



UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL

TEMA:

**Kichwa-Otavalo Legends Audiobooks as an Academic Resource to Improve
English Listening Comprehension in Sixth Grade Students at República del Ecuador
School**

**Trabajo de titulación previo a la obtención del título de: Licenciatura en Pedagogía de
los Idiomas Nacionales y Extranjeros Mención Inglés**

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

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Ibarra, 2024



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FECHA: DD/MM/AAAA	25/01/2024
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciado en Pedagogía del Idioma Inglés
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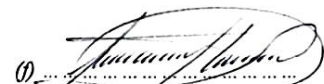
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DEDICATORY

First, I want to thank God and my grandmothers Charito and Inés, who were my guide and spiritual protection.

Secondly, my mother Angélica Sandoval has been my example of wisdom and strength, my fundamental pillar throughout my life, thank you mother for supporting me in achieving my goals.

Finally, my sister Lisbeth Ruis has motivated me to be disciplined and bring me her confidence in this fundamental part of my life.

Damaris Ruis

ACKNOWLEDGMENT

First, this research is dedicated to English teachers and students of the República del Ecuador School, who allowed me to develop this research work, and the authorities who opened the doors to me since I started this career.

Secondly, Universidad Técnica del Norte allowed me to become a professional, where I met professors with vast experience and knowledge who guided me during this educational process.

Finally, I want to thank my thesis tutor MSc. Fernando Flores. He has guided my academic formation, and I appreciate his patience throughout this time.

ABSTRACT

This research work arises from the need to explore alternatives to address the lack of academic resources for developing listening skills in the English language. For this, the use of the Kichwa-Otavalo legends was proposed through the application of the B-Learning approach, which allows digital platforms such as audiobooks, to revitalize the oral tradition in a flexible, accurate, and innovative way. Thus, the following research was carried out with 6th-grade students and teachers of English at the República del Ecuador school, from 2022 to 2023. The different beliefs and experiences in the teaching-learning process of the English language were ascertained using the mixed method. Consequently, with the support of the research tools of the interview and the questionnaire, the results indicate that the application of digital tools such as audiobooks generates interest in the development of their listening skills, in addition to revitalizing the oral tradition of the Kichwa-Otavalo legends, which is an innovative proposal that fits their needs.

Keywords: Kichwa-Otavalo, audiobooks, B-Learning, listening skills.

RESUMEN

El presente trabajo de investigación surge ante la necesidad de explorar alternativas que aborden la carencia de recursos académicos para el desarrollo de la habilidad auditiva en el idioma inglés, para ello, se planteó el uso de las leyendas Kichwa-Otavalo mediante la aplicación del enfoque B-Learning el cual permite el uso de plataformas digitales como son los audiolibros, esto con la finalidad de revitalizar la tradición oral de una forma flexible, precisa e innovadora. De esta forma, la siguiente investigación se llevó a cabo en estudiantes de 6to grado y profesores del área de inglés de la escuela República del Ecuador, período académico 2022-2023. A quienes, en función del método mixto se logró constatar sus diferentes creencias y experiencias en el proceso de enseñanza-aprendizaje del idioma inglés. Consecuentemente, con el apoyo de las herramientas de investigación de la entrevista y el cuestionario, los resultados indican que la aplicación de herramientas digitales como los audiolibros generan interés para el desarrollo de sus habilidades auditivas, además con la revitalización de la tradición oral de las leyendas Kichwa-Otavalo es una propuesta innovadora que se ajusta a sus necesidades. Este estudio de investigación concluye con diferentes recomendaciones mínimas que se deben considerar para el correcto funcionamiento de los audiolibros, así como también destaca diversas herramientas digitales que el enfoque B-Learning pueden ofrecer y ser de apoyo para los docentes.

Palabras clave: Kichwa-Otavalo, audiolibros, B-Learning, habilidades auditivas.

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INTRODUCTION

Learning Context

The present dissertation is being developed to enhance English listening comprehension in junior students. According to Rost, M. (2023), “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin” (p.141-142). As a result, developing listening skills allows junior pupils to improve the multiple abilities that can aid them in developing more substantial competencies in communicating in English.

Furthermore, using audiobooks as an academic resource allows junior students to develop their listening comprehension skills. This technological tool is appropriate for students to immerse themselves in the English language; according to Baskin & Harris (1995), explains that “Audiobooks can facilitate understanding of dialect and complex language, emphasize humor and drama, and provide the benefits of storytelling” (p. 1). In this way, using audiobooks, junior students can improve their auditory comprehension and, as a result, their understanding of the English language.

Finally, Kichwa-Otavalo legends will be reproduced through audiobooks, with strategic content corresponding to the junior students' level. This content from the students' residence caught their attention at the moment of their learning; a comprehensible vocabulary appropriate to the students' academic level is employed. In conclusion, this research project uses audiobooks as an alternative technological tool for developing English listening skills in junior students.

Problem Description

Learning the English language is one of the world's current requirements due to globalization. Teaching this language requires the development of four language skills: reading, writing, listening, and speaking; however, Hogan et al., (2015) indicate that "listening comprehension has received less attention." This could be due to a lack of auditory materials within the educational system or to teachers employing traditional methods that impede their students' optimal development of this skill. In base of this, the English language has become one of the most widely used languages in the world; nonetheless, there are some deficiencies in the development of listening skills.

English has been introduced as a second language in the Ecuadorian educational system. According to Castro et al. (n.d.), "English instruction was introduced in Ecuador in 1912." (p. 4). This has allowed students to develop their English skills and obtain better academic opportunities outside in different social areas. However, Ecuador has shown a low index in English at the Latin American level, according to Education First (2022) "Ecuador maintains the 18th position among 20 countries, indicating a low level of aptitude." As a result, these statistics have caught the attention of the academic community, who are urging prompt action.

On the other hand, globalization has changed the lifestyles of people worldwide since ancient legends and story tales have been forgotten. According to Llosa (2000), "in the cultural field, modernization destroys many traditional forms of life." Consequently, Ecuador has been affected by the loss of some of its local customs; As is common knowledge, Ecuador is considered a multicultural country because, throughout its territory, there are settlements of indigenous peoples and nationalities. According to Moya & Jara (2012), "Ancestral people have a privileged oral tradition, which despite the drastic changes it has undergone in recent years, this knowledge endures in the collective memory of each of them." For this reason, it is essential that this local oral tradition can continue to be transmitted from present to future generations and be preserved in the context of the globalization that the country is going through.

To summarize, Ecuador has been involved in globalization, which has had specific impacts on education and culture. As for the academic aspect of Ecuador, there is a lack of materials and methodologies that allow students to develop their listening abilities as a result they possess a low level of English. Additionally, indigenous customs and oral traditions are losing their value from a cultural perspective. The following research project aims to aid in developing hearing ability through audiobooks as a source of academic information. It will take into consideration the legends of the Kichwa-Otavalo people.

The following questions have been proposed as guides for the development of the current investigation:

- What are the challenges for students to develop listening comprehension skills in English?
- How Kichwa-Otavalo Legends Audiobooks as an academic resource can improve English Listening Comprehension in 6th-grade students at República del Ecuador school?

Justification

The Ecuadorian educational system promotes the teaching of English as part of its curriculum. According to Andrade-Molina et. al., (2023) “EFL is officially taught in private and public educational establishments nationwide in Ecuador. In this regard, MINEDUC has carried out several actions intended to improve the English language teaching-learning process” (p.42). However, students have demonstrated a low mastery of the macro skills of the English language, with listening skills being one of the least developed in the classroom due to several factors. On the one hand, English teachers do not have enough technological and didactic tools to develop listening skills. On the other hand, educational institutions do not have auditory material focused on Ecuadorian oral traditions such as the Kichwa-Otavalo legends. Besides, Andrade Molina et al., (2023), “learning an L2/FL requires a period of assimilation and accretion of contents, which implies the acquiring and mastering of a series of linguistic and intercultural competencies”.

The B-Learning approach offers innovative strategies and techniques that replace the traditional ones with the support of the insertion of technology in the educational environment. Based on this, this approach is necessary for the development of the proposal of this research since its versatility towards face-to-face and virtual educational environments facilitates its use and allows it to solve the problem previously exposed. Through the B-Learning approach, teachers use audiobooks in the teaching-learning process of the English language, which directly develops the listening skills of sixth-grade students at the República del Ecuador school. Therefore, these audiobooks use alternative themes, such as the Kichwa-Otavalo legends, to revitalize the oral tradition.

Impacts

Social Impact: The next research project will impact society because it will strengthen the oral transmission of Kichwa-Otavalo culture and address a local issue that interests the beneficiaries, many of whom are already familiar with it. It will also be easy and accessible for both teachers and students at the República del Ecuador school.

Academic Impact: Through this research project, listening skills will be developed in junior students, enabling them to gain a better understanding of and development in the English language. Access to and use of this technological tool—audiobooks—will enable us to innovate the methodological framework used in the process of teaching and learning the English language.

Objectives

General objective

- Propose Kichwa-Otavalo Legends Audiobooks as an academic resource to improve English listening comprehension in six grade students at República del Ecuador school.

Specific objectives

- Establish theoretical foundations that will support the design of the Kichwa-Otavalo Legends Audiobooks.
- Diagnose the methodologies used by teachers at the República del Ecuador School to improve English listening comprehension in sixth-grade students.
- Analyze the most representative Kichwa-Otavalo legends that will be used in the audiobook.
- Design Kichwa-Otavalo Legends Audiobooks for the enhancement of English Listening Comprehension skills in sixth-grade students.

Final Project Structure

The following research project is set up in the following format:

Chapter I: Learning language theories, methods, approaches, and content that support Audiobook Kichwa-Otavalo Legends as an academic resource to improve listening comprehension.

Chapter II: Describes the research style, data collection methods, and tools that will be used in this study.

Chapter III: Describes the analysis and interpretation of the survey and interview results addressed to the teachers and students at the U.E República del Ecuador.

Chapter IV: Academic proposes an Audiobook using Kichwa-Otavalo legends to enhance listening comprehension skills.

Finally, this research project ends with recommendations and conclusions.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Learning Language Theories

Language learning is a part of the communication system that has been present throughout human history, and it has different characteristics and elements, which are presented in different theories. According to Rivera A. (2022), "the evolution of language has required different linguistic theories that strengthen its understanding and use" (p. 6). Furthermore, some theories of language learning are exposed by different linguists and psychologists, who have contributed through exhaustive research to the functions of each view that have been indispensable within the educational system.

1.1.1. Constructivism Learning Language Theory

The Constructivist is a fundamental axis in the educational context. Throughout its trajectory, different exponents have debated this theory. In the middle of the 20th century, two great exponents emerged with their visions about Constructivist theory; on the one hand, Lev Vygotsky according to (Bolaños et al., 2011) "emphasizes the influence of social and cultural contexts on the appropriation of knowledge". According to this sociocultural perspective, students learn through peer contact, which fosters an environment that is conducive to learning. On the other hand, Jean Piaget according to Ñauta (2011), "learning is an internal process of knowledge construction in which the human being is actively involved in interaction with the environment." that cognitive ability and intelligence correlate with the individual's environment. In short, the constructivist approach involves cognitive and social aspects in which the individual is in daily contact and results in constructing his knowledge.

1.1.2. Connectivism

The Connectivism theory shows how Education has been transformed using different technological tools that have facilitated the transmission of knowledge. Connectivism is an alternative theory, which according to Siemens (2005), "Includes technology and connection-making as learning activities begin to move learning theories into a digital age" (p. 5). Therefore, the Connectivism theory presents how Education has moved from face-to-face classes to virtual classes with the use of different digital platforms which facilitated access, and promoted self-learning where the students are exposed to various learning sources. In other words, the Connectivism theory demonstrates the adaptability of the education system.

1.2. Methods and Approaches

In the process of teaching English, some methods and approaches allow teachers to create appropriate learning environments using the teaching techniques that each approach presents. These techniques can be adjusted to students' needs to achieve learning objectives. The following chart chronologically lists the first methods and approaches, with details on how they have typically been used by teachers.

Table 1

Approaches and Methods in Language Teaching

First Methods	
Grammar Translation Method	<ul style="list-style-type: none">- The goal of foreign language study is to learn a language to read its literature or to benefit from the mental discipline and intellectual development that result from foreign language study.- Reading and writing are the major focus.- The sentence is the basic unit of teaching and language practice.

	<ul style="list-style-type: none"> - Accuracy is emphasized. - Grammar is taught deductively.
Direct Method	<ul style="list-style-type: none"> - Classroom instruction was conducted exclusively in the target language. - Grammar was taught inductively. - Both speech and listening comprehension were taught. - Correct pronunciation and grammar were emphasized.
Audiolingual Method	<ul style="list-style-type: none"> - Instructional materials in the Audiolingual Method assist the teacher to develop language mastery in the learner. - The teacher's role is central and active. - Instructional materials in the Audiolingual Method assist the teacher in developing language mastery in the learner. - The language skills are taught in the order of listening, speaking, reading, and writing.
Communicative Language Learning	<ul style="list-style-type: none"> - The teacher must operate without conventional materials, depending on student topics to shape and motivate the class. - Learners become members of a community and learn through interacting with the community.

-
- CLL combines innovative learning tasks and activities with conventional ones, such as Translation, Group work, Recording, Transcription, etc.
-

Note: Own elaboration. Source: Richards& Rodgers (2016)

1.2.2. Methods and Approaches for Listening Development

Furthermore, educators nowadays use various methods and approaches in teaching to develop English language skills such as listening, speaking, reading, and writing skills. The most important details regarding how these approaches and methods can aid in teaching as well as the acquisition of the English language, specifically with the development of listening skills, will be provided in the following chart.

Table 2

Approaches and Methods for Listening Development

Current Approaches and Methods	
Communicative Language Teaching	<ul style="list-style-type: none"> - Learners learn a language by using it to communicate. - Authentic and meaningful communication should be the goal of classroom activities. - Fluency is an important dimension of communication. - Communication involves the integration of different language skills. - Learning is a process of creative construction and involves trial and error.

<p>The Natural Approach</p>	<ul style="list-style-type: none"> - Focus on comprehension and meaningful communication. - Provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition. - Emphasizes comprehensible and meaningful practice activities, rather than the production of grammatically perfect utterances and sentences.
<p>Cooperative Language Learning (CLL)</p>	<ul style="list-style-type: none"> - Raise the achievement of all students, including those who are gifted or academically handicapped. - Help the teacher build positive relationships among students. - Give students the experiences they need for healthy social, psychological, and cognitive development.

Note: Own elaboration. Source: Richards& Rodgers (2016); David (n.d.)

1.2.3. Methods in the New Era

The use of technology has transformed the educational system and even the way of teaching the English language. Teaching has chosen different modalities, either offline or online, which has generated the use of different ICT tools that adapt to this reality. Within the teaching of the English language, three teaching methods have been evidenced: E-Learning, M-Learning, and B-Learning, which will be detailed in the following table.

Table 3

Methods in the New Era

E-Learning in Teaching English	<ul style="list-style-type: none">- This is used for distance education.- This uses digital channels (internet) and uses tools or applications such as websites, discussion forums, virtual platforms, email, emails, blogs, etc.- Focuses more on the student since he is the trainer in the management of his learning.
M-Learning in Teaching English	<ul style="list-style-type: none">- It is characterized by using learning-teaching environments through mobile technology.- Also called mobile e-learning, this model is based on mobile devices such as mobile phones, tablets, iPods, iPads, and/or another handheld devices with an internet connection.
B-Learning in Teaching English	<ul style="list-style-type: none">- This process is based on blended learning, that is, it is a course that combines both face-to-face and virtual classes.- Use ICTs for the teaching-learning process to bring the learner to the significant achievement of his learning.- Considers online activities in such a way as to support the student to achieve their learning.

Note: Own elaboration. Source: Arteaga et al. (2021)

1.3. Audiobooks

The oral transmission comes from ancient generations when people orally told stories to their relatives, friends, or the public. According to Baskin B. & Harris K. (1995), the "first literature was heard, not read" (p. 372). Therefore, oral transmission has spread from generation to generation, through the narration of stories, legends, and poems, which, currently have been adapted through technological devices, such as audiobooks. According to Have & Stougaard (2016), "audiobook is a sound recording of a book that is performed by a professional narrator (often an actor) or the author" (p.17). In this sense, with the use of this technological tool, it is possible to transfer the oral tradition to the new generations easily and simply for its reproduction. Consequently, audio readers get different benefits detailed below.

1.3.1. Academic benefits of using Audiobooks

Audiobooks provide different academic benefits at the time of their application. This tool is a flexible and innovative way to enjoy reading during the learning process, while also promoting the development of English language skills. According to Galimberti et al. (2021), "audiobooks are considered an excellent strategy to develop essential skills in L2 learning processes, such as fluency, listening, comprehension, and critical thinking" (p.9). Here are several benefits that audiobooks have for those seeking alternative ways to consume books.

- **Enhance Language Skills**

Reproducing audiobooks enables the development of English language skills. "Audiobooks have been considered a valid strategy for teaching foreign language skills, and experimental studies observed that listening to audiobooks improves listening and reading comprehension". (Turker, 2010, as quoted in Galimberti, 2021). In this way, audiobooks offer multiple advantages, as they are a strategic tool that improves listening and writing comprehension skills. Furthermore, it also allows English teachers to develop more didactic activities with the support of audiobooks. Consequently, this tool strengthens language skills and promotes the habit of reading.

- **Vocabulary**

Audiobooks contribute to the development of the vocabulary of the target language. According to Galimberti et al. (2021), “audiobooks are a great tool for acquiring language and understanding it as it is spoken, so it is a new way to learn new vocabulary and grammar” (p.7). For this reason, acquiring new words is possible through listening to audiobooks, which can help you connect ideas and develop critical thinking to achieve effective communication. In short, audiobooks act positively and enhance the vocabulary that is a fundamental part of the development of language learning.

- **Pronunciation**

Using audiobooks for academic purposes is a strategy that allows students to maintain direct exposure to the English language. On the one hand, the accessibility provided by this tool allows apprentices the opportunity to maintain direct contact with the language. On the other hand, through this listening experience, learners are enriched with sub-skills such as pronunciation, which is indispensable in the language learning process. According to Zaka (2015), “the audio version of the text represents a good example of correct pronunciation, students should be able to improve their pronunciation skills, both in recognizing and producing correct pronunciation” (p.45). In other words, audiobooks can enhance the ability to pronounce thanks to their accessibility and flexibility, which can be adjusted to the needs of each learner.

