**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)**

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

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN**

**TEMA:**

Folk tales as a strategy to improve reading skills on seventh-graders at Unidad Educativa Ibarra.

**Trabajo de titulación previo a la obtención del título de licenciatura en** Pedagogía de los Idiomas Nacionales y Extranjeros.

**Línea de investigación:** gestión, calidad de la educación, procesos pedagógicos e idiomas

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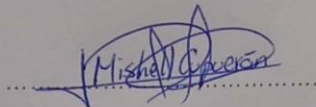| DATOS DE LA OBRA | |
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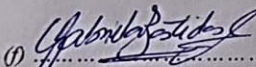
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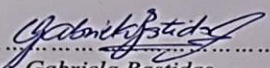
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## APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "Folktales as a strategy to improve Reading Skills on seventh graders at Unidad Educativa Ibarra" elaborado por Cupuerán Chico Mishell Estefanía previo a la obtención del título de Licenciatura en Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

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# DEDICATORY

During my journey through life, I have realized many people who have given me their unconditional support. For this reason, I dedicate this thesis to my grandfather Segundo Chico in heaven because I know that he would be proud of me. Thanks to my mother Magdalena Chico for her effort, dedication, life tips, and constant work today, I can carry out and present this research. She always has been with me.

In the same way, I dedicate this project to my son Jordan Obando. He's the most important engine of my life; this sacrifice is for him; he has given me the necessary strength to achieve this long-awaited goal, and even more so at his age, he has been my great company on some sleepless nights. That is to say. This thesis is of him.

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# ABSTRACT

This research is focused on improving reading skills using Folk tales centered only in Ibarra city for seventh-grade students at Unidad Educativa Ibarra. This project aims to propose a didactic strategy as the folktales to improve reading comprehension in English as a foreign language so that students feel comfortable and confident practicing it and avoid frustration in learning this language.

This project is based on the theoretical basis of establishing different and fun resources with Folktales that improve reading skills. The present research was carried out with the important collaboration of the Principal, English teachers, Administrative personnel, and the valuable participation of the seventh-grade students at Unidad Educativa Ibarra. Furthermore, this study was focused on a mixed method therefore quantitative and qualitative methods were used for the data collection, using instruments such as interviews and surveys. The interviews were directed to the Principal and English teachers as well as the surveys to seventh-grade students. With the results obtained, a didactic guide with innovative activities with folktales (legends) from Ibarra city to improve English language learning was designed.

**Keywords**: Strategies, Reading Skills, Folktales, Reading Comprehension.

# RESUMEN

Esta investigación se enfocó en mejorar la destreza de lectura utilizando Cuentos Tradicionales centrados únicamente en la ciudad de Ibarra para estudiantes de séptimo año de la Unidad Educativa "Ibarra", en la Avenida Mariano Acosta de la ciudad de Ibarra, en la provincia de Imbabura en el periodo académico 2021-2022. El objetivo de este proyecto fue proponer una estrategia didáctica como los Cuentos Tradicionales para mejorar la Comprensión Lectora y desarrollar el idioma Ingles para que los estudiantes se sientan cómodos y confiados practicándolo, evitar la frustración de los estudiantes al momento de aprender este idioma.

Este proyecto parte de las bases teóricas para establecer recursos diferentes y divertidos con Cuentos Tradicionales para mejorar la destreza de lectura. La presente investigación se llevó a cabo con la importante colaboración del Rector, Profesores de Inglés, Personal Administrativo y la valiosa participación de los estudiantes de séptimo grado de la Unidad Educativa "Ibarra". Además, este estudio se enfocó en dos métodos como cuantitativo y cualitativo. En la recolección de datos, utilizando instrumentos como entrevistas y encuestas. Las entrevistas fueron dirigidas al señor rector y a las profesoras de inglés, así como las encuestas a los estudiantes de séptimo grado. Por otro lado, se diseñó una guía con actividades innovadoras que tienen Cuentos Tradicionales (Leyendas) de la cuidad de Ibarra para mejorar el aprendizaje del idioma Ingles.

**Palabras claves:** Estrategias, Habilidades lectoras, Cuentos Populares, Comprensión Lectora.

# INDEX

# INTRODUCTION

Nowadays, English is the language most spoken worldwide, and it is considered the dialect of science, aviation, IT, government, and tourism. Furthermore, English helps achieve goals and opens the doors to more experiences, talking with different speakers around the world. However, studying a new language could be difficult but with teachers who teach with good methods and, materials; achieving that students build the knowledge. On the other hand, this language has an important value in different fields such as education, medicine, and tourism among others.

Regarding education, learning the English language opens many doors for people to achieve their goals for success. Furthermore, this language provides great options for academic training without limits in different institutions, high schools, and universities located in foreign countries. English is used around the world not only in countries that speak English because institutions offer programs to encompass a diversity of people to access better education.

The present study is concentrated on helping the seventh-graders at Unidad Educativa Ibarra to improve their reading comprehension using folktales of Ibarra City so that the students feel comfortable at the time of reading. The English Teaching in Ecuador is indispensable in education. However, the lack of interest and difficulty in understanding this language generate different problems in the students. Due to this, there is a low level of English, especially Reading skills because the students feel that this language is boring and they do not understand the teacher's teaching method. Furthermore, some students do not read in their native language less in a foreign language such as English. Consequently, teachers must discover new strategies or improve them because reading is a skill that enriches the vocabulary and develops the imagination.

Therefore, language teaching fixes to strengthen the reading skills of the students. Therefore, teachers need to apply different media, and strategies to create activities that promote the reading habit. Consequently, the educational field has been aggregated to Folktales as a pedagogical strategy that helps students facilitate learning.

## Background

According to (Yuliana, 2016) The English language is universal and frequently employed by people worldwide. Consequently, considered a global language that uses many purposes of people activities. English language has four skills Listening, Speaking, Reading, and Writing. On this occasion, it will be analyzed reading skill. Reading skills are important skills that should be mastered by the student. Moreover, it is mandatory because the greatest success of their studies abides by their aptitude to read.

Folktales are attractive resources for better reading skills, where the students comprehend the stories, and the plot because they are short stories. Moreover, the story should have the different events of Ibarra city and the level of student's language abilities. So, these stories can enhance the reading comprehension of the students in this skill. In addition, some studies affirm that students do not use the English language outside and inside the classroom. For this reason, folktales can be a way to help the students in EFL to develop Reading skills. These folktales help students study grammar structure, increase their vocabulary, and discover other cultures and history. (Siddique, Hira, 2016).

## Problem Description

In Ecuador, English language Teaching is at a low level of proficiency in EFL because the mother tongue is not English. However, English for some students is boring and difficult to understand. For this reason, it is necessary to opt for new strategies where the student feels motivated and does not see the English Language as an enemy.

According to (Ministry of Education, S.f) mentions that reading skills develop in the classroom through reading, students can enhance critical thinking, discover how to communicate with different people, and encourage the habit of reading at a  young age. However, the habit of reading in our country is a complicated topic because Ecuadorian students don't like reading in Spanish, our mother tongue, and less reading in a foreign language such as English and their disinterest in learning it. Thus, in the classroom, the teacher must implement different strategies to help the students understand and improve this skill.

In this project, a strategy will be shown where new results are obtained to improve the English language, especially in reading skills. An important condition to achieve and improve this learning is the methodology to promote new experiences and knowledge. For example, a strategy that helps the student have a different perspective of English because for many it is a headache because they are not used to reading, but in which the student can analyze and imagine different imaginary events that have happened. in our city and develop your reading potential by synthesizing it to learn in a motivating way. Folktales used in education are a way to keep in touch with Ibarra city and its culture. Through these folktales, the student discovers and learns new things and new vocabulary and will improve their grammar and share ideas with other classmates.

## Justification

This research is presented as a solution to reading skills through a fun and little-used strategy to develop reading comprehension with folktales.

The folktales that will be used are only from Ibarra City. Students will have the opportunity to remember these tales since they are used in Spanish subjects. Therefore, they

will have different surprising and curious themes and a variety of proposed reading comprehension exercises by the teacher. Moreover, this strategy seeks to promote reading and reading comprehension because it is necessary to develop the English language. Therefore, the folktales imply a concentration of the students while having fun and having a habit of reading for life.

As (Perugachi & Guevara, 2016) mentioned at the Unidad Educativa Ibarra, it is of vital importance to increase students' interest in learning and mastering the English language, which will result in multiple benefits in the academic and professional field, since being a world language allows access to many opportunities for work and better performance.

## Impacts

In this project, there are impacts so important such as academic, social, and emotional that benefit in one way or another in the English language. Firstly, the academic impact focuses on improving reading comprehension, discovering new vocabulary through fun activities, and developing imagination and creativity with folktales of Ibarra. Secondly, the social impact fosters a good relationship with students in the classroom and with society. In these times, the English language opens doors, such as national or international; for it is a world language, and students seek better teaching of a second language to their performance in the future. In addition, the emotional impact favors concentration due to the base of learning. Moreover, increases motivation and students' interest in the interaction and communication between people.

## Objectives

### *General Objective*

- Propose folktales as a learning strategy to improve the Reading skills of seventh-graders at Unidad Educativa Ibarra.

### *Specific objectives*

- Diagnose the resources that teachers use in class to develop reading skills in students of Unidad Educativa Ibarra.

- Identify relevant students' learning needs regarding resources to develop reading skills and the cultural aspects of Ibarra City.

- Collect the folk tales from Ibarra that can be used as a resource to improve reading skills.

- Design a didactic material based on Folktales from Ibarra with different innovative activities to improve reading skills.

## Structure of the research report

This research has four chapters developed in the following manner. Chapter 1 has a theoretical framework that contains specific information about this theme of investigation. Chapter II is inspired by the methodology, procedure, and tools that it will use in this study. Chapter III refers to data collation, the results analysis of interviews and surveys carried out to the sample of this institution, for this investigative study, finishing with a discussion of these results.

Finally, Chapter IV is designed as a proposal with fun activities to help the students in reading comprehension and develop their imagination and creativity to get in touch with the culture and discover wonderful Ibarra legends.

# CHAPTER I: THEORETICAL FRAMEWORK

This section shows the theoretical framework of this investigation work and refers to folk tales as a strategy to strengthen the reading skills of seventh-graders at Unidad Educativa Ibarra.

This part of this project shows detailed theoretical information based on different investigations, theses, ideas, and other important points. Based solely on Ibarra city in the different fictitious events that have happened over the years. On the other hand, students can learn fun and differently in education since involving folktales is a new and curious strategy to develop reading skills and maintain greater contact with certain important events in our country, especially in our city.

## 1.1.    ENGLISH AS A FOREIGN LANGUAGE

The growth of the English language around the world has had a great impact on globalization. Thus, more people spend time learning English. In this sense, learning has become elementary because of this, learners start learning this language soon. Furthermore, many countries include this language as a second language. Teaching and learning English is needed in public and private education.

The English language amounts to 4 abilities, such as listening, speaking, reading, and writing. These skills support each other because work together to develop the English in the students. For this reason, students find it complicated to learn a new language to adapt. However, students' interests must be important to improve their performance. If the students are uninterested in English learning, it will be complicated for them to comprehend a new language. (Anastassiou & Andreou, S.f)

### 1.1.1 English as a foreign language in Ecuador

English Teaching is a process that has been established in the education of Ecuadorians because their mother tongue is not English. That is to say, they do all students are L1 Spanish speakers. Taking into account that there are different bilingualism degrees by the plurinational and ethnicities of the regions of Ecuador. Moreover, the teacher is in charge of motivating and encouraging the student.

According to the Ecuadorian Ministry of Education (Ministry of Education, S.f), it must center on student learning based on tasks, the necessity of using innovative activities, and high interaction levels between teachers and students and also own students. Furthermore, learning is not only based on acquiring knowledge but also on putting it into practice to improve students' skills in the classroom. Reading comprehension encourages critical thinking, creativity, and imagination in students. On the other hand, the teacher must

look for attractive activities, creating them with many materials, tools, and technology to motivate students inside and outside of class. In this way, students are motivated because they learn in different ways and at different paces. Not all students learn the same.

In a way, in schools and high schools is necessary that the students achieve a level satisfactory in the English Language at the moment upon graduating from Educación General Basic (EGB). Furthermore, the level must be A1 in seventh-graders. At the same time, the contents are used in the years of Educación Básica Superior (8th, 9th, 10th EGB) as feedback in a different context. Likewise, in years of baccalaureate, the teacher teaches the same contents but focuses on grammar and new vocabulary.

## 1.2. COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

The Common European Framework of Reference (CEFR) is a universal pattern to English proficiency and as a foreign language. It consists of six levels, A1 to C2. Moreover, they are grouped into, three levels such as Basic user, Independent User, and Proficient user.

A1 level is the basic User of this language. At this level, the students can be able to understand phrases and expressions related to different areas such as personal information and family, shopping, places, and occupations. Furthermore, can describe different aspects of the past and the environment. (Common European Framework of Reference , 2020)

## 1.3. CULTURAL INFLUENCES IN LANGUAGE LEARNING

Teaching language must have a relationship with the culture because it extracts the language in particular. Moreover, language learning is not based only on grammar rules but social behavior and cultural customs.

According to (Williams & Williams, 2020) Culture is grouped into perspective, behavior, and values shared with a group of people. It is worth mentioning that culture and language are inseparable due to the need to work together. In addition, to dominate a second language is fundamental due to the people must live with a group of people native to the language that they want to learn, that to say knowing a new culture and sharing different points of view.

## 1.4. FOLK-TALES

A folktale is a story fiction that is transmitted from generation to generation in an oral way. In this case, the word **Folk** is the German origin *volk,* meaning *people*. These folktales recount imaginary facts where the characters aren't only people but also fantastic creatures. Furthermore, they are made by the people, hence the name, since they are also called

traditional tales. Many folk tales are tied to the national identity of a city or place of origin. (Kirby, Felipe, 2022)

Moreover, these stories refer to different moments in life, they narrate emotions such as happiness, among others, and also mythological and strange animals. The folktales have different genres for all student's ages. Likewise, teach a lesson that can help the students in their lives. The myths and folktales are similar because both tell stories about cultural beliefs. (August, House, 2023) mentions that folktales have a broad range of stories such as fables, myths, legends, fairy tales, epic tales, and horror stories because they are the most important and also mentions that folktales reinforce a shared history and cultural traditions.

## 1.5. ORIGIN OF THE TALES: ORAL TRADITION AND FOLKTALES

Long ago, cultures decided to tell their experiences, transmitting their wisdom to the youngest people to keep the ancestral culture to transmit the observations and memories from generation to generation. The characters of these stories are thinkers to keep their essence. The folktales of antiquity caused fear among the people believing in maledictions of nature for lightning, thunders among other phenomena that can cause damage to society.

The people discovered that traditional tales were the product of the imagination of primitive men and older people. On the other hand, the wisdom of the people has not hesitated to accept as true the argument of the legend, the myth, and the fable made into a tale since its characters and actions reflect the stories told and perhaps sung by the people since It is not only to the delight of the elderly but also to the distraction of children because the story contains fantastic elements, which fulfill the function of entertaining listeners and teaching them to differentiate between what is good and what is bad. (Montoya, Victor, 2002)

## 1.6. IMPORTANCE OF FOLKTALES

The importance of Folktales helps because the students study some places' traditions and culture. Moreover, develops Reading skills more compactly. These tales facilitate the students to differentiate characters following a plot or sequence of events.

In Addition, these folktales are simple to share because they teach a variety the topics through reading comprehension with the end of entertaining and educating the students. On the other hand, they help the reading skills, critical thinking, fluency, and discovering new vocabulary. Thus it is necessary to apply them to develop the student's capacity. The folktales are fundamental because it is a fountain of appreciation between beliefs, paradigms, fear, fun, and others. (Dahal, Hikmat, 2021)

These folktales mention that follow the evolution according to the different events. That is why, folktales always will be relevant, today and in the future. These tales open the doors to the fantasy and reality world and also have an order of experiences, conserving wisdom and life lessons.

Another important point of this topic is that folktales influence the perception, attitude, behavior, and other factors in human life and society. Furthermore, these tales permit humans to learn lifestyles. They consider that folklore is the base of a nation or group of people because they feel pride in their locality, culture, and traditions showing it to the world.

## 1.7. CHARACTERISTICS OF FOLKTALES

Nowadays, folktales are still present because they are transmitted from generation to generation. Furthermore, these have different environments for their writing, such as forests, fields, mountains, or towns. These environments are part of a culture; the students feel confident with the scenarios and the story's credibility.

As characteristics of Folktales are mentioned in that they are written anonymously. They are presented in different versions according to the regions or countries. Furthermore, they are having modifications due to time because the generations have changed.

Folktales have these characteristics that help the students:

❖ Sharing of manner oral by generations.
❖ Following plots.
❖ Placing simple characters
❖ Reforce the consequences
❖ The folktales were written in the past time because they involve the culture and the people.
❖ The folktales have action, paranormal situations, plots, adventure, and fun because they have great feats.
❖ These tales are quick and short.
❖ Finally, the folktales are written in the third person as in other writings. (Priwan, S.f)

## 1.8. TYPES OF FOLKTALES

### 1.8.1. What is a Fable?

The fables are short stories that are dedicated to kids. Therefore, these stories have a moral of fable, that is to say, teaching. On the other hand, are called Fables to the mythological classics, the characters are animals or extraordinary objects and humans and

divines characters.

According to history, the fables were created by a man called Aesop, who was a slave in Greece. For this reason, Aesop's fables are involved in students' learning in schools and childhood to develop reading skills. In addition, these fables encourage imagination, creativity, sensibility, and empathy with the emotion of the characters, mostly the protagonists are animals. (Education, 2023)

### 1.8.2. What is a Myth?

The myth is a tale of the unknown that tells real events that are joined with religion. It is worth mentioning that they are stories of gods or superhuman beings involved in extraordinary events or situations. For example, the gods' father, God Zeus, relates Adan and Eva's creation and the moon´s myths. Moreover, the myth has a remarkable story in the English language due to various events strange related to divine beings. Myths are stories that people do not believe happened and do not happen in the future either. (Hunter, Jack, S.f)

On another point, myths are part of cultural rites because it is collective, and the principal function is group cohesion. The rituals are about the religions that revive the past, especially their origins. Myth is an expression of culture, while culture is expressed through myth.

According to (Ayala & Almeida, 2023) the myth is a part evident in the stories because it explains the feelings reported from generation to generation, enriched by cultural aspects of the town. Moreover, the legends and myths stay alive over time, and the value that society gives them. In history, these folktales were told the parties so that everyone knew them, in these stories, all can happen because they teach and explain certain things in a fun way.

### 1.8.3. What is a legend?

The legends relate facts and different events related to a country, popular heroes, imaginary creatures, and strangers transmitted from generation to generation orally or in writing within a family, clan, or town.

Legends are the cultural patrimony of the society. However, these legends with time the original version changes, and society accepts new versions. They have a mix of characters real and fantastic exposing the customs and history of a town.

As (Escanta & Posada, 2019) mentioned legends supernaturally have their origin and ideology but suffer alterations due to the way they were told. On other occasions, the legends tell events real or unreal without verification; consequently, for science and events of society in time and space.

Myth and legend are also traditional narratives, but they are often considered to be autonomous genres. These stories are not considered true, as well as It has been mentioned in certain parts of this chapter since these types of literature have certain similarities. (Cruz, Antonio, 2018).

