modeling students' behavior. "In education, advocates of behaviorism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviors and punishing inappropriate ones" (Zhou & Brown, 2015, p. 6). This system is taken by extrinsic motivation which comes from outside. Rewarding may include praises, congratulations, good grades, extra points. On the other hand, punishments may include disciplinary measures, penalties, in extreme cases suspension in order get a positive response because behaviors tend to be repetitive; thus, they need to be corrected or eliminated.

##### *1.1.2 Social cognitive theory*

The social cognitive theory emerged after the behaviorism theory. Bandura is the father of this theory which is focused on the social environment. This theory places the social environment as the center of learning. People learn from what they observe and consequently, they acquire both different abilities due to knowledge and behavior patterns (Schunk, 2012).

##### **1.1.2.1 Teaching and Learning implications.**

This theory aims to explain how students learn and acquire knowledge. As this theory evidence the connection between social environment and acquisition of knowledge, there is a process. (Schunk, 2012) states that: "Learning complex skills typically occurs through a combination of observation and performance. Students first observe models explain and demonstrate skills, then practice them" (pág. 121). Therefore, observation is the first step for developing the acquisition of behavior patterns and knowledge, but the

process is incomplete until the teacher provides the students with the opportunity to practice and access to efficient feedback.

### ***1.1.3 Constructivism theory***

Piaget developed the Constructivism theory. The name of this theory came from the idea he had about learning process. Children construct their own knowledge through the environment and the brain (Cohen & Waite-Stupiansky, 2017).

To understand constructivism, it is important to review the key assumption of the theory which states that students are able to develop knowledge by themselves by discovering it with the help of a teacher (Geary as cited in Schunk, 2012).

#### **1.1.3.1 Teaching and Learning implications.**

Constructivism has been studied in different perspectives. In the educational field, there are important contributions that have improved the teaching-learning process. The influence of this theory on the curriculum has to do with an integrated process where students are aimed to study a topic from diverse perspectives (Schunk, 2012).

One example of this is mentioned by (Schunk, 2012): “For example, in studying hot-air balloons, students might read about them, write about them, learn new vocabulary words, visit one (hands on experience), study the scientific principles involved, draw pictures of them, and learn songs about them” (pág. 231).

As well as the curriculum improvements, Constructivism ideas have placed the learners in the center of the teaching-learning process where the teacher is supposed to leave apart the traditional method to include structured situations for the learners to be involved with the environment and with the content by using specific materials that can help them to develop an active role (Schunk, 2012).

The activities that must be included in a constructivist class define the characteristics and aims of the theory: “Activities include observing phenomena, collecting data, generating, and testing hypotheses, and working collaboratively with others. Classes visit sites outside of the classroom” (Schunk, 2012, pág. 231).

### ***1.1.4 Connectivism***

Connectivism is a theory of learning that is based on current networks and technology development. It was born due to the technologic era requirements. This theory holds that learning is inside and outside of the learner. That is to say, people can learn through the resources that this era offers. As Downes (2007) claims, “knowledge is distributed across a network of connections, and therefore learning consists of the ability to construct and traverse those networks” (as cited in Kizito, 2016, p. 21). This ability is led by a sense of experience about knowledge on previous networks. The main task is to connect and analyze some nodes of information that students can find in different resources. At the same time, collaborative work plays a very important role; it allows learners work actively which at the same time let them construct their own knowledge.

#### **1.1.4.1 Learning implications.**

According to Downes (2020), Connectivism students are more independent, so this is model is more a network formation rather than a model where students only acquire knowledge. It implies that students make their own decision about what to learn. So, they need to be motivated and must be aware of their own actions to grow academically, because it is easy to get distracted and waste time in the technological environment.

Due to the technological era and the e-learning modality, the connectivism is a suitable theory of learning to use in this research project. This way of teaching and learning has claimed the use of electronic devices which has been an alternative during the sanitary emergency. As a mean of adaptation to change, the use of networks is necessary. The internet offers many tools that may be useful for learning. The boundaries of technology would let a good educational process.

#### ***1.1.5 Meaningful Learning Theory***

This theory promotes a learning process that connects previous knowledge with new information, in that way, the acquisition of knowledge will have meaning and it can work better if students find the new knowledge interesting (Kostiainen, et al, 2018).

The meaningful learning theory is focused on how an individual learns. The main aspect is that this theory is centered on building knowledge in a harmonious way from concepts that students already know as the basis of this process. Therefore, it works as wires that connect each other to construct knowledge netting (Ausubel, 2002, as cited in Garcés Cobos, Montaluisa Vivas, & Salas Jaramillo, 2019).

#### **1.1.5.1 Learning implications.**

The contents that a teacher can use to apply this theory are chosen based on the cognitive structure of the learner and consequently, there is a connection between the previous knowledge with the new one in a systematized organization (Ausubel,2002, as cited in Garcés Cobos, Montaluisa Vivas, & Salas Jaramillo, 2019).

One of the most important advantages that teachers can extract from the application of the meaningful learning theory is that it helps to promote a long-term retention of the new knowledge ( Garcés Cobos, Montaluisa Vivas, & Salas Jaramillo, 2019). This theory is relevant for this study because of the advantage that was mentioned before. One of the most important things of education is to make students able to remember what they learned in the past to have a wide knowledge in specific fields of study, in this case, Ecuadorian ancient mythology.

## **1.2 Methods and approaches in language teaching**

Language teaching has a long history that started its innovations on the twentieth century. People started to visualize the need of new programs of language teaching around the world. As (Richards & Rodgers, 2014) mentioned:

The impetus for change in approaches to language teaching is generally a response to increased demand for speakers of second and foreign language. World War II, for example, prompted the need for new ways of teaching oral skills in foreign languages... (pág. 3)

Each method and approach aims to provide information of how teachers can organize the class in order to help students learn the language. Therefore, not all the approaches and methods are useful to obtain an efficiency development of Speaking and reading skills on students. The following table presents the methods and approaches that are related to the aims of this project and the ones which will not be part of the study.

### **Table 1**

*Methods and Approaches-Communicative Language Teaching.* (See annexes)

### **Table 2**

*Methods and Approaches-Suggestopedia.* (See annexes)

### **Table 3**

*Methods and Approaches- Multiple Intelligences.* (See annexes)

### **Table 4**

*Methods and Approaches- Natural Approach.* (See annexes)

### **Table 5**

*Methods and Approaches- Task-Based Language Teaching.* (See annexes)

### **Table 6**

*Methods and Approaches- Content-Based Instruction.* (See annexes)

### **Table 7**

*Unnecessary Methods and approaches.* (See annexes)

## **1.3 Strategies**

### ***1.3.1 Content-Based Instruction strategies.***

After reviewing all the methods and approaches in language teaching, it is important to mention that this project will be focused on The Content-Based Instruction Approach. This approach supports a type of teaching where students must develop reading comprehension to understand the content which is the central aim of the teaching-learning process. Furthermore, this approach direct students to speak spontaneously after a lot of input through the select content. The level of development of both skills has to be adjust to the level of the students that are part of this study.

In addition, the activities that will help students to work in a meaningful way are also taken from the multiple intelligences approach. By applying visual and kinesthetic intelligences, students may be more interested in the contents they will face.

The strategies that are useful to develop Reading and Speaking skills through the CBI approach are the following:

#### **1.3.1.1 Reading strategies.**

The strategies that have been selected to consider in this study are the following:

- Make predictions.
- Word Attack Strategies
- Text Predict
- Set a Reader Purpose
- Locate Key Words
- Use Graphic Note taking
- Use Graphic Organizers
- Reread

(Masharipova, 2021, págs. 41-42)

#### **1.3.1.2 Speaking strategies.**

- Asking for clarification (what?)
- Asking someone to repeat something (huh? Excuse me?)
- Using fillers (uh, I mean, well,) in order to gain time to process.
- Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- Getting someone's attention (hey, Say, So)
- Using paraphrases for structures one can't produce.

- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at the survival stage) (how much does \_\_\_\_\_ cost? How do you get to the \_\_\_?)
- Using mime and nonverbal expressions to convey meaning.
- Circumlocution is another strategy which was used by Mendez and Marín (2007, p.78) and it was added to the four specific strategies taught during this research.
- Circumlocution which is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair) (Douglas, 2007, as cited in Rosa Adriana, Gandy Griselda, & Rafael Ferrer, 2013)

### ***1.3.2 ICT in English Teaching-Learning***

Information and Communication Technology, or well known as ICT, refers to all technological tools that are used as a source to manage communication and information in many fields (British Council, n.d.). Due to its practicality, ICT have been used in Education for a long time. At the beginning, it was used as a teacher-centered tool, but with the development of technology it became into a learner-centered one. Currently it is very common that everybody has access to electronic devices, which is useful to learn if it is used in the correct way.

ICT has been used in language teaching and learning as a mean to develop the four basic skills, listening, speaking, reading, and writing. In different ways, ICT offers tools such as apps, videos, e-books, films, and more resources that may help learners to acquire vocabulary, grammar comprehension, reading comprehension, fluency, and accuracy. So, there is no need of teacher's instructions to start learning English through these tools. Therefore, students become more autonomous and independent.

Since the use of technology is an alternative way of learning English, learners may have fun while getting familiar with the language. The content that people can find on the internet is wide. From entertainment to English workshops, there is a lot of English to consume, which may also help to motivate students to continue learning English. There is not a formula to instantly learn to listen, speak, read, or write; each one of them needs practice to be developed. Technology can help to improve the four skills.

#### **1.3.2.1 Listening.**

As children, learners need to listen a language in order to produce it. On the internet, learners can find a wide variety of resources such as songs, movies, audiobooks, and podcasts. There are networks that people can use for free like YouTube, Soundcloud, Spotify, Movie, where people can train their ears by listening audios. They were going to

be able to identify sounds, get vocabulary, learn pronunciation, and also understand the language.

### **1.3.2.2 Speaking.**

Learners can practice speaking skills while watching some videos on the internet. They can click on the option of subtitles to repeat the lyrics of a song and the lines from movies. The aim of this practice is fluency and self-confidence while speaking.

### **1.3.2.3 Reading.**

The internet provides learners with numerous readings. There are novels, books, tales, legends and much more resources. Learners can learn a lot of vocabulary while reading and will also see real examples of the language in use. Apps like Google play books offer a huge variety of free books where people can find definitions of unknown words as well. This let the students to train their reading comprehension.

### **1.3.2.4 Writing.**

There are some apps that are useful to correct the words in context and grammar like Grammarly. There are also workshops that may help to learn grammar rules. People can find many tutorials about how to write different types of writing and become accurate.

Since the use of ICT in every skills development have been explained, here is a list of apps that can be used to train the speaking and reading skills.

- Educandy
- Pixton
- Voki
- Mentimeter
- Nearpod
- Youglish
- Sounter
- Newsela
- Voscreen
- Pikcochart
- Jamboard
- Quick, Draw!
- Magnetic poetry
- Vocaroo
- Wheel of names.

## **1.4 Differences among history, myth, legend, and story**

It is important to highlight the concept of History, myth, legend, and story to understand their purpose and structure.

### ***1.4.1 History***

“History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time” (Talekau, Nayak, & Harichandan, n.d., p. 2). This is not a term that only refers to past events, but also their repercussion towards the future. As the author says, there are many tools to evidence and interpret the past. It may include written documents, oral communication, photographs, architecture, and artifacts. According to (Bryant, Black, Land, & Porra, 2013), histories may show us the historical record of many events, cultures, and traditions from the past in order, to explain contemporary phenomena. It means that due to history, it is possible to analyze and know what happened, in which year and how that event affected the current civilization.

### ***1.4.2 Myth***

Myths are traditional relates that are strongly related with ancient religions. “Myths are specific accounts of gods or superhuman beings involved in extraordinary events or circumstances in a time that is unspecified, but which is understood as existing apart from ordinary human experience” (Britannica, n.d.). The characters and their experiences are mostly linked to cultural aspects. The events and the context depend on traditions and beliefs that different regions have about the origin of the universe and life. So, it is very common that myths include heroes, gods, or supernatural characters from ancient cultures in their relates.

### ***1.4.3 Legend***

As stated by Cuddon, a legend is “a story or narrative that lies somewhere between myth and historical fact and which, as a rule, is about a particular figure or person” ( as cited in Literary Devices, n.d.). It is between myths and histories because it has not been proved, nor can be called an imaginary tale. So, legends might be based on facts. It may be common that legends talk about popular characters or figures from the current reality. In comparison to muyths, legends take place in a recent time while myths talk about pre-historic times or very ancient ones.

### ***1.4.4 Story/tale***

Stories are short narrations of fictional or real events that take place in different circumstances. As the Cambridge Dictionary (n.d.) holds, a story is “a description, either true or imagined, of a connected series of events”. Stories may be set at any period of time and may relate anything about any character. It is characterized by telling unusual or shocking events, so it may be dramatic. As well as myths, it may include cultural elements on it.



The materials that will be used in the proposal are part of the pre-Columbian era of humanity. Consequently, even if some of them are called as legends, the truth is that the materials are classified as myths because of their characteristics on time, elements and characters.

### **1.5 Wealth of mythological stories**

The literature that derives from Myths is a substantial characteristic of the culture of a country. Most part of mythological literature in Ecuador is part of the biggest civilization that had the control over the most part of Latin América. Ecuador has found its identity origins on this culture specially in the Andean region. (Berk, 2016) highlights that:

The economic, political, and geopolitical powers of a nation in the past had a limited time. Accompanied by the decline of a nation, those powers are also disappeared. But the mythology, folk tales, legends sometimes in the form of literature keep on their existence throughout the life. So, it is obvious that the cultural identity and a cultural heritage of a nation live in mythological mode. (pág. 69)

Since the history of humans has increased throughout the years, it is important to mention that Ecuador and its culture is weakening and the only thing that will be preserved is the essence of its people and culture. Even though the globalization is taken the most popular culture and traditions into every single country around the world, people must understand that to give importance to their own culture is the only path to remain and become significant in a homogeneous world. To make the own culture relevant, people use music, social media, and business. Therefore, give an opportunity to show the identity of a country in the educational field should not be ignored.

Reading and Speaking skills are a good option to encourage learners to acquire, retain and remember information from the mythological stories. For example, working with myths may help students to learn new vocabulary and get interested in searching more about ancient cultures to extend their knowledge on it. At the same time, through the meaningful learning theory, they will be better able to speak, by using the new information, based on the knowledge they already know about ancient cultures.

#### ***1.5.1 Order of the mythological stories in the teaching resources.***

Each myth comes from a specific civilization at a specific time of their history. The myths can explain the origins or the end of a civilization. That is the case of the mythological stories that are part of this project, the order is based on the origins of a civilization, its evolution due to its conquerors and the final conquest from the hand of the Spaniards.

Therefore, the first and the second mythological stories that were chosen are part of the mythological origin of the “Cañaris”.

This civilization started from 500 c.e to 1460 c.e. and it has different theories about its origins. The first one mentions that the first human settlements found in Cañar belonged to a well-known Central American civilization called “Maya” (Uhle,1922, as cited in Arizala Martínez & Merchán Andrade, 2010).

Uhle (1922, as cited in Arizala Martínez & Merchán Andrade, 2010) mentions that: “The maya Civilization which was discovered in the Cañari region was the core of the origin of Ecuadorian, Peruvian and American ancient civilizations.” (pág. 16) Consequently, the Cañaris civilization was original a Maya cultural extension.

The second theory is based on its mythology, the first myth is about a snake, and it refers to the first parents of the civilization as well as “Adan and Eva”, in the biblical origin of humans. Then, there is the myth about a flood that destroyed all the civilization and generate a new offspring. This myth is similar to “Noah and the flood”, a story found in the bible (Palacios,1981, as cited in Viteri, 2016).

The unification of the Quito-Caras comes from an interesting myth that has its beginnings in Santa Elena peninsula. The third mythological story is called “ Quitumbe, a legendary hero”. Following the chronological order, the Quito-Caras developed their culture from 800 to 1660 e.c during the pre-incaic, incaic and a part of the colonial period (Silva, 2013).

Coming back to the Cañari culture, beyond its origins, this culture was conquered by the Inca empire. Therefore, the fourth mythological story takes place during the conquest of the Cañaris. This myth is called “the maiden of Pumapungo” and its story is developed during the fourth period where the invasion of Incas to the Cañaris culture in the ancient Cañari city of Pumapungo from 1460 to 1533 (Arizala Martínez & Merchán Andrade , 2010).

Finally, the fifth mythological story is based on the myth “The Culebrillas Lake”. This story takes places during the last period of the cañari culture where the Spaniards have already arrived to the Inca-Cañaris territory.

The Inca- Cañari culture has its origins when Incas submitted the Cañaris in 1460 e.c.Then, it finishes on 1533 with the war between Huáscar and Atahualpa that ended with the desctrucion of the Cañaris places and the invasion of the Spaniards (Arizala Martínez & Merchán Andrade , 2010).

Since the Incas invaded the Cañaris culture, a mix of their culture is seen in different myths. Therefore, the myths comes from different perspectives with similar aspects between them.

### ***1.5.2 Terms and conditions of author rights and translation of works.***

It is important to mention that the mythological stories from the proposal will be based on Ecuadorian myths. Therefore, the translation of these works are fundamental to promote the use of English language.

Fortunately, the author rights do not affect the free translation of published works when those will be used for academic purposes. Thus, it is important to know that the works should be cited with the name of the author and the resource. Also, it is important to mention that the translators should cite only what is necessary without affecting the exploitation of the work (Pontificia Universidad Católica del Perú, 2016).

### **1.6. Importance of English language**

Since English has become the most spoken language in different countries, it is very important to learn it. English is a language that originally comes from England, but currently is used as an international language (Oxford Learner's Dictionaries, n.d.). It means that it does not matter where people are, this language will be the means of communication everywhere. It is also considered as a lingua franca, which refers to the official language used for communication and trade around the world. In other words, professionals that speak English will have more opportunities to get a job at any field.

English in academic development is necessary for students who are willing to get a degree in any career. Beyond the idea that it is only a subject, students can have more possibilities when doing research. They can have access to unlimited information in English, from various resources, and from different countries. It may help them to grow as students, and future professionals.

### **1.7 Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)**

The Common European Framework (CEFR) is a standard scale for languages abilities. It has six levels of proficiency, which starts with the A1 and ends with the C2. This organization is divided from the very beginning level to the mastered one. It may be applied to any unknown language.

The CEFR offers a common basis for the elaboration of syllabuses, curriculum, textbooks, tests, courses, and more language materials (Council of Europe, n.d.). Due to this scale, learners will know the progress they are making regarding to the new language proficiency. The CERF table with the explanation of all its levels is presented below.

The proposal that will be developed in this research project will adopt the levels of CEFR and the general objectives of each unit come from the Council of Europe Can Do statements within the regulation of the Ministry of Education of Ecuador.

#### **Table 8**

*Common Reference Levels: global scale. (See annexes)*

The following chart describes the specific Can-do statements for A1 level in terms of Reading and speaking skills that were considered to guide the general objectives of the five

units of the proposal. Each one of the Can-do statements that were chosen were adapted to the context of this research.

## **Table 9**

*Can do statements.* (See annexes)

## **1.8 English Language in Ecuador**

According to the 10<sup>th</sup> edition of EF EPI 2020 (Education First English Proficiency Index), Ecuador is ranking the 93<sup>rd</sup> place worldwide, and the 19<sup>th</sup> position in Latin America, among 100 non-native English-speaking countries (EF, 2020). It means that this country has a very low English proficiency. As stated by the same web page, Ecuador got a score of 411 which is equivalent to the level A1 according to the Common European Framework. This level shows that learners are still beginners in the language learning, in a general view of the country.

This dramatic situation exposes the neglectful English curriculum of the Ministry of Education of Ecuador. It suggests that at the end of the course, elementary students must get a pre-A1 level. Middle school students must achieve an A1 and A2 level; and high school students must get a B1 level of English. As it had been exposed before, this is very far from the reality.

At the national level, Ecuadorian students just have achieved the English level of elementary schools. Therefore, there is a lot of work to do.

## **Figure 1**

*L2 learning outcome for high schools in Ecuador.* (See annexes)

### **1.8.1 The Taxonomy of Bloom.**

In this study, the Taxonomy of Bloom was necessary to define the objectives of each activity from the units of the proposal. (See annexes)

## **Figure 2**

*The Taxonomy of Bloom wheel.* (See annexes)

## **1.9 Skills**

The four skills of English language are the center tools that engage students in learning. Listening and Speaking; Reading and Writing, the knowledge is synthesized through the four skills to adequate the language for the students to learn. (Xhuvani, 2015) summarizes the four skills:

Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication... Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an

effective written communication... Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. (pág. 29)

For the students to learn the four skills is crucial to give meaning in each strategy and technique applied in the teaching-learning process. This study is focused on Reading and Speaking skills in order to give meaning and importance to these two skills.

### ***1.9.1 Reading skill***

Before start analyzing the most important reading techniques. It is essential to get familiar with the meaning of "reading". (Putra & Marzulina, 2016) mentions that: "reading is important skill to be learnt, it enables learners to comprehend all new information in English printed and written text." (pág. 186) Reading books, magazines, stories, or short texts provide students with lots of vocabulary that they can use later in their speaking.

#### **1.9.1.2 Reading techniques and materials.**

The aim of this project is to prepare nine reading strategies to work with the pre-Columbian stories. It's important to describe all of these strategies:

- The first one is "**Previewing**", in this technique, readers can base their first perception of the reading with a first view of the text. They can share what they already know about something related to the text before start reading it. (Kashyap & Dyquisto, 2020) This is an involving strategy for the students to be ready for the next activities. The materials that can be used for this strategy are magazines, books, stories, short texts, tales etc.
- Then, there's "**Predicting**". This technique can be used to enable students' imagination. They can predict what is the text about, in this way, they will remember the reading and they are going to have a better comprehension. It doesn't matter if they are right or wrong with their predictions (Marlett, 2020). Short texts and printed words can be good materials.
- **Identifying the main idea and summarization.** To find the main idea is one of the most important skills that students can learn, with this ability, they will be able to understand the reading, the purpose and to make inferences (Roell, 2019). Materials for this kind of activities are workshops based on readings with questions focused on the main idea.
- **Questioning** is another technique where students have to be aware about what the teacher is asking. Therefore, they need to read and understand to answer the questions (Ávila Constain & Gómez Torres, 2009). The materials can be tales, short stories, and a notebook for the students to write the answers for the teacher's questions.
- **Making inferences.** It's an important ability for the students to develop because it helps them to read carefully and to be concentrated while they're reading (Schulten, 2015). Based on stories or tales and questions on it, students can practice the inferring ability.

- **Visualizing** is a very important technique because with a picture in a text, students can visualize the story by using their imagination. They can connect their mind to what they are reading and increase their comprehension (Ling, 2019). Based on a reading, the students can work with sheets of paper and pencils to draw a scene from the reading.
- **Story maps.** By applying this technique, students are able to organize their ideas based on the reading in a visual map. This individual strategy helps students to work with their own thinking about what they read so they can have a resource for themselves (Splittstoesser, 2020). This strategy works as a material as well.
- **Retelling:** is a successful technique that helps students to remember and explain what they read in their own words. They have to comprehend what they are reading to work with this strategy (Sylvia & Widiaty, 2017). To work with this strategy, the materials are very simple, stories, tales, book's chapters etc.
- **Interacting Read-Aloud.** This technique combines both reading and speaking skills. The students can have a conversation on the reading. It's important to work in groups. That helps to construct knowledge through collaboration (Fitzgerald, 2018). The materials can be stories and questions pre-elaborated to work with the students.

## *1.9.2 Speaking skill*

### **1.9.2.1.2 Techniques and materials for teaching speaking.**

The activities and materials that the Content-Based Instruction approach for speaking skill are focused on communicative interaction (Navas, 2010). There must be interlocutors, a transmitter and a receiver, or an audience. Here are presented nine activities and their materials that can be used to develop oral production.

- **Role play.** Role-playing is an activity where students assume different characters to perform a story (Rachman, 2017). Those plots may be taken from existing stories or students may create them.
- **Storytelling.** It is basically to tell stories. They may be invented or taken from resources. As Porras (2010) mentions, it is useful to develop a better understanding of spoken language which is engaged with thinking skills.
- **Discussions.** Students talk about the stories or information that they had read before the class. "Any learner can take part in discussion activities" (Iqram, 2015, pág. 18). They share information or tell their point of view.
- **Interviews.** Students take the roles of interviewer and interviewee; they should prepare the questions before applying it (Pratama & Awaliyah, 2015). After the interview they can make a report or present the results.

- **Reporting.** Learners are asked to read any text or make interviews and surveys before the class. They must tell what they understood or present the results that had gotten.
- **Conversation.** Students take turns to talk on several topics in a spontaneous way. They may also prepare scripts about specific themes taken from books or stories.
- **Picture describing.** The teacher gives different pictures or images to the student for them to describe them as much as they can. Pratama & Awaliyah (2015) find that this activity is helpful to develop creativity and imagination; the learners also train their public speaking skills.
- **Picture narrating.** This activity is based on a set of sequential pictures that students use to create or recreate a story (Pratama & Awaliyah, 2015). They can also read a story at first, then they can draw different scenes from it and at the end they can tell the story to their classmates.
- **Story completion.** According to Hui (2011), a student starts telling a story and after a few sentences this person stops narrating. Then, another student continues with it and stop again. That activity continues until the story finishes. The stories may be taken from resources or invented.

The use of Mythological stories to develop teaching resources for Reading and Speaking skills promotes the cultural enrichment in the educational field by giving new perspectives of the teaching-learning materials. The sense of belonging of the mythology stores in cooperation with the foreign language may generate motivation in the students which leads them to get more engaged in the improvement of the two selected skills.

Therefore, the information selected and organized in the theoretical framework supports the aims of the study through useful resources such as: strategies, learning theories and approaches and language concepts that design a path for the diagnostic section.

## **CHAPTER II: METHODOLOGY**

### **2.1 Background**

This project was developed at Unidad Educativa Yaguachi. The researchers had the respective authorization to apply the collection data instruments to the students from the sixth and seventh level of EGB. An interview was applied thanks to the assistance of MSc. Nancy Erazo, headmistress of the institution. Besides, a different interview was applied to Jesenia Delgado English coordinator teacher who is also in charge of the students from the mentioned levels of EGB.

Due to the current pandemic, only the interviews were conducted face to face inside the institution. An authorization document was sent to the parents of the students by the headmistress of the institution to let them know about the project and the survey. The researchers created a group on WhatsApp with the contacts of the students from sixth and seventh level in order to send them a link of forms with the respective survey. The principal problem was that some students did not complete the survey because of cellphones that do not have the actualizations to open some links and apps. Furthermore, some students don't have internet connection so they could not have access to the survey.

### **2.2 Methodology**

#### ***2.2.1 Type of research***

This study applied two types of research, qualitative and quantitative. Both were necessary to collect analyze and understand the data. Quantitative research is objective and qualifies the social phenomena while qualitative research is focused on the sense and meaning of social phenomena (Posso, 2011).

The reasons why the qualitative method was applied in this study are related to its characteristics. The main characteristic is that this project was focused on the experiences of the students and the alternatives that they may have for their learning process. Furthermore, qualitative research can be applied to different disciplines, one of them is pedagogy (Posso, 2011). The develop of teaching resources is part of a pedagogical process focused on Reading and Speaking skills.

The authors elaborated two tools to collect data. A qualitative interview was applied to the teacher and the headmistress and quantitative survey was applied to the students. Before the application of them, they were rigorously checked by the tutor of this project until they were accepted and validated by her.

On the other hand, quantitative research provides solid data based on results that helps to generalize the research and find a solution for the stated problem. This method is widely use in education because it offers specific techniques to collect and analyze data from a selected sample about a specific problem (Posso, 2011). In the quantitative survey the questions were designed to be rated on the Likert scale. We applied this type of research



because we wanted to gather information from a specific sample of U.E. “Yaguachi”. It aimed to quantify and generalize the student’s preferences on the presented activities.

## **2.2.2 Methods**

### **2.2.2.1 Inductive method**

This method starts from particular aspects to get to generalize them (Posso, 2011). This method was applied in the theoretical framework in order to create basis for the proposal. In this case, based on this method, it was easier to determine the theories that are needed to organize the information, objectives, and activities of the proposal.

### **2.2.2.2 Deductive method**

The deductive method helps researchers to go from general theories to get to particular aspects (Posso, 2011). Therefore, this method is related to the organization and research that was applied to create the theoretical framework, stablish the methods, and get to the conclusions of the project.

