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EXTRANJEROS MENCIÓN INGLÉS**

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***Awá Legends as a Pedagogical Resource to Improve Reading Skills in Junior
Students at Colegio de Bachillerato Universitario UTN***

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Idiomas Nacionales y Extranjeros.**

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DEDICATION

This work is dedicated to God for giving me the strength and courage to pursue my dreams, to my parents Mario and Nelly, especially my mother for motivating me and forming me as a person capable of achieving everything I set my mind to, to my siblings for being the fundamental pillar, my support and the most important people who has never left me alone during this training process. And to my aunt Charito there in heaven.

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RESUMEN

El presente trabajo de investigación buscó emplear las leyendas del pueblo Awá como un recurso que ayude al desarrollo de la lectura, a través de la elaboración de un folleto como recurso pedagógico. Este proyecto de corte cualitativo se llevó a cabo en el Colegio de Bachillerato Universitario UTN durante el año lectivo 2022 – 2023, ubicado en la ciudad de Ibarra provincia de Imbabura. Las herramientas usadas para la recolección de la información fueron la entrevista y la guía de observación. Los resultados permitieron diagnosticar el nivel de desarrollo de las destrezas lectoras de los estudiantes, así como la metodología utilizada por el docente de aula. Adicionalmente, se realizaron visitas al centro Awá, El Baboso con la finalidad de conocer desde la fuente las tradiciones, mitos y leyendas de esta nacionalidad que fueron recopilados y traducidos al idioma inglés junto con actividades para antes, durante y después de la lectura, así se elaboró el folleto *Ti: The origin – Awá legends* para finalmente ser socializado con los docentes de inglés y estudiantes de la institución.

Palabras clave: Leyendas Awá, destrezas de la lectura, recursos pedagógicos

ABSTRACT

The present research work sought to use the legends of the Awá people as a resource to help the development of reading, through the development of a booklet as a pedagogical resource. This qualitative project was carried out at the Colegio de Bachillerato Universitario UTN during the 2022 - 2023 school year, located in the city of Ibarra, province of Imbabura. The tools used for data collection were the interview and the observation guide. The results allowed us to diagnose the level of development of the students' reading skills, as well as the methodology used by the classroom teacher. Additionally, visits were made to the Awá center, El Baboso, in order to learn from the source, the traditions, myths and legends of this nationality that were compiled and translated into English along with activities for before, during and after the reading, thus the booklet *Ti: The origin - Awá legends* was elaborated to finally be socialized with the English teachers and students of the institution.

Key words: Awá legends, reading skills, pedagogical resources.

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INTRODUCTION

As time has progressed, the importance of employing diverse languages has grown significantly, particularly in the present era. That is the reason why English has evolved into a global language. However, when this language is being learned, difficulties arise with one of the most important skills, reading, which is why some see English as a subject that is difficult and causes displeasure. Unfortunately, one of the reasons is the material used by teachers, which is not adequate and innovative enough for students to show interest in developing reading skills.

That is why this research was developed to elaborate adequate material for the development of reading in senior students at Colegio de Bachillerato Universitario UTN. The use of adequate material is important; however, it should also be considered that regardless of what it is, the teacher must apply strategies and methodologies that go hand in hand with the material and achieve the correct teaching-learning process. On the other hand, the material to develop reading skills that is related to culture and tradition can be an excellent resource for the correct development of reading, which is considered one of the skills that cause the most conflict in students learning English as a foreign language. The strategies, materials and methodology used by the teacher is of the utmost importance, since they are an instrument, mechanism and a channel to achieve meaningful learning, that is the reason why use the correct materials and strategies are an essential part when it comes to wanting to achieve meaningful learning where students will have a correct assimilation of the knowledge that the teacher buys from you.

Problem description

Acquiring proficiency in the English language is significant challenge for educational institutions globally. To be more specific, learning the skill of reading brings with it several challenges, among them is that language learners do not have the habit or interest to read in English. According to a study conducted by Freire et al. (2021) where 44 second grade students were analyzed to see their reading skills, this group was divided into two parts and exposed to different activities of which none of the two groups could complete them successfully, with the aforementioned information can be verified that reading is a skill that requires a lot of concentration and patience, also demonstrating that it is one of the skills that requires more effort when reading.

In Ecuador, in Ecuador, the teaching of English as a foreign language is not easy at all, and to be more specific in the reading skill. According to a study conducted by Herrera (2023) to twelve children of which there were eight girls and four boys, where it could be seen that this group does not handle the sufficient level of English specifically in the reading skill. In this way it should be considered that there are important aspects such as the material, the methodology used by the teacher and much more, are aspects that are very relevant in this context.

It could be evidenced that in the Colegio de Bachillerato Universitario UTN, the aspects mentioned above strongly influenced the learning of English as a foreign language specifically in the skill of reading. According to Rickman (2022), learning to read is not a natural process. Reading and writing must be taught, since they are skills that are not developed naturally as speaking and listening on the contrary these must be taught.

Delimitation of the problem

This study takes place in the field of teaching English as a foreign language specifically in the skill of reading. This research is developed in the province of Imbabura, city of Ibarra, Colegio de Bachillerato Universitario UTN academic period 2022 - 2023. The sample for this study will be the 2 BGU C and the teacher who taught the subject of English to this course. The information collected through research instruments will be used to create a material that will be useful for the development of reading in the selected students.

Research Questions

During the development of this research several questions related to the use of pedagogical resources related to culture

- What impact does the application of a new resource based on culture have?
- Why can the use of new resource improve the learning of reading skills of English?

Justification

Languages in general play an important role in the communication of the whole world, where the use of English as an everyday language is extremely important and for this it is necessary to develop each of the skills involved in learning a new language: listening, speaking, reading and writing; here is the importance of teaching a new language using the materials,

mechanisms and appropriate methodology, where seeking new strategies to achieve learning could completely change the concept of teaching a new language that is not the mother tongue. As mentioned, British Council (2020), Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learned.

As we know the key to good teaching is the methodology and strategies that are used to reach the student in a correct way so that he has a knowledge that can be evaluated, so this project will change the typical concept of teaching through strategies that no longer give encouraging results, so this project has different aspects and is based on situations that happen in the daily life of students who seek to learn a new language but have difficulties that prevent it. In this project we will take into account each of the aspects that impede to reach a knowledge, applying new resources that are of great help for both the teacher and the student, in this case the use of traditional legends which is a resource that is very little used but is actually very valuable because currently most of the elements used for teaching are quite modern so to speak, forgetting resources that are quite important and are of great help because it is taking into account a topic that has several important aspects in the world.

This topic is important because there are few occasions that it has been applied for teaching and as it is common knowledge to learn a new language you must develop the four most important skills: reading, writing, listening and speaking, in this case the resource will be of great help in the skill of speaking, since it is known that the legends are mostly communicated through speech, so they have been told from generation to generation and finally reaching the present time, so this is a resource that will be very helpful to improve and achieve significant progress, plus indirectly it will touch other skills such as reading, listening and writing.

In every project we have individuals who are benefited when resources are used, this is no exception so when this plan is implemented in the students Colegio de Bachillerato Universitario UTN in the province of Imbabura in which it is taken as a reference, these and the teachers who are in charge of this specific group are the main beneficiaries because the students will apply innovative techniques and methodologies using a topic that was described above: Awá legends, therefore it is important to mention that being a topic that has been applied very rarely in this aspect of teaching a new language will be transcendental, where teachers of students who are being part of the project will also benefit because they will save hard work

that can take up to years in the sense of teaching a new language and will also be spectators of each of the activities to be performed as well also participate in some way helping to corroborate relevant information that will be used for this research project, this means that each of the skills that are required to master a new language will be improved, since as mentioned above the tradition of telling legends involves all the skills but in this case it will almost be focused on speaking, since for this purpose methods and resources will be implemented that will significantly help to improve the English language.

Lastly, we must take into account another part that is important in this research and that is who are the indirect beneficiaries, which in the case of this research are the teachers of the English area, authorities of the institution, specifically the Colegio de Bachillerato Universitario UTN and others who are not involved with but are related and familiar with the area of study and also about methodologies, strategies and teaching resources in the learning of a new language, since as it is of general knowledge and it is mentioned above, to learn any language it is required to learn and develop to perfection the four most important skills, therefore the teachers of the teaching area are the indirect beneficiaries of this research project.

Objectives

General objective

- Use Awá legends to improve the reading skill in senior students at Colegio de Bachillerato Universitario UTN, 2022 – 2023 academic year.

Specific Objectives

- Determine the theoretical bases of the use of alternative cultural resources as a teaching method.
- Design alternative material related to the Awá legends for the development of reading skills.

Structure of the research report

This research project was divided into four chapters:

Chapter I: This chapter contents the Theoretical Framework based on scientific information from books, articles and journals that explain and understand the research.

Chapter II: This chapter deals with the methodology used in the research, the instruments used, such as interviews and observation applied to the population for data analysis and to identify the problem.

Chapter III: In this chapter you will find the results and discussion. It is the interpretation of the results of the instruments applied to the teacher and the 2 BGU C students.

Chapter IV: The last chapter addresses the purpose: Ti: The origin – Awá legends to improve reading skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. The Awás

1.1.1. *Awá legends*

According to Britannica (2021) a legend is a traditional story or group of stories told about a particular person, animal, or place. These characters are the principal part of this kind of narrative because they show a particular role as a villain or hero. Furthermore, legends involve a great variety of supernatural beings, elements of nature and mythology, and an explanation of natural phenomena; they can be transmitted through the write and oral expressions, and most of the time each town, city or place has a great variety of them.

For Gea-Izquiero and Patiño (2021) Awá people had keep and reproduced their culture and traditions such as legends, myths; furthermore customs, beliefs, natural medicine, various types of rituals such as wakes for adults and children called chihualo, healing of diseases: chutun and traditional festivals of this place. For that reason, this town has their own traditional legends; these are related with the native animals of the place, rivers, creeks, waterfalls, forests, and mountains where these legends take place.

1.1.2. *Awá language*

The language of Awá people is called AwaPit. Every language is constituted by several structures and grammatical characteristics and this one is not the exception; this language is constituted by 12 vowels, which are divided in five oral, four nasal and three soras and eleven consonants (Gea-Izquiero & Patiño, 2021).

Table 1

Awápit language: consonants

Consonants	Labial	Alveolar	Palatal	Velar	Glotal
Voiceless stops	p	t	ç	k	‘
Nasal	m	n	ñ		
Voiceless fricatives		s	ç	x	h
Sound fricative		z			

Lateral		l
Approximating	w	y

Note: This table shows the consonants in Awápit language. (Gea-Izquiero & Patiño, 2021).
Adapted by the author.

Table 2

Awápit language: vowels

Vowels	Previous	Central	Rear
High	i ī	+ ~	u ū
Average	e ē		
Low		a ã	

Note: This table shows the vowels in Awápit language. (Gea-Izquiero & Patiño, 2021).
Adapted by the autor.

1.1.3. *Awá Culture*

The Awá culture maintains and transmits several traditions which are oral, being transmitted in their Awá Pit language, such as beliefs, customs, myths and natural medicine, as well as different cultural expressions. On the other hand, there are linguistic and archeological studies that the Awás are descendants of indigenous groups that moved along the Pacific coast. It is also believed that the language of these people has a strong influence of the great Mayan empire and its Chibcha language.

