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"Use of traditional legends of Ibarra to improve reading skills on EFL sixth level students at Víctor Manuel Guzmán Highschool"

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DEDICATORY

This undergraduate work is dedicated to my parents, Marco and Margarita. Their dedication, responsibility and unwavering love have been guiding lights on my path through life.

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ABSTRACT

This research investigated the effectiveness of incorporating legends of Ibarra, Ecuador, into EFL (English as a Foreign Language) classes to improve reading skills on sixth-grade students. The research was carried out at Víctor Manuel Guzmán High School, located in Ibarra, during the academic period 2023-2024. Regarding methodology, the study utilized a mixed approach, because it has qualitative and quantitative aspects, and the instruments employed to collect data were the interview and the survey. The results were analysed and discussed, revealing the potential of these culturally rich narratives to improve students' reading skills, foster a love for reading and cultivate an appreciation for their cultural heritage. The proposal 'Learning together with legends of Ibarra' was designed taking these findings into account, integrating adapted versions of nine legends of Ibarra to complement the existing Ministry of Education modules. The proposal lessons follow the PDP framework (pre, during, post-reading activities) with the aim to encourage students to read and learn from these fascinating local stories.

Key words: improve, reading skills, legends, reading materials

RESUMEN

Esta investigación analizó la efectividad de incorporar leyendas de Ibarra, Ecuador, en las clases de enseñanza del idioma inglés como Lengua Extranjera (EFL) para mejorar las habilidades de lectura de los estudiantes de sexto grado. La investigación se llevó a cabo en la Unidad Educativa Víctor Manuel Guzmán, ubicada en Ibarra, durante el período académico 2023-2024. En cuanto a la metodología, el estudio utilizó un enfoque mixto, ya que tiene aspectos cualitativos y cuantitativos, y los instrumentos utilizados para recolectar datos fueron la entrevista y la encuesta. Los resultados se analizaron y discutieron, revelando el potencial de estas narrativas culturalmente ricas para mejorar las habilidades de lectura de los estudiantes, fomentar el amor por la lectura y cultivar el aprecio por el patrimonio cultural. La propuesta "Learning together with legends of Ibarra" se diseñó teniendo en cuenta estos hallazgos, integrando versiones adaptadas de nueve leyendas de Ibarra para complementar los módulos existentes del Ministerio de Educación. Las lecciones de la propuesta siguen el marco PDP (con actividades previas, durante y posteriores a la lectura) con el objetivo de animar a los estudiantes a leer y aprender de estas fascinantes historias locales.

Palabras clave: mejorar, habilidades de lectura, leyendas, material de lectura

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INTRODUCTION

RESEARCH MOTIVATIONS

Many EFL classrooms struggle to engage students and foster a love of reading. Legends, with their captivating narratives and cultural richness, offer a potential solution. This investigation seeks to explore the effectiveness of using legends in improving EFL learners' reading skills. By analysing student engagement, comprehension, and vocabulary acquisition when exposed to legends, the research aims to determine if this approach can make reading in English more enjoyable and productive for EFL students. Ultimately, the investigation seeks to contribute valuable insights for educators seeking innovative methods to enhance reading skills and cultural understanding in the EFL classroom.

PROBLEM DESCRIPTION

Ecuador is a country where its population suffers a lack of reading habits. This issue is even more noticeable if the situation in the classrooms is taken into account. One aspect of education that requires further exploration and optimization is reading, given its potential to foster students' integral and sustainable development. Despite teachers' efforts, there remains a considerable gap between the ideal vision and the reality of reading teaching and learning in classrooms (Castro-Castillo et al., 2023).

It can be affirmed that students from most of the Ecuadorian educational institutions demonstrate certain deficiencies when learning English as a foreign language. This fact does not allow them to make a critical analysis of the texts, understand instructions, reflect on relevant information, and thus be able to contribute to what they read (Jaramillo-Ponton et al.,2019).

Moreover, among students, reading is often done out of obligation rather than curiosity or a genuine desire to learn. This highlights a deficiency in how reading is promoted and taught in the educational system and underscores the need to investigate and intervene in this area (Castro-Castillo et al.,2023).

This problem seems to get worse if we analyse the English level of Ecuadorian students. The English language curriculum elaborated by the Ministry of Education follows the international standards of the Common European Framework for Language Reference (CEFR) and requires students who finish high school to achieve a B1 level (Ministerio de Educación, 2016). Unfortunately, this objective is not achieved. Students graduate with minimum knowledge, and experience problems when they want to pursue university careers.

This research work is focused on the group of sixth level students who are part of Victor Manuel Guzmán high school, specifically in the problems that students have developing their reading skills, and how to help them to improve through the use of a proposal in the form of a booklet with legends of Ibarra adapted to the students' needs and preferences.

To sum up, this research is pursuing to answer the following questions:

- What teaching techniques can be used to improve reading skills through adapting traditional legends of Ibarra?
- How to develop learners' reading skills based on activities related to local legends?

JUSTIFICATION

According to Congo et al. (2018), in today's interconnected world, the English language has transcended its status as a mere elective or supplementary component of education, evolving into an indispensable prerequisite for personal growth and development across diverse spheres of life, encompassing professional, academic, and even personal domains. Its pervasive presence permeates virtually every facet of human knowledge and progress. With unwavering certainty, it can be affirmed that English stands as the lingua franca of our era, facilitating seamless communication and fostering global connections.

Ecuadorian students have a need to improve their reading skills in English. This is true because English is the most important language in the world, especially in this digital age where everything is interconnected. Most scientific info, books and magazines are published in English. Also, fluency in English translates to better job opportunities. This advantage stems not only from the competitive edge gained by working in English but also because knowledge of a foreign language demonstrates high cognitive development, creativity, and superior problem-solving skills (Dodd, et al., 2015).

Likewise, the importance of culture nowadays cannot be understated. It is necessary to maintain legends and traditions alive. The Ministry of Education mentions 'Cultural Awareness' as one of its curricular threads. By participating in the process of foreign language learning, learners can be given much-needed opportunities to do so, using the target language (English) as the vehicle to a richer understanding of one's own culture, as well as cultures around the world (Ministerio de Educación, 2016).

The use of legends as supplementary materials to enhance reading habits has significant advantages. Because local legends use words students already know, they can guess the meaning of new vocabulary in the story. Also, the stories often reflect on the values of the local culture, which helps students understand the lesson or moral of the story being taught. (Apriliaswati & Susilowati, 2016).

Overall, this investigation is aimed to the development of a proposal, adapting the legends of Ibarra for their use in the EFL classroom. This will be helpful for students to improve their reading skills while they learn about their own cultural heritage, with interesting and engaging activities specifically designed around local legends. In addition, the proposal will be useful for EFL teachers, providing them with new material, allowing them to make their reading classes more fun and fruitful.

OBJECTIVES

General Objective:

- Design a didactic guide with legends from Ibarra to improve reading skills on sixth level students.

Specific Objectives:

- Select, translate, and adapt legends of Ibarra according with sixth level students' skills and preferences.
- Create activities related with legends of Ibarra to improve students' reading skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language skills

Al-Jawi (2010) considers that language instruction includes four important skills: listening, speaking, reading and writing. Al-Jawi states that the main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way.

According to Kurniasih (2011), each language process enhances students' ability to use the others. Listening to other people use language enhances children's ability to speak. Reading helps students develop skills for communicating through writing. Through reading they have incidental contact with the rules of grammar. Kurniasih argues that reading also enables students to develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency, because young children always associate written language with oral language they have mastered.

1.1.1. Productive skills

Hossain (2015) states that speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. Hossain argues that these two skills can be used as a 'barometer' to check how much the learners have learned.

According to Lemmon (2023), speaking is perhaps the most prominent form of productive language since it encompasses a student's ability to articulate words and phrases, construct coherent sentences, and engage in communication, Lemmon states that writing involves the expression of language in written form, requiring a student to have mastery of grammar, punctuation, and syntax to convey accurate meaning.

1.1.2. Receptive skills

Receptive skills are the ability to listen and understand a language, that is received, and meaning is decoded for the easy understanding of the message (Sreena & Ilankumaran, 2018).

Holmes (2019) argues that receptive skills (also known as 'passive skills' or reading and listening) are often contrasted with productive skills (speaking and writing). When learning a new language learners tend to develop their receptive skills first and then acquire productive capability. Holmes explains that there is a complex relationship between the two as they all play a supporting role with developing other skills. For example, reading skills can be a supporting factor to the development of writing, whereas listening can improve speaking fluency.

1.2. Reading

According to Johnson (2017), the most fundamental definition of reading is being able to interpret written symbols and understand printed material. Johnson states that, like walking and talking, learning to read does not happen all at once, but happens gradually through continuous experiences with printed material and reading related activities.