### **2.2.2.3 Analytic method**

Finally, the analytic method helps researchers to synthetize all the data in a written product, to synthetize the collected information, tables, charts, and graphics are useful. (Posso, 2011). Consequently, with this method, the results of the surveys and interviews will be analyzed in order to formulate the correct organization of the guide.

## **2.3 Research variables**

This Project has two variables. The dependent variable refers to the innovating teaching resources that are going to be developed. The independent variable refers to the English teaching strategies that are going to be applied. The sampling of the project is convenience-probabilistic type.

## **2.4 Population identification**

The sample is composed by twenty-eight students; eight out of them are women and twenty of them are men. All the students belong to the half-breed ethnicity, and they are between ten to twelve years old.

**Table 10**

*Population identification*

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Institution	Year	Class	Students
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Unidad Educativa Yaguachi	EGB students	Sixth level	11
		Seventh level	17
Total:		28 students	

*Note:* Own elaboration.

## 2.5 Sample identification

The students were chosen from a non-random sample of an infinitive universe according to the criteria of the researchers. As there are no more than forty participants, it was not necessary to calculate a sample.

## 2.6 Research techniques and instruments

### 2.6.1 Interviews

Both, the headmistress and the teacher coordinator of the area were provided with a specific interview; each one of them with different questions by face-to-face interaction inside the institution. It helped to gather relevant information for this project. The first interview that was applied to the headmistress took place on May 31<sup>st</sup> 2021. This interview revealed the following aspects: importance of the topic of this project as a reinforcement of the English classes, English classes schedule, correct use of previous knowledge from History subjects to learn English.

On the other hand, the second interview was applied to the teacher coordinator of the English area on June 4<sup>th</sup>, 2021. The data collected in this interview is related to: lack of interest in learning English, It is good to emphasize our mythology because it can make our culture stronger, Technological resources and feedback from teachers can make activities more meaningful, lack of resources such as internet make it difficult to provide English practice, grammatical aspects are implicit in the textbooks of the ministry of education, English language is taught in context in the A1.1 level for sixth level students and A1.2 for seventh level students.

The transcription of these two interviews is found in the annexes section of this project. To analyze the collected data, we used the Qualitative Content Analysis. For this, we categorized the information into relevant sections.

### 2.6.2 Surveys

The application of the survey to the students from sixth and seventh was carried out by online interaction. WhatsApp and the forms platform help researchers to establish contact with the students. The gathered data was analyzed through descriptive statistics. The frequency method was used to analyze the results of all the questions due to the Likert scale format. To represent the results, simple and composed bar charts were used. The process took place from June the 22<sup>nd</sup>, 2021 to June the 25<sup>th</sup>, 2021. As a result, the survey provided a wide view of

how much students are interested in learning English through mythological stories from Ecuador. Also, this survey helped researchers to define the activities that the proposal will include based on the preferences of students.

In chapter 3, more information about the results of the survey will be show. Furthermore, the annexes will provide more documentation that certificates this work was done.

It is important to mention that in the questionnaire applied to the students, there are two open questions where they can provide some suggestions on reading and speaking activities they would like to work with. Those suggestions were considered as most as possible in the development of the proposal.

## **2.7 Research questions**

- 1.** What teaching techniques for speaking and reading can be used to adapt the Pre-Columbian American mythological stories to create teaching resources?

### CHAPTER III: ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected through the applied interviews to the teachers and the surveys that students completed were analyzed.

We categorized the information gathered in the interviews in three important concepts; they are the following:

- **The importance of using mythological stories:** Both teachers mentioned that it is important to include cultural aspects such as mythological stories in the English classes.
- **The background of the institution:** The infrastructure of the institution does not account with technological devices. Therefore, the proposal was modified in order to provide students and teachers with accessible technological apps to improve the learning of English.
- **The background of the students:** Students face a limited access to technological resources to learn English due to economic problems.

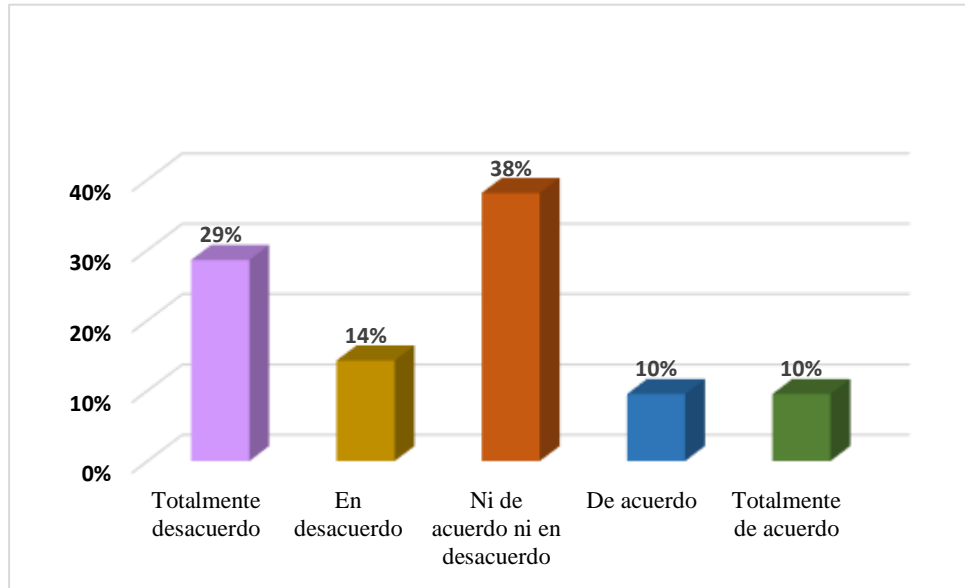
The survey consisted of four parts. The first part of it includes general questions to find out how much students from sixth and seventh level know about Ecuadorian culture. The second part presents innovative activities to reinforce reading skill and the third part presents activities to practice speaking skill. Finally, the fourth part of the survey is a question that asks students to rank how much they would like to be evaluated by using the activities from the second and third part of the survey. On the other hand, the interviews included open-ended questions about using pre-Columbian mythological stories as teaching resources, strategies, materials to teach English, and specific questions on the reading and speaking skills. The literal transcriptions of these interviews are found on the annexes section.

### 3.1 Survey applied to sixth and seventh level students from Unidad Educativa “Yaguachi”, Ibarra Canton.

#### 3.1.1 I know the difference among myth, history, and legend?

**Figure 3**

*Difference among myth, history, and legend*



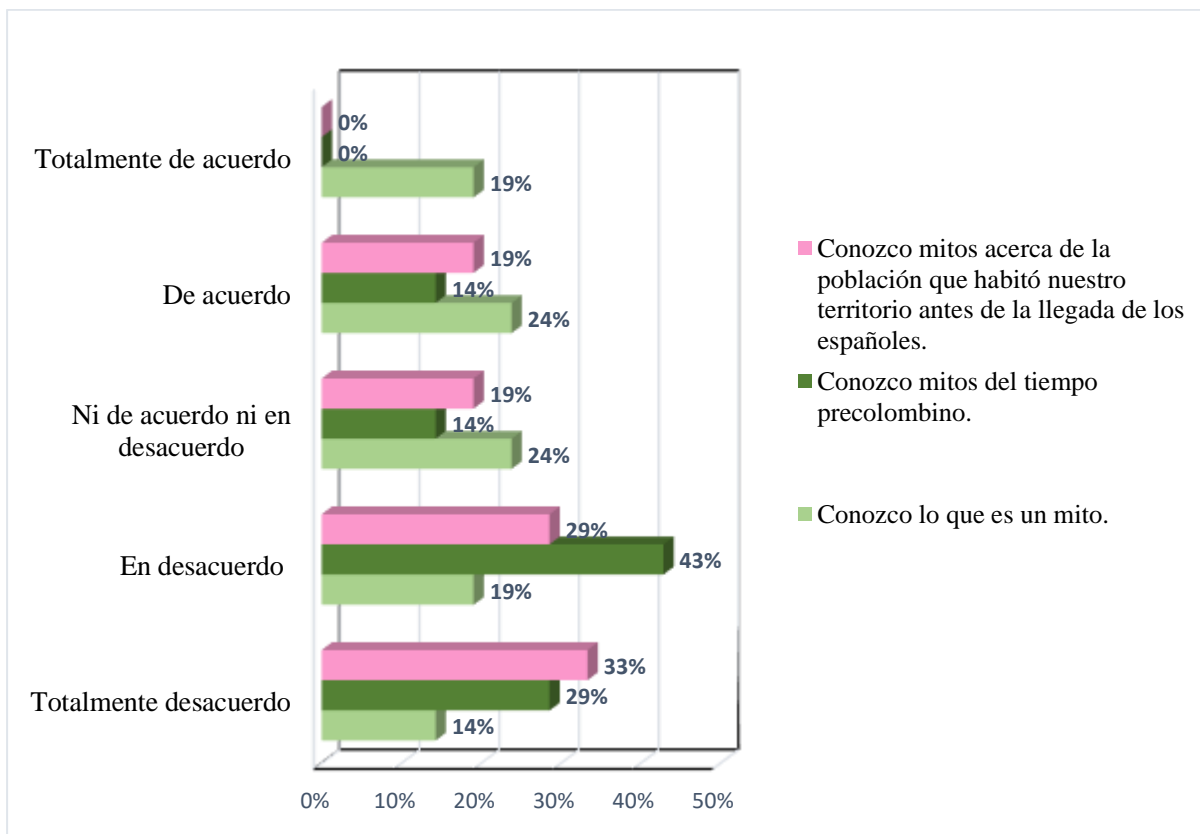
#### **Analysis**

From the survey results, the vast majority showed that they don't have any or enough idea of the difference among myth, history, and legend. Therefore, it will be important for students to clarify each one of them for a better comprehension of cultural aspects. To know about cultural context is crucial for students because they can become more empathetic, they can also gain a better understanding of lessons and people, they become more open minded, they feel more confident and safer and they are better prepared for a diverse workplace (Drexel University School of Education, n.d.). As the project tries to emphasize Ecuadorian culture through mythological stories, this is essential for student to learn from these concepts.

#### 3.1.2 Knowledge about general mythology, pre-Columbian myths, and myths about pre-Columbian population from our territory.

**Figure 4**

*Knowledge on: General mythology, pre-Columbian myths, and pre-Columbian myths from our territory.*



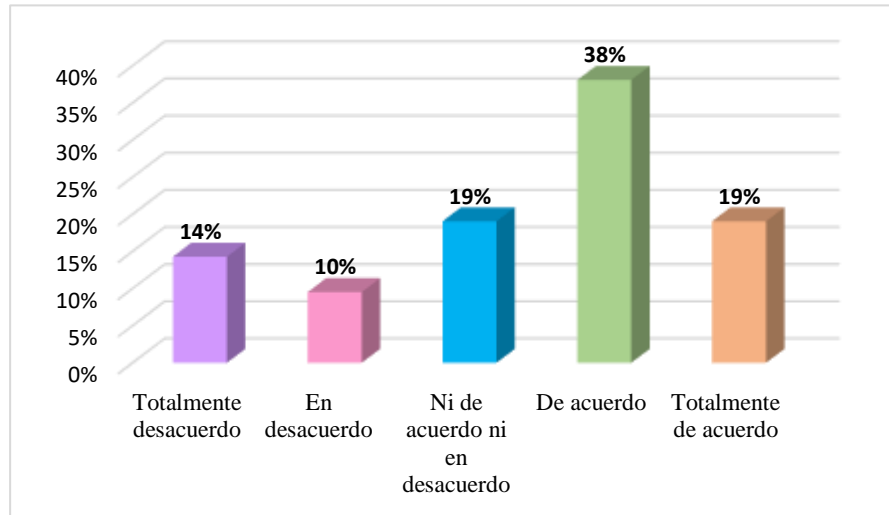
### Analysis

The figure above shows the results of three questions from the survey. The first one is related to the knowledge that students have about myths. The highest percentage reveals that students probably do not know almost anything about the concept of a myth. In the second and third question about pre-Columbian myths and myths from our territory, the highest result is a product of the possible lack of knowledge that students have on these topics. Myths are narrations of events that are related with the creation and the origin of the world, and also tells why things are the way they are (Leland, 2019). For that reason, it is important to motivate students in learning about myths to get familiar with their culture and roots.

### 3.1.3 I know any historical pre-Columbian character.

**Figure 5**

*Knowledge on historical pre-Columbian character*



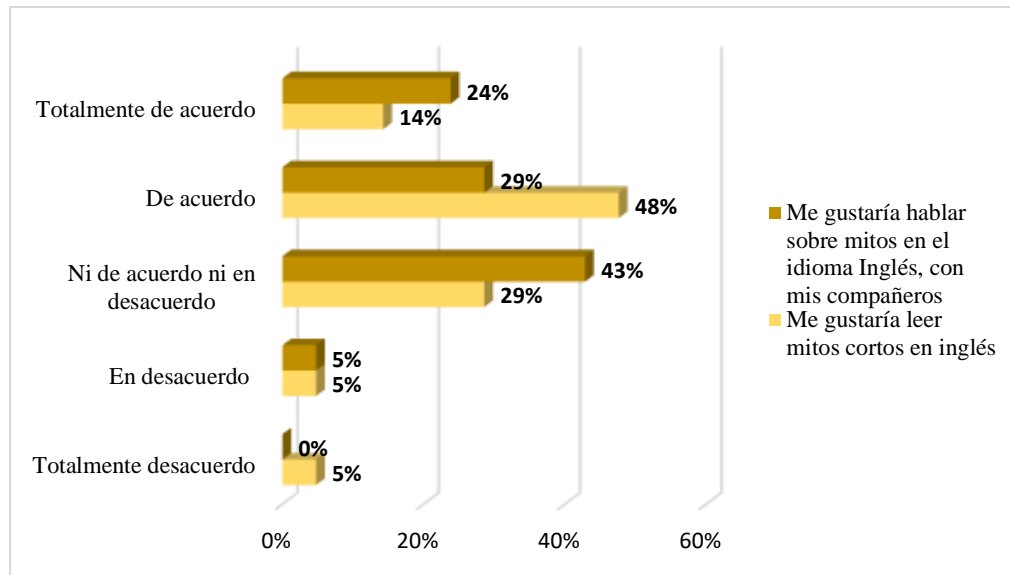
#### **Analysis**

Even though students don't know concepts about mythology, the most part of them are aware about historical characters. The topic related to pre-Columbian historical characters that the National Curriculum on History includes is Atahualpa and the civil war. It mentions more characters during the study of this topic (Ministerio de Educación, 2019). That may be the reason why students know a bit about those important characters.

### 3.1.4 I would like to read myths in English and talk about it in English with my classmates.

**Figure 6**

*Read and talk about myths by using English language.*



#### **Analysis**

The bar chart shows the percentage of students that would like to read myths in English and the percentage of students that would like to talk about myths by using the English language. For the first question, the highest percent of students agree with the statement. On the other hand, most part of students show a possible low level of interest on talking in English.

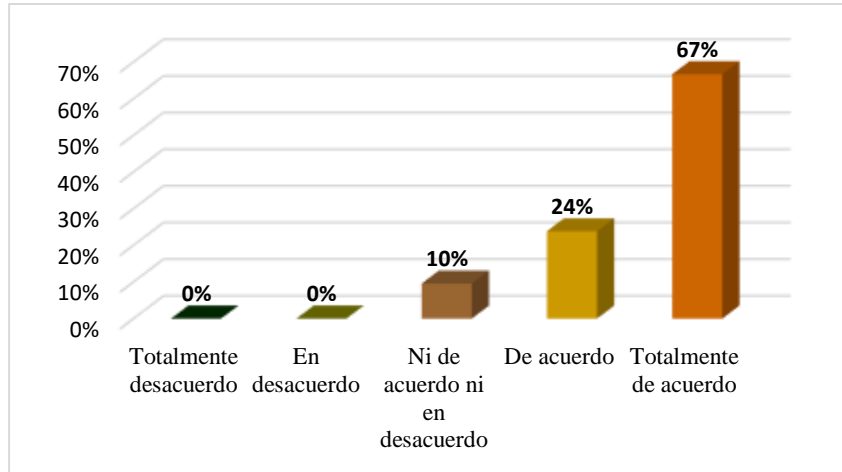
Students who learn English as a Foreign Language, may experience anxiety during the process of the language learning. It means that they can have transitory episodes of fear when they have to speak in the target language, which may be caused by environmental factors (Lampung, 2018).



### 3.1.5 I like illustrated readings.

**Figure 7**

*Affinity for illustrated readings*



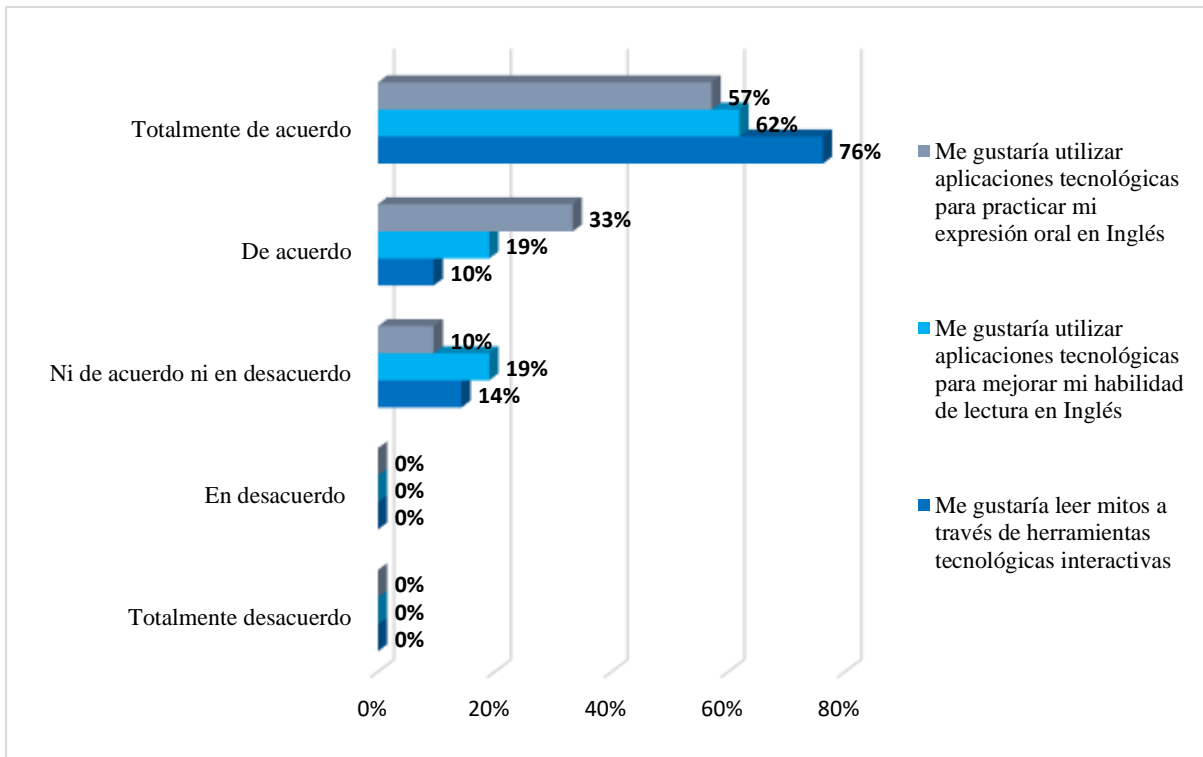
#### **Analysis**

The chart gives information about how much students like illustrated readings. In this case, most students like it. Images can tell more than any word. Young students enjoy looking at pictures because they make the reading easy to understand. It may motivate them and feel confident about reading (Lee, 2015, as cited in Restanto, 2016). Illustrations have to be part of the proposal in order to provide the students the materials with the right characteristics that will call their attention.

**3.1.6 I would like to: read myths through interactive technological tools, to use technological apps to improve my reading skill, to use technological apps to practice my speaking skill.**

**Figure 8**

*Affinity for: read myths through interactive technological tools, use of technological apps to improve reading skill and for practicing the speaking skill.*



**Analysis**

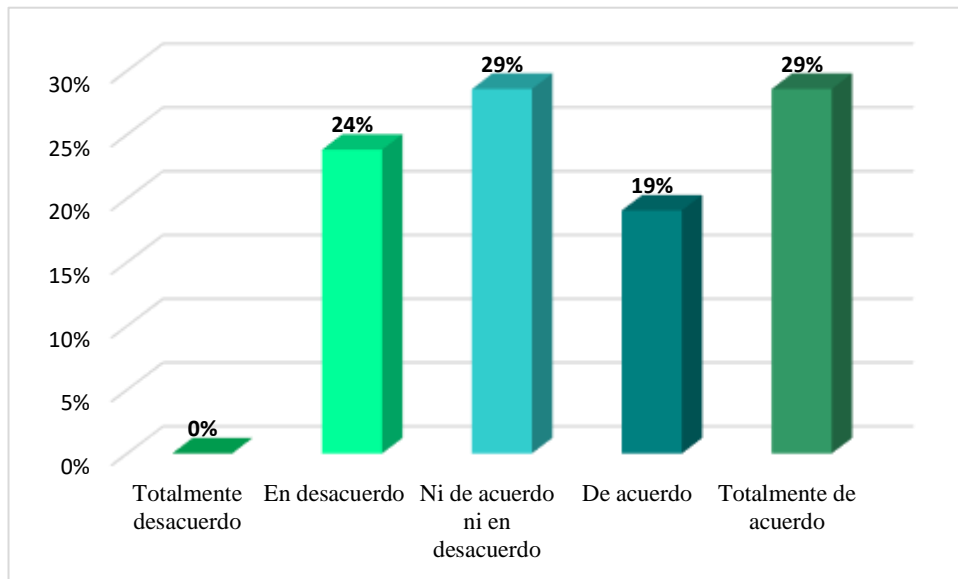
The bar chart contains information on three statements related to the use of technology to learn English. The percentages show a positive response towards the use of technological tools and apps to develop reading and speaking skills.

Apart from how much children like technology, they are good at using it because they are seen as "digital natives". It means that they were born into a digital media environment where they had access to many electronic devices. Technology is an essential part of their lives now (Bittman, Rutherford, Brown, & Unsworth, 2011). Globalization allows students to be part of technology and its contributions to the educational field.

### 3.1.7 I would like to play representations of myths in English.

**Figure 9**

*Affinity for playing representations of myths in English.*



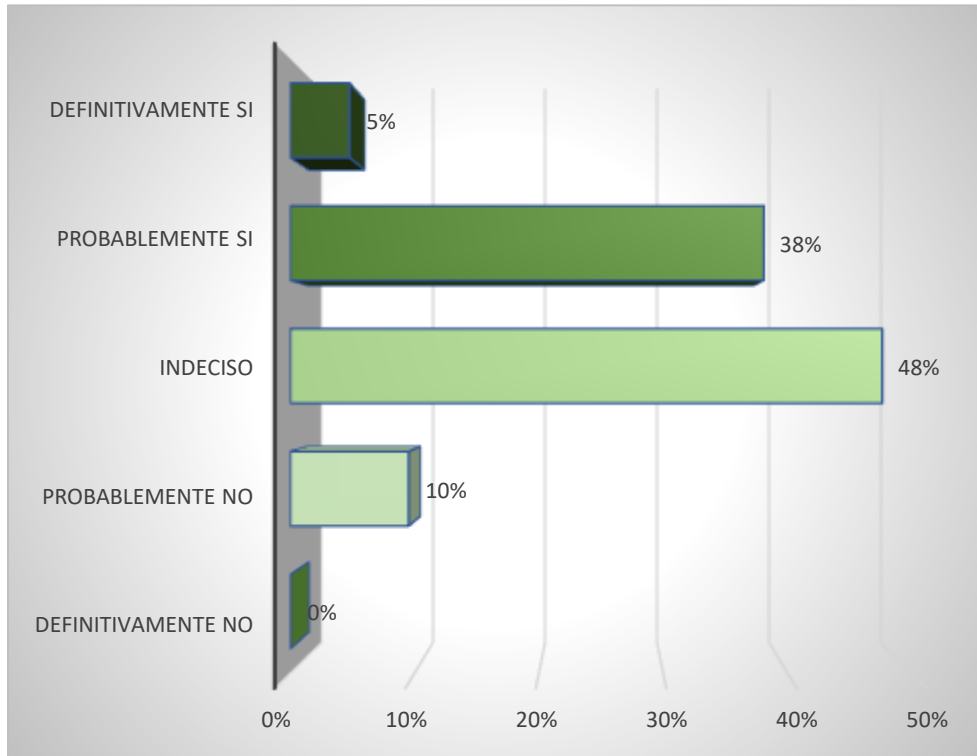
#### **Analysis**

The chart reveals a notorious division between students that agree with the statements and students that are not interested in playing representations of myths in English. Besides the fear that students experiment while speaking in English, it is more common that they are afraid of speaking in public. When they find themselves in a situation where they become the center of attention among people, they experiment emotions such as fear and anxiety (Raja, 2017). Thus, they prefer not to speak or perform in public, even more whether they have to use the target language.

### 3.1.8 Knowledge game about ancient civilizations: Who knows the most? roulette

**Figure 10**

*Game roulette: Who knows the most?*



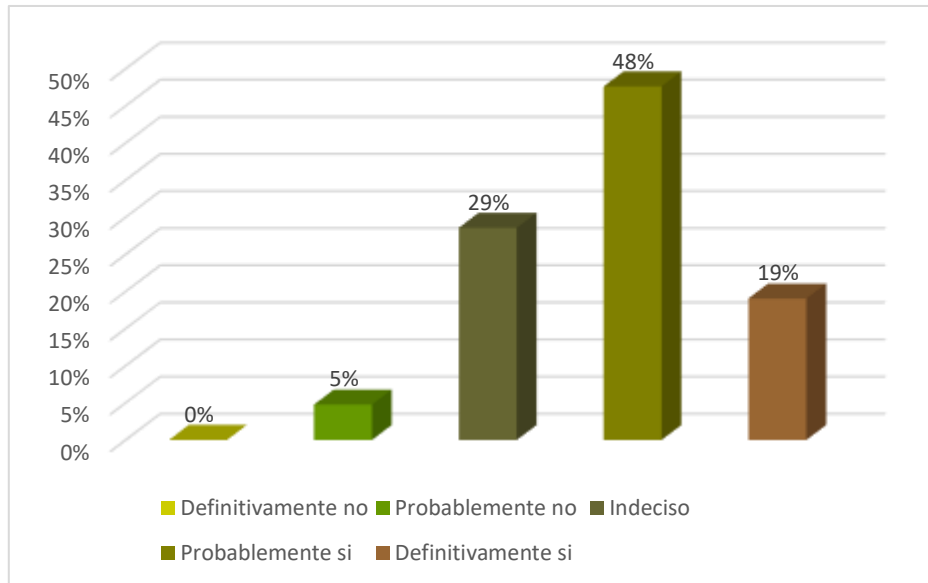
#### **Analysis**

The bar chart gives information about the level of interest that students have on this activity. The most part of them do not seem interested on the game. However, the results are almost divided in half percentages. This situation remarks a possibility to include this activity in the proposal with the right elements that could increase the interest of students on this game.