- **Increase motivation to interact with books**

Reading is essential for the development of language acquisition. The habit of reading has been fostered since childhood, which increases vocabulary, creativity, and the development of critical thinking. However, as the population grows, the habit of reading is decreasing for different reasons such as lack of motivation for reading in the schools. That is why, the use of audiobooks, being an innovative tool and accessible to all types of age, through its implementation helps to recover this habit. According to Grover et al. (1995), “the main point about audiobooks is that they are fostering children’s reading habits and, what is more, they are always available either at school, at home or in the library” (p.3).

1.4. Kichwa-Otavaló Culture

The Kichwa-Otavaló people are in the province of Imbabura, according to Castro et al. (2021) "Otavaló, uno de los grupos étnicos más numerosos que habitan en la región norte del Ecuador" (p. 7). Their culture, traditions, and customs are part of the heritage that enriches this people and has crossed borders. Their ancestral knowledge has been passed down from generation to generation, reflected in their music, art, and legends, and represents their cultural identity. The Kichwa-Otavaló legends are an essential part of this cultural identity, which has been transmitted orally from their ancestors to the present, so it is important to highlight their importance within society in this research.

1.4.1. Importance of Kichwa-Otavaló Legends

Kichwa-Otavaló legends represent part of the cultural identity of its people, which has been inherited for many years. This precious heritage is part of the intangible cultural heritage of the country. UNESCO (2003) points out that the intangible heritage:

It is manifested in the following areas:

- a) Traditions and oral expressions, including language as a vehicle for intangible cultural heritage;
- b) performing arts;
- c) social practices, rituals, and festive events;
- d) knowledge and uses related to nature and the universe;
- e) Traditional craft techniques.

1.4.2. The most representative Kichwa-Otavaló legends

In the city of Otavaló, different groups, institutions, and authorities compiled representative legends of the city. This compilation has Kichwa-Otavaló legends and traditional games, which were narrated by local people as part of a project called "Playing with Grandpa," and its dedication highlights, Otavaló (2006) "the oral tradition for being persevering and infinite" (p. 5). For this reason, this research will detail the five most representative legends presented in this book, which have symbolized the town's traditions, customs, and beliefs from generation to generation.

The giant of the Kunru Lagoon

The window of Imbabura

Story compiled in Otavalo, province of Imbabura.

Narrator: Mr. Vinicio Chuma

Adaptation Luis Flores

The people woke up dreaming of water and the guinea pigs were running around like crazy because before an omen. Nobody knew what was happening until a bird came with the gossip.

-It's coming, it's coming, it's coming, it's coming, it's coming, it's coming, it's coming, it's coming! - said the bird, alerting everyone.

From unknown lands, a giant was approaching. His cheeks were the color of a kidney tomato and when he walked, his huge belly moved like jelly.

-Ananay, what a nice place! - said the giant.

As he was hungry, he began to eat everything in his path, but his favorite food was undoubtedly pigs and cows.

-Mmmm... How tasty! - said the giant, licking his fingers.

This giant, besides being a wanderer, spent all his time playing pranks; he used the mountains as slides and licked the snow from the volcanoes.

One day, after playing, he wanted to take a bath and went in search of a lagoon to swim in. In the blink of an eye, he arrived at Yahuarcocha, he took off his clothes until he was naked, and when he jumped in, instead of taking a dip, he hit his stomach tremendously.

- Ayayayay ayayayay! - complained the giant, scratching his belly.

After the tremendous disaster, he went in search of another lagoon, and in three steps he arrived at the Cuicocha lagoon; but this time he did not want to jump in, he only put his feet in.

-Ha, ha, ha, ha, this will be a lagoon! - The giant laughed, making fun of the water that barely reached his ankles.

With six giant steps and jumping over the Fuya Fuya, he reached Mojanda where there were three lagoons. He chose the largest lagoon for his bath; it was a quiet lagoon that seemed deep. When he put the tip of his toes in, the water was so cold, so cold that the skin on his body became like goosebumps.

- Achachay, achachay! - the giant shivered.

He jumped to warm himself and slipped through the wetland until he reached the Imbakucha Lagoon. Seeing its beauty adorned with herons and chilcapanes, the giant, full of emotion, thought he would live there forever.

- Oh, I will be able to bathe in this lagoon! - said the giant.

When he tried to enter the lagoon, it was only up to his knees. The giant was furious when he could not find a lagoon in the whole region where he could bathe.

- These are not lagoons; they are only rain pools! - he shouted angrily.

When he was about to give up, he saw a tiny glow on the Imbabura hill; it was "the Kunru Lagoon".

The giant, with great caution, approached it and when he was close, he laughed out loud.

-ho ho ho ho ho ho ho ho ho!

The echo of his laughter could be heard many leagues away.

- I've never seen such a small thing as this, it won't even wash my feet! - He exclaimed mockingly and jumped into it.

To his surprise, the giant sank little by little. The water went from his ankles to his knees, to his thighs, to his belly, to his chest, and when it reached his neck, he tried to save himself by grabbing hold of the mountain, but the lagoon sucked him deeper and deeper until it was too late.

The giant drowned in the smallest lagoon in the valley and only a trace of him remained; a huge hole in the shape of a window, made at the top of the Imbabura when he stuck his finger in the summit trying to save his life.

Los Remaches

This story was compiled in the town of Punyaro, Province of Imbabura.

We were told by Ramiro Velasco, Néstor Jaramillo.

Adapted by Luis Flores.

When there was no electricity in Otavalo and the houses were lit with candles and kerosene lamps, people came and went from Otavalo to Quito by horse or on foot. Traders and strangers crossed the mountains and rivers, passing La Jabonera! And steep chakiñanes, walking night and day to reach their destination.

Near the lagoons of Mojanda, there was a family named Remache, owner of an old and lonely house, which served as a Tambo. This, although not very comfortable, was used to rest and stretch their legs, it could light a tullpa and have a few drinks to liven up the night.

In the morning it was possible to be awakened by the sound of the wind blowing in the windows and the fragrant smell of fritada that the owners of the tambo prepared to offer to their guests. The well-seasoned meat could be perceived from a great distance and although a little tough, it was very, very tasty.

At night the guarapo took effect and the anecdotes of the trip became more and more fantastic. One by one they would fall asleep and at that moment, the Remaches would take advantage of the situation to steal their most valuable belongings, which they would then hide in a cave in the hill.

When a traveler woke up in the middle of the heist, the Remaches did not hesitate to kill him in cold blood. The footprints of the victims were never found because they ended up in a frying pan of fritada.

Worried about the disappearance of friends and relatives, the people of Otavalo began to suspect what was happening in that Tambo.

Finding these thieves was very difficult because, to mislead their pursuers, the Remaches would lead their horses backward and the gendarmes would get confused as they were chasing them in the opposite direction.

One day, after many attempts, they managed to capture them and dragged them down to Otavalo where they were judged and condemned to death. The people gathered in the central square to watch their execution, and the pigeons also gathered on the roofs of the houses, curious about their fate.

Everything was ready, the rivets tied with ropes were not afraid of the bullets.

Gunpowder no more, bird no more kill - they said.

The order was given with a trumpet and a drum, and the gendarmes fired. The Remaches fell to the ground, the pigeons flew away and the people went back to their chores.

The treasure of the Remaches was never found, but mysteriously the robberies and disappearances continued to happen, although the tasty fritada is no longer sold.

El Lechero and the Lagoon

This story was collected in the community of Pucará de Velásquez. Otavalo.

Narrator: Taita Churo

Adaptation: Luis Flores

She liked to dream that it was a bird; he liked to run like the strong winds. The two young people were born in the same valley, but they didn't know each other; they were from different communities and worse, from enemy communities. Fate intended that one day the two young people would meet at the crossroads. Her cheeks turned chili, and his legs trembled like a newlyborn calf. The two stared for a long time, and from then on, every day they met in the same place, under a tree of myrtle, where hummingbirds came and went.

Each encounter was special; they were never bored; it seemed that they both knew each other all their lives and when they went for a walk, they did not lack kurikinkas flying around. Those were good, beautiful times.

One day they were seen by loose-tongued people, and the gossip was watered like a poisonous snake. When it reached the ears of their relatives, it became a tremendous scandal, and without wasting time, both sides prepared severe punishments. He was greeted at home with a bath of nettles; she was locked up so she could not leave. Everything was against him, but no one knew that the couple had made a promise to stay together for life.

One night, the young man endured no more suffering and went to find his companion. The two escaped to the Loma de Pucará and their relatives once they realized they were chasing them. The wind blew with all its might to stop the pursuers, but there were too many. The two young people were already tired of climbing the hill, and when they were about to be caught, the Yachak of the mountain, a friend of the wind, of the water, and of the fire, protected them with a spell. To her, he turned it into water that watered the valley, forming a beautiful lagoon. He left him at the top of the hill, making him a majestic Lechero, the king of the trees of Pucará. That way, the two lovers would be together all their lives, fulfilling their promise.

1.4.5. Audiobooks Kichwa-Otavalo Legends as an academic resource

Currently, educational innovation, according to Andrade C. et al., (2017) implies "the use of various educational tools in the learning process." One of these tools is the digital platform for audiobooks. Their application in the teaching-learning process of the English language, with a thematic focus on the Kichwa-Otavalo legends, makes them an academic resource that benefits educators and students. Different researchers highlight these benefits, Brown, J. (2002), as cited in Mohammed, A. (2021), stated the following,

“Audiobooks assist teachers to help students understand the topic they are getting into by establishing a situation, or settings of the topics that are being talked about. So, it is safe to say that audiobooks are a huge help for teachers and students alike. It proves that audiobooks could be the imperative materials that should be used by students in an EFL classroom” (p. 101)

1.5. English language

According to Zohaib A. (2023), “English is a global lingua franca, spoken by over 1.5 billion people worldwide”. The English language is an international communication tool, plus English is fundamental for global education. However, the standard process of learning it entails the use of the Common European Framework of Reference for Languages (CEFR). Within the CEFR, the "Can Do" statements describe what language learners can accomplish at different levels. A1-A2 represents the beginner levels. These standards offer a framework for language teachers and students, supporting uniformity and comparability in language education throughout Europe and beyond, as well as helping in the development and assessment of language skills.

1.5.1. Standards MCER (CAN DO) A1-A2

Table 4

Standards MCER

BASIC USER	A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact positively provided the other person talks slowly and clearly and is prepared to help.

Note: Obtained by (Council of Europe, s.f.).

1.5.2. Four skills

Comprehensive language proficiency requires mastery of the four English language skills: speaking, listening, reading, and writing. Reading improves vocabulary and comprehension, writing creates exact expression, speaking promotes verbal communication, and listening hones comprehension skills. When combined, these abilities produce a well-rounded language competency that facilitates participation and successful communication in a variety of contexts in both academic and professional settings.

Table 5

English Skills

Skills	Concept
Listening	Listening is an essential component of the communication process because it allows the listener to remain involved and actively comprehend what is being said. This aids in increasing clarity, asking pertinent questions, framing appropriate answers, and avoiding misunderstandings. When engaging in meetings, discussions, feedback sessions, and interviews, it is important to listen.
Speaking	If there is one communication skill that everyone requires but few have, it is effective speaking. The dread is of speaking in front of an audience, such as during presentations, meetings, or speeches.
Reading	Reading abilities facilitate the comprehension of various texts, as well as their context and inference. These abilities are critical for improving your general literacy because they can improve your vocabulary, speech, analysis, and communication.
Writing	Linguistic abilities are insufficient without competent composing abilities. Writing well entails being able to present your thoughts succinctly. Choosing the appropriate vocabulary, medium, and outline for what you want to communicate can help to ensure that your writing is interesting and conveys the intended message.

Note: Obtained by (Simon, 2023).

1.5.3. Listening as a receptive skill

According to Al-Jawi (2010), receptive skills are “the ways in which people extract meaning from the discourse they see or hear” (p.3). Therefore, listening skill is a receptive skill since people must receive and process information that hear from other people or technological devices such as computers or smartphones. Moreover, Carel (2012) mentions that “listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language” (p. 153).

1.5.4. Listening skills as an active process

Listening is not only essential for communicating, but also for building relationships and resolving problems, thus people must know it involves more than hearing words. According to Bennetch et al., (2021) “listening is an active process that contains five stages: receiving (hear), understanding (comprehension), evaluating (process), remembering (record) and responding (reaction)” (p. 644). A further requirement of active listening is to provide feedback to the speaker about what he or she heard.

1.5.5. Listening comprehension

Listening skills have proven to be a challenging ability for English as a second language students since they have to decode the meanings of sounds or messages they have heard. According to Bingol (2017), listening comprehension literally means “to understand what is being listened” (p. 110). As a result of listening comprehension, both speaker and listener interact, but it is the listener who attempts to interpret the oral input to determine its meaning.

On the other hand, Assiddiqhi & Rosa (2021) mentions that “the ability one develops to comprehend the words being spoken. Listening comprehension is one’s ability in listening that can be assessed objectively”. For this reason, motivating students to develop their listening comprehension is an important task for their teacher, who must find the methodological strategies that will help him/her to do so. Audiobooks based on local legends can be a good way to achieve this.

CHAPTER II

METHODOLOGY

2.1. Type of Research

The method applied in this research work was mixed because it provided both qualitative and quantitative approaches, essential for developing and collecting information for this research. According to Tashakkori and Creswell (2007), define it as "research in which the investigator collects and analyzes data, integrates the findings, and draws inferences in a single study using both qualitative and quantitative approaches or methods." As a result, the mixed method allows a complete view of the analysis of collected data objectively and subjectively.

Furthermore, the qualitative and quantitative methods provide several strategies for developing this research. On the one hand, the qualitative method, according to Pathak (2013), "is used to understand people's beliefs, experiences, attitudes, behavior, and interactions." Subsequently, using this method, it is possible to analyze previous experiences and points of view that junior students have demonstrated while learning English. On the other hand, the Quantitative Method (2023) emphasizes that "quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a specific phenomenon." Consequently, this method facilitates the efficient and effective collection of large amounts of numerical data, which can be represented in statistical graphs and analyzed quantitatively.

In short, using the mixed method in this research work makes it possible to take advantage of instruments with qualitative and quantitative approaches. Such approaches allow an objective and subjective approach to the collection of information from the population without any limitation since they facilitate the observation of the experiences, beliefs, or emotional issues of the population, as well as the systematic analysis of the phenomena and the demonstration of theories raised in the previous chapter.

2.2. Research Methods

2.2.1. Deductive

The deductive approach was used in the present investigation because it facilitated the development of data from the most general to the most particular. According to Gómez (2004), "the deductive method consists of all rules and processes, with whose help it is inductive to deduce the conclusions from alleged statements called premises." Therefore, based on the theoretical foundations established at the outset of this research and the information-gathering process used with sixth-grade children, data analysis results allow for a better understanding of the research problem and establishing conclusions.

2.2.2. Inductive

The inductive method was used in this research, which facilitated the development of this work by observing and recording information from interviews with English teachers. According to Kyngas et al. (2019), " a method commonly used in qualitative studies to analyze data can be applied to open or semi-structured data," this method was necessary.

2.3. Techniques

2.3.1. Survey for students

The survey technique was required to get the quantitative data, and the questionnaire was used as the primary tool to collect the information. This instrument was structured with ten open-ended questions with four options to answer. All the questions were based on information about developing English language skills in students in grades A, B, and C at the República del Ecuador School. According to Roopa & Rani (2012), "A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis."

2.3.2. Interview for English teachers

This research applied the interview technique as qualitative data collected, which allowed face-to-face interaction between the researcher and the English teachers at the Republic of Ecuador School. According to Dornyei (2007), "It is a natural and socially acceptable way of collecting data because it can be used in a variety of situations covering a variety of topics." A structured interview with seven questions was used to know the methodologies

applied by the English teachers in the classes and the different strategies and activities they used to develop listening and simultaneously identify various difficulties encountered during the teaching-learning process.

2.4. Research questions/hypothesis

- What are the challenges for students to develop listening comprehension skills in English?
- How Audiobooks Kichwa-Otavaló Legends as an academic resource can improve English Listening Comprehension in junior students at U.E. República del Ecuador?

2.5. Participants

2.5.1. Population

The population investigated in this study is part of the "República del Ecuador School" in Otavaló City, province of Imbabura. This institution has two sections morning and afternoon, with 2667 students and 103 teachers. However, this research focused on sixth graders divided into three classrooms A, B, and C.

2.5.2. Sample

This investigation used nonprobabilistic sampling. According to Acharya et al. (2013), "non-probability samples are those in which the probability that a subject is selected is unknown and results in selection bias in the study. They include the most used convenience/purposive sampling, quota sampling, snowball sampling, etc." (p. 3). The use of this technique contributed to establishing that the right sample had been gathered for this research work; the population and sample collection are discussed below.

Table 6

Population of " República del Ecuador School"

Educational Unit	Role	Number
Unidad Educativa	6 EBG A	40
República del Ecuador	6 EBG B	40
	6 EBG C	40
	Total	120

Source: The information provided by the authorities at "República del Ecuador School"

$$n = \frac{Z^2 * pq * N}{e^2 * (N - 1) + (Z^2 * pq)}$$

n=Size of the sample

N=120

pq= Population of standard deviation (0.5²)

Z= critical value, corresponds to the confidence level which is 95% = 1,96

E= Error level 5% = 0.05

$$n = \frac{196^2 * 0.5^2 * 120}{0.05^2 * (120 - 1) + (1.96^2 * 0.5^2)}$$

$$n = 91.61$$

Applying the formula to obtain the non-probabilistic sample, the results indicate that of 120 students previously detailed, only 91 are required. Consequently, this sample was used to develop instruments and information collection, which are indispensable for performing the proposal.

2.6. Data Analysis and Procedure

The development of this research was carried out through different stages. Initially, theoretical foundations were established related to the variables provided directly by the topic to be investigated. Then, the instruments were determined, which were, on the one hand, a questionnaire for sixth-grade students A, B, and C; this was structured with ten closed questions that should be answered based on their experience in their English language learning. On the other hand, there was a structured interview with seven open questions directed to teachers of English from the Republic of Ecuador school to gather information about the methodology and strategies they use for developing listening skills in their students during classes.