Historically the Awá people in response to the invasions of their territory have been displaced and moved away to very isolated places, this rejection has been a response to the invasion and for this reason they have preserved most of their traditions and activities that identify them. The lack of highways and roads that allow access to this town has been a great benefit, since people from the outskirts have not been able to enter, which was a great advantage for them.

1.1.4. Awá people in Ecuador

As Gea-Izquiero and Patiño (2021) mention the Awás are binational, since it is located both in the biogeographical region of Ecuador and Colombia; this town is specifically in the extreme northwest of the country, covering parts of provinces such as Carchi, Esmeraldas and Imbabura; bordering to the north with the neighboring country of Colombia, to the south with the parish of Lita, Imbabura canton, to the east with Chicán canton Tulcán and west with Tululbí canton San Lorenzo, province of Esmeraldas. The cartography of this place is not exact; however, it is estimated that the territory covers approximately 121 00 hectares. Which, 30% is covered by tropical and humid forests which are used for planting and growing food such as corn, cassava, and a wide variety of fruits.

This Awá people has a body that represents them in decision-making. According to Gea-Izquiero and Patiño (2021) the FCAE is an organization that represents this people in Ecuador and internationally. This organization was recognized by the Ministerial agreement number 912 of July 15, 1987, and the ministerial agreement number 3340 of September 7, 2001, of the Ministry of Social Welfare, in representation of the 22 communal centers Awá legally constituted in Ecuador.

1.2. Common European Framework of reference for languages

To be able to know more in depth what the levels of a language are in a standardized way. The Common European Framework of reference for languages or CEFRL can be defined as a document with standards that is intended in this case for individuals who have learned or are in the process of learning a new language as a foreign language, to make a statement of both linguistic knowledge and cultural experiences that were obtained during the process of learning the language (Clouet, 2010).

The CEFRL standardized the learning and knowledge of a language in six levels, each one with different characteristics. The Council of Europe (n.d) argues that the learning and knowledge of a language was standardized into six levels, each with different characteristics, so that they could be regrouped into three groups. Thus, the Basic User: A1, A2; the Independent User: B1, B2; Proficient User: C1, C2.

Table 3*Common European Framework of Reference: global scale*

CEFR	Level	Description
		The user in this level can:
	C2	<ul style="list-style-type: none"> • Understand with ease virtually everything heard or read. • Summarize information from different spoken and written sources. • Express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Proficient		
User		The user in this level can:
	C1	<ul style="list-style-type: none"> • Understand a wide range of demanding, longer texts, and recognize implicit meaning. • Express him/herself fluently and spontaneously without much obvious searching for expressions. • Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
		The user in this level can:
Independent		
User	B2	<ul style="list-style-type: none"> • Understand the main ideas of complex text on both concrete and abstract topics. • Interact with a degree of fluency and spontaneity. • Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options.

The user in this level can:

- Understand the main points of clear standard input on familiar matters regularly.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B1

The user in this level can:

- Understand sentences and frequently used expressions related to areas of most immediate relevance.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

A2

Basic

User

The user in this level can:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce him/herself and others and can ask and answer questions about personal details.

A1

Note. The table shows the global scale of the Common European Framework of reference. (British Council, n.d.) Adapted by the author.

1.3. Text

The text has a great variety of meanings according to several authors who for years have provided their definitions. Hartmann (1964) states that the text is defined as a unit that involves communication, which means that it is communicative: the writer and the reader communicate through this textual language their thoughts and feelings. Each text may vary in characteristics, but in the end, they achieve their purpose: to convey a message.

1.3.1. Narrative texts

The text has a wide variety of meanings that can define it. To Galvão Spinillo and Dias Almeida (2014) narrative texts are characterized mainly because they comprise a series of events and occurrences that make the reader imagine in his mind each of the events that are in this type of text, for this is based on time sequences that indicate an order in the events and relate the actions and motivations of the characters to ensure the continuity of the episodes narrated in the text. They also have a structure that is very common: introduction of the scene, where the story is presented providing information such as the place and time of this and characteristics or roles of the characters; the plot or problematic situation, in which the most striking events of the story happen and most of this develops and finally the denouement consisting of the resolution of the problem and some have a moral assessment.

1.4. Narrative genre

The genre known as narrative involves the creation of literary works, either in written or oral form. It revolves around the recounting of stories or events, which may be real or fictional. Typically, these narratives feature characters and provide intricate details about their experiences within the storyline, delving into their emotions, thoughts, perspectives, and the challenges they encounter throughout the course of the narrative (Calderón, 2020).

Table 4

Narrative genre

Narrative genre	
Tales	A story, especially one that might be invented or difficult to believe.
Myths	An ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts.
Legends	A very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person.

Fables	A short story that tells a general truth or is only partly based on fact, or literature of this type.
Novels	A long-printed story about imaginary characters and events. ^e

Note: This table shows the kind of texts in the narrative genre. (Calderón, 2020). Adapted by the author.

1.5. Pedagogical Resources

In the educational context, it is essential to use resources that facilitate the teaching and learning process. For UNESCO (2019) Pedagogical resources encompass educational, instructional, and research materials available in diverse formats and mediums. These resources are either in the public domain or subject to open licenses, granting permission for free access, reuse, repurposing, adaptation, and redistribution by others. As materials that can be refined and adjusted, they prove invaluable in the teaching-learning process. They serve to enhance the instructor's understanding of the subject, constituting not only assistance but also a reinforcement. Ultimately, these resources facilitate significant learning experiences for students, aligning with the contemporary objective of education.

Nowadays, the resources to teach are essential as they provide valuable assistance to those responsible for imparting knowledge, while also strengthening and building upon the teachings previously delivered by educators. In addition, according to Vargas (2017) employing educational resources enables the integration of theoretical, practical, and simulated elements, enhancing the teaching and learning process. This is significant as it facilitates a more meaningful learning experience for students.

1.5.1. *Pedagogical Resource for teaching English*

For Madrid (2001) Teaching English needs the utilization of pedagogical resources, whether integrated into the class or employed as supplementary material. Explanations from the teacher during class are insufficient due to the foreign and unfamiliar nature of the language to the students. The application of these materials becomes imperative because English involves skills that require development. Consequently, for each language skill, tailored pedagogical resources are essential to facilitate both short-term and long-term proficiency.

1.5.2. Pedagogical Resource for teaching reading skills

Louis (2020) establish that, relying on pedagogical resources for teaching reading presents an avenue for educators to acquire fresh skills, explore different perspectives, and formulate innovative lesson plans. Although the most effective resources might differ slightly based on the students' grade level, some materials provide valuable teaching strategies, tips to enhance students' reading abilities, and a diverse array of age-appropriate instructional tools. Utilizing pedagogical resources for teaching reading allows teachers to draw insights from the experiences of their peers and discover new stories suitable for the classroom.

The same author argues that a diverse range of teaching materials is available for reading instruction, with books being a valuable language-learning tool. However, reading extends beyond books; blogs, newspapers, stories, legends, and various other resources can be highly beneficial for practicing and promoting reading among students. The key is to actively incorporate these resources rather than adhering solely to traditional teaching methods without practical application.

1.6. Reading Skills

1.6.1. What is reading?

Reading is a unique skill inherent to humans, acquired early in life, granting us the ability to comprehend a set of symbols, particularly words, containing information. Consequently, reading fosters the development of cognitive skills and the acquisition of knowledge. It can be viewed as an interactive process between readers and text, with readers acting as recipients who absorb information, thereby expanding their ideas and understanding of various subjects (Tovar, 2015). This is one of the skills that the human being must develop correctly throughout his life to be a person who receives information and thus be able to communicate it effectively.

Reading is a constant process of guessing, and what one brings to the text is often more than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simply words.

To Grellet (1981) the act of reading involves a continuous effort of making educated guesses, where one's prior knowledge often plays a more significant role than the explicit

content of the text. Consequently, it is crucial to instruct students from the outset to leverage their existing knowledge to comprehend unfamiliar elements, be they ideas or words.

1.6.2. What are Reading Skills?

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

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

1.6.3. Common Reading Skills

According to Rodríguez Sua (2021) developing the ability to read is crucial for both academic success and everyday life, as it enables individuals to enhance their understanding of language, including grammar and vocabulary, and gain insights into the broader world. Furthermore, the same author argues as such, recognizing reading as an essential skill in the educational journey is imperative. Over numerous decades, various approaches to teaching reading comprehension have often prioritized the outcomes of comprehension while overlooking the actual process involved.

- **Scanning**

Scanning is an effective reading approach marked by swiftly scanning the eyes across a text to pinpoint details or keywords without delving into a thorough reading of the entire material (Grellet, 1981).

- **Skimming**

To Liang (2006) skimming entails quickly glancing through a text to obtain a broad understanding of its content, avoiding in-depth reading.

- **Intensive reading**

Intensive reading is a deliberate and meticulous reading method that requires a careful analysis of a text to achieve a thorough grasp of its intricacies and specifics (Day & Bamford, 2002).

- **Extensive reading**

Extensive reading involves emphasizing the exploration of a substantial amount of content to achieve a general comprehension, as opposed to engaging in a thorough examination of specific details argues (Mason & Krashen , 1997).

1.7. Reading subskills

Within the skills of reading, we can find sub-skills. Adams (1990) argues that reading subskills encompass distinct abilities that form integral components contributing to an individual's overall reading proficiency. These skills serve as foundational building blocks, crucial for the development of proficient reading. Each subskill assumes a distinctive role within the intricate reading process, and their interconnection further enhances overall reading competence.

1.8. Common Reading subskills

1.8.1. Phonemic awareness

Phonemic awareness involves the capacity to identify and manipulate individual sounds, known as phonemes, within spoken words. This fundamental skill in early literacy is essential for achieving success in reading according with (Adams, 1990).

1.8.2. Decoding

Decoding involves the ability to convert written words into spoken language through understanding the connections between letters and their corresponding sounds (National Reading Panel, 2000). This skill constitutes a fundamental element of the reading process.

1.8.3. Vocabulary Development

Vocabulary development involves the acquisition and broadening of one's collection of words and their meanings. This process is crucial for achieving proficiency in language and enhancing reading comprehension to (Beck et al., 2002).

1.8.4. Fluency

“Fluency in reading refers to the ability to read text smoothly, accurately, and with appropriate speed, demonstrating a balance between speed and comprehension” (Rasinski, 2004, p. 75).

1.8.5. Comprehension

According with reading comprehension entails the capacity to grasp and interpret the significance of a text, encompassing activities such as retrieving information, establishing connections, and forming conclusions based on the written content (Reading Study Group, 2002).

1.8.6. Critical Thinking

Critical thinking in reading encompasses the skill to scrutinize and assess information, arguments, and perspectives articulated in a text. This goes beyond mere surface-level comprehension, urging readers to inquire, evaluate, and establish their own informed judgments (Kurland, 2000).

1.8.7. Text Structure Recognition

“Text structure recognition refers to the ability to identify and understand the organizational patterns used in a text, such as chronological order, cause and effect, or compare and contrast” (Meyer & Ray, 2011, p. 154).

1.8.8. Note taking

Graham and Harris (2003) states that “Note-taking is the practice of extracting and summarizing key information from texts to aid in understanding and retention” (p. 326).