### 1.8.4. What are Fairy Tales?

Fairy tales are stories of magic in that the characters' principals are goblins, sirens, and some fantastic characters, but not necessarily fairies. Furthermore, they are dedicated only to kids, written in prose transmitted by a narrator to others. They have a beginning, middle, and end with a protagonist and antagonist with conflict and solution.

These tales sometimes begin with " Once upon a time..." and with happy ends due to solving different issues, and events that happen in the story that students read, the good characters always succeed but the bad characters suffer many tragedies in the development of reading.

### 1.8.5. What are Epic Tales?

They are literary works based on a hero, adventure, or incredible story. Therefore, they involve rescuing the principal character, saving the world, or fighting against a rival.

On the other hand, Epic tales are centered on Greek gods and myths. They adapt the literature to cinematographic work for a long duration. For example, Harry Potter and The Lord of the Rings are epic tales in the cinema. (Kokemüller, Neil, S.f)

### 1.8.6. What are Horror Stories?

A story based on fear and also creates suspense and tension. In this case, it uses some sceneries, such as a castle, cemetery, or a haunted house with paranormal characters or ghosts. Moreover, these stories are well-known in the literary field and have artistic aspirations.

In addition, these stories exist through some tales and folklore that have a fantasy, and also they are not created to scare the students so, as to arouse curiosity about the unknown. For example, a popular horror story is **Caroline**, because it has a message about being careful about what you wish for. (Britannica, 2023)

## 1.9.  FOLKTALES OF IBARRA CITY: LEGENDS

Ibarra is a city known as San Miguel de Ibarra, and it is the capital of Imbabura province. It was called "The White City" for its white facades after the devastating earthquake of 1868. Several traditional tales have been written in this beautiful city and they occupy a privileged place in popular literature and are involved with the students to improve reading skills. Also, it is the ideal way to know the culture of Ibarra city and the different ancient events.

In Ibarra city, these folk tales are told for the most part by the ancestors, and they still arouse interest in children since at least in educational institutions they have read or heard about these tales. It is worth mentioning that they may have variations because as they are discussed there are people who increase or change data, according to their memory and perception. (La Hora, 2016).

In this case, the folk tales of Ibarra City are legends that are known locally because they are part of our identity, traditions, and customs. In the city, there are more than 40 legends. However, few are known, the most traditional at the national level.

### 1.9.1.  Legends of the Colonial Period of Ibarra

They are stories based on cultural richness; for this reason, they want to enlarge the culture of Spanish colonies. Furthermore, they have a supernatural representation of mysterious figures. (Cardenas, Katherine, 2021). This produced a mix of the indigenous people's culture and Spanish on different relates. For example, **The Golden Calf** is a story focused on the colonial Ibarra. This short story recounts a fantastic animal that causes fear to the ibarreños people at night, causing damage to the people.

Another example, **The Hoarse Box** is a story from the colonial era. The main character is a man who hides his treasures not to share them with others, teaching that greed is not good for human peace of mind.

### 1.9.2.  Legends of the Ancestors of Ibarra

These stories have a way of interpreting the world and conveying beliefs, moral teachings, or feelings of identity or belonging. Moreover, they have an origin uncertain due to explaining phenomena or real events. For example, **Flying Witches** is a story
more known in Ibarra city because it has extraordinary characters and is fictional, where the imagination has an important role Also these characters performed their spells on people who did not believe in them.

In addition**, Maria Angula** is one of the stories that grandparents tell, and that is why she leaves teaching. This story is about a girl who disobeyed her mother and got a big scare, leaving her teaching as obedience to her parents.

## 1.10.  USING FOLKTALES FOR LANGUAGE TEACHING

Folktales are a fundamental part of the literature. These tales in education help students improve reading skills such as new words, onomatopoeic and phonological sounds, and grammar. Moreover, with the development of technology, folktales have transformed into different forms, non-only oral yet written. Several of these tales have been part of the students' childhood.

On the other hand, folktales must have a vocabulary that is appropriate to their level because as the students are acquiring a new language they are in the process of developing it. As well as These tales are also useful and provide opportunities to familiarize themselves with different events in a story and can develop reading comprehension, respond to questions about the stories, and develop imagination and creativity. In addition, teachers use it as a pedagogical manner to develop abilities, explore language and culture, provide values, and the development of emotions.

## 1.11.  FOLKTALES IMPROVE READING SKILLS

English learning must motivate the students to develop a new language. Folktales facilitate the students' reading comprehension and find out cultural events while expanding vocabulary when they are new words.

Folktales are easier because the students learn moral values and expressions. Moreover, these tales develop fluency and decision-making. On the other hand, involving the students with folktales is a strategy that will help the students to understand them, just as provide diversity by their nature and broaden visions of the world.

Using folktales in teaching English is popular among teachers from other countries. But in our country, it should be established as a pedagogical strategy to Improve Reading Skills. Furthermore, the English language consists of four skills; the students listen, write, and speak employing reading, and they improve the four skills at the same time.

According (Nyoman & Agung Gana, 2018). These tales in the classroom are considered motivation and fun as a way of developing positive attitudes and memorable experiences. Moreover, they are easier to read and can interact with their classmates and teachers.

## 1.12.  WHAT IS READING?

Reading is a process that consists of observing symbols and letters and understanding their meaning, where the brain is used to transform words and sentences. That is, it can be read silently or out loud, pronouncing each word read. Furthermore, reading is a comprehension of the content of a text or other media to obtain information, through language, graphic signs, or some linguistic symbology. (Blakeley, Sasha, 2022)

Reading is a thinking process because it allows the readers to use what they know, called prior knowledge. During this process, the readers comprehend what they are reading, organize their ideas, and use strategies to find the meanings of new vocabulary.

Reading is one of the problems that certainly concern librarians in their scientific, pedagogical, and professional activities. Therefore, it is not convenient to dismiss the ideologies and theories nested in them, because they act on us even though sometimes we know little or nothing about it.

According to (Changuan & Obando, 2022) English teachers must propose more strategies because reading skills allow comprehension of what is being read with different texts. In the learning process, the teacher combines methods, and techniques to practice reading and motivate the students with reading habits and can increase their vocabulary, and phrases. Furthermore, they have the opportunity to be seekers of information that helps in different amenities of their lives.

## 1.13.  ESSENTIAL SKILLS FOR READING

Reading Skills are necessary since childhood for good language acquisition. Furthermore, people consider that reading is an easy skill. But it is a complex process because it has other abilities. Thus, the students must improve or develop this skill because there are types of reading skills to improve it.

### ✚ *Decoding*

Decoding is the faculty of pronouncing sounds that students have heard but non written. Furthermore, it depends on an early skill called phonemic awareness which consists of hearing and manipulating different sounds and also allows one to hear the phonemes.

### ✚ *Phonics*

Phonics recognizes the connection between sounds and letters. Therefore, the students first decode while writing and spelling.

#### ╋ *Vocabulary*

It is vital to use this vocabulary ability because it helps to understand the meaning of words in their context. If the students know more words, they will read and understand better. The students will have more vocabulary due to the influence of reading in their lives, and also the teacher must explain the meaning of the new words.

#### ╋ *Fluency*

It is the ability to read aloud with comprehension, accuracy, and velocity. Furthermore, students have a good rhythm and proper tone to make no mistakes. The spelling of the words helps with fluency

#### ╋ *Reasoning and Background Knowledge*

It is an excellent skill because it helps students with prior knowledge to infer and conclude.

#### ╋ *Reading Comprehension*

It is understanding the text's meaning, such as tales or informative books. In tales books, the students imagine the characters and share different situations such as adventure and fun. On the other hand, through informative books, the students obtain information on new topics. Reading comprehension is a skill that requires time and practice. (Planet Spark, 2021)

## 1.14. READING SKILLS TECHNIQUES

Reading techniques are a series of precedents that stimulate the comprehension of the context. Furthermore, it seeks to improve speed, analyze, and internalize what has been read, allowing correction of content understanding errors since it is difficult to comprehend learning without reading.

On the other hand, the students have to face difficulties in the build of their knowledge because it is important to emphasize that the students understand what they read based on their previous knowledge about the subject they are reading, that is if it is significant to them, the probabilities of comprehension can be presented on a large scale.

### 1.14.1. Pre-viewing Technique

This technique is based on getting the first impression of a text; by reviewing the materials; for example, by reading the title and looking at the pictures. Thus, the students can get acquainted with the context. In Addition, in the Previewing Technique, the students can relate the text to their experiences, helping students understand the information.

### *1.14.2. Scanning Technique*

The scanning technique is based on looking for specific information and collocations; for example, ideas, opinions, statistics, incidents, and facts. Furthermore, it involves the rejection of ignoring non-important information to locate a particular fact, because it is necessary the use the eyes quickly, where the student can respond the questions about a topic.

### *1.14.3. Skimming Technique*

Skimming Technique is based on looking for the main ideas of the text. Moreover, it is read to obtain a general vision of materials. The readers do not pronounce the all words because they center on the core of the text. For example, read magazines or newspapers. (College, Butte, 2019)

### *1.14.4. Inferring Technique*

Inferring is a technique in which the students use previous knowledge and information to make conclusions. Furthermore, it is a strategy for reading comprehension because the students combine personal knowledge with evidence to differentiate them. Therefore, the teachers permit sharing, discussing, and debating the inferences. (Fries, Jessica, 2011)

## 1.15.  READING COMPREHENSION

Reading Comprehension is the development of meaning through the main ideas of the text. Comprehend a text in a clean way inferring in reading and comprehending between the lines. According to (Cupuerán & Mantilla, 2021) in their investigation mentions that reading comprehension is fundamental because it must be raised in childhood early to be developmentally appropriate and educate students. Furthermore, achieving effective reading involves different processes such as imagining what the words and pictures describe, understanding the content of different books, and evaluating the student's comprehension of the reading.

In addition, it is a complex process because is not easy to comprehend the message of the context and also, capture the meaning that transmits the reading. Moreover, the students must discover and identify the words and meanings of new vocabulary. (Liou, Karen, s.f)

### 1.15.1. Pre-reading phase

A prediction is a pattern that the students must do before the reading. A text is similar to a movie because there are many genres such as horror, romance, comedy, etc. For example, the scientific article has characteristics to identify. Furthermore, writing is a through to identify the type of reading.

### 1.15.2. During the reading phase

In this part, the students reviewed the keywords after identifying the most important part of the text. Furthermore, it is necessary to take notes as a guide to reference and continue the reading.

### 1.15.3. Post-reading reflection

This part helps to identify the strengths and weaknesses of readers and influences in how is comprehend the text. (Zimmerman, S, 2003)

## 1.16. READING COMPREHENSION IN ECUADOR

Reading Comprehension is developed through reading with critical thinking and using texts with different information. Reading is effective in improving the reading comprehension of the students with different activities. Furthermore, the students strengthen their grammar, and vocabulary with grammatical rules, and also develop creativity and imagination with innovative activities.

According to (Ministry of Education, S.f) Reading comprehension also involves noticing how texts are organized, understanding discourse analysis such as occurring by contrasting L1/L2 styles, activating schema, and recognizing connectors and joining words that help with the organization of the contents. Learners should be able to identify and understand simple informational texts such as emails, labels, messages, advertisements, etc. Skimming for gist, scanning for specific information, reading for detail, and making inferences are part of the skill set that allows readers to process these texts.

# CHAPTER II: METHODOLOGY

This chapter shows the methodology of this investigation work. Furthermore, it has information about the methods used in this project. Likewise, this section presents the data collection by applying instruments, the number of participants getting a sample of the population due to the great number of students and the participation of some authorities of the institution, and finally, the analysis of the results obtained.

## 2.1. Type of investigation

The present investigation employs a mixed-method approach, qualitative and quantitative. According to (Bhandari, Pritha, 2020), it is an approach that consists of the collection, analysis, and interpretation of both qualitative and quantitative approaches. Therefore, by using this method, the study provides a broader view through qualitative data. In addition, explain the quantitative results that guarantee the validity and reliability of the results obtained.

Quantitative research focuses on closed information that is used to measure attitudes. For example, rating scales. On the other hand, this approach consists of statistical analysis with different tools or instruments, such as surveys that allow people to answer the questions of investigation or perhaps to test the hypothesis planted. Furthermore, this investigation employs numbers and logic, that is, numerical data and reasoning to do research spontaneous, free-flowing manner. (USC, Libraries, 2023)

Qualitative Research is open information in that the researcher collects data through interviews, discussion groups, and observations. Qualitative data analysis (words, texts, and behavior) is a research strategy that is gaining increasing attention in all disciplines.

This research was descriptive and able to examine where seeks to Examine because strategies are developed to improve certain difficulties in the language. The objective of this investigation is not necessarily to propose a definitive solution but to obtain good results and serve the future of a class in English. On the other hand, descriptive research focuses on the characteristics of the population, such as the "what", instead of the "why" of the research subject, using different approaches and tools.

## 2.2 Research Method / Design

This investigation work uses a deductive method because it starts with a problem to resolve after this establishes a theoretical framework, data collection, analysis, discussion, and design of the proposal, and finishes with conclusions and recommendations for this investigation.

According to (Román, Santiago, 2015) deductive method is the most useful in testing hypotheses since it offers the possibility of explaining the causal relationships between concepts and variables. With the deductive method, you can also generalize the results of the investigation to a certain extent.

## 2.3 Tools / Techniques

This part presents the techniques and tools used for data collection, such as interviews and surveys. The survey was applied to seventh-graders. Likewise, the interview was applied to the principal and English teacher. On the other hand, these instruments were validated by an English teacher of English Major.
The techniques that the researcher used for this study were the following.

### 2.3.1 Survey

This instrument was used to collect quantitative data for this investigation work. (Anguita, Casas,J; Campos, Donado j; Labrador, Repullo, JR, 2003) mention that the survey allows us to obtain and make data faster for an investigation. It is a technique that uses a set of procedures that collect and analyze a data series of a sample of a population. The interview was applied to 120 seventh-graders from Unidad Educativa Ibarra of parallels A, B, C, and D. It is worth mentioning that, the survey was applied in English. The investigator gave two surveys, one in Spanish and the other in English being the Spanish a guide to fill in the survey in English. The questions were ten questions closed about the problems in reading skills and the materials that the teacher uses. Also, the use of folktales as a strategy for reading skills and improving reading comprehension.

### 2.3.2. Interviews

This technique was used to develop the investigation and data collection qualitatively. The interview is more effective than a questionnaire because it obtains complete and deep information and also presents clarifies doubts and ensures useful and detailed answers. (Diaz, Laura, 2013). This technique was used to develop the investigation and data collection qualitatively. The interview is more effective than a questionnaire because it obtains complete and deep information and also presents clarifies doubts and ensures useful and detailed answers.

In addition, this investigation work applied two interviews with the Principal of Unidad Educativa Ibarra and a seventh-grader English Teacher. The interview of the principal consisted of four questions about the English level that students must have according to the Ministry of Education (A1), the materials, the methodology to have a good performance in the English Language in the institution, and his perspective about this strategy as the folktales. The English teacher was interviewed about the performance in the

English language, even more so in reading skills. In addition, it analyzed the type of strategy that the teacher uses to promote reading, as well as the materials, for how long these activities are carried out to improve and develop the reading habit, and their opinion of her about this strategy. This interview consisted of five questions.

### 2.3.4. Research questions

How can folktales improve reading skills?
What benefits have folktales transmitted the Language 1 to Language 2?

### 2.4. Study site

For this investigation, the Unidad Educativa Ibarra section is primary, with AMIE Code:10H00120. It is located in the Ibarra center in the parish of San Francisco, on Mariano Acosta Avenue 14-27 and Gabriela Mistral Street. This institution was founded on September, 17th, 1951, and is one of the institutions with more prestige in the north of the country until actually. It is a public institution that consists of a face-to-face modality as morning, evening, and night. Furthermore, it has three blocks of study for the Initial Level, primary, and baccalaureate.

### 2.5. Population and sample

The research population was seventh-graders at Unidad Educativa Ibarra. This section is divided into five parallels (A, B, C, D, and E) giving a total of 175 seventh-graders with an average age of 11 to 12 years old. The sample type is probabilistic because it applied the formula to find the sample in the students. The sample was 120 seventh-graders and 2 authorities as the principal and English teacher; This investigation as the final sample obtained 122 participants. The development to find the population sample was carried out in the following.

$$\frac{Z^2 * N * p * q}{e^2 * (N-1) + (Z^2 * p * q)}$$

n= $\dfrac{(1.96)^2(175)(0.5)(0.5)}{(0.05)^2\,(175-1)+\,(1.96)^2(0.5)(0.5)}$   n= $\dfrac{(3.84)(175)(0.5)(0.5)}{(0.0025)(174)+(3.84)(0.5)(0.5)}$

n= $\dfrac{168}{(0.68)+(3.84)(0.5)(0.5)}$   n= $\dfrac{168}{(0.43)+(0.96)}$

n= $\dfrac{168}{1.39}$   **n= 120 R**

### 2.6. Procedure

Developing this project takes information as the theoretical foundation related to the theme. Firstly, was created the instruments as interviews and surveys. The questions were designed, based on objectives so this information will help in the development of the final proposal. These questions were focused on the English curriculum, the strategies, and the use of folktales to improve reading skills. Furthermore, the instruments of the investigation were reviewed by the tutor teacher and then, to be approved and validated by an English teacher. Secondly, it was requested a permission letter from the Universidad Técnica del Norte to the principal of Unidad Educativa Ibarra and investigate this institution.

After that, the principal accepted the request and quickly was interviewed at this moment. However, for the interview of the teacher and survey of students, the investigator returned to the institution in the afternoon due to the students and teacher started the classes in that modality.  In this way, before starting the interview with the Principal, and English teacher, the researcher delivered a consent letter informing them of the purpose of the research.  The interviews were applied to the principal of the establishment in ten minutes, and for the English teachers, the time required was fifteen minutes.

The surveys were applied to seventh-graders. In this part, the investigator delivered the survey to the students, but the consent letter was not delivered due to the survey was anonymous. In addition, the researcher delivered two surveys, one in Spanish and the other in English. It is important to mention that the survey in Spanish only was a guide to fill it in the survey in English, thus obtaining accurate results of the survey.

Finally, after applying the research instruments, interview, and survey, the respective analysis and discussion of this chapter.

## CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter presents the analysis of data collection. It was applied to the instruments, the interview with the principal and English teacher of seventh-graders, as well as the survey of the students. The purpose of the teacher interview was to collect data and information concerning the difficulties in reading comprehension, activities to foment the reading habit, and the materials that the teacher uses in English class.
The survey of students was to get information about whether they like to read in English, identify the problems when they read, and use folktales to improve their reading skills.

This information helps to develop the guide as part of the proposal for this project. Finally, to describe the data in the interpretation and the discussion. This process was completed in a few days to finish the academic period in schools and high schools.

### 3.1. Qualitative interpretation of the interview

### 3.1.1. Results of the principal

The interview was carried out with the Principal at Unidad Educativa Ibarra, which provided information about the process of Teaching English in this institution. The main objective of this interview was to get information about seventh-graders, and teachers. It is worth mentioning that the interview was conducted in Spanish because the principal does not speak English. Finally, each question and answer was translated into English for this investigation. The interview had four questions and an interpretation.