Ur (2012) argues that, in the context of language learning, reading means 'reading and understanding'. A very telling quote from Ur's research is that "a student who says, 'I can read the words, but I don't know what they mean' is not, therefore, reading, in this sense, but merely decoding: translating the written symbols into their corresponding sounds".

Sojos (2011) claims that, in general, students learning to read in English do not like reading at all and they rarely do it. Sojos suggests that this is partly due to the way reading is approached in the language class, not only in the foreign language but in the native tongue as well, where the reading skill is most often taught by close studies of short passages followed by –usually long and tedious- analysis of language.

1.3. Reading subskills

Jaramillo-Ponton et al. (2019) define reading subskills as the approaches, actions, and procedures used to improve reading comprehension, which serves as the basis to acquire new knowledge and to better understand the world that surrounds us.

Bedle (2018) considers that reading subskills are actions consciously performed for the purpose of achieving a particular reading task or goal, which can be used in various ways according to context and learner. It is important to note that these actions may take place prior to reading, during the reading process, or following a reading task as will be made apparent when discussing the particular strategies which pertain to reading.

1.3.1. Skimming

Skimming is a type of rapid reading technique. The purpose of this technique is to read rapidly. It is widely used to gain quick information from a text or article by passing over it swiftly. A person skim-read to grasp quickly the main idea from a passage. Skimming is an economical and time saving technique (Al-Jawi, 2010).

Singh (2024) explains that, to use the skimming technique, the reader carefully reads the first few paragraphs in detail to grasp the overall message. Then the reader reads the first line of each paragraph, and after that, they directly go through the concluding section in detail to gain a broad understanding of the subject. Hence, Singh claims, by using the skimming technique, a reader can read more text in less time.

1.3.2. Scanning

Scanning is a type of speed-reading technique. The purpose of this technique is to examine closely and rapidly a piece of printed or written material. It is used when the reader wants to locate a particular piece of information or fact without necessarily understanding the whole of a passage or script. Scanning comparatively is easier than skimming because the reader knows ahead of time what he wants to find (Al-Jawi, 2010).

In the words of Singh (2024), scanning is a selective reading approach performed by the reader when he or she is looking for certain information or text contained in the section without entirely reading the text. As a result, when you scan some material, you already know what you're searching for; all you have to do is spot and swoop it down. Singh says that to effectively scan, the reader must first comprehend how the content is organized and decipher what is read in order to easily discover the required information.

1.4. Reading models

In Bakke's view (2010), reading models are ways that educators can use to effectively equip students with the tools they need to develop their reading skills. According to Bakke, all models have their limitations and have been made based on research findings that have been synthesized to help explain the nature of reading or some of its basic components. Bakke states that research findings often times conflict with each other and it is important to note that models also may be subject to the personal opinions of the scholars that made them.

1.4.1. Bottom-up model

The bottom-up model is based on the idea that our human brain recognizes the basic units of a text, the characters, and puts them together in order to create meaning (Bakke, 2010). In bottom-up processing the reader or listener focuses on individual words and phrases and achieves understanding by stringing these detailed elements together to build up a whole (Al-Jawi, 2010).

Baha (2017) argues that this model is effective in the early childhood, especially students as young learners. It's effective because the emphasis here is on the letters, recognition of their shapes and reading individual words. However, Baha explains that this model has many disadvantages if used for higher levels since it forgets the reader's expectations, experience, and attitudes. Furthermore, it doesn't pay attention to the context since it only encourages remembering.

1.4.2. Top-down model

While the bottom-up model starts with the smallest units in sentences, the top-down model is based on a totally opposite concept. The reader relies on syntactic and semantic knowledge that was known prior to the reading (Bakke, 2010).

In top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture: This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across (Al-Jawi, 2010).

Baha (2017) says that this model is broader and more realistic. It should be pointed out here that whenever the experience of the students is being involved, the more effective the teaching will be. Moreover, this model encourages guessing. However, Baha considers that one of its disadvantages is that cross-cultural identifications might play a major role in recognizing such texts. For instance, Baha writes that some cultures might lack information about certain topics and readers could face great difficulties in recognizing what the topic is about.

1.4.3. Interactive model

According to Main (2023), one influential model of reading is the interactive model, which views reading as an interaction between bottom-up (word recognition) and top-down (comprehension) processes. This perspective highlights the importance of both word recognition skills and the reader's previous knowledge in shaping comprehension. Main states that, when a child reads a story about an astronaut, they are not only decoding the written words but also bringing their understanding of space and astronauts to the reading experience. This allows them to make sense of the text and relate it to their own world.

1.5. Components of reading

According to Best (2018), reading skills are built on five separate components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Best states that these components work together to create strong, rich, and reliable reading abilities, but they are often taught separately or in uneven distribution.

1.5.1. Phonics

In the words of Best (2018), phonics is the connection of different sounds with different letters, or different groupings of letters. For example, the letter 's' gives an /s/ sound, but adding an 'h' gives the different sound of /sh/.

In Abdullah's view (2024), phonics is especially important for children who are just starting to learn to read, because it gives them the tools they need to tackle unfamiliar words. Abdullah claims that some children are able to figure out the phonetic code on their own simply through exposure to enough written text, but the majority of children cannot. So, Abdullah concludes that if teachers do not explicitly teach the phonetic code, the child has to depend on memory and will be unable to decipher unfamiliar words.

1.5.2. Phonemic awareness

Abdullah (2024) writes that phonemic awareness is the ability to hear and manipulate the individual sounds, or phonemes, in words. This allows children to understand that words are made up of smaller units of sound.

Ur (2012) states that many beginner learners of English need to learn a totally new writing system. For some Asian learners, even the concept of an alphabet is new, as their written symbols may represent syllables or even words. In Best' view (2018) this is why phonemic awareness is an important component of reading, as it means that students need an awareness of phonemes themselves before they can make sense of words on a page.

1.5.3. Reading comprehension

Reading comprehension requires the construction of a coherent mental representation of the information in a text. Reading involves three interrelated elements—the reader, the text, and the activity, all situated into a broader sociocultural context (Butterfuss et al., 2020).

Liou (2021) states that reading comprehension is an important skill for navigating the textual world around us. It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts.

Butterfuss et al. (2020) consider that the complexity inherent in reading comprehension has given rise to a multitude of influential models and frameworks that attempt to account for the various processes that give rise to reading comprehension: for example, activation of prior knowledge and integration of incoming information with currently active memory contents. Butterfuss et al. state that other models and frameworks attempt to account for the components that constitute reading comprehension, such as decoding, vocabulary, and language comprehension.

1.5.4. Fluency

According to Johnson (2017), reading fluency is the ability to decode individual words accurately and automatically. Fluent readers, appropriately paced readers, and even faster readers to a point, tend to have better overall comprehension and tend to become the better readers. Johnson writes that these readers have an extensive overall vocabulary, and therefore expend little energy on word attack skills and more energy on reading for meaning. In addition, these readers see phrases, sentences, and paragraphs as complete units with meaning.

Ur (2012) argues that, in order for students to start developing reading fluency, they need a lot of practice at the early stages in reading and understanding very short simple texts, at word and sentence level.

1.5.5. Vocabulary

Vocabulary, according to Payne (2024), is an inventory of words used by a particular person or group or the words in a particular language or field of knowledge. Payne writes that there are two types of vocabulary: active and passive. Active vocabulary includes the words an individual understands and uses frequently and accurately in speaking and writing. Passive vocabulary includes words an individual recognizes and may understand in context but rarely uses in communication.

Vocabulary is obviously an indispensable part of every reading activity. Having a large and varied vocabulary will make it easier to master a range of different texts, both when it comes to word-attack, comprehension, fluency and critical reading. All these skills are easier conquered if a reader has a large vocabulary (Bakke, 2010).

Payne (2024) argues that having a well-developed vocabulary provides individuals with the tools for success in several areas of life, including academic achievement, career opportunities, and communication ability.

1.6. Stages of reading

According to Wahjudi (2010), a reading lesson, in which we intend to grasp meaning of new information based on what we already know, think or feel about the topic we are about to read, is divided into three stages based on the purposes of each stage: the pre,while and post reading.

1.6.1. Pre-reading

According to Povey (n.d.), pre-reading is the stage of the lesson before the learners read the text. In Povey's view, activities in this stage include such things as: activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic. Povey claims that the purpose of doing these kinds of prereading/listening activities is to help set the learners up for a successful reading.

The pre-reading stage familiarizes a reader with the basic content and organization of the text and helps to activate prior knowledge (Mulatu & Regassa, 2022).