1.8.9. Prediction

“Prediction in the context of reading involves the skill of anticipating and making educated guesses about the content of a text based on contextual cues.” (Eskey, 1988, p. 25)

1.9. Teaching Reading

The teaching of a language involves all the skills, in this case it is important to emphasize the teaching of reading. For the National Reading Panel (2000) teaching reading involves employing instructional methods and approaches to support learners in acquiring and enhancing their reading skills, encompassing aspects like decoding, comprehension, fluency, and vocabulary. Effective reading instruction typically combines explicit teaching, guided practice, and opportunities for independent reading.

Each of the aspects mentioned by the author is relevant when teaching reading in English as a foreign language since each skill has its own techniques to be achieved in the best way.

CHAPTER II: METHODOLOGY

2.1. Type of research

The present investigation considered to use the qualitative method to observe and get relevant information related to the use of pedagogical resources for the teachers to the reading skills development.

Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives (Aspers & Corte, 2019).

In this case qualitative method allowed the achievement of the main objective which was the use of Awá Legends as a resource to improve the reading skills. In this project, qualitative research helped to complement the theoretical framework and specific information that was relevant for accomplishing this project.

This kind of methodology was necessary because, through them, it was possible to apply different tools to collect data such as interview and observation. Finally, it allowed to achieve the specific objectives, which were know if both teachers and students use pedagogical resources such as the one mentioned in this investment to improve a skill of this language.

2.2. Methods

This project used the inductive approach because it was supported by the qualitative collected data.

2.2.1. Inductive research

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

2.3. Techniques and research instruments

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

2.3.1. Interview

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

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

In other words, interviews are structured questions, they provide information in meeting with other people. In this case, the interview was for English teachers in Colegio de Bachillerato Universitario UTN. The aims of this interview were the identification the problems and limitations that teachers faced when they teach reading skills and propose a solution through a Awá legends leaflet (the proposal), Moreover, it was created a set of questions to understand common problems presented by students in the English reading skills development, how they solve this kind of problems, and what didactic strategies and resources they use in classes to improve reading performance.

2.3.2. Observation

The observation of the phenomenon is important in this research since several factors that affect it must be appreciated and considered. Therefore, it is first important to define the concept of this research collection method.

Observation is one of the most basic data collection methods. It involves 'seeing' things, and recording and analyzing what is seen. Observation is sometimes used as a method on its own but is more often used in parallel with other data collection and analysis methods. There

are many different types of observation methods. These include structured observation, expert observation, and participant observation (INTRAC, 2019).

Observation can be used to triangulate information obtained through other data collection methods such as interviews or focus group discussions. For example, a head teacher might say that a school has an effective anti-bullying policy. During a school visit an evaluator might see lesson plans on bullying, or pictures on the wall concerning bullying, which would support this claim. On the other hand, the evaluator might see examples of children being bullied by other children or teachers, which might contradict the head teacher’s view (INTRAC, 2019).

2.4. Research questions

- How can the lack of adequate material for teaching a new language affect the student's learning?
- What impact does the application of a new resource based on culture have?
- Why can the use of new resource improve the learning of reading skills of English?

2.5. Population identification

The population considered for this research project was the students and, English teachers from Colegio de Bachillerato Universitario UTN to design a Awá legends leaflet, which wanted to improve the reading skills, is considered the senior students from this high school.

Table 5

Population sample

Institution		Level		Students	Teachers
Colegio de Bachillerato Universitario UTN	“C”	2th	BGU	36	1 English teacher
Total					37

Note. Made by Rosario Guaña. Observation guide 2023

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter includes relevant information from students' observation.

First, the student's observation is interpreted. In this part, the information will be described as well as interpreted in text.

3.1. Results of students' observation

Table 6

Interpretation of the student observation guides

	Observation guide 1	Observation guide 2	Observation guide 3
Students are given opportunities to develop reading skills through interaction working in peers with the text during the class.	This first observation guide evidenced that students often could develop their reading skills by using text and interacting with peers in the lesson.	The information collected in the second observation guide reflects that students often can develop reading subskills through interaction.	This third observation guide evidenced that students often could develop their reading skills by using text and interacting with peers in the lesson.
Students are required to use reading subskills to decode texts during the lesson.	In this observation guide the reading subskill: skimming is used to decode the presented text and comprehend the whole text.	In this second one student is always using the reading subskills, in this case scanning the text provided by the teacher to obtain information and complete an activity.	In the third one student is always using the reading subskills, in this case scanning the text provided by the teacher to obtain information and complete an activity.

Students are interested in the reading skills activities.	In the first guide students are not entirely interested in reading skills activities, for instance find specific information.	During the second observation the group of students are sometimes interested in developing activities related with reading skills.	In the third observation the group of students are sometimes interested in developing activities related with reading skills.
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The reading pedagogical resources are adequate for the students.	In this first observation it could be seen that the material used for the students is in accordance with the level of English they have, therefore the material is always adequate.	The second observation is similar to the first one, since the teacher uses the material that is at the level of the students according to the grade they are in, in this case, second year of high school.	During the third observation it could be seen that the material used for the students is in accordance with the level of English they have, therefore the material is always adequate.
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During the lesson the teacher makes use of the pedagogical resources for reading.	In this first observation the teacher is always using pedagogical material, specifically a book, during the lesson.	In the second observation the teacher is using a text and a worksheet where students can develop the activities.	During the third observation the teacher is using a text and a worksheet where students can develop the activities.
--	---	--	---

Note: Own elaboration. Source: observation guide 2023

Second, the interview for the teacher

3.2. Results of teachers' interview

Question 1: Do you think that Pedagogical Resources are important to develop reading skills?

Of course, because it allows us to find ways to develop and improve the skill of reading in each lesson and that is important because that skill is one of the most important when someone is learning a new language...

Question 2: What are the common Pedagogical Resources you use to improve their drawbacks during a reading lesson?

... Use short texts and clarify the unknown words to understand the text in a better way...

Question 3: What can you say about your students' reading skills? I mean, have they achieved the learning outcomes established in the Ecuadorian reference framework?

...The 2 BGU C students still need more practice and reading techniques such as scanning and skimming to understand in a better way the texts.

Question 4: What strengths do your students have as they are working in their reading lessons?

The strengths they have try to understand the text to get a general idea...

Question 5: What weaknesses do your students have as they are working in their reading lessons?

The weakness they present is the lack of knowledge of vocabulary and this has often caused students to fail to develop reading skills in the right way...

Question 6: What strategies do you use to help your students to develop their reading skills?

The use of short texts accompanied by graphics that allow them to know what the reading is about and is useful for visual students.

Question 7: What kind of texts do you use during your reading lessons?

... I always try to use interesting texts according to age and level and I also use the texts presented by the book that has different activities to develop...

Question 8: Do you think that the use of traditional legends of Ecuadorian Nationalities may become an attractive reading material for your lessons?

Of course, since the students are familiar with the legends and it becomes interesting to know them in another language, and it can be attractive for them because each legend can have different emotions that can motivate students to continue reading...

Question 9: Have you ever implemented this type of text during your reading lessons?

Of course, I use them and then ask them to dramatize, this is good for students because they have different learning styles.

3.3. Discussion

It is of general knowledge that to know about any phenomenon or situation, it is necessary to collect information in order to know what are the shortcomings or weaknesses that these present. In this way, for the present investigation a study had to be carried out using research instruments that help to extract relevant information to have a knowledge and to be able to establish a solution based on these. The following is a discussion of the information obtained detailing each of the relevant aspects.

For the elaboration of the present research report it was necessary to apply qualitative research instruments: the interview and observation, where each one evidenced the reality of the participants in this research. On the one hand, the observation of the students evidenced that during the reading lessons that were developed by the students, it can be understood that they do not have an adequate level of English, therefore it is more complex to develop each of the activities. As well they take more time than established to develop activities such as scanning information in a text, it is also relevant to mention that the material that is used in the lessons is not attached to the reality of the students, it is not sufficiently didactic and interesting for the learners, therefore they do not show an interest in developing the established activities.

On the other hand, in the interview to the teacher who is in charge of teaching the classes to the students previously observed, the teacher's answers show that the students do not have an adequate level and that the materials and pedagogical resources used are attached to the provisions of the campus, as well as to the curriculum that is handled at national level, however, the teacher has tried to implement resources that lead students to have a more meaningful learning.

3.4. Impact analysis

Table 7

Educational impact

	Impact Level	-3	-2	-1	0	1	2	3
Indicator								
Student academic level							X	
Student Reading level								X
Student writing level								X
Student performance level								X
Teacher performance level							X	
Material methodology								X
Student knowledge about Awá legends								X
Total							4	15

Note: This table shows the educational impact of the purpose. The author

$$\Sigma = 19$$

$$\text{Educational impact level} = \frac{\Sigma}{\text{Number of educators}}$$

$$\text{NI} = \frac{19}{7} = 2,7$$

Educational impact level = Positive

Analysis

As for the student's level, the impact is high since the student will be guided by the teacher in all aspects and even more so by following up on the material.

Regarding the student's level, the impact is high since the student will be guided by the teacher in all aspects.

Regarding the reading level of the students, an impact of 3 is foreseen, which is high, since having at hand a material that was created exclusively to improve reading skills, there is no doubt that the students will achieve a high impact in this aspect.

The student's writing level is reflected in a high impact because the material of the proposal is designed in such a way that while the reading skill is developed, indirectly there are activities that include the writing skill, thus achieving a high level in the skills.

The level of student development is expected to have a high impact due to the fact that the material is designed in such a way that one of the receptive skills can be developed: reading.

The teacher's development level is expected to be 2, since he/she will lead and guide each of the lessons it contains, thus managing to cope with the situation in an excellent way.

The methodology of the material is expected to have a high impact since it will be composed of activities that were designed exclusively to develop activities for learning English as a foreign language.

The students' knowledge of the Awá legends is expected to have a high impact similar to the previous indicator, since the project book contains exclusively legends that were compiled from the oral tradition and will be of great help to develop English as a foreign language skill.

Table 8

Socio cultural impact

	Impact Level	-3	-2	-1	0	1	2	3
Indicator								
Student effectiveness and performance							X	
Integration children – tutors - teachers							X	
Life quality of students								X
Community outreach								X
Reading								X
School – family – society projection							X	
Total							6	9

Note: This table shows the sociocultural impact of the purpose. The author

$$\Sigma = 15$$

$$\text{Educational impact level} = \frac{\Sigma}{\text{Number of educators}}$$

$$\text{NI} = \frac{15}{2} = 2,5$$

Educational impact level= Positive

Analysis

According to effectiveness and student development a score of 2 is predicted, which is favorable since, together with the material developed, this project will be carried out in the best way thus being a great opportunity for the development of skills.

The integration of the kids along with their teachers and also tutors as in the previous indicator is 3, which is good since joint work is encouraged and will create a real integration among these individuals.

The quality of life of the students is foreseen to be of high impact since this material and project full of knowledge will be of great help to improve the quality of life and academics of the students.

While the community is a key point in the present project because the book by compiling oral traditions, the community will have a strong impact that will encompass different aspects that are relevant to the project.

About the School - family - society projection, I consider that it is key to place it at impact level 2, since within this project it will have a positive impact that will encompass the school, family, and society.