**Questionnaire**

**Question 1.- According to established the Ministry of Education in the National Curriculum, the seventh- graders in their exit profile must have an A2 level. What are the major problems you encounter to reach the level?**

Well, good morning. Firstly, it is set for real in the Curriculum of the Ministry of Education, jointly with technical, specialists who do not realize the reality of what live each educational institution. The number of English hours is insufficient at those levels even at lower levels too. There are no resources, there are no materials, that is to say, there exist many difficulties in getting to level A1. A situation, it confirms in the documents, in the papers and a situation very different is what is lived in the reality of each educational institution.

**Question 2.- Do you consider that the materials, resources, and methodology are sufficient to meet the needs of the students to reach the A1 level?**

Eh...That is another failure in the educational system, unfortunately. We have not even had basic resources for carrying out adequate educational work in institutions and schools across the country, no resources, no materials, and no technology that is required to strengthen English Teaching. The truth is, to be very honest there are many difficulties in the methodology with some teachers, so, all this accumulation of situations does that English classes at these levels not in optimal condition. Therefore, the desired results are not achieved.

**Question 3.- Concerning Reading skills, do you consider that students are motivated to read in English?**

The truth, there are many studies at the national and international level that there are serious problems with Spanish reading from there we have a strong inconvenience there would be to see how to solve by different causes, and in English a lot more still. It is unfortunate but it must be said, that there are many shortcomings in Reading in English, so

it will be something to assess, measure, and see how is it strengthened.

**Question 4.- Do you consider Folktales like the legends of our town would be a good pedagogical strategy to encourage reading and improve the reading comprehension of seventh-graders?**

It seems to me that yes, it would be a valid and good resource that would help to strengthen the reading of guys and above all that they are interested in legends owns of our town and our province, first that they find out of our culture because it is something very important. And it is from that point of view motivating them from there would be cool and very good that let it go to English for can strengthen what it has to do with reading.

### 3.1.2. Principal interview summary

The results obtained from the interview of the principal show that the Unidad Educativa Ibarra has not reached level 1 in seventh-graders as well and it established the Ministry of Education due to different problems such as the lack of resources, materials, and the methodology that uses some teachers. Furthermore, the English hours are little which prevents the development of the English and improves this skill. The lack of reading is a serious problem due to the students' shortcomings in reading the Spanish language, their language native and for this reason, the English Language sees the same problems.

On the other hand, the teacher must motivate the students with different resources that help the students with their problems in reading comprehension.

### 3.2. Results of English Teacher Interview

The interview was carried out with the seventh-grader English teacher about the parallels that were taken as a sample. The main objective of this interview was to know the difficulties of the students in learning reading skills. As well as too, the materials, and methodology that the teacher uses to improve this skill. The interview was applied face-to-face with the teacher in Spanish, to answer in detail and lasted 15 minutes.

**Questionnaire**

**Question 1.- Regarding reading skills, which problems have you been able to detect in the students' reading comprehension in English?**

Well, one of the conditions that can be identified in seventh-grader kids is that they do not sometimes identify the main idea and the specific ideas that have a text. That limits their understanding and comprehension and gives a logical explanation of what they are reading.

**Question 2.- From the problems you mentioned, which pedagogical strategies have you used toimprove your students' reading comprehension? ¿What are the results you have obtained?**

Well, one of the strategies is to brainstorm with them from the picture that they see, from the title of the text, it brainstorming of one to another... I write on the board all ideas that are generated from each one of them so they can help each other and then, in the text I carry out questions. For example, question inquest is a great strategy, What is the text about, that they identified from the context such as characters, for them to generate small ideas, and then polish them, I do ask true and false questions, and they underline and identify words they know or unknown words too, for extracting of them the ideas.

**Question 3.- Concerning reading comprehension, what didactic materials have you used to improve and motivate your students? What importance do you give to reading inclass?**

Well. For me, it is one of the skills that we must develop, reading, and reading comprehension. In this case, I give all-important than reading deserve in this time. We know that the Ecuadorian culture, on the one side, is very limited and we can see that little interest in reading. However, I always try to move forward with the four skills, then there will always be in the week at least something that read.
Regarding the materials, they are readings of different natures. I work with the Module that offers us the Ministry of Education, in such a way that according to it moves forward the contents there are different types of reading, there may be science, there may be technology, there may be entertainment, and the environment, so students are exposed to different types of text not only, let's talk about an article. They read little cards too, small introductions that somehow, I believe have improved their reading comprehension. Every time, we finished the exams the students evidenced that they had achieved the goal they read basic texts and reached a comprehension level for their age and the year they were studying.

**Question 4.- Do you think folk tales from your town (Legends, myths, etc.) are an excellent strategy for students to improve reading comprehension? Yes, or no?**

Of course, above all because if they are folktales the children know them in Spanish they will be easier to transfer from Language 1 (L1) to Language 2 (L2) so when there are those relationships is easier for students, to assimilate and some way, identify the main idea of the text because they have it on language 1 (L1).

**Question 5.- Do you think that folktales are a useful strategy to improve your students' reading comprehension and also get in touch with the culture of the town from a young age?**

Yes. We as a country that is enriched by many ways of cultural expression, in the

reading through of this type of materials it would be quite nice, unfortunately at the moment we do not count with this types of materials but yes, this would be very beneficial for the development of the skill of reading comprehension in the children.

### 3.2.1. English Teacher Interview Summary

Results obtained from the interview of English teachers show that seventh-graders carry out different activities of reading in classes due to the teacher developing this skill and working jointly with students, to do their questions (True or False), and identify the important aspects that the readings. Moreover, the teacher carries out a good strategy as brainstorming so students can imagine or know about the text. On another point, the use of Modules as material to Teach language has helped the performance of the students but is considered that it is important first to improve the reading of Spanish to have not same problems in a foreign language.

### 3.3. Quantitative interpretation of survey from students

### 3.3.1. Results from students' survey

This survey was applied to 120 seventh-graders as a sample at Unidad Educativa Ibarra. It is worth mentioning that the students were in an exam period. Moreover, the investigator gave 2 surveys, one in Spanish and the other in English. The survey was in Spanish as a guide to the students but it was completed in the survey in English.

**1.- Do you like to learn English?**
*Figure 1: English Learning*



31%

13% 0%

56%

a) Always
b) Sometimes
c) Rarely
d) Never
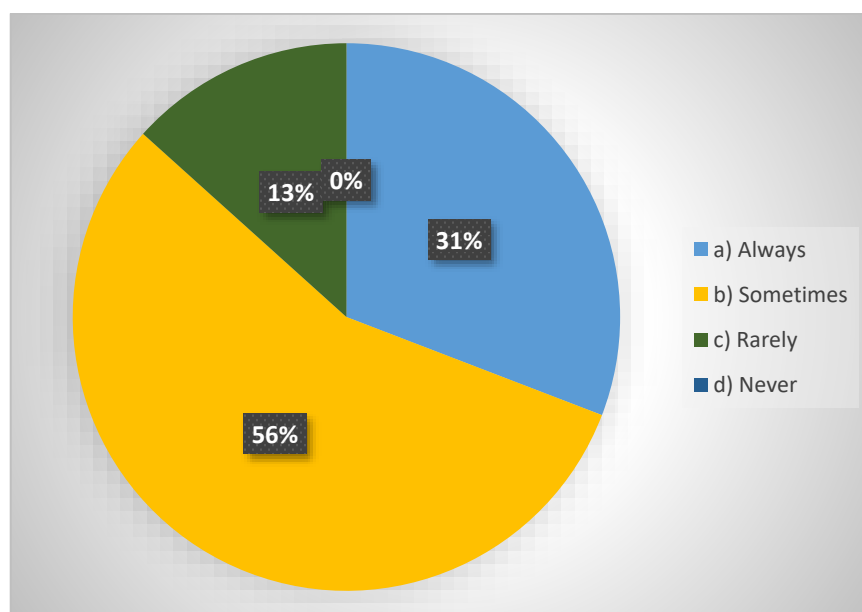
*Elaborated by: the author*

**Analysis:**

This pie chart illustrates information about English Learning in seventh-graders at Unidad Educativa Ibarra. According to the results, the majority of the sample surveyed, sometimes like to learn the English language. However, it shows that one certain part always likes to learn English. So, this means that seventh-graders do not consider the importance learning of a second language as English. Furthermore, a small group of students rarely like to learn this language.

**2.    The activities carried out in English class by the teacher are:**

*Figure 2: The activities that use the teacher in class*
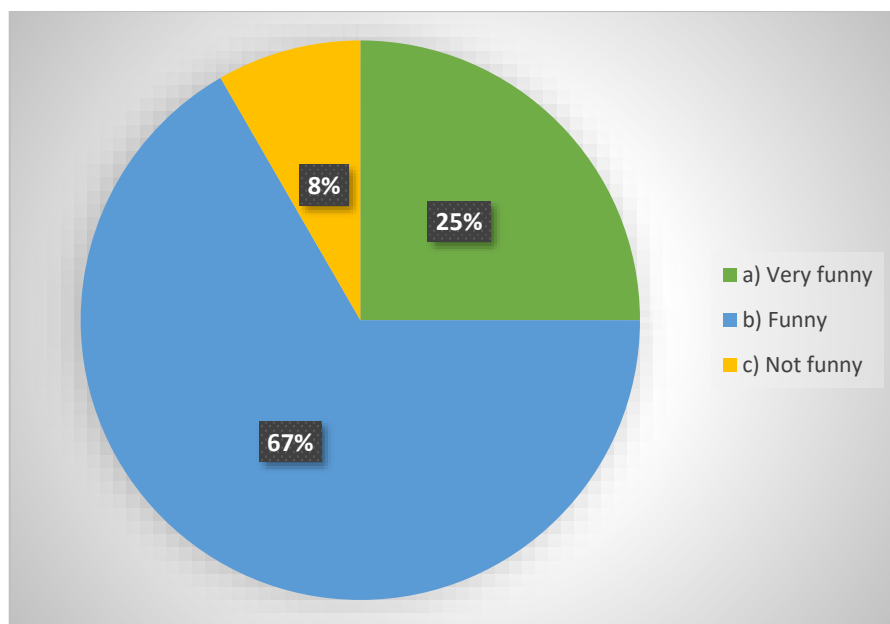


*Elaborated by: the author*

**Analysis:**

This pie chart shows the results of the activities the teacher uses in English classes, in which the majority of the sample state that they are fun. This means these activities motivate the students and they feel good carrying out them. In addition, it shows under half consider that these activities are very funny and that the minority mention that they are not funny.

**3.    Do you like to read in English?**

*Figure 3: English Reading*
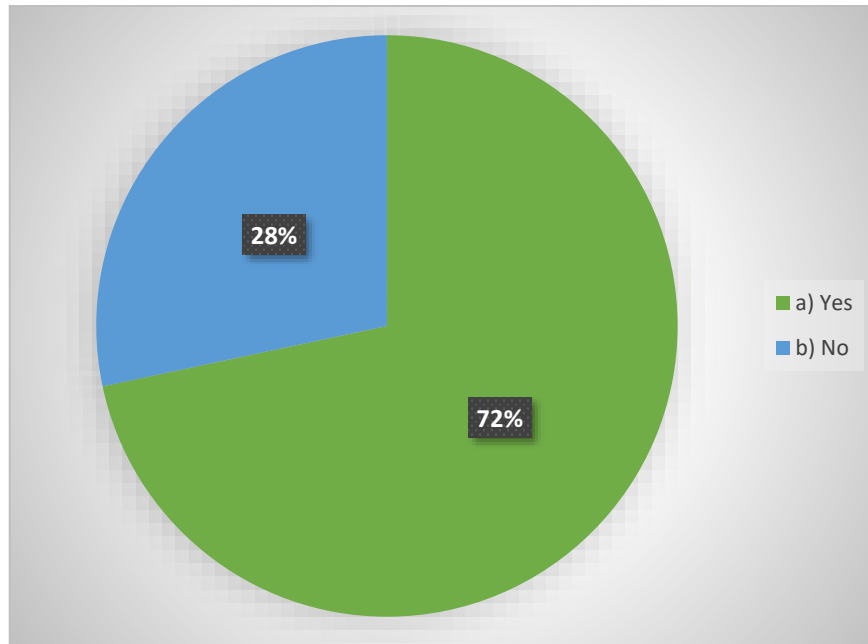
*Elaborated by: the author*

**Analysis:**

This pie chart presents information about Reading in English, in which the 72% majority of the sample surveyed expressed that they like to read in English. This data shows that students prefer to read in English due to the multiple benefits of English Language Development, especially reading skills. However, a small proportion 28% points out that they do not like to read in English.

**4.    Which materials does the teacher use to foment the reading in English class?**

*Figure 4: Materials that the teacher uses to foment Reading English*
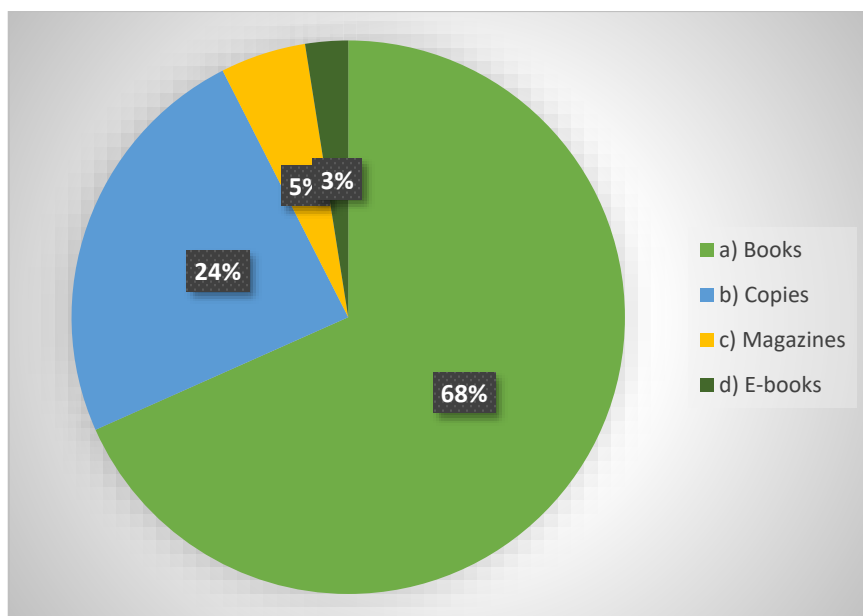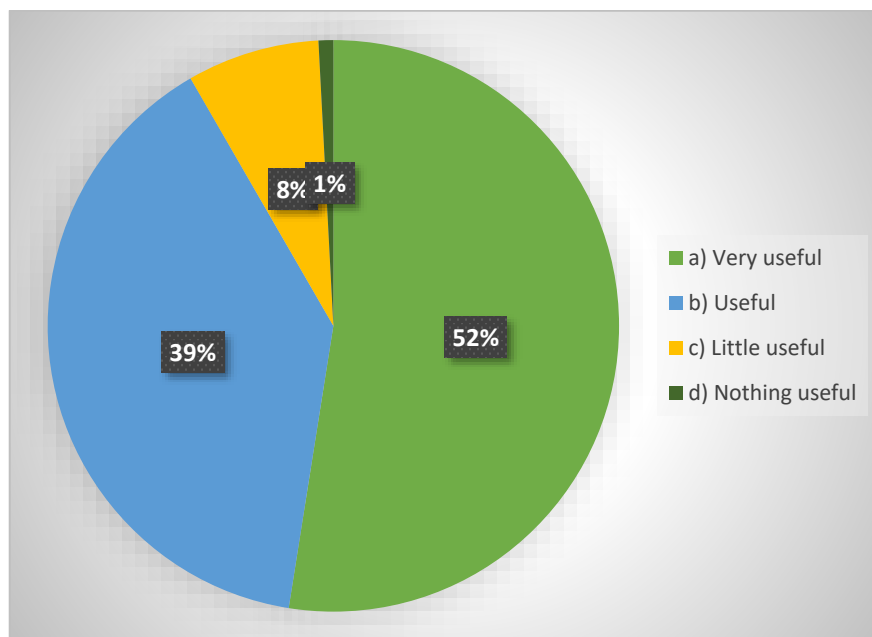


*Elaborated by: the author*

**Analysis:**

This pie chart gives information about the materials that the teacher uses to foment the reading. According to the results, the majority of the sample chose books as the most used material in English class. As well as a sizeable quarter chose copies to foment the reading in English. Finally, a minority chose magazines and E-books as materials less used for reading skills.

**5. How useful are these materials to improve reading comprehension in students?**

*Figure 5: The use of materials to improve reading comprehension*



*Elaborated by: the author*

**Analysis:**

This pie chart provides the results how useful of the materials are to improve reading skills. This shows that the majority expressed that they are very useful to improve reading comprehension. In addition, a significant proportion states the materials that the teacher uses are useful. However, a minority consider that these materials are little useful and nothing useful. This means that they do not attract the attention of some students.

**6. What are the most frequent problems you find when reading in English?**

*Figure 6: Frequent problems in the English Reading*
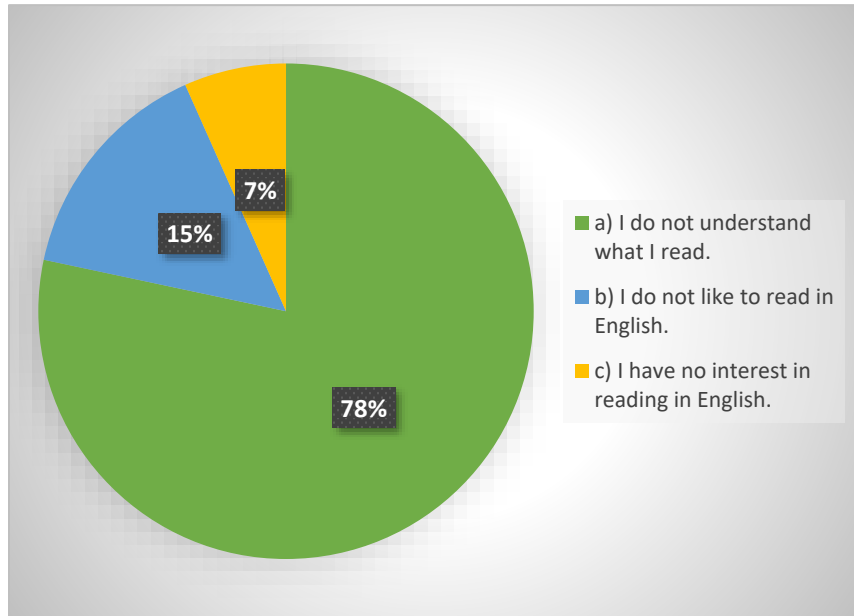
**Analysis:**

This pie chart provides information about the frequent problems when the students read in English. According to the results, more than triple of the sample surveyed mention that the most frequent problem in reading is when the students do not understand what they read. For this reason, the students are complicated to read in English. On the other hand, a sizeable quarter of the sample state that they do not like to read in English and they have no interest in reading English having this percentage very low.