Furthermore, two experts in the knowledge area validated the instruments applied to the selected population. Consequently, the students' questionnaire was carried out in each classroom for over 20 minutes. Then, the interview proceeded face-to-face with the teachers, who, from their experience, answered all the questions in 15 minutes. Finally, after three days, the application of the two instruments to the respective population is concluded. Therefore, in the next chapter proceed to analyze the collected information.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Introduction

This chapter details the results of the tools for data collecting. The interview was applied to the English teachers at "República del Ecuador school. It consisted of 7 open questions about the methods and strategies for the development of English language learning. The survey was conducted on sixth-grade students of the same institution, which consisted of 10 closed questions, where students highlighted the problems, they have had in their experience learning the English language, the activities they usually do in class, and the activities they would like to implement to develop their listening skills.

3.2. Educator's Interview

1. What academic challenges have you had when instructed English?

Teacher 1: I think the most challenging situation is when instructions English is having different kinds of students in the classroom; for example, they are excellent students who can approach and learn good vocabulary, and there are also that need help while they are studying, they didn't have previously a good knowledge of English and they don't have company at home, they are not really involved with the language.

Teacher 2: In my work, for example, there are a lot of students in the classroom, there are 40 or 41 students, it is a lot of students to work, also parents don't help us with the homework.

2. Which English skills do you find the most challenging to use in a classroom setting, in your experience?

Teacher 1: I think the most challenging skills could be speaking and listening because those two skills always go together, most of the kids are not used to speaking in English that's why we try to create conversations, using vocabulary, common phrases, not only vocabulary alone, not only words by itself, and I think with listening skills I try to practice songs, where they enjoy singing and they can practice at home in their free time.

Teacher 2: For me, listening skill is the most challenging.

3. How many hours a week have been dedicated to developing listening skills in your students? If it is less time, how many minutes?

Teacher 1: I have 3 hours per week with students, so I try to practice at least 40 minutes per week with the listening skills; I give them a song where they can practice, and we try to pronounce the new words together.

Teacher 2: I have 3 hours a week, but when we learn anything, I use 15 or 20 minutes to explain the theme to the students, and they listen to me.

4. What methods do you employ to help your students to improve their listening skills?

Teacher 1: When we are learning vocabulary, it is important for me to make the students notice how they write the word and how they pronounce it, so we try to create sentences first, and then we repeat the word, then we try to create a conversation using the words in the vocabulary and in this way, they can improve listening and speaking skills together.

Teacher 2: The students work in groups, individually, work together, also, when I explain the theme, I usually use songs.

5. Have you ever used audiobooks to improve the listening skills of your students?

Teacher 1: I haven't used audiobooks because we don't have the time, we don't have good material to share with the students, and sometimes planning is difficult to find a good audiobook that could share and match what we have planned during the month.

Teacher 2: I have never used audiobooks.

6. Do you believe that introducing audiobooks to your students would aid in their development of listening skills?

Teacher 1: Yes, I think introducing audiobooks will be a good way to engage students with the language, also could be a new way because they will not be in the same activities over and over again; maybe they could find it enjoyable having audiobooks and also if we share a platform maybe an app or web page where they can find audiobooks maybe they can be interested in themselves finding some audiobooks about anything that they want to learn.

Teacher 2: Yes, I do. I believe that is a good idea.

7. Would you like to use Audiobook as an academic resource based on the topic Kichwa-Otavalo Legends to enhance English Listening Comprehension?

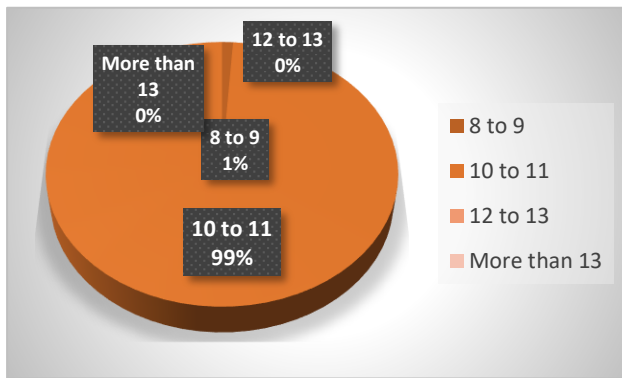
Teacher 1: I think that it is an exciting topic that we could share with the students, and if we create that interesting not only about English vocabulary, we could also teach the students how important it is to know the culture in Otavalo and they will be growing up thinking that it is essential to know about our city in English and how when they grow up maybe they could be a good tourist guide helping foreign to know more about Otavalo, and legends I think is one of the most exciting things that we could share, our culture is rich in many kinds of things.

Teacher 2: I would like, because the student can learn more about Otavalo, can also know to speak, to read, and so on about our culture.

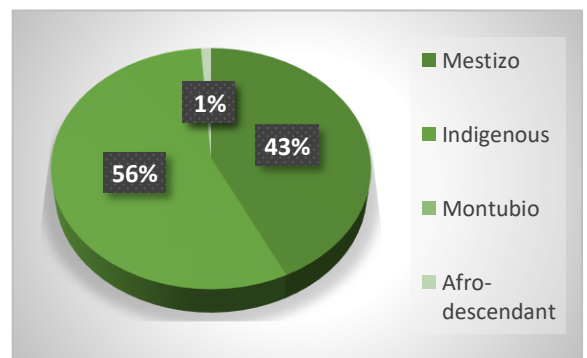
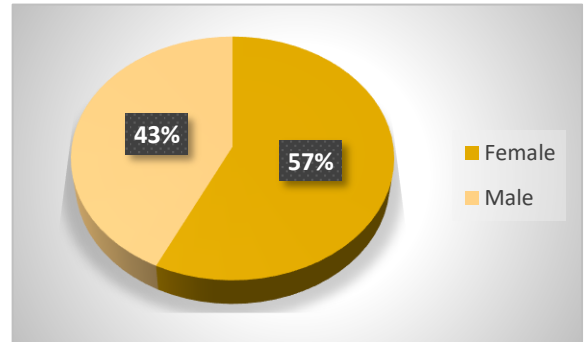
3.3. Students Questionnaire Analysis

Figure 1

Population of " República del Ecuador School"



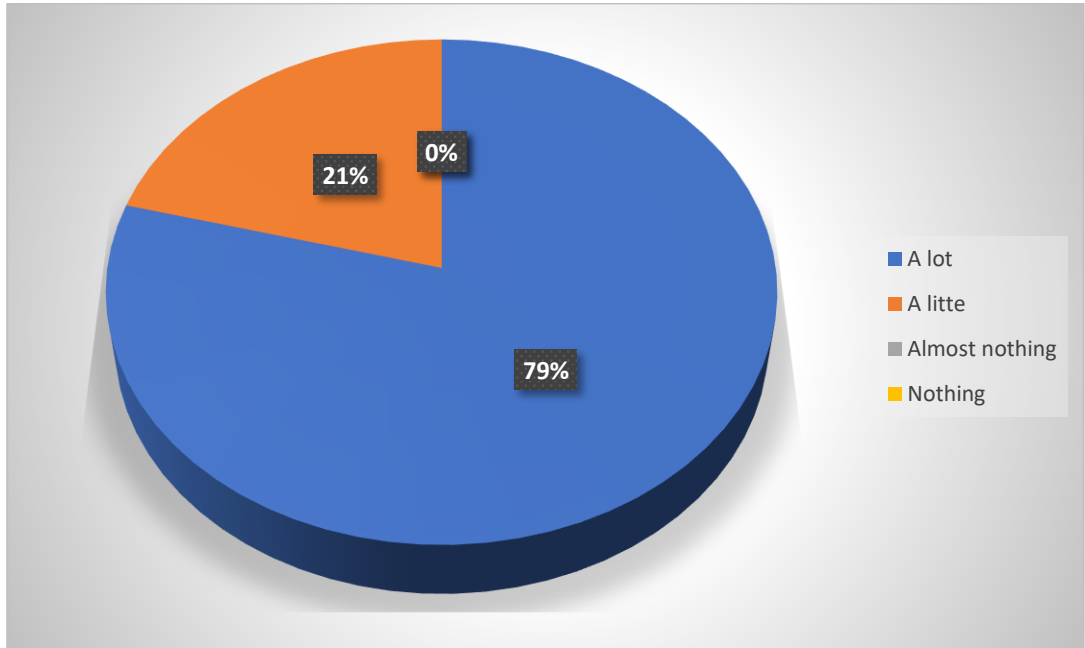
Elaborated by the author



These three pie charts show general information on the age, gender, and self-identification of the sixth grade of the "Republic of Ecuador" school. The data collected indicates that the age range of students is between 10 and 11 years, 57% of the population is female, and 43% belongs to the male gender. In addition, there are various ethnic groups with which students feel self-identified 56% are indigenous, and 43% are mestizo. Therefore, these statistics show that most of the population has the same age range with a variation in gender and ethnicity.

Figure 2

Significance of the English language

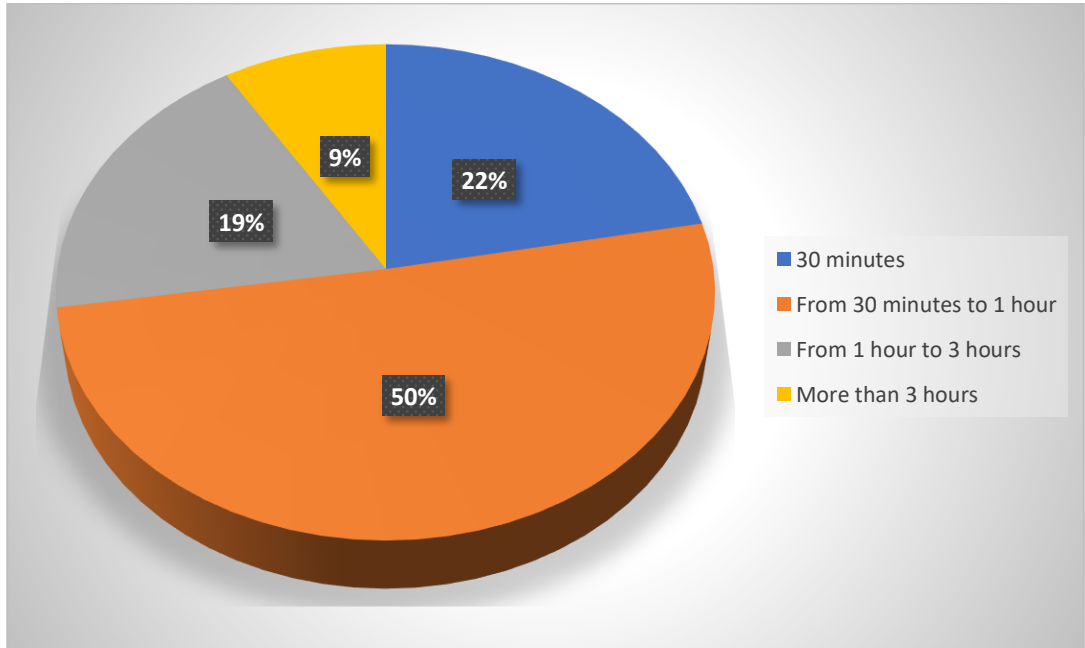


Elaborated by the author

This pie chart indicates how significant the English language is for students on a scale of most important to least important. The information collected indicates that most of the population (79%) believes that learning the English language is very important in their daily lives. These results were positive because it can be highlighted that students are aware that learning English as a second language within their daily and academic lives gives them different opportunities in today's world. According to Petruța (2012), "The English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become the norm."

Figure 3

Study time of the English language per week

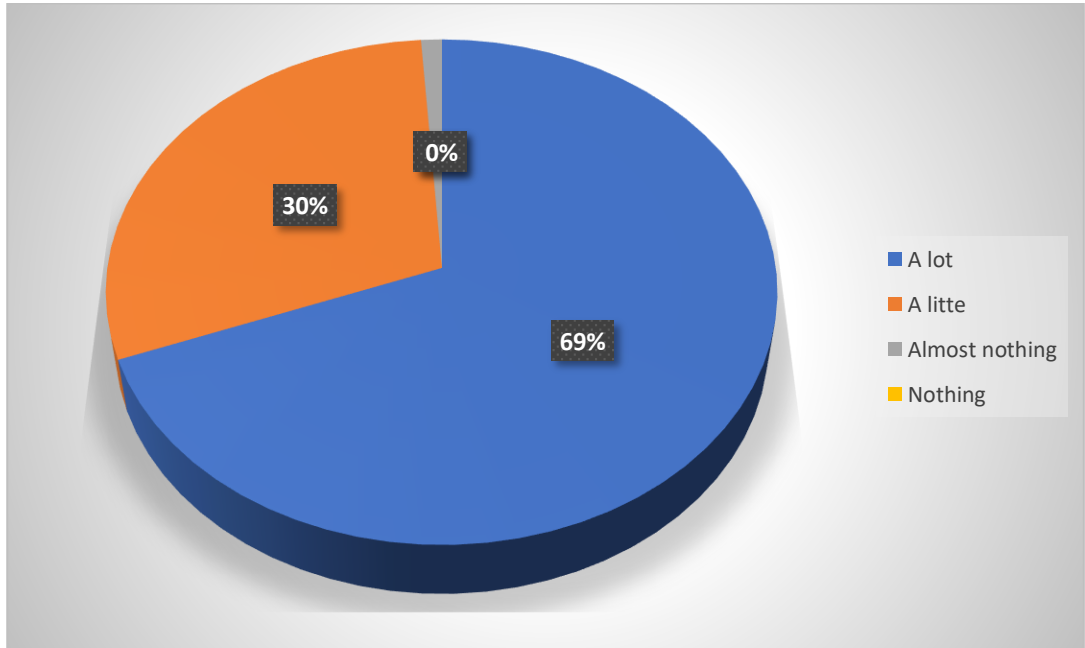


Elaborated by author

This pie chart shows how much time students spend studying English per week. On the one hand, the result indicates that most of the population (50%) spend from 30 minutes to 1 hour a week studying English, so it is the time that they are in class. It means that they do not do any other extracurricular activities to learn more about this language. On the other hand, 9% of the population spends more than 3 hours a week studying English, and doing different activities related to this target language, such as English courses, clubs, conversations, etc. In summary, it was possible to show that the students are learning the English language during the week, either in short or long periods.

Figure 4

Appreciation of the English language in class

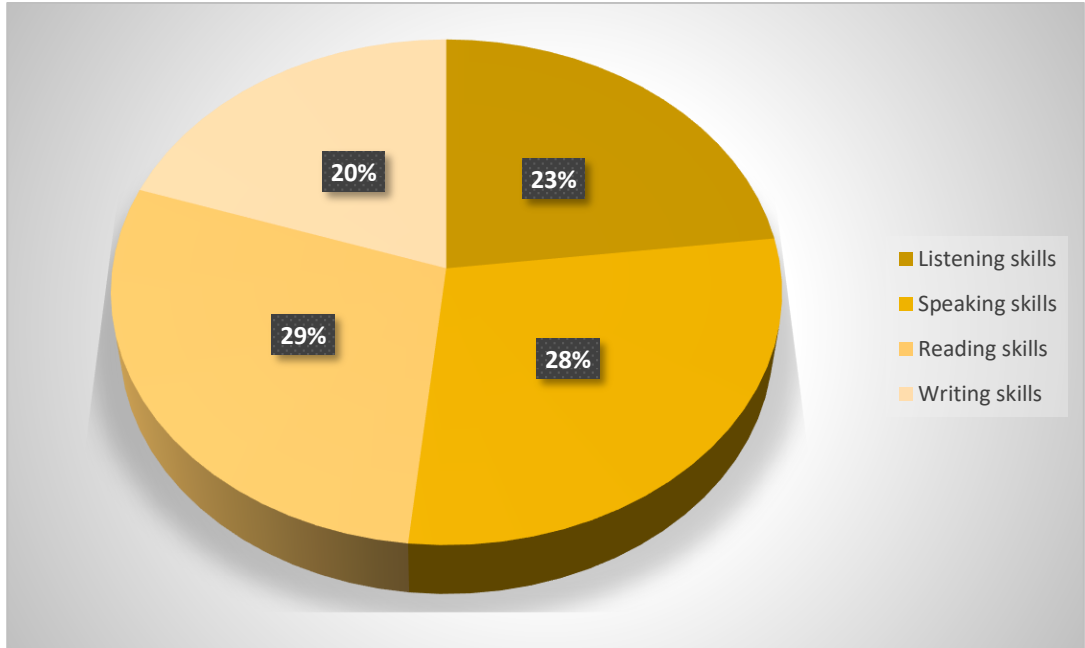


Elaborated by author

This pie chart shows how significant English classes are for students at your school. The results were positive since most students (69%) liked their English courses. This could be influenced by how their English teacher used different methodological strategies when teaching, either using songs focused on the topic or didactic and innovative material, or it could have generated a good atmosphere within their classes where their students felt comfortable and free in their learning. Whatever methodology the English teacher used has produced good results since her students are motivated to learn the language.