Al-Jawi (2010) states that this phase is important to introduce language or concepts which occur in the text, but which pupils may not know. The meanings of new vocabulary can be shown through the use of context, picture, drawing, objects, mime, synonyms, and antonyms (Al-Jawi, 2010).

1.6.2. During-reading

Povey (n.d.) argues that during-reading is the stage of the lesson that happens while the learners actually interact with the text. Povey states that in this stage, learners are provided with several activities that allow them to have multiple exposures to the text.

According to Al-Jawi (2010), this phase includes activities that a pupil engages in while actually reading the text, e.g. questions he has to answer after he has read each instalment of the text, as well as activities he engages in which help him to understand the text by getting him to use the text in various ways, e.g. to answer questions, as stimulus for discussion, as source of information for filling in gaps in a table, for drawing a poster, solving a problem, etc.

1.6.3. Post-reading

Povey (n.d.) writes that the post-reading state happens after the learners have read to the text and have shown comprehension of it. In Povey's view, activities in this stage focus on building/integrating other skills by using and expanding on the content/theme/topic of the text.

According to Mulatu & Regassa (2022), in this phase it is important to set a related activity possibly involving other skills, such as completing a paragraph summary of the text, a word puzzle based on the passage, discussion about the main topic and dramatization of the passage.

1.7. Language learning theories

According to Montsaye Academy (2021), several theories have been put forward to explain the process by which children learn to understand and speak a language.

Table 1

Theories of language acquisition

Theory	Central Idea	Postulated by
Behaviourist	Children imitate adults. Their correct utterances are reinforced when they get what they want or are praised.	Skinner
Innateness	A child's brain contains special language-learning mechanisms at birth.	Chomsky
Cognitive	Language is just one aspect of a child's overall intellectual development.	Piaget
Interaction	This theory emphasises the interaction between children and their caregivers.	Bruner

Note: Adapted from "Theories of language acquisition", by Montsaye Academy, 2021.

1.8. Language teaching approaches and methods

According to Richards & Rodgers (2014), a teaching method or approach is a set of core teaching and learning principles together with a body of classroom practices that are derived from them.

In the words of Ur (2012), an approach can be defined as a principled model of language teaching/learning, based on theories of language and language acquisition.

1.9. Methods and approaches for teaching reading

1.9.1. Grammar translation method

In the words of Richards & Rodgers (2014), grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

Ur (2012) claims that grammar translation focuses on the written form of the language and more formal registers, and does not include very much oral or communicative work.

1.9.2. Whole language approach

According to Richards & Rodgers (2014), the Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure. Richard & Rodgers state that the major principle underlying the design of Whole Language instruction is the use of authentic literature rather than artificial, specially prepared texts and exercises designed to practice individual reading skills.

1.9.3. Communicative approach

In Ur's words (2012), the communicative approach is based on the assumption that language is for communication and that we learn it best through naturalistic acquisition processes. Yule (2006) states that to use the communicative approach the functions of language should be emphasized rather than the forms of the language.

1.9.4. Intensive reading

According to Bamford & Day (1997), intensive reading often refers to the careful reading of shorter, more difficult foreign language texts with the goal of complete and detailed understanding. Bamford & Day state that texts are studied intensively in order to introduce and practice reading skills such as distinguishing the main idea of a text from the detail, finding pronoun referents, or guessing the meaning of unknown words.

Intensive reading involves the detailed reading of texts with the two goals of. understanding the text and learning language features through a deliberate focus on these items (Nation, 2020).

1.9.5. Extensive reading

Extensive Reading or "ER" for short, is an approach to language learning that encourages students to read a large amount of books, or other reading material, that is relatively easy for them to understand (Waring & McLean, 2015).

An extensive reading approach introduces students to the dynamics of reading as it is done in real life by including such key elements of real-life reading as choice and purpose (Bamford & Day, 1997).

Ur (2012) suggests setting aside a regular scheduled time for extensive reading: at the beginning of lessons, or half a lesson a week, and don't leaving it just for homework, because devoting lesson time to extensive reading conveys a message about its importance and provides opportunities for exchanging books.

1.10. Choosing reading material

In the words of Alemi (2011), teachers should select the texts of literary works from within students' language proficiencies. If the students are not linguistically ready to deal with such texts, they can become frustrated. Alemi suggests that , when the language of the literary work is quite straightforward and on the linguistic level of the students, they will want to read more literature and will find these texts more relevant to their experience.

Shanahan et al. (2010) conclude that stories with strong literary value and informational texts that are accurate, well-written, and engaging are consistently good choices for teaching reading comprehension.

1.11. Types of texts

According to Drew (2024), depending upon their purpose different texts have specific styles and structures. The categories of styles and structures are called text types.

Table 2

Types of texts

Text type	Purpose	Features	Examples
Narrative	Tells a story	The text includes description and a sequence of events unfolding over time.	Picture books, short stories, legends.

Descriptive	Paints a picture with words	The text focuses on providing details about a person, place, object or event using sensory language.	Essays, poetry
Expository	Explains or informs	The text often includes headings, subheadings, and may use bullet points or numerical lists.	Textbooks, news articles, pictorial informational books.
Procedural or instructional	Provides instructions in how to do something.	The text often includes diagrams or illustrations to help the reader follow the instructions.	Recipes, user manuals, building kit instructions, and DIY guides.
Argumentative or persuasive	Persuades the reader to adopt a particular point of view or take a specific action.	The text includes arguments, provides evidence and utilizes rhetorical techniques to influence the reader's opinion.	Essays, editorials, speeches.

Note: Adapted from "Understanding text types", by Reading Rockets, 2023.

1.11.1. Legend

In the words of Nordquist (2020a), legend is a narrative — often handed down from the past — that is used to explain an event, transmit a lesson, or simply entertain an audience. Nordquist explains that, though customarily told as "true" stories, legends often contain supernatural, bizarre, or highly improbable elements.

According to Musiyiwa (2008), legends develop children's historical and cultural consciousness, thereby helping them celebrate the historical achievements of their society and also understand societal contradictions that have transpired in the past.

1.11.2. Legend in the EFL classroom

Musiyiwa (2008) mentions that when we examine the importance of myths and legends, we are not merely interested in how they make children historically and culturally conscious but also how they develop children's literacy abilities, mental capacities and imagination.

According to Simarmata (2016), legend or folklore is one kind of the literary texts that can be used as teaching material in EFL classroom. Simarmata states that legend can be used to induce cultural values.

The cultural importance of legends cannot be understated. Cultural learning is helpful to language learning and can strengthen the expressive ability as well (Luo, Ren, & Zhang, 2022)

1.12. English as a foreign language (EFL)

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language (Nordquist, 2020b).

In the words of Andrade et al. (2021), the teaching and learning of a foreign language are undoubtedly a complex process that involves many factors to achieve a high degree of development by students. Andrade et al. explain that these factors range from students' linguistic skills, cultural socio-economic elements of educational institutions and the methodologies used by teachers.

1.12.1. English as a foreign language in Ecuador

According to Andrade et al. (2021), English is the foreign language officially taught in private and public educational establishments in Ecuador. Andrade et al. (2021) write that the Ministry of Education of Ecuador has executed several actions intended at improving the English language teaching-learning process. However, Andrade et al. conclude that, despite these measures, the achieved English standards by Ecuadorians are not satisfactory.

Newman et al. (2023) claim that Ecuador's public education system —especially its programs in teaching English as a Foreign Language (EFL)— is key to the country's current and future socioeconomic sustainability. Newman et al. (2023) argue that national leaders have long recognized that without nation-wide proficiency in English language the country is unprepared to participate in the economic, political, and social milieu of an increasingly globalized world culture and economy.

According to the 2023 EF English Proficiency Index elaborated by Education First (2023), Ecuador is in 80th place on the ranking of countries and regions by English skills out of the 113 countries that were evaluated.

1.13. Common European Framework of Reference for Languages (CEFR)

According to Martyniuk (2005), the CEFR is a comprehensive descriptive scheme offering a tool for reflecting on what is involved not only in language use, but also in language learning and teaching. Martyniuk states that the Framework provides a common basis and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher training programmes, and for relating language examinations to one another.

The CEFR describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (Council of Europe, 2001).

1.13.1. CEFR levels of proficiency

According to Martyniuk (2005), one of the CEFR's aims is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose, a Common Reference Level system was developed, a system of six ascending levels of proficiency [A1, A2, B1, B2, C1, C2] with specific outcomes – a compendium of descriptors of language proficiency (Martyniuk, 2005).

1.13.2. CEFR levels of proficiency expected from learners in Ecuador

According to the English Language curriculum, linguistic functions will be framed within the international standards of the Common European Framework for Language Reference (CEFR), guided by and assessed according to the "Can do" statements associated with each proficiency level. (Ministerio de Educación, 2016).