### 3.1.9 Guessing game: What is the reading about?

**Figure 11**

*Game: What is the reading about?*



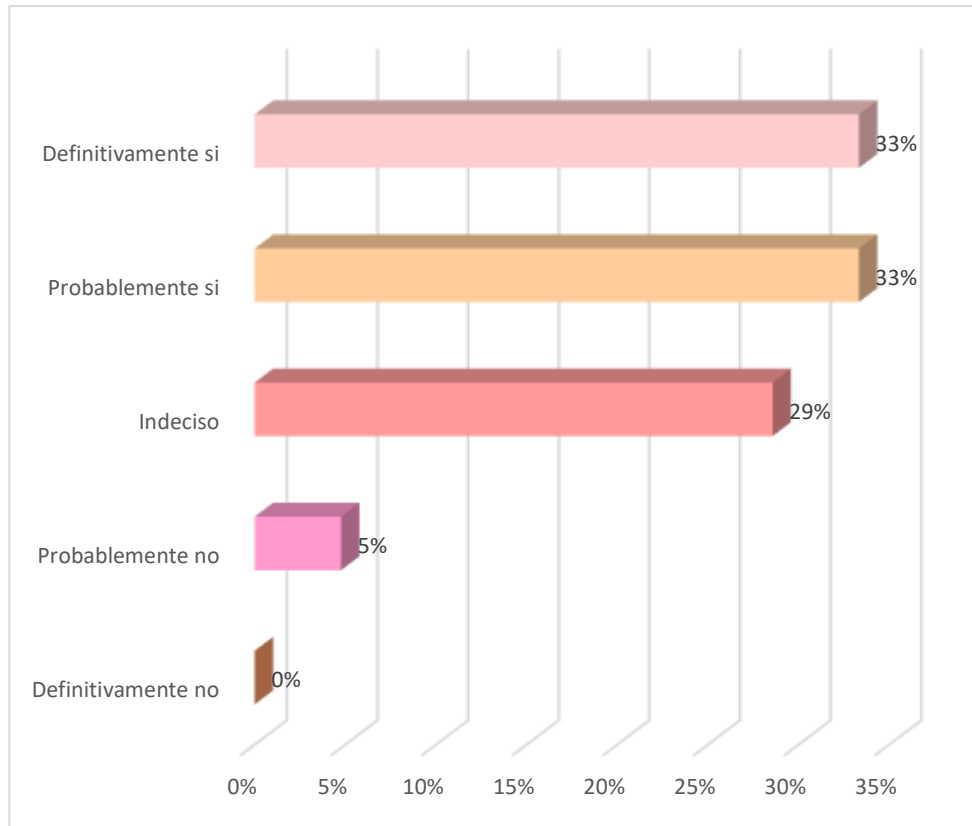
#### **Analysis**

As it shows in the chart, the highest percent of students share an affinity in this game. It is important to mention that, as in previous charts, students are more likely to work with reading activities. Therefore, there is a high possibility that reveals the skill they may like the most. Furthermore, the application of this game in the proposal could be a great success to maximize the interest of students in learning about mythological stories.

### 3.1.10 Game: contest, the best group work.

**Figure 12**

*Game: the best group work*



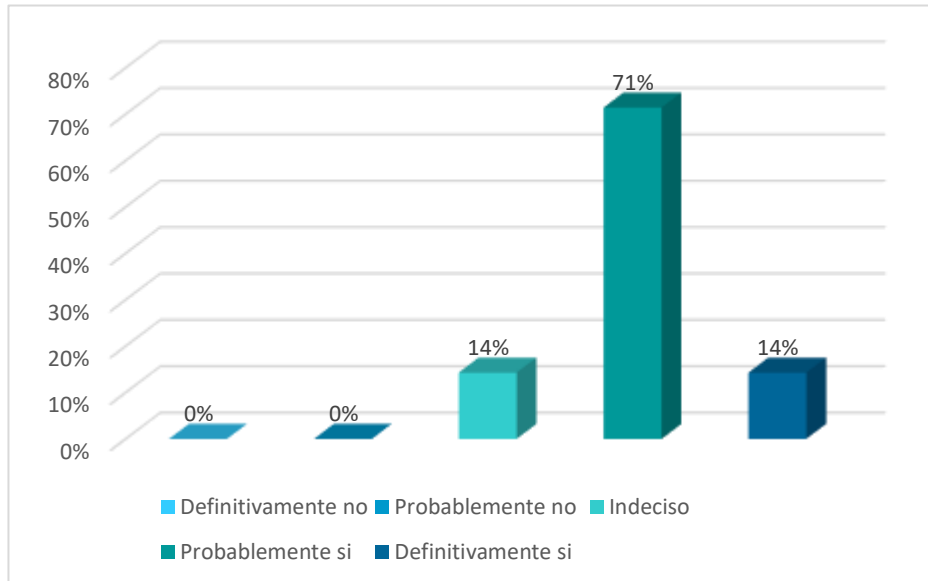
#### **Analysis**

The results obtained from this chart are highly positive. The majority of students have shown their agreement with this game. This data is a basis that reveals a possible interest on group work activities. Teamwork has many benefits for students in different aspects about education, the most remarkable ones are that it raises creativity and learning, it builds trust and confidence, promotes healthy risk-taking and enhances communication (Tripathy, 2018). Consequently, teamwork activities should be included on the proposal of this project.

### 3.1.11 Game: Interview the character.

**Figure 13**

*Game: interview the character.*



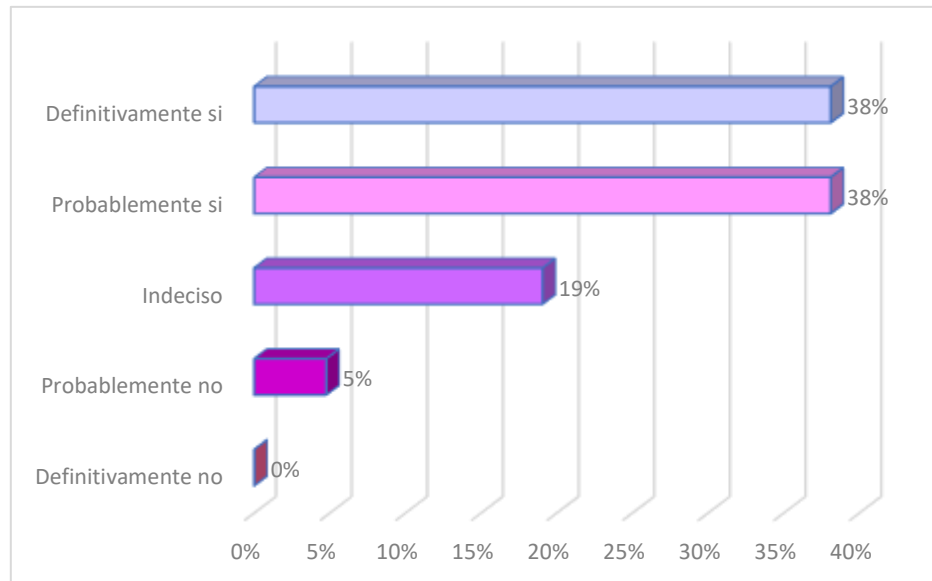
### Analysis

As well as in the previous chart, the results show a positive reception of the activity even though if there is not a wide explanation of the activity details itself. This fact can be related to the passion that children have on games. Teaching English to children is difficult because they can get distracted easily with anything that calls their attention. For this reason, to use games may be an effective method to use during the lessons. They can have fun and will be interested in what the game shows them (Bakhsh, 2016). In addition, games may allow students to remember more vocabulary.

### 3.1.12 Game: See, guess, and match.

**Figure 14**

*Game: See, guess and match*



### Analysis

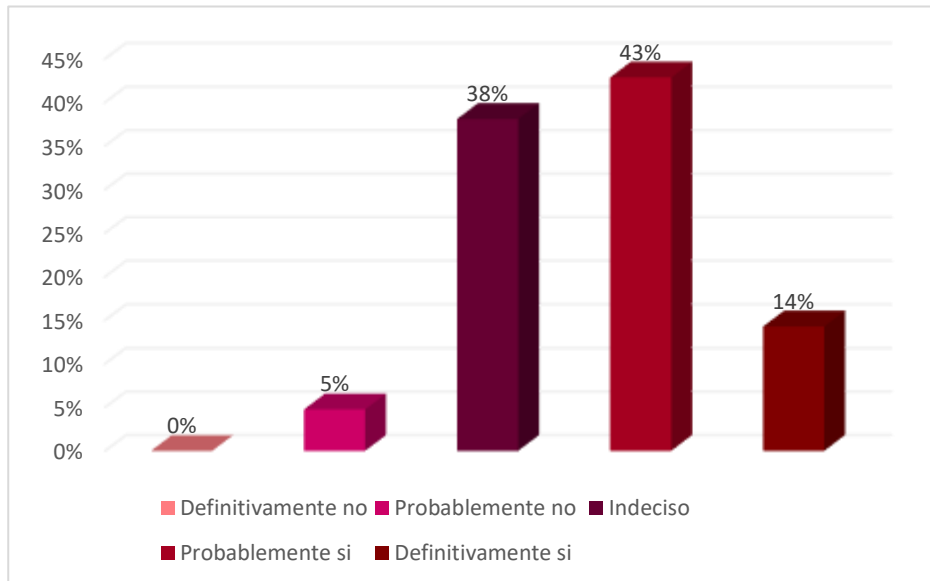
The bar chart gives information about the level of interest that students have on the statement above. The vast majority of students found this activity interesting. Therefore, the application of this game could assure an increase in the level of motivation of students to learn English through mythological stories. Since motivation is the most important psychological aspect in the EFL classrooms, teacher should prepare activities to encourage students' interest. According to Yagcioglu (2017), the role of motivation is to promote positive emotions among between teacher and students and also among students. Because motivated students can achieve many things in a better way in their academic lives.



### 3.1.13 Game: Organize the story.

**Figure 15**

*Game: Organize the story*



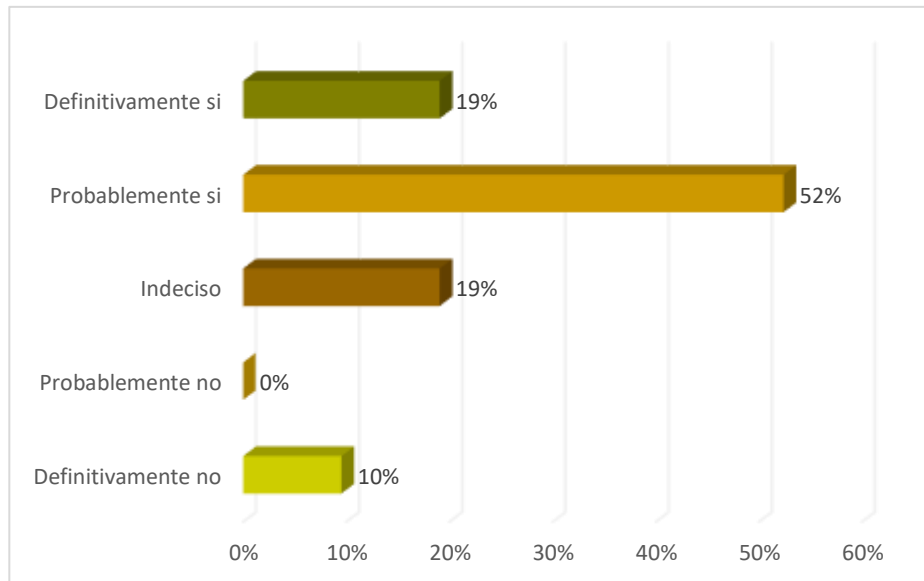
#### **Analysis**

The chart shows the results on the activity stated on the survey. A high percentage of students seem to share a positive reception of the game. On previous charts, the analysis showed that students are more likely to work with reading skills. Consequently, this type of activity matches with the preferences of students. This activity can be developed in groups or individually in the proposal of this project.

### 3.1.14 Game: dramatization of the myth.

**Figure 16**

*Dramatization of the myth*



#### **Analysis**

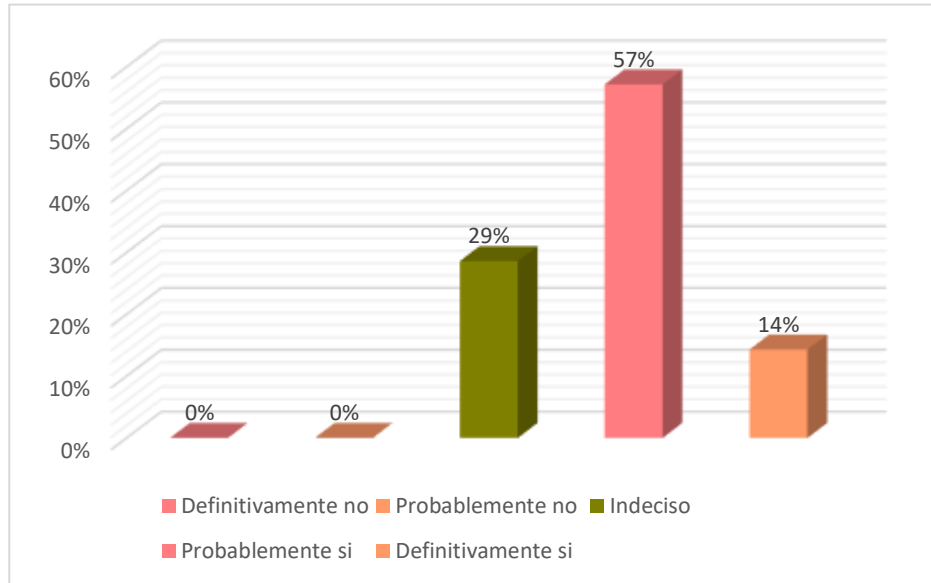
This chart shows the high positive results from the level of interest that students have on this activity. However, there is a clear contrast between these results and the ones that were shown before where students reveal a low interest on speaking skill. This situation may be related with artistic interests of students. At a young age, children are interested on imagining that they can play different characters' lives due to the TV show they watch. In fact, teacher can take advantage of role plays and use it as a game for students to learn in a more interactive way. According to Hammer, To, Scharier, Lynne, & Kaufman (2018), role plays are significant for cognitive and social development.

As Bandura (1986) mentions, it is the core to the sociocultural framework, because students may learn through observation, modeling, testing behavior and responding to feedback (as cited in Hammer et al., 2018). It means that role plays have a huge benefit on learning if it is planned and used correctly.

### 3.1.15 Game: Tell me the myth.

**Figure 17**

*Game: Tell me the myth.*



#### **Analysis**

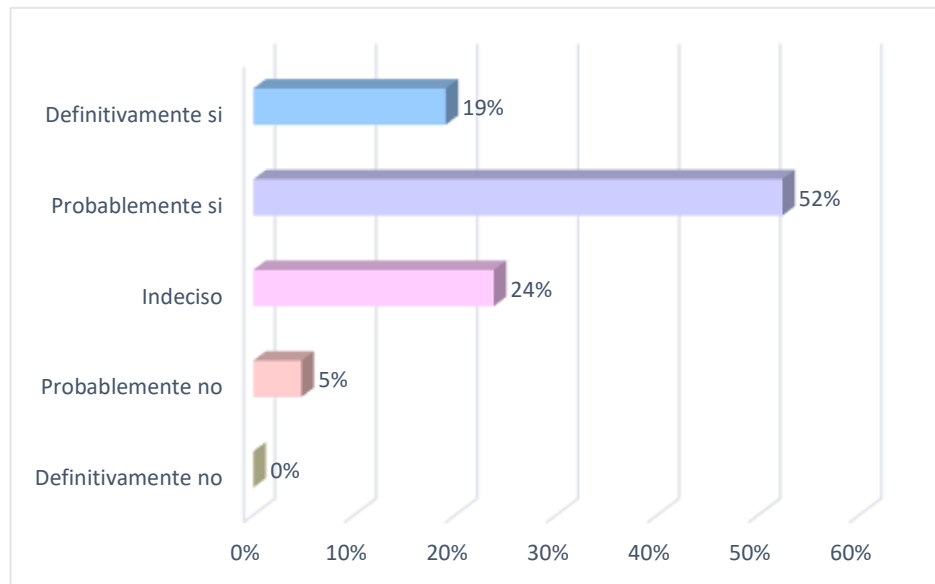
The chart reveals that almost the most part of students is highly interested in this speaking activity. Even though students shown low interest in speaking activities in the previous charts, the results in this one may be related with the fact that students have curiosity for the way in which this activity will be developed.

Curiosity increases learning. In the academic field, it may be used as an essential tool is teachers stimulate it (Schmitt and Lahroodi, 2008, as cited in Pluck & Johnson, 2011). It is related to motivation, because motivated students are curious and want more information; they want to learn more. Therefore, it is important that teachers apply activities to elicit students' curiosity.

### 3.1.16 Game: *Defend your favorite character.*

**Figure 18**

*Defend your favorite character.*



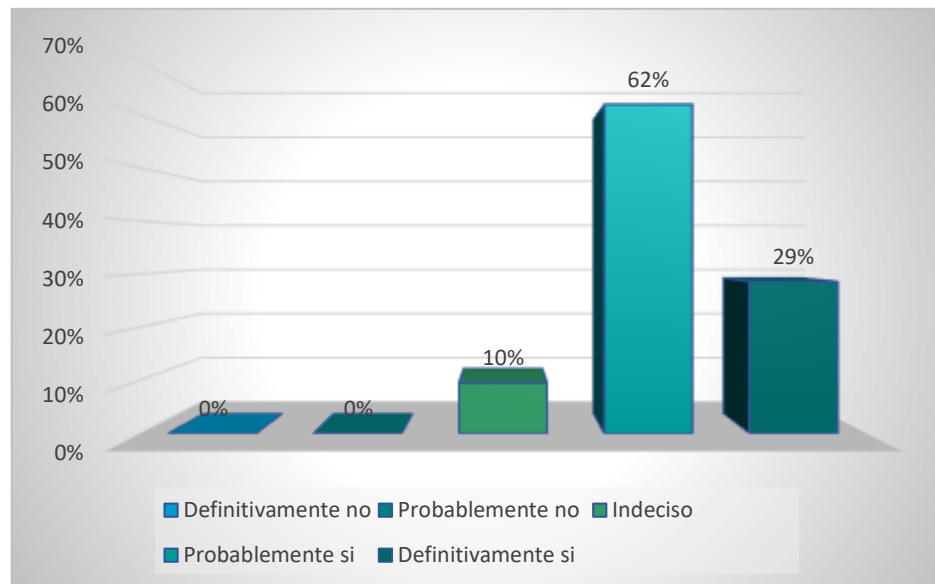
#### **Analysis**

The bar chart presents the percentage of students that have an affinity on this activity. According to the LEGO foundation (2018), games where children have to speak encourage them to express their ideas, thoughts, and feelings, which is essential to interact with others. At the same time, this type of activities helps them to develop critical thinking; to uphold their preferred characters would be a good way to do it. This activity encourages the participation, which is significant, even more when it is about mythology related to their culture or the territory, they live in.

### 3.1.17 Game: Interview your teacher.

**Figure 19**

*Interview your teacher.*



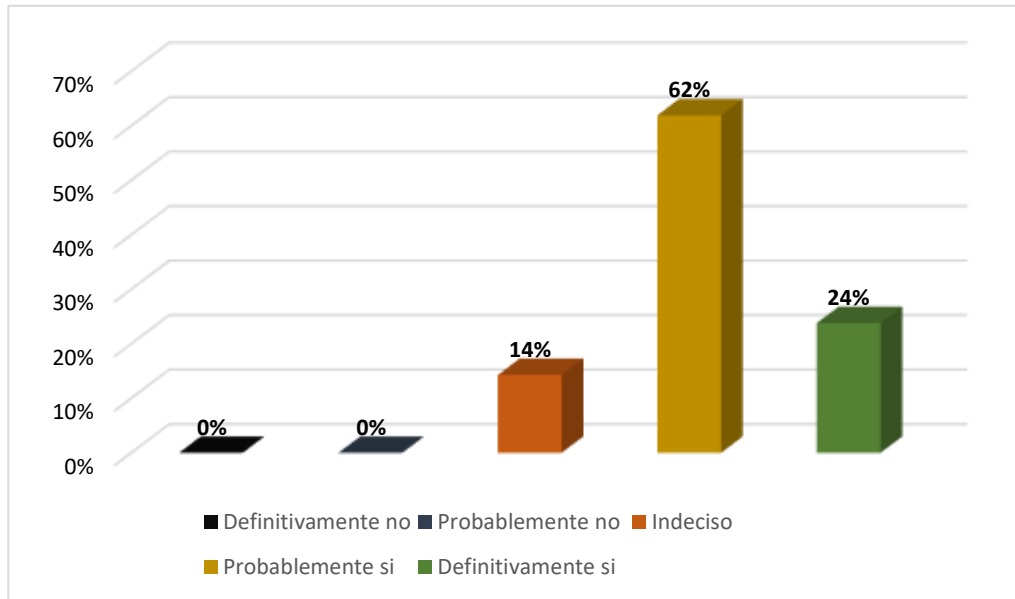
#### **Analysis**

This chart reveals a high percentage of students that show interest on this activity. Interview your teacher may generate curiosity on students about how this activity is going to be developed. The innovative aspect of this activity could be the reason for this positive reception.

### 3.1.18 Game: Describe the picture aloud.

**Figure 20**

*Describe the picture aloud.*



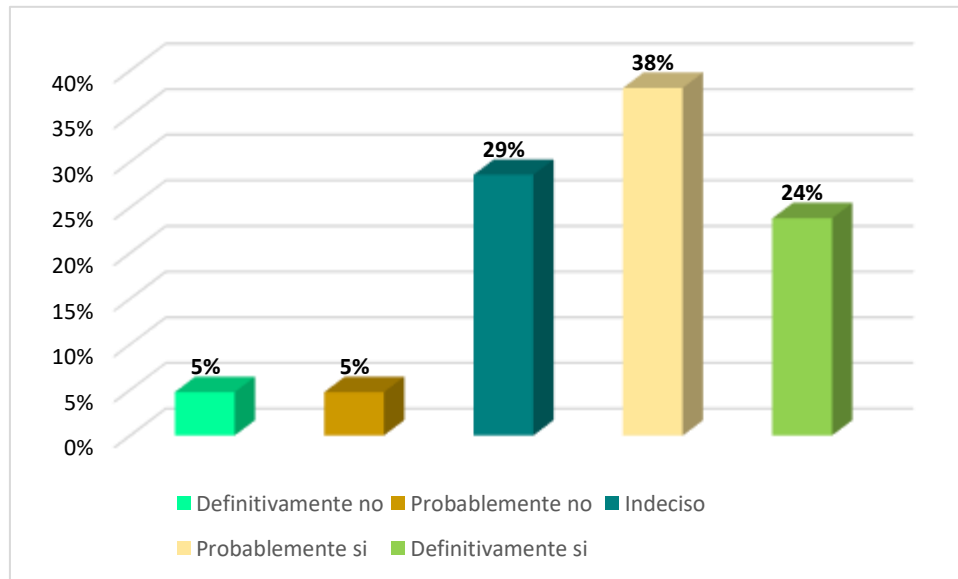
### Analysis

The bar chart above presents the different levels of interest that students have towards the game activity. The highest percent of them seemed to like the activity. The speaking skill could be improved through this kind of activities that encourage students to speak aloud. Therefore, the proposal of this project should include the activities that students are interested in. Pictures and visual aids are a good option when teaching young learners.

### 3.1.19 Game: Recreate the story.

**Figure 21**

*Recreate the story.*



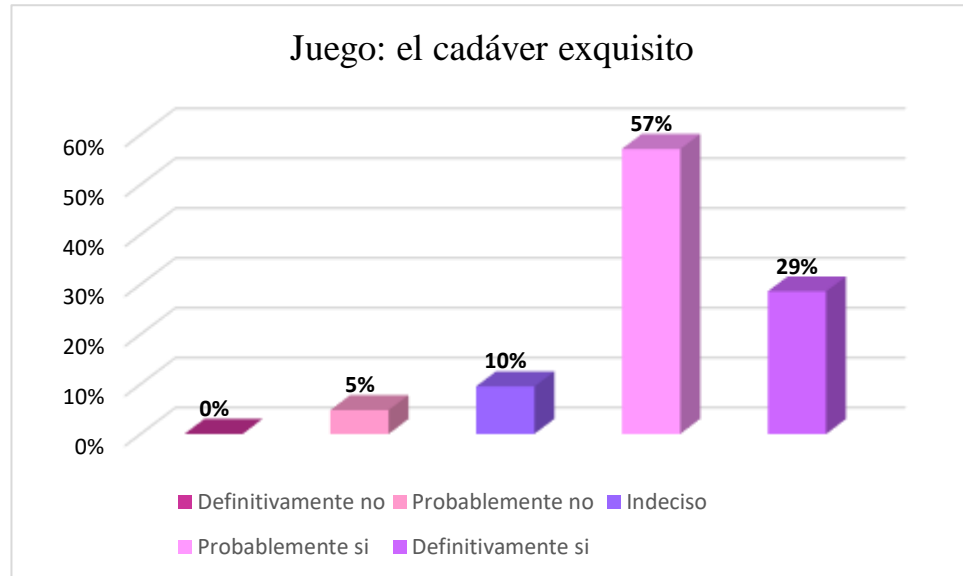
#### **Analysis**

This chart shows the answers of students from sixth and seventh level to a survey statement which presents an activity connected with the speaking skill. The most part of students have a positive response to it. To recreate a story is an activity that encourages group work and active communication between students. Without those characteristics, it is not possible to get to the aim of this activity. As it fosters student's cooperation and interaction, the game "recreate the story" may help students to reinforce their speaking abilities.

### 3.1.20 Game: *The exquisite corpse*.

**Figure 22**

*The exquisite corpse*



#### **Analysis**

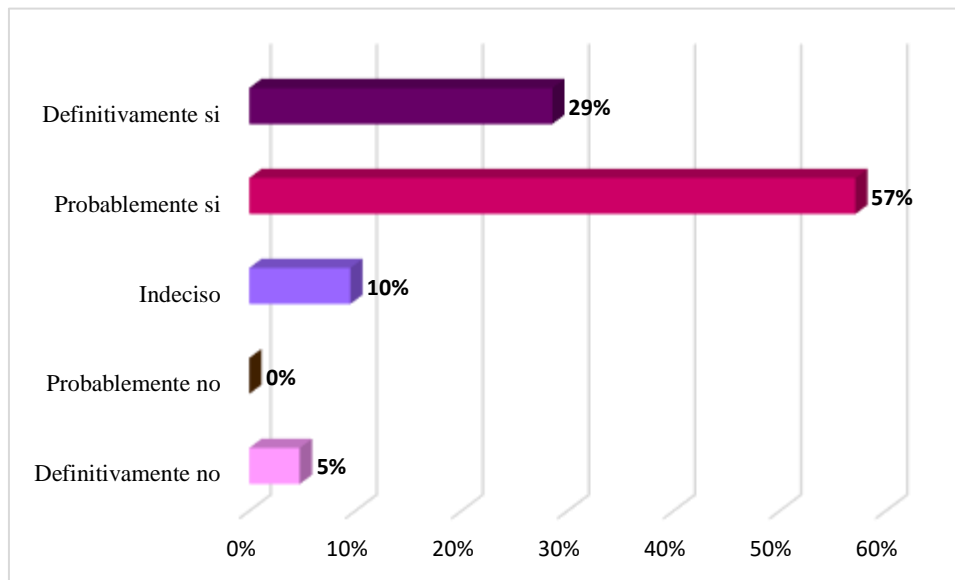
The bar chart illustrates the results on the statement above. More than the half of students seemed to like this activity. The name “exquisite corpse” could be the reason why students draw their attention on it. This game is a collaborative creation strategy that promotes creativeness. It is about making a whole composition where many people contributed with small parts (Morales, 2017). It may be used in different ways in the EFL class; in speaking, students can take turns to speak and complement the last idea they hear. They can also draw while speaking. It requires imagination.



### 3.1.21 Would you like these activities to be applied for the evaluation of your reading comprehension and oral production in English language?

**Figure 23**

*Application of the presented activities to evaluate students on reading comprehension and oral production in English language.*



#### **Analysis**

The bar chart illustrates the results on the final statement from the survey. More than the half of the students agree with the statement. Due to the mentioned activities may sound attractive, students want them to be applied to evaluate their skills. The main purpose of evaluations is to measure students' progress in different aspects, and also shape educational objectives to lead a more suitable teaching-learning process (Manichander, 2016). Therefore, the application of the activities mentioned in the survey may define a right path to build the proposal in order to reinforce students' abilities on reading and speaking skills.

## CHAPTER IV: PROPOSAL

### 4.1 Proposal title

LET'S KNOW OUR ORIGINS WHILE LEARNING ENGLISH

### 4.2 Rationale

This guide of activities based on the Content Based Instruction Approach in a general way, has been developed due to the importance of using other subjects like History to learn English. It also gives relevance to some aspects of our culture. On the other hand, it gives an alternative of more interactive strategies to develop reading and speaking skills.

### 4.3 Theoretical foundations

#### 4.3.1 *Content Based Instruction*

The aim of this approach is that students can comprehend the language through content rather than learning forms and rules. Content-Based Instruction help students to active cognitive and interactional processes through a content that is adjust and simplified by the teacher. The learners develop their skills by understanding the content instead of learning rules and explicit grammar (Richards & Rodgers, 2014).

Which is used as the general basis for our proposal. It is about using content from other subjects, (history in this case) in order to develop English materials. We use mythology as content for reading and speaking skills reinforcement.