Figure 5

The most challenging skill

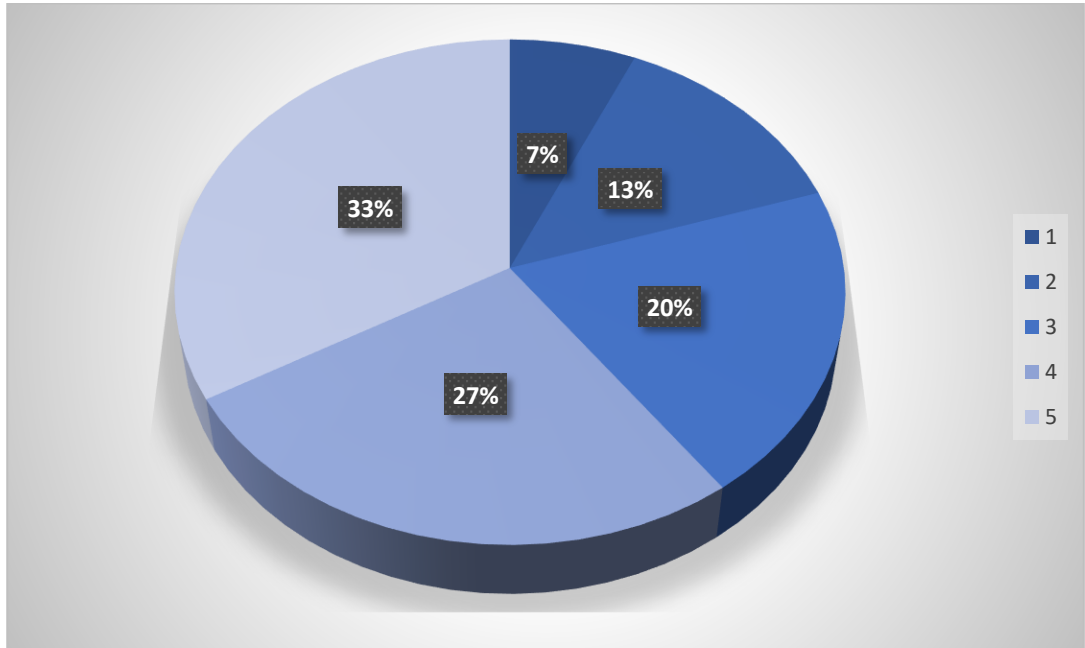


Elaborated by the author

In the process of teaching and learning the English language, there is the development of the four skills of listening, speaking, reading, and writing. Then the pie chart shows which English language skill is more difficult for the population; the results indicate that most students consider that they have greater difficulty in speaking and reading skills, followed by 23% in listening ability, and finally 19% in writing ability. With these results, the English teacher could propose methodological strategies focused on the skills that present the greatest difficulty for comprehension students so that, in the future, they do not present severe problems in these areas.

Figure 6

Importance of the Listening skills

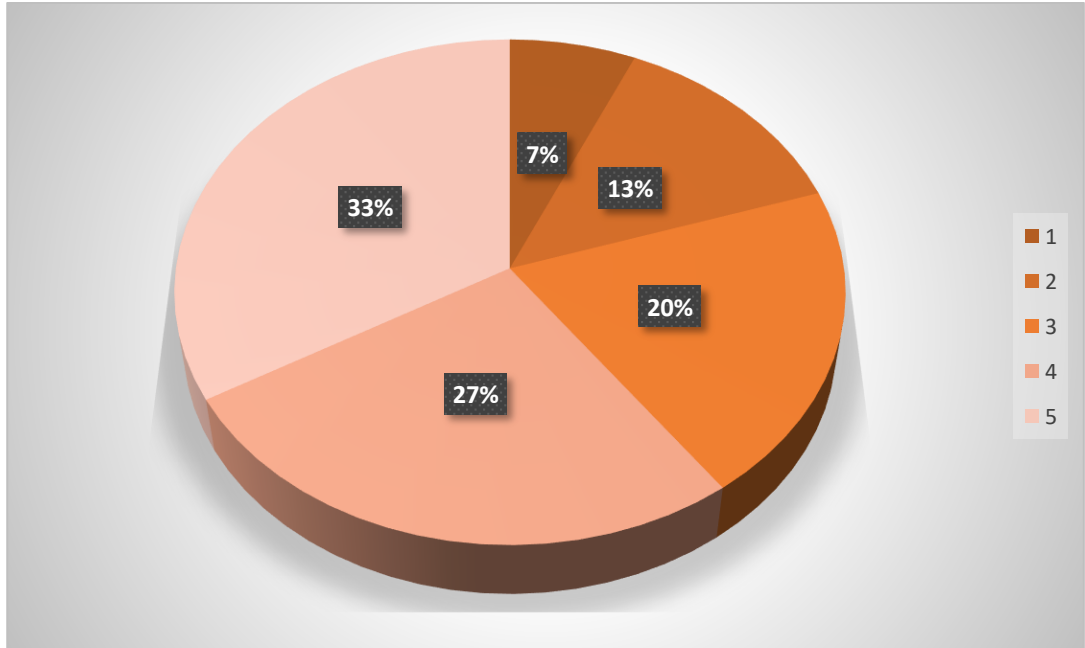


Elaborated by the author

The ability to listen is fundamental in the communication process. Yurko&Styfanyshyn (2020), "The act of listening involves complex affective, cognitive, and behavioral processes." For this reason, it was essential to verify how important the ability to listen was for the students. The results were varied; however, most of the population (33%) considered this ability important because, through it, they can understand, receive, and send messages in written or verbal form when communicating during their daily lives.

Figure 7

Listening skills improve the English language

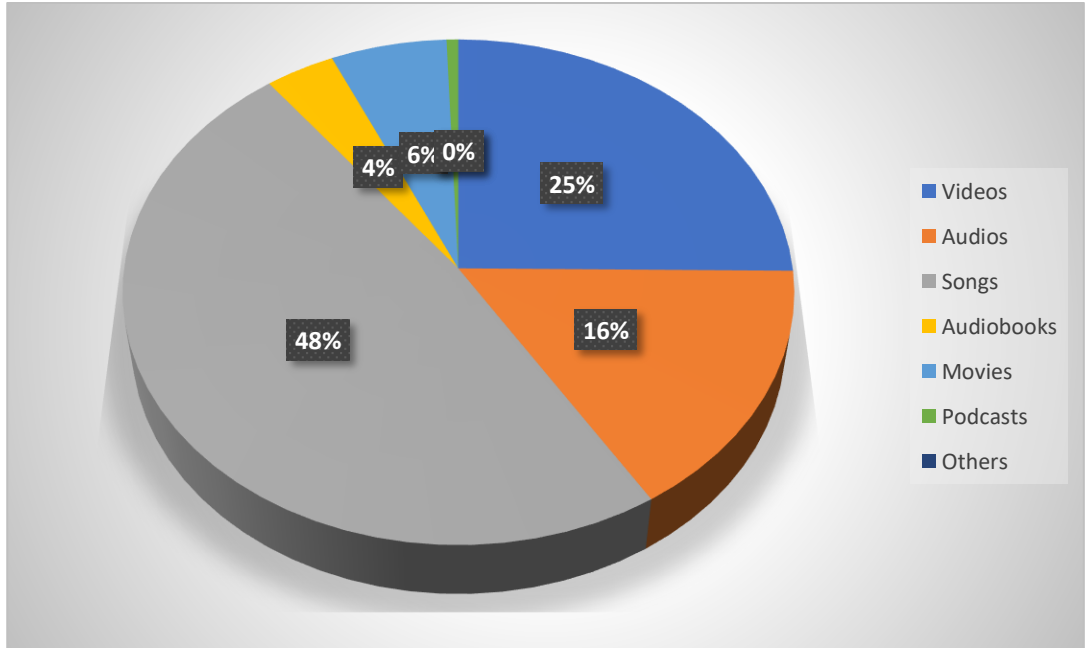


Elaborated by the author

This pie chart shows how important it is to practice listening to improve students' English. The information collected indicates that most of the population (33%) considers it very important to practice listening skills through activities that their English teacher uses in their classes, such as audio, songs, or digital tools found on the internet. Consequentially, the daily use of these activities can enhance the rest of the skills of speaking, writing, and reading the English language. According to Darti&Asmawati (2018), "Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Listening is very important skill because it is the most widely used in daily life." (p. 1)

Figure 8

English teacher resources to improve listening skills

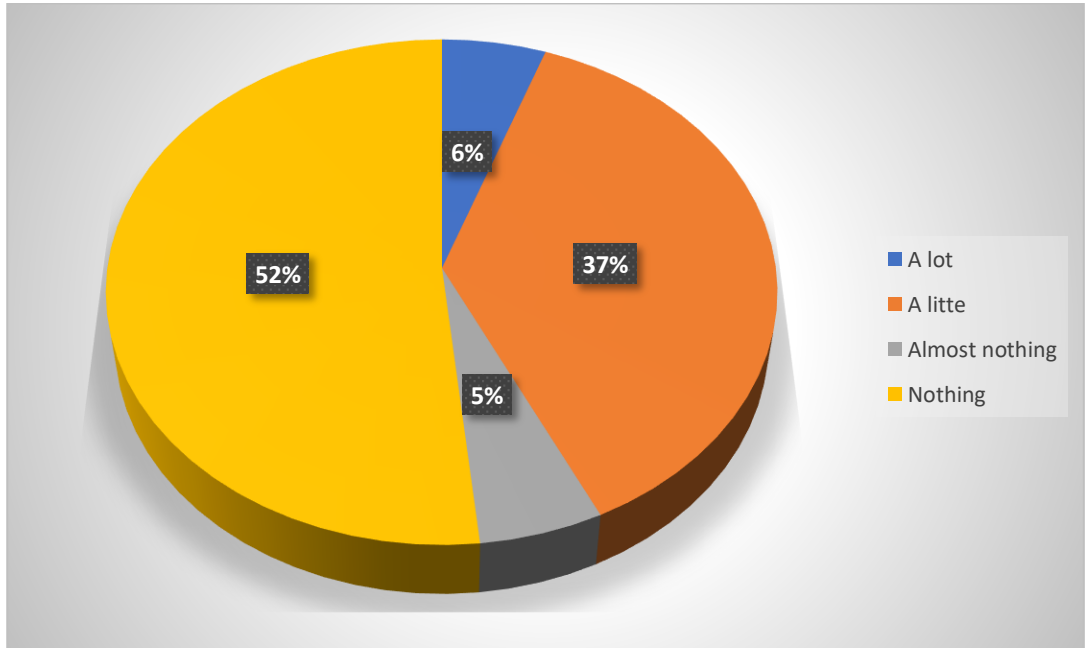


Elaborated by the author

The following pie chart indicates the information collected about the teaching resources that the teacher uses to improve the ability of his students to listen. The population shows that in most English classes, their teacher uses three main resources: the songs (48%); this didactic resource is usually included in the book that the Ministry of Education provides at the national level. Then, you find the videos at 25%; this resource is already offered at the teacher's choice according to your teaching subject. Finally, with 16%, audiobooks are also part of teachers' digital resources available within their books and usually reinforce each unit's themes.

Figure 9

Audiobook tool

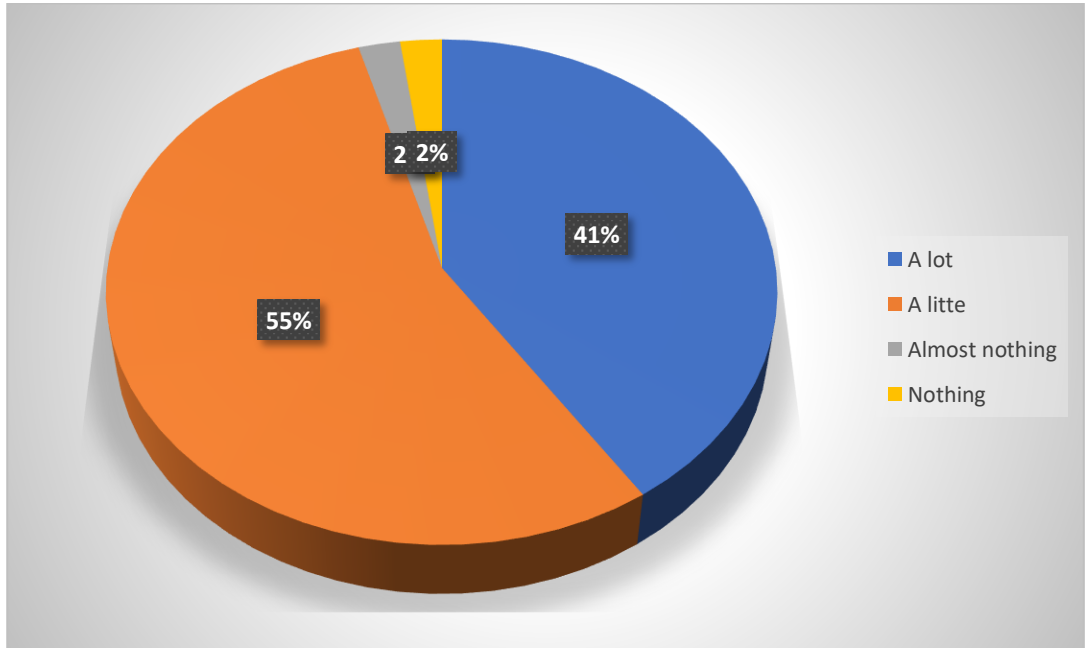


Elaborated by the author

The pie chart indicates whether the population knows about the audiobook tool. The results suggest that, on the one hand, 52% of students need to be made aware of this tool. This may be for different reasons: the first is that their English teachers have not used this academic resource because of ignorance of its use; Second, teachers need more suitable material to use in their classes. On the other hand, 37% of students have little knowledge of the tool of audiobooks; probably, they have had previous experience with this tool using digital resources on the internet. Therefore, this is a new and innovative tool for most of the population and will benefit their learning process in the English language.

Figure 10

The use of audiobooks to improve listening abilities



Elaborated by the author

Most of the students surveyed, or 55%, believe that audiobooks can help improve their listening ability, even though they have not had previous experience with this tool. They also consider using new technological resources would greatly enhance their hearing ability. As mentioned by Sekciska&Olszaska (2018),

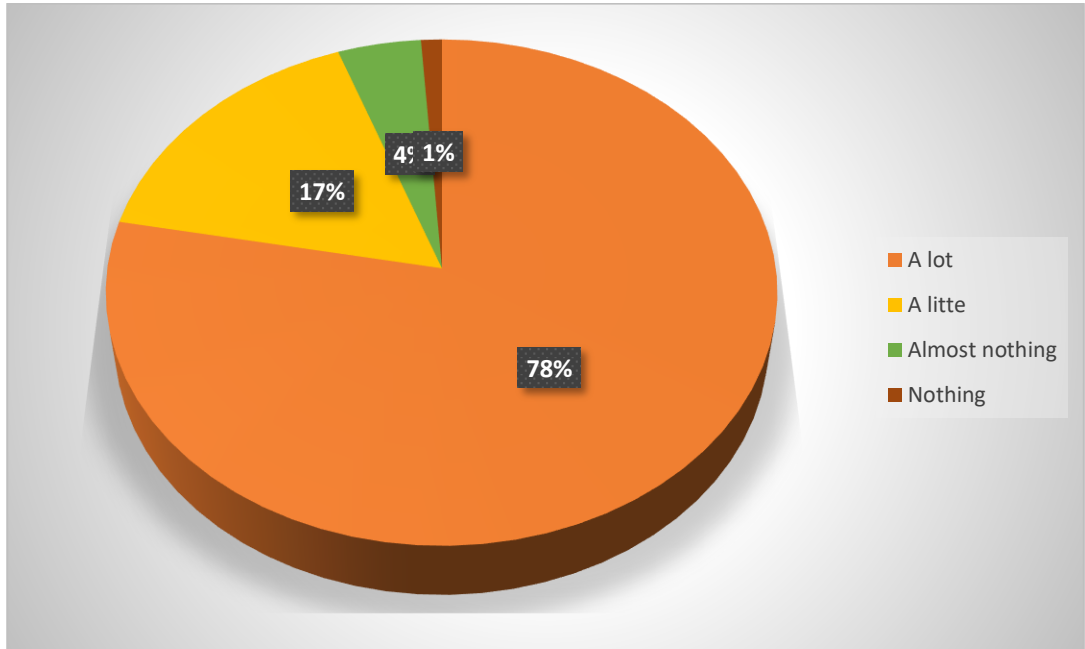
Listening to audiobooks is very beneficial for students for the following reasons:

- It improves both reading and listening comprehension.
- It exposes learners to the proper use of linguistic structures.
- It boosts learners' pronunciation skills.
- It brings a greater variety of ideas into the classroom, thus raising students' interest in the lesson.
- It provides the basis for speaking and writing exercises.

Figure 11

Kichwa-Otavalo Legends Audiobooks to improve English Listening

Comprehension



Elaborated by the author

The population was asked if they considered applying audiobooks with the Kichwa-Otavalo legends as an academic resource to improve their English listening comprehension. The data collected indicate that mostly 78% of students would like this academic resource to be used during their English classes, as they need more material to help improve their hearing ability. In addition, they are motivated by the fact that the Kichwa-Otavalo legends, which they mostly already know and are part of their cultural identity, can now be reproduced using audiobooks as an innovative way to which they are accustomed and recorded as part of the content they study.

3.4. Discussion

The collection data process was carried out at the República del Ecuador school through the application of an-interview for English teachers and a questionnaire for students. Through their experience, it was found that learning the English language is important for them during academic training. Also, how the teaching-learning process of English language skills is carried out reflected those listening skills is one of the most difficult for students, who expressed discomfort because their teachers do not have enough auditive material in class. To comprehend the context of this reality, it is crucial to analyze the information that was obtained in the survey and interview.

On the one hand, within this academic community, they consider the English language indispensable; however, their learning can represent a great challenge due to different circumstances. First, the English teachers mentioned that the huge number of students per class hinders the scope of learning, and they consider that the students do not have academic accompaniment from home. Second, the students expressed that they appreciate their English classes and consider that this language is important for their studies, but their workload for their learning is not enough to dominate the language. Therefore, these factors damage both the environment and the development of the target language.

On the other hand, listening skills turn out to be one of the most complex skills when teaching the English language in class. The English teachers explained that, for the development of auditory ability, they use short activities since they do not have enough time. In addition, it is usually difficult to find activities with a variety of topics because, in this area, they are very scarce. Students noted that most of the time, their teacher uses only songs and videos to develop the ability to listen, so they would like to use other types of listening resources with different themes that attract their attention and allow them to improve this skill. Regarding before, these resources act positively when developing the ability to listen. However, the use of didactic and innovative resources according to the students' level of learning and needs can generate more meaningful learning.

In summary, the data collected were important for the development of this research. Based on the information collected, the ability to listen is one of the English language skills that represent a challenge for students' learning and for teachers' teaching due to the scarcity of material and activities that allow them to enhance this ability. For this reason, it is necessary to implement new pedagogical strategies focused on the development of listening comprehension that have a variety of enjoyable topics for students' development in the English language. A didactic guide is an alternative academic resource that can be used to provide activities that deal with this need. This resource is made up of original and pleasurable themes that are according to their culture and engaging activities focused on enhancing listening comprehension skills.

CHAPTER IV
ACADEMIC PROPOSAL
KICHWA-OTAVALO AUDIOBOOKS

4.1. Informative Data

- **Name of the proposal:** Kichwa-Otavalo Audiobooks
- **Number of units:** 3
- **Number of lessons per unit:** 2
- **Target Students:** Sixth Grade Students
- **Time per lesson:** 80 minutes
- **Time per unit:** 160 minutes
- **Pages:** 45

4.2. Rationale

The process of teaching and learning the English language involves strengthening the four skills: listening, speaking, reading, and writing. However, the present proposal has activities focused on the development of listening comprehension skills because, according to the results obtained in Chapter 3 of this research, this area requires listening tools that allow innovative methodologies to be implemented for the benefit of students and English teachers.