Regarding English competence, the Ministry of Education of Ecuador determined that sixth level students are expected to demonstrate at least a CEFR Level A2 (Elementary) by the end of the school year.

According to the Council of Europe (2001), in terms of reading comprehension as stated in the official CEFR guidelines, someone at the A2 level in English:

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.
- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

According to the Council of Europe (2001), in terms of reading for information and argument as stated in the official CEFR guidelines, someone at the A2 level in English:

- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.

According to the Council of Europe (2001), in terms of identifying cues and inferring as stated in the official CEFR guidelines, someone at the A2 level in English:

- Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.

	PRE-BASIC USER		BASIC USER				INDEPENDENT USER	
CEFR	PRE A1		A1		A2		B1	
MINEDUC	PRE A1.1	PRE A1.1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
BÁSICA ELEMENTAL BÁSICA MEDIA	2 EGB	3 EGB	4 EGB	5 EGB	6 EGB	7 EGB		
BÁSICA SUPERIOR BACHILLERATO			8 EGB	9 EGB	10 EGB	1 BGU	2 BGU	3 BGU
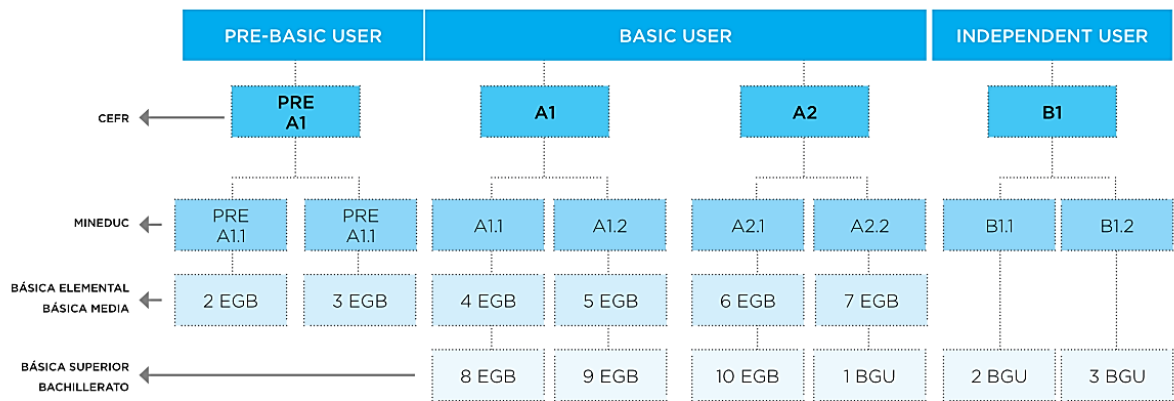
Figure 1. Levels of proficiency expected from learners in Ecuador. Taken from: Currículo de los Niveles de Educación Obligatoria. (2016). Ministerio de Educación.

CHAPTER II: METHODOLOGY

This chapter dives into the research methodology, detailing the research type, methods, specific techniques and instruments employed, and the characteristics of the participants involved in the study.

2.1. Type of research

This study applied a mixed approach because it has qualitative and quantitative aspects.

2.1.1. Qualitative research

Quantitative research predominantly focuses on the objective and quantifiable aspects of social phenomena. It is subjective in nature and uses qualitative methods, such as interviews, that give different treatment to information (Posso, 2011).

2.1.2. Quantitative research

Qualitative research is oriented to discover the meaning and significance of social actions. This type of research has a high level of measurement and control. Because of that, it advocates for the use of quantitative methods, such as surveys, that involve statistics (Posso, 2011).

2.2. Techniques and instruments

The instruments employed in this research are the interview and the survey.

2.2.1. Interview

Interviews allow the researcher to gather rich information and draw more detailed conclusions than other research methods, taking into consideration nonverbal cues, off-the-cuff reactions, and emotional responses (George, 2022).

This research uses a semi-structured interview with eight open-ended questions. According to George (2022), semi-structured interviews are a blend of structured and unstructured interviews. In the words of George, semi-structured interviews are often open-ended, allowing for flexibility, but follow a predetermined thematic framework, giving a sense of order.

2.2.2. Survey

According to Scheuren (2004), a survey is a method of gathering information from a sample of individuals. Scheuren states that information is collected by means of standardized procedures so that every individual is asked the same questions in more or less the same way.

This research work uses a questionnaire with 8 multiple-choice, close-ended questions. According to McCombes (2019), a questionnaire is a list of questions that is distributed online or in person, and respondents fill it out themselves. McCombes states that closed-ended questions are best for quantitative research, as they provide you with numerical data that can be statistically analysed to find patterns, trends, and correlations.

2.3. Research questions

- How can the traditional legends of Ibarra be used to improve reading skills?

- To what extent do legends enhance student motivation and engagement in EFL reading activities compared to traditional reading materials?

2.4. Participants

The object of study in this project were sixth level students of EGB of "Victor Manuel Guzmán" high school, with a student population of 37 students, 18 boys and 19 girls, between 10 to 12 years old.

2.5. Procedure

First, the researcher interviewed the coordinator of the EFL area and the teacher who gives classes to sixth grade students with the same questions by in-person interaction. These interviews helped to gather relevant information for this project. These interviews questions were related with topics such as teaching methodologies, reading materials, and the importance of culture in the EFL classroom. After that, the interviews were transcribed and analysed.

Then, 37 students from sixth level at 'Víctor Manuel Guzmán' high school took part in the survey, with questions related to their reading habits, cultural awareness and their opinion on the use of legends in the classroom. The application of the survey to the students was done in-person and the data obtained was analysed. The results were represented using pie charts. After the analysis, the results were considered for the development of a proposal. Several legends were chosen, translated and adapted to create engaging reading material for sixth level students.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

A comprehensive analysis of the data obtained from the research instruments implemented with the study group is presented in this chapter. Two interviews and one survey were conducted during the research. The first interview was with the English Area Coordinator, followed by an interview with the teacher currently teaching sixth grade. Both interviews had the same eight questions about teaching methodologies, reading materials, and the importance of culture in the EFL classroom.

Moreover, students from sixth level at 'Víctor Manuel Guzmán' high school took part in a survey, with questions related to their reading habits, cultural awareness and their opinion on the use of legends in the classroom. The survey results are presented in pie charts, and the corresponding analysis is provided below each figure.

3. 1. Results from the English area Coordinator's interview

- **Question 1: What motivated you to be an English teacher?**

I had different motivations for becoming an English teacher. The first comes from my mother, who is an English teacher herself. From a very young age, she taught me English, which sparked my interest in the language. As a child, I enjoyed English and excelled in it. I was always eager to participate in class, whether it was music, sports, or anything the teachers asked of me. However, in high school, I developed different career goals. Due to my family's financial situation, I ended up studying English, even though it wasn't initially my career path. During my university studies, I had the opportunity to work with young children in their first year of elementary school. This was my first experience as a teacher. While working with these young students, I realized I wanted to become a teacher. I saw a lot of progress in them thanks to my efforts, even though I was still a new teacher myself. Their positive response to my methods solidified my desire to become an English teacher, a path I hadn't originally planned on taking.

Analysis: The respondent mentions that her motivations to be an English teacher were her mother and her students. She discovered her vocation along the way. She has the motivation to be the best teacher for her students.

- **Question 2: Which framework do you use to teach (productive and receptive lessons)**

I would say that I always work based on the framework of the Four C's: communication, collaboration, critical thinking, and creative thinking, using the standards set by the Common European Framework of Reference for Languages, CEFR for short. By integrating the 4 Cs framework in my lessons, I want to prepare my students with the skills that are essential for their success in reading in a foreign language.

Analysis: The respondent mentioned that she utilizes the framework of the 4 Cs as part of the instructional design in his classroom. Nevertheless, her classes are planned by using the PDP framework (Pre, during, post). This framework can be used to teach the receptive skills. Regarding reading, the PDP method ensures students are actively engaged with the reading process before, during, and after encountering the text. This can lead to deeper comprehension, improved vocabulary, and a more enjoyable reading experience.

- **Question 3: Which teaching methodology has helped you to teach reading? How?**

As I already said, I like to use mostly the communicative approach through the use of cooperative learning strategies and techniques. When it comes to reading, my methodology prioritizes building a strong vocabulary foundation. Before diving into a text, I ensure students have the necessary vocabulary to understand it. This initial stage involves various techniques like flashcards, picture dictionaries, and word-picture templates. Once students are familiar with the key vocabulary, we move on to analysing and comprehending the actual reading passage.