#### 4.3.2 *Myths*

Myths are traditional relates that are strongly related with ancient religions. “Myths are specific accounts of gods or superhuman beings involved in extraordinary events or circumstances in a time that is unspecified, but which is understood as existing apart from ordinary human experience” (Britannica, n.d.). The characters and their experiences are mostly linked to cultural aspects. The events and the context depend on traditions and beliefs that different regions have about the origin of the universe and life. So, it is very common that myths include heroes, gods, or supernatural characters from ancient cultures in their relates.

#### 4.3.3 *Reading skill*

It is essential to get familiar with the meaning of “reading”. Putra & Marzulina (2016) mentions that: “reading is important skill to be learnt, it enables learners to comprehend all new information in English printed and written text.” (pág. 186) Reading books, magazines, stories, or short texts provide students with lots of vocabulary that they can use later in their speaking.

#### 4.3.4 *Speaking skill*

Speaking is a productive skill, but it does not mean that can be developed in an isolated way. It is necessary to work with a receptive skill which is reading. According to Arias (2017), the simultaneous work of both skills allows the internalization of structure and pronunciation at the same time. They complement each other. Reading requires of speaking

for a better comprehension, so, every word is pronounced. When this happens, reading becomes a productive skill too, in the way both are receiving and transmitting information (Iqram, 2015). The integration of reading and speaking may allow the students a better understanding and use of the language.

#### **4.4 Proposal objectives**

##### ***4.4.1 General objective***

To reinforce learner's reading and speaking skills through mythological stories for 6<sup>th</sup> and 7<sup>th</sup> grade students at UE Yaguachi.

##### ***4.4.2 Specific objectives***

- To develop learners' reading skill through interactive activities.
- To develop learners' speaking skill through interactive activities.

#### **4.5 Beneficiaries**

Since this project aimed to give importance to the mythology of our culture, the beneficiaries will not only learn about the reading and speaking skills, but the cultural aspects of our territory. Therefore, the students from the 6<sup>th</sup> and 7<sup>th</sup> grade students of UE Yaguachi will be direct beneficiaries of this project. On the other hand, both teacher and authorities are secondary beneficiaries of the project. Teachers can have these resources as an alternative to promote the improvement of both skills. Finally, thanks to the consent of the authorities the students can acquire a different view of the way in which they could learn English as a foreign language.

# LET'S KNOW OUR ORIGINS WHILE LEARNING ENGLISH

A1.1  
A1.2



LET'S STUDY MYTHOLOGICAL STORIES FROM  
THE ECUADORIAN HIGHLANDS THROUGH  
THE ENGLISH LANGUAGE!

## All the elements in this guide were used with non profit educational purposes.

The five mythological stories were translated by using the free translation technique. All the stories are cited.

The two main characters (Coya and Awki) that will be accompanying us in all the units of this guide, were inspired in the design of the cover page from the book "Los hijos de la Guacamaya" by Edna Iturralde.

This guide was elaborated in the free app Canva.

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Canva

2021

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# Unit 1

## THE MYTH OF THE SNAKE



### “CAN DO OBJECTIVE”

I can understand information about places, nouns and culture in the context of mythological stories.



## Glossary of figures



### Coya or Qoya

This name was given to princesses of the Inka empire. It was also used for the queen, the main wife of the Inka. She was strong and able to manage the Inka empire.



### Awki or Auqui

This name was given to princes. He was the heir to the Inka empire.



## Glossary of figures



### Chakana (Andian cross)

It represents the the life cycle and the spiritual world by itself. Many variations of Chakana were found in many ancient cultures around the world with different names.



This is a variation of Chakana. It is mostly seen as a star.



Inka people used to play many games by using seeds such as corn or beans.



Common pencil.



For inkas, the sun was the most respected element of the nature due to the heat of sunlight was possible in the earth .



Common roulette.



Common book.



Pan flute.



## TEACHER'S GUIDE SIXTH GRADE STUDENTS

### Section A PREVIEWING

- 1.-T asks the questions from activity 1.1.1. Ss have to come up with ideas on it.
- 2.-T uses the wheel of names app to call Ss to participate.
- 3.-As homework, T encourages students to look on magazines or educational sheets for them to make a collage on the places they mentioned in class.

### Section B PREDICTING

- 1.-T points out the picture from activity 1.2.1. Ss have to watch to guess what is the reading about.
- 2.-Ss are asked to make a drawing on a possible scene of the myth. While the Ss are drawing, the T has to play a background music in order to relax and inspire Ss creativity.
- 3.-Ss and T read the mythological story: "The myth of the snake".
- 4.-T explains what is a noun and asks Ss to find nouns on the reading.

### Section C VISUALIZING

- 1.-Ss are asked to complete the activities from exercise 1.3.1. T elicits Ss memory by emphasizing the tone of voice in key words. Ss have to work individually.
- 2.- T asks for volunteers to share the results of the matching activity 1.3.1.
- 3.- T comes up with the correct matching as a feedback.
- 4.- Ss are asked to complete the activities from page number 10. T has the option to make them work individually or in pairs.
- 5.- While Ss are doing the activities from exercise 1.3.2 T plays a background music.
- 6.- T chooses three pairs of Ss (or three Ss if they worked individually) by using the wheel of names app, to make them share their results. After that, T points out the correct answers as feedback.

### Section D INTERACTING -READ ALOUD

T previously asks Ss to bring a map of Ecuador.

- 1.- T and Ss read aloud the mythological story "The myth of the snake".
- 2.- T makes pauses to ask the questions from the activity 1.4.1. Ss have to be aware on the meaning to answer T questions.
- 3.- T asks each question to the whole class and chooses one student to share the answer.
- 4.- T can make facial and body gestures if Ss have difficulties with the understanding of meanings.
- 5.- After reading and working on the questions, the T asks the questions again to make sure Ss comprehend the meanings

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Ancient places.

Resources:  
<https://wheelofnames.com/>

G. Nouns  
V. vocabulary from the reading.

Resources: background music  
<https://www.youtube.com/watch?v=EdIZTU1Ynd4>

G. Nouns  
V. vocabulary from the reading.

Resources:  
[https://www.youtube.com/watch?v=JZfw4\\_p5SK4](https://www.youtube.com/watch?v=JZfw4_p5SK4)  
<https://wheelofnames.com/>

G. Nouns  
V. vocabulary from the reading.

Resources:  
Previously, Ss are asked to bring a map of Ecuador.

TEACHER'S GUIDE SEVENTH GRADE STUDENTS

Section A  
PREVIEWING

- 1.-T asks the questions from activity 1.1.1. Ss have to come up with ideas on it.
- 2.-T uses the wheel of names app to call Ss to participate.
- 3.-As homework, T asks students to look on educational sheets to find the map of the Highlands region provinces. Ss also have to make research on educational sheets or on the internet about the cultures that were located there.

Section B  
PREDICTING

- 1.-Ss are asked to work individually in a brainstorm. T provides the noun "lake" and Ss have to write words related to it. E.g. (water, fish, deep, nature).
- 2.- Ss are asked to find those words by using the dictionary.
- 3.- T and Ss read together the mythological story: "They myth of the snake".
- 4.-T asks the students to put the sentences in order to build the "inkapirca". (T explains what inkapirca is by using the glossary) T. asks Ss to cut the pieces and paste them together in a sheet of paper.
- 5.-T asks Ss to read the vocabulary part.
- 6.-T asks Ss to color the pictures in front of the vocabulary words with the same color of the word that contains its meaning.
- 7.-T asks Ss to highlight the words from the vocabulary list in the mythological story.

There is a lake called Culebrillas.		A colossal snake emerged from the lake.
The snake lays two eggs.	From the eggs, a woman and a man are born.	
Cafaris are descendants of a colossal snake.		Cafaris used to celebrate ceremonies in which they used to throw gold, silver and pottery into the lake.

(Teacher have to print each section activities for the students to keep these activities in an "English folder".)

G. Nouns  
V. places.

Resources:  
<https://wheelofnames.com/>

G. Nouns  
V. vocabulary from the reading.

Resources:  
Previously ask Ss to bring their dictionaries.  
During the activity 3 "reading together" T should play the background sound:  
<https://www.youtube.com/watch?v=EdIZTU1Ynd4>  
Sheet of paper; scissors, glue.

## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

### Section C VISUALIZING

- 1.-Ss are asked to complete the activities from exercise 1.3.1. T elicits Ss memory by emphasizing the tone of voice in key words. Ss have to work individually.
- 2.- While Ss are drawing, T plays a background music.
- 3.- T asks for volunteers to share the results of the drawing activity 1.3.1.
- 4.- T chooses the correct drawings to make the rest of the students realize about what they were supposed to draw.
- 5.- Ss are asked to complete the activities from exercise 1.3.2.
- 6.- T helps students to find out the words based on the definitions by giving examples. (E.g.: remember what is water? A reptile looks like a dinosaur.)
- 7.- T can also bring pictures based on some words from the definitions (activity 1.3.2.) to help students realize about the correct words. (E.g.: bring a picture with reptiles).
- 6.- T chooses three pairs of Ss (or three Ss if they worked individually) by using the wheel of name app to make them share their results. After that, T points out the correct answers as feedback.

### Section D INTERACTING -READ ALOUD

- 1.-T and Ss read aloud the mythological story "The myth of the snake".
- 2.-T makes pauses to ask the questions from activity 1.4.1. Ss have to give their opinion.
- 3.- T asks each question to the whole class and chooses two or three Ss to give the answers.
- 4.- T explains Ss how to apply the collage technique.
- 5.- T points out that the collage technique can have the form of a specific scene from the myth. (E.g.: the snake coming out of the lake; the snake and the two eggs. The woman and the man emerging from the eggs.)

(Teacher have to print each section activities for the students to keep these activities in an "English folder".)

G. Nouns  
V. vocabulary from the reading.

Resources:  
[https://www.youtube.com/watch?v=JZfw4\\_p5SK4](https://www.youtube.com/watch?v=JZfw4_p5SK4)  
<https://wheelofnames.com/>

G. Nouns  
V. vocabulary from the reading.

Resources:  
Previously, Ss are asked to bring magazines, newspapers, glu and scissors.  
How to use the collage technique explanation for teachers:  
<https://www.youtube.com/watch?v=Ifko46YtnEo>

1.1. SIXTH GRADE STUDENTS



## Knowledge on Ancient cultures

Section objective: To identify student's knowledge on characters and places in the context of Cañaris culture origin.

1.1.1.- Who knows the most?



Do you know the name of any ancient cultures? If yes, write it here.

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Do you know the name of any Ecuadorian ancient cultures? If yes, write it here.

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Do you know a lake which its name is written in an indigenous ancient language? If yes, write it here.

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## ROULETTE OF KNOWLEDGE

Your teacher is going to play the wheel of names roulette. Wait for your turn to share your knowledge about places of ancient cultures.



1.1.2.-Write all the places that you and your classmates mentioned:

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1.1.3.-Home task: Make a collage based on the list of places that you and your classmates mentioned in class.

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1.1. SEVENTH GRADE STUDENTS



## Knowledge on Ancient cultures

Section objective: To illustrate the location of the ancient cultures from the Highlands region provinces in the corresponding map in the context of Cañaris culture origin.

1.1.1.- Who knows the most?



Do you know the name of any ancient cultures? If yes, write it here.

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-----  
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Do you know the name of any Ecuadorian ancient cultures? If yes, write it here.

-----  
-----  
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Write the locations of the ancient places in the map!

Do you know a lake which its name is written in an indigenous ancient language? If yes, write it here.

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## ROULETTE OF KNOWLEDGE

Your teacher is going to play the wheel of names roulette. Wait for your turn to share your knowledge about places of ancient cultures.



1.1.2.-Write all the places that you and your classmates mentioned:

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1.1.3.-Home tasks: Draw the map of the highland region (region Sierra), then research and write the name of the ancient cultures that are located in the highland region provinces.

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1.2. SIXTH GRADE STUDENTS



# WHAT IS THE READING ABOUT?

Section objective: To recognize the topic of the mythological story and the implicit nouns on it in the context of Cañaris origin.

## Riddle task

- For this activity you Will need:
- Colors
  - Pencil
  - Eraser
  - "The myth of the snake"



Let's play a riddle activity!

1.2.1.- Look at the pictures and guess what is the possible topic of the reading: "The myth of the snake".



1.2.2.- Now, draw a scene that represents your thoughts on a possible event of the reading.



My drawing

### MY VOCABULARY

- 1.2.3.-Read the mythological story: "The myth of the snake".
- 1.2.4.-After reading, compare your drawing with your classmates. Is it similar to an event that happened in the reading? Is it completely different from the reading?
- 1.2.5.-Check the nouns from the reading.

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1.2. SEVENTH GRADE STUDENTS



WHAT IS THE READING ABOUT?

Section objective: To construct the sequence of the mythological story by using specific nouns in the context of Cañaris origin.



For this activity you Will need:  
English dictionary  
Pencil  
Eraser  
"The myth of the snake"



1.2.1.- Wait for you teacher's instructions.



1.2.2.-Puzzle activity:  
Put the rocks in the correct order to build the "Inkapirca".

1.2.3. Match the words with the pictures that correspond.

Now, check your vocabulary list!

- Snake
- Eggs
- Lake
- Gold
- Silver
- Pottery
- Ceremony



1.3. SIXTH GRADE STUDENTS



LOOK, GUESS,  
MATCH

Section objective: To discover the correct noun-words from the mythological story "the myth of the snake" based on pictures in the context of Cañaris culture origin.



1.3.1.-Look at the pictures and match them with the correct description.

Figure 3  
Snake with eggs



The foreparents of the Cañari culture were born from the eggs of the colossal snake.

Figure 4  
Culebrillas lake





The snake laid two eggs.

Figure 5  
Humans being born from eggs



The snake came back to the lake and died inside it.

1.3.2.-Write the correct words to replace the pictures in the myth.

The Cañari culture was located in Cañar and also in Azuay. This culture has an important  that is related to its origins. The 


is named "Culebrillas" which means that they are descendants of a 

This 

laid two  

from one 

a 

emerged and from the other 

a  emerged.

1.3. SEVENTH GRADE STUDENTS

# LET'S MEET THE CHARACTERS



Section objective: To compose a part of the mythological story "the myth of the snake" based on the descriptions of the missing words in the context of Cañaris culture origin.



1.3.1.-Make a drawing according to the description of each box.

The foreparents of the Cañari culture were born from the eggs of the colossal snake.

The snake laid two eggs.

The snake came back to the lake and died inside it.



1.3.2.-Look at the concepts and write the words that fit with them.

The Cañari culture was located in Cañar and also in Azuay. This culture has an important \_\_\_\_\_

A huge hole full of water surrounded by land.

that is related to its origins. The \_\_\_\_\_

A huge hole full of water surrounded by land.

is named "Culebrillas" which means that they are descendants of a \_\_\_\_\_

A large limbless reptile (has no legs).

This \_\_\_\_\_

A large limbless reptile (has no legs).

laid two \_\_\_\_\_

It has a hard cover of shell and contains a transparent liquid.

from one \_\_\_\_\_

It has a hard cover of shell and contains a transparent liquid.

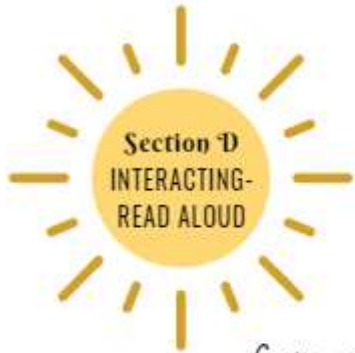
a \_\_\_\_\_ A female person.

emerged and from the other \_\_\_\_\_

It has a hard cover of shell and contains a transparent liquid.

a \_\_\_\_\_ A male person. emerged.

1.4. SIXTH GRADE STUDENTS



Let's read together

Section objective: To understand the mythological story through questions on it in the context of Cañaris culture origin.

Comprehension task

1.4.1.-With your teacher: Read the story and make pauses to answer your teacher's questions.

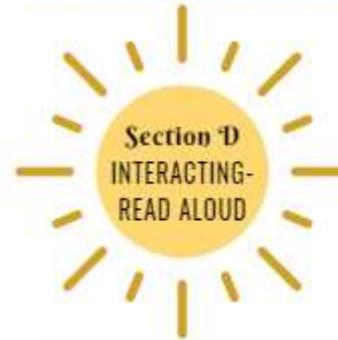
2.- What is the name of the lake that is related to the Cañari culture origins? What does colossal mean?

4.- Who are the foreparents of the Cañari culture? What kind of ancient cultural celebrations do you know?

1.- Where is the Cañari culture located? Find those provinces in the map!

3.- What does "laid an egg" mean? Give examples of animals that lay eggs.

1.4. SEVENTH GRADE STUDENTS



Let's read together

Section Objective: To illustrate the whole mythological story by using the collage technique in the context of representative scenes.

Comprehension task

1.4.1.-With your teacher: Read the story and then answer the following questions.

1.- What do you think about this story?

2.- Do you think that there is a colossal snake in the lake?

3.- Do you think there are colossal snakes in Ecuador?

4.- Do you think that there is something true about the mythological stories related to lakes?

5.- Do you know another mythological story about lakes or colossal animals? Mention one or two.

1.4.2.- As a group: summarize the whole mythological story in one scene by using the collage technique.



SIXTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 1



Aspects achieved during the unit 1.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about the Cañaris, culture.	
I can distinguish nouns in a reading.	

SEVENTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 1



Aspects achieved during the unit 1.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about the Cañaris, culture.	
I can distinguish nouns in a reading.	

# Glossary

- Inkapirca**= archeological site situated in Cañar, Ecuador./ Wall made by stones.
- Descendants**= a person's children and all the relatives who lived after them (Oxford Learner's Dictionaries, n.d.).
- Colossal**= something extremely large (Oxford Learner's Dictionaries, n.d.).
- Foreparents**= referred to ancestors, founding parents (Merriam-Webster, n.d.).
- Cañaris**= people who belongs to the Cañari culture.
- Sacred**= something considered the holy (Cambridge Dictionary, n.d.).
- Ceremony**= a traditional celebration related to public or religious purposes (Cambridge Dictionary, n.d.).
- Gold**= a yellow precious metal used for making jewelry and beautiful objects (Oxford Learner's Dictionaries, n.d.).
- Silver**= grey-white metal used to make jewellery and more objects (Oxford Learner's Dictionaries, n.d.).
- Pottery**= crockery made by clay in an oven (Oxford Learner's Dictionaries, n.d.).

# Interesting facts

Studies hold that Cañaris have their origins in the Maya culture which belongs to Central America. The etymology for this word suggests the next: Kan = snake and Ara=macaw (Ortega & Atancuri, 2011).

Figure 3  
Cañari woman



(Ingapirca, n.d.)

Figure 4  
Inka wall



(GlasgowOldTimer, 2009)


There is a theory that suggests that the architecture of the Inca empire was inspired by the structure of the corn. This is the reason why each stone fits perfectly in the walls.

Figure 5  
Corn



(Yarina Yaku, as cited in Rosselot, 2020)

The corn was the core of the life of Inca people; it represented union among families and a whole community (Wayo Whilar, as cited in Rosselot, 2020).



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# Unit 2

## THE MACAWS MYTH



### “CAN DO OBJECTIVE”

I can make myself understood in a simple way when talking about a mythological story.

## The macaws myth

Many years ago, there was an old Ecuadorian region which was inhabited by the Cañaris people. However, most of them died in a great flood. Two brothers survived when they climbed a mountain named "Hucaycañan" in "Cañaribamba". As the water was raising, the mountain grew bigger and bigger so the water could not cover it (Tenecota, 2013).

He was amazed by this event. The next day, the older brother and the younger brother decided to stay at home. They macaws and the brothers fell in love and they had six children, three boys and three girls. They became the new foreparents of the Cañari culture (Tenecota, 2013).

Figure 6  
Macaws



(García, 2009)

When the flood stopped, the two brothers built a little house in the mountain. Everyday they used to go out over the valleys to look for food. One day when they came back to their house, something unexpected happened. They found chicha and delicious food inside their house. This happened during several days. The older brother decided to hide in the house and find out who was leaving the food. That day, the older brother saw two macaw birds with beautiful women faces. They were wearing cañaris clothing. The older macaws started preparing the food (Tenecota, 2013).





**Section A**  
PICTURE  
DESCRIBING


### TEACHER'S GUIDE SIXTH GRADE STUDENTS

- 1.- Go to the link (Wordall) to play the game "Random pictures selector".
- 2.- Ss are asked to describe aloud the pictures in the order they will be selected by the app wordwall.net. (nouns)
- 3.- While Ss are describing aloud, T should write all the nouns they mention on the board. (If they say the nouns in Spanish, T have to write it in English.)
- 4.- Teacher writes on the board the phrase: "In this picture I can see". Ss are asked to use that phrase to describe the pictures aloud by using the correct nouns from the board. For this activity, students will be asked individually to participate.
- 5.- Ss are asked to write all the nouns from activity 2.1.2.
- 6.- As homework, Ss are asked to record and audio, describing one of the four pictures from activity 2.1.1. by using the app "Vocaroo".



**Section B**  
PICTURE  
NARRATING

- 1.- T chooses volunteers to read the mythological story "the macaws myth". Each volunteer is asked to read two sentences from the myth and then the teacher reads the same sentences using the correct pronunciation.
- 2.- Ss are asked to complete the activity 1 from page 23.
- 3.- T asks for volunteers to complete the blank spaces from the activity 2 page 24. Each volunteer has to complete the sentence and read it aloud. T corrects pronunciation. T elicits the correct order of the sequence adverb.
- 4.- T explains the homework (activity 3 page 24) for the students.



(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Vocabulary from the reading: "The macaws myth".

Resources:  
<https://wordwall.net/resource/19419569>  
<https://vocaroo.com/>

G. Sequence adverbs  
V. Vocabulary from the reading: "The macaws myth".

Resources:  
English dictionary

### TEACHER'S GUIDE SIXTH GRADE STUDENTS

- 1.-Ss are previously asked to bring a white cardboard sheet, colors, and marks.
- 2.-Ss are asked to read the story individually.
- 3.- Ss form groups of five people and they are asked to make a drawing that summarizes all the mythological story. They have 5 minutes for this activity.
- 3.- Ss are asked to prepare a group presentation about the mythological story based on the drawing they made.
- 4.- T evaluates the activity by giving Ss five stars to the best presentations. T has to bring stickers of stars and put them in the Ss white cardboard.

- 1.- T organizes Ss into groups (it could be five or six groups).
- 2.- Teacher is going to tell Ss the number of their group. (Number them from 1 to 5 or six depending of the groups).
- 3.- Teacher chooses the first group and ask them to go to the board and answer this question by making a drawing: "What happened first in the mythological story?"
- 4.- Ss from the first group have to make a draw to describe what was the first event of the mythological story (the flood) and then, one member of the group has to describe the drawing aloud.
- 5.- For the next groups, the teacher will ask: "And what happened next?"
- 6.- Then, the other members of the other groups have to continue drawing based on the first one and they have to continue describing their drawings aloud.
- 7.- When Ss finish, they come back to their desks and they have to complete the activity number 2 from page 30.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Sequence adverbs  
V. Vocabulary from the reading: "The macaws myth".

Resources:  
-White cardboard sheet-colors-marks  
-stickers of stars.

G. Nouns, adjectives, "there is, there are", sequence adverbs.  
V. Vocabulary learned during the whole unit.

Resources:  
For this activity, T has to bring markers of different colors.

## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

### Section A PICTURE DESCRIBING

- 1.- Go to the link to play the game "Random pictures selector".
- 2.- Ss are asked to describe aloud, the pictures in the order they will be selected by the app wordwall.net. (nouns and adjectives)
- 3.- While Ss are describing aloud, T should write all the nouns and adjectives they mention on the board. (If they say it in Spanish, T have to write it in English.)
- 4.- Teacher writes on the board the phrase: "In this picture I can see" and the structure: "There is/are". Ss are asked to use that phrase and the structure to describe the pictures aloud by using the correct nouns and adjectives from the board. For this activity, students will be ask individually to participate.
- 5.- Ss are asked to write all the nouns and adjectives from the board in activity 2.1.2.
- 6.- Ss are asked to complete the activity 2.1.3.
- 6.- As homework, Ss are asked to record and audio, describing the figure 5, by using using the app "Vocaroo".

### Section B PICTURE NARRATING

- 1.- T reads aloud the story with the Ss. T makes pauses in the most important parts of the story (six main parts) to write phrases that summarize those parts. (1.- Cañaris live happily; 2.- Cañaris died in the flood; 3.- The two brothers escape to the mountain; 4.- The brothers build a house and they found food; The brothers see the macaws; They have six children with the macaws.
- 2.- Ss are asked to complete the activity 2.2.1. T asks Ss to pay attention to the phrases on the board.
- 3.- T explains Ss those phrases are describing the order and the scenes they have to draw in the activity 2.2.1.
- 4.- T asks for volunteers to complete the blank spaces from activity 2.2.2. Each volunteer has to complete the sentence and read it aloud. T corrects pronunciation. T elicits the correct order of the sequence adverb.
- 5.- Ss are asked to complete the activity 2.2.3. individually, they can use their dictionaries.
- 6.- T explains the homework (activity 3 page 24) for the students.

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(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns, adjectives and "there is/are".  
V. Vocabulary from the reading: "The macaws myth".

Resources:  
<https://wordwall.net/resource/19419569>

<https://vocaroo.com/>

Music background for activity 3.1.3.:  
<https://www.youtube.com/watch?v=2viI1zikWA>

G. Sequence adverbs  
V. Vocabulary from the reading: "The macaws myth".

Resources: while drawing, Ss listen to the following songs.

<https://www.youtube.com/watch?v=ksGvk5WgrXY>

<https://www.youtube.com/watch?v=VtguFyOdj2g>

<https://vocaroo.com/>

English dictionary

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## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

### Section C STORYTELLING

- 1.- Previously, the T has to bring copies with the structure of a cube for the students to make it.
  - 2.- Ss are previously asked to bring colors, scissors and glue.
  - 3.- Ss are asked to read the story individually.
  - 4.- Ss form groups of five people and they are asked to work on the activity 2.3.2.
- T plays the song while Ss are doing this activity.
- 5.- T has to bring a jar with ripped papers that contain the name of the characters from the mythological story.
  - 6.- Ss have to take one ripped paper from the jar, and they have to complete the activity 2.3.3.
  - 7.- Ss are asked to prepare a group presentation about the mythological story.
  - 8.- Each student from each group has to talk about the actions of the character they have. They also have to show the drawings on their cubes.
  - 9.- T evaluates the activity by giving Ss five stars to the best presentations. T has to bring stickers of stars and put them in the Ss white cardboard.

- 1.- T organizes Ss into groups (it could be five or six groups)
- 2.- Teacher is going to tell Ss the number of their group. (Number them from 1 to 5 or six depending of the groups)
- 3.- Teacher chooses the first group and ask them to go to the board and answer this question by making a drawing: "What happened first in the mythological story?"
- 4.- Ss from the first group have to make a draw to describe what was the first event of the mythological story (the flood) and then, one member of the group has to describe the drawing aloud.
- 5.- For the next groups, the teacher will ask: "And what happened next?"
- 6.- Then, the other members of the other groups have to continue drawing based on the first one and they have to continue describing their drawings aloud.
- 7.- When Ss finish, they come back to their desks and they have to complete the activity 2.4.2.
- 8.- Ss are asked to work on the exercise 2.4.3

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(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Sequence adverbs  
V. Vocabulary from the reading: "The macaws myth".

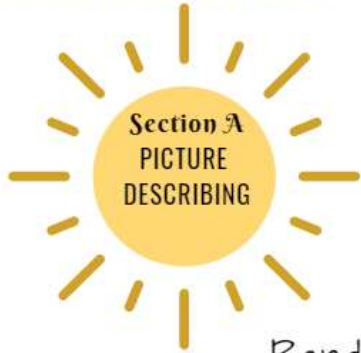
Resources: while drawing, Ss listen to the following songs.  
<https://www.youtube.com/watch?v=d6IJmnuAtGc>  
Glu  
Scissors  
English dictionary

G. Nouns, adjectives, "there is, there are", sequence adverbs.  
V. Vocabulary learned during the whole unit.

Resources:  
For this activity, T has to bring markers of different colors.  
Vocaroo app:  
<https://vocaroo.com/>

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2.1.SIXTH GRADE STUDENTS



See, Think, Speak and Share

Section objective: To describe different pictures by using common nouns in the context of Cañaris culture origin.