For this reason, this didactic guide presents an innovative proposal based on the needs of the academic community. This proposal is designed for the use of the República del Ecuador school to develop the listening skills of sixth-grade students through audiobooks with cultural content of the Kichwa-Otavalo legends. In addition, the benefits of this proposal are considerable, both in the learning of the English language and in cultural aspects. Since audiobooks are a flexible and easily accessible tool, they allow easy adaptability to the educational field and the preservation of oral culture.

In summary, the use of this didactic guide will provide alternative and functional methodologies based on the needs of the community. The use of audiobooks as an innovative technological tool will allow teachers to adapt activities focused on the

development of listening skills and with content related to the Kichwa-Otavalo culture; consequently, the teaching-learning process will be enriching and interesting for students.

4.3. Theoretical Foundation

This proposal contains a brief and clear didactic guide, structured with a series of activities focused on the development of the auditory ability of the English language. In addition, it is important to highlight that the content of each activity has a theoretical basis, which gives validity to its functionality. In this way, this didactic guide employed strategies of different methods and approaches that support the B-Learning approach that was used in this proposal through audiobooks, because according to (García, 2020) “blended learning respond to the needs of teachers and students in this hybrid teaching-learning environment” (p.11). The strategies that were used to generate this proposal are detailed below.

Table 7

Use of strategies in the proposal

Approaches	Strategies	Concept
Cooperative Language Learning	Group work	Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, and preparing a story that will be presented to the teacher and the rest of the class.
	Reflection and observation	Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings – sense of one another, reactions to silence, concern for something to say, and so on.
	Free conversation	Students engage in free conversation with the teacher or with

		other learners. This might include a discussion of what they learned as well as feelings they had about how they learned.
Communicative Language Teaching	Message focus	Learners need to be able to create and understand messages, that is, real meanings. Hence the focus on information sharing and information transfer in CLT activities.
	Risk-taking	Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.
	Free practice	CLT encourages the use of “holistic practice” involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time.

Note: Own elaboration. Source: (Rodgers, 2016).

Approach	Strategies	Concept
B-Learning	Collaborative Work	B-Learning provides a virtual classroom environment that is ideal for collaborative work. Instead of simply presenting content and lecturing, teachers should make use of collaborative approaches to receive a positive response from students.
	Online Work	B-Learning environment is ideal for online work. You can increase student motivation using

videos, images, and animations all of which are facilitated by online learning.

Structured Learning

Online learning solutions can help students through highly structured learning. As students' complete chapters and exercises, the system will update itself to reflect learning progress and show students where they stand.

Note: Own elaboration. Source: (Bastanzhyieva, 2023).

4.4. Proposal Objectives

4.4.1. General Objective

Design a didactic guide with activities about Kichwa-Otavalo Legends Audiobooks for the enhancement of English Listening Comprehension skills in sixth-grade students.

4.4.2. Specifics Objectives

- Strengthen English listening comprehension skills in sixth-grade students by using innovative activities.
- Encourage the preservation of the Otavalo oral tradition in the technological era.

KICHWA-OTAVALO LEGENDS AUDIOBOOKS



IBADANGO (2023)

DIDACTIC GUIDE
2022-2023

CONTENT



01

Los Remaches

- Lesson 1: Protagonists
- Lesson 2: Things you have

02

The Giant of the Kunru Lagoon

- Lesson 1: Fantastic characters
- Lesson 2: Otavalo lagoons

03

Lechero Tree and San Pablo Lagoon

- Lesson 1: Lovers
- Lesson 2: The end



LOS REMACHÉS

UNIT 1

COOPERATIVE LANGUAGE LEARNING

Lesson 1: Protagonists

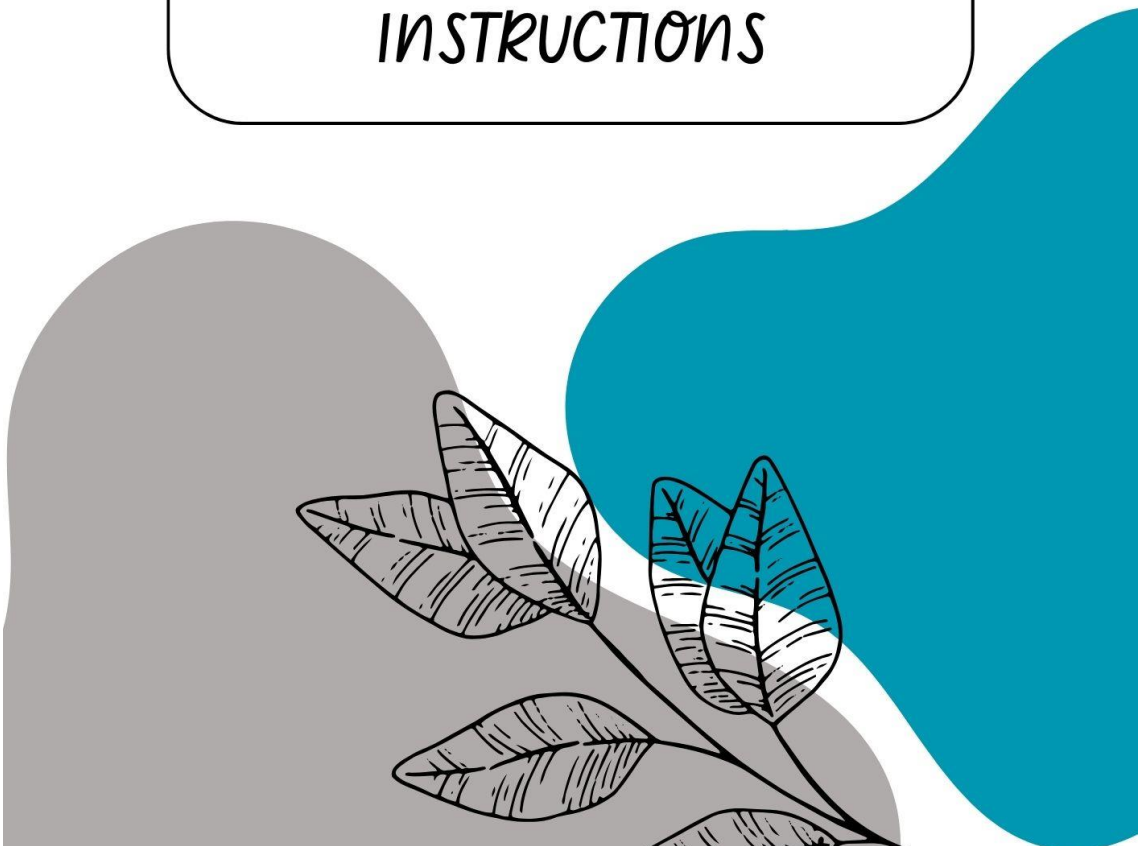
Lesson 2: Things you have





LESSON 1: PROTAGONISTS

TEACHER'S GUIDE
INSTRUCTIONS



LESSON 1 PROTAGONISTS



Key Information

Objective: At the end of the class, students will be able to identify seven subject pronouns using the characters of the legend Los Remaches through group activities.

Strategies:

- Think-Pair-Share
- Work in pairs

Grammar: Use of subject pronouns:
I, You, He, She, It, We, They

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening and Speaking skills

01

WARM-UP

- The teacher will give a cordial invitation and provide accompaniment throughout the class.
- The teacher will provide a worksheet, where students should find the 7 words referring to subject pronouns in the word search.
- The teacher will briefly give instructions on how to develop the activity letters soup.

03

PRACTICE

Task 1: Understand the narrative of Los Remaches Legend Audiobook

- The teacher will share worksheets where the legend of Los Remaches is.
- The teacher will explain the meaning of words, phrases, or sentences that students do not understand.

Task 2: Identify key protagonists

- Previously, the teacher will show some protagonists of the legend.
- The teacher will reproduce the audiobook of the Legend of Los Remaches in 3 times, so that the students can identify the protagonists.

Task 3: Draw your protagonists

The teacher will provide worksheets for students to draw how they imagine the protagonists of this legend.

02

PRESENTATION

- The teacher will explain the use of subject pronouns.
- The teacher will indicate how many subject pronouns exist and their meaning through the use of flashcards.



YOU



HE



SHE

IT



WE



THEY



- The teacher will correct the previous activity where the students worked.
- The teacher will make some examples with students to reinforce knowledge.

04

PRODUCTION

At this stage, the practice phase is connected.

Task 1: Allocation

The teacher will explain that all the protagonists that the students found, now they must assign a subject pronoun to each one.

Task 2: Sharing ideas

- The teacher will arrange students in pairs.
- The teacher will explain that with the personal pronouns I and We, the students should draw themselves as parts of the legend.

Note: The teacher will be able to select different students so that they can show their work to other colleagues.



Lesson 1: PROTAGONISTS

*STUDENT'S GUIDE
INSTRUCTIONS*



LESSON 1 PROTAGONISTS



01

WARM-UP

Instructions for the students.

Find the following 7 words in the word search in the shortest time possible.

I YOU HE SHE IT WE THEY



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

02

PRESENTATION

Instructions for the student

- Pay attention to your teacher's explanation and internalize the use of subject pronouns.
- Observe flashcards and associate them with the image and the concept.

subject Pronouns



03

PRACTICE

Task 1:

In the following legend highlight the words you do not understand.



Time to listen

Listen carefully to the following legend of Los Remaches.

Task 2

According to the audiobook, you need to identify the protagonists mentioned in the story.



Task 3

Can you imagine what the protagonists of this legend would be like? Draw them in the next worksheet.



04

PRODUCTION

Task 1. Analyze what type of subject you would use with each protagonist, write it next to your drawings.

This is an example:



Task 2. For the pronouns I and We, you must use your creativity to draw you and be the protagonist of this legend.

It's time to share your work with a colleague.





UNIT 1 LOS REMACHES

LESSON 1: PROTAGONISTS

RESOURCES



LESSON 1 PROTAGONISTS



WARM-UP

Letters soup

I YOU HE SHE IT WE THEY

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



PRACTICE

Los Remaches



This story was compiled in the town of Punyaro, Province of Imbabura.
We were told by Ramiro Velasco, Néstor Jaramillo.
Adapted by Luis Flores.

When there was no electricity in Otavalo and the houses were lit with candles and kerosene lamps, people came and went from Otavalo to Quito by horse or on foot. Traders and strangers crossed the mountains and rivers, passing La Jabonera! And steep chakiñanes, walking night and day to reach their destination.

Near the lagoons of Mojanda, there was a family named Remache, owner of an old and lonely house, which served as a Tambo. This, although not very comfortable, was used to rest and stretch their legs, it could light a tullpa and have a few drinks to liven up the night.

In the morning it was possible to be awakened by the sound of the wind blowing in the windows and the fragrant smell of fritada that the owners of the tambo prepared to offer to their guests. The well-seasoned meat could be perceived from a great distance and although a little tough, it was very, very tasty.

At night the guarapo took effect and the anecdotes of the trip became more and more fantastic. One by one they would fall asleep and at that moment, the Remaches would take advantage of the situation to steal their most valuable belongings, which they would then hide in a cave in the hill.

When a traveler woke up in the middle of the heist, the Remaches did not hesitate to kill him in cold blood. The footprints of the victims were never found because they ended up in a frying pan of fritada.

Worried about the disappearance of friends and relatives, the people of Otavalo began to suspect what was happening in that Tambo.

Finding these thieves was very difficult because, to mislead their pursuers, the Remaches would lead their horses backward and the gendarmes would get confused as they were chasing them in the opposite direction.

One day, after many attempts, they managed to capture them and dragged them down to Otavalo where they were judged and condemned to death. The people gathered in the central square to watch their execution, and the pigeons also gathered on the roofs of the houses, curious about their fate.

Everything was ready, the rivets tied with ropes were not afraid of the bullets.

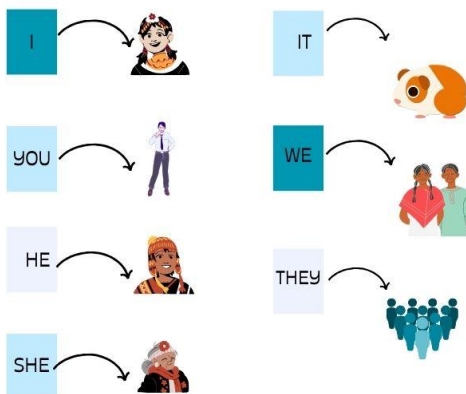
Gunpowder no more, bird no more kill - they said. The order was given with a trumpet and a drum, and the gendarmes fired. The Remaches fell to the ground, the pigeons flew away and the people went back to their chores.

The treasure of the Remaches was never found, but mysteriously the robberies and disappearances continued to happen, although the tasty fritada is no longer sold.

PRESENTATION

FLASHCARDS

Subject Pronouns



PRACTICE

Time to listen

Listen carefully to the following legend of Los Remaches.

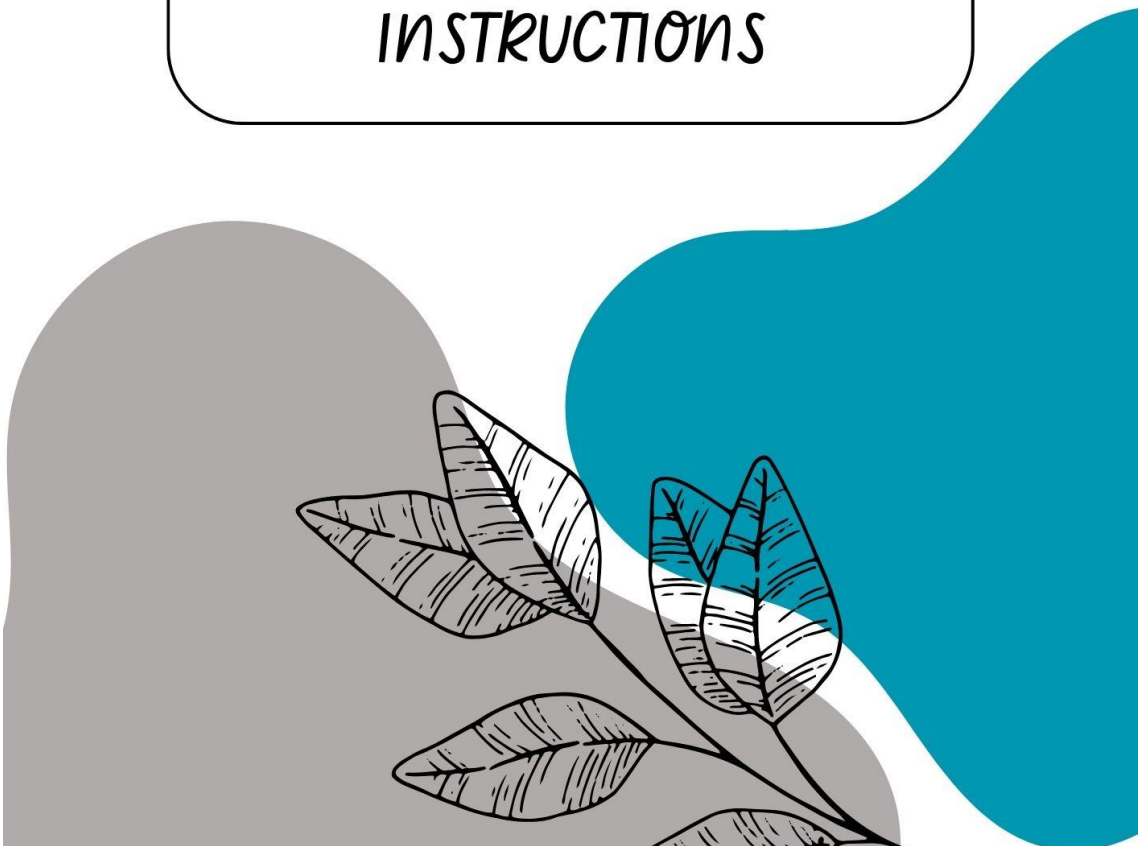
<https://drive.google.com/drive/folders/1z0093rGXmSXnDDFio3laBaQC3fA4JMy0>





LESSON 2: THINGS YOU HAVE

*TEACHER'S GUIDE
INSTRUCTIONS*



LESSON 2

THINGS YOU HAVE



Key Information

Objective: At the end of the class, students will be able to use possessive adjectives through group work activities.

Strategies:

- Language Game

Grammar: Use of possessive adjectives:

My, Your, His, Her, Its, Our, Your and Their

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening and Speaking

01

WARM-UP

- The teacher will give a cordial invitation and provide accompaniment throughout the class.
- The teacher will provide a worksheet and give instructions so that students can put together their prism where possessive adjectives are recorded.
- This activity will help students remember the grammar interactively.

03

PRACTICE

Task 1: Memory game

The teacher will show a memory game in which students must match possessive adjectives with personal pronouns. In this way, the teacher will reinforce what they learned.

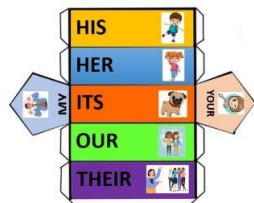
Task 2: Complete the following activity:

The teacher will share a worksheet to complete exercises about possessive adjectives and the vocabulary of clothes.

02

PRESENTATION

- The teacher will explain the use of possessive adjectives with support from the didactic material previously made.



- The teacher will indicate the meaning and use of possessive adjectives and, at the same time, relate them to the grammatical part already studied in the previous lesson.
- The teacher will exemplify this grammatical part using the clothes vocabulary.

04

PRODUCTION

At this stage, the practice phase is connected.

Task: Group work

The teacher will organize teams of five students.

The teacher will provide papers, markers, pictures of foreigners and clothes to each team.