CHAPTER IV: ACADEMIC PROPOSAL

4.1. Proposal Title

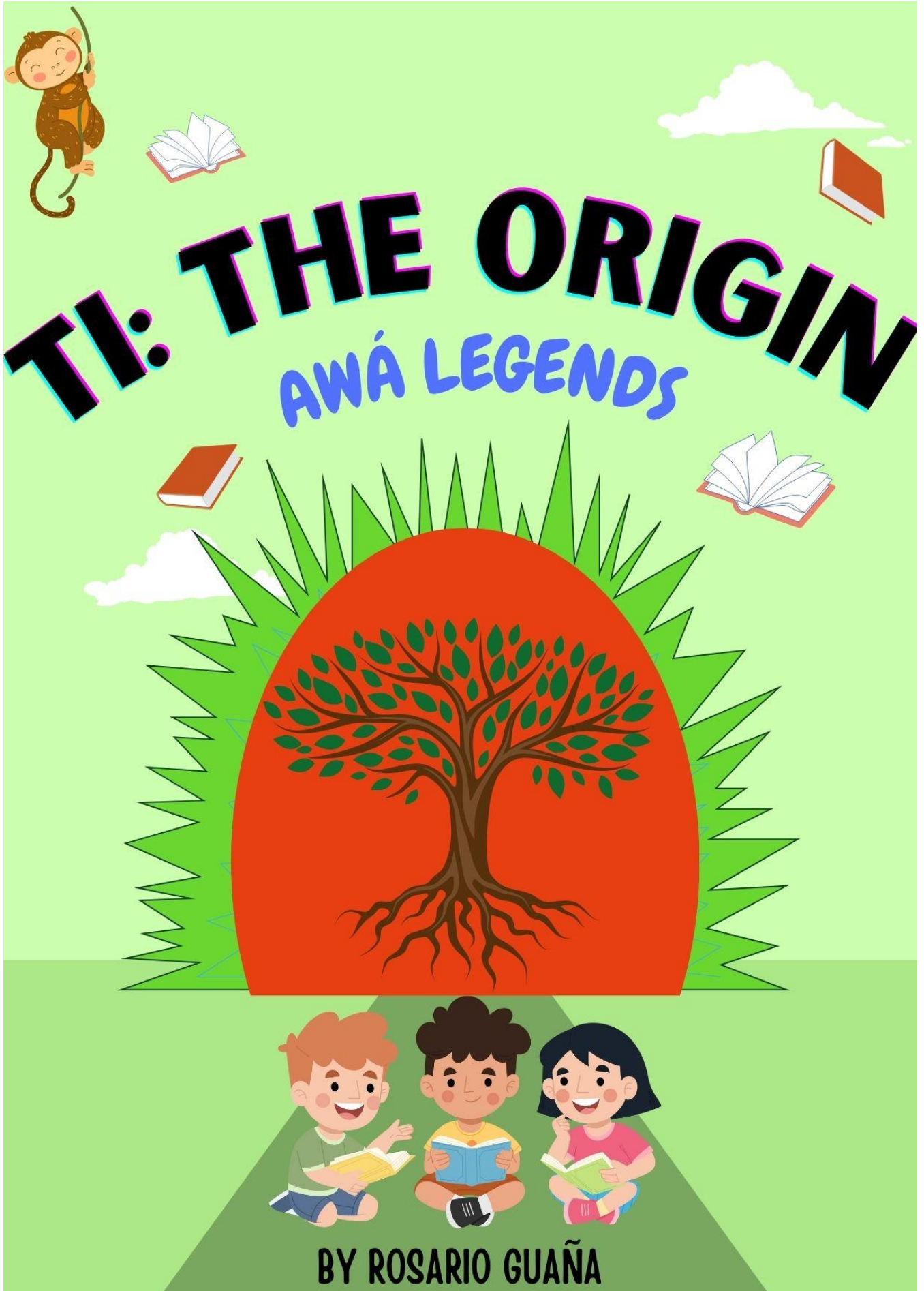
Ti: The Origin, Awá legends

4.2. Introduction

This proposal attempts to strengthen EFL students reading skills through PDP frame using legends of the Awá. This binational community lives, both, in the northern biogeographical region of Ecuador and the south of Colombia; This ethnic group live surrounded by nature. They are well known by living according to their values, myths, and traditions. Therefore, in order to preserve the spoken and written culture of this people. In this proposal you will find passages translated into English of traditional legends compiled by the author with people of the Awá center of El Baboso, a group of 260 people settled in Tobar Donoso, a parish of Tulcán.

4.3. Objective

Strengthen EFL students reading skills through PDP frame using Awá legends.



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The woman and the sparrow hawk legend

_____ **17 -18**

During the reading _____ **19 -20**

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Lesson 2:

Pre reading _____

legend

During the reading

Post reading



• Unit 3 Evil Creatures _____ 15

Lesson 1: The devil Tirijaija _____ 16

Pre reading _____

The devil Tirijaija _____ 17

During the reading _____ 18

Post reading _____

Lesson 2: The last water tiger

Pre reading _____

The last water tiger legend _____ 18

During the reading _____

Post reading _____





Introduction

This proposal attempts to strengthen EFL students reading skills through PDP frame using legends of the Awá. This binational community lives, both, in the northern biogeographical region of Ecuador and the south of Colombia; This ethnic group live surrounded by nature. They are well known by living according to their values, myths and traditions. Therefore, in order to preserve the **spoken and written culture** of this people. In this proposal you will find passages translated into English of traditional legends compiled by the author with people of the Awá center of El Baboso, a group of 260 people settled in Tobar Donoso, a parish of Tulcán.



Objective

Strengthen EFL students reading skills through PDP frame using Awá legends.

UNIT 1

THE ORIGIN



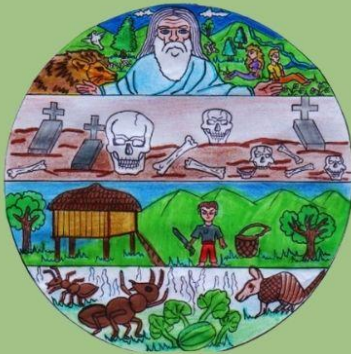
LESSON 1: THE FOUR AWÁ WORLDS



Objective: At the end of the class SWBAT use the information presented in text to generate a paragraph of 50-60 words about the belief of life after death.

Pre reading

1. What comes to your mind when you look at the following picture?



2. Match the words, pictures with their meaning.

earthworms
ant
termites
armadillo



a small insect that lives in large and highly organized social groups.



a small animal whose body is covered in hard strips that allow it to roll into a ball when attacked



a small tropical insect that eats wood



a common type of worm that moves through the earth



The four Awá worlds

In ancient times, all the worlds were one. There lived together the gods, the animals, the plants and the human beings of the mountain. The great God did not like the way the smaller gods lived. They wanted to eat, bathe, play, jump and laugh like men, and many others wanted to live jumping like monkeys, flying high like birds and swimming like fish.

For this reason, God divided the world. For this, he made the world tremble and with a thick cloud he darkened everything. When the cloud passed there were already four different parts, but no one understood what was happening.

The great God gathered the gods and all the beings that inhabited the world. To each one of them he indicated where he was going to live. Since that time, in the first world live small human beings who feed on smoke. They live with ants, armadillos, earthworms and termites. The beings who live in this world cultivate the land and harvest a lot of food. But they cannot eat, only from the vapor they emit.

The second world is the world of humans. Here live the mountain man, animals, plants, rivers and everything that exists.

In the third world are the dead. When a person dies, his spirit goes up to this world. The spirit of a person who is seen, but cannot be touched.

In the fourth world live the gods: the moon, stars, lightning, rain and the great god Sanmika. Therefore, from the world above, the gods control the other worlds and provide them with the sun, the rain, the moonlight, the wind and everything they need.

During the reading

1. Read and answer the following question.

- **Do you think the reading below is related to anything earth related?**

1. Put true (T) or false (F) to each statement as appropriate.

- God made the decision to divide the world into eight parts . ____
- In ancient times the worlds were one and there they all lived. ____
- When God divided the world he made an earthquake and a great cloud darkened the whole place. ____
- In the first world live small human beings that feed on smoke. They coexist with ants, armadillos, earthworms and termites. ____
- In the third world there are the living, who feed on the smiles of babies. ____
- In the fourth world live the gods: the moon, the stars, the lightning, the rain and the great god Sanmika. ____

2. How many paragraphs is the story you are reading divided into?

Post reading

1. Reflect on the following questions and write a paragraph of 50-60 words about the belief of life after death.

- Where do you think people go when they die?
- Do you consider that people are born again when they die?
- Do you believe in life after death?

LESSON 2: THE ORIGIN IN THE BARBACHA



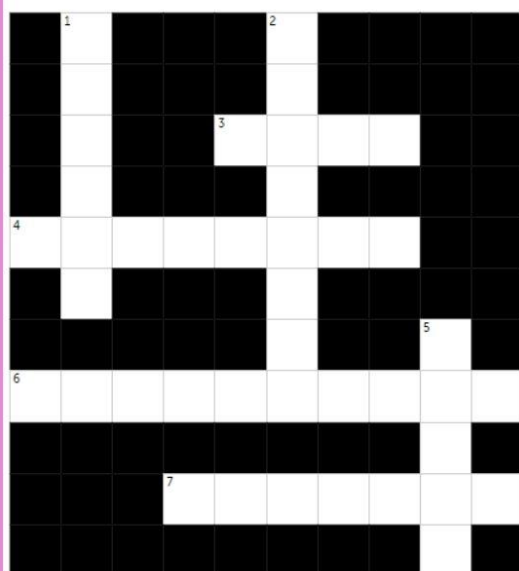
Objective: At the end of the class SWBAT use the legend to create a drawing that represents a part of the story and a short paragraph describing them.

Pre reading

1. Describe the following picture and predict what the reading will be about using the pictures



2. Find some vocabulary about the legend: The origin in the barbacha.



Horizontal

3 Any large woody perennial plant with a distinct trunk giving rise to branches or leaves at some distance from the ground

4 A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.

6 Plants considered collectively, especially those found in a particular area or habitat.

7 Something that lives and moves but is not a human, bird, fish, or insect

Vertical

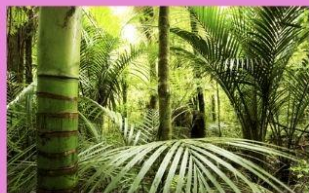
1 The quality of having experience, knowledge, and good judgment; the quality of being wise.

2 It is a type of plant native to the Awá community, which is very symbolic in the cosmovision of this people.

5 A group of things such as countries or animals, or an area of human activity or understanding:

3. Label the pictures with the correct names in the box.

**widson - animals - world - barbacha
vegetation - mountain - tree**





The Origin in the Barbacha

In the beginning of everything there was nothing, then a small barbacha sprouted which was a kind of plant and from there God came out and created a world that was only thick jungle surrounded by large trees and vegetation, there was when God decided to create man to inhabit this world, in this way the barbacha was growing from a tree until it touched the ground and the human being emerged on this earth.