Random Pictures Selector 

2.1.1.- Your teacher is going to play a picture roulette, you and your classmates are going to describe the picture that the roulette shows you.

Figure 6  
Macaws



(liot1966, n.d.)

Figure 7  
Flood



(yorgosgouros, n.d.)

Figure 8  
Cajas National Park



(Pikist, n.d.)

Figure 9  
Fruits and vegetables



(Carmona, 2020)

2.1.2.- Write the nouns you mentioned before.



Handwriting practice lines for writing nouns.

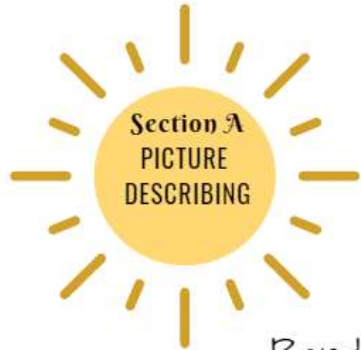
Figure 10  
Inka people talking



(Pariona, 2012)

- Go to "Vocaroo" app and record and audio describing one of the four pictures from page 18.
- You should use:
- The phrase: "In this picture I can see."
- Nouns: The nouns that you already write on the activity number 2.
- Be careful with your pronunciation.
- Link for Vocaroo: <https://vocaroo.com/>

2.1. SEVENTH GRADE STUDENTS



See, Think, Speak and Share

Section objective: To record an audio talking about a picture by common adjectives and nouns in the context of Cañaris culture origin.

Random Pictures Selector

2.1.1.- Your teacher is going to play a picture roulette, you and your classmates are going to describe the picture that the roulette shows you.

Figure 1 Macaws



(Ilot1966, n.d.)

Figure 2 Flood



(yorgosgouros, n.d.)

Figure 3 Cajas National Park



(Pikist, n.d.)

Figure 4 Fruits and vegetables



(Carmona, 2020)

2.1.2.-Write the nouns you mentioned before.

Nouns	Adjectives
-----	-----
-----	-----
-----	-----

2.1.3.-Look at the sentences and make a draw of what is required.

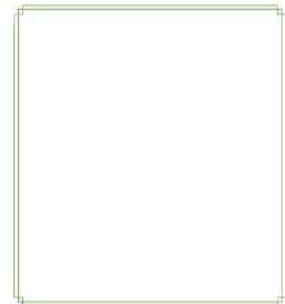
There is a green mountain



There are two colorful guacamayas



There is a big boat.



HOMEWORK

- Go to "Vocaroo" app and record and audio describing the picture on the right.
- You should use:
- The phrase: "In this picture I can see." "There is/are."
- Nouns: The nouns and adjectives that you already write on the activity number 2.
- Be careful with your pronunciation.
- Link for Vocaroo: <https://vocaroo.com/>

Figure 5 Macaws getting into a woman



(Painting made by Tapia, as cited in cidap, 2016)

2.2. SIXTH GRADE STUDENTS



Let's recreate the mythological story

Section objective: To construct the sequence of the mythological story by using sequence adverbs in the context of Cañaris culture origin.

2.2.1.-Read the mythological story and order the parts of it in a logical sequence.

Figure 11 Human beings and macaws



Figure 12 Cañari people



Figure 13 Human beings and macaw's family



Figure 14 Brothers scaping from flood



Figure 15 Flood



Figure 16 Brothers found food



2.2.2.-Speaking tasks: place the correct sequence adverb (first, then, finally) at the beginning of each part. Use the words from the box below to complete the story.



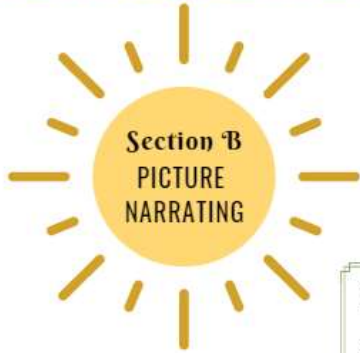
mountain (2), beautiful, macaws, woman, flood (2), three (2), men, build, girls, food, love, six, bird

....., the Cañari lived happily but they died in the ..... Only two .....escaped from the..... and they went to a .....  
....., they ..... a house in the ..... One day they found ..... in the house. They saw two ..... macaws, half..... half .....  
....., they fell in ..... with the ..... and they had ..... children, ..... boys and .....

H  
O  
M  
E  
W  
O  
R  
K



2.2.3.- Go to "vocaroo" app and record and audio telling the story you ordered in the activity.  
2. Use the correct pronunciation.



## A different ending

Section objective: To determine a different ending for the mythological story by using the sequence adverbs in the context of Cañari culture origin.

2.2.1.-Read the story and summarize it in six main scenes.


2.2.2.-Speaking tasks: place the correct sequence adverb (first, then, finally) at the beginning of each part. Use the words from the box below to complete the story.



mountain (2), beautiful, woman, flood (2), men, built, food, birds

\_\_\_\_\_, the Cañari lived happily but they died in the \_\_\_\_\_.

Only two \_\_\_\_\_ escaped from the \_\_\_\_\_ and they went to a \_\_\_\_\_.

\_\_\_\_\_, they \_\_\_\_\_ a house in the \_\_\_\_\_. One day they found \_\_\_\_\_ in the house. They saw two \_\_\_\_\_ macaws, half \_\_\_\_\_ half \_\_\_\_\_.

2.2.3.- Change the final part of the story with one that you think is better and write it in the box below. On the right, you have a box of possible words that you can use to write the final part of the story.

H  
O  
M  
E  
W  
O  
R  
K

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2.2.4.- Go to " vocaroo"app and record and audio telling the story you ordered in the activity 2 and the optional ending that you created in activity 2.2.3. Use the correct pronunciation.



2.3. SIXTH GRADE STUDENTS



## Tell me the myth

Section objective: To draft a script for a speaking presentation by using a drawing in the context of Cañaris culture origin.

2.3.1.-Read the story individually. In groups, summarize the whole story in a 5- minute drawing.

2.3.2.- Get ready for your presentation: Write the main ideas to prepare your speaking presentation about the mythological story. Use the sequence adverbs: first-then-finally.

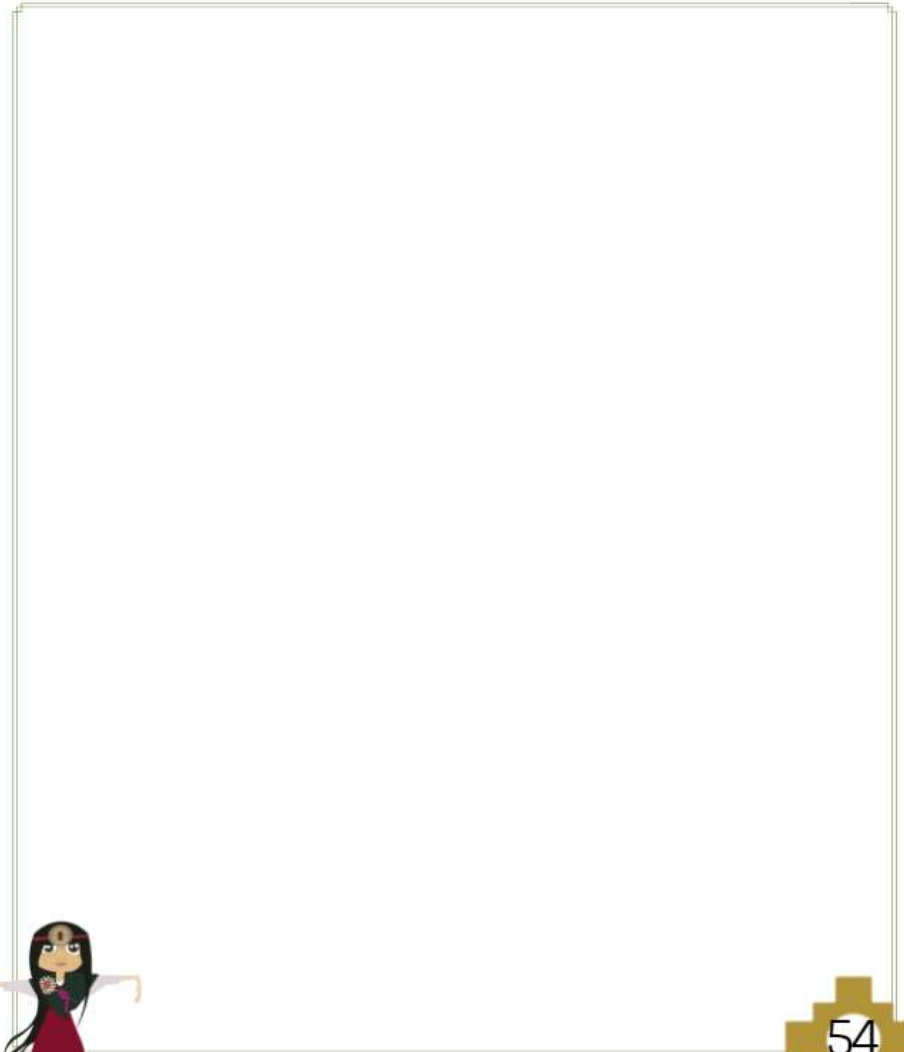


First \_\_\_\_\_

Then \_\_\_\_\_

Finally \_\_\_\_\_

2.3.1.- Make your drawing here.



2.3. SEVENTH GRADE STUDENTS



## Tell me the myth

Section objective: To distinguish the actions of each characters from the mythological story by using sequence adverbs in the context of Cañari culture origin.

2.3.1.- Read the story individually.

2.3.2.- In groups: Make a drawing of the main characters of the mythological story in the paper cubes.

2.3.3.- Choose a ripped piece of paper from your teacher's jar. In that piece of paper, you will find the name of a character from the mythological story. You will have to describe the actions that this character does.

Name of your character:  
-----

First \_\_\_\_\_  
-----  
-----

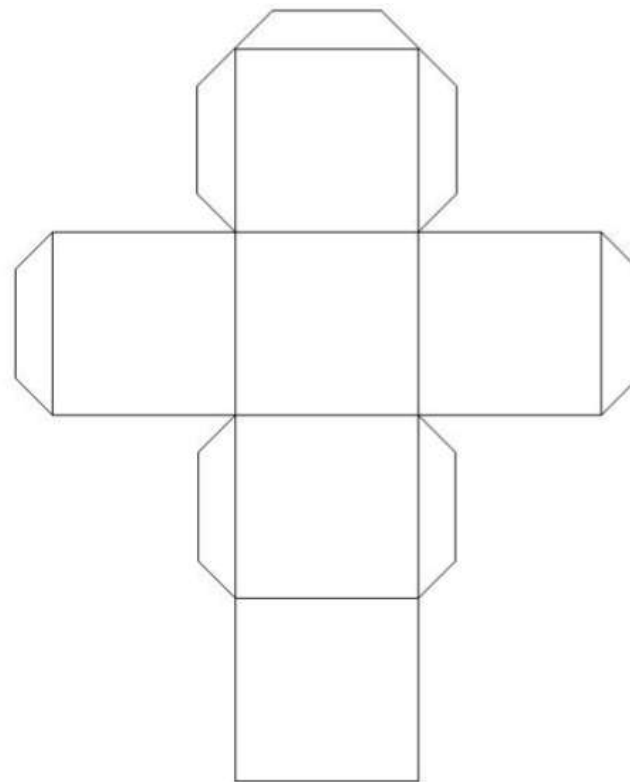
Then \_\_\_\_\_  
-----  
-----

Finally \_\_\_\_\_  
-----  
-----



2.3.4.-Now, get prepared to present the description of the actions of your character. Organize your group so all you can participate in the presentation. You will have to show the materials that you prepared before (the cubes with the drawings).

2.3.2.- Make your drawing here.



2.4. SIXTH GRADE STUDENTS



The exquisite corpse

Section objective: To compose the mythological story "The macaws myth" white the whole class by using previous knowledge in the context of Cañari culture origin.

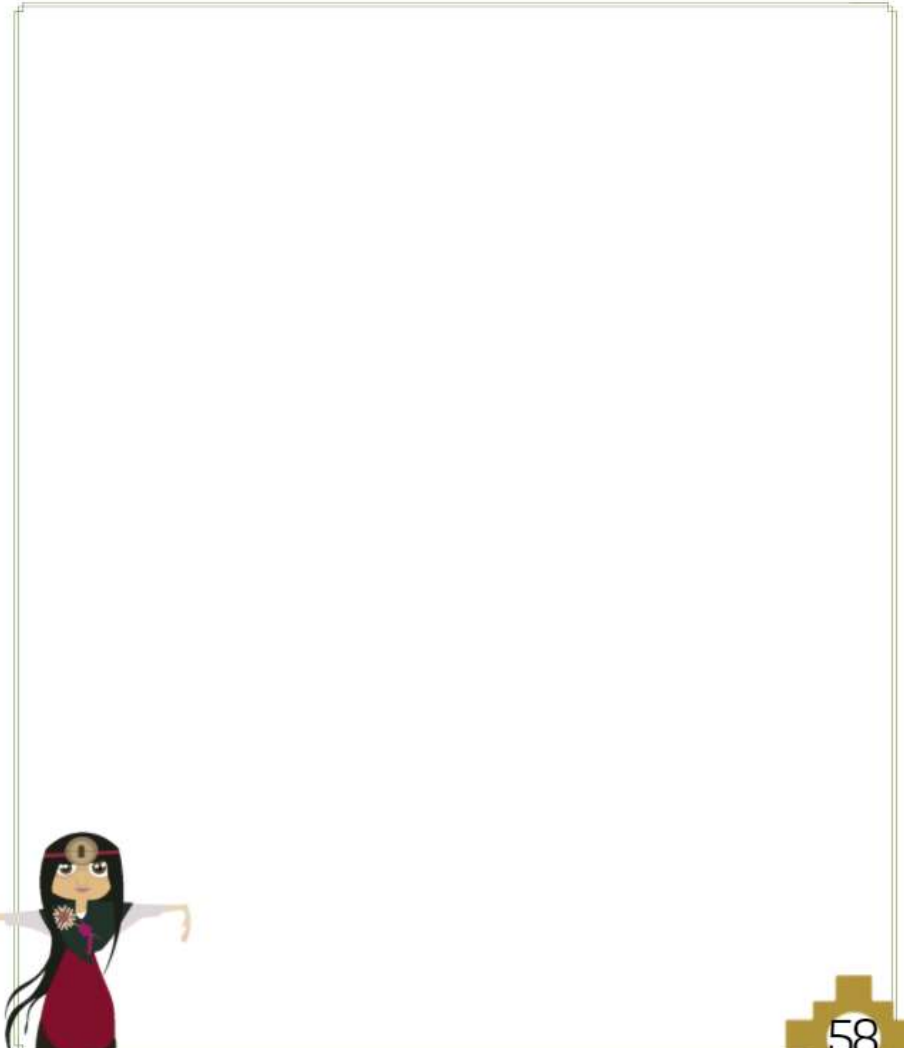
2.4.1.- What happened first? What happened next?

Group work: make groups and be ready for your teacher's instruction.

2.4.2.- Individual work: After finishing the activity, you will have to replicate the drawings from the board with a brief description of each one.



2.4.2.-BUILDING THE MYTHOLOGICAL STORY.



2.4. SIXTH GRADE STUDENTS



The exquisite corpse

Section objective: To sequence the events of The macaws myth through drawings with an spoken summary of them.

2.4.1.- What happened first? What happened next?

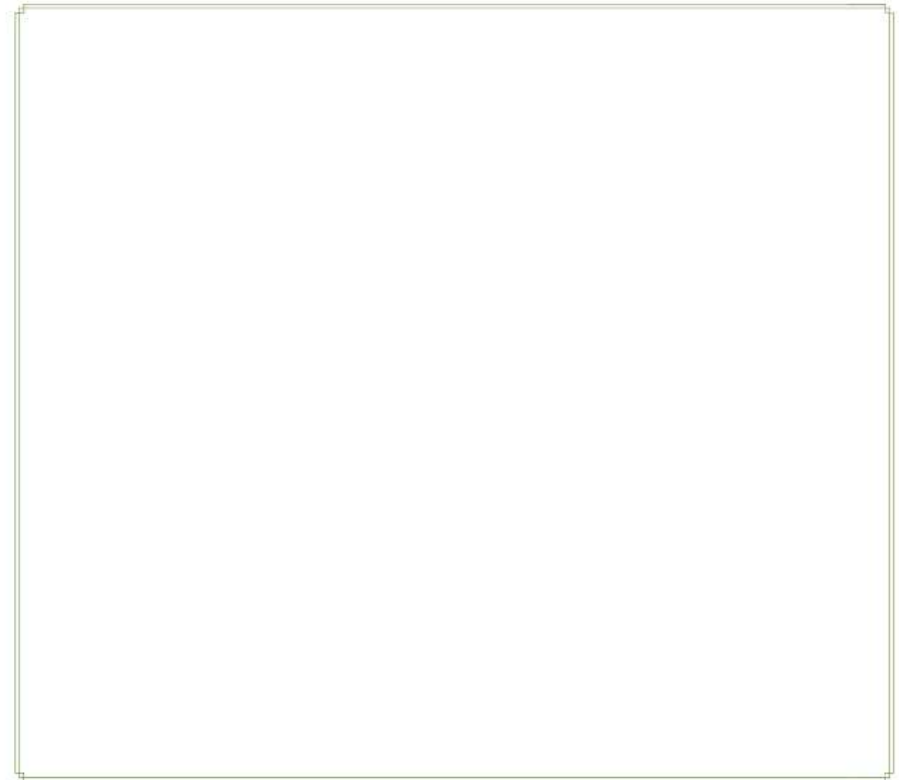
Group work: make groups and be ready for your teacher's instruction.



2.4.2.- Individual work: After finishing the activity, you will have to replicate the drawings from the board with a brief description of each one.



2.4.2.-BUILDING THE MYTHOLOGICAL STORY.



2.4.3.- Homework: Go to Vocaroo and record and audio talking about the drawings in the activity 2.4.3.

## SIXTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 2.



Aspects achieved during the unit 2.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about the Cañaris, culture.	
I can tell the myth in my own words.	

## SEVENTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 2.



Aspects achieved during the unit 2.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about the Cañaris, culture.	
I can tell the myth in my own words.	

# Glossary

-  **Flood**= an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land (Lexico, n.d.).
-  **Huacayñan**= a Quechua word that means "a road of crying".
-  **Cañaribamba**= the result of a Quechua word that means "the land of Cañari people".
-  **Valley**= a long depression or hollow lying between hills or stretches of high ground and usually having a river or stream flowing along its bottom (Oxford English Dictionary, n.d.).
-  **Chicha**= a traditional drink from the Highlands and the Amazon regions' cultures.
-  **Clothing**= clothes, any kind of clothes that are used for particular occasions (Cambridge Dictionary, n.d.).
-  **Macaw**= a brightly coloured bird of the parrot family found in Central and South America (Cambridge Dictionary, n.d.).

## Interesting facts

The garments of the Inka were sculpted in phenomenal works of *tocapu*, with a thousand hues of a subtle fashion purple, blue, green or the most fine crimson (Murúa, 1616, as cited in Pillsbury, Hill, Cummins, Urton, Webster, 2011).



Figure 7  
Tocapu



(Division of Anthropology, American Museum of Natural History, New York, as cited in Margarita, 2010)

### Tocapu

A composition of geometric designs found in the Inka garments. Beyond textiles, it was the Inka writing system (Pillsbury, et al., 2011). Visual messages were hidden in the *tocapu* fabrics.

Figure 8  
Khipu



(The British Museum, n.d.)

### Khipu

The Inka system of recording information on statistics, history religion, lunar calendar or everyday life through decimal notations and binary relations (Pillsbury, et al., 2011). It was an Inka calculator.

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# Unit 3

## QUITUMBE-A LEGENDARY HERO



### “CAN DO OBJECTIVE”

I can understand words and phrases encountered in pre - columbian mythologies.



## Quitumbe, a legendary hero

Tumbe and his family arrived from the north to the current city of Santa Elena. He and his wife had two children, Quitumbe and Ontoya. The brothers had a fight and they decided to separate and go their own way. Quitumbe started his adventure to find new lands while Ontoya stayed in the same place and he was drinking and dancing all the time (Ochoa, 2018).

Figure 9  
Tumbe arrives to Santa Elena



(Ochoa, 2018)

Figure 10  
Fight between Quitumbe and Ontoya



(Ochoa, 2018)

Then, a group of giants invaded the territory of Ontoya. The giants subdued the king and his people. They almost destroyed everything. Ontoya was not prepared for this invasion because he was lazy. The giants take Ontoya as a prisoner. Meanwhile, Quitumbe founded the city of Tumbes and then, he returned to Puna island with his family. Quitumbe is informed that the giants held his brother captive. Quitumbe was angry and he decided to declare war to the giants (Ochoa, 2018).

Figure 11  
Quitumbe declares war to the giants



(Ochoa, 2018)

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Figure 12  
Fire rain sent by gods



(Ochoa, 2018)

During the battle, Quitumbe invoked the gods to help him. The gods send a fire rain to kill the enemies of Quitumbe. When Quitumbe finally free his brother, Ontoya died because of his bad health. After that, Quitumbe travels to the highlands region and he finds the Quitus culture (Ochoa, 2018).

There, Quitumbe meets Atarupanqui, the Quitus emperor. A war starts between Quitumbe Atarupanqui and their respective army. At the end, Quitumbe wins the battle, and he unifies both cultures to give birth the Quitus-Cara ancient culture (Ochoa, 2018).

Figure 13  
Battle between Quitumbe and Atarupanqui



(Ochoa, 2018)

Figure 14  
Unification of Quitus and Caras



(Ochoa, 2018)

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### TEACHER'S GUIDE SIXTH GRADE STUDENTS



- 1.- T explains how to make inferences with a simple example on the board. Eg.: " He is going to the school because he is wearing the school because he is wearing the school uniform."
- 2.- T plays the video from the resources section about how to make inferences for the students to watch it.
- 3.- Ss complete the activity 3.1.1. based on the pictures.
- 4.- S match the words with the correct pictures 3.1.2.
- 5.- T explains that the words on exercise 3.1.2. are part of the myth they are going to read the next class.



- 1.- T and Ss read the mythological story "Quitumbe - a legendary hero" together.
- 2.- Ss work in groups to choose the main idea of the mythological story.
- 3.- T ask each group of Ss to read the main idea they chose aloud.
- 4.- T elicits the correct main idea by using the app from the link in resources
- 5.- T Congrats the Ss group that chose the correct main idea.
- 6.-Ss complete the activity from exercise 3.2.2. in groups.
- 7.- T checks the answers from exercise 3.2.2. with the whole class



(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources:  
<https://study.com/academy/lesson/making-inferences-lesson-for-kids.html>

G. Nouns  
V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources:  
English dictionary  
<https://wordwall.net/resource/19428675>





### TEACHER'S GUIDE SIXTH GRADE STUDENTS



1.- T explains students how to build an infographic.  
 2.-Ss are asked to complete the activities from exercise 3.3.1.  
 3.- Ss have to make their drawings in the rhombuses and the brief explanation should be written in the boxes below them.  
 3.- T plays the song from the resources while students are working on the exercise 3.3.1.  
 4.- Teacher monitors individual work.



1.1.- Ss choose their favorite character from "Quitumbe - a legendary hero".  
 2.- Ss complete the activities from exercise 3.4.1.  
 3.- T explains the vocabulary part from exercise 3.4.1 by using bamboozle app.  
 4.- Ss answer the questions on exercise 3.4.2. by using the characteristics they wrote on exercise 3.4.1.



(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
 V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources:  
 -While students are doing the summary, T plays the song:  
<https://www.youtube.com/watch?v=8oykJkw12Ig>

G. Nouns, adjectives  
 V. Vocabulary from the reading: "Quitumbe - a legendary hero" and Vocabulary on feelings and roles of characters.

Resources:  
<https://www.baamboozle.com/game/574653#.YP2dGaouokg.link>



## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

### Section A MAKING INFERENCES

- 1.- T explains how to make inferences with a simple example on the board. E.g.: "He is going to the school because he is wearing the school uniform."
- 2.- T plays the video from resources about inferences for students to watch it.
- 3.- T takes some examples from the video and explains how to make inferences.
- 4.- Ss complete the activity 3.1.1. based on the pictures.
- 5.- Ss match the phrases with the correct feelings in exercise 3.1.2.
- 6.- T explains that the phrases on exercise 3.1.2. are part of the myth that are going to read the next class.
- 7.- Ss create a poster based on the inferences from the title of the myth: "Quitumbe - a legendary hero".

### Section B IDENTIFYING THE MAIN IDEA AND SUMMARIZATION

- 1.- T and Ss read the mythological story "Quitumbe - a legendary hero" together.
- 2.- T provides explanation about "How to find the main idea in a reading". (Resources are attached)
- 3.- T ask each group of Ss to read the main ideas they wrote on exercise 3.2.1.
- 4.- T elicits the correct main idea.
- 5.- T brings a jar with papers of different colors (yellow blue red purple)
- 6.- Each Ss choose one paper from the teacher's jar.
- 7.- Ss get together with the ones that have the papers with the same colors. E.g. "One group with all the red papers."
- 8.- T calls the leader of each group of students and ask them to choose one paper from the jar. (Now the jar contains four papers with a number in each one: 1 2 3 and 4)
- 9.- T explains that they have to work with their groups and make a summary in their own words based on the paragraphs from the reading. Ex: Ss with the number 1 make a summary of the first paragraph of the mythological story.
- 10.- T monitors and evaluates Ss teamwork.

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(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns, feelings.  
V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources:  
<https://study.com/academy/lesson/making-inferences-lesson-for-kids.html>

G. Nouns  
V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources: App to elicit the main idea  
<https://wordwall.net/resource/19428675>  
Roulette to show the correct main idea.  
How to find the main idea in a reading:  
<https://www.youtube.com/watch?v=vjIprpVupu0>

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## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

- 1.1.- T explains the parts that constitute the plot of a story/tale. (Beginning, middle, end)
- 2.- T explains Ss that they have to organize the whole mythological story "Quitumbe - a legendary hero" in only three parts.
- 2.-Ss are asked to complete the activities from exercise 3.3.1.
- 3.- T plays the song from the resources while students are working on the exercise 3.3.1.
- 3.- Teacher monitors individual work.

### Section C STORY MAPS

- 1.- Ss choose their favorite character from "Quitumbe - a legendary hero".
- 2.- Ss complete the activities from exercise 3.4.1.
- 3.- T explains the vocabulary part from exercise 3.4.1 by using bamboozle app.
- 4.- Ss answer the questions on exercise 3.4.2. by using the characteristics they wrote on exercise 3.4.1.
- 5.- T explains how Ss have to use the app to create their avatar.

### Section D QUESTIONING

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(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

- G. Sequence adverbs
- V. Vocabulary from the reading: "Quitumbe - a legendary hero".

Resources:  
While students are doing the summary, T plays the song:  
<https://www.youtube.com/watch?v=8oykJKw12Ig>

- G. Nouns and adjectives
- V. Vocabulary from the reading: "Quitumbe - a legendary hero" and Vocabulary on feelings and roles of characters.

Resources:  
<https://www.baamboozle.com/game/574653#.YP2dGaouokg.link>  
28675  
[v=vjIprpVupu0me/574653#.YP2dGaouokg.link](https://www.baamboozle.com/game/574653#.YP2dGaouokg.link)

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3.1. SIXTH GRADE STUDENTS



Let's play a detective game!

Section objective: To solve the completion exercises by using inferences in the context of "Quitumbe - a legendary hero".

3.1.1.- Complete the situations by using your logical assumptions.



Use your logical thinking to guess the ending of these events.



Where is he going?

-----  
-----  
-----

What are they doing?

-----  
-----  
-----

He has weaponry.

-----  
-----  
-----

Figure 17  
Tumbe arrives to Santa Elena



(Ochoa, 2018)

Figure 18  
Fight between Quitumbe and Ontoia



(Ochoa, 2018)

Figure 19  
Battle between Quitumbe and Atarupanqui



(Ochoa, 2018)

3.1.2.- Match the words with the correct picture.



Pay attention to the new vocabulary.



Figure 20  
Tall people



(Gnóstica, 2018)

Figure 21  
Beach



(Turismo, 2014)

Figure 22  
Fight



(Guerra Civil entre Huáscar y Atahualpa, 2020)

Figure 23  
People



(Miraballes, 2017)

Giants  
Battle  
Island  
Unification

3.1. SEVENTH GRADE STUDENTS



Let's play a detective game!