Analysis: The respondent emphasizes the communicative approach with a focus on cooperative learning strategies for reading instruction. She seems to focus on building vocabulary through pre-reading activities to ensure students have the necessary tools to tackle the reading materials with confidence.

- **Question 4: What are the group strengths in terms of reading comprehension?**

The exposition they have to new vocabulary. Last year, I worked with a group of fifth graders, exposing them to a wide range of vocabulary. Now, in sixth grade, I can see the benefits of this idea. These students can tackle complex tasks and concepts that might challenge others in their grade level. Additionally, they can confidently deliver oral presentations and understand short texts of the adequate level.

In contrast, the other group of sixth graders (who didn't work with me last year) can struggle with understanding instructions and completing tasks. They may also be hesitant to participate in class activities, such as going to the front of the room or speaking in any language, even Spanish. This shyness, coupled with a limited vocabulary, makes it difficult for them to construct responses or fully grasp what's being asked of them.

Analysis: The respondent emphasizes the importance of previous vocabulary exposure in teaching reading to reach reading comprehension. The teacher argues that building vocabulary is a way to empower students to tackle more complex reading materials and participate confidently in class.

- **Question 5: What are the group weaknesses in terms of reading comprehension?**

Students often show a disinterest in reading, and this can be observed in our culture, in both Spanish and English. This aversion frequently manifests when they encounter a reading passage, regardless of length. Even a short paragraph of five lines can be perceived as a challenge.

In my experience, the principal weakness is probably their attitude towards reading. This negativity comes from a lack of reading habits within the culture. Students who haven't developed a love of reading often approach any text with negativity, regardless of the language or topic.

Analysis: The teacher identifies the students' negative attitude towards reading as their primary weakness in reading. Students perceive even short passages as difficult, suggesting a broader issue beyond vocabulary or topic. This negative attitude may come from a cultural lack of reading habits. This suggests a systemic issue that goes beyond individual students.

- **Question 6: What kind of materials do you use to teach reading?**

I do utilize various resources for teaching reading. There are some great materials available online, but unfortunately, many are copyrighted works by Cambridge or other publishers. Using them without permission isn't ideal, and photocopying colourful pages from commercially published books isn't always feasible.

Because of that, I create flashcards for various topics, covering vocabulary like food, animals, parts of the body, etc. I add new flashcards each year to keep the content fresh. Picture dictionaries are another valuable tool for introducing new vocabulary to younger learners.

For more advanced students, I select appropriate reading passages from books I find effective. I've built a small library of books with stories ranging from A1 to B2 levels. Students enjoy these books because of the pictures and colors, which make them more engaging than text-heavy materials. While students love working with my personal books, I limit their use to prevent damage. I typically use them only a couple of times a year.

Analysis: The respondent demonstrates a resourceful and thoughtful approach to utilizing reading materials. The teacher mentions that, to reach the class objectives, she creates her own material to provide to the students. It may be assumed that it is because the modules provided by the Ministry of Education lack cohesion and coherence. Also, she plans her classes based on what she thinks is going to be useful for her students, with the aim to help them to improve their reading skills.

- **Question 7: Do you think that culture is important in the English classroom?**

Absolutely. Culture significantly impacts communication skills at every stage and across all four language skills. One major influence is the reading habit. In our culture, many students simply don't have a strong foundation in reading. This lack of practice hinders the development of critical thinking skills like analysis, deduction, and information discrimination. These skills are crucial across all subjects, from English and literature to math.

When students haven't developed strong reading habits, they struggle with tasks that require analysing information from text. This weakness in analysing and discriminating information can even affect subjects like math, where analysing word problems is essential.

Another cultural influence is the discomfort with being judged or criticized. This can affect speaking skills, as students from our Latin culture may be hesitant to participate in discussions or oral presentations for fear of being judged by their classmates or teachers.

Analysis: The respondent emphasizes the significant impact of culture on communication skills and learning in the English classroom. The teacher argues that culture influences the learning process. It may be needed to present English in a more didactic way with the goal of incentivizing students to continue reading at home. Teachers should be able to adapt to the cultural aspects and try to get students attention by using more engaging materials.

- **Question 8: What is your opinion about implementing a guide that uses legends to help students to improve reading skills in the English classroom?**

It would be fantastic because the legends will likely be based on things students already know from their everyday lives. For example, the legend of 'Maria Angula'. Students would likely say, "I know this story! This will be easy to understand." Even if the legends cover a variety of topics, familiarity with the subject matter and stories can reduce the stress of reading.

Starting with familiar material can be a good bridge to more challenging texts. Reading something familiar can also help students get more out of the experience compared to unfamiliar routines or topics they might not be interested in. When students encounter something they understand, the experience becomes more enjoyable and beneficial.

Analysis: The respondent expresses a positive opinion about using a guide that incorporates legends to improve students' reading skills in English. Her experience lets her know what is likely to work for her students, and in her opinion, the use of a guide with legends of Ibarra may prove very useful to create a more accessible and engaging learning environment.

3.2. Results from the sixth level teacher's interview

- **Question 1: What motivated you to be an English teacher?**

Okay, well, the motivation was kind of not a situation I decided, but I had to, so I'm kind of a believer and I said, well, God has given me that opportunity, so, I just took that at that time. But, within the road, I learned so many things about teaching, and, well I've decided to complete the process and start doing what it is meant to do, and well... I am here now teaching my students in the best way I can.

Analysis: The respondent may have initially felt unprepared or unsure about teaching English. However, his experience transformed his perspective. He discovered a passion for teaching and a desire to share their knowledge with students.

- **Question 2: Which framework do you use to teach (productive and receptive lessons)**

When we are talking about frameworks, well, there are many possible frameworks that we can use, but communication is basically what I've been using. I mean, giving the opportunity to students to improve their communication skills, no matter what. But they speak a little bit at least.

Analysis: The respondent mentioned that he uses Communicative Language Teaching as part of the instructional design in his classroom. This may be taken as for the productive lessons. However, he does not mention a specific frame to teach receptive skills. It may be necessary to observe a reading or listening lesson to identify whether the teacher uses a frame for these skills.

- **Question 3: Which teaching methodology has helped you to teach reading? How?**

Okay, while teaching reading, well, the point is starting, then presenting some kind of vocabulary at the beginning, using some pictures, for example. Based on that, we can just get a gist of what the reading is going to be. So, knowing a little of the vocabulary, now with some information, or previous information about the text they're going read is going to help them to understand better. After that the process of reading clarifying some vocabulary there and finally, we're using some questions for checking the comprehension.

Analysis: The respondent described a foundation for teaching reading comprehension. It emphasizes the importance of building background knowledge and vocabulary before reading, along with checking for comprehension throughout the process.

- **Question 4: What are the group's strengths in terms of reading comprehension?**

Well, in this case I would say strengths…kind of complicated because as culture we don't read much. So, if we didn't even Spanish are we able to read in English? That's something that is kind of complicated. But I would say that with the methodology I've been using, using pictures, for example, it has helped a lot, especially in the terms of giving the students the chance of imagining something before reading. And, well, that's something that has help me to continue with the process of reading,

Analysis: The respondent acknowledges a challenge for this group with reading comprehension but highlights his method to try to address it. His method, using pictures, may show promise in improving the group's ability to imagine and potentially comprehend the text.

- **Question 5: What are the group's weaknesses in terms of reading comprehension?**

Well, I think I said that before. We don't like reading and it's not just in English, but also Spanish. So, we need to have that motivation for starting to read at least a little bit. So, in this case in classes in English classes for example, I prefer using texts not too long, not too short, but kind of interesting for the students so they can have the opportunity to increase their vocabulary.

Analysis: The respondent mentions that the group dislikes reading in both English and Spanish because they lack motivation to start reading. He suggests using interesting texts in English classes to improve vocabulary and potentially increase engagement with reading.

- **Question 6: What kind of materials do you use to teach reading?**

Starting for them with some pictures. Then as I said before, some small texts that are kind of interesting for them, considering the actual topics that we are living. For example, using the social networks, for example, things like that that they are interested in, and they can just have an idea of what they are doing at the moment.

Analysis: The respondent uses pictures, relevant topics, and gradual progression to make learning to read engaging and effective. The teacher seems to prioritize making reading engaging and relatable.

- **Question 7: Do you think that culture is important in the English classroom?**

Yes, of course. If we don't know culture, then that's going to be complicated to continue with the process. It is important based on that we can construct some, let's say, background for them and of course teach something with a new language in this in this case.

Analysis: The respondent considers that culture provides essential background knowledge that helps students understand the new concepts being taught through the English language.

- **Question 8: What is your opinion about implementing a guide that uses legends to help students to improve reading skills in the English classroom?**

Considering that legends are part of our culture and that is kind of, let's say, very important because we can part from that part, we can start from that part. Building something up. So yes, why not having a guide that can help us in that process of teaching culture based on reading and of course, increasing the ability of communicating something.