Then God saw that they had to feed themselves to survive, in this way he created the animals and placed them in the jungle to be inhabited by them: monkeys, snakes, parrots, chickens, dogs and many more. Little by little, man learned to survive in the land that God had given him. He had the quality of being able to talk to the trees and at this time the trees could also talk to each other, in this way they were telling him all the secrets of the mountain.

This man became very wise with all the knowledge and wisdom that the trees told him day after day while he lived in the mountain. And so the years went by and God was very satisfied because that man was already very wise and knew everything about plants, animals, the earth and the food it gave

Little by little he was feeling more and more alone because the trees lost the ability to talk to each other and to the human, so God touched another tree and little by little a girl was born on a branch until she touched the ground and from there was born a beautiful adult woman who was amazed to see the world in which she was.

The man felt the company of the woman, he taught her all the secrets and knowledge that the trees had transmitted to him, in this way the two of them felt closer and procreated the first son, in this way the world of the Awas grew more and more.

During the reading

1. Read the text again and answer the following questions.

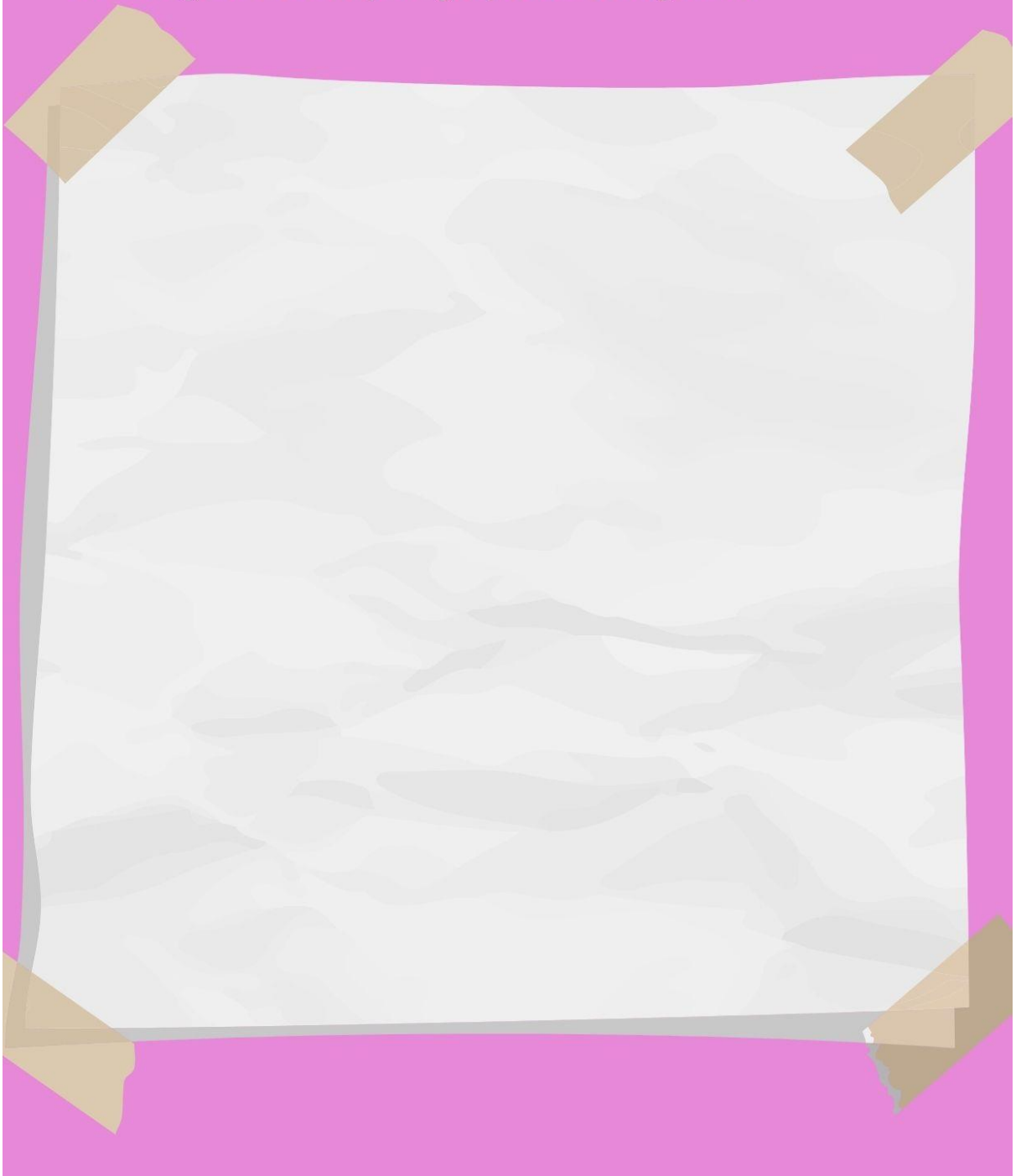
- **What emerged from the first barbacha?**
- **Who transmitted the knowledge and wisdom to the first man?**
- **Why did the man begin to feel more alone?**

2. Scan the text and complete the following statements.

- This man became very wise with all the knowledge and _____ that the _____ told him day after day while he lived in the mountain.
- Little by little, man _____ to survive in the land that God had given him.
- He had the _____ of being able to talk to the trees and at this time the trees could also talk to each other, in this way they were telling him all the secrets of the _____.

Post reading

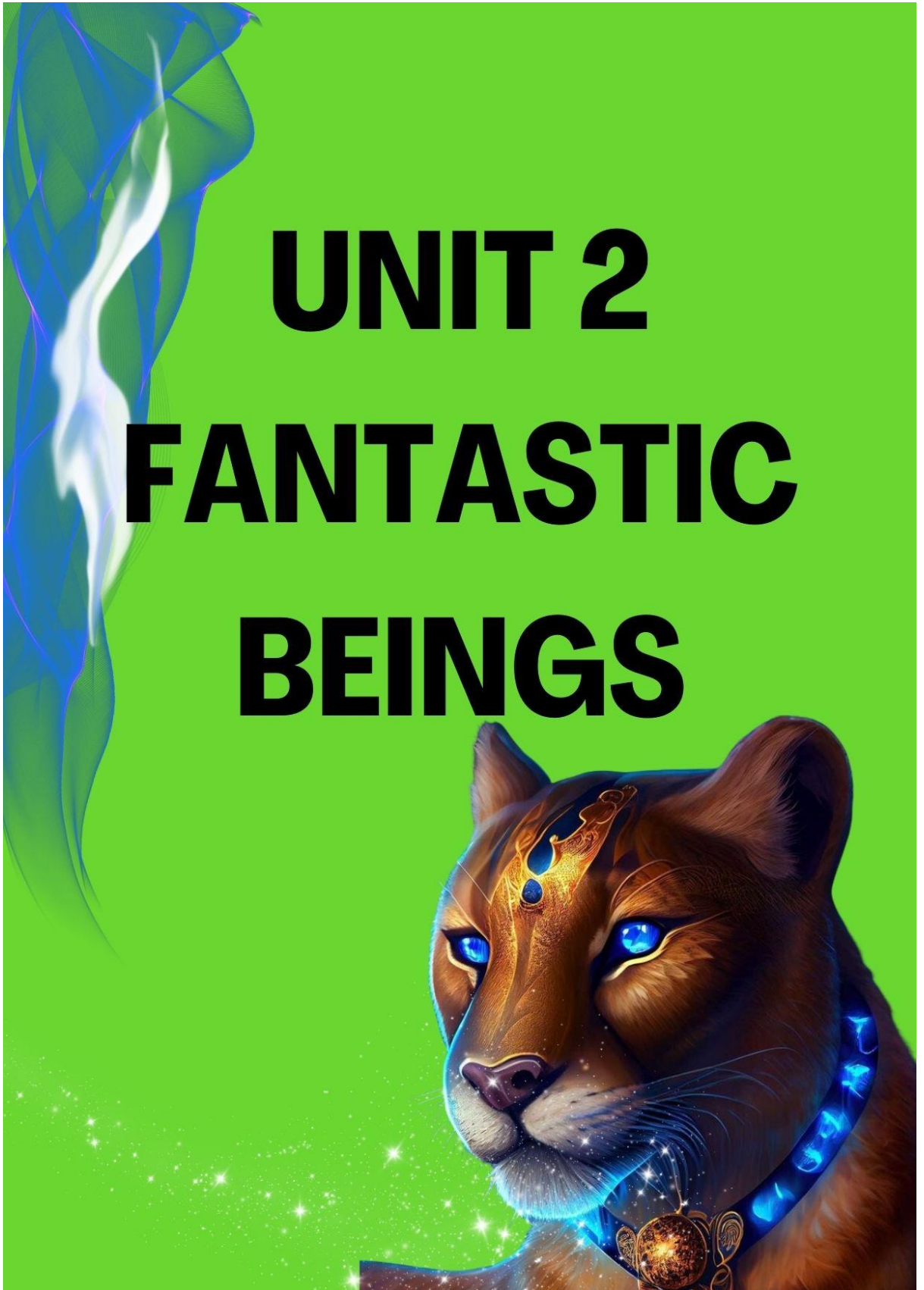
1. Use the legend to create a drawing that represents a part of the story and a short paragraph describing them.



UNIT 2

FANTASTIC

BEINGS



LESSON 1: THE WOMAN AND THE SPARROW HAWK



Objective: At the end of the class SWBAT use the information presented in text to generate a discussion about the relationship between people and animals

Pre reading

1. Look the graphs in the previous page and and infers on what the next reading will be.

2. Look at the pictures and label with the words in the box.

remedies- heaven -sparrowhawk - husband- beans





3. Complete the sentences using the words in the box of activity 2.

- Her voice was so melodious that listening to her singing was like being serenaded by an angel from _____.
- _____ are a rich source of protein and fiber, making them a valuable addition to a balanced diet.
- He explored various natural _____ to alleviate his persistent headaches, including herbal teas and acupuncture.
- Over the years, her _____ has become her best friend, confidant, and greatest source of laughter.
- I was amazed by the sudden appearance of a _____ in the garden, its powerful wings and piercing gaze giving it an aura of majestic wildness.

4. What do you think the following text is about? Discuss it in pairs. Use the words of the chart to have an idea. Give your reasons for your answer.

- Is it a legend about an animal?
- Is it a legend about a friendship between an animal and a human being?
- Is it a legend about a person?



The woman and the sparrow hawk

1. Our elders tell us that in a very small town there lived a very good married couple. Their little house was next to the road. The husband made baskets of vines, which were used to carry corn and bananas. One day, the husband went fishing, but it rained very hard. The man got wet for a long time and then returned to the house. The husband woke up very sick, the wife made him home remedies to heal him as soon as possible, but he could not resist any longer and died.

2. The lady became a widow and cried a lot, she felt sorry for her husband. Every day she visited the tomb to see if she could find him. One day a sparrow hawk came to her house and asked her - "What's the matter, woman? You look very sad, you have cried a lot, tell me what happened to you?"

She said: "My husband has died, and I am going to visit his grave to see if he will come back, but he has already gone to heaven.

Then the sparrow hawk proposed:

3. I will take you to heaven, the spirit world, where your husband lives and you can be with him.

She gave him a hug and thanked him for being so good to her.

The next day the sparrowhawk returned to take her to her husband.