Section objective: To infer the situations through clues and pictures in the context of "Quitumbe - a legendary hero".



3.1.1.- Complete the situations by using your logical assumptions.

Use your logical thinking to guess the ending of these events.



Where is he going?

-----  
-----  
-----

What are they doing?

-----  
-----  
-----

He has weaponry.

-----  
-----  
-----

Figure 6  
Tumbe arrives to Santa Elena



(Ochoa, 2018)

Figure 7  
Fight between Quitumbe and Ontoya



(Ochoa, 2018)

Figure 8  
Battle between Quitumbe and Atarupanqui



(Ochoa, 2018)

3.1.2.- Match the clues with the correct feelings.

1. The hero lost his brother.

Anger

2. The hero unifies the Quito-Caras culture.

Sadness

3. The hero kills the enemy.

Happiness



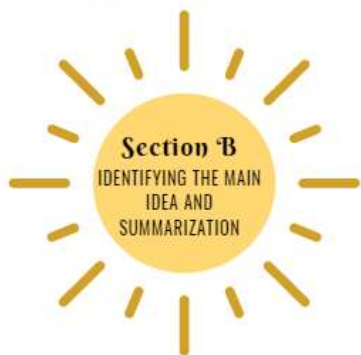
HOMEWORK

3.1.3.- Infer a possible poster of the mythological story called: "Quitumbe - a legendary hero".

Consider the following clues:  
-Quitumbe is a Quito-Cara hero.  
-He fights to protect his town.

Large empty box for drawing a poster.

3.2. SIXTH GRADE STUDENTS



Game: The best group work

Section objective: To discover the main idea of the mythological story by working in groups in the context of "Quitumbe - a legendary hero".

3.2.1.- After reading:  
Let's find the main idea of the mythological story.

Quitumbe and Ontoya fight.



Quitumbe unifies Quitu and Caras cultures.

Quitumbe kills the giants.

The adventures of Quitumbe.

Quitumbe and his wife.

3.2.2.- Let's summarize the mythological story!



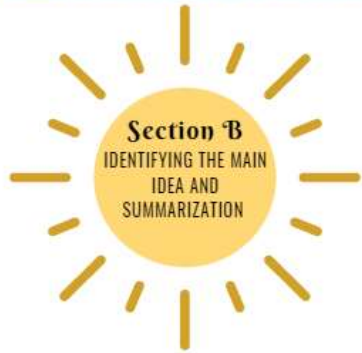
Tumbe and his \_\_\_\_\_ arrived from the north to the current city of Santa Elena. He and his wife had two children, \_\_\_\_\_ and \_\_\_\_\_. The brothers had a \_\_\_\_\_ and they decided to separate and go their own way. Quitumbe started his \_\_\_\_\_ to find new lands while Ontoya stayed in the same place and he was \_\_\_\_\_ and \_\_\_\_\_ all the time.

Then, a group of \_\_\_\_\_ invaded the territory of \_\_\_\_\_. The giants subdued the king and his people. They almost \_\_\_\_\_ everything. The giants take Ontoya as a \_\_\_\_\_. Quitumbe is informed that the giants held his \_\_\_\_\_. Quitumbe was \_\_\_\_\_ and he decided to declare \_\_\_\_\_ to the giants.

During the battle, Quitumbe invoked the \_\_\_\_\_ to help him. The gods send a \_\_\_\_\_ to kill the enemies of Quitumbe. Ontoya \_\_\_\_\_ because of his bad health. After that, Quitumbe travels to the highlands region and he finds the \_\_\_\_\_ culture.

There, \_\_\_\_\_ meets \_\_\_\_\_, the \_\_\_\_\_ emperor. A \_\_\_\_\_ starts between Quitumbe Atarupanqui and their respective \_\_\_\_\_. At the end, Quitumbe wins the \_\_\_\_\_, and he unifies \_\_\_\_\_ to give birth the \_\_\_\_\_ ancient culture.





## Game: The best group work

Section objective: To construct the mythological story through a summarization of it in the context of "Quitumbe - a legendary hero".

3.2.1.- After reading:  
Let's find the main idea of the mythological story.

Four empty rectangular boxes arranged in a 2x2 grid. In the center is an illustration of gold coins and a stick figure. The top-left box is empty. The top-right box is empty. The bottom-left box is empty. The bottom-right box is empty.

3.2.2.- Let's summarize the mythological story!

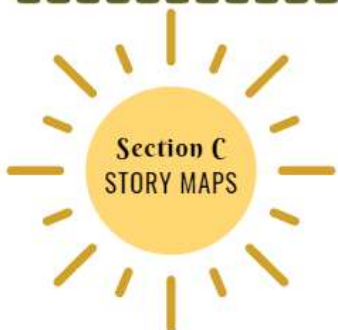
Group work: With the number you got from your teacher, develop summary of the mythological story.

A large, empty rectangular box with a thin border, intended for writing a summary.

Teamwork will help you learn in a better way!



3.3. SIXTH GRADE STUDENTS



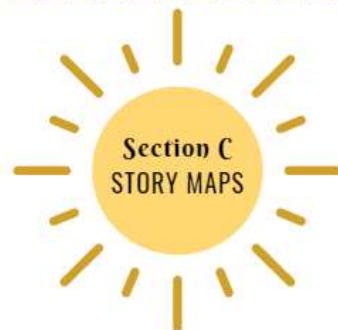
Game: organize the story

Section objective: To present the main parts of the story by using an infographic map in the context of "Quitumbe - a legendary hero".

3.3.1.- Create your own infographic by drawing the five main events of the mythological story with a brief description of each one.

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>		<input type="text"/>

3.3. SEVENTH GRADE STUDENTS



Game: organize the story

Section objective: To distinguish the most important aspects of the mythological story by using a story map in the context of "Quitumbe - a legendary hero".

3.3.1.- After reading: Fill the boxes with the requested information. Use the sequence adverbs you know.



After reading the instructions, you will be able to complete the story map.



Main characters:

Other characters:

Setting

Where (places found in the mythological story)

Beginning

Middle

End



3.4. SIXTH GRADE STUDENTS



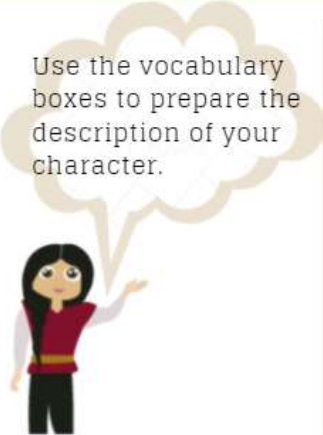
Game: Interview the character

Section objective: To list the characteristics of student's favorite character by using vocabulary on feelings and roles in the context of "Quitumbe - a legendary hero".

Choose your favorite character

After reading:  
 3.4.1.- Choose the character you like the most from the mythological story "Quitumbe - a legendary hero" and prepare a set of characteristics that describe him/her in terms of:  
 Name  
 Action he/she does  
 Feelings

- Feelings:
- Anger
  - Sadness
  - Happiness
  - Fear-Be afraid



- Roles of characters:
- Hero
  - Villian
  - Mother
  - In risk character



Write the description of your character here.

-----  
-----  
-----  
-----

3.4.2.- Answer the questions in the chart below.

- What is the name of your character?

-----

- What does your character do in the mythological story?

-----

- What are the feelings that your character experiments during the plot?

-----

- What is the role of your character?

-----

3.4. SEVETH GRADE STUDENTS



Game: Interview  
the character

Section objective: To write students' own characteristics by using vocabulary on feelings and roles in the context of "Quitumbe - a legendary hero".

Choose your favorite character

After reading:

3.4.1.- Choose the character you like the most from the mythological story "Quitumbe - a legendary hero" and prepare a set of characteristics that describe him/her in terms of:

Name

Action he/she does

Feelings

Feelings:

-Anger

-Sadness

-Happiness

-Fear-Be afraid

Use the vocabulary boxes to prepare the description of your character.



Roles of

characters:

-Hero

-Villian

-Mother

-In risk

character

Write the description of your character here.

-----  
-----  
-----  
-----

3.4.2.- Answer the questions in the chart below.

- What is the name of your character?

-----

- What does your character do in the mythological story?

-----

- What are the feelings that your character experiments during the plot?

-----

- What is the role of your character?

-----

H  
O  
M  
E  
W  
O  
R  
K

Go to the following link:

<https://charactercreator.org/#sex=f&skinColor=%23ce967c&irisColor=%23784421&hairColor=%231a1a1a&pupils=round&bra=bow&dress=casual&coat=biker&hair=down>

- Create an avatar of yourself.
- Download and print the avatar that you create
- In your notebook, paste the picture of your avatar and make a description of yourself by answering the questions from exercise 3.4.2.



## SIXTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 3.



Aspects achieved during the unit 3.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary.	
I can answer simple questions.	
I can understand what a reading is going to be about.	

## SEVENTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 3.



Aspects achieved during the unit 3.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary.	
I can summarize a story.	
I can identify the main idea of a reading.	

# Glossary

- ☀️ **Legendary**= a character or place from the ancient times (Oxford Learner's Dictionaries, n.d.).
- ☀️ **Hero**= a person that is being respected for doing something brave or good for people (Oxford Learner's Dictionaries, n.d.).
- ☀️ **Giant**= a character very tall that usually appears in legends, myths or tales (Cambridge Dictionary, n.d.).
- ☀️ **War**= an intensive fight among different groups of people or countries (Cambridge Dictionary, n.d.).
- ☀️ **God**= a sacred character that is believed to have created the life and everything (Oxford Learner's Dictionaries, n.d.).
- ☀️ **Enemy**= a person that states a position extremely against others (Oxford Learner's Dictionaries, n.d.).
- ☀️ **Highlands region**= a region full of mountains. It refers to the Andean region.

# Interesting facts

Figure 15  
Skeleton of a giant

In 1965, the priest Carlos Miguel Vaca found giant skeletons in Loja province. This skeleton is 7 meters high. (Jeunes, 2020). It would be a hint for the existence of giants in this territory.



(AdsKay, 2020)

Figure 16  
Plaza Étnica



VICENTE TELLO PARA EL UNIVERSO  
(El Universo, 2005)

In Azogues there is a square to honor the origin of the Cañaris culture. The name of this art is "Plaza Étnica" which was made by Fausto Cardoso (El Universo, 2005).

# Unit 4

## THE MAIDEN OF PUMAPUNGO



### “CAN DO OBJECTIVE”

I can ask and answer simple questions, initiate and respond to simple statements in areas of known mythological stories.

## The maiden of Pumapungo

Many years ago in Cuenca, there was an ancient city called Pumapungo, which was the preferred resting destination for the Inka emperors. The emperors were entertained by the virgins of the Sun, who were beautiful young women trained in different arts such as: dancing, singing, painting, among others. Nina, the most beautiful virgin of the sun fell in love with a priest of the temple. It was a forbidden love. Every full moon night, they used to meet in the gardens of the city (Zavala, 2020).

Figure 17  
Pumapungo



(Drake, 2015).

One day, Nina was dancing for the Inka emperor; he loved her, and he tried to kiss her, but she rejected him immediately because her love belonged to the priest. The Inka emperor became enraged and forced her to leave the room.

One night, the servants of the Inka emperor found Nina and the priest in the gardens. They inform this to the emperor, and he sent his servants to kill the priest (Zavala, 2020).

Nina did not know what happened to the priest. She went to the gardens to find him, but she never saw him again. Ever since, Nina cried every full moon night. She never forgot the priest until the day she died (Zavala, 2020).

Figure 18  
The virgins of the sun  
and the Inka emperor



(Laureano, 2020)



## TEACHER'S GUIDE SIXTH GRADE STUDENTS

### Section A CONVERSATION

- 1.- Ss work in groups to complete activities from exercise 4.1.1
- 2.- Ss have a conversation on their answers from the exercise 4.1.1
- 3.- At this level, Ss should be able to talk with simple utterances like words, adjectives and short phrases.
- 4.- Ss work individually on the exercise 4.1.2.
- 5.- T plays a song while Ss are working on the exercise 4.1.2.

### Section B REPORTING

- 1.- T and Ss read the mythological story "The maiden of pumapungo". T can ask volunteers to read parts of the mythological stories.
- 2.- Ss are asked to work in pairs and complete the survey from exercise 4.2.1. Ss cannot read the mythological story again so they will not copy the answers.
- 3.- Ss share the answers they got from the exercise 4.2.1 with the whole class. T leads this activity by asking the questions from the survey to the whole class.
- 4.- T shows the correct answers by using the app shown in resources.
- 5.- Ss are asked to complete the activity from exercise 4.2.2

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Vocabulary from the previous mythological stories.

Resources:  
<https://www.youtube.com/watch?v=1WgPBeJe6ng>

G. Nouns  
V. Vocabulary from the reading: "The maiden of Pumapungo".

Resources:  
<https://wordwall.net/resource/19430141>

## TEACHER'S GUIDE SIXTH GRADE STUDENTS

### Section C INTERVIEW

- 1.- Previously, Ss are asked to bring a piece of wool and a white cardboard.
- 2.- At the beginning of the class, T gives instructions for the Ss to make a credential card by using the wool as the lanyard and the cardboard as the card with the Ss name on it. (Ss make a hole in the cardboard so they can introduce the wool on it)
- 3.- T distributes the class in three groups. 1Group: Nina character; 2Group: Inca Kunak; 3Group: the priest.
- 4.- T works with each group. Ss assume that the teacher is the character that they were assigned.
- 5.- Ss ask the teacher the questions from exercise 4.3.1. (T can find the answers in the resources section).
- 6.- Ss complete the activities from exercise 4.3.2.
- 7.- Ss share their presentation to the whole class.

### Section D DISCUSSION

- 1.- Ss complete the activity from exercise 4.4.1
- 2.- T elicits the meaning of the vocabulary from exercise 4.4.2 by using mime and the correct pronunciation of the words
- 2.- Ss go to their groups and complete the activity from exercise 4.4.2.
- 3.- T plays the song from resources while students are working in their groups.
- 4.- The three groups defend the character they chose to the whole class.
- 5.- Ss should complete the activity from exercise 4.4.3 during the character defense exercise.
- 6.- T gives feedback on students' participation to help them realize about the correct pronunciation of words and utterances.

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(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns, Wh words for questions  
V. Vocabulary from the reading: "The maiden of Pumapungo".

Resources:

Wool, a white carboard, markers, scissors.

Specific answers for the teacher:

[https://www.canva.com/design/DAE1OLW4UR8/CUM4pLShEbdGVVHdT62M4Q/view?utm\\_content=DAE1OLW4UR8&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAE1OLW4UR8/CUM4pLShEbdGVVHdT62M4Q/view?utm_content=DAE1OLW4UR8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Instrumental music while students are drawing:

<https://www.youtube.com/watch?v=hJeTRv6vNh0>

G. Adjectives  
V. Vocabulary from the reading: "The maiden of Pumapungo" and Vocabulary on physical appearance

Resources:

English dictionary  
<https://www.youtube.com/watch?v=BYDjiK15J4U>

101

## TEACHER'S GUIDE SEVENTH GRADE STUDENTS



- 1.- Ss work in groups of three to complete activities from exercise 4.1.1
- 2.-Ss have a conversation on their answers from the exercise 4.1.1
- 3.- At this level, Ss should be able to talk by using the phrases like: "there is there are". On exercise 4.1.2 Ss will find an example of it.
- 4.- T explains Ss the homework. Ss should record an audio answering all the questions set in exercise 4.1.1



- 1.- T and Ss read the mythological story "The maiden of pumapungo". T can ask volunteers to read parts of the mythological stories.
- 2.- Ss are asked to work in pairs and complete the survey from exercise 4.2.1. Ss cannot read the mythological story again so they will not copy the answers.
- 3.- Ss share the answers they got from the exercise 4.2.1 with the whole class. T leads this activity by asking the questions from the survey to the whole class.
- 4.- T shows the correct answers by using the app shown in resources.
- 5.- Ss are asked to complete the activity from exercise 4.2.2

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns, there is/are  
V. Vocabulary from the three previous mythological stories.

Resources:  
Ss can use their English dictionary if necessary.

G. Nouns  
V. Vocabulary from the reading: "The maiden of Pumapungo".

Resources:  
<https://www.educandy.com/site/resource.php?activity-code=c686b>  
Code: c686b

## TEACHER'S GUIDE SEVENTH GRADE STUDENTS

### Section C INTERVIEW

- 1.-Previously, Ss are asked to bring a piece of wool and a white cardboard.
- 2.- At the beginning of the class, T gives instructions for the Ss to make a credential card by using the wool as the lanyard and the cardboard as the card with the Ss name on it. (Ss make a hole in the cardboard so they can introduce the wool on it)
- 3.- T distributes the class in three groups. 1Group: Nina character; 2Group: Inca Kunak; 3Group: the priest.
- 4.- T works with each group. Ss assume that the teacher is the character that they were assigned.
- 5.- Ss ask the teacher the questions from exercise 4.3.1 (T can find the specific answers in the resources section)
- 6.- Ss complete the activities from exercise 4.3.2.
- 7.-Ss share their presentation to the whole class.

- 1.- Ss complete the activity from exercise 4.4.1
- 2.- T elicits the meaning of the vocabulary from exercise 4.4.2 by using mime and the correct pronunciation of the words
- 2.-Ss go to their groups and complete the activity from exercise 4.4.2
- 3.- T plays the song from resources while students are working in their groups.
- 4.- The three groups defend the character they chose to the whole class.
- 5.- Ss should complete the activity from exercise 4.4.3 during the character defense exercise.
- 6.- T gives feedback on students' participation to help them realize about the correct pronunciation of words and utterances.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns, Wh words for questions  
V. Vocabulary from the reading: "The maiden of Pumapungo".

Resources:  
While students are doing the summary, T plays the song:  
<https://www.youtube.com/watch?v=8oykJKw12Ig>

Resources:  
Wool; a white cardboard; markers; scissors.

-Specific answers for the teachers:  
[https://www.canva.com/design/DAE1OEAPW98/FoGyPTzmlsMeKJe056vhkQ/view?utm\\_content=DAE1OEAPW98&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAE1OEAPW98/FoGyPTzmlsMeKJe056vhkQ/view?utm_content=DAE1OEAPW98&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

G. Adjectives  
V. Vocabulary from the reading: "The maiden of Pumapungo" and Vocabulary on feelings

Resources:  
<https://www.youtube.com/watch?v=BYDjiK1sJ4U>



### Recall and talk

Section objective: To explain previous acquired vocabulary from the mythological stories.

4.1.1.- Let's talk about what you have learned on pre-columbian mythological stories. Share your answers with your classmates in a brief conversation.

What places have been mentioned in the mythological stories?

What characteristers can you remember from the mythological stories?

How many adjectives do you remember? List them.

Which animals were mentiones in the mythological stories?

How many new words have you learned? List them.



4.1.2. Now that you have recalled some information about the previos mythological stories that you had read, it is time to make a rawing that includes the following characteristics.

- Characters
- Places
- Animals
- Emotions

A large, empty rectangular box with a double-line border, intended for drawing or writing.



### Recall and talk

Section objective: To record an audio talking about vocabulary and grammar studied in the mythological stories.

4.1.1.- Let's talk about what you have learned on pre-columbian mythological stories.

What places have been mentioned in the mythological stories?

What characteristers can you remember from the mythological stories?

How many adjectives do you remember? List them.

Which animals were mentiones in the mythological stories?

How many new words have you learned? List them.



It's time to talk!

4.1.2.- Now that you listed your answers, it is time for you and your partners to make a conversation.

Example:

Student 1: What places have been mentioned in the mythological stories?

Student 2: There are places such as:...

Use the following structure to have a conversation with your classmates.



There is: singular (one thing)  
There are: plural (two or more things)

To remember

### HOMEWORK

Recall the answers you mentioned on activity 4.1.2.and record an audio by using Vocaroo app.

Do your best!



4.2. SIXTH GRADE STUDENTS



Game: The best group work

Section objective: To report the level of comprehension that students have on the mythological story "The maiden of Pumapungo" through the results of post-reading survey.

After reading (pair work)  
4.2.1.- You are going to apply the following survey to your classmate.

Where was located the ancient city of Pumapungo?

What is the name of the most beautiful virgin of the sun?

What is the name of the emperor that is in love with Nina?

Who killed the priest?

Did Nina forget the priest after he died?

4.2.2.- Share your results with the whole class. Make sure you have filled your chart with all the answers.



After sharing your classmate's results, write the correct answers in the box.

Where was located the ancient city of Pumapungo?

-----

What is the name of the most beautiful virgin of the sun?

-----

What is the name of the emperor that is in love with Nina?

-----

Who killed the priest?

-----

Did Nina forget the priest after he died?

-----

-----

4.2. SEVENTH GRADE STUDENTS



Game: The best group work

Section objective: To exhibit students comprehension on the mythological story "The maiden of Pumapungo" through the application of a post-reading survey.

After reading (pair work)  
4.2.1.- You are going to apply the following survey to your classmate.

What are the abilities of the virgins of the sun?

Where did Nina and the priest used to meet?

Why did Nina rejects the kiss of the emperor?

Who discover Nina and the priest in the gardens?

How did Nina feel when she never saw the priest again?

4.2.2.- Share your results with the whole class. Make sure you have filled your chart with all the answers.



After sharing your classmate's results, write the correct answers in the box.

What are the abilities of the virgins of the sun?

-----

Where did Nina and the priest used to meet?

-----

Why did Nina rejects the kiss of the emperor?

-----

Who discover Nina and the priest in the gardens?

-----

How did Nina feel when she never saw the priest again?

-----

-----



4.3. SIXTH GRADE STUDENTS



## Interview the character!

Section objective: To simulate a press conference to get information about a character from the mythological story "The maiden of Pumapungo".

4.3.1.- Group work: Use the following questions to interview your teacher based on the character your group was assigned. Make sure you write all your teacher's answers.

Imagine that this is a press conference, you are the pressman/presswoman. Use your credential and perform your role!



What is your name?

-----  
-----

Where do you live?

-----  
-----

What is your job?

-----  
-----

Who is the person you love?

-----  
-----

Where does the person you love live?

-----  
-----

4.3.2.- Now that you have your answers. Prepare a presentation with your group. Be sure that all the members of your group participate.

4.3.3.- Draw the character that you were assigned and show your drawing in your presentation to the whole class.

Draw your characters here:

Be creative!



4.3. SEVENTH GRADE STUDENTS



## Interview the character!

Section objective: To examine the use of WH questions and their answers by using an interview applied to a character from the mythological story "The maiden of Pumapungo".

3.3.1.- After reading: Fill the boxes with the requested information. Use the sequence adverbs you know.

What is your name?

Where do you live?

What is your job?

Who is the person you love?

Where does the person you love live?

Imagine that this is a press conference, you are the pressman/presswoman. Use your credential and perform your role!



4.3.2.- Now that you have your answers. Prepare a presentation with your group. Be sure that all the members of your group participate.

4.3.3.- Draw the character that you were assigned and show your drawing in your presentation to the whole class.

Draw you characters here:

Be creative!



4.4. SIXTH GRADE STUDENTS



Defend your favorite character

Section objective: To identify the characteristics that correspond to a character by using adjectives in the context of "The maiden of Pumapungo"

4.4.1.- Choose the character you liked the most from the mythological story "The maiden of Pumapungo". Paint the name of that character with the color you like.

The maiden Nina

Inca emperor

Inca emperor

Choose the adjectives you think the best describe your character.



Key phrase to describe physical characteristics:

I choose this character because she/he is:

You can use the following adjectives:

For men:

- Handsome  
-Strong

For women:

- Beautiful  
-Strong

For men and women:

Thin, chubby, long hair, short hair, tall, short.

Use the examples in the boxes to say the physical characteristics of your character.



4.4.3.- Explain to your classmates, the reasons why your group is defending your character. After that, listen the reasons from the other two groups. Make a list of what the other groups said about their characters.

All opinions matter. Remember to always be respectful with your classmates' opinions

Name of the character:\_\_\_\_\_

Characteristics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of the character:\_\_\_\_\_

Characteristics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Homework

Go to vocaroo app:  
<https://vocaroo.com/>  
Record an audio with the information you write on the activity 4.4.3.

4.4. SEVENTH GRADE STUDENTS



Defend your favorite character

Section objective: To express Ss opinion on a character by using personality adjectives in the context of "The maiden of Pumapungo".

4.4.1.- Choose the character you liked the most from the mythological storu "The maiden of Pumapungo". Paint the name of that character with the color you like.

The maiden Nina

Inca emperor

Inca emperor

Choose the characteristics you think describe your character.



Key phrase to describe personality. I choose this character because of her/his personality. She/he is... You can use the following adjectives:

For men and women: Brave, clever, kind, fiendly, grumpy, honest, loyal, popular, selfish, nasty, passionate, skillful.

Use the examples in the boxes to say the physical characteristics of your character.



4.4.3.- Explain to your classmates, the reasons why your group is defending your character. After that, listen the reasons from the other two groups. Make a list of what the other groups said about their characters.



Name of the character:.....  
Characteristics on personality  
.....  
.....  
.....  
.....  
.....



Name of the character:.....  
Characteristics on personality  
.....  
.....  
.....  
.....

Homework

Go to vocaroo app:  
<https://vocaroo.com/>  
Record an audio with the information you write on the activity 4.4.3.

## SIXTH GRADE STUDENTS

Put a tick (✓) in the activities that you achieved during the unit 4.



Aspects achieved during the unit 4.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about personality adjectives and physical appearance.	
I can tell the myth in my own words.	






## SEVENTH GRADE STUDENTS

Put a tick (✓) in the activities that you achieved during the unit 4.



Aspects achieved during the unit 4.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary	
I have learnt about personality adjectives and physical appearance.	
I can tell the myth in my own words.	

# Glossary

-  **Emperor**= the person who rules an empire (Oxford Learner's Dictionaries, n.d.).
-  **Priest**= a person who has been trained to become a spiritual guide for people in different religions or groups (Cambridge Dictionary, n.d.).
-  **Servant**= a person who does the housework for other people (Oxford Learner's Dictionaries, n.d.).
-  **Temple**= a house or building used for religious purposes (Oxford Learner's Dictionaries, n.d.).
-  **Garden**= a piece of land full of grass, plants flores and ornaments (Cambridge Dictionary, n.d.).

# Interesting facts

The Virgins of the sun were young women who were trained to become the new wife of Inkas. They wore white dresses, gold headbands and fancy shoes (Uhle, 2003).

The priests from the Inka empire used to wear white garments. Only the Virgins of the sun and high rank men were allowed to wear white garments (Uhle, 2003).

Figure 18  
The virgins of the sun  
and the Inka emperor



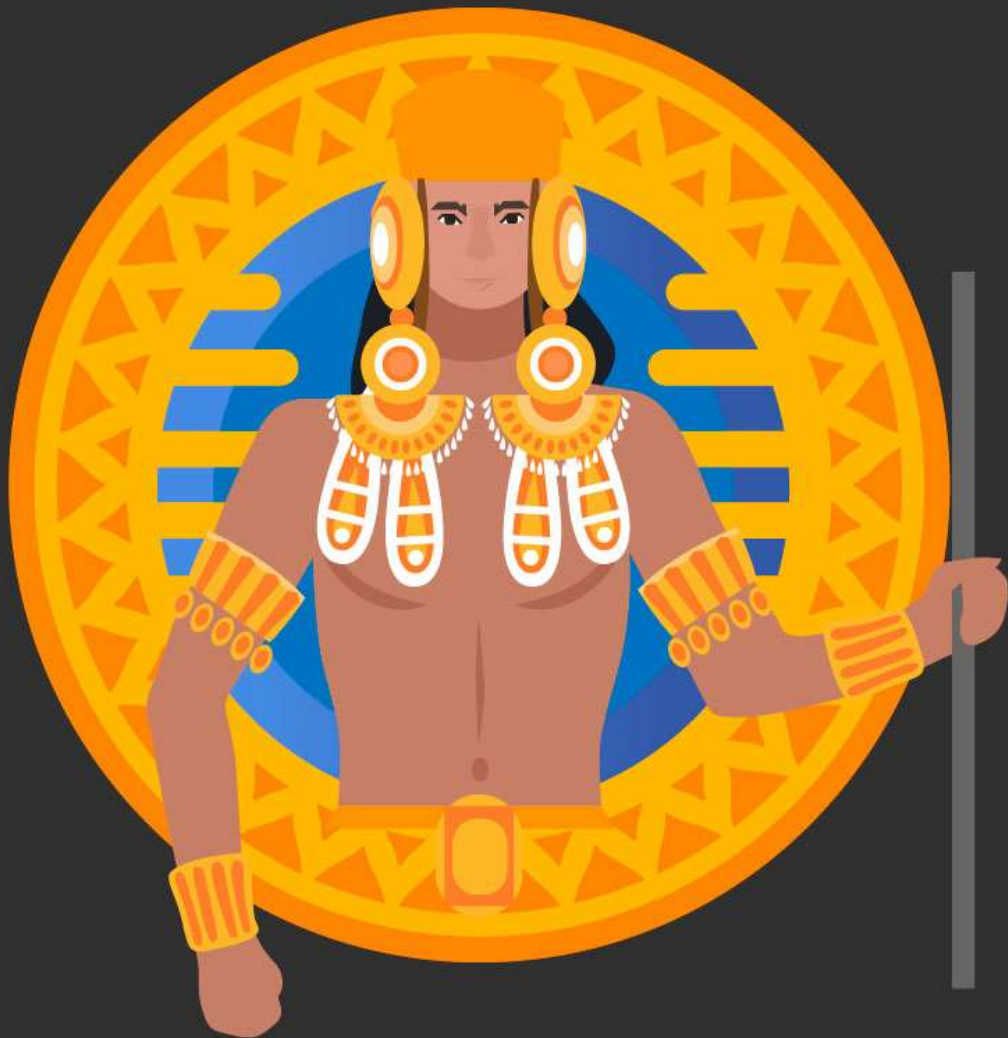
(Laureano, 2020)

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# Unit 5

## THE CULEBRILIAS LAKE



### “CAN DO OBJECTIVES”

READING: I can understand words and phrases encountered in mythological stories.