Analysis: The respondent answer is in favor of implementing a guide that uses legends to help students improve reading skills in English class and cultural awareness.

3.3. Results from students' survey

- **Question 1: Do you like reading in Spanish?**

● Yes	37	
● No	0	
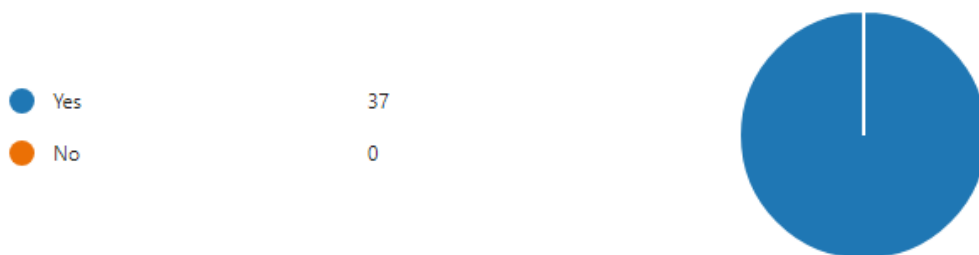
Analysis: The graph shows the responses for the question about whether participants like to read in Spanish. Data revealed that all the respondents enjoy reading in their native language. It may be inferred then that these participants would also enjoy reading in English. With these positive results, there seems to be the potential to incentivize reading habits. However, it would be interesting to know what kinds of texts these respondents like to read.

- **Question 2: Do you like reading in English?**

● Yes	8
● No	29
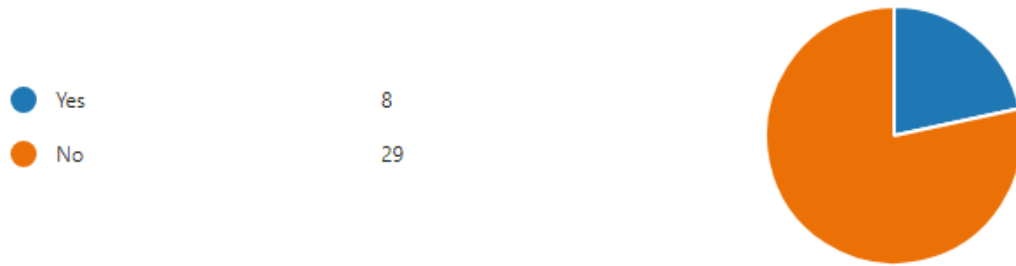
Analysis: The graph illustrates the answers for the question about whether participants like to read in English. Data revealed that most of the students do not like to read in a foreign language, English. Comparing the answers with those of question 1, it is noticeable that there is a difference in reading habits between Spanish and English. It could be inferred that participants may be afraid of not understanding the texts they find in English, or that they consider them boring. Probably, teachers don't make English appealing to students or give them motivation to read.

- **Question 3: What kind of texts do you prefer to read?**

● Fairy tales	24
● Legends	35
● Science fiction	21

Analysis: The graph shows the answers to the question of what kinds of texts do students prefer to read. Almost half of the respondents prefer to read legends. Some of the respondents prefer to read fairy tales, and some others prefer to read science fiction related texts.

Legends were the most popular choice, with most of the students reporting that it is their favourite type of text. These results may imply that the use of legends in the proposal to improve reading skills could be interesting for the learners. By engaging with their local environment, students' interest and motivation for reading can be enhanced, particularly when it relates to things they know about and things that their parents or grandparents are familiar with.

- **Question 4: Please, put a check in front of the legends you recognize**
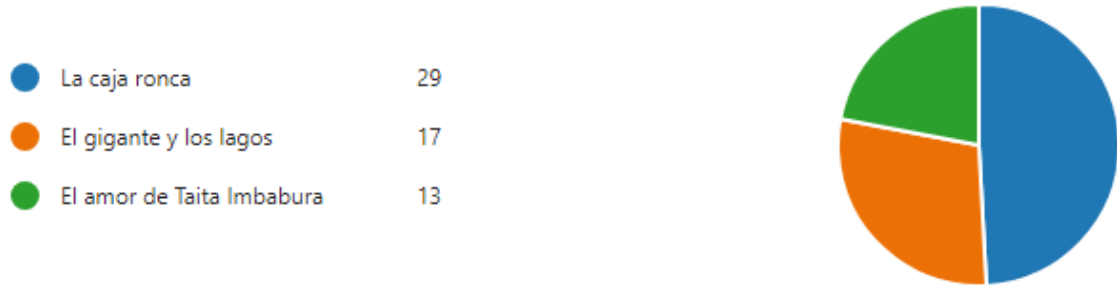
Analysis: The graph displays the answers to question 4, where respondents had to check in front of the legends they recognized. In this multiple-choice question, of the 37 students, 29 affirmed that they have heard about the legend 'La Caja Ronca', 17 know about the legend 'El Gigante y Los Lagos', and 13 know about the legend 'El Amor de Taita Imbabura'.

It may be concluded that most of the respondents already have some knowledge of legends of Ibarra, and probably have heard about them at home or at school. Since legends are part of culture, they tend to remain in people's memories. This may imply that culture can be implemented as part of the teaching process, as legends can be a valuable tool to motivate students to read and learn about their own history.

- **Question 5: When was the last time you read a story?**

Analysis: The graph shows the results of the question asking school students: when was the last time you read a story? Some of the students said they last read a story one week ago. Only one student's answer was 'one month ago'. A few of the students said they last read a story one year ago. Few students said they last read a story a few years ago. Over half of the students said they don't remember the last time they read a story.

Most students surveyed said they don't remember the last time they read a story. This may be because of the general disregard for reading in our country. Nearly a third said they last read a story one week ago. Very few students said they last read a story a month ago, a year ago, or some years ago.

These results imply that children need to be encouraged to read. While reading may not be a dominant activity in our culture, it offers many benefits. Parents and caregivers can play a crucial role by creating a stimulating reading environment at home. Teachers providing a variety of engaging texts that catch students' interests can spark a love for reading.

- **Question 6: How long do you read weekly in your native language?**

● Never	8	
● 1 hour	14	
● 2 hours	7	
● 3 hours	1	
● 4 hours or more	7	

Analysis: The graph displays the results of the question of how long students read weekly in their native language. Some of the students said they never read in their native language each week. Most of the students said they read for 1 hour each week. Some others said they read for 2 hours each week. Few students said they read for 3 hours each week, and several of the students said they read for 4 or more hours each week.

The data suggests that a significant portion of students (more than half) dedicate one hour or less to reading in Spanish each week. This may imply that the habit of reading is practically non-existent in students. Reaching this conclusion is surprising, as students are supposed to read at school. Because of that, a proposal that increases the time students read every week could be useful to improve this kind of results, and, in doing so, their reading skills. Incorporating cultural awareness and creativity into reading instruction can make the process more engaging and foster a lifelong love of learning.

- **Question 7: How long do you read weekly in English?**

● Never	21	
● 1 hour	12	
● 2 hours	2	
● 3 hours	1	
● 4 hours or more	1	
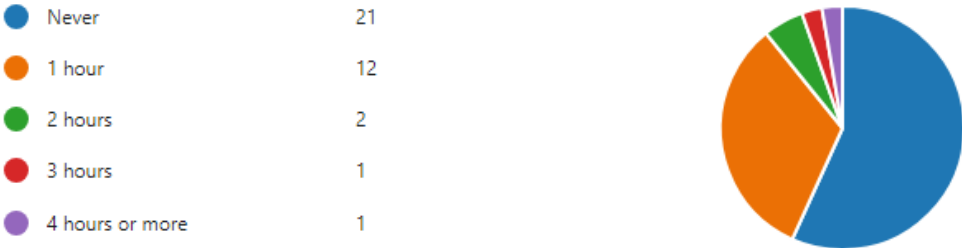
Analysis: The graph shows that over half of the students surveyed said they never read in English weekly. Some of the students surveyed said they read for 1 hour weekly in English. Only a small percentage of students, said they read for 2 hours, 3 hours and 4 or more hours in English weekly.

Overall, the majority of the students (89%) surveyed reported that they don't read in English at all each week. Comparing the answers with those of the previous question, it is noticeable that students prefer to read in Spanish rather than in English. It may be implied that the reading habits in the local ambit are deplorable. Probably, teachers avoid giving lessons involving reading activities. These results may suggest that teachers need to be provided with new and engaging material to improve the reading habits of sixth level students. By relating their knowledge of legends they've heard in Spanish to new information learned in English, students may be able to leverage their prior knowledge to boost their learning process. This strategy could improve both their vocabulary and reading comprehension skills in English.