**7. Have you heard folktales or legends from your town?**

*Figure 7: Folktales or Legends from the town*

40
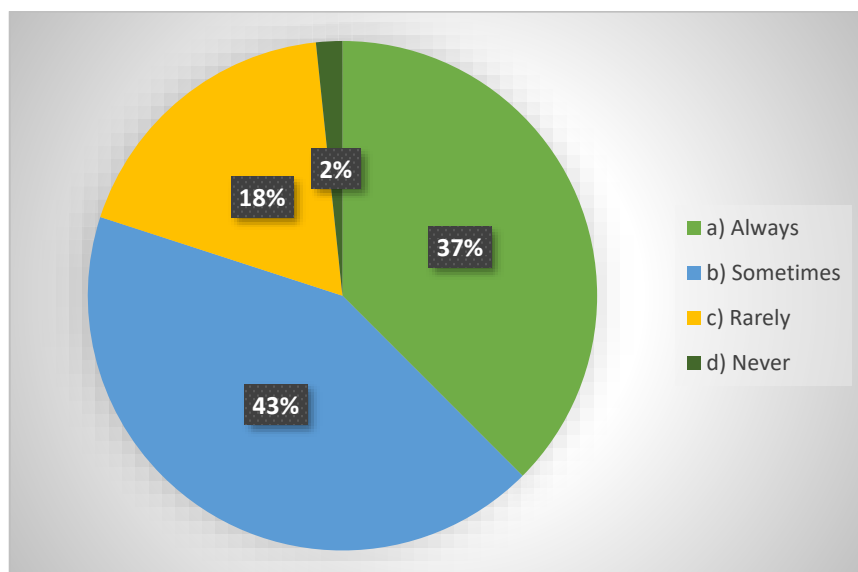
**Analysis:**

This pie chart illustrates information about heard folktales or legends from the town. It presents that the majority of the sample surveyed, sometimes hear folktales or legends. On the other hand, a significant proportion mentions that always hear these tales to get in touch with the culture. However, it shows that one certain part rarely hears them. Furthermore, a small group of students never heard the folktales or legends from the town.

**8.  How have you learned about the folktales or legends of your town?**

*Figure 8: Folktales of Legends*
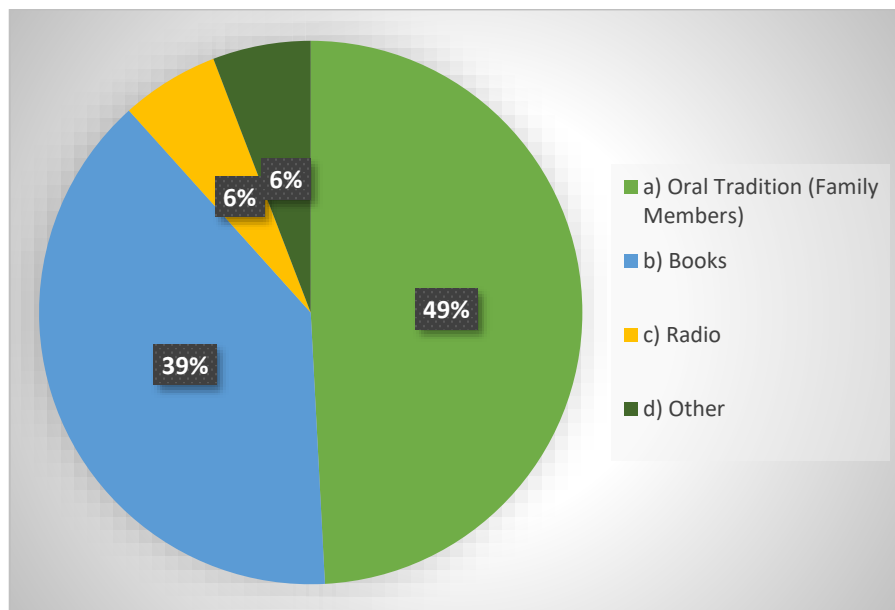


*Elaborated by: the author*

**Analysis:**

This pie chart provides information on how the students heard the folktales. First, the majority of the sample surveyed have heard folktales or legends by oral tradition (family members). This means that the relatives share with the students different events that happened in the town. Second, a significant proportion mentions that they have heard them through books, where they discover these amazing stories. Finally, a minority of sample students have heard on the radio. Furthermore, a small group mentioned that they have heard folktales or legends in the school as another way to know the folktales or legends.

**9.  How motivated do you feel when using folktales or legends to improve reading comprehension in the English language?**

*Figure 9 The Use of Folktales or Legends to Improve Reading Comprehension*
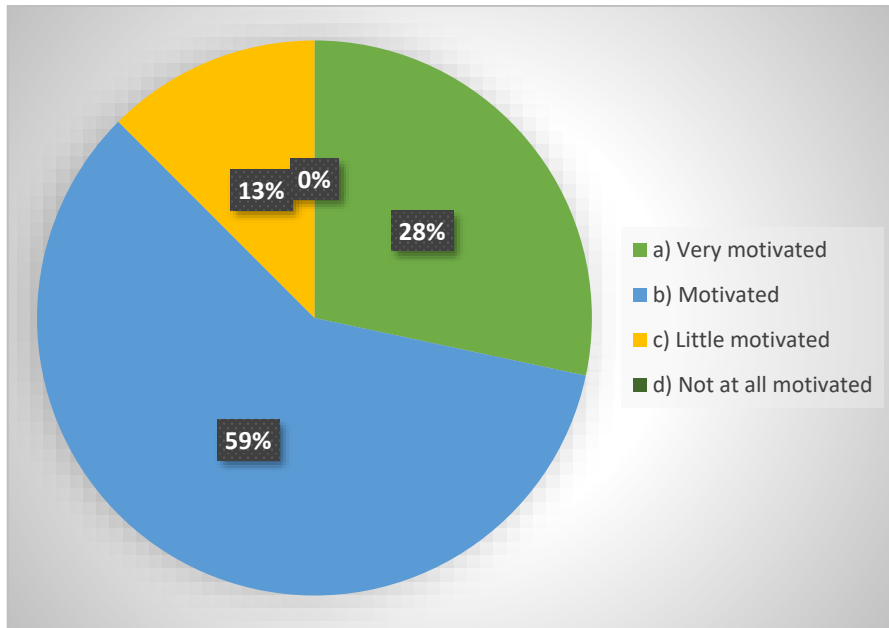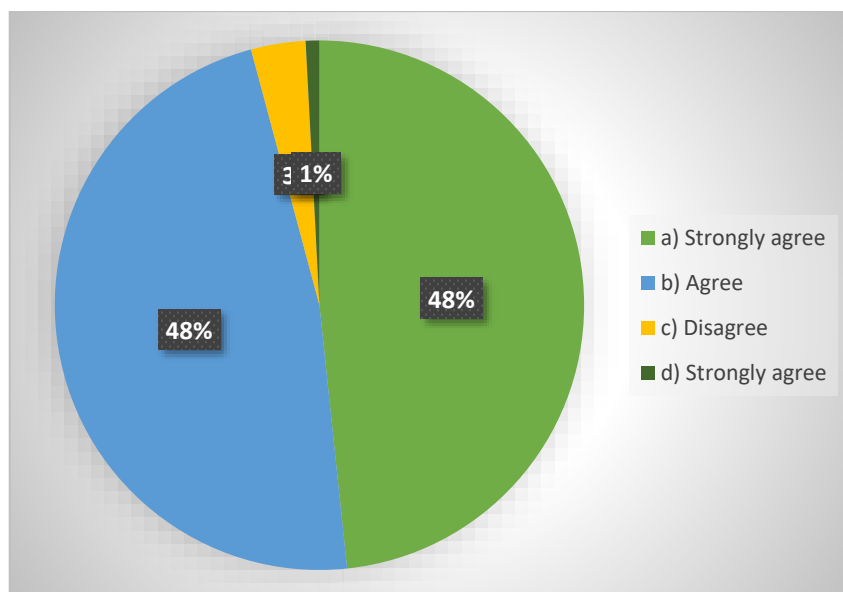
*Elaborated by: the author*

**Analysis:**

This pie chart shows the motivation of the students to use folktales or legends to improve reading comprehension. According to the results, the majority of the sample feel motivated due to it being a new strategy for them in the English Language. In addition, a sizeable quarter mentioned that they feel very motivated. Finally, a minority of sample students feel little motivated to use these folktales or legends of the town.

**10. Do you agree that folktales allow you to know the culture of a town?**

*Figure 10 Getting to Know the Culture with Folk Tales*



*Elaborated by: the author*

**Analysis:**

This pie chart shows that folktales allow us to know the culture of the town. According to the results, half of the sample strongly agree that folktales allow being to get in touch with the culture and know the different events fictitious of the town. In addition, the other half sample surveyed state agree. Finally, a minority of sample students disagree and strongly disagree. They consider that does not allow them to know the culture.

## 3.4. Discussion

According to the results obtained, the interviews, and the surveys of the seventh-graders at Unidad Educativa Ibarra, it was a great help due to providing information valuable for this investigation. The level of English in schools and high schools is different due to the methodology, the materials that the teacher uses, and the teaching for this reason the students have different problems with the skills of English. Furthermore, after analyzing the interview answers of the Principal and English teacher, there exists a contradiction due to both having different points of view. The principal states that seventh-grade students are not able to reach the A1 established by the Ministry of Education due to different factors, such as a lack of resources, materials, and methodology. However, The English teacher states that seventh-grade students are at level A1 because the teacher gives importance to English. In this part, is considered that the English teacher is the person that knows the reality of the English language in the classroom.

Regarding the reading, the two people interviewed stated that the students do not like reading in English because there are different shortcomings in our mother language and lack of habit. On the other hand, after analyzing the results of the survey, it can be said that seventh graders consider English an essential language in their training and reading too. Therefore, students mentioned that they would like to use the folktales to improve their reading comprehension.

Finally, after examining the results, it is evident that the use of folktales in reading skills was considered a great strategy due to the students know in Spanish these stories (L1) and it would be easier to transfer to English (L2) but unfortunately, there are not these materials in the institutions.

# CHAPTER IV: PROPOSAL

## 4.1. Title

Learning English with Ibarra Legends

## 4.2. Introduction

Reading skills play a necessary role in language learning and are the foundation for productive skills such as how to write. Reading allows the development of vocabulary text comprehension and word resolution to understand the meaning. However, after the results were obtained, it was demonstrated that there are some problems such as not understanding what read, types of activities that are done in class, and topics that are not so interesting for students when they read. For these reasons, the proposal was designed to provide a pedagogical strategy to lead and improve the reading process in the English language in seventh-graders from parallels A, B, C, D, and E to help the teacher in the teaching process from Unidad Educativa Ibarra.

This proposal is based on implementing different fun activities involving certain folktales of Ibarra City so that the students get in touch and know their town's culture and can improve their reading ability. Moreover, this guide includes three units with the best-known folktales of Ibarra city. Unit 1: The White Witches on Ibarra. Unit 2: The Loves of Taita Imbabura. Unit 3: The Hoarse Box. The activities of each unit are designed with different activities not only to improve reading skills but also creativity, and imagination among others.

Finally, the Folktales of Ibarra motivate the students to improve their reading abilities as reading comprehension and know the different events that happened in the town.

## 4.3. Justification

This proposal presents different activities as a solution to improve reading comprehension using folktales from Ibarra City.

Using folktales can improve students' reading because it is a great strategy to start with short stories. In Ecuador and different places in the country, especially in the city of Ibarra, students do not like to read but they can also remember these facts in the city of Ibarra.

The proposal will be vitally useful because students come into contact with culture and discover wonderful stories where students can develop their imagination and creativity.

## 4.4. Objectives

### General Objective

- Create a didactic guide using folktales of Ibarra city to improve the reading skills of seventh-graders at Unidad Educativa Ibarra.

**Specific Objectives**

- Select the folktales of Ibarra city best known to improve the reading skills of seventh-graders.

- Elaborate different activities with Folktales to improve reading comprehension for seventh-graders.

## 4.5. Location

The Unidad Educativa Ibarra is located in the Ibarra city center, in the parish of St. Francisco, addressed on Mariano Acosta Avenue and Gabriela Mistral Street with numbers 14-27. This institution was founded in 1951 being an institution just for women. This proposal was designed for seventh-graders of parallels A, B, C, D, and E.

## 4.6. Beneficiaries

The main beneficiaries of this proposal are the seventh-graders and English teachers at Unidad Educativa Ibarra. The teacher can use this pedagogical guide as a strategy to improve reading skills. Also, the students will be involved with Folktales of their town that they have learned, they can be able to transfer from Language 1 to Language 2, foment the reading habit started with short stories discovering the different amazing events in the town. Finally, the teachers will also be the beneficiaries because this guide will have different activities that help motivate the students to read. After all, institutions do not have this type of material to work with the students.

# LEARNING ENGLISH WITH IBARRA LEGENDS

## Guide to improve Reading Comprehension

Author: Mishell Cupuerán

# INTRODUCTION

Reading skills play an important role in language learning and are the foundation for productive skills such as how to write. Reading allows the development of vocabulary text comprehension and word resolution to understand the meaning. However, after the results were obtained, it was demonstrated that there are some problems with reading, types of activities that are done in class, and topics that are not so interesting for students when they read. For these reasons, the proposal was designed to provide a pedagogical strategy to lead and improve the reading process in the English language in seventh-graders from parallels A, B, C, D, and E to help the teacher in the teaching process from Unidad Educativa Ibarra.

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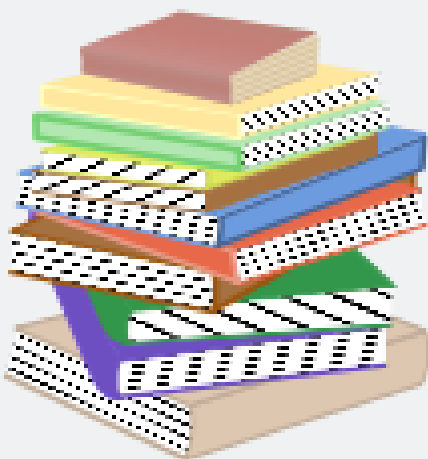
Finally, the Folktales of Ibarra motivate the students to improve their reading abilities as reading comprehension and know the different events that happened in the town.

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Using folktales can improve students' reading because it is a great strategy to start with short stories. In Ecuador and different places in the country, especially in the city of Ibarra, students do not like to read but they can also remember these facts in the city of Ibarra.

The proposal will be vitally useful because students come into contact with culture and discover wonderful stories where students can develop their imagination and creativity.

# OBJECTIVES

## GENERAL OBJECTIVE

· Create a didactic guide using folktales of Ibarra city to improve the reading skills of seventh-graders at Unidad Educativa Ibarra.

## SPECIFIC OBJECTIVES

· Select the best folktales of Ibarra city as a resource to improve reading skills.

· Elaborate different activities with Folktales to improve reading comprehension for seventh-graders.

# WELCOME
## INDEX

# TEACHERS' AND STUDENTS' ROLES.

## FOLKTALES OF IBARRA: LEGENDS

**TEACHERS' ROLE**

The teacher is a guide, and facilitator a person with the students to build knowledge individually and collaboratively.

**STUDENTS' ROLE**

The student is engaged with building their knowledge.

# UNIT 1
# THE WHITE WITCHES OF IBARRA

## UNIT OBJECTIVES

- To learn new words from the folktale of white witches of Ibarra.
- To use the simple past tense and do different activities and examples.
- To develop imagination and creativity with fun activities.

## MATERIALS

- Folktale         - Colors
- Worksheet      - Pencil
- Scissors
- Glue

---

- Level: A1
- Age: 11-12 years old.
- Time: 40 minutes

## VOCABULARY

Ancient, anger, annoy, branch, bonfire, cross, crying, hairy, jokers, laughs, pimples, polka dots, schnapps, screams, spells, spy on, tricks, warts. / hat, dress, broom.

## GRAMMAR

Simple Past Tense
What is?
Structure and Example.

# LESSON A

## TEACHER 🔍

- The teacher will present different pictures about the topic of Folktale.
- The teacher will teach the vocabulary of The White Witches of Ibarra.

## STUDENT 🔍

- Students will read the folktales with the teacher.
- Students will learn the vocabulary of this unit and they will the activities.

## WARM UP

1.- Read the words and draw the different objects of the white witches of Ibarra.

| | | |
|---|---|---|
| Book of spells | Magic wand | Witch hat |

| | |
|---|---|
| Spell pot | Broom |

# PRESENTATION    GLOSSARY

- **Ancient (adj):** Belonging to the distant past, especially to the period in history before.

- **Anger (noun):** It is an emotion that you feel when you think that someone has behaved in an unfair, cruel or unacceptable way.

- **Annoy (Verb):** Make a person lose peace of mind or well-being.

- **Branch (noun):** Part of a plant that grows on the stem or trunk and in which the leaves, flowers, and fruits sprout.

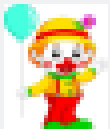- **Bonfire (noun):** Large fire that raises a lot of flame and is made with easily combustible material.

- **Cross (noun):** Figure formed by two straight lines that intersect perpendicularly.

- **Crying (noun):** Shedding of tears together with frequent moaning, wailing, sobbing, etc.

- **Daily (adverb):** Something that is done every day.

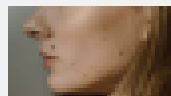- **Hairy (adj):** Covered with down or hair.

- **Jokers (adj):** Person who makes jokes or who is always jokin.

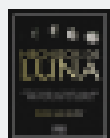- **Laughs (noun):** Something for fun.

- **Pimples (noun):** A skin condition that occurs when hair follicles fill with oil and dead skin cells.

- **Polka dots (noun):** are small skin growths of dark color.

- **Schnapps (noun):** It is a type of brandy especially with more than 32 ° of alcohol.

- **Scream (noun):** Speaking in a higher tone of voice than is considered normal.
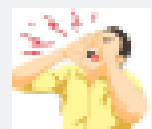
- **Spells (noun):** mysterious and irresistible attraction produced on someone by the charms of a person or a thing.

- **Spy on (verb):** Observe carefully and covertly what someone says or does for some interest or in the service of another person.

- **Tricks (noun):** Ingenious or skilful procedure to achieve something.

- **Warts:** They are small skin growths caused by an infection.

Retrieved from: www.pinterest.es

# PRACTICE 1

| TEACHER 🔍 | STUDENT 🔍 |

- The teacher will show a legend of Ibarra city.
- The teacher will give directions about the activities.
- The teacher will practice the reading with the students.

- Students will read the folktale and discover new words.
- Students will follow the teacher's directions.

1.- Read the following folktale below.

## THE WHITE WITCHES OF IBARRA

Account a legend very ancient that in the north of the country, in the Imbabura province, there lived three witches' sisters, but unlike the horrible witches that wear black and have faced very ugly and full of warts, polka dots, and pimples, these white witches were quite attractive and they always wore white. They traveled from site to site, carrying news faster than by other means. The population always saw the witches flying by the night in the dark sky of Ibarra, but the youngest searched for the tricks and secrets to annoy them. Many men slept on the floor in the form of a cross and if the witches saw them, they fell immediately.

This practice was fun for the guys, but this annoyed the witches. As a product of their anger, they turned jokers into roosters, donkeys, or hairy black pigs, but the spell lasted a few days. Many people in the city used these spells as a protext to disappear some days from their houses to think schnapps with their friends. The witches practiced strange rituals in the field, they danced around the bonfires with pieces of wood in their hands and flowers on their hair while they sang beautifully, but the people started to follow them, spy on them, and make them jokes due to this they were moved away from their traditions and daily rituals, as well as their night flights. Now, it is difficult to find them, if you spend all night in the field, sitting on a big tree branch and with the help of the full moon... maybe you can see them, but don't make jokes about them, because you can be converted into a rooster, donkey, or hairy black pig. If we look up to the sky at night is possible to locate a witch that returns south and spends on the small Ceibo tree of Pedro Moncayo Park. Others state that they heard screams, laughs, and crying at dawn in that place... **all this for the white witches on Ibarra.**

## POST-READING

### TEACHER 🔍

- The teacher will do different activities to improve reading comprehension.
- The teacher will evaluate these activities with a reading rubric.