SPEAKING: I can do a simple performance where my body language or other gestures can support what I say.

## The Culebrillas lake

Long time ago, in the current province of Cañar, there was a large sacred plain where the Cañaris culture lived. That place was majestic with full of luxury. When the Incas arrived at that place, they decided to ally with the Cañaris. The Incas contributed with the magnificence of this place with their knowledge on architecture and their culture (INPC Ecuador, 2014).



Figure 19  
Chaski running

(Historia.com, 2016)

One day, a chasqui arrived to Culebrillas with news. He told the Incas and the Cañaris that a group of bearded white men that called themselves as Spaniards were approaching to their lands. The Cañaris and the Incas, fearful of the fame of avarice of the Spaniards, decided to move their treasures to the center of the sacred plain to protect them. They build water channels around that place, so they immediately flooded the plain and formed the lake that currently is known as "Culebrillas" (INPC Ecuador, 2014).



Figure 20  
Inka

(Tupac Yupanqui: Biografía, Significado, Conquista y más, s.f.)

While the plain was flooded, many Cañari and Inca wise and priests decided to bury alive with all their treasures. Doing that, they wanted to protect their treasures, memory, and culture.

Nowadays, the indigenous people from the zone say that, in the night from the bottom of the lake, the glow of the buried gold comes out with the soft voices of the wise who recite their culture and the sad notes of a pan flute (INPC Ecuador, 2014).



Figure 21  
Gold

(Reyes, s.f.)

Figure 22  
Musicians



(Mallku Perú, s.f.)





**Section A**  
**RETELLING**

TEACHER'S GUIDE SIXTH GRADE STUDENTS

- 1.- Ss and T read the mythological story "The Culebrillas Lake. T encourages Ss to ask questions in order to make sure they understand the reading.
- 2.- T brings copies for the Ss with the pictures of the mythological story.
- 3.- T explains Ss how to play the game on exercise 4.4.1.
- 4.- T sets five groups of Ss and gives them a dice and a copie of the images of the mythological story.
- 5.- Ss will have to use the dice, there are six images for the six blank chars on exercise 4.4.1. If Ss get the number 5 after throwing the dice, they have to find the picture that is related to the fifth event that occurs in the mythological story. Ss have to cut the image and paste it in the blank chart that corresponds to the number 5.
- 6.- Ss have to describe the image in their own words.



**Section B**  
**RETELLING**

- 1.- T sets the amount of time he/she thinks is necessary for the Ss to deal with this activity.
- 2.- Ss read the mythological story individually and quietly.
- 3.- Ss make notes on the most important parts of the events by using the plot words structure.
- 4.- T evaluates each student's presentation. Classroom management should be set to avoid Ss interruption while T is evaluation the presentation.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Vocabulary from the mythological story "The Culebrillas lake".

Resources:  
5 dice  
Scissors  
Glue

G. Nouns  
V. Vocabulary from the reading: "The Culebrillas lake".

Resources:  
English dictionary.

TEACHER'S GUIDE SIXTH GRADE STUDENTS

Section C  
ROLE PLAY

- 1.-T ask Ss previously to bring the puppets they did the last class and the puppet theatre.
- 2.- Ss work on the exercise 5.4.1
- 3.- Ss work on the exercise 5.4.2
- 4.- T does the activities shown in the section D to help Ss improve their pre-performance.
- 5.- T has to set the class and the puppet theatre to help Ss organize their pre-performance.

Section D  
ROLE PLAY

- 1.- T ask Ss previously to bring the puppets they did the last class and the puppet theatre.
- 2.- T brings copies of the scripts from the annexes section for the Ss.
- 3.- T gives instructions on the activities section to help Ss practice with the scripts.
- 7.- T asks Ss to practice with their scripts.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

DIY activity

Resources:

- Socks
- Black whool
- white and black foamy
- glue
- recycle fabric (to make clothes for the puppets)

V. Vocabulary from the previous mythological stories.

Resources:

- Ss puppets
- Ss puppets theatre
- Scripts from annexes

TEACHER'S GUIDE SEVENTH GRADE STUDENTS

Section A  
RETELLING

- 1.- Ss and T read together the mythological story "The Culebrillas lake". T encourages Ss to ask questions in order to make sure they understand the reading.
- 2.- T writes on the board six phrases that summarizes the six events of the mythological story: (Event 1 Incas join Cañaris; Event 2 Spanish people coming; Event 3 Gold and Inca's treasures taken to the center; Event 4 Incas create a lake; Event 5 priests and wives bury themselves; Event 6 gold shining from the bottom of the lake.)
- 3.- Ss are asked to complete the exercise 5.1.1. They can follow the six phrases from the board to make their drawings.
- 4.- T plays a song while students are drawing
- 5.- T goes group by group asking students to explain their drawings in their own words.

Section B  
RETELLING

- 1.- T sets the amount of time he/she thinks is necessary for the students to deal with this activity.
- 2.- T explains Ss that they will be evaluated on their comprehension about the mythological story "The Culebrillas lake".
- 3.- Without reading again, Ss complete the exercise 5.2.1.
- 4.- T asks Ss to get ready for their presentation.
- 5.- T evaluates each student's presentation. Classroom management should be set to avoid Ss interruptions while T is evaluating the presentations.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

G. Nouns  
V. Vocabulary from the  
Mythological story "The  
Culebrillas lake".

Resources:  
<https://www.youtube.com/watch?v=HMQzJyKTSrI&t=23s>

G. Nouns  
V. Vocabulary from the  
reading: "The Culebrillas  
lake".

Resources:  
An English dictionary

## TEACHER GUIDE'S SEVENTH GRADE STUDENTS

### Section C ROLE PLAY

- 1.-T ask Ss previously to bring their staging essentials they did the last class and their costumes they made at home.
- 2.- Ss work on the exercise 5.4.1.
- 3.- Ss work on the exercise 5.4.2.
- 4.- T does the activities shown in the section D to help Ss improve their pre-performance.
- 5.- T has to set the class and the puppet theatre to help Ss organize their pre-performance.

### Section D ROLE PLAY

- 11.- T asks Ss previous to bring the costumes, accesories and staging essentials.
- 2.- T brings copies of the scripts from the annexes section for the Ss.
- 3.- T prepares a jar with five pieces of paper. The papers have the name of all the mythological stories seen in the five unitas.
- 4.- Ss complete the activity from exercise 5.4.1.
- 5- Ss go to their groups and decide which character they want to perform.
- 6.- T gives instuncions on the activities section to help Ss practice with the scripts.
- 7.- T asks Ss to practice with their scripts.

(Teacher have to print each section activities for the students to keep these activities inside of an "English folder").

### DIY activity

#### Resources:

- Markers
- colors
- A1 cardboard per Ss
- a carton box per group

### V. Vocabulary from the previous mythological stories.

#### Resources:

Ss costumes and accessories  
Staging essentials  
Scripts from annexes

5.1. SIXTH GRADE STUDENTS



Do you remember the myth?

Section objective: To remember the main events of the mythological story "The Culebrillas lake" as comprehension training.

5.1.1.- After reading the mythological story "The Culebrillas lake", complete the game with your group work.

1 2

3 4

5 6

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5.1. SEVENTH GRADE STUDENTS



Do you remember the myth?

Section objective: To construct a representation of the six main events from the mythological story "The Culebrillas lake" as comprehension training.

5.1.1.- After reading the mythological story "The Culebrillas lake", complete the game with your group work.

1 2

3 4

5 6

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## Individual Evaluation



Section objective: To compose a summary of the mythological story "The Culebrillas lake" by using Student's own words.

5.2.1.- Read the mythological story individually and takes notes about the most important parts of it.

Beginning

-----  
-----  
-----  
-----

Middle

-----  
-----  
-----  
-----

End

-----  
-----  
-----  
-----

5.2.2. Use your notes to prepare your presentation about the mythological story. You are going to explain the events of your mythological story in your own words.



## Individual evaluation



Section objective: To outline a presentation on the mythological story "The Culebrillas lake" by using student's words through a graphic organizer.

4.4.1.- Make a graphic organizer to summarize the mythological story "The Culebrillas lake". Use your graphic organizer for you presentation.

[Large empty box for graphic organizer]

5.3. SIXTH GRADE STUDENTS



Let's prepare the materials for your puppets show!

Section objective: To compose a puppets theatre and its elements by using the DIY technique for the presentation of the puppets show.

5.3.1.- Go to the group your teacher assigned you. Choose a leader for your group, you leader has to take a paper from the teacher's jar to know the mythological story you will perform.

5.3.2.- After choosing the mythological story, you can select the character you want to perform in the puppets show.

Let's make your puppet!

Go to the link of this video:  
[https://www.youtube.com/watch?v=9yn\\_pzsdhAY](https://www.youtube.com/watch?v=9yn_pzsdhAY)  
Watch the video to get an idea of how to make your own puppet.

Visualize how do you want your stage to look like. Make a drawing as a guide.

Use the materials you brought to prepare your puppet theatre.

5.3 SEVENTH GRADE STUDENTS



Let's prepare the materials for your role play!

Section objective: To construct staging essentials for the presentation of the role plays based on the previous five mythological stories.

5.3.1.- Go to the group your teacher assigned you. Choose a leader for your group, you leader has to take a paper from the teacher's jar to know the mythological story you will perform.

5.3.2.- After you know chose the mythological story, you can choose the character you want.

Let's make the essentials for your role play!

Visualize how do you want your stage to look like. Make a drawing as a guide.

Use the materials you brought to prepare your stage essentials.

Go to the link of this video:  
[https://www.youtube.com/watch?v=YOZtrxMp\\_a8](https://www.youtube.com/watch?v=YOZtrxMp_a8)  
Watch the video to get an idea of how to make your own puppet.

5.4. SIXTH GRADE STUDENTS



Let's get prepared for your puppets show!

Section objective: To simulate a pre-puppets theatre based on the mythological stories learned during the previous five units.

5.4.1.- Your teacher is going to give you the script of the mythological story you got. Read it, practice the pronunciation and get together with your group to simulate your puppet theatre.

5.4.2.- Use your puppets and puppets theatre to practice your presentation.

Your teacher will help you practice the pronunciation of your script.



Instructions to prepare a role play:

-Students should practice in classes and at home by themselves.

-Your teacher will help you with audios of the script for you to listen to the pronunciation of it. (Home activity)

Get into your character!



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5.4. SEVENTH GRADE STUDENTS



Let's get prepared for your role play!

To dramatize a pre-role play presentation based on the mythological stories learnt during the previous five units.

5.4.1.- Your teacher is going to give you the script of the mythological story you got. Read it, practice the pronunciation and get together with your group to dramatize your role play.

5.4.2.- Use your puppets and puppets theatre to practice role play.

Your teacher will help you practice the pronunciation of your script.



Instructions to prepare a role play:

-Students should practice in classes and at home by themselves.

-Your teacher will help you with audios of the script for you to listen to the pronunciation of it. (Home activity)

-You can practice at home in front of your mirror to feel more confident when speaking in public.

Get into your character!



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## SIXTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 5.



Aspects achieved during the unit 5.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary.	
I can describe in pictures by using new vocabulary.	
I can pronounce words and phrases in English.	

## SEVENTH GRADE STUDENTS

Put a tick ( ✓ ) in the activities that you achieved during the unit 5.



Aspects achieved during the unit 5.	Yes, I did it
I understand the content of the mythological story.	
I have learnt new vocabulary.	
I can remember content from the previous mythological stories.	
I can pronounce whole sentences in English.	

# Glossary

-  **Luxury**= the most expensive objects, food, or life (Oxford Learner's Dictionaries, n.d.).
-  **Knowledge**= the gained understanding and information that people have (Oxford Learner's Dictionaries, n.d.).
-  **Architecture**= "the art of designing and making buildings" (Cambridge Dictionary, n.d.).
-  **Chaski**= the messenger of the Inka empire.
-  **Spaniards**= people from Spain.
-  **Treasure**= a collection of valuable things such as gold, silver and jewellery (Oxford Learner's Dictionaries, n.d.).
-  **Plain**= a simple surface.
-  **Pan flute**= a native musical instrument made by bamboo.

# Interesting facts

Figure 23  
Kichwa person long hair



(Picture taken by the author)

## Long hair

For indigenous, native cultures, long hair is very important. It represents the extension of their thoughts, their spirit.

"To braid our hair represents fidelity to the culture. It is know that long hair was or is a symbol of rebellion". Ariruma Kowii

Spaniards forced native people to change their names from Quechua, Aymara, Puquina and more native cultures, to spanish names. They were given catholic names. They even changed the names of lakes, villages and towns (Maldonado, 2017).

## Pan flute

There is huge variety of this instrument. In the Highlands region from Ecuador it is called rondador. This is the most representative musical instrument for native cultures (Guamán, 2015).



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Figure 24  
People meeting each other



Figure 25  
Chaski



3 Figure 26  
Inkas hiding gold



4 Figure 27  
Inka left the gold hidden



5 Figure 28  
Inka sinking with gold



6 Figure 29  
Music coming from a lake



## 4.7 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Socio-cultural impact

To follow, the numerical impacts levels are shown in the following tables.

**Table 11**

*Numerical impact levels*

<b>-3 High negative impacts</b>
<b>-2 Medium negative impacts</b>
<b>-1 Low negative impacts</b>
<b>0 No impacts</b>
<b>1 Low impacts</b>
<b>2 Medium positive impacts</b>
<b>3 High positive impact</b>

Taken from: (Posso, 2011)

#### 4.6.1 Linguistic Impacts

**Table 12**

*Linguistic impact indicators*

	<b>Impact Levels</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Indicators</b>								
1.- I can understand information about places, nouns, and culture in the context of mythological stories								x
2.- I can make myself understood in a simple way when talking about a mythological story.								x
3.- I can understand words and phrases encountered in pre-Columbian mythologies.								x
4.- I can ask and answer simple questions, initiate, and respond to simple statements in areas of known mythological stories								x
5.- I can do a simple performance where my body language or other gestures can support what I say								x
Total:								15

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Author: 8<sup>th</sup> level students-English Major 2021

Analysis:

The linguistic indicators have a high positive impact because each one of them comes from the “can do” objectives of each unit from the proposal. Therefore, through the activities, all of them are achievable. Students will deal with activities according to their age and the level of English expected to be reached based on the curriculum of the Ministry of Education.

#### 4.6.2 Academic impacts

**Table 13**

*Academic impacts*

	<b>Impact Levels</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Indicators</b>								
1.- Developing students' reading skill through interactive activities stated as games.								x
2.- Developing students' speaking skill through different strategies and encouraging participation.								x
3.- Group work activities to reinforce cooperation and self-confidence.								x
4.- Acquiring fluency and increasing motivation through the use of technological tools.								x
5.- Promoting creativity based on multiple intelligences to develop Reading and speaking skills in a free-anxiety environment.								x
<b>Total</b>								<b>15</b>

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Author: 8<sup>th</sup> level students-English Major 2021

Analysis:

The indicators from the academic impact have a high positive score; the activities were well received by the students who were part of the socialization of the proposal. The students enjoyed the class due to the technological resources, the mythological stories, games, and the design itself of the activities. They found them attractive because of the innovative factor related to the use of pre-Columbian mythologies and the sequence of each part of the activities.

### 4.6.3 Sociocultural impacts

**Table 14**

Sociocultural impacts

	<b>Impact Levels</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Indicators</b>								
1.- Promoting students' interest in learning English by changing the monotony of the usual scenarios and dialogues that students face in textbooks.								x
2.- Encouraging students to be more creative and imaginative by using mythological stories from the Ecuadorian Highlands.								x
3.-Providing fascinating stories that belong to Ecuadorian culture to incentive students' pride on their culture.								x
4.- Achieving a prominent space for teaching resources based on Ecuadorian Pre-Columbian mythology withing teaching.								x
5.- Providing relevant information about ancient Pre-Columbian cultures.								x
<b>Total</b>								<b>15</b>

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Author: 8<sup>th</sup> level students-English Major 2021

Analysis:

The high positive results are gotten for the sociocultural impacts based on the students' reactions after the application of the activities of the proposal. Most of them agree with the use of pre-Columbian mythological stories to teach English as means of inclusion of the own culture and the target language. The use of the background music leads to have a creativeness environment while drawing.

## 4.8 Conclusions

- It is necessary to change the monotony in the methodologies used in order to deal with the students' needs.
- The application of activities related to cultural identity may be useful in setting a meaningful learning process.
- Young learners do not know myths related to pre-Columbian cultures.
- Young learners from Unidad Educativa "Yaguachi" are interested in learning about myths related to pre-Columbian cultures.
- Young learners are curious about developing reading and speaking skills through interactive activities.
- The strategy of incorporating technological apps to develop the reading and speaking skills was positively accepted by the students.
- Teachers at UE "Yaguachi" agree that the use of CBI approach tends to promote positive outcomes in the students learning process.
- Teachers at UE "Yaguachi" consider that the use of mythological stories will enhance students' motivation to learn the target language.

## 4.9 Recommendations

- To use the activities recommended in the proposal of this research as a reinforcement resource for students at UE "Yaguachi".
- To promote students at UE "Yaguachi" better comprehension of English language by using activities related to pre-Columbian cultures as an innovative content.
- To apply more productive skills activities related to myths in English by clarifying the difference among myth, history, story, and legend.
- To introduce pre-Columbian mythologies as part of the English teaching resources to build a better cultural knowledge.
- To diversify the activities that elicit students' creativity.
- To incorporate as many technological resources as possible and necessary to improve learning opportunities.
- To suggest the use of more resources based on the CBI approach.
- To motivate the application of resources based on Ecuadorian culture that promote respect towards identity while learning a foreign language.



#### 4.10 References

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# ANNEXES





## Annex 1. Methods and approaches- Communicative Language Teaching

**Table 1**

### *Communicative Language Teaching*

Method/ Approach	Roles	Contributions to speaking and reading skills development
<b>Communicative Language Teaching</b>		
<p><b>This is an “humanistic approach” that helps students to communicate their thoughts and feelings through the native language and the teaching translate it to the target language. The aim is an oral proficiency.</b></p>	<p><b>Learner roles</b>                      -They communicate what they want to say, and the teacher provide the target translation.                      -Cooperative work with their classmates.                      -Reflect their experiences.</p> <p><b>Teacher role</b>                      -supportive role (counselor)                      -Provides target-language translations.                      -Provides a safe environment.</p> <p><b>Materials</b>                      -textbook is unnecessary.                      -teachers create their own material. (Scripts, mini dramas etc.)</p>	<p><b>With accommodations for beginners, the CLT offers several contributions to develop speaking and reading skill such as:</b></p> <p><b>Reading.</b>                      -Analysis of stories                      -Group work to exchange reading comprehension.</p> <p><b>Speaking</b>                      -Engage students in conversations by helping them with the translation of their thoughts.                      -Group work cooperation to exchange knowledge and comprehension.                      - Free conversation about the topic of the class.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## Annex 2. Methods and approaches- Suggestopedia

**Table 2**

*Methods and Approaches-Suggestopedia*

METHOD/ APPROACH	ROLES	CONTRIBUTIONS TO SPEAKING AND READING SKILLS DEVELOPMENT
<b>SUGGESTOPEDIA</b>		
<p><b>THIS APPROACH WORKS AS A “CONCERT” IN WHICH THE TEACHER PLACES THE TOPIC OF THE CLASS WHILE THE MUSIC SOUNDS. TEACHERS READ THE “MATERIAL” ALOUD AND THE STUDENTS FOLLOW THE READING ON THEIR TEXTBOOKS. STUDENTS ARE TAUGHT TO COMMIT TO THIS PROCESS AND LEARN FROM THE INPUT THEY ARE EXPOSED TO.</b></p>	<p><b>Learner role</b>                      -to be committed to the class and avoid distractions.                      - let the material roll over them while they receive it.                      -face-to-face exchange of ideas.</p> <p><b>Teacher role</b>                      -create an environment for the students to be suggestible and ready to receive the material.</p> <p><b>Materials</b>                      -Music according to the material.                      -Text and audio, the teachers can read aloud the texts.</p>	<p><b>Reading:</b>                      This approach promotes students to be concentrated in the texts the teacher provides which is a fundamental activity to improve their reading ability. There is also an introduction to the text vocabulary and, as a help for the beginners, students have access to the translation of the text.</p> <p><b>Speaking</b>                      After working on reading and listening to the teacher, the students have the possibility to work in groups to deliver their own performance. This characteristic can be modified for beginners in order to guide them into speaking activities.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

### Annex 3. Methods and approaches- Multiple intelligences

**Table 3**

*Methods and Approaches- Multiple Intelligences*

Method/ Approach	Roles	Contributions to speaking and reading skills development
<b>Multiple intelligences</b>		
<p><b>It is focused on the diverse types of learning that students have. There are nine types of intelligence. Based on this, the material and activities are adequate on students' needs. The classroom is designed to support students and enable them to become successful learners.</b></p>	<p><b>Learner role</b> -The learners are encouraged to see their goals and to be aware about their own multiple intelligences to use them and learn in a better way.</p> <p><b>Teacher role</b> -Construct the curriculum based on the multiple intelligences of the students. -Lesson designer, inventors, or activities finders.</p> <p><b>Materials</b> -Activities planned by teachers by means of multiple intelligences. -Use of realia.</p>	<p><b>Reading</b> For spatial intelligence, activities related to readings can success in order to develop this type of intelligence. Storytelling is one example of the activities that can be applied. Due to this activities, Interpersonal intelligence can be included for the students to work in groups.</p> <p><b>Speaking</b> Body kinesthetic intelligence can bring up speaking activities such as role plays which also can encourage group work and cooperative groups.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## Annex 4. Methods and approaches- Natural Approach

**Table 4**

*Methods and Approaches- Natural Approach*

Method/ Approach	Roles	Contributions to speaking and reading skills development
<b>Natural Approach</b>		
<p><b>This approach was designed for beginners in order to help them become intermediate level. It aims to provide comprehensible input to the learners. Therefore, the classes are focused on listening and reading with meaningful communication. Speaking ability is allowed to “emerge”</b></p>	<p><b>Learner role</b>                      -They should assign meaning to the input through active use of context and extralinguistic information.                      -Get immerse in the activities to acquire their abilities in the use of the language.</p> <p><b>Teacher role</b>                      -Collect materials and design their use.                      -Choose and mix classroom activities involving groups content and contexts.</p> <p><b>Materials</b>                      -Pictures                      -Visual aids                      -Vocabulary                      -Maps                      -Games.</p>	<p><b>Reading</b>                      The input that is going to be provide for the students can be taught by readings pictures and vocabulary. The use of this material helps students to comprehend the language.</p> <p><b>Speaking</b>                      Students are not asked to speak until they feel ready to do it, but they should be able to comprehend what the teacher says and to give a respond. When students are ready to speak, the teacher can provide opportunities of simple response, question-answer activities and moving from yes/no questions to the questions where students are asked to use words they have heard before.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## Annex 5. Methods and Approaches- Task-Based Language Teaching

**Table 5**

*Methods and Approaches- Task-Based Language Teaching*

Method/ Approach	Roles	Contributions to speaking and reading skills development
<b>Task-Based Language Teaching</b>		
<p><b>The focus of this approach is the process rather than the product. The tasks are the center of this approach. Students work with the tasks to understand meaning and to for language usage, they interact communicatively while engage in the tasks.</b></p>	<p><b>Learner role</b> Learners work in groups, and they are the monitors of their own process in the use of the language and its application on the tasks. They are also risk takers because they have to decode messages with linguistic resources they lack of.</p> <p><b>Teacher role</b> -Organize the activities with clear instructions for the students to understand. -Support the students while they are developing the tasks with interactions as input for them. -The teacher has to motivate the students to prepare them for the class.</p> <p><b>Materials</b> -maps -Newspapers -Internet</p>	<p><b>Reading</b> Since the tasks are presented, the students are supposed to understand the meaning instead of focused their attention on forms and patterns. Activities such as problem-solving tasks require of readings that can induce students to the topic of the class. Analysis of readings require comprehension and concentration.</p> <p><b>Speaking</b> Tasks require students to be participative and social. In activities such as opinion exchange, they have to work in groups to share information. This task can be focused on speaking skill development.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## Annex 6. Methods and Approaches- Content-Based Instruction

**Table 6**

*Methods and Approaches- Content-Based Instruction*

Method/ Approach	Roles	Contributions to speaking and reading skills development
<b>Content-Based Instruction</b>		
<p><b>The aim of this approach is that students can comprehend the language through content rather than learning forms and rules. Content-Based Instruction help students to active cognitive and interactional processes through a content that is adjust and simplified by the teacher. The learners develop their skills by understanding the content instead of learning rules and explicit grammar.</b></p>	<p><b>Learner role</b>                      -become autonomous by being responsible of their own learning.                      -Be collaborative and work in groups, be able to interpreter input with the support of the teacher.</p> <p><b>Teacher role</b>                      -Textualize the lessons based on the content due to the adaptation of material.                      -Encourage group work with activities of jigsaw reading arrangements.                      -Develop high levels of student esteem.                      -Be motivated and commitment.</p> <p><b>Materials</b>                      -materials to teach content subjects have to be authentic.                      -Adapt existing learning resources.                      Visual materials such as charts, graphic organizers.                      -Pre-teaching vocabulary</p>	<p><b>Reading</b>                      The use of specific material adapted to the subject the teacher selects to teach the target language promotes the importance of developing reading skill for the students to comprehend the activities and the content.</p> <p><b>Speaking</b>                      Since the role of learners is to be able to understand the input, speaking is an important part of the process. Students have the opportunity to use the language and perform different tasks to reflect the understanding of meaning which can be expressed through oral or written production. The development of interpersonal communication skills is acquired spontaneously because they can respond orally to thing they have read previously.</p>

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## **Annex 7. Unnecessary Methods and approaches**

**Table 7**

*Unnecessary Methods and approaches*

<b>Grammar Translation Method</b>	<b>The methods mentioned on the left were not considered because their objectives are not related to Reading comprehension nor Speaking fluency.</b>
<b>Oral Approach</b>	
<b>Audiolingual Method</b>	
<b>Total Physical Response</b>	
<b>The Silent Way</b>	
<b>Neurolinguistic Programming</b>	
<b>Lexical Approach</b>	
<b>Competency-Based Approach</b>	

*Note:* Own elaboration. Resource: (Richards & Rodgers, 2014)

## Annex 8. Common Reference Levels: global scale

Table 8

*Common Reference Levels: global scale*

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<b>Proficient User</b>	<b>C2</b>	<b>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</b>
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

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B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

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**Basic User** A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## Annex 9. Can do statements