To do this, he asked her to blindfold herself, until they went up to heaven, the spirit world. When they reached heaven, the sparrowhawk said to her:



Remove your blindfold and you can now look at your husband! - Then the wife ran to embrace her husband, who was only her soul, so she could not touch him.

The woman saw that the work of all those who lived in heaven was the same as that of those on earth.

4. Her husband continued making even more beautiful baskets because there they also picked corn in baskets. After a few days, the husband asked the sparrow hawk to take his wife back to earth after a week. Meanwhile, the woman spent her time planting corn and beans with some friends who had been in heaven. On the day of her return, the husband gave the wife a basket of beans and so she returned on the wings of the sparrow hawk.

The husband gave her the following instruction:

You must sow enough beans so that it will take away your suffering, and you may live many happy days. She complied with her husband's request and then lived very happily, thinking that one day she would see him again.



During the reading

1. Read the text and choose the best title for the text. What lead you to make that choice?

- The women and nature
- The woman and the sparrowhawk
- Animals and the women

2. Organize the ideas of the legend. Place the number of paragraphs according to each aspect of the story.

a. Orientation	
b. Resolution	
c. Complicating event	
d. Background	



3. Put true (T) or false (F) to each statement as appropriate.

- a. The husband made artifacts that were of great help in carrying and collecting seeds and fruits. ____
- b. The wife of the deceased was very happy about his death and threw a party to celebrate it. ____
- c. The wife never visited her husband's grave and little by little she forgot him completely. ____
- d. One day the sparrowhawk came to the house of the woman who always cried for her husband and proposed to visit her husband in heaven. ____
- e. After descending from the sky on the wings of the sparrowhawk, the woman received a basket of potatoes given to her by her husband. ____
- f. The husband stopped making baskets with natural fibers to collect fruits and seeds when he got to heaven. ____
- g. The sad woman hoped that her husband would return and visited him often. ____
- h. The story takes place in a highly developed and modern city. ____
- i. When the excited woman saw her husband again, she hugged him tightly and was able to touch him. ____



Post reading

1. Why do you think the sparrowhawk helped the woman in her saddest moment?

Do you think animals can bond with people? Have you ever bonded with an animal? Explain your answer.

LESSON 1:

THE LAST WATER TIGER



Objective: At the end of the class SWBAT use the information presented in text to draw a comic strip in which you summarize the story.

Pre reading

1. Link the best definition for the next words.

Hunter

- a substance that can make people or animals ill or kill them if they eat or drink it

Arrow

- a person or an animal that hunts animals for food or for sport
- a small, brown animal, similar to a frog, that has big eyes and long back legs for swimming and jumping

Poison

Bodoquera

- a weapon in the shape of a tube with which arrows are shot by blowing through it

Toad

- a weapon that is like a long, thin stick with a sharp point at one end and often feathers at the other, shot from a bow

2. What comes to your mind when you see the following picture.





The last water tiger

In ancient times in a place in the mountains there was a very big monster that lived at the bottom of a river. This was a black tiger, with a very big head, very bright green eyes, very long and sharp teeth. He let himself be seen only once in a while.

Whenever he came out, he ate the people and animals that walked along the river banks. One day, a man with a reputation as a monster hunter came to the place. He wanted to kill this ferocious animal because it had eaten his family.

The hunter prepared his bow, some special arrows and went to the river, approached it and as soon as the tiger came out, he began to shoot it. The water tiger did not die, it only became very angry, let out loud roars that shook the earth and again escaped to the bottom of the river.

Seeing this, the hunter returned to his house to prepare more arrows. While he was making his arrows, the man thought, "Now I'm going to put some poison on these arrows and with this the water tiger will die!"

He went to the bush to look for the tiger. He found a little toad and asked him for a little bit of his deadly poison, the little toad gave him a small bundle and said: -Don't open it because the poison will go away. Then he met a snake and asked him for a little bit of its substance.

The snake gave him a yellow fruit and said: -Don't open it because the poison goes away. On his way back he met a tree and asked it for a little of its poison. The tree gave him a leaf and said: -Don't break it because the toxin goes away.

The man returned to prepare the . He put together the bundle, that fruit and the leaf in a mate, mixed them with a little water and a red liquid was formed.

The substance was ready. He took his budoquera the arrows and went to the water tiger. When he reached the river, the hunter challenged the tiger: "Now you are going to die! - he shouted.

The water tiger only grew angrier and angrier, roaring and making the earth tremble, but he did not get out of the water. It was waiting for the right moment to attack the man.

Suddenly, WHAM! the tiger came out of the water. The man, quickly, took out his budoquera and put a little bit of red poison on the arrow, bowed his head, invoked his family and filled himself with strength.

Raising his bow and arrow, he blew the arrows with all his strength, until one of them pierced the neck of the water tiger, which became more and more enraged, and with its roars continued to make the earth tremble.

The hunter continued to throw all his poisoned arrows at the water tiger. The animal roared loudly and fire came out of its eyes, until it gradually faded into the water.

He fell to the earth and slowly died. Thus, the water tiger had also taken the hunter's life. That day, the great water tiger and the hunter disappeared from the earth.

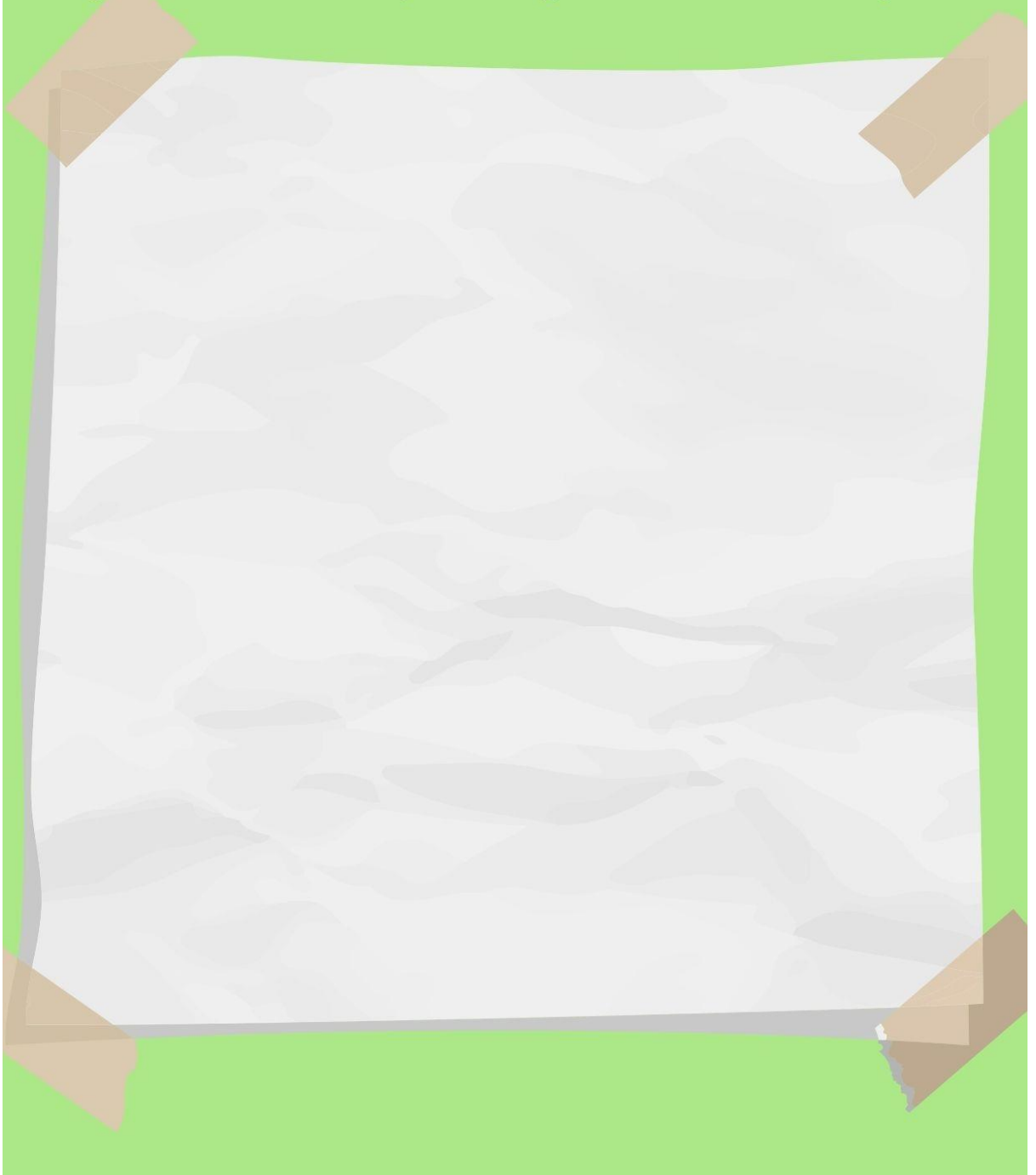
During the reading

1. Read the text and put true (T) or false (F) to each statement as appropriate.

- a. The tiger in the story is blue with black eyes and very small, blunt teeth. ____
- b. The man went in search of poison and asked a toad and a snake for some. ____
- c. In ancient times in a place in the mountains there was a very big monster that lived at the bottom of a river. ____
- d. The man also asked a tree for some poison and the tree gave him a leaf containing it. ____
- e. At the end of the story the great water tiger and the hunter disappeared from the earth. ____
- f. He put together the bundle, the green fruit and the leaf in a mate, mixed them with a little water and a blue liquid was formed. ____
- g. One day, a man with a reputation as a monster hunter came to the place. He wanted to kill this ferocious animal because it had eaten his family.

Post reading

1. After having read and understood the legend: The last water tiger, draw a comic strip in which you summarize the story.



UNIT 3
EVIL
CREATURES



LESSON 2: THE DEVIL TIRIJAIJA



Objective: At the end of the class SWBAT use the information presented in text to elaborate a reflection in a short paragraph of 50 - 60 words.

Pre reading

1. Look at the pictures, what is your first impression when you see them?



2. According with the pictures, mention the characters you can find in the story.

- *
- *
- *

3. Look at the pictures and then answer the following questions.

·What do you think the text is about?

·Does this legend include an evil being?

·Do you think the story will have a tragic ending?

·Where do you think the story takes place?



3. Match with a line the words with their meanings.

a. nightfall

b. astonished

c. motionless

d. thorn

e. devil

f. boiling

g. blanket

1. a small, sharp pointed growth on the stem of a plant

2. an evil being, often represented in human form but with a tail and horns

3. a flat cover made of wool or similar warm material, usually used on a bed

4. without moving

5. the time in the evening when it becomes dark

6. very hot

7. very surprised



The devil tirijaija

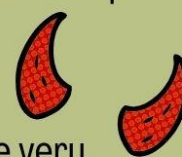
Legend has it that there was a mother who had four children, three of them were grown up and the remaining one was quite small. As usual the children went out to play in the afternoons outside their homes, the older inhabitants of the place warned that it was dangerous to play at those hours outside their homes since they mentioned that the devil would appear and could take them away and harm them.

One quiet afternoon the three children went out to play as usual, and the devil Tirijaija appeared, but no one had noticed it because it did not look like an evil being rather appearance in the form of a child, thus the children continued playing until nightfall, when they were tired enough the four children together went to the house and proposed to rest, when they arrived the four children, their mother and her baby.