### STUDENT 🔍

- Students will complete the activities according to the folktale read.

## ACTIVITY 1

- Read again the folktale and complete the following questions.

**A) WHAT IS THE DIFFERENCE BETWEEN BLACK AND WHITE WITCHES IN THE TEXT?**

**B) HOW DID MEN SLEEP SO THAT WITCHES FALL IMMEDIATELY?**

**C) WHAT ANIMALS DO WITCHES TURN PEOPLE WHO ANNOY THEM INTO?**

# ACTIVITY 2

- Read the sentences and complete the answer on the crossword.

ACROSS ➡️

3.– THE WITCHES BECOME THE PEOPLE WHO ANNOY THEM IN ..........., DONKEYS AND HAIRY BLACK PIGS.

5.– THE WITCHES PRACTICED STRANGE RITUALS IN THE ...............

6.– THE BLACK WITCHES ON THEIR FACES HAD WARTS, POLKA DOTS, AND ...........

DOWN ⬇️

1.– WHAT DID THE YOUNGEST DO TO ANNOY THEM?

2.– HOW MANY WITCH SISTERS LIVED IN THE NORTH OF THE COUNTRY?

4.–  IN THE SMALL CEIBO OF PEDRO MONCAYO PARK AT NIGHT YOU CAN HEAR ..............., LAUGHS, AND CRYING.

# ACTIVITY 3

- Read again the folktale "The white witches on Ibarra".
- Write the numbers (1-5) in the circle of the description of each event that happened in this story.

Account a legend very ancient that in the north of the country, in the Imbabura province, there lived three witches' sisters.

The witches practiced strange rituals in the field, they danced around the bonfires with pieces of wood in their hands and flowers on their hair while they sang beautifully.

As a product of their anger, they turned to jokers into roosters, donkeys, or hairy black pigs, but the the spell lasted a few days.

Many men slept on the floor in the form of a cross and if the witches saw them, they fell immediately.

If we look up to the sky at night is possible to locate a witch that returns south and spends on the small Ceibo tree of Pedro Moncayo Park.

# ANSWER SHEETS

- Read the words and draw the different objects of the white witches of Ibarra.

| Book of spells | Magic wand | Witch hat | Spell pot | Broom |
|---|---|---|---|---|

- Read again the folktale and complete the questions.

A) WHAT IS THE DIFFERENCE BETWEEN BLACK AND WHITE WITCHES IN THE TEXT?

- Black witches are ugly with tall nose, polka dots, and pimples.
- White witches were very attractive and always wore white clothes and sang beautifully.

B) HOW DID MEN SLEEP SO THAT WITCHES FALL IMMEDIATELY?

The men slept in the form of the cross.

C) WHAT ANIMALS DE WITCHES TURN PEOPLE WHO ANNOY THEM INTO?

- Roosters
- Donkeys
- Hairy black pigs

- Read the sentences and complete the answer on the crossword.

T R I C K S
T H R E E
R O O S T E R S
S C R E A M S
F I E L D
P I M P L E S

- Write the numbers (1-5) in the circle of the description of each event that happened in this story.

1. Accounts a legend very ancient that in the north of the country, in the Imbabura province, there lived three witches' sisters.

4. The witches practiced strange rituals to the field, they danced around the bonfire with pieces of wood in their hands and flowers on their hair while they sang beautifully.

3. As a product of their anger, they turned to jokers into roosters, donkeys, or hairy black pigs, but the the spell lasted a few days.

2. Many men slept on the floor in the form of a cross and if the witches saw them, they fell immediately.

5. If we look up to the sky at night is possible to locate a witch that returns souls and spends on the small Colbo tree of Pedro Moncayo Park.

# LESSON B

## TEACHER 🔍

- The teacher will give some directions about this activity.
- The teacher will present a game called "What do you prefer?" (Witches).

## STUDENT 🔍

- Students will pay attention to the teacher and follow the directions.
- Students will choose the options to play this game.

## WARM UP

## WHAT DO YOU PREFER?

- Choose the best option, write other fun questions, and argue your answer. Have fun with your classmates!

## WHAT DO YOU PREFER?



a) Watch a movie about Witches

or

b) Know a witch in person.

NOTE:
ADD YOUR QUESTIONS.

a) Marry you with a white witch.

or

b) Marry you with a black witch.

# PRESENTATION

**HAT** →

← **DRESS**

→ **BROOM**

Retrieved from: https://ducaral.com/

- Hat (noun): It is a hat characterized by a pointed crown and wide brim.
- Dress (noun): It is a long skirt, cut so that it looks ragged, and a kind of jacket that is more or less tight at the waist.
- Broom (noun): Piece of wood that drives away bad spirits as well as negative energies.

# PRACTICE 2

## TEACHER 🔍

- The teacher will give directions about this activity.
- The teacher will present the activities to develop creativity and imagination after reading the folktale presented.

## STUDENT 🔍

- Students will pay attention to the directions.
- Students will develop the activities and their imagination.



LAS BRUJAS BLANCAS DE IBARRA

# POST- TASK

## TEACHER 🔍

- The teacher will do fun activities to develop creativity and imagination about the folktale "The white witches of Ibarra."
- The teacher will observe the creativity and imagination of students.

## STUDENT 🔍

- Students will complete the fun activities.
- Students will expose their creations (drawings).

## ACTIVITY 1

- Imagine what these white witches would be like. Make a drawing.
- Expose it in the class.

- Help these witches get to their mansion.
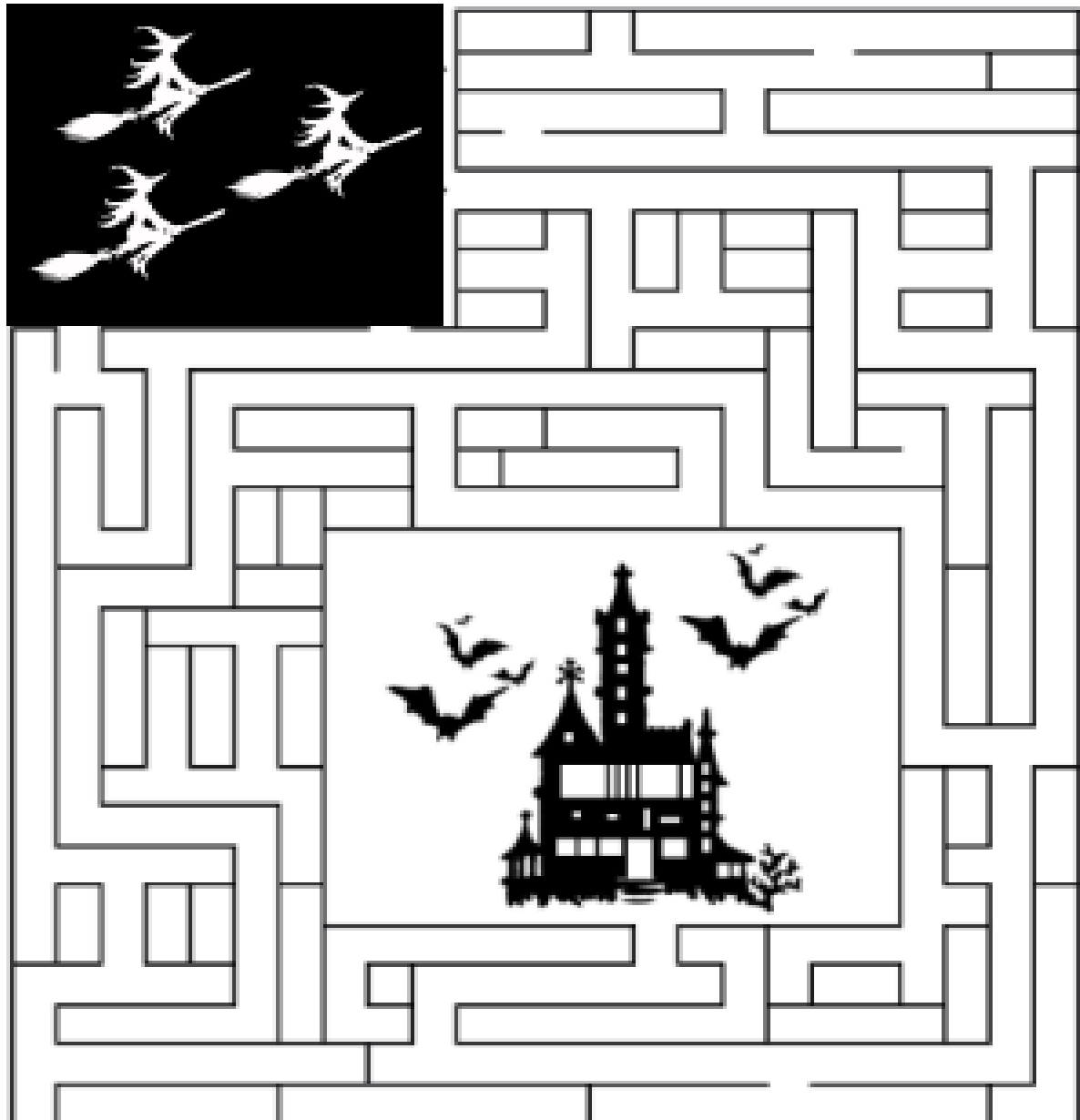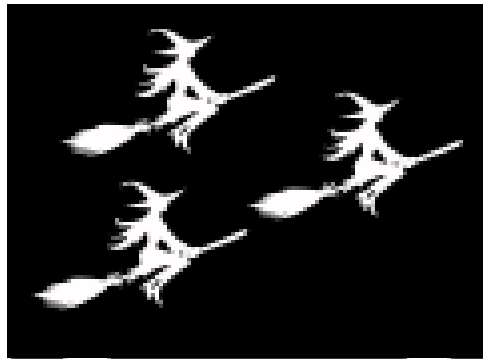
# ACTIVITY 3

- Cut out the pieces and build your witch.
- Decorate as you like.
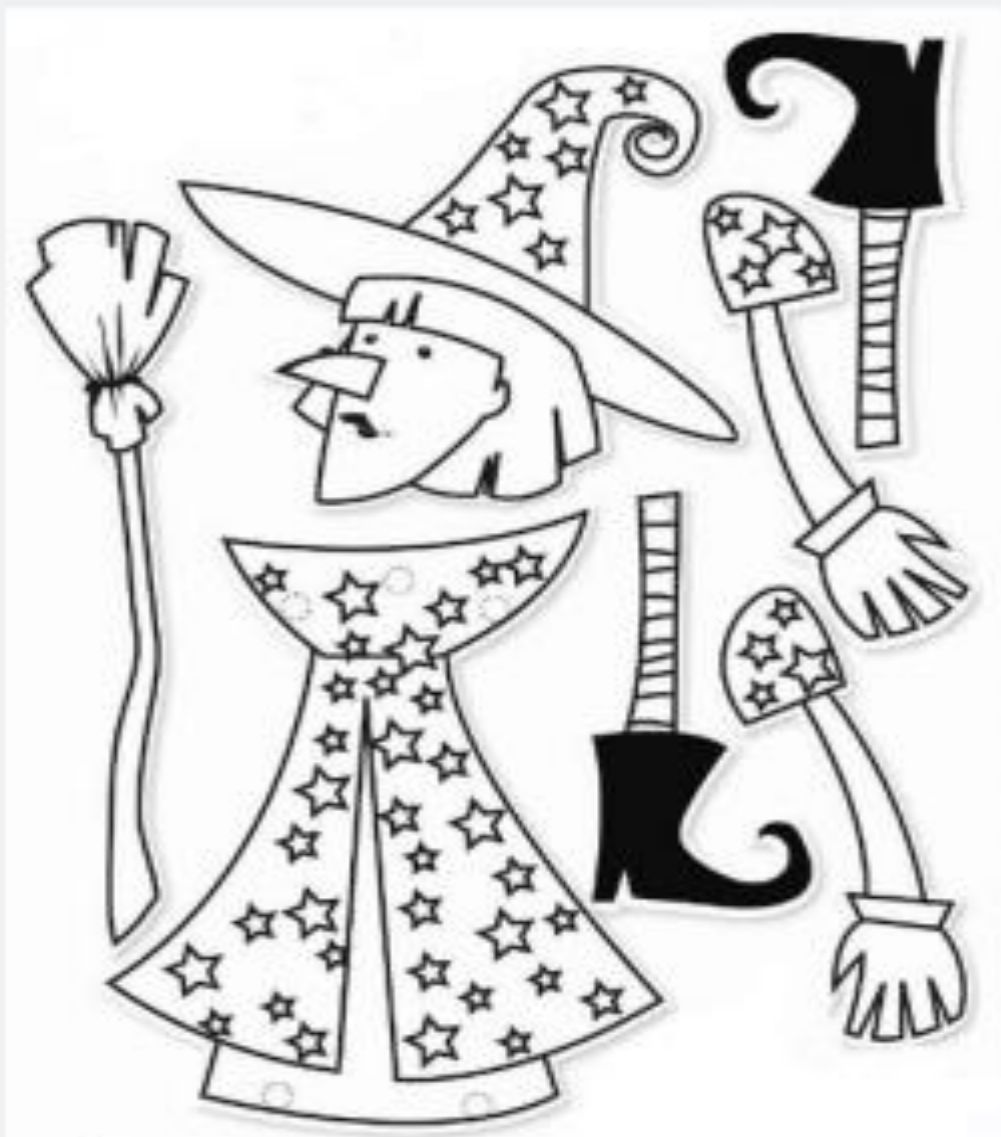


Retrieved from: www.pinterest.es

# ANSWER SHEETS

- Choose the best and most fun option and write other fun questions. Have fun with your classmates!
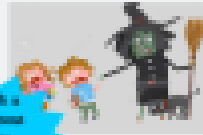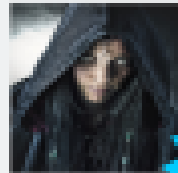
**WHAT DO YOU PREFER?**

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- Expose it in the class.

- Help these witches get to their mansion
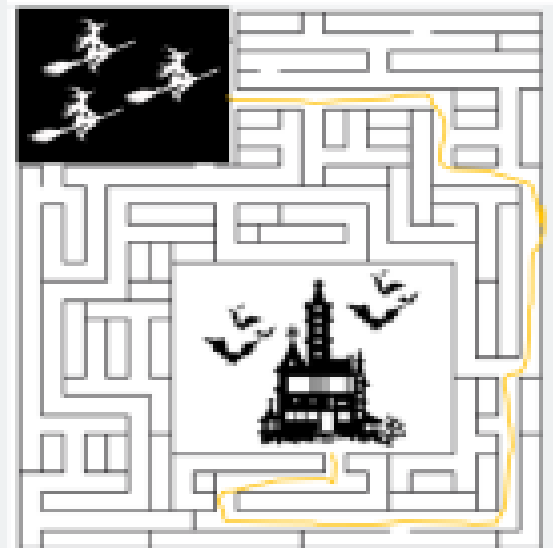
- Cut out the piece and build your witch
- Decorate as you like..
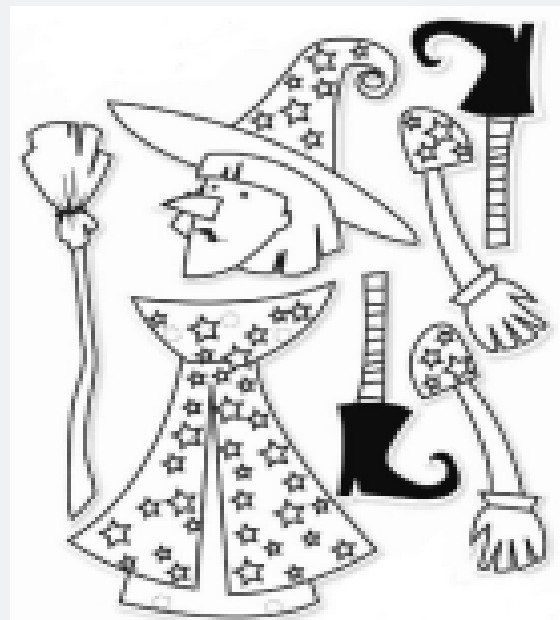
# LESSON C

## TEACHER 🔍

- The teacher will prepare an activity called "Alphabet Soup."
- The teacher will explain some words learned. (Nouns)

## STUDENT 🔍

- Students will find the words in the "Alphabet Soup."
- Students will remember the words learned in the glossaries.

## WARM UP

- Look up the following words in the Alphabet Soup.

| Bonfire | Branch |
|---------|--------|
| Broom | Cross |
| Donkeys | Hat |
| Ibarra | Jokers |
| Rooster | Witches |

| J | Z | K | E | H | M | X | H | M | C | R | O | S | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Y | X | O | D | O | N | K | E | Y | S | C | I | M | M |
| Y | A | N | C | O | M | I | J | O | K | E | R | S | W |
| A | G | E | D | Z | T | G | B | A | M | Y | X | D | C |
| A | A | A | R | I | Z | B | A | A | E | R | W | V | R |
| E | H | A | R | O | O | S | T | E | R | V | A | Q | J |
| W | B | B | V | N | B | R | O | O | M | D | Z | I | V |
| I | H | O | E | B | O | N | F | I | R | E | P | V | L |
| M | S | L | O | B | R | A | N | C | H | Z | J | P | I |
| B | Z | Y | C | A | R | M | U | S | X | B | Y | F | Q |
| P | V | M | Z | I | B | A | R | R | A | P | W | L | O |
| C | Z | R | F | W | P | W | N | C | B | M | I | F | C |
| C | A | M | U | T | S | J | F | I | D | S | M | P | Z |
| K | W | I | T | C | H | E | S | F | H | A | T | F | Y |

# SIMPLE PAST TENSE

- The simple past tense is used to talk about a completed action in a time before now.

## PAST SIMPLE TENSE

| TO BE | VERBS |
|---|---|
| **+** S + Was/were — They were friends. | S + V-ed — She worked yesterday. |
| **−** S + was not/were not + ... — They weren't friends. | S + did not + verb (base form) — She didn't work yesterday. |
| **?** Was/Were + S + ...? — They weren't friends. | Did + S + verb (in base form)? — Did she work yesterday? |

Retrieved from: https://7esl.com/past-simple-tense/

## PRACTICE 3 DURING- TASK

### TEACHER 🔍

- The teacher will remember past verbs and give examples for practice.
- The teacher will explain the grammar that is used in this unit. (Simple Past Tense)

### STUDENT 🔍

- Students will remember the past verb with examples.
- Students will pay attention to the rules and use in this activity.

# EXAMPLES

### Regular Past Tense Verbs

| | Add -ed to the verb | | |
|---|---|---|---|



### IRREGULAR VERBS

| BASE FORM | SIMPLE PAST | PAST PARTICIPLE |
|---|---|---|

# POST- TASK

## TEACHER 🔍

- The teacher will present different activities to practice reading comprehension.
- The teacher will show past verbs and explain the verbs of the folktale.

## STUDENT 🔍

- Students will do the activities and practice the reading.
- Students will use the past verbs to develop the activities.

## ACTIVITY 1

1.- Read the following description and choose the correct answers.

In Ibarra city lived three sisters, they were very beautiful and wore white, they traveled from site to site.
Who are they?

People annoyed witches and were turned into animals.
Which animals were?

In which place is possible to find these witches?

# ACTIVITY 2

- Write a new short story of fifty words (50) about the white witches of Ibarra.
- Use the following pictures for the story.

_____
_____
_____
_____
_____
_____

## ACTIVITY 3

- Describe the picture using the past verbs. (Verbs of the folktale or explained by the teacher).