**Table 9**

*Can do statements (see annexes)*

<b>Can do statement for Reading skill</b>	I can understand information about places, nouns, and culture in the context of mythological stories	
<b>Can do statement for Speaking skill</b>	I can make myself understood in a simple way when talking about a mythological story.	
<b>Can do statement for Reading skill</b>	I can understand words and phrases encountered in pre-Columbian mythologies	
<b>Can do statement for Speaking skill</b>	I can ask and answer simple questions, initiate, and respond to simple statements in areas of known mythological stories	
<b>Can do statement for Reading skill Speaking skill</b>	I can understand words and phrases encountered in pre-Columbian mythologies	I can do a simple performance where my body language or other gestures can support what I say

**Annex 10. L2 Learning outcome for high schools in Ecuador.**

**Figure 1**

*L2 learning outcome for high schools in Ecuador*

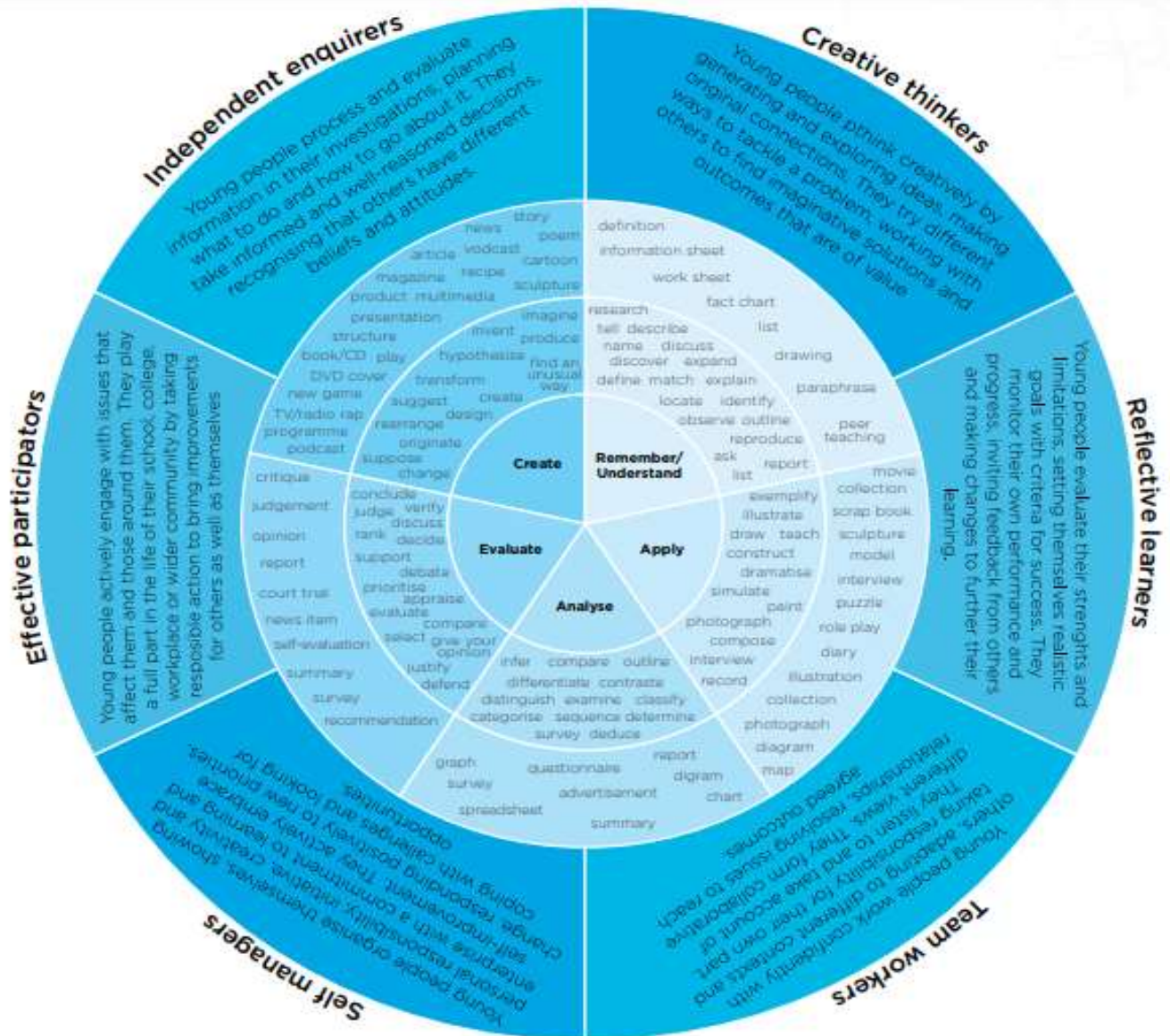


*Note.* This figure shows the outcomes that students from elementary, middle, and high schools must achieve at the end of the course. Taken from the Ministry of Education.

## Annex 11. The taxonomy of Bloom wheel

Figure 2

*The Taxonomy of Bloom wheel.*



Taken from: (Wilson, 2001, as cited in Ministerio de Educación del Ecuador, 2019)

**Annex 12. Formato de entrevista dirigida a: MSc. Nancy Erazo Directora de la Unidad Educativa Yaguachi**



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**TRABAJO DE GRADO: “USE OF PRE-COLUMBIAN AMERICAN MYTHOLOGY STORIES TO DEVELOP ENGLISH TEACHING RESOURCES FOR READING AND SPEAKING SKILLS FOR 6TH AND 7TH AT UE YAGUACHI”**

**Entrevista dirigida a: MSc. Nancy Erazo Directora de la Unidad Educativa Yaguachi**

**Fecha de aplicación:**

**Objetivo:** Desarrollar Recursos para la enseñanza del Inglés por medio del uso de la mitología de América pre-Colombina basados en la teoría del Aprendizaje Significativo en la Unidad Educativa “Yaguachi”

¿Qué información adicional le gustaría conocer sobre el presente trabajo de investigación?

1. ¿Tiene usted conocimiento sobre proyectos similares a este, que se hayan implementado anteriormente en su Institución?
2. ¿Cuáles considera que son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?
3. ¿Por qué cree usted que los estudiantes presentan dificultades al momento de leer o expresarse de manera oral en el idioma Inglés?
4. ¿Piensa usted que los materiales para la enseñanza del idioma Inglés podrían ser significativos al ser combinados con conocimientos de materias como Historia para el desarrollo de habilidades de lectura y expresión oral? ¿Por qué?
5. ¿Considera pertinente usar mitos precolombinos para la enseñanza del inglés con el fin de dar relevancia a nuestros aspectos culturales?
6. ¿Por qué cree usted es importante la aplicación de estrategias más interactivas que apunten a la práctica de las habilidades de lectura y expresión oral en el idioma Inglés con los estudiantes de 6to y 7mo EGB?

**GRACIAS POR SU VALIOSA COLABORACIÓN**

**Annex 13. Traducción de la entrevista dirigida a: MSc. Nancy Erazo Directora de la Unidad Educativa Yaguachi**



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**TRABAJO DE GRADO: “USE OF PRE-COLUMBIAN AMERICAN MYTHOLOGY STORIES TO DEVELOP ENGLISH TEACHING RESOURCES FOR READING AND SPEAKING SKILLS FOR 6TH AND 7TH AT UE YAGUACHI”**

**Entrevista dirigida a:** MSc. Nancy Erazo, Directora de la Unidad Educativa Yaguachi

**Fecha de aplicación:** Lunes, 31 de mayo del 2021

**María Victoria:** Buenos días MSc. Nancy Erazo. El día de hoy nosotras venimos a hacerle una pequeña entrevista relacionada a nuestro tema de investigación. El objetivo es Desarrollar Recursos para la enseñanza del Inglés por medio del uso de la mitología de América pre-Colombina basados en la teoría del Aprendizaje Significativo en la Unidad Educativa “Yaguachi”.

**María Victoria:** Entonces, si nos podría ayudar, la primera preguntita es la siguiente: ¿Tiene usted conocimiento sobre proyectos similares a este, que se hayan implementado anteriormente en su Institución?

**MSc. Nancy Erazo:** Buenos días, agradeciéndoles la presencia aquí en la institución, respondiendo a la pregunta que me hacen, realmente no se ha implementado aquí ningún proyecto, si, en torno al, al idioma extranjero, entonces sería algo novedoso e interesante para la institución, para los niños que se educan aquí.

**María Victoria:** Listo, muchas gracias. La siguiente pregunta es ¿cuáles considera que son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?

**MSc. Nancy Erazo:** Bueno, yo veo de un poquito la dificultad es que los niños, el horario no, las horas que no son muchas, las horas que, que, que tienen clase según la malla curricular son, son pocas las horas entonces a veces es un, es un limitante para que los niños desarrollen esa habilidad. Yo pienso que con una metodología en donde se pueda aportar, entonces sería significativo.

**María Victoria:** La siguiente pregunta es: ¿Por qué cree usted que los estudiantes presentan dificultades al momento de leer o expresarse de manera oral en el idioma Inglés?

**MSc. Nancy Erazo:** Nuevamente vuelvo a decirles, yo pienso que es el limitante las horas porque son muy pocas. Si, son muy pocas las horas que están en la carga horaria, entonces

realmente no existe una práctica continua, del idioma. Entonces yo pienso que ese es un imitante. Encima también en casa los niños no practican, sí. Entonces si se ve también esa es una falencia.

**María Victoria:** Claro, y ¿Piensa usted que los materiales para la enseñanza del idioma Inglés podrían ser significativos al ser combinados con conocimientos de materias como Historia para el desarrollo de habilidades de lectura y expresión oral? ¿Por qué?

**MSc. Nancy Erazo:** Yo creo que es, sería muy importante, significativo como les digo porque los niños en esta edad son inquietos; les gusta aprender, entonces viendo el material adecuado. Y sobre todo si va relacionado a la parte historia que les permite a los niños conocer también lo, lo sucedido en nuestro medio, entonces va a facilitar este aprendizaje en ellos.

**María Victoria:** Listo. ¿Considera pertinente usar mitos precolombinos para la enseñanza del inglés con el fin de dar relevancia a nuestros aspectos culturales?

**MSc. Nancy Erazo:** Yo pienso que sí es importante que los niños también conozcan como les digo lo, lo, lo acontecido en épocas anteriores, y que mejor no que lo vayan haciendo en el idioma inglés; en el idioma extranjero. Entonces donde ellos puedan interpretar y analizar también la historia asociada.

**María Victoria:** Listo, mucha gracias. Y la última pregunta es: ¿Por qué cree usted es importante la aplicación de estrategias más interactivas que apunten a la práctica de las habilidades de lectura y expresión oral en el idioma Inglés con los estudiantes de 6to y 7mo EGB?

**MSc. Nancy Erazo:** Es importante porque los niños están ya en una época, etapa donde van a terminar lo que es la educación básica; van a pasar ya a lo que es la educación en el colegio, se puede decir. Entonces si necesitan estrategias para poder mejorar; para poder eh... avanzar en el aprendizaje del idioma y sobre todo para poder aplicar. Entonces si avanzan también a lo que es en el colegio y en el colegio existen más horas entonces sí sería importante que los niños aquí en la escuela afiancen este conocimiento con estrategias significativas.

**Annex 14. Formato de entrevista dirigida a: MSc. Jesenia Delgado Docente de Inglés de la Unidad Educativa Yaguachi.**



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**TRABAJO DE GRADO: “USE OF PRE-COLUMBIAN AMERICAN MYTHOLOGY STORIES TO DEVELOP ENGLISH TEACHING RESOURCES FOR READING AND SPEAKING SKILLS FOR 6TH AND 7TH AT UE YAGUACHI”**

**Entrevista dirigida a: MSc. Jesenia Delgado Docente de Inglés de la Unidad Educativa Yaguachi**

**Fecha de aplicación:**

**Objetivo:** Desarrollar Recursos para la enseñanza del Inglés por medio del uso de la mitología de América pre-Colombina basados en la teoría del Aprendizaje Significativo en la Unidad Educativa “Yaguachi”

¿Qué información adicional le gustaría conocer sobre el presente trabajo de investigación?

1. ¿Qué dificultades considera usted que existen en el desarrollo de las habilidades de lectura y expresión oral en el idioma inglés con los estudiantes mencionados en torno a los materiales utilizados para dichos fines?
2. ¿Qué piensa usted sobre el uso de recursos de enseñanza basados en la mitología de América pre-Colombina para la enseñanza de la habilidad de lectura y expresión oral en el idioma Inglés con los estudiantes de sexto y séptimo años de EGB?
3. Siendo los materiales didácticos uno de los principales recursos para llevar a cabo la enseñanza del idioma Inglés. ¿Cómo cree usted que deberían ser diseñados para que logren ser significativos?
4. ¿Piensa usted que los materiales para la enseñanza del idioma Inglés podrían ser significativos al ser combinados con conocimientos de materias como Historia para el desarrollo de habilidades de lectura y expresión oral? ¿Por qué?
5. ¿Cree usted que es importante usar temas relacionados a la identidad cultural como contenido dirigido al aprendizaje del Inglés para revalorizar este tipo de textos propios de la región?
6. ¿Considera usted pertinente el uso de aplicaciones tecnológicas como herramienta útil para aplicar en las clases de Inglés?
7. Con respecto a los recursos del Ministerio de Educación, libros usados antes de la pandemia y módulos usados durante la pandemia, ¿cuál considera usted es el más adecuado para el



desarrollo de los recursos de enseñanza para el diseño de actividades enfocadas a las habilidades de Reading y Speaking?

8. ¿Cuántas horas de inglés reciben los estudiantes de 6to y 7mo año de básica a la semana?

**GRACIAS POR SU VALIOSA COLABORACIÓN**

**Annex 15. Traducción de la Entrevista dirigida a: MSc. Jesenia Delgado, Docente de Inglés de la Unidad Educativa Yaguachi**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
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**TRABAJO DE GRADO: “USE OF PRE-COLUMBIAN AMERICAN MYTHOLOGY STORIES TO DEVELOP ENGLISH TEACHING RESOURCES FOR READING AND SPEAKING SKILLS FOR 6TH AND 7TH AT UE YAGUACHI”**

**Entrevista dirigida a:** MSc. Jesenia Delgado, Docente de Inglés de la Unidad Educativa Yaguachi

**Fecha de aplicación:** Viernes, 4 de junio del 2021

**María Victoria:** Muy buenos días magister Jesenia Delgado, El día de hoy vamos a proceder con la entrevista, eh, con respecto a nuestro tema de investigación y la primera pregunta es ¿Qué dificultades considera usted que existen en el desarrollo de las habilidades de lectura y expresión oral en el idioma inglés con los estudiantes mencionados en torno a los materiales utilizados para dichos fines?

**MSc. Jesenia Delgado:** Bien, eh, mucho gusto niñas, eh, bienvenidas. Esta, esta información es justo necesaria para que complementen su trabajo de investigación en cuanto a su carrera. Con respecto a la pregunta que usted me hace sobre lectura y escritura me parece.

**María Victoria:** Expresión oral.

**MSc. Jesenia Delgado:** Expresión oral, bueno. En todo caso en lectura los chicos no tienen un que se diga, un buen desarrollo en esa parte. Incluso ni en español mismo la tiene. Entonces, en la lectura hace falta bastante todavía, hacer más, sería más práctica. Y los chicos poca práctica tienen, debido a que no todos tienen el interés, no todos en este caso, que se ha dado en la pandemia, más bien los niños les gusta transcribir y no desarrollar, no hay productividad, no hay mucha productividad en este caso. En cuanto al oral, pues viene de la mano de la lectura, si no hay mucha lectura pues tampoco va a ver mucha productividad en la que es el Speaking que es la producción oral. Pero se hace lo posible de realizar de realizar estas, estas tareas, en cuanto al trabajo que en, la institución se le, eh, se dirigió mediante WhatsApp, no plataformas,

no hicimos plataformas porque la dificultad de los niños era la conexión. En cuanto a recursos tecnológicos poquitos tienen, entonces no hubo esa facilidad que los niños trabajaran con plataformas. Por ejemplo, en otros lados estaban trabajando con el Teams, pero aquí se manejó debido a las circunstancias y la pobreza misma de los niños que no tienen recursos como les decía. Entonces se consideró trabajar por WhatsApp, y se manda por lo menos, en lo que me corresponde a mi materia, lo que, eh, traté de hacer fue lo que manejarme con videos, mandar un poco de refuerzo un poco de ayuda visual, auditiva para que ellos también se pudieran manejar con sus tareas. En todo caso le digo, de esos hay un bajo porcentaje de los niños que, si trabajan, como se dan las indicaciones, pero hay pocos, porque necesitan también el apoyo de los papás y no lo tienen. Y ese es una gran necesidad también en ese trabajo.

**María Victoria:** Claro, muchas gracias. La pregunta dos es la siguiente: ¿Qué piensa usted sobre el uso de recursos de enseñanza basados en la mitología de América pre-Colombina para la enseñanza de la habilidad de lectura y expresión oral en el idioma inglés con los estudiantes de sexto y séptimo años de EGB?

**MSc. Jesenia Delgado:** Ok. En cuanto a la mitología pues usted sabe que son, son..., que sé yo, temas un poco que vienen nuevos también a esta, y como ahora se está usando la, la, se puede decir la educación inter, Inter materias ¿no? Inter-asignaturas, están todas complementarias. Entonces sí sería bueno, porque incluso ahora también están habiendo en los temas, si son interdisciplinarios, tanto lo ven un tema, lo ven en Ciencias, lo ven en Sociales incluso en Lengua también o Matemática. Bueno ahora se está dando de esa manera. Son interdisciplinarias, pero no se había tomado en cuenta lo que otro aspecto aquí a la mitología que usted hace referencia. Sí sería bueno de que se haga más énfasis sobre esos temas porque hace que nuestra cultura se vaya fortaleciendo.

**María Victoria:** Ya, muchas gracias. La tercera pregunta es: siendo los materiales didácticos uno de los principales recursos para llevar a cabo la enseñanza del idioma Inglés. ¿Cómo cree usted que deberían ser diseñados para que logren ser significativos?

**MSc. Jesenia Delgado:** Ah, para que sean significativos pues tendrían que ir de la mano de un recurso tecnológico. En la misma institución y también en sus hogares para reforzarlos. En cuanto a eso también tendríamos que tener eh material que se facilite para los estudiantes. Eh, por ejemplo, dígame usted unos módulos, libros, algo que les llegue a los estudiantes y con eso también hacer dónde vengan los audios. Algo que sea visual, auditivo, entonces reforzar en las instituciones con material que sea proyector, algo que signifique aquí, estoy hablando de algo presencial, porque en lo que es ahora como estamos, es un poco complicado la verdad. Pese a que usted mande su material, no es lo mismo que ahí el refuerzo del docente. Porque incluso ellos, necesitan esa parte el refuerzo del docente.

**María Victoria:** Claro, listo. La siguiente pregunta es. ¿Piensa usted que los materiales para la enseñanza del idioma Inglés podrían ser significativos al ser combinados con conocimientos de materias como Historia para el desarrollo de habilidades de lectura y expresión oral? ¿Por qué?

**MSc. Jesenia Delgado:** Como le decía, ahora se está dando interdisciplinarios. Y Sí se da, sí se refuerza, sí hay ese conocimiento más amplio donde antes solamente se dedicaban a hacer gramática y se enfocaban a solo ejercicios gramaticales. Entonces era más una estructura

gramatical que lo que ahora se puede decir que está un poco diferente. Ahora es interdisciplinaria en todos los niveles, se está de manera interdisciplinaria, entonces esos temas se los ven en las diferentes materias. Los diferentes sería el tema que ustedes me está poniendo en su trabajo de investigación que no lo he visto todavía pero bueno. En cuanto a otros temas sí se ha visto que hay esa interrelación.

**María Victoria:** Ya listo. Eh, la pregunta cinco es ¿Cree usted que es importante usar temas relacionados a la identidad cultural como contenido dirigido al aprendizaje del Inglés para revalorizar este tipo de textos propios de la región?

**MSc. Jesenia Delgado:** ¿Si es que es importante?

**María Victoria:** Sí. Es importante eh usar temas relacionados a la identidad cultural como contenido dirigido al aprendizaje del idioma inglés para revalorizar este tipo de textos que son propio de la región

**MSc. Jesenia Delgado:** Sí, me parece muy interesante esa parte donde exclusivamente se toman hechos históricos y temas relacionados a nuestra región, a nuestra, puede ser provincia o nuestra misma ciudad que tiene sectores donde hay bastante cultura, bastante historia donde se puede hacer que los estudiantes la vayan valorando y no se vaya perdiendo con el transcurso de los años. Para mí sí es muy importante.

**María Victoria:** Listo, muchas gracias. La pregunta seis es ¿Considera usted pertinente el uso de aplicaciones tecnológicas como herramienta útil para aplicar en las clases de Inglés?

**MSc. Jesenia Delgado:** Claro que sí, muy muy importante. Hay plataformas donde nos permite hacer bastantes ejercicios. Y eso es bueno. La dificultad sigue siendo el tener los instrumentos tecnológicos. En las mismas instituciones y sigue habiendo ese, esa interferencia que los chicos no tengan internet. Si no tienen internet, es bien difícil que usted le pueda mandar un enlace y ellos lo puedan abrir en sus casas y desarrollar no se puede si ellos no cuentan con esa herramienta tan grande como la tecnología y el internet.

**María Victoria:** CLARO, listo. Eh bueno. La siguiente pregunta es Con respecto a los recursos del Ministerio de Educación, libros usados antes de la pandemia y módulos usados durante la pandemia, ¿cuál considera usted es el más adecuado para el desarrollo de los recursos de enseñanza para el diseño de actividades enfocadas a las habilidades de Reading y Speaking?

**MSc. Jesenia Delgado:** Bien. En él, los módulos que había, eh, antes de la pandemia siguen siendo también casi que los mismos que están ahora. La diferencia está en que, al momento que el docente tiene ese material pueda haber esa versatilidad y esa flexibilidad de que la adapte a la necesidad de los estudiantes. ¿Entonces, qué se va a hacer? Dependiendo de qué tema tiene usted le puede ampliar, disminuir o buscar más aportes así sea en internet o libros. Pero tiene que ir ese refuerzo porque no todo está bien en el texto. Toca poner también de la creatividad del docente para lograr ese conocimiento en los estudiantes.

**María Victoria:** Listo, y la última pregunta es ¿Cuántas horas de inglés reciben los estudiantes de 6to y 7mo año de básica a la semana?

**MSc. Jesenia Delgado:** A la semana tres, tres horas. Lo difícil está que esas tres horas estén dando en la pandemia. No se están dando de esa manera. Simplemente se han alternado materias entonces en uno de esos espacios está la de inglés. Que no es tener tres horas a la semana como antes se hacía de forma presencial.

**María Victoria:** Listo, muchas gracias.

**MSc. Jesenia Delgado:** Lo que pasa es que ahora los textos que vienen más vienen como implícitos lo que son las, los aspectos gramaticales. O sea, como que viniera así a breves rasgos nada más le aparece, por ejemplo, un verbo auxiliar, listo aquí apareció a penitas pero en el contenido sí está. Entonces más viene implícito que de manera expresiva en lo que es el asunto gramatical. Pero sí igual nos indican que sí debemos hacer un poquito... de darle conocimiento, pero más es aplicando en algo.

**Koya:** ¿Entonces igual sigue manteniendo esos niveles de A1?1. y A1.2.?

**MSc. Jesenia Delgado:** Si, sí, sí, sí, sí eso de A.1., sí de A1.2.

**María Victoria y Koya:** Muchas gracias.

**Annex 16. Formato de encuesta dirigida a: Estudiantes de Sexto y Séptimo grado de la Unidad Educativa “Yaguachi”**



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**TRABAJO DE GRADO: “USE OF PRE-COLUMBIAN AMERICAN MYTHOLOGY STORIES TO DEVELOP ENGLISH TEACHING RESOURCES FOR READING AND SPEAKING SKILLS FOR 6TH AND 7TH AT UE YAGUACHI”**

**Encuesta dirigida a:** Estudiantes de Sexto y Séptimo grado de la Unidad Educativa “Yaguachi”

**Fecha de aplicación:** 22 de junio – 25 de junio del 2021

**Objetivo:**

La presente encuesta tiene como objetivo recolectar datos a través de los estudiantes de sexto y Séptimo de la Unidad Educativa “Yaguachi” acerca de los recursos de enseñanza y las estrategias empleadas para el desarrollo de las habilidades de lectura y expresión oral.

Su participación es crucial para la investigación, responda con sinceridad a cada una de las preguntas a continuación. Se le agradece su participación en este proceso.

**Nombre:**

**Edad:**

**Etnia:**

**Sexo:**

1. En la siguiente escala, señale con un visto la descripción que mejor refleje su opinión, de acuerdo con los siguientes valores:






Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
				

Pregunta	Escala de Likert				
	1	2	3	4	5
1. Conozco la diferencia entre un mito, historia y leyenda.					
2. Conozco lo que es un mito.					
3. Conozco mitos del tiempo precolombino (antes de la llegada de Colón).					
4. Conozco mitos acerca de la población que habitó nuestro territorio antes de la llegada de los españoles.					
5. Conozco algún personaje histórico del tiempo precolombino.					
6. Me gustaría leer mitos cortos en inglés.					
7. Me gustan las lecturas con ilustraciones (imágenes, dibujos, fotografías).					
8. Me gustaría leer mitos a través de herramientas tecnológicas interactivas.					
9. Me gustaría utilizar aplicaciones tecnológicas para mejorar mi habilidad de lectura en inglés.					
10. Me gustaría hacer representaciones de mitos en Inglés.					
11. Me gustaría hablar sobre mitos en el idioma Inglés, con mis compañeros.					

12. Me gustaría utilizar aplicaciones tecnológicas para practicar mi expresión oral (hablar) en inglés.					
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2. Señale en qué nivel está de acuerdo con la realización de las siguientes actividades para mejorar la comprensión lectora (leer) en inglés.






Definitivamente no	Probablemente no	Indeciso	Probablemente sí	Definitivamente sí
				

Actividades	Escala de Likert				
	1	2	3	4	5
1. Juego de conocimientos sobre civilizaciones antiguas: ruleta “¿quién sabe más?”					
2. Juego de adivinanza: ¿de qué trata la lectura?					
3. Juego: concurso “el mejor trabajo en equipo” (Encuentra las pistas en base a la lectura y completa las actividades).					
4. Juego: entrevista al personaje (escoge al personaje que más te gustó de la lectura, tu maestro te hará preguntas sobre tu personaje).					
5. Juego: clase de arte (lee la historia y dibuja tu parte favorita).					
6. Juego: organiza la historia (en qué orden van los sucesos de la lectura).					

7. Otras:

3. Señale en qué nivel está de acuerdo con la realización de las siguientes actividades para mejorar la producción oral (hablar) en inglés.






Definitivamente no	Probablemente no	Indeciso	Probablemente sí	Definitivamente sí
				

Actividades	Escala de Likert				
	1 	2 	3 	4 	5 
1. Juego: dramatización del mito.					
2. Juego: “cuéntame el mito” (después de leer un mito, dibuja la historia en un minuto y cuéntalo a tus compañeros).					
3. Juego: defiende a tu personaje favorito (después de leer un mito, dos personajes debatirán sobre cuál es su personaje favorito y por qué).					
4. Juego: entrevista a tu maestro (el maestro toma el rol del personaje de una lectura y los estudiantes le hacen preguntas).					
5. Juego: describe la imagen en voz alta.					
6. Juego: recrea la historia (el maestro coloca imágenes en secuencia de un mito que ya conoces y tú debes describirla en voz alta).					
7. Juego: el cadáver exquisito (los estudiantes toman turnos para aportar con una pequeña parte al relato de un mito).					

8. Otra:



*¿Le gustaría que se apliquen estas actividades para la evaluación de su comprensión lectora (leer) y producción oral (hablar)? Seleccione la opción que considere de su agrado.*

Definitivamente no	Probablemente no	Indeciso	Probablemente sí	Definitivamente no
				

*¡Gracias por su participación!*

## Annex 17: Socialization of the proposal

This guide was applied with 3<sup>rd</sup> level students from the English major. The socialization took place on Thursday, August 12<sup>th</sup>, 2021. It started at 11 am and finished at 12 pm, and our presentations lasted 30 minutes.

The reactions that students had on our presentation were highly positive. They mentioned that they enjoyed the activities because they were creative and innovative. Students felt engaged with the tasks due to the different parts of the activity such as drawing, reading the mythological story, looking at the cover page and guessing what the story is about. They also highlighted the importance of including cultural aspects to teach English.