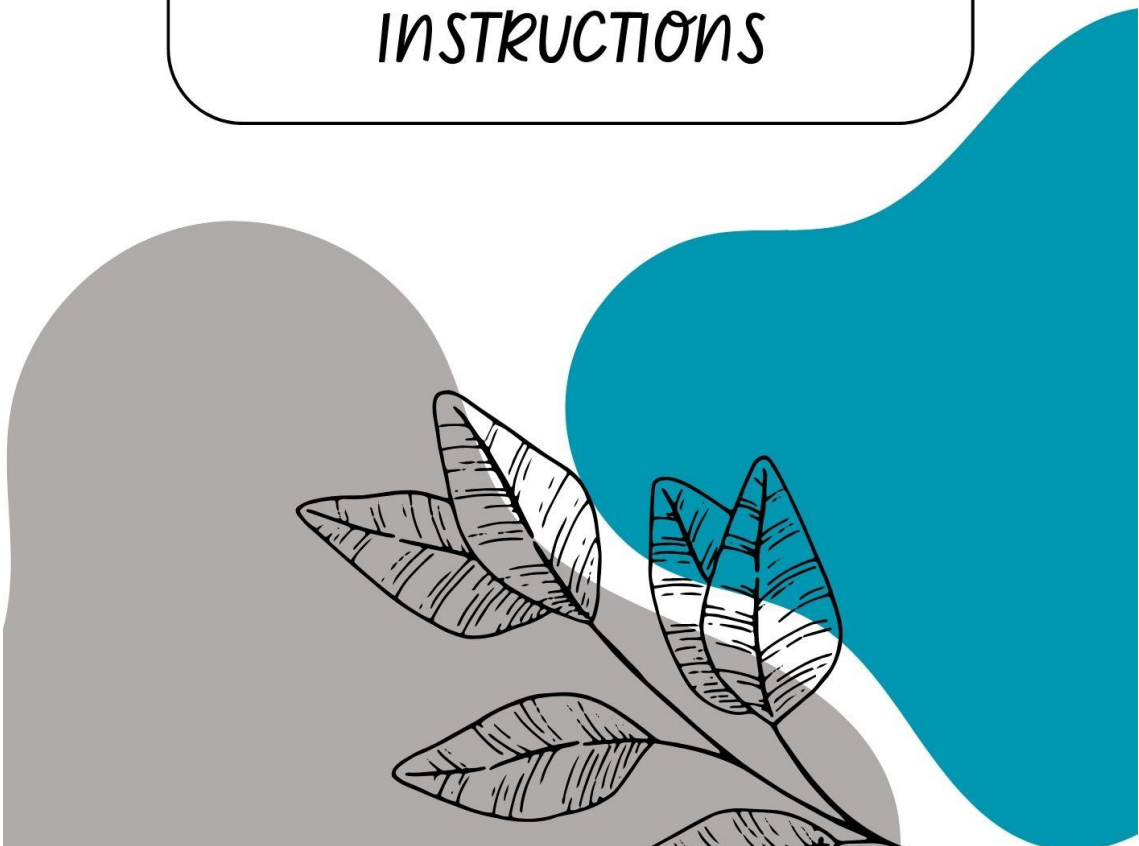
The teacher will give directions to each team:

1. Each group of students will choose a photo of trader belonging to the legend of Los Remaches and five clothes
2. Students will place a possessive adjective on their trader as co-directed.
3. Then, they will describe the clothing assigned to their trader using the learned grammar.



LESSON 2: THINGS YOU HAVE

*STUDENT'S GUIDE
INSTRUCTIONS*



LESSON 2

THINGS YOU HAVE

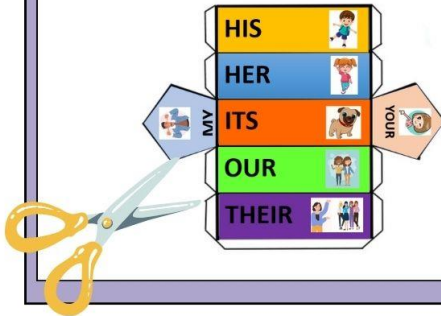


01

WARM-UP

Instructions for the students

- Cut and paste the next prism.
- Familiarize yourself with the words found here.



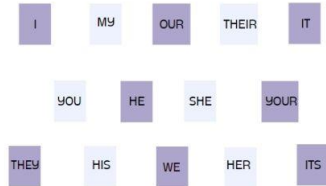
03

PRACTICE

Task 1: Memory Game

Instructions

Match each flashcards of personal pronouns with flashcards of possessive adjectives as appropriate.



Task 2: Complete the following activity

Instructions

Make the following worksheet using the grammar and vocabulary learned.



02

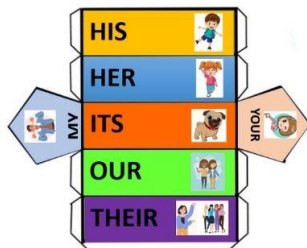
PRESENTATION

Instructions for the student

- Pay attention to the class and do not lose sight of the grammatical aspects that your teacher teaches you.
- Take notes if you have to.



- Don't forget to use your prism.



04

PRODUCTION

It's time to put what you learned into practice!

Task 1: Organize with your working group and choose the photo of the merchant they like.

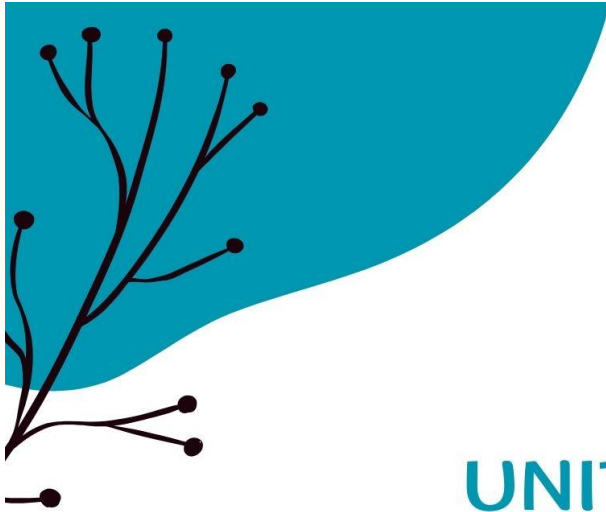


Task 2: In group assigns your trader a possessive adjective as appropriate.



Task 3: Choose 5 clothes for your trader.

Task 4: Now, describe the clothes your trader wears and show them in class.



UNIT 1 LOS REMACHES

LESSON 2: THINGS YOU HAVE

RESOURCES

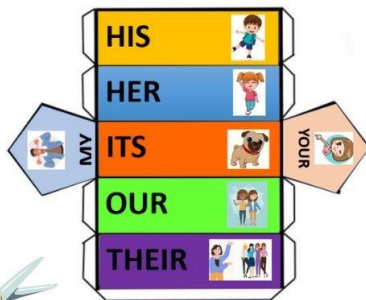


LESSON 2 THINGS YOU HAVE



WARM-UP

Possessive Adjectives Prism



PRACTICE

Task 2: Complete the following activity Instructions

Make the following worksheet using the grammar and vocabulary learned.

POSSESSIVE ADJECTIVES

Name: _____ Date: _____

Exercise 1: Complete the next sentences using possessive adjectives.

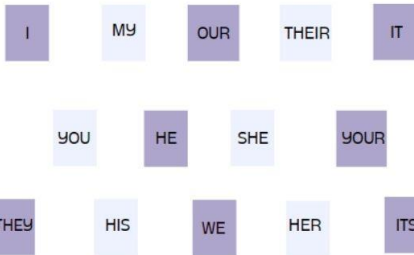
- This is ___ favorite shirt. (my)
- Can I borrow ___ jacket? (your)
- She bought ___ a new dress. (her)
- We're going to a party, so everyone needs to wear ___ best clothes. (ou)
- Please pass ___ hat. (his)
- Is this ___ scarf? (their)
- I like ___ jeans. (your)
- They are wearing ___ sneakers. (our)
- These are ___ socks. (his)
- I need ___ help choosing a tie. (your)

Exercise 2: Write sentences using possessive adjectives.

- / t-shirt) - _____
 /ou / gloves) - _____
 /he / necklace) - _____
 /e / hat) - _____
 /hey / pants) - _____

PRACTICE

Memory Game Flashcards



PRODUCTION

It's time to put what you learned into practice!
Task 1: Organize with your working group and choose the photo of the merchant they like.



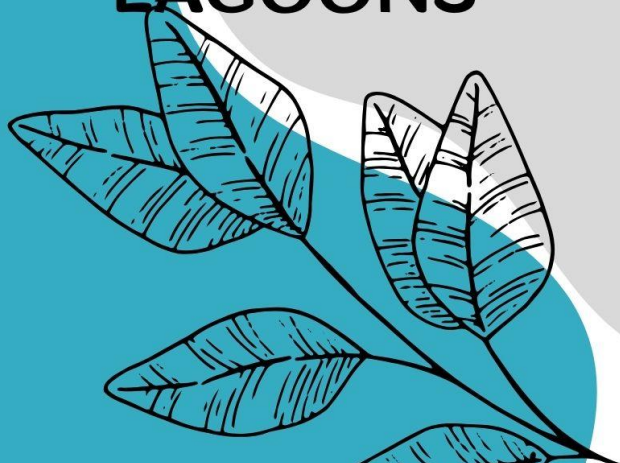


UNIT 2

COMMUNICATIVE LANGUAGE
TEACHING

LESSON 1: FANTASTIC CHARACTERS

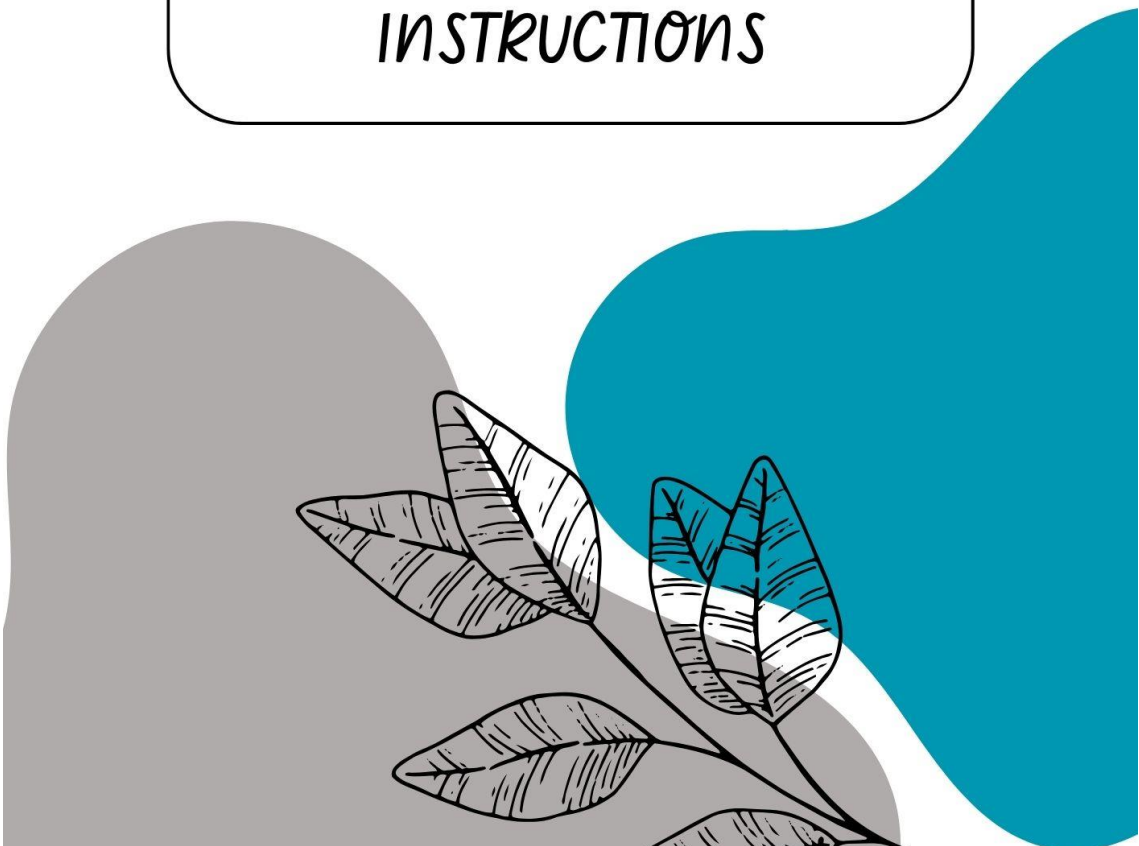
LESSON 2: OTAVALO LAGOONS





LESSON 1: FANTASTIC CHARACTERS

TEACHER'S GUIDE
INSTRUCTIONS



LESSON 1

FANTASTIC CHARACTERS



Key Information

Objective: At the end of the class, students will be able to apply ten descriptive adjectives using different protagonists from the legend The Giant of the Kunru Lagoon.

Strategy:

- Picture Description

Grammar: Descriptive Adjectives

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening, Speaking, Reading and Writing

01

WARM-UP

- The teacher will give a cordial invitation and provide accompaniment throughout the class.
- The teacher will use a song focused on the topic of descriptive adjectives so that students, through the song, become familiar with the subject to study.
- **Song's link:** <https://www.youtube.com/watch?v=QfI9mOsff-4>
- The teacher will play it twice and motivate students to sing it and move before class begins.

03

PRACTICE

Task 1: Protagonists

The teacher will provide flashcards with images of the protagonists of the legend, The Giant of the Kunru Lagoon.

Task 2: Listening Activity

- The teacher will give instructions for students to listen carefully when they mention these protagonists.
- The teacher will reproduce the legend The Giant of the Kunru Lagoon three times, provide a worksheet where the legend is written, and be a help to them.

02

PRESENTATION

- The teacher will display flashcards showing 10 descriptive adjectives.

Size	Big Small
Good	Nice Horrible
Bad	Terrible Nasty
Emotion	Happy Sad
Appearance	Beautiful Ugly

- The teacher will explain the meaning of these descriptive adjectives.
- The teacher will hand out these flashcards to students so they can sort them on the board.
- Based on previous work, the teacher will explain the use and grammatical aspects of descriptive adjectives.

04

PRODUCTION

At this stage, the practice phase is connected.

Task 1: Individual Activity

The teacher will give the following indications:

- With the use of the learned descriptive adjectives, they will use them to describe each protagonist of the legend.
- Each student should write at least two sentences for each protagonist on the back of each image.

Task 2: Group Activity

The teacher will take all the images and distribute them indiscriminately in the class so that the students can read what their classmates wrote.



LESSON 1: FANTASTIC CHARACTERS

*STUDENT'S GUIDE
INSTRUCTIONS*



LESSON 1 FANTASTIC CHARACTERS



01

WARM-UP

It's time to move!



Follow your teacher's instructions and lie down for a moment.

02

PRESENTATION

- Pay attention to your teacher's instructions and take notes.



- Let's classify the following descriptive adjectives!

SIZE	Beautiful
	Nasty
GOOD	Nice
	Big
BAD	Sad
	Ugly
EMOTION	Small
	Terrible
APPEARANCE	Happy
	Horrible

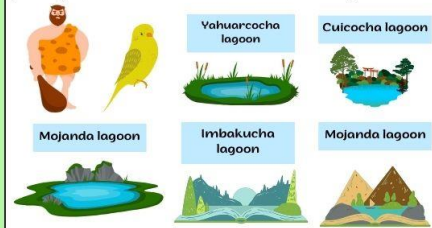


03

PRACTICE

Task 1: Protagonists

Look the following flashcards about the protagonists of The Giant of the Kunru Lagoon



Task 2: Listening Activity

Listen the legend of the Giant of the Kunru Lagoon and help with the worksheet.

04

PRODUCTION

At this stage, the practice phase is connected.

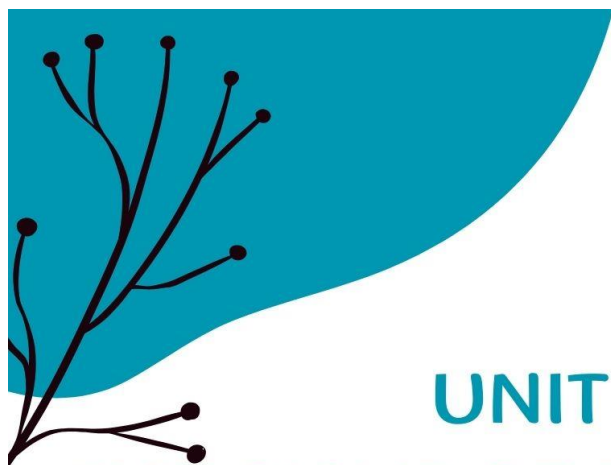
Task 1: Individual Activity

Describe each protagonist of the legend. Write at least two sentences for each protagonist on the back of each image.



Task 2: Group Activity

It's time to share your work!



UNIT 2

THE GIANT OF THE KUNRU LAGOON

LESSON 1: FANTASTIC CHARACTERS

RESOURCES



LESSON 1

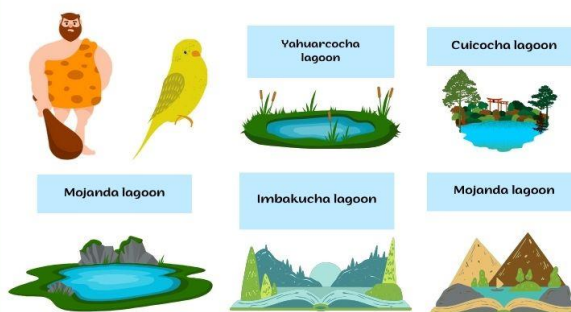
FANTASTIC CHARACTERS



Descriptive Adjectives

SIZE	Beautiful
GOOD	Nasty
BAD	Nice
EMOTION	Big
APPEARANCE	Sad
	Ugly
	Small
	Terrible
	Happy
	Horrible

Flashcards about the protagonists of The Giant of the Kunru Lagoon.



Task 2: Listening Activity

Legend of the Giant of the Kunru Lagoon and help with the worksheet.

<https://drive.google.com/drive/folders/1z0093rGXmS XnDDFio3laBaQC3fAYJMy0>

LESSON 1

FANTASTIC CHARACTERS



The giant of the Kunru Lagoon The window of Imbabura

Story compiled in Otavalo, province of Imbabura.

Narrator: Mr. Vinicio Chuma

Adaptation Luis Flores

The people woke up dreaming of water and the guinea pigs were running around like crazy because before an omen. Nobody knew what was happening until a bird came with the gossip.

-It's coming, it's coming, it's coming, it's coming, it's coming, it's coming, it's coming, it's coming, it's coming! - said the bird, alerting everyone.