# ANSWER SHEET

- Look up the following words in the Alphabet Soup.

- Think and answer the following question. If you would cast a spell, what spell would you cast?

- Look at the picture and write a new short story about the white witches on Ibarra.

Once upon a time, there was a very beautiful white witch who flew on her broom over Pedro Moncayo Park. Every time she passed people bothered her, one day this witch observed them through her crystal ball.....

(Variety of responses. )

- Describe the picture and use the past verb

This witch prepared all the ingredients to bewitch people, she was always happy near their positions...

# READING RUBRIC

| ACTION TO EVALUATE | EXCELLENT ( 2 POINTS) | GOOD ( 1.5 POINTS) | REGULAR (1 POINT) | INSUFFICIENT (0.5 POINTS) | FINAL VALUATION |
|---|---|---|---|---|---|
| IDENTIFICATION OF THE PURPOSE OF THE TEXT. | The student can identify with precision the general purpose of the text. | The student can identify the general purpose of the text with some minor omissions. | The student has difficulty identifying the general purpose of the text. | The student cannot identify the general purpose of the text. | |
| IDENTIFICATION OF THE MAIN IDEA | The student can identify the main idea of the text and provide details to support understanding. | The student can identify the main idea of the text, although can have difficulties providing precise details. | The student has difficulty identifying the main idea of the text. | The student cannot identify the main idea of the text. | |
| IDENTIFICATION OF RELEVANT DETAILS. | The student can effectively identify relevant details and explain their importance in the text. | The student can identify some relevant details but may have difficulty explaining their importance. | The student has difficulty identifying relevant details. | The student cannot identify relevant details. | |
| INFERENCE | The student can make accurate inferences and support them with details from the text. | The student can make some inferences but may have difficulty supporting them with precise details. | The student has difficulty making precise details. | The student cannot make accurate inferences. | |
| CONNECTION BETWEEN IDEAS. | The student can identify and explain what the ideas in the text are like. | The student can identify some connections between ideas but may have difficulty explaining them clearly. | The student has difficulty identifying the connection between ideas. | The student cannot identify connections between ideas. | |

# WRITING RUBRIC

| ACTION TO EVALUATE | INSUFFICIENT (0.5 POINTS) | GOOD (1 POINT) | EXCELLENT (2 POINTS) | FINAL VALUATION |
|---|---|---|---|---|
| GRAMMAR | The grammar structures used are simples lack the level's degree of difficulty is missing. | The writing production presents grammatical inconsistencies. However, describe and express your interest and the others using simple sentences. | The grammar used in the writing production shows a good command of the sentences. Express characterization and speak of past situation (simple past) | |
| COHESION | The ideas and constructions of the phrases in the writing are not related; they are messy and the text's objective is unclear. | The document presents some inconsistencies in the organization and construction of ideas. However, the idea of writing is comprehensible. | The writing production presents good a construction of phrases and paragraphs. | |
| COHERENCE | The ideas are not clear and the organization of the sentences confuses the message. | The ideas are not clear and the text does not seem a unit. However, the objective of the message is comprehensible. | The text is seen as a unit, the ideas give relevant information, making the message of the concrete and comprehensible text. | |
| VOCABULARY AND SPELLING | The vocabulary is quite limited, not follow the parameters of the guide. | Although the vocabulary used corresponds to the unit, it is limited and has difficulty in the writing of words. | In the text is evidence good the vocabulary working in the unit and corresponds as required in the guide. | |
| CREATIVITY AND PRESENTATION | The ideas expressed in the document only follow the indicated parameters. Its own proposals are evident. Furthermore, the production does not meet guidelines requirements. | The text follows the guide's guidelines of the guide and adapts their versatility to your personal information. It met some requirements of the guide. | The text is risky. Expresses ideas about himself or imaginary characters x has unique characteristics, and a end is evident. | |

# UNIT 2
# THE LOVES OF
# TAITA IMBABURA

## UNIT OBJECTIVES

- To learn new words from the folktale of the loves of Taita Imbabura.
- To explain the difference between He/She in objects, and animals among others.
- To develop creativity through drawings, collages, and models.

## MATERIALS

- Folktale          - Pictures
- Worksheet      - Models
- Roullette (app)   - Apps games
- Pencil
- Collage

- Level: A1
- Age: 11-12 years old.
- Time: 40 minutes

## VOCABULARY

Frost, peak, smell, tenderness, twilight, vigorous. / Clouds, grass, shrubbery, sky, tree.

## GRAMMAR———> RULES

HE                    SHE

EXAMPLES.

# LESSON A

## TEACHER

- The teacher will present a new folktale called " The Loves of Taita Imbabura."
- The teacher will show an activity to develop reading comprehension.

## STUDENT

- Students will read a new folktale.
- Students will complete the first activity.

## WARM UP

- Match the words with the picture correctly.



| SON | LOVERS | HEART | MOUNTAINS |

# PRESENTATION GLOSSARY

- Frost (noun): It is water vapor in the air that freezes and settles on a cold surface.

- Hills (noun): Natural elevation of the terrain, low and isolated.

- Peak (noun): Highest part of a mountain or elevation of land.

- Plume (noun): Tuft of hair protruding from the top of the head.

- Smell (verb): Perceive the smell that emanates from a thing through smell.

- Slope (noun): It is a way of measuring the degree of inclination of the land.

- Tenderness (noun): Feeling towards people, things or situations that are considered worthy of pure and free love or affection, due to their sweetness, weakness or delicacy.

- Twilight (noun): Clarity of light when the sun rises or sets, especially at dusk.

- Vigorous (adj: That has vigor.

## TEACHER

- The teacher will give directions about this folktale.
- The teacher will show a new folktale called "The Loves of Taita Imbabura".
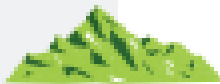- The teacher will read the folktale with the students.

## STUDENT

- Students will pay attention to the teacher's directions.
- Students will read the folktales and ask some questions.

1.- Read the new folktale of this unit.

# THE LOVES OF TAITA IMBABURA

The stories tell that in ancient the mountains were gods that walked for the open water of the first smells of the birth of the world. The Imbabura Mountain was a vigorous young man. He woke up early and he liked to look at the landscape in the twilight. One day, he decided to know more places. He made friends with other mountains that visited frequently. One afternoon, he found a mountain girl called Cotacachi. When he looked at her, he was very happy as if he had a fire in his bowels. He understood that happiness was to walk to her side looking at the stars, so an enchantment was born between these two hills.

I want you to be my partner, he said, while he brushed her face with his hand. That also is my wish, she said, the Cotacachi girl, and closed her eyes. The Imbabura Mountain led his loved the scant snow on its peak. She also gave him her frost, which was born at her peak. After a time, these lovers gave themselves up to their din. The clouds spent contemplating these exuberant peaks that slept embraced, in the middle of the lagoons. This intense tenderness was rewarded with the birth of a son called, Yanaurcu o Cerro negro. With the passing of the moons, Mountain Imbabura became old. His head ached, but he didn't complain. That is why he remains covered with a plume of clouds. The Taita contemplates his loved Cotacachi again, who still has his snow as if they were still a strong young man. The people affirm that the Imbabura is the only volcano that has a heart, due to the singular figure that it presents on its slope.

## POST– READING

### 🔍 TEACHER ⋮

- The teacher will do fun activities to improve reading comprehension.
- The teacher will observe the development of the students during the activities.

### 🔍 STUDENT ⋮

- Students will complete the fun activities.
- Students will improve their reading skills
- Students will get in touch with the events of Ibarra City.

## ACTIVITY 1

- Read the folktale of this unit and answer the following questions.

What is the title?

What are the mountains' names?

What is the son's name of these mountains?

Write two characteristics of Taita Imbabura.

## ACTIVITY 2

- Write true (T) or false (F) with the correct answer.

| | T | F |
|---|---|---|
| In ancient times, mountains were considered gods. | ● | ● |
| The Imbabura Mountain was a weak young man. | ● | ● |
| The mountain that Taita Imbabura knew was called Cotacachi. | ● | ● |
| The son of these mountains was called Tungurahua. | ● | ● |
| The Taita Imbabura complained of headaches in old age. | ● | ● |
| People claim that the Imbabura mountain has a heart. | ● | ● |

# ACTIVITY 3

- Read the new folktale "The Loves of Taita Imbabura", it is mentioned how their beautiful love was.
- Read the options and select the correct answer.

When he looked at her, he was very happy as if he had a fire in his bowels. He understood that happiness was to walk to her side looking at the stars and so, an enchantment was born between these two hills.

I want you to be my partner, he said, while he brushed her face with his hand. That also is my wish, she said, the Cotacachi girl, and closed her eyes. The Imbabura Mountain led his loved the scant snow on its peak.

When he looked at her, he was very sad as if he had a fire in his bowels. He understood that happiness was to walk to her side looking at the stars, so an enchantment was born between these two hills.

I want you to be my partner, he said, while he brushed her face with his hand. That also is my wish, she said, the Tungurahua girl, and closed her eyes. The Imbabura Mountain led his love the scant snow on its peak.

When he looked at her, he was very nervous as if he had a fire in his bowels. He understood that happiness was to walk to her side looking at the stars, so an enchantment was born between these two hills.

I want you to be my partner, he said, while he brushed her face with his hand. That also is my wish, she said, the Cotacachi girl, and closed her eyes. The Imbabura Mountain led his love the scant snow on its peak.

# ANSWER SHEET

- Match the words with the picture correct.



**SON**　　**LOVERS**　　**HEART**　　**MOUNTAINS**

- Read the folktale of this unit and answer th following questions.

What is the title? → **The Lover of Taita Imbabura**

What is the son's name of these mountains? → **Yanaurcu or Cerro Negro**

What are the mountains' names? ← Taita Imbabura, Cotacachi

Write two characteristics of Taita Imbabura. ← The Imbabura mountain was a vigorous young man. He liked to look at the land space in the twilight.

---

- Write true (T) or false (F) with the correct answer.



- Read the new folktale "The Loves of Taita Imbabura" it is mentioned how their beautiful love was.

- Read the options and select the correct answer.

# LESSON B

## PRE- TASK

### 🔍 TEACHER ⋮

- The teacher will make a roulette wheel with challenges and prizes.
- The teacher will fun with the students with the roulette.

### 🔍 STUDENT ⋮

- The students will play with the roulette.
- The students will meet the challenges and receive the prizes.

## WARM UP

- Meet the challenge and receive the prize. Have fun with your classmates.

# PRESENTATION GLOSSARY



CLOUDS

SKY

TREES
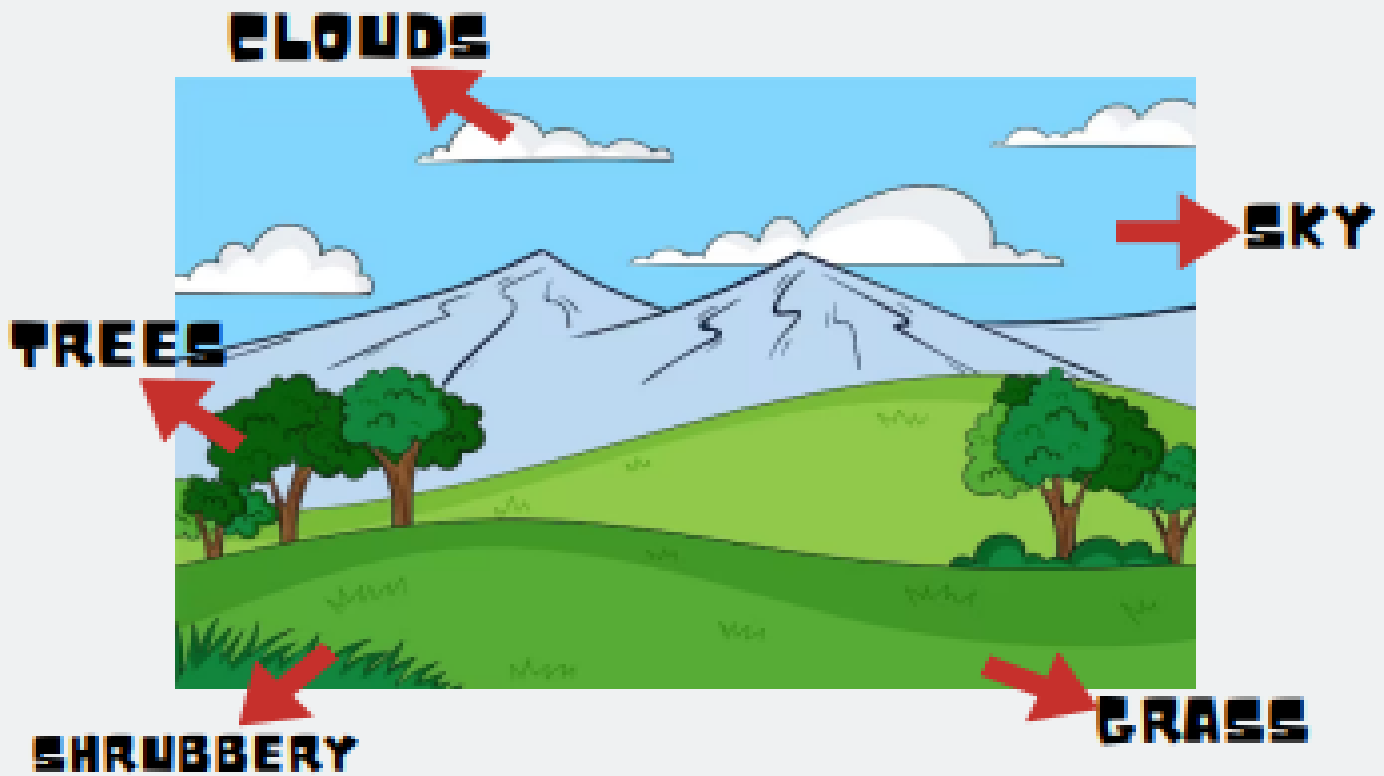
SHRUBBERY

GRASS

Retrieved from: www.pinterest.es

- Clouds (noun): is a mass of water droplets, ice crystals or both at the same time, which remains suspended in the atmosphere.
- Grass (noun): Set of trunkless plants with green, thin, short and bushy leaves.
- Shrubbery (noun): Plant whose main (woody) stem branches low above the ground into several thin, approximately equal trunks.
- Sky (noun): Sky: Part of the atmosphere and outer space seen from Earth, where the clouds are and where the Sun, Moon and stars are seen.
- Tree (noun): Tree (noun): It is a plant, with a woody stem, that branches at a certain height from the ground.

# PRACTICE 2

## DURING- TASK

### 🔍 TEACHER ⋮

- The teacher will give some directions.
- The teacher will explain why is used (He) and (She) for this mountains and not (It).

### 🔍 STUDENT ⋮

- Students will pay attention the directions.
- Students will know the explanation of He and She for this folktale.



COTACACHI — SHE

HE — TAITA IMBABURA
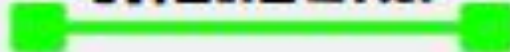


- He or She is used for animals or objects when we know the specific genre.

# POST- TASK

- The teacher will form work groups to develop the creativity and imagination.
- The teacher will observe and evaluate these activities.

- Students will carry out the activities in groups and present them to the teacher.
- Students will develop creativity and imagination in groups and individually.

## ACTIVITY 1

- Imagine and draw. What impacted you the most about the story? (Individual Activity).

# ACTIVITY 2

- Make a collage about this folktale.
- Present in class. (Individual Activity)

# ACTIVITY 3

- Make a model of the folktale "The Loves of Taita Imbabura" and answer some questions. (Group Activity)





Reirieved from: www.pintereat.es

# ANSWER SHEET

- Meet the challenge and receive the prize.
- Have fun with your classmates.



- Imagine and draw.

What impacted you the most about the story?



- Make a collage about this folktale.



- Make a model of the folktale "The Loves of Taita Imbabura" and answer some questions.

# LESSON 2

## TEACHER

- The teacher will create a wordwall to start this lesson, the game called Look for the couples.
- The teacher will remember the explanaition about He, she and add (It).
- The teacher will give examples about the use He, She, and It.

## STUDENT

- Students will play this game with teacher and classmates.
- Students will find the couples.
- Students will practice with the examples He, She, and It.

## WARM UP

- Look for the pairs with the picturesfrom the folktale.



The Loves of Taita Imbabura



1:17  Encontraste un par
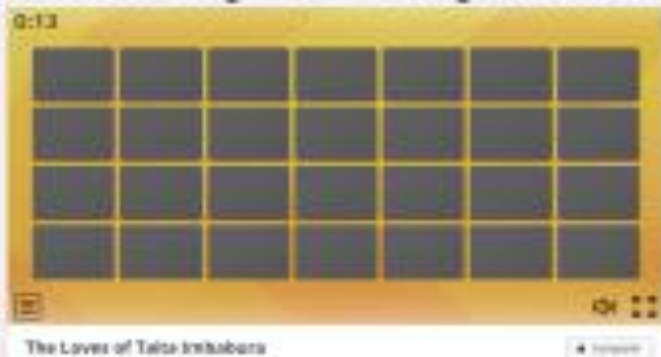
# PRESENTATION

## RULES

### He / She / It
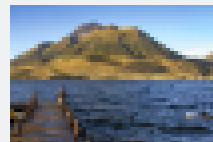
### HE SHE HE SHE
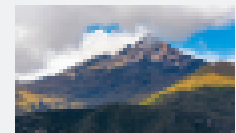
In the English language, "it" is used to refer to animals. However, when talking about our pets or domestic animals, it is common to use "he" or "she" because they have a specific gender. But wild animals are considered writing with "it".

**FOR EXAMPLE**
In this story Cotacachi refers to a woman (She) and Taita Imbabura refers to a man (He). For this reason, these pronouns are used in this story because we recognize their specific genders.

# PRACTICE 3

## DURING- TASK

## 🔍 TEACHER ⋮

- The teacher will present some examples. (He, She and It)
- The teacher will help the students write about what they read.

## 🔍 STUDENT ⋮

- Students will remember the explanation. (He, she, It)
- Students will practice with the examples.

# EXAMPLES

- Rocket is a friendly little dog. He likes being around other animals.
- Here is a picture of my cat Tooks. She likes washing herself in the sun.
- The mother sloth carries her baby around on her belly.

## POST- TASK

### 🔍 TEACHER ⋮

- The teacher will present different activities to practice writing about the folktale read.
- The teacher will read the point of view, opinions, and comments of this folktale.

### 🔍 STUDENT ⋮

- Students will do the activities and practice their writing skills.
- Students will use the past verbs to develop the activities.

## ACTIVITY 1

- Look at the picture of Taita Imbabura and find out important information about this mountain.
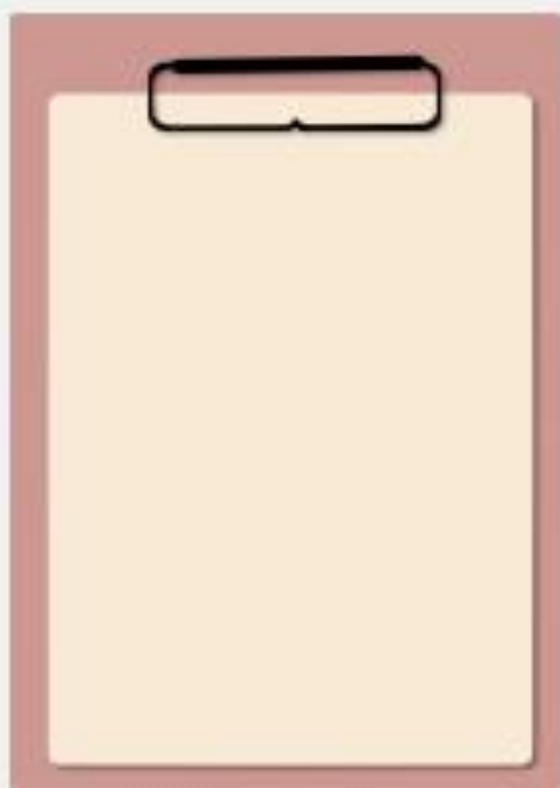
# ACTIVITY 2

- Read the folktale and change the ending of this legend.