They spent a quiet night, when very early the mother got up to continue with her daily routine and the first thing, she did was to supervise that her baby was well, he was covered with a blanket, when she starts to try to discover him she begins to feel some very sharp thorns in her head and realizes that the devil Tirijaija was eating the baby.



Her mother, motionless and astonished, quickly went to the kitchen to heat water and as if nothing had happened, she returned to the room where the little ones were resting, as usual she got all the children up and got them ready and changed them.



Then she prepared breakfast for them and the little ones ate very quietly, but she knew inside that one of them was really the devil Tirijaija and she was not going to stay with her arms crossed, when the children finished the meal, she quickly differentiated the little one who was really the devil.

She waited for an oversight of the little devil and pushed him into the pot of boiling water, the child was slowly revealing himself as he felt how the water burned every part of his body, he tried to escape but it was inevitable and the temperature of the water was very high, little by little he lost strength and finally died.

They say that since that day the devil Tirijaija never again appeared in the village, since then the children can play calmly in the afternoons without any fear until today.



During the reading



1. Scan the text to complete the following information

- a. Legend has it that there was a _____ who had four children, three of them were grown up and the _____ one was quite small.

- b. Her mother, _____ and _____, quickly went to the kitchen to heat water and as if nothing had happened.

- c. She waited for an _____ of the little devil and pushed him into the pot of boiling water.

- d. They say that since that day the devil _____ never again appeared in the village.

- e. When she starts to try to discover him, she begins to feel some very sharp _____ in her head and _____ that the devil was eating the baby.

- f. When they were _____ enough the four children together went to the house.

Post reading

**1. Do you think the mother risked her life to save her children?
why?**

**What would you be willing to risk to save someone you love?
Explain it in a short paragraph of 50 - 60 words.**

LESSON 2: THE LEGEND OF ASTARON



Objective: At the end of the class SWBAT reflect and write a 50 - 60 word paragraph describing what you would have been able to do to save your brother.

Pre reading

1. Look at the picture, what is your first impression when you see it?



- *Do you think the man in black is an evil being?*
- *Do you think it will hurt the brothers who are there?*

2. Choose the correct words and write it with the correct meaning.

spear - tatabra - bones - armadillo

- a.** _____ any of the hard parts inside a human or animal that make up its frame.
- b.** _____ a weapon consisting of a pole with a sharp, usually metal, point at one end.
- c.** _____ a small animal whose body is covered in hard strips that allow it to roll into a ball when attacked.
- d.** _____ an animal that looks similar to a pig, found in the southwestern US and in Central and South America.

The legend of Astaron

Legend has it that two brothers lived alone in a small house in the mountains, since their parents had died when they were just children. As was their custom, they would go hunting very early in the morning in the mountains to bring food to their home, always accompanied by their dog that followed them in all their wanderings, carrying all the necessary tools: shotgun, basket, spear and more. They set out on their journey for hours and little by little they went deep into the mountains in search of armadillos, tatabras, guantas and monkeys.

In their search they did not take into account the time and when they realized that night had fallen and they were in the depths of the mountain and the way back was far, far away, the brothers decided to sleep in that place looking for a big tree where they could spend the night and protect themselves from the rain and the animals that attack at night. The younger brother decided to climb the tree carrying his shotgun and hunting tools. While the other brother decided to stay at the bottom of the tree watching the place.

Already in the place, being approximately 8 o'clock at night a loud and shocking scream was heard, however, the brothers ignored it, the time passed and again that chilling scream was heard, but each time closer, when midnight arrived the Astaron: a tall, black and scary man.



That individual approached the brother who was downstairs and said - what are you doing here, this is my house, get out of here. The enraged brother said -this is not your place, you should leave. Do you want to fight, do you want to fight? When suddenly the two began to fight loudly and the brother who was upstairs heard the fight and called his brother to climb the tree and defend himself from the blows.

In the euphoric fight, the brother seemed to win, but little by little he was losing strength and the Astaron won the fight. In the end this evil being ended up devouring the whole body of the brother who remained in the lower part. The younger brother watched helplessly as the Astaron was devouring even the bones of his brother, while he could do nothing more than watch in astonishment.

Suddenly when the evil being finished with the life of the older brother, he realized that the other brother was in the upper part and little by little was climbing in search of his next victim, but the younger brother saw that evil presence, and decided to make the sign of the cross with the shotgun he had and indeed it worked because the Astaron fell wounded and was never seen again in the place. The surviving brother was able to receive help from the town's neighbors, he was too scared by what he saw and experienced firsthand.

Post reading

1. What do you think were the values that prevailed during history? Perhaps sacrifice, effort, solidarity?

Reflect and write a 50 - 60 word paragraph describing what you would have been able to do to save your brother.

ANSWER KEY



UNIT 1: THE ORIGIN

LESSON 1: THE FOUR AWÁ WORLDS





Pre reading

1. What comes to your mind when you look at the following picture?

- Answers may vary

2. Match the words, pictures with their meaning.

•

earthworms		a small insect that lives in large and highly organized social groups.
ant		a small animal whose body is covered in hard strips that allow it to roll into a ball when attacked
termites		a small tropical insect that eats wood
armadillo		a common type of worm that moves through the earth

During the reading

1. Read and answer the following question.

- **Do you think the reading below is related to anything earth related?**
- Answers may vary

2. Put true (T) or false (F) to each statement as appropriate.

- God made the decision to divide the world into eight parts. **F**
- In ancient times the worlds were one and there they all lived. **T**
- When God divided the world he made an earthquake and a great cloud darkened the whole place. **T**
- In the first world live small human beings that feed on smoke. They coexist with ants, armadillos, earthworms and termites. **T**
- In the third world there are the living, who feed on the smiles of babies. **F**
- In the fourth world live the gods: the moon, the stars, the lightning, the rain and the great god Sanmika. **T**

2. How many paragraphs is the story you are reading divided into?

- 5 paragraphs

Post reading

1. Reflect on the following questions and write a paragraph of 50-60 words about the belief of life after death.

- Answers may vary

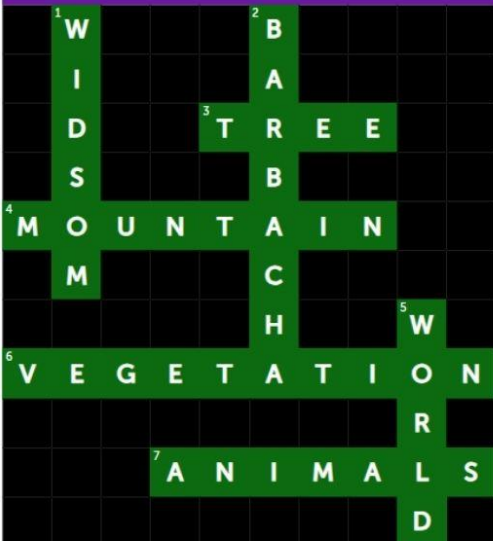
LESSON 2: THE ORIGIN IN THE BARBACHA

Pre reading

1. Describe the following picture and predict what the reading will be about using the pictures

- Answers may vary

2. Find some vocabulary about the legend: The origin in the barbacha.

	Horizontal 3 Any large woody perennial plant with a distinct trunk giving rise to branches or leaves at some distance from the ground. 4 A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill. 6 Plants considered collectively, especially those found in a particular area or habitat. 7 Something that lives and moves but is not a human, bird, fish, or insect.	Vertical 1 The quality of having experience, knowledge; the quality of being wise. 2 It is a type of plant native to the Awa community, which is very symbolic in the cosmivision of this people. 5 A group of things such as countries or animals, or an area of human activity or understanding.
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3. Label the pictures with the correct names in the box.

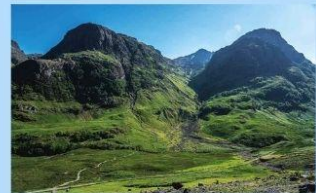
**widson - animals - world - barbacha
vegetation - mountain - tree**



widson



animals



mountain



tree



barbacha



world



vegetation

UNIT 2 FANTASTIC BEINGS

LESSON 1: THE WOMAN AND THE SPARROW HAWK

Pre reading

1. Look the graphs in the previous page and and infers on what the next reading will be.

- **Answers may vary**

2. Look at the pictures and label with the words in the box.

1. heaven
2. sparrowhawk
3. beans
4. husband
5. remedies

3. Complete the sentences using the words in the box of activity.

1. heaven
2. beans
3. remedies
4. husband
5. sparrowhawk

During the reading

1. Read the text and choose the best title for the text. What lead you to make that choice?

The woman and the sparrowhawk

2. Organize the ideas of the legend. Place the number of paragraphs according to each aspect of the story.

a. Orientation	1
b. Background	4
c. Complicating event	3
d. Resolution	2

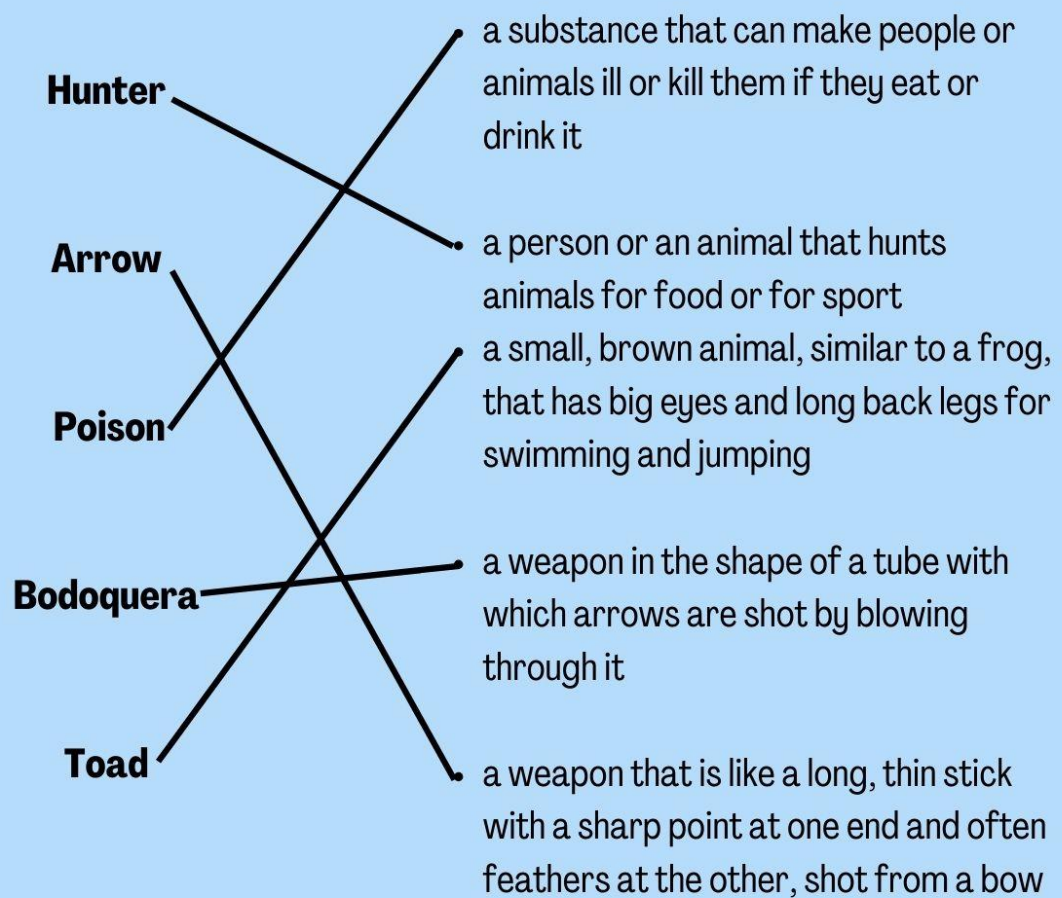
3. Put true (T) or false (F) to each statement as appropriate.