From unknown lands, a giant was approaching. His cheeks were the color of a kidney tomato and when he walked, his huge belly moved like jelly.

-Ananay, what a nice place! - said the giant.

As he was hungry, he began to eat everything in his path, but his favorite food was undoubtedly pigs and cows.

-Mmmm... How tasty! - said the giant, licking his fingers.

This giant, besides being a wanderer, spent all his time playing pranks; he used the mountains as slides and licked the snow from the volcanoes.

One day, after playing, he wanted to take a bath and went in search of a lagoon to swim in. In the blink of an eye, he arrived at Yahuarcocha, he took off his clothes until he was naked, and when he jumped in, instead of taking a dip, he hit his stomach tremendously.

- Ayayayay ayayayay! - complained the giant, scratching his belly.

After the tremendous disaster, he went in search of another lagoon, and in three steps he arrived at the Cuicocha lagoon; but this time he did not want to jump in, he only put his feet in.

-Ha, ha, ha, ha, this will be a lagoon! - The giant laughed, making fun of the water that barely reached his ankles.

With six giant steps and jumping over the Fuya Fuya, he reached Mojanda where there were three lagoons. He chose the largest lagoon for his bath; it was a quiet lagoon that seemed deep. When he put the tip of his toes in, the water was so cold, so cold that the skin on his body became like goosebumps.

- Achachay, achachay! - the giant shivered.

He jumped to warm himself and slipped through the wetland until he reached the Imbakucha Lagoon. Seeing its beauty adorned with herons and chilcapanes, the giant, full of emotion, thought he would live there forever.

- Oh, I will be able to bathe in this lagoon! - said the giant.

When he tried to enter the lagoon, it was only up to his knees. The giant was furious when he could not find a lagoon in the whole region where he could bathe.

- These are not lagoons; they are only rain pools! - he shouted angrily.

When he was about to give up, he saw a tiny glow on the Imbabura hill; it was "the Kunru Lagoon".

The giant, with great caution, approached it and when he was close, he laughed out loud.

-ho ho ho ho ho ho ho ho!

The echo of his laughter could be heard many leagues away.

- I've never seen such a small thing as this, it won't even wash my feet! - He exclaimed mockingly and jumped into it.

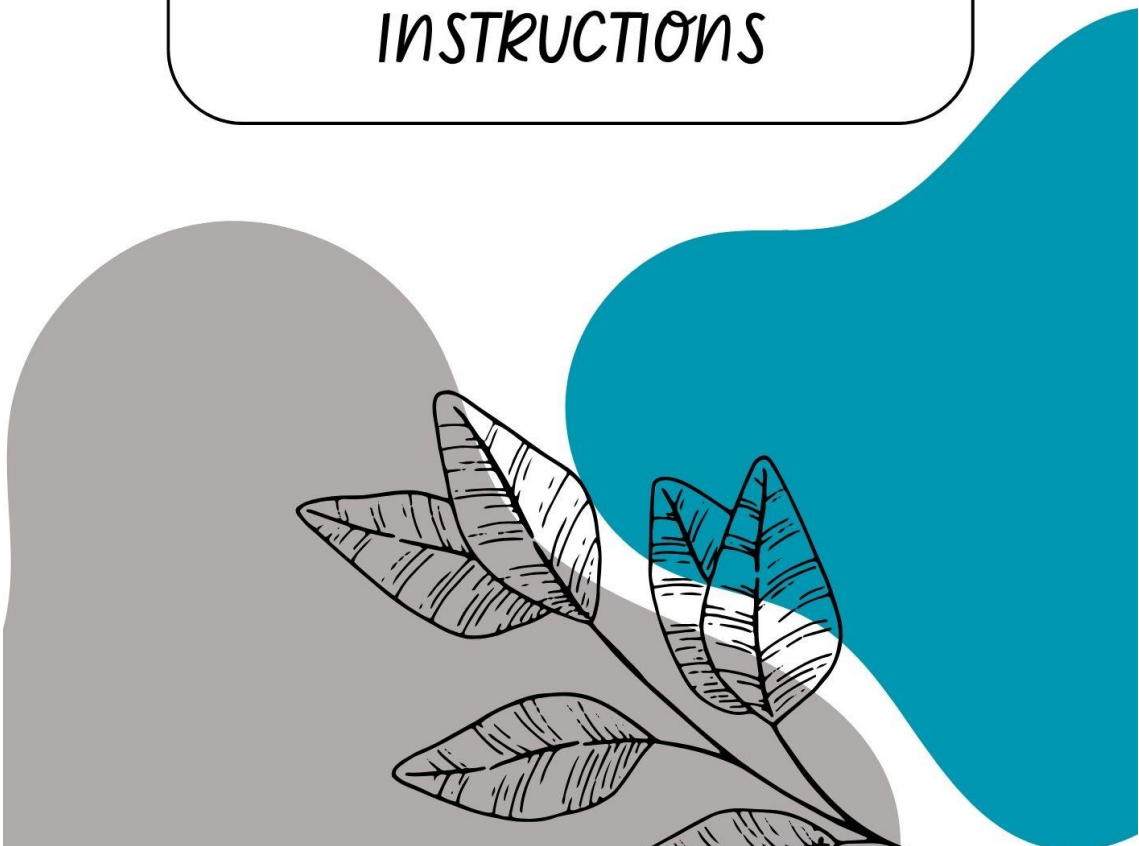
To his surprise, the giant sank little by little. The water went from his ankles to his knees, to his thighs, to his belly, to his chest, and when it reached his neck, he tried to save himself by grabbing hold of the mountain, but the lagoon sucked him deeper and deeper until it was too late.

The giant drowned in the smallest lagoon in the valley and only a trace of him remained; a huge hole in the shape of a window, made at the top of the Imbabura when he stuck his finger in the summit trying to save his life.



LESSON 2: OTAVALO LAGOONS

*TEACHER'S GUIDE
INSTRUCTIONS*



LESSON 1

FANTASTIC CHARACTERS



Key Information

Objective: At the end of the class, students will be able to apply ten comparatives and superlatives adjectives describing the different lagoons from the legend The Giant of the Kunru Lagoon through pair-work activities.

Strategy:

- Jigsaw

Grammar: Comparatives and Superlatives adjectives

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening, Speaking, Reading and Writing

01

WARM-UP

- Previously, the teacher would place a teaching card under each student's chair; these cards contain vocabulary of comparative adjectives and superlatives randomly.
- The teacher will explain to the students the following dynamic: under the chair of each student is either a comparative adjective or a superlative; then students should find their partner according to the color of their didactic card and sit together throughout the class.

03

PRACTICE

Task 1:

- The teacher will present a worksheet with activities to join and complete activities focused on the use of comparative and superlative adjectives.
- The teacher will accompany the students with any concerns.



02

PRESENTATION

- First, the teacher will ask questions about comparative adjectives to the students in order to build the concept based on their ideas.
- Through flashcards, the teacher will argue for what, when, and how comparative adjectives are used.
- Second, in the same way the teacher will argue for what, when, and how comparative adjectives are used.
- The teacher will explain grammatical aspects that must be taken into account at the time of its application, exemplifying the teaching cards that each student possesses.



04

PRODUCTION

Task 1.

The professor will play the audiobook of the giant of the Kunru lagoon.

Task 2.

The teacher will show images of the different lagoons mentioned in the audiobook.

The teacher will give the following indications:

- Each couple should write a brief description of 2 lagoons, using 3 comparatives and 3 superlatives adjectives, according to their point of view.

Task 3.

- For this work, students must present their notes written in class in a video in pairs.
- The video should not last more than a minute.



LESSON 2: OTAVALO LAGOONS

*STUDENT'S GUIDE
INSTRUCTIONS*



LESSON 1

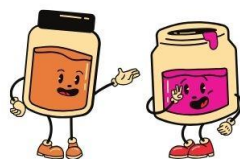
FANTASTIC CHARACTERS



01

WARM-UP

Find your flashcard under your chair and discover your pair.



02

PRESENTATION



- Do you know what are comparative and superlatives adjectives?
- Pay attention to your teacher's instructions and take notes.

03

PRACTICE

Task 1:
Complete the next worksheet in pairs.



04

PRODUCTION

Task 1.

- ▶ Listen the audiobook of the Giant of the Kunru lagoon.

Task 2.

Look at the pictures carefully.



Task 2.

Write a brief description of 2 lagoons, using 3 comparatives and 3 superlatives adjectives, according to your point of view.

Task 3.

- Present your notes written in class in a video in pairs.
- The video should not last more than a minute.

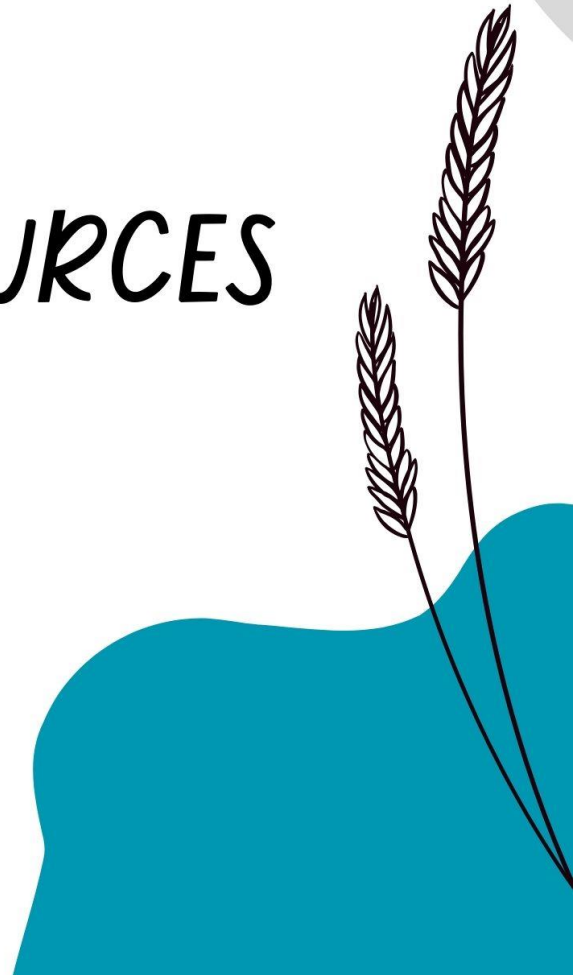


UNIT 2

THE GIANT OF THE KUNRU LAGOON

LESSON 2: OTAVALO LAKES

RESOURCES



LESSON 1

FANTASTIC CHARACTERS



WARM-UP

Comparatives and Superlatives Adjectives flashcards

Bigger	The biggest
Smaller	The smallest
Nicer	The nicest
More horrible	The most horrible
More terrible	The most terrible
Nastier	The nastiest
Happier	The happiest
Sadder	The saddest
More beautiful	The most beautiful
Uglier	The ugliest

PRODUCTION

Audiobook of the Giant of the Kunru lagoon.

<https://drive.google.com/drive/folders/1z0O93rGXmSXnDDFio3laBaQC3fAYJMyO>

Lagoons Flashcards



PRACTICE

Task 1:

Complete the next worksheet in pairs.

Comparatives and Superlatives Adjectives

Name: _____

Date: _____

Exercise 1: Fill in the blanks with the correct comparative or superlative form of the adjectives in parentheses.

- This is the _____ (big) cake I have ever seen!
- Of all the puppies, this one is _____ (small).
- It was the _____ (horrible) movie I've ever watched.
- Her smile is _____ (beautiful) than the sunset.
- This painting is _____ (ugly) than the one in the museum.
- It was the _____ (nice) thing anyone has ever done for me.
- The weather today is _____ (bad) than yesterday.
- The mountain peak is the _____ (high) point in the region.
- The news about the accident is _____ (terrible) than we expected.
- My grandmother is the _____ (happy) person I know.

Exercise 2: Rewrite the sentences using the comparative or superlative form of the adjective in brackets.

- The house is big. (bigger)
- That was a horrible experience. (more horrible)
- This flower is beautiful. (more beautiful)
- The cat is small. (smaller)
- He is nice. (nicer)
- The day was sad. (sadder)
- The situation is terrible. (more terrible)
- This is the nicest gift. (nicest)
- The dog is ugly. (uglier)
- She is happy. (happier)

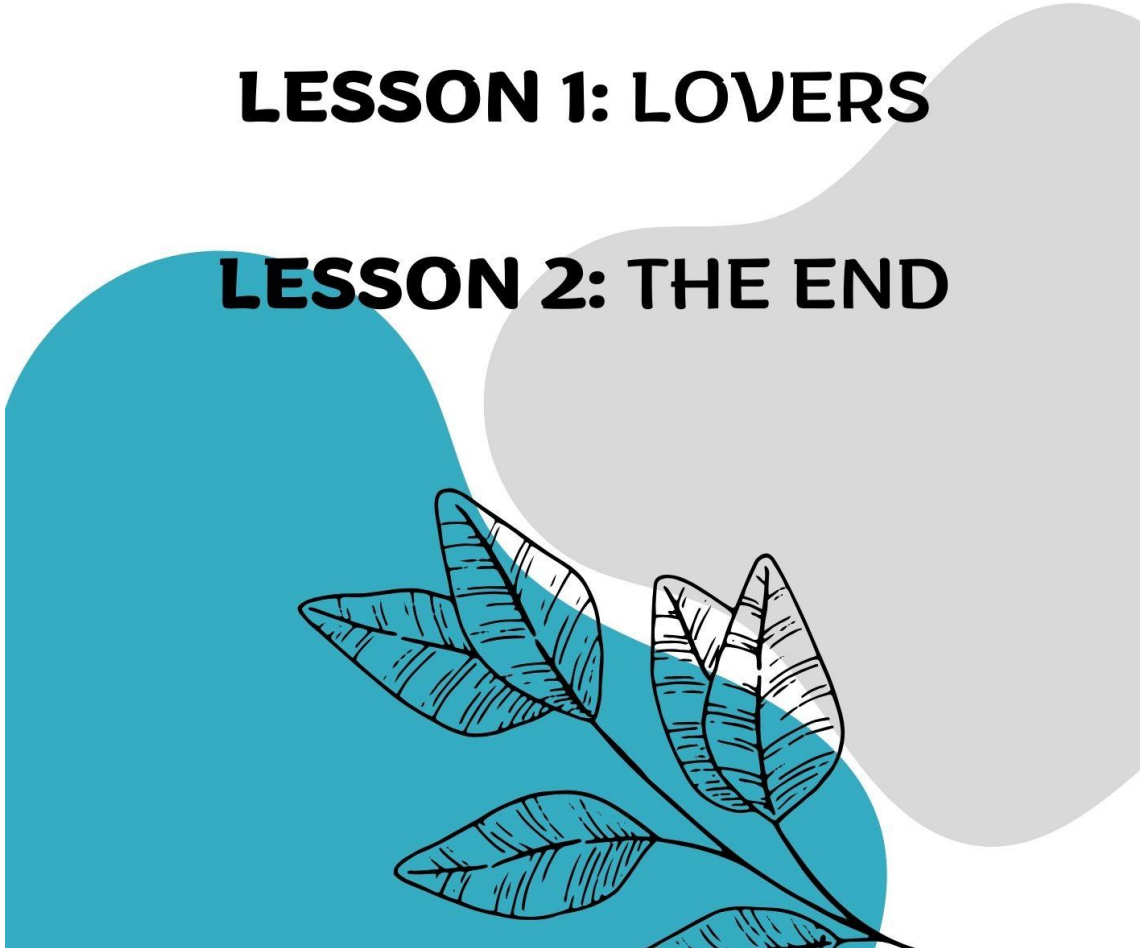


UNIT 3

B-LEARNING

LESSON 1: LOVERS

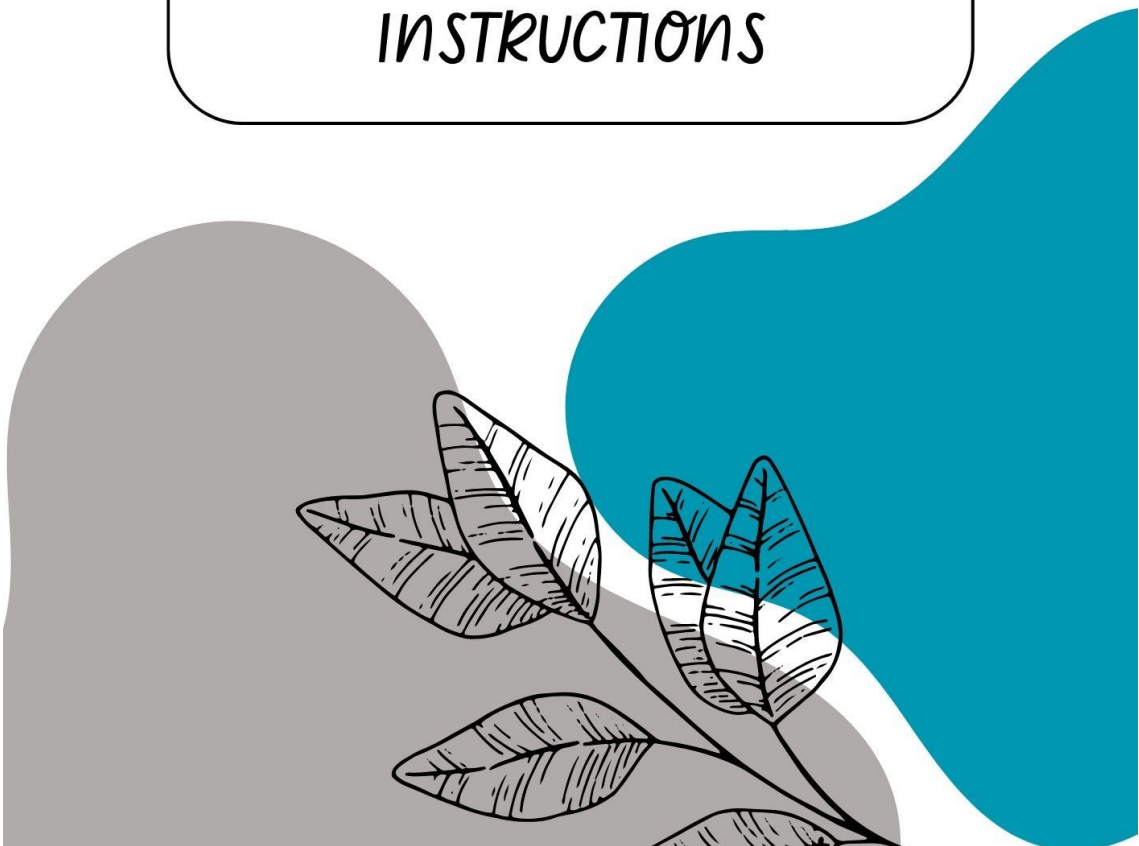
LESSON 2: THE END





LESSON 1: LOVERS

TEACHER'S GUIDE
INSTRUCTIONS



LESSON 1 LOVERS



Key Information

Objective: At the end of the class, students will be able to apply noun-adjective agreement using the previous descriptive adjectives studied in this proposal through a adjective art gallery activity about Lechero Tree and San Pablo Lagoon legend.