What would have happened if the characters had separated?

What would have happened if one of the characters had died?

# ACTIVITY 3

- Read again the folktale and answer the following question.

What is your opinion about these mountains?

**TAITA IMBABURA**

**COTACACHI**

# ANSWER SHEETS

- Look for the pairs with the pictures from the folktale.

- Look at the picture of Taita Imbabura and find out important information about this mountain.

This mountain is the most important volcano of Imbabura province, his last eruption was 8 thousand years ago. It is a volcano asleep not active..........

- Change the ending of this folktale.

What would have hapenned if the characters had separated?

What would have happened if one of the characters had died?

Each of them chose their destiny regardless of their child's happiness. Imbabura married again and was happy with her new family and Cotacachi became independent and was happy with her son...

As time passed they grew old together, one took care of the other at all times but at the end of the day Friday Cotacachi died and it was a very hard blow for Imbabura since he could not find the love of his life again.....

- Write. What is your opinion about this mountains?

**TAITA IMBABURA**

The Imbabura is a strong and vigorous mountain. It is the symbol of the province.....

**COTACACHI**

The Cotacachi mountain is a beautiful lady that captivates with her charms and the great love of Taita Imbabura.

# READING RUBRIC

| ACTION TO EVALUATE | EXCELLENT ( 2 POINTS) | GOOD ( 1.5 POINTS) | REGULAR (1 POINT) | INSUFFICIENT (0.5 POINTS) | FINAL VALUATION |
|---|---|---|---|---|---|
| IDENTIFICATION OF THE PURPOSE OF THE TEXT. | The student can identify with precision the general purpose of the text. | The student can identify the general purpose of the text with some minor omissions. | The student has difficulty identifying the general purpose of the text. | The student cannot identify the general purpose of the text. | |
| IDENTIFICATION OF THE MAIN IDEA | The student can identify the main idea of the text and provide details to support understanding. | The student can identify the main idea of the text, although can have difficulties providing precise details. | The student has difficulty identifying the main idea of the text. | The student cannot identify the main idea of the text. | |
| IDENTIFICATION OF RELEVANT DETAILS. | The student can effectively identify relevant details and explain their importance in the text. | The student can identify some relevant details but may have difficulty explaining their importance. | The student has difficulty identifying relevant details. | The student cannot identify relevant details | |
| INFERENCE | The student can make accurate inferences and support them with details from the text. | The student can make some inferences but may have difficulty supporting them with precise details. | The student has difficulty making precise details. | The student cannot make accurate inferences. | |
| CONNECTION BETWEEN IDEAS. | The student can identify and explain what the ideas in the text are like. | The student can identify some connections between ideas but may have difficulty explaining them clearly. | The student has difficulty identifying the connection between ideas. | The student cannot identify connections between ideas. | |

# WRITING RUBRIC

| ACTION TO EVALUATE | INSUFFICIENT (0.5 POINTS) | GOOD (1 POINT) | EXCELLENT (2 POINTS) | FINAL VALUATION |
|---|---|---|---|---|
| GRAMMAR | | | | |
| COHESION | | | | |
| COHERENCE | | | | |
| VOCABULARY AND SPELLING | | | | |
| CREATIVITY AND PRESENTATION | | | | |

# CREATIVITY RUBRIC

| ACTION TO EVALUATE | EXCELLENT (5 POINTS) | SATISFACTORY (3 POINTS) | REGULAR (2 POINTS) | INSUFFICIENT (1 POINT) | FINAL VALUATION |
|---|---|---|---|---|---|
| USE OF MATERIALS AND RESOURCES. | Use of proper and effective way all the necessary materials in each activity, respecting them and care correctly way. | Properly use the necessary materials in each one of the situations, respecting them and caring for them. | Use the necessary materials in each approach, although sometimes the student does so inappropriately and without taking care of them. | Use only some of the necessary materials in each approach and the student often does it inappropriately and doesn't have any care with them. | |
| EXPRESSION AND DESCRIPTION | The project is put together with great creative imagination, exceptionally creative and original, and uses a wide variety of ideas. | The project is creative and original and uses a variety of ideas to solve it. | The project is creative, although unoriginal and without a convincing resolution using few ideas. | The project is little or not at all creative and original and does not present a variety of ideas for its resolution. | |

# UNIT 3
# THE HOARSE BOX

## UNIT OBJECTIVES

- To learn new vocabulary from the hoarse box.
- To discover what is?, differences, and examples between Simple Present and Simple Past.
- To foment creativity with dramatizations, interviews, and app games.

### MATERIALS

- Folktale — Interview
- Worksheet — pencil
- Ball — Hangman game app
- Dramatizations (costumes, make up)

Level: A1
Age: 11-12 years old.
Time: 40 minutes

### VOCABULARY

Creature, drum, fear, flower pots, hoods, human beings, town, water/ character, curtain, public, scenery, seat.

### GRAMMAR

SIMPLE PRESENT Vs SIMPLE PAST

- What is?
- Differences
- Examples

# LESSON A

## PRE- READING

| TEACHER | STUDENT |
|---|---|
| • The teacher will show the last and new folktale to improve reading comprehension.<br><br>• The teacher will read the folktale and explain the new words. | • Students will read the folktale.<br><br>• Students will discover the new words and their meanings. |

## WARM UP

• Write the meaning in the following pictures.







• Candle
• House
• Voice
• Hoods
• Friends





Retrieved from: www.pinterest.es

# PRESENTATION GLOSSARY
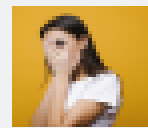
- Creature (noun): It is a created thing, its meaning has reference to humanity in general.

- Drum (noun): Percussion musical instrument formed by a more or less closed cylindrical box.

- Fear (Noun): Sensation of anguish caused by the presence of a real or imaginary danger.

- Flower pots (Noun): It is a container with a hole used to grow both outdoor and indoor plants.

- Hoods (noun): A pointed cap attached to a scarf or the collar of some clothing items, especially warm or waterproof ones.
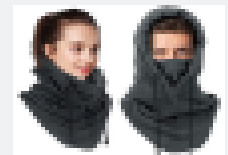
- Human beings (noun): Primates characterized by the development of their intellectual capacity, abstraction, introspection, and highly complex communication.

- Town (noun): Smaller town with a smaller number of inhabitants than a city dedicated especially to activities related to the primary sector.

- Water (verb): Artificial process that provides the plant with enough water to do its job correctly.

# PRACTICE 1

## TEACHER

- The teacher will present the folktale and practice the reading.
- The teacher will explain the new words learned in this folktale.

## STUDENT

- Students will practice the reading with the teacher.
- Students will discover the new words of this folktale.

1. Read the last folktale of this unit.

## THE HOARSE BOX

A long time ago in the San Miguel de Ibarra city, they lived two great friends: Charles and Manuel. One day, Charles' father asked them that before starting to play, they were going to water the garden plants because a few days ago it had not rained and they were almost about to dry out, they agreed, but in the end, they did not comply with this work, since they started running by the field, the night fell and Charles remembered what his father asked him.

- It is very dark, and I have fear. Manuel, will you accompany me to water the plants?

- Of course, let's go at once.

Before they approached the back of the house, where the flower pots that had to be watered were located. They started to hear a series of voices that pronounced words in another language, in the same way, that happens when people go out in a procession. They were hiding behind a tree and they could see that those were not human beings, but creatures floating through the air. None of them could see their faces, they were covered with a hood. Furthermore, in their hands, they carried a long unlit candle.

They were hiding behind a tree and they could see that those were not human beings, but creatures floating through the air. None of them could see their faces, they were covered with a hood. Furthermore, in their hands, they carried a long unlit candle.

These crossed the place carrying a chariot ridden by a fearsome being with curved horns, sharp wolf teeth, and snake eyes that worried even the bravest soul. An individual with a white, almost transparent countenance could be seen playing a type of drum, from which a sound came: "tararán-tararán".

At that moment, they remembered the stories they heard as children about the legend Hoarse Box. They thought it was a lie, but when they saw it with their own eyes, they fainted. When they finally woke up at dawn, they carried with them one of those candles held by those hooded beings, only they were not simple candles but were cold bones of someone dead.

Surprised and very scared, Manuel and Charles immediately returned to their homes. From that day on, they understood very well that legends are not simple inventions of the town elders, but very true experiences that are told to protect the town's inhabitants against bad and crude surprises.

Retrieved from: www.pinterest.es

## POST- READING

### TEACHER

- The teacher will do activities to improve reading comprehension.
- The teacher will give directions to do the activities.

### STUDENT

- Students will complete the activities correctly way.
- Students will practice their reading skills.

## ACTIVITY 1

- Read the folktale and match each person with their characteristics.

Who lived in San Miguel of Ibarra city?

Who sent Charles and Manuel to water the garden plants?

When Charles and Manuel were hiding behind the tree. What creatures did they observe?

Who wore a hood?

Who returned to their house after all these events?


Charles and Manuel


Charles' father


(Creatures) The Hoarse Fox

# ACTIVITY 2

# CROSSWORD

- Complete the following crossword below.

**ACROSS ➡**

1.- Where they lived Charles and Manuel?

2.- Which was at the back of the house?

3.- What did they listen to as children?

**DOWN ⬇**

3.- What did these beings carry in their hands?

4.- What is the folktale's name?

5.- These beings carried candles that were actually?

# ACTIVITY 3

- Read this fragment of the folktale and complete it with the words in the box.

A long time ago in the San Miguel de Ibarra city, they lived two great friends: _____ and _____. One day, Charles' father asked them that before starting to play, they were going to water the _____ plants because a few days ago it had not rained and they were almost about to _____, they agreed, but in the _____, they did not comply with this work, since they started running by the _____, the night fell and Charles remembered what his _____ asked him.

Charles                                        Manuel

                                                          Garden
        end                        dry out

field                                                father

# ANSWER SHEET

- Write the meaning in the following pictures.

House

Hoods

Friends

Voices

Candle

- Read the folktale and match each person with their characteristics.

Who lived in San Miguel of Ibarra city?

Who sent Charles and Manuel to water the garden plants?

When Charles and Manuel were hiding behind the tree. What creatures did they observe?

Who wore a hood?

Who returned to their house after all these events?

Charles and Manuel

Charles' father

(Creatures) The Hoarse Fox

- Complete the following crossword below.

ACROSS →
1.- Where they lived Charles and Manuel?
2.- Which was at the back of the house?
3.- What did they listen to an folklore?

DOWN ↓
2.- What did these beings carry in their hands?
4.- What is the folktale's name?
5.- These beings carried candles that were actually?

H
O
A
R        C
I BARRA   A
S        N
LEGENDS  D    B
L    O
S    N
FLOWERPOTS  E
S        S

- Read this fragment of the folktale and complete it with the words in the box.

A long time ago in the San Miguel de Ibarra city, they lived two great friends: **Charles** and **Manuel**. One day, Charles' father asked them that before starting to play, they were going to water the **garden** plants because a few days ago it had not rained and they were almost about to **dry out**, they agreed, but in the **end**, they did not comply with this work, since they started running by the **field**, the night fell and Charles remembered what his **father** asked him.

Charles                          Manuel
                                          Garden
        and              dry out
field                              father

# LESSON B

## PRE- TASK

### TEACHER

- The teacher will use a ball to play an interactive game.
- The teacher will use the glossary words to play this game.

### STUDENT

- Students will pass the ball to play this game.
- Students will remember the glossary words to play.

## WARM UP

### EENIE MEENIE MINEY MO...

- Use the ball and when you can take it. Tell a word of the glossary.

Note: If you don't say the words, meet the challenge.

**CHALLENGE**

CURTAIN

CHARACTER

SCENERY

PUBLIC

SEAT

Retrieved from: www.pinterest.es

- Character (noun): They are people or beings, whether real or imaginary, that appear in a narrative story.
- Curtain (noun): Fixed horizontal piece of fabric used to cover the lower front of the stage.
- Public (noun): It is someone who appreciates a work or attends a show.
- Scenery (noun): (noun): It is a space intended for the representation of performing arts.
- Seat (noun): These are available seats.

# PRACTICE 2 · DURING-TASK

## TEACHER

- The teacher will give some directions.
- The teacher will read the folktale with the students.
- The teacher will present the activities to develop creativity.
- The teacher will form groups to develop these activities.

## STUDENT

- Students will pay attention to the directions.
- Students will read the folktale with the teacher.
- Students will work with their classmates to develop these activities.

# POST- TASK

## TEACHER

- The teacher will observe their performance in groups.
- The teacher will do fun activities.

## STUDENT

- Students will participate in work groups.
- Students will develop their creativity with these activities.

## ACTIVITY 1

- Dramatize the folktale "The Hoarse Box"; prepare the text, the costumes, and the makeup, and rehearse many times.
- Present it to their classmates.

# SIMPLE PAST

## Simple Past Tense

**Regular verbs:**
Verb + ed

**Irregular verbs:**
Take different forms

Did+ Subject + Verb

Did not/didn't + Verb

**Regular verbs:**
watch => watched

**Irregular verbs:**
go => went

Did you waych/go...?

I didn't go/watch...

- To form the past simple, we use the -ed form of the verb or the irregular form.
- Past simple is used to talk about completed actions, regular actions, and successive actions in the past.

Retrieved from: https://www.ecoakidschool.com/blog/the-present-simple-tense-and-how-to-use-it/

## PRACTICE 3    DURING- TASK

### TEACHER

- The teacher will give some examples to practice with students.
- The teacher will explain the examples.

### STUDENT

- Students will practice with the examples.
- Students will pay attention to the teacher.

# ANSWER SHEET

- Use the ball and when you can take it. Tell a word of the glossary



- Dramatize the folktale "The Hoarse Box"; prepare the text, the costumes, and the makeup, and rehearse many times.
- Present it to their classmates.



- In groups of three choose an interviewer and the other people, Charles and Manuel.
- Interview with Charles and Manuel.
- Select the questions that are going to be asked about this experience.



- Imagine that you encountered these creatures.
- How would you draw them?

# LESSON C

## PRE- TASK

### TEACHER

- The teacher will prepare a game as the last activity for this unit.
- The teacher will use some words from the folktale for this game.

### STUDENT

- Students will play a game called "The Hangman Game".
- Students will use the words and participate in this activity.

## WARM UP

## HANGMAN GAME

- Guess the words in the glossaries of Lesson A and Lesson B.

# SIMPLE PRESENT
# VS
# SIMPLE PAST

What is the difference between Simple Present and Simple Past?

The difference between the past simple and the present simple is that they refer to different periods of time. Past simple tense tends to talk about past events and actions. Present Simple, however, refers to a events that happen now or in the future.

Mishell Cupuenan

# SIMPLE PRESENT

| PRESENT SIMPLE | | | NOVAKID |
|---|---|---|---|
| | I | HE/SHE/IT | YOU/WE/THEY |
| **Affirmative** | read<br>write<br>work | reads<br>writes<br>works | read<br>write<br>work |
| **Question** | DO I<br>read?<br>write?<br>work? | DOES HE/SHE/IT<br>read?<br>write?<br>work? | DO YOU/WE/THEY<br>read?<br>write?<br>work? |
| **Negative** | I DON'T<br>read<br>write<br>work | HE/SHE/IT DOESN'T<br>read<br>write<br>work | YOU/WE/THEY DON'T<br>read<br>write<br>work |

- The present simple tense is used to talk about routines, facts, permanent states, and true things.
- To form the present simple, we use the base form of the verb or the -s form.

Retrieved from: https://www.novakidschool.com/blog/the-present-simple-tense-and-how-to-use-it/

# SIMPLE PAST

## Simple Past Tense

**Regular verbs:**
Verb + ed

**Irregular verbs:**
Take different forms

▸ Did+ Subject + Verb

▸ Did not/didn't + Verb

**Regular verbs:**
watch => watched

**Irregular verbs:**
go => went

Did you waych/go...?

I didn't go/watch...

+ To form the past simple, we use the -ed form of the verb or the irregular form.

+ Past simple is used to talk about completed actions, regular actions, and successive actions in the past.

## PRACTICE 3  DURING- TASK

## TEACHER

## STUDENT

- The teacher will give some examples to practice with students.
- The teacher will explain the examples.

- Students will practice with the examples.
- Students will pay attention to the teacher.

# EXAMPLE

1. They **work** at the same company.
2. I **practice** yoga to relieve stress.
3. I **drink** coffee every morning.
4. She **watches** TV in the evenings.
5. They **play** soccer on weekends.
6. He **reads** a book before going to bed.
7. The sun **rises** in the east and sets in the west.
8. She **listens** to music while working.
9. They **take** the bus to work every day.
10. He **brushes** his teeth twice a day.
11. She **talks** to her friends on the phone regularly.
12. They **eat** lunch at noon every day.
13. He **exercises** at the gym three times a week.
14. She **studies** for her exams on weekends.
15. They **walk** their dog every evening.
16. He **cooks** dinner for his family every night.
17. She **checks** her emails first thing in the morning.
18. They **go** to the movies once a month.
19. He **helps** his children with their homework.
20. She **cleans** the house on weekends.

Retrieved from: https://www.scrabblefoxl.com/blog/the-present-simple-tense-and-how-to-use-it/

1. I **went** to the grocery store yesterday.
2. She **studied** Spanish for three years in college.
3. They **played** soccer in the park last weekend.
4. He **bought** a new car last month.
5. We **visited** our grandparents on the holidays.
6. She **danced** all night at the party.
7. They **walked** along the beach at sunset.
8. He **ate** a sandwich for lunch.
9. We **watched** a movie at the cinema.
10. She **cleaned** her room yesterday morning.

# POST- TASK

## TEACHER

- The teacher will present different activities to practice reading skills.
- The teacher will observe the point of view of students in these activities.