- a. T
- b. F
- c. F
- d. T
- e. F
- f. F
- g. T
- h. F
- i. F

LESSON 2: THE LAST WATER TIGER

Pre reading

1. Link the best definition for the next words.



2. What comes to your mind when you see the following picture.

- Answers may vary

During the reading

1. Read the text and put true (T) or false (F) to each statement as appropriate.

- a. F
- b. T
- c. T
- d. T
- e. T
- f. F
- g. T

Post reading

1. After having read and understood the legend: The last water tiger, draw a comic strip in which you summarize the story.

- *Answers may vary*

UNIT 3: EVIL CREATURES

LESSON 1: THE DEVIL TIRIJAIJA

Pre reading

1. Look at the pictures, what is your first impression when you see them?

- Answers may vary

2. According with the pictutes mention the characters you can find in the story.

- Devil
- Mother
- Boys

3. Look at the pictures and then answer the following questions.

- Answers may vary

3. Match with a line the words with their meanings.

a. 5

b. 7

c. 4

d. 1

e. 2

f. 6

g. 3

During the reading

1. Scan the text to complete the following information.

- a. mother - remaining
- b. motionless - astonished
- c. oversight
- d. Tirijaija
- e. thorns - realizes
- f. tired

2. Read the text again and answer the following questions.

a. What was the belief of the ancient inhabitants of the place about being outside at night?

The elders believed that at that time the devil Tirijaija would appear and harm those he met along the way.

b. What was the devil's appearance to go unnoticed?

The devil took on the appearance of a child to go unnoticed.

c. What was his mother's reaction when she saw the devil eating her baby?

Her mother was very motionless and astonished.

3. Put true (T) or false (F) to each statement as appropriate.

- a. F
- b. T
- c. T
- d. F
- e. T

Post reading

1. Do you think the mother risked her life to save her children? why?
What would you be willing to risk to save someone you love?
Explain it in a short paragraph of 50 - 60 words

- Answers may vary

LESSON 2: THE LEGEND OF ASTARON

Pre reading

1. Look at the picture, what is your first impression when you see it?

- Answers may vary

During the reading



2. Choose the correct words and write it with the correct meaning.

- a. _____ any of the hard parts inside a human or animal that make up its frame.
- b. _____ a weapon consisting of a pole with a sharp, usually metal, point at one end.
- c. _____ a small animal whose body is covered in hard strips that allow it to roll into a ball when attacked.
- d. _____ an animal that looks similar to a pig, found in the southwestern US and in Central and South America.

During the reading

1. Scan the text to complete the following information

- a. Legend has it that two brothers lived alone in a small house in the mountains, since their parents had died when they were just children.
- b. They set out on their journey for hours and little by little they went deep into the mountains in search of armadillos, tatabras, guantas and monkeys.
- c. The younger brother decided to climb the tree carrying his shotgun and hunting tools.

d. When suddenly the two began to fight loudly and the brother who was upstairs heard the fight and called his brother to climb the stairs and defend himself from the blows.



e. In the euphoric fight, the brother seemed to win, but little by little he was losing strength and the Astaron won the fight.

f. The younger brother watched helplessly as the Astaron was devouring even the bones of his brother, while he could do nothing more than watch in astonishment.

g. The surviving brother was able to receive help from the town's neighbors, he was too scared by what he saw and experienced firsthand.

Post reading

1. What do you think were the values that prevailed during history? Perhaps sacrifice, effort, solidarity?

Reflect and write a 50 - 60 word paragraph describing what you would have been able to do to save your brother.

- *Answers may vary*

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The myths and traditions of the ethnic groups of Ecuador have a high potential that can be used effectively in the context as reading material in English as a foreign language classroom, not only as optional material but also as part of recovering the identity of a people.
- The development of skills in educational contexts must be associated with good teaching practices that involve the use of appropriate pedagogical approaches such as instructional designs of the educational model.
- The findings found in the data collection show that the materials used by teachers for the development of the skills fall into the traditional and are not very helpful for their development.
- This research demonstrates that the teacher must always use new strategies attached to the cultural context in which the students live in order to develop the skills in a more effective way.

5.2. Recommendations

- It is advisable to use pedagogical resources that include myths and traditions of the ethnic groups of Ecuador, since they have great potential to teach reading skills and rescue the identity of these ethnic groups.
- It is recommended to use the correct educational approaches by teachers at the time of the teaching-learning process as a model of educational design for the benefit of learners.
- It is recommended to use materials that are attached to the students' reality and are not isolated from their reality, since they are of greater help for their learning.

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APPENDIX



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de junio de 2023

Magister

Congo Maldonado Rubén Agapito

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar la entrevista, hoja de observación y prueba del Proyecto: Awá Legends as a Pedagogical Resource to Improve Reading Skills in Junior Students at Colegio De Bachillerato Universitario UTN, Academic Year 2022 – 2023. Previo a del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, para lo cual, se dignará encontrar adjunto la entrevista, hoja de observación, link de la prueba y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

.....
Rosario Maribel Guaña Vaca

C.C.: 172815481-4

Fecha de envío para la evaluación del experto:	08/06/2023
Fecha de revisión del experto:	08/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	MAGISTER-GERENCIA DE PROYECTOS EDUCATIVOS Y SOCIALES
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	racongo@utn.edu.ec



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de junio de 2023

Magister

Obando Arroyo José Miguel

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar la entrevista, hoja de observación y prueba del Proyecto: Awá Legends as a Pedagogical Resource to Improve Reading Skills in Junior Students at Colegio De Bachillerato Universitario UTN, Academic Year 2022 – 2023. Previo a del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, para lo cual, se dignará encontrar adjunto la entrevista, hoja de observación, link de la prueba y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Rosario Maribel Guaña Vaca


C.C.: 172815481-4

Fecha de envío para la evaluación del experto:	08/06/2023
Fecha de revisión del experto:	08/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:



Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	MAGISTER-LINGUISTICA APLICADA A LA ENSEÑANZA BILINGUE ESPAÑOL-INGLES
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	jmobando@utn.edu.ec



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA TRABAJO DE GRADO:

AWÁ LEGENDS AS A PEDAGOGICAL RESOURCE TO IMPROVE READING SKILLS IN JUNIOR STUDENTS AT COLEGIO DE BACHILLERATO UNIVERSITARIO UTN, ACADEMIC YEAR 2022 – 2023

Observation for students

Objective: This instrument has been created for getting information about how junior students at Colegio de Bachillerato Universitario UTN develop Reading Skills through the application of pedagogical resources in the classroom.

Student Observation Form

Institution:				
Course:				
Date:	Year:	Month:	Day:	Duration:
Number of students:				
Topic of the class:				
Observer:				

	Items	Always	Often	Sometimes	Rarely	Never	Observations
1.	Students are given opportunities to develop reading skills through interaction working in peers with the text during the class.						
2.	Students are required to use reading subskills to decode texts during the lesson.						
3.	Students are interested in the reading skills activities.						
4.	The reading pedagogical resources are adequate for the students						
5.	During the lesson the teacher makes use of the pedagogical resources for reading.						



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA TRABAJO DE GRADO:

AWÁ LEGENDS AS A PEDAGOGICAL RESOURCE TO IMPROVE READING SKILLS
IN JUNIOR STUDENTS AT COLEGIO DE BACHILLERATO UNIVERSITARIO UTN

Interview for teachers

Objective: This instrument has been created for getting information about the use and application of legends as a pedagogical resource to develop and improve reading skills in the classroom.

Directions:

Kind regards dear teachers, I am Rosario Maribel Guaña Vaca, a Pedagogía de los Idiomas Nacionales y Extranjeros student at the Universidad Técnica del Norte. The following interview attempts to collect information for my graduation work. This information will be used for academic purpose. So, thank you in advance.

1. **Do you think that Pedagogical Resources are important to develop reading skills?**
2. **What are the common Pedagogical Resources you use to improve their drawbacks during a reading lesson?**
3. **What can you say about your students` reading skills? I mean, have they achieved the learning outcomes stablished in the Ecuadorian reference framework?**
4. **What strengths do your students have as they are working in their reading lessons?**
5. **What weaknesses do your students have as they are working in their reading lessons?**
6. **What strategies do you use to help your students to develop their reading skills?**
7. **What kind of texts do you use during your reading lessons?**
8. **Do you think that the use of traditional legends of Ecuadorian Nationalities may become an attractive reading material for your lessons?**
9. **Have you ever implemented this type of text during your reading lessons?**



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA TRABAJO DE GRADO:

AWÁ LEGENDS AS A PEDAGOGICAL RESOURCE TO IMPROVE READING
SKILLS IN JUNIOR STUDENTS AT COLEGIO DE BACHILLERATO
UNIVERSITARIO UTN

Test for students

Objective: This instrument has been created to know and get information about the junior students' reading skills of this institution through a PET reading MOC test.

Directions:

Kind regards dear students, I am Rosario Maribel Guaña Vaca, a Pedagogía de los Idiomas Nacionales y Extranjeros student at the Universidad Técnica del Norte. The following test attempts to collect information about students' reading skills for my graduation work. This information will be used for academic purpose. So, thank you in advance. The test will be found into the following link.

Link: <https://www.liveworksheets.com/kc3416239sl>



Memorando Nro.UTN-COL-VCR-2024-0017-M

Ibarra, 25 de enero de 2024

ASUNTO: Certificación socialización propuesta

Doctora

Sandra Guevara

COORDINADORA DE LA CARRERA DE PEDAGOGÍA E IDIOMAS
DE LA UNIVERSIDAD TÉCNICA DEL NORTE

De mi consideración

A través del presente documento me permito informar que el día Jueves 25 de enero de 2024 a las 14:30 pm, se realizó la socialización de la propuesta académica “Awá Legends as a Pedagogical Resource to Improve Reading Skills in Senior Students at Colegio de Bachillerato Universitario UTN, Academic Year 2022 – 2023”, a través de la plataforma teams dirigida a los docentes que conforman el área de inglés de la institución, por la señorita: Guaña Vaca Rosario Maribel, con C.I, 172815481-4, alumna egresada de la Universidad Técnica del Norte.

En cuanto puedo informar en honor a la verdad pudiendo la interesada hacer uso del presente documento para los fines que estime conveniente.

Particular que comunico y solicito para fines pertinentes

Atentamente,

POR UNA EDUCACIÓN CIENTÍFICA Y DEMOCRÁTICA AL SERVICIO DEL PUEBLO


Lic. Rosa Almeida MSC
VICERRECTORA



COLEGIO UNIVERSITARIO
VICERRECTORADO
IBARRA - ECUADOR