- **Question 8: Would you like to learn about the legends of Ibarra in English?**

| | Yes | 22 |
| | No | 15 |

Analysis: The graph shows the results of a survey question that asks if students would like to learn about the legends of Ibarra in English. Out of the 37 people surveyed, 22 said yes and 15 said no. This means that most of the people surveyed would like to learn about the legends of Ibarra in English.

Overall, the survey results indicate a strong interest among students in learning about Ibarra's legends in English. This suggests that students are motivated to deepen their understanding of Ibarra's culture and improve their English fluency in a more engaging way. This approach has the potential to spark their natural curiosity. Legends are inherently captivating to students, making them a powerful tool for language acquisition. By integrating our own culture into English learning experiences, we can make them more relevant and engaging for students.

3.4. Discussion

This study investigated the English reading habits and skills of sixth level students at Victor Manuel Guzmán high school. Through interviews with the teacher coordinator of the EFL area and the teacher of sixth level, and a survey applied to students of said level, the research gained valuable insights. These instruments allowed to examine teaching strategies, reading difficulties, resources and activities used in class to improve reading comprehension, and opinions about the use of legends as reading material.

The results of the interviews showed both teachers agreeing that students' main reading challenge is a negative attitude. The students found even short passages hard, which suggests a deeper problem than just vocabulary or the reading material itself. This suggests that traditional instruction methods and a lack of cultural emphasis on reading may be to blame for students' general dislike of reading that can manifest in English and Spanish as well. This is a common link with some of the arguments of Sojos (2011), who blames traditional reading instruction, that focuses on analysing short texts rather than fostering enjoyment, for student's general dislike and infrequent reading in English and their native language.

Furthermore, the teachers plan their classes using a framework called PDP (short for Pre-During-Post) to plan their reading lessons. In reading specifically, PDP keeps students involved before they read (preparing them), while they read (helping them understand), and after they read (solidifying their learning). This can lead to better understanding, stronger vocabulary, and a more positive experience with reading. The use of this framework is supported by Bedle (2018), who argues that reading strategies are actions that may take place prior to reading, during the reading process, or following a reading task.

In the interviews, the teachers mention that the provided reading materials are not well-organized or focused enough to meet their students' needs. So, their classes are adapted to what will truly help them become better readers. For more advanced students, she selects appropriate reading passages from books she finds effective. Students enjoy these books because of the pictures and colors, which make them more engaging than text-heavy materials. Shanahan et al. (2010) conclude that stories with strong literary value and informational texts that are accurate, well-written, and engaging are consistently good choices for teaching reading comprehension.

The respondents of the interview emphasized the significant impact of culture on communication skills and learning in the English classroom. They pointed out how weak reading habits can hinder performance in subjects like math, where analysing information to solve problems is crucial. Because of this, learners have trouble developing important thinking skills like analysing information, drawing conclusions, and separating fact from opinion. These opinions concur with those of Liou (2021), who states that reading comprehension is an important skill for navigating the textual world around us.

The survey revealed a major issue: practically none of the sixth graders reported reading anything in English outside of class. This suggests that there is a general lack of reading for pleasure within the community, and that uninteresting reading materials are being used in English classes. Also, the teachers mentioned in the interviews that they create their own materials to meet their students' needs. This might imply the Ministry of Education's provided materials are not well-organized or engaging. The arguments of Jaramillo-Ponton et al. (2019) seem to align with these findings, as they consider that students' EFL reading habits are very weak despite believing that reading is a vital aspect of the language.

Overall, the survey showed students are very interested in learning about Ibarra's legends in English. This indicates that students want to learn more about their own culture in English, and they find this idea more engaging and motivating, which could make learning English more enjoyable. In the opinion of Luo, Ren, & Zhang (2021), this is important because, as a result of globalization, the importance of understanding culture in language learning is becoming apparent and is a cause of concern for teachers who teach languages.

The respondents of the survey, as well as the teachers interviewed, expressed a positive opinion about incorporating legends as material to improve students' reading skills in English. One of the teachers stated that, when learners encounter recognisable material, such as legends, the experience becomes more enjoyable and beneficial, as reading something familiar can help them to get more out of the experience compared to unfamiliar topics they might not be interested in. This is because, according to Musiyiwa (2008), legends develop children's historical and cultural consciousness, thereby helping them celebrate the historical achievements of their society and also understand societal contradictions that have transpired in the past.

All in all, legends seem to be naturally interesting to students, making them a powerful tool for learning English. The findings seem to strongly support the idea of incorporating local culture into EFL lessons. To address the lack of reading habits and enhance reading comprehension, creating a proposal that meets teachers' expectations and helps sixth level students to fulfil their learning objectives for reading is needed.

3.5. Impact analysis

Table 3

Educational Impact

Impact level	-3	-2	-1	0	1	2	3
Indicator							
Students' academic level						X	
Student's reading level							X
Student's critical thinking						X	
Teacher's performance level						X	
Children-tutors-teachers integration							X
Students' knowledge about local legends							X
Total						**6**	**9**

Note: Adapted from "Proyectos, tesis y marco lógico", by Posso, M, 2011.

$$\sum = 15$$

$$Educational\ impact\ level = \frac{\sum}{Number\ of\ indicators}$$

$$Educational\ impact\ level = \frac{15}{6} = 2{,}5$$

$$Educational\ impact\ level = Positive$$

3.5.1. Educational impact analysis

- About the students' academic level, a significant impact is projected, as legends can provide a foundation for exploring related topics like history, geography, and social studies
- Regarding the student's reading level, a strong impact is expected, because engaging stories can motivate students to read, improving fluency, vocabulary, and comprehension.
- As for students' critical thinking, a high impact is expected because analysing legends encourages students to question, evaluate, and interpret information.
- The impact on teachers' performance level is expected to be major, as legends offer engaging content for teachers, allowing them to create culturally relevant lesson plans.

- The impact on children-tutors-teachers integration is anticipated to be significant, because legends can create a bridge between generations, allowing elders to share with younger audiences.
- The students' knowledge about local legends is predicted to have a great impact, because local legends can spark interest in Ibarra's history and culture, fostering a sense of belonging and appreciation for the community.

Table 4

Socio-cultural impact

Impact level	-3	-2	-1	0	1	2	3
Indicator							
Students' values						X	
Preservation of cultural heritage							X
Intercultural dialogue							X
Students' appreciation for local culture						X	
Community outreach							X
Artistic expression						X	
Total						**6**	**9**

Note: Adapted from "Proyectos, tesis y marco lógico", by Posso, M, 2011.

$$\Sigma = 15$$

$$Socio - cultural\ impact\ level = \frac{\Sigma}{Number\ of\ indicators}$$

$$Socio - cultural\ impact\ level = \frac{15}{6} = 2,5$$

$$Socio - cultural\ impact\ level = Positive$$

3.5.2. Socio-cultural impact analysis

- The impact on student's values is projected to be significant, as reading legends can encourage students to reflect on values like honesty, courage, and justice.
- Regarding the preservation of cultural heritage, a strong impact is anticipated, for the reason that using legends preserves traditional stories and ensures their transmission to future generations.

- The impact on intercultural dialogue is predicted to be great, as learning about legends from Ibarra can open doors to discussions about other cultures, fostering intercultural dialogue and understanding.
- The impact on students' appreciation for local culture is expected to be major, as reading local legends can spark interest in Ibarra's history and culture
- The impact on the community outreach is predicted to be significant, because shared knowledge of local legends fosters a sense of belonging and cultural identity.
- The impact on artistic expression is expected to be high, as legends can serve as a source of inspiration for various art forms, like drawing, comics and theatre plays.

CHAPTER IV: PROPOSAL

4.1. Title

Reading together with legends of Ibarra

4.2. Introduction

This proposal is aimed to take the captivating legends of Ibarra and transform them into engaging exercises, specifically designed to target various aspects of reading development using a PDP framework.

For this proposal, nine legends of Ibarra, Ecuador have been selected. Inside these pages, the reader will encounter fantastical creatures, brave heroes, and spooky encounters that have been passed down for generations. Each legend has been chosen to ignite student's imagination and help them to improve their reading skills.

4.3. Objective of the proposal

Use legends from Ibarra to improve reading skills on sixth level students.

4.4. Methodology of the proposal

Nine of the most relevant and captivating legends from the second edition of the book 'Tradiciones Imbabureñas', compiled by profesor Luis Alfonso Martínez de la Vega y Villalba in 1978, were selected, translated and adapted as reading material.