Strategy:

Creative presentation

Grammar: Noun-Adjective Agreement

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening, Speaking, Reading and Writing

01

WARM-UP

- The teacher will give a cordial invitation and provide accompaniment throughout the class.
- The teacher will hand out a worksheet with questions related to characteristics of their classmates.



03

PRACTICE

Task 1. Identify the adjectives

- The teacher will match a worksheet with the Lechero Tree and San Pablo Lagoon legend; in this worksheet, students should underline the adjectives while listening to the audiobook.

Task 2. Listening activity

- The teacher will reproduce Lechero Tree and San Pablo Lagoon audiobook.

Task 3. Correct the mistakes

- The teacher will help correct the errors found in the legend.

02

PRESENTATION

- At this stage, the warm-up phase is connected.
- The teacher will use the answers from the previous exercise to explain grammatical aspects to be considered when using noun-adjective agreement.
- The teacher will exemplify with different sentences with the participation of students.

04

PRODUCTION

At this stage, the practice phase is connected.

Task 1: Adjective Art Gallery

The teacher will give the following indications:

- Students must form groups of 10 people.
- Each group must paint their favorite legend scene.

Each student should describe their protagonist using the vocabulary and grammar learned.





LESSON 1: LOVERS

STUDENT'S GUIDE
INSTRUCTIONS



LESSON 1 LOVERS



01

WARM-UP

Answer the next worksheet related to characteristics of your classmates.



02

PRESENTATION

Pay attention to your teacher's instructions and take notes.



03

PRACTICE

Task 1. Identify the adjectives

- In this worksheet, you should underline the adjectives while listening to the Lechero Tree and San Pablo Lagoon audiobook.



Task 2. Listening activity

- Listen the Lechero Tree and San Pablo Lagoon audiobook.

Task 3. Correct the mistakes

- Correct your mistakes with the help of your teacher..

04

PRODUCTION

Task 1: Adjective Art Gallery

- Form a group of 10 students



- Each group must paint their favorite legend scene.



- Each student should describe their protagonist using the vocabulary and grammar learned.



UNIT 3
LECHERO TREE AND SAN
PABLO LAGOON LEGEND

LESSON 1: LOVERS

RESOURCES



LESSON 1

LOVERS



WARM-UP

My classmates

- Who is the oldest in your class?
- Who is the tallest in your class?
- Who has the most exciting hobby in your class?
- Who is the best at sports in your class?
- Who is the most hardworking student in your class?
- Who is the friendliest person in your class?
- Who is the funniest person in your class?
- Who is the best dressed in your class?



LESSON 1

LOVERS



El Lechero and the Lagoon

This story was collected in the community of Pucará de Velásquez. Otavalo.

Narrator: Taita Churo

Adaptation: Luis Flores

She liked to dream that it was a bird; he liked to run like the strong winds. The two young people were born in the same valley, but they didn't know each other; they were from different communities and worse, from enemy communities.

Fate intended that one day the two young people would meet at the crossroads. Her cheeks turned chili, and his legs trembled like a newlyborn calf. The two stared for a long time, and from then on, every day they met in the same place, under a tree of myrtle, where hummingbirds came and went.

Each encounter was special; they were never bored; it seemed that they both knew each other all their lives and when they went for a walk, they did not lack kurikinkas flying around. Those were good, beautiful times.

One day they were seen by loose-tongued people, and the gossip was watered like a poisonous snake. When it reached the ears of their relatives, it became a tremendous scandal, and without wasting time, both sides prepared severe punishments.

He was greeted at home with a bath of nettles; she was locked up so she could not leave. Everything was against him, but no one knew that the couple had made a promise to stay together for life.

One night, the young man endured no more suffering and went to find his companion. The two escaped to the Loma de Pucará and their relatives once they realized they were chasing them. The wind blew with all its might to stop the pursuers, but there were too many. The two young people were already tired of climbing the hill, and when they were about to be caught, the Yachak of the mountain, a friend of the wind, of the water, and of the fire, protected them with a spell. To her, he turned it into water that watered the valley, forming a beautiful lagoon. He left him at the top of the hill, making him a majestic Lechero, the king of the trees of Pucará. That way, the two lovers would be together all their lives, fulfilling their promise.

Task 2. Listening activity



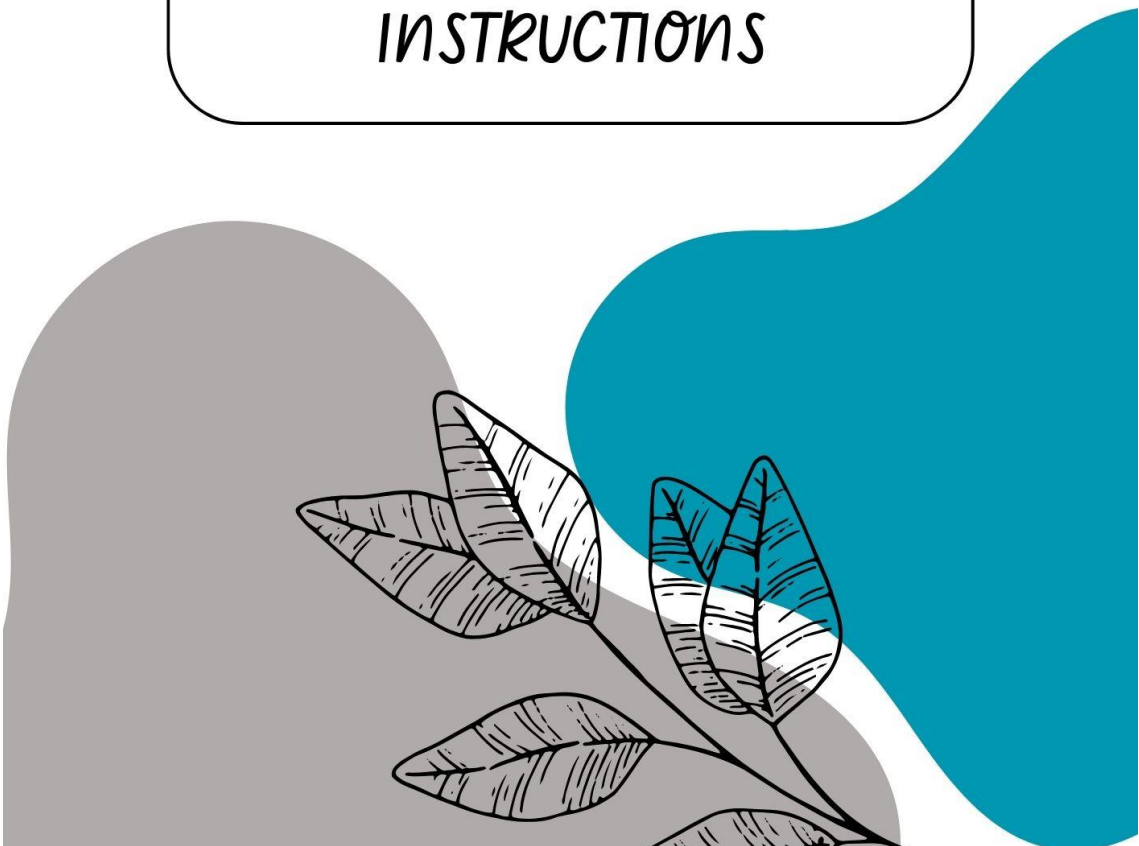
Lechero Tree and San Pablo Lagoon audiobook.

<https://drive.google.com/drive/folders/1z0093rGXmSXnDDFio3laBaQC3fAYJIMy0>



LESSON 2: THE END

*TEACHER'S GUIDE
INSTRUCTIONS*



LESSON 2 THE END



Key Information

Objective: At the end of the class, students will be able to apply Subject-Verb Agreement using the previous descriptive adjectives studied in this proposal through a storytelling about Lechero Tree and San Pablo Lagoon legend.

Strategy:

Creative presentation

Grammar: Subject-Verb Agreement

Level: A1

Number of students: 40

Time of lesson: 80 minutes

Skills: Listening, Speaking, Reading and Writing

01

WARM-UP

Vocabulary activity

The teacher will perform a dynamic to reinforce the vocabulary learned. The activity is called My Boat is Full of, in which students will be naming words according to the category chosen.



03

PRACTICE

Task 1. Listening activity

- The teacher will reproduce Lechero Tree and San Pablo Lagoon audiobook.

Task 2. Game activity

- The teacher will display a digital platform where students will find real or false questions about the legend.
- The teacher will give feedback on the correct answers.

02

PRESENTATION

- The teacher will reinforce the use of the verb to be with personal pronouns.
- The teacher will explain the function of the verb with adjectives.
- The teacher will do some exercises in class.

04

PRODUCTION

Task 1. Role - play

The teacher will give the following indications:

- In groups of ten people, they will dramatize the legend.
- It is important that a narrator exists in the dramatization.

Task 2. Role-play video

- For this activity, students must record the dramatization with a maximum duration of 5 minutes.
- This recording must be uploaded to a YouTube channel.





LESSON 2: THE END

*STUDENT'S GUIDE
INSTRUCTIONS*



LESSON 2 THE END



01

WARM-UP

Vocabulary activity

My Boat is Full of...

You will be naming words according to the category chosen.



02

PRESENTATION

Pay attention to your teacher's instructions and take notes.



03

PRACTICE

Task 1. Listening activity

- ▶ Listen the Lechero Tree and San Pablo Lagoon audiobook.

Task 2. Game activity

- It's time to test your listening comprehension.
- In the following application, mark each statement true or false.



04

PRODUCTION

Task 1. Role - play

- In groups of ten people, you will dramatize the legend.

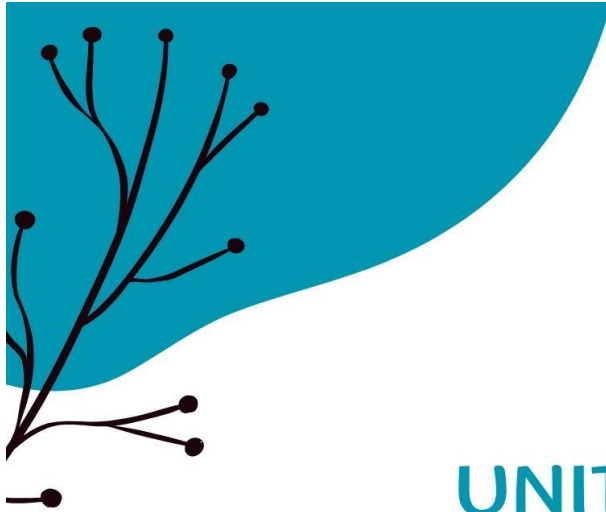


- It is important that a narrator exists in the dramatization.

Task 2. Role-play video

- For this activity, you must record the dramatization with a maximum duration of 5 minutes.
- This recording must be uploaded to a YouTube channel.





UNIT 3
LECHERO TREE AND SAN PABLO
LAGOON LEGEND

LESSON 2: THE END

RESOURCES



LESSON 2 THE END



Lechero Tree and San Pablo Lagoon

This story was collected in the community of Pucará de Velásquez. Otavalo.

Narrator: Taita Churo

Adaptation: Luis Flores

She liked to dream that it was a bird; he liked to run like the strong winds. The two young men were born in the same valley, but they did not know each other; they were from different communities and worse, from enemy communities.

Fate intended that one day the two young men would meet at the crossroads. Her cheeks turned chili, and his legs trembled like a newlyborn calf. The two stared for a long time, and from then on, every day they met in the same place, under a tree of myrtle, where hummingbirds came and went.

Each encounter was special; they were never bored; it seemed that they both knew each other all their lives and when they went for a walk, they did not lack kurikinkas flying around. Those were good, beautiful times.

One day they were seen by loose-tongued people, and the gossip was watered like a poisonous snake. When it reached the ears of their relatives, it became a tremendous scandal, and without wasting time, both sides prepared severe punishments.

He was greeted at home with a bath of nettles; she was locked up so she could not leave. Everything was against him, but no one knew that the couple had made a promise to stay together for life.

One night, the young man endured no more suffering and went to find his companion. The two escaped to the Loma de Pucará and their relatives once they realized they were chasing them.

The wind blew with all its might to stop the pursuers, but there were too many. The two young men were already tired of climbing the hill, and when they were about to be caught, the Yachak of the mountain, a friend of the wind, of the water, and of the fire, protected them with a spell. To her, he turned it into water that watered the valley, forming a beautiful lagoon. He left him at the top of the hill, making him a majestic Lechero, the king of the trees of Pucará.

That way, the two of you would be together all your lives, fulfilling your promise.

Task 2. Listening activity

▶ Lechero Tree and San Pablo Lagoon audiobook.

<https://drive.google.com/drive/folders/1z0O93rGXmSXnDDFio3laBaQC3fAYJMy0>

App link

<https://kahoot.it/gameblock>

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- In the beginning, this research identified approaches, plans, and procedures for improving listening skills. One of them is, the B-Learning approach, who is determined to be appropriate in virtual and face-to-face academic environments, in addition to providing valuable strategies to address the needs of students who present themselves today and, in this way, enable them to enhance their skills in the target language.
- Furthermore, this research collected valuable data, based on the experiences, knowledge, and criteria of English teachers and students. In addition, this investigation demonstrated different strategies and techniques that teachers usually apply during their classes and what their students think about them. Obtaining this information is considered relevant for the development of this research.
- The results obtained through the application of the questionnaire and interview tools were positive. Teachers and students of the República del Ecuador school showed interest in the implementation of the proposal because, for the development of listening skills, they do not have enough auditive tools in the English language. They also found it striking that the content of audiobooks is related to the culture of their city.
- In this way, the design of the proposal provides an academic tool to enhance listening skills using audiobooks with content on Kichwa-Otavalo legends, also this proposal shows innovation and adaptive ease for classroom and virtual educational environments. Besides, in the future, this research could be adapted to the rest of the Ecuadorian legends.

5.2. Recommendations

- In the pandemic era, the educational system moved to virtual environments, which was a great challenge for teachers and students. Fortunately, the B-Learning approach is an optimal alternative with strategies applicable to virtual and face-to-face environments, which facilitates the teaching work. In addition, the B-Learning approach is characterized by being flexible in its adaptation to any type of educational environment; however, the English teacher needs to be familiar with the appropriate devices and technological platforms for the reproduction of audiobooks. challenge for teachers and students.
- Theoretical foundations show that the use of audiobooks is optimal for the development of listening skills; therefore, it is recommended that teachers use other platforms that offer audiobooks with different themes, such as EWA, Beelinguapp, and StoryTel, to be enriched with innovative pedagogical strategies and adapt them according to the needs that arise in their classrooms.
- This proposal only used Kichwa-Otavalo legends; however, it has a vision for a great project since Ecuador has a valuable oral tradition inherited by different indigenous peoples and nationalities, so there is vast information that could be adapted to the audiobook tool and used in different educational institutions in the country and even in tourism.

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ANNEXES

Annex 1



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

SURVEY FORMAT FOR THE STUDENTS AT THE U.E. REPÚBLICA DEL ECUADOR

Your information will be managed with absolute confidentiality, and the results will only be used for educational purposes, thus the data that will be gathered will be anonymous.

Objective. Determine what methods and resources teachers employ to aid in the development of their students' listening skills.

Personal Information

Age:

8-9 10-11 12-13 More than 13

Gender:

Female Masculine

Identification

Mestizo Indigenous Montubio Afro-descendant

Other: _____

QUESTIONNAIRE

Mark with a cross X on the answer that you consider appropriate.

1. How significant, in your opinion, is the English language?

A lot Almost nothing

A little Nothing

2. How much time do you spend studying English each week?

30 minutes From 1 hour to 3 hours

From 30 minutes to 1 hour More than 3 hours

3. How much do you appreciate your English classes, in your experience?

A lot Almost nothing
A little Nothing

4. Decide which skill you find the most challenging.

Listening skills
Speaking skills
Reading skills
Writing skills

On a scale from 1 to 5. Where 1 is for an expression of least important, and 5 is for the most important:

5. How important is listening to you?

1 2 3 4 5

6. Do you consider it important to practice listening skills to improve your English?

1 2 3 4 5

Mark with a cross X on the answer that you consider correct.

7. What teaching resources your teacher use to improve listening skills?

Videos Audiobooks
Audios Movies
Songs Podcasts
Others: _____

8. Do you know what is an audiobook tool?

A lot Almost nothing
A little Nothing

9. Do you believe that using audiobooks would improve your listening abilities?

A lot Almost nothing
A little Nothing

10. Would you like to apply an Audiobook with the topic Kichwa-Otavalo Legends to improve your English Listening Comprehension?

A lot Almost nothing
A little Nothing



Annex 2

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT U.E.
REPÚBLICA DEL ECUADOR

Your information will be managed with absolute confidentiality, and the results will only be used for educational purposes, thus the data that will be gathered will be anonymous.

Objective. Determine what methods and resources teachers employ to aid in the development of their students' listening skills.

Personal Information

Service years _____

Educational level _____

QUESTIONNAIRE

Please answer the following questions arguing your answer.

1. What academic challenges have you had when instructing English?
2. Which English skills do you find the most challenging to use in a classroom setting, in your experience?
3. How many hours a week have been dedicated to developing listening skills in your students?
4. What methods do you employ to help your students improve their listening skills?
5. Have you ever used audiobooks to improve the listening skills of your students?
6. Do you believe that introducing audiobooks to your students would aid in their development of listening skills?
7. Would you like to use an Audiobook with the topic Kichwa-Otavallo Legends as a teaching tool to enhance English Listening Comprehension?

THANK YOU FOR YOUR COLLABORATION