## STUDENT

- Students will do the activities to practice reading comprehension
- Students will write their opinions and comments about this folktale. (Characters)

## ACTIVITY 1

- Answer the following question.
- Have you had a paranormal experience in which you had felt much fear, similar to the folktale "The Hoarse Box"?
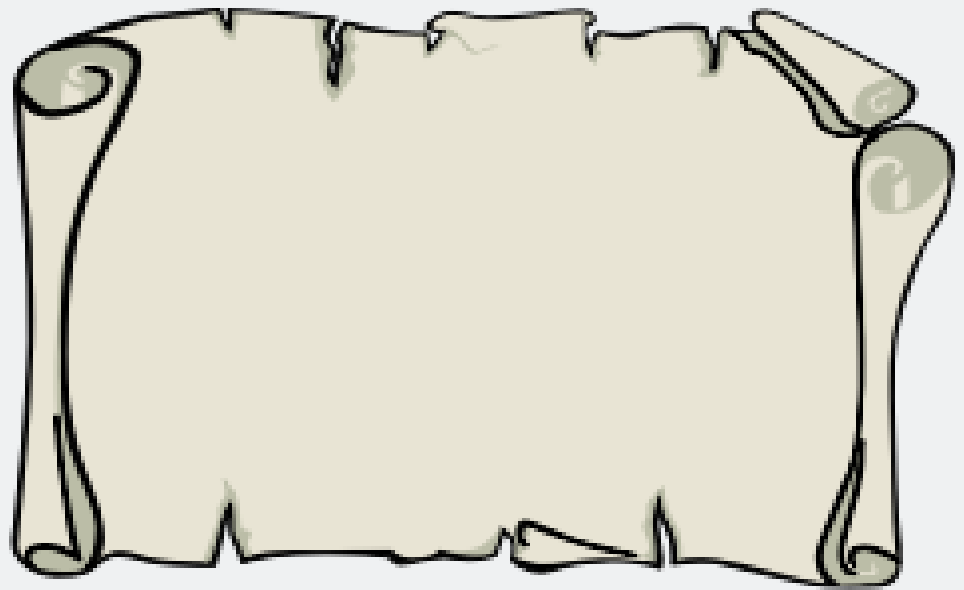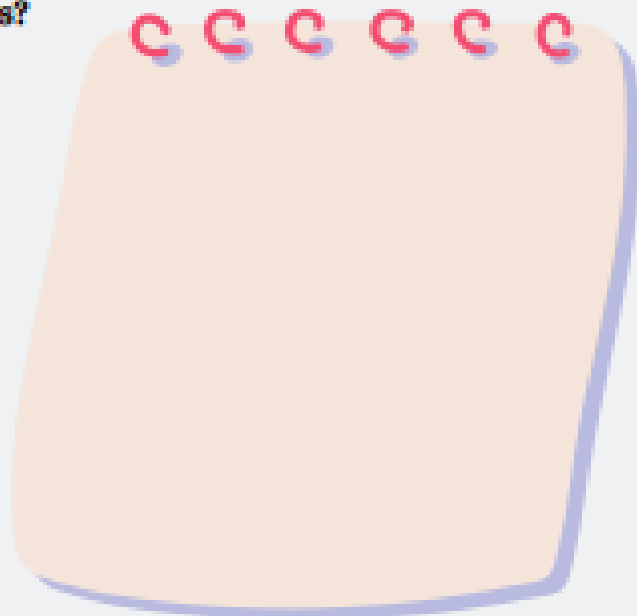
## ACTIVITY 2

- Imagine that what happened in "The Hoarse Box" is not entirely real. What do you think happened?
- Answer in the box below.

## ACTIVITY 3

- Imagine and respond.
- If you were friends with Charles and Manuel. What advice would you give them to avoid these events?
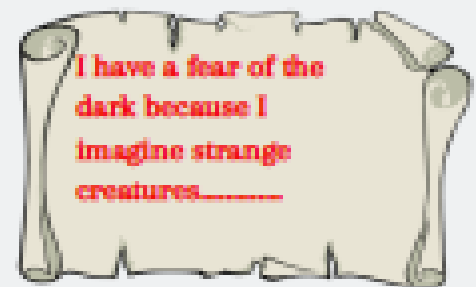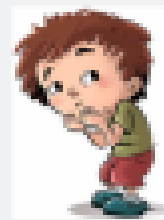
# ANSWER SHEET

- Guess the words in the glossaries of Lesson A and Lesson B.



- Write any paranormal experience or that you had felt much fear, similar to the folktale "The Hoarse Box."



I have a fear of the dark because I imagine strange creatures............

- Imagine that what happened in "The Hoarse Box" is not entirely real. What do you think happened?



I think the creatures hurt them for disobeying their parents and gave them a punishment...

- Imagine. If you were friends with Charles and Manuel. What advice would you give them to avoid these events?

Charles and Manuel should obey older people and much more so their parents so that strange events do not happen at night.

# READING RUBRIC

| ACTION TO EVALUATE | EXCELLENT ( 2 POINTS) | GOOD ( 1.5 POINTS) | REGULAR (1 POINT) | INSUFFICIENT (0.5 POINTS) | FINAL VALUATION |
|---|---|---|---|---|---|
| IDENTIFICATION OF THE PURPOSE OF THE TEXT. | The student can identify with precision the general purpose of the text. | The student can identify the general purpose of the text with some minor omissions. | The student has difficulty identifying the general purpose of the text. | The student cannot identify the general purpose of the text. | |
| IDENTIFICATION OF THE MAIN IDEA | The student can identify the main idea of the text and provide details to support understanding. | The student can identify the main idea of the text, although can have difficulties providing precise details. | The student has difficulty identifying the main idea of the text. | The student cannot identify the main idea of the text. | |
| IDENTIFICATION OF RELEVANT DETAILS. | The student can effectively identify relevant details and explain their importance in the text. | The student can identify some relevant details but may have difficulty explaining their importance. | The student has difficulty identifying relevant details. | The student cannot identify relevant details. | |
| INFERENCE | The student can make accurate inferences and support them with details from the text. | The student can make some inferences but may have difficulty supporting them with precise details. | The student has difficulty making precise details. | The student cannot make accurate inferences. | |
| CONNECTION BETWEEN IDEAS. | The student can identify and explain what the ideas in the text are like. | The student can identify some connections between ideas but may have difficulty explaining them clearly. | The student has difficulty identifying the connection between ideas. | The student cannot identify connections between ideas. | |

# WRITING RUBRIC

| ACTION TO EVALUATE | INSUFFICIENT (0.5 POINTS) | GOOD (1 POINT) | EXCELLENT (2 POINTS) | FINAL VALUATION |
|---|---|---|---|---|
| GRAMMAR | | | | |
| COHESION | | | | |
| COHERENCE | | | | |
| VOCABULARY AND SPELLING | | | | |
| CREATIVITY AND PRESENTATION | | | | |

# DRAMATIZATION RUBRIC

| ACTION TO EVALUATE | EXCELLENT (2 POINTS) | GOOD (1.5 POINTS) | REGULAR (1 POINT) | INSUFFICIENT (0.5 POINTS) | FINAL VALUATION |
|---|---|---|---|---|---|
| **ARGUMENT** | All historical information appears to be accurate and is chronological order. | Almost all historical information appears to be accurate and is chronological order. | Most of the historical information was accurate and in chronological order. | Very little historical information was accurate and/or in chronological order. | |
| **KNOWLEDGE** | You can clearly explain several ways your character says things differently than other characters and explain why. | You can clearly explain several aspects in which your character does things differently from other people. | You can clearly explain an aspect in which your character says things differently than the other character. | You can't explain one way in which your character says things differently than the other character. | |
| **DRAMATIZATION** | The point of view, arguments, and proposed solutions were consistent with the character. | The point of view, arguments, and proposed solutions were often following the character. | The point of view, arguments, and proposed solutions sometimes follow the character. | The point of view, arguments, and proposed solution rarely follow the character. | |

# ACKNOWLEDGEMENTS

A great acknowledgment to the authorities, English teachers, and seventh-graders of Unidad Educativa Ibarra for the openness and welcome in their prestigious institution to carry out this investigation of graduation work and can present a pedagogical guide to use of students and teachers.

Thanks to my institution Unidad Educativa Ibarra because I studied here; a place where there are excellent teachers and students, and it is a pleasure to share this proposal with this institution that is in my heart.

Thank You!
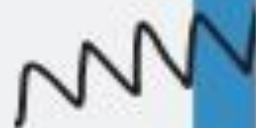
# CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the following conclusions to finish this investigation and recommendations to apply in the future in real life and professionally.

## CONCLUSIONS

Based on the theoretical investigation, folktales help meaningfully for the students; they allow them to strengthen their reading comprehension through folktales such as the legends with fictitious characters or events that happened particularly in Ibarra city also the students must get in touch with the culture of the locality because it is necessary to conserve and preserve them for future generations

A significant percentage stood out where the students showed an interest in using folktales as a strategy to improve reading comprehension, in this case only legends of Ibarra city. It is worth mentioning that students have previous knowledge of these legends because they have been present throughout their lives both family, social, and academic. The folk tales have been counted by our grandparents, parents, friends, classmates, and teachers, each of these stories helps us to give us an idea of our origin and cultural identity that is transmitted down from generation to generation knowing the ancestral heritage of our nation. (Ministry of Education, 2018).

From the results of interviews is established that the use of folktales would be an excellent teaching strategy because it is the first time the use of these folktales can improve reading comprehension in the learners. After all, the students the legends have learned in Language 1 (Spanish), due to easier to transfer them to Language 2 (English). On the other hand, the lack of these teaching aids is a constant problem because this strategy has not been implemented, and also there are different versions where the principal and English teacher have contradictions about the level reached by the students of this institution.

Finally, a teaching guide was designed with level A1 so the students could improve their reading comprehension. It consists of a variety of innovative activities with folktales of Ibarra City that help to promote reading habits. Likewise, developing creativity and imagination through drawings, collages, models, and dramatizations is an interactive way for students. Furthermore, technical directions for the teacher to guide with the development of the guide, reinforce reading skills, and evaluate the performance of students in each of the activities.

# RECOMMENDATIONS

English teachers should establish the use of folktales as a strategy to foster reading habits and improve reading comprehension in the students. The teacher should motivate the learners must be in touch with the culture and ancestral heritage and that folktales are passed down from generation to generation. these resources allow to the student discover different events, mystery characters, and most importantly know the events about Ibarra city in history.

The lack of material in the teacher's life and the institutions is a problem that always has been present. For this reason, the teachers have opted to elaborate on their materials. That is why it is recommended to use this teaching guide that contributes to strengthening reading comprehension and developing creativity through different fun activities interacting with teacher-student in the learning process.

It is recommended to continue with the use of the legends with the students because stimulate the emotional experience of the past. Furthermore, it is necessary to remember the culture, traditions, and different events in the history of a nation.

Finally, students are encouraged to give an important space to reading at home or in the institution that motivates a taste for reading skills. Moreover, the students, teachers, and Parents must be involved with the culture of our city, because it's a joint effort to know and discover all about our origins and transmit them from generation to generation and never allow that to disappear our identity.

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# ANNEXES

## Annex 1. Approbation of research investigation



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 16 de junio 2023
Magister

Rubén Congo
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las encuestas y las entrevistas de Investigación del Proyecto "Folk tales as strategy to improve reading skills on seventh- graders at Unidad Educativa Ibarra, during the school year 2022-2023". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés, para lo cual, se dignará encontrar adjunto los instrumentos de validación.

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

Atentamente,

Cupuerán Mishell
C.C.: 1004546907

**Theme:** Folk tales as a strategy to improve reading skills on seventh-graders at Unidad Educativa Ibarra, during the school year 2022-2023

**Survey for students**

**Objective:** Analyze students' performance in English Language and their development in reading skills.

**Directions:**

- Read each of the questions carefully and answer honestly.
- Mark with an X the answer that you consider appropriate.
- The Collected information will be used just for academic purposes.

1. **Do you like to learn English?**

| | |
|---|---|
| a) Always | |
| b) Sometimes | |
| c) Rarely | |
| d) Never | |

2. **The activities carried out in English class by the teacher are:**

| | |
|---|---|
| a) Very funny | |
| b) Funny | |
| c) Not Funny | |

3. **Do you like to read in English?**

| | |
|---|---|
| a) Yes | |
| b) No | |

4. Which materials does the teacher use to foment the reading in English class?

| | |
|---|---|
| a) Books | |
| b) Copies | |
| c) Magazines | |
| d) E-books | |

5. How useful are these materials to improve reading comprehension in students?

| | |
|---|---|
| a) Very useful | |
| b) Useful | |
| c) Little useful | |
| d) Nothing useful | |

6. What are the most frequent problems you find when reading in English?

| | |
|---|---|
| a) I do not understand what I read. | |
| b) I do not like to read in English | |
| c) I have no interest in reading in English. | |

7. Have you heard folktales or legends from your town?

| | |
|---|---|
| a) Always | |
| b) Sometimes | |
| c) Rarely | |
| d) Never | |

8. How have you learned about the folktales or legends of your town?

| | |
|---|---|
| a) Oral Tradition ( Family Members) | |
| c) Books | |
| d) Radio | |
| e) Other_____ | |

9. How motivated do you feel when using folktales or legends to improve reading comprehension in the English language?

| | |
|---|---|
| a) Very motivated | |
| b) Motivated | |
| c) Little motivated | |
| d) Not at all motivated | |

10. Do you agree that folktales allow you to know the culture of a town?

| | |
|---|---|
| a) Strongly agree | |
| b) Agree | |
| c) Disagree | |
| d) Strongly Disagree | |

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|---|---|---|---|---|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | / | | | |
| 2 | / | | | |
| 3 | / | | | |
| 4 | / | | | |
| 5 | / | | | |
| 6 | / | | | |
| 7 | / | | | |
| 8 | / | | | |
| 9 | / | | | |
| 10 | / | | | |

..............................................

Firma del Evaluador

C.C.: 1001417235

| Apellidos y nombres completos | Congo Maldonado Rúben Agapito |
|---|---|
| Título académico | Magister |
| Institución de Educación Superior | UNIVERSIDAD TÉCNICA DEL NORTE |
| Correo electrónico | racongo@utn.edu.ec |
| Teléfono | |

**Theme:** Folk tales as a strategy to improve reading skills on seventh-graders at Unidad Educativa Ibarra, during the school year 2022-2023

### Interview for English Teachers

**Objective:** Discover students' problems in reading comprehension. Furthermore, describe the strategies that teachers use to motivate their students to improve their reading skills.

1. Regarding reading skills, which problems have you been able to detect in the students' reading comprehension in English?
2. From the problems you mentioned, which pedagogical strategies have you used to improve your students' reading comprehension? ¿What are the results you have obtained?
3. Concerning reading comprehension, what didactic materials have you used to improve and motivate your students? What importance do you give to reading in class?
4. Do you think folk tales from your town (Legends, myths, etc.) are an excellent strategy for students to improve reading comprehension? Yes or no?
5. Do you think that folktales are a useful strategy to improve your students' reading comprehension and also get in touch with the culture of the town since a young age?

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|---|---|---|---|---|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | / | | | |
| 2 | / | | | |
| 3 | / | | | |
| 4 | / | | | |
| 5 | / | | | |

..........................................................

Firma del Evaluador

C.C.: 100147235

| Apellidos y nombres completos | Congo Maldonado Rúben Agapito |
|---|---|
| Título académico | Magister |
| Institución de Educación Superior | UNIVERSIDAD TECNICA DEL NORTE |
| Correo electrónico | racongo@utn.edu.ec |
| Teléfono | |

**Theme:** Folk tales as a strategy to improve reading skills on seventh-graders at Unidad Educativa Ibarra, during school year 2022-2023
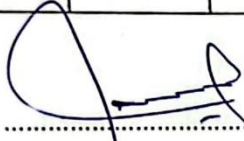
## Interviews for the Principal

**Objective:** Identify the principal's perspective regarding student performance in the English language.

1. According to established the Ministry of Education in the National Curriculum, the seventh- graders in their exit profile must have an A1 level. What are the major problems you encounter to reach the level?

2. Do you consider that the materials, resources, and methodology are sufficient to meet the needs of the students to reach the A1 level?

3. Concerning Reading skills, do you consider that students are motivated to reading in English?

4. Do you consider Folktales like the legends of our town would be a good pedagogical strategy to encourage reading and improve the reading comprehension of seventh-graders?

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|---|---|---|---|---|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Item | Dejar | Modificar | Eliminar | |
| 1 | / | | | |
| 2 | / | | | |
| 3 | / | | | |
| 4 | / | | | |

......................................................
Firma del Evaluador

C.C.: 1001417235

| Apellidos y nombres completos | Congo Maldonado Rúben Agapito |
|---|---|
| Título académico | Magister |
| Institución de Educación Superior | UNIVERSIDAD TECNICA DEL NORTE |
| Correo electrónico | racongo@utn.edu.ec |
| Teléfono | |

| Fecha de envío para la evaluación del experto: | |
|---|---|
| Fecha de revisión del experto: | |

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:

# Annex 2: Approbation to do the research in the institution.

**UNIVERSIDAD TÉCNICA DEL NORTE**

Acreditada Resolución Nro. 173-SE-33-CACES-2020

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**DECANATO**

Oficio nro. UTN-FECYT-D-2023-0110-O

Ibarra, 16 de junio de 2023

**ASUNTO:** TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. CUPUERÁN CHICO MISHELL ESTEFANÍA

Magíster
Fausto Villena
RECTOR DE LA UNIDAD EDUCATIVA IBARRA
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita MISHELL ESTEFANÍA CUPUERÁN CHICO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "FOLK TALES AS A STRATEGY TO IMPROVE READING SKILLS ON SEVENTH – GRADERS AT "UNIDAD EDUCATIVA IBARRA" DURING THE SCHOOL YEAR 2022-2023".

Por la favorable atención le agradezco.

Atentamente,
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2023.06.16 08:48:14 -05'00'

MSc. José Revelo Ruiz
**DECANO**
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Ciudadela Universitaria Barrio El Olivo
Av. 17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800  RUC: 1060001070001
www.utn.edu.ec

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## Annex 3: Consent letters
**The Principal**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

Acepto participar voluntariamente en esta investigacion, conducida por Mishell Estefanía Cupuerán Chico estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Recolectar información sobre Los Cuentos Populares como estrategia para mejorar las detrezas lectoras en los estudiantes de séptimo grado de la Unidad Educativa Ibarra durante el año escolar 2022-2023.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Msc. Fausto Villena

Rector
del participante

Firma

Mishell Cupuerán :
del investigador

Firma

**The Principal: Msc. Fausto Villena**



**English Teacher**



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por Mishell Estefanía Cupuerán Chico estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Recolectar información sobre Los Cuentos Populares como estrategia para mejorar las detrezas lectoras en los estudiantes de séptimo grado de la Unidad Educativa Ibarra durante el año escolar 2022-2023.

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Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Msc. Sandra Puga.

**English teacher**

Firma de participante

**Mishell Cupuerán :**

Firma del Investigador

**English Teacher: Msc. Sandra Puga**



## Annex 4: Survey

# Annex 5: Approbation of socialization of proposal.

**UNIVERSIDAD TÉCNICA DEL NORTE**

Acreditada Resolución Nro. 173-SE-33-CACES-2020

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**DECANATO**

Oficio nro. UTN-FECYT-D-2024-0019-O

Ibarra, 29 de enero de 2024

**PARA:**    MSc. Soraya Jaramillo
RECTORA DE LA UNIDAD EDUCATIVA IBARRA

**ASUNTO:** Trabajo de Integración Curricular Srta. Mishell Estefanía Cupuerán Chico

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso de la señorita MISHELL ESTEFANÍA CUPUERÁN CHICO, portadora de la cédula de ciudadanía 1004546907, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "LEARNING ENGLISH WITH IBARRA LEGENDS", perteneciente al trabajo de integración curricular: "FOLKTALES AS A STRATEGY TO IMPROVE READING SKILLS ON SEVENTH GRADERS AT UNIDAD EDUCATIVA IBARRA".

Por su favorable atención, le agradezco.

Atentamente,
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE
LUCIANO
REVELO RUIZ

Firmado
digitalmente por
JOSE LUCIANO
REVELO RUIZ
Fecha: 2024.01.29
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MSc. José Revelo Ruiz
**DECANO**

JRR/M. Báez.

Recibido
30/En/2024.

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Ibarra-Ecuador
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Página 1 de 1

**Annex 6: Socialization of proposal.**

**The principal: MSc. Soraya Jaramillo**