The proposal is structured in three units, each containing three lessons designed to complement the existing Ministry of Education modules and can be implemented over a semester. The proposal's lessons were planned to follow the PDP framework, incorporating activities before, during, and after reading to enhance student engagement. By incorporating activities that target specific reading skills, such as identifying the main idea, understanding text structure, and identifying true or false statements, the booklet aims to not only strengthen students' reading comprehension but also cultivate their love for reading and appreciation for their cultural heritage.

READING Together with legends of Ibarra

Didactic guide to improve reading skills

Author: Marco david García Varela

INDEX

Introduction

This proposal is aimed to take the captivating legends of Ibarra and transform them into engaging exercises, specifically designed to target various aspects of reading development using a PDP framework.

For this proposal, nine legends of Ibarra, Ecuador have been selected. Inside these pages, the reader will encounter fantastical creatures, brave heroes, and spooky encounters that have been passed down for generations. Each legend has been chosen to ignite student's imagination and help them to improve their reading skills.

Proposal objective

Use legends from Ibarra to improve reading skills on sixth level students.

Unit 1
Ghosts and Phantoms

Lesson 1

La Caja Ronca de San Felipe

(San felipe's Hoarse box)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Caja Ronca' by marking 4/5 true/false sentences.

Before reading

1. What do you think of when you look at this picture?

…………………………………

…………………………………

…………………………………

…………………………………

…………………………………

2. Link the words in the box with the corresponding picture:

Shadow

Bone

Horns

Drum
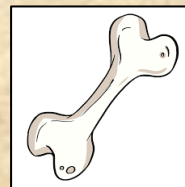
Let's read:

La Caja Ronca de San Felipe

(SAN FELIPE'S HOARSE BOX)

In Ibarra, in the neighborhood 'San Felipe', everyone feared loud noises at night. People believed in spooky shadows that appeared in the dark.

Two brave friends, Carlos and Manuel, had a sleepover one night. To stay awake, the boys talked and talked, but finally they fell asleep.

Carlos woke up to a loud bang and a strange sound getting closer. He woke Manuel and they looked outside. They saw scary shadows with green candles and a monster with horns over a burning cart. Also, there was loud music from a big drum and flutes. Curious, they went outside to see more, but everything vanished. Then, the scary monster appeared before them, and they got so scared they fainted.

When they woke up in the morning, they found a leg bone in each of their hands! They ran home scared and the next day, they told their families about their extraordinary experience.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

7

While reading:

1. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

   - Carlos and Manuel discovered a hidden treasure. ☐
   - Carlos and Manuel encountered a monster. ☐
   - Carlos and Manuel went to a party and danced all night. ☐

2. Number the following sentences about the legend in order according to the text (1-4).

   - Carlos and Manuel saw 'La Caja Ronca'. ....
   - The people of San Felipe were scared at night. ....
   - Carlos and Manuel fell asleep. ....
   - The boys woke up with bones in their hands. ....

3. Mark the sentences true (T) or false (F) and correct the false ones.

   - The shadows carried blue balloons.
     (..........) ....
   - Carlos and Manuel found a toy car in their hands.
     (..........) ....
   - Carlos and Manuel feared loud noises at night.
     (..........) ....
   - La Caja Ronca takes place in a city called San Felipe
     (..........) ....
   - Carlos and Manuel woke up because they heard loud music.
     (..........) ....

8

After reading:

1. Reflect and answer the following questions:

- Are you afraid of the dark? Why?

....

....

- Do you believe in ghosts? Why?

....

....

- Have you seen anything spooky recently?

....

....

2. Discuss your answers with your classmates.

Lesson 2

La tradición de la cruz verde

(The 'green cross' tradition)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Tradición de la Cruz Verde' by correcting 4/5 false sentences.

Before reading

1. What do you think of when you look at this picture?

……………………………………

……………………………………

……………………………………

……………………………………

……………………………………

2. Link the word with the corresponding picture:

Church

Ghost

Rosary
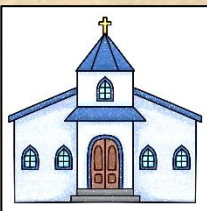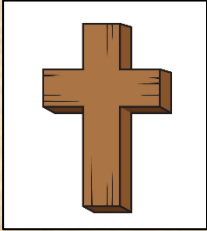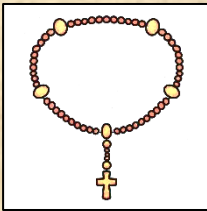
Cross

Let's read:

La tradición de la cruz verde

(THE 'GREEN CROSS' TRADITION)

A hundred years ago, the street now called 'El Retorno' Avenue did not exist, only the street that led to the "El Alpargate" neighborhood.

Among these lands was the property and home of the Morán family. This family was made up of two old ladies: Marcela and Luz Morán.

These two good sisters had the habit of going every afternoon to pray the Holy Rosary at the San Roque church, from where they returned already in the darkness of the night.

During these walks of the two old ladies, strange and scary things began to happen to them, as ghosts appeared and blocked their way home. They were so scared that they asked for help and company from the neighbors to get to their house. The accompanying neighbors never saw any ghost or anything that caught their attention.

As their devotion to the Holy Rosary could never stop them from going to the San Roque church at five every afternoon, they decided to defend themselves against the ghosts by placing a wooden green cross on one of the alley walls, exactly where the ghosts appeared. Every night they lit this cross with tallow candles; and since then, the old ladies never saw ghosts again thanks to the grace and power of the Green Cross.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

While reading:

1. Scan the text, find the words from 'before reading' exercise 2 and underline them.

<div align="center">

Church   Ghost   Rosary   Cross

</div>

2. Read again. Match the sentence halves.

- A hundred years ago, the street now called 'El Retorno' Avenue ....
- This family was made up of two old ladies: ....
- Every night they lit this cross ....
- The old ladies never saw ghosts again ....

a) Marcela and Luz Morán.

b) thanks to the grace and power of the Green Cross.

c) did not exist.

d) with tallow candles.

3. Read again and correct the following sentences.

- The sisters' names were Josefina and Lucrecia.

  ....

- The Moran sisters were scared by witches.

  ....

- The Moran sisters placed a wooden red cross.

  ....

- The story happened in Quito.

  ....

- The old sisters often saw ghosts again.

  ....

<div align="center">

13

</div>

After reading:

1. Reflect and answer the following questions:

- Have you passed by 'La Cruz Verde' in Ibarra? If the answer is yes, do you like the place?

....

....

- Has something similar to what happens in the legend happened to you or someone you know? What happened?

....

....

....

2. Work in pairs. Discuss your answers to the questions.

Lesson 3

EL TESORO QUE NO QUISO SALIR

(THE TREASURE THAT DID NOT WANT TO COME OUT)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'El tesoro que no quiso salir' by marking 4/5 true/false sentences.

15

Before reading

1. What do you think of when you look at this picture?

…………………………………………

…………………………………………

…………………………………………

…………………………………………

…………………………………………

2. Link the word with the corresponding definition:

Priest

Psychic

Overseer

Phantom

Is someone who some people believe can sense things others can't, like a hidden treasure.

Is like a scary ghost that you can't touch, but some people believe they can see them!

Is a special person who helps others learn about God and leads services at church.

Is like a boss who takes care of a place like a farm, making sure everything goes well.

El tesoro que no quiso salir

(The treasure that did not want to come out)

A long time ago, there was a story about a treasure hidden by priests on a farm in Yuracruz. People said that on full moon nights, in a small room behind the barn, the silver underground would glow. This story made the farm's overseer very curious. He wanted to find the treasure.

When the farm's owners went to the city for a vacation, the overseer decided to dig for the treasure. He found a man who knew about finding hidden things. This man brought a psychic boy to help him. One night, they went to the farm to find the treasure. The man blindfolded the boy and ordered him to walk to the treasure.

The boy walked through the farm to the small room. He stopped and said he could go no further. They took off his blindfold and planned to dig the next night. They got ready with tools and candles. The next night, they started digging where the boy said. As they dug, one worker saw a scary phantom priest and fainted.

Even though they were scared, they kept digging. They found a big stone they could not break. The tools made sparks, and they could not dig any more. The overseer got mad and said the treasure was scared away. They had to fill the hole back in so no one would know they tried to dig.

The story of the treasure stayed a mystery. People still talked about the glowing silver on full moon nights, but no one ever found the treasure.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

17

While reading:

1. Read the summary and circle the correct words to complete it:

   *The legend is about a hidden treasure on a Yuracruz **farm/hotel** that glows on full **sun/moon** nights. The farm's overseer wants to find it and hires a man with a psychic **boy/girl** to help. The psychic leads them to the place, but they're scared off by a phantom **cat/priest** and have to abandon their dig before reaching the treasure. The legend of the glowing treasure remains a **drama/mystery**.*

2. Number the following sentences about the legend in order according to the text (1-4).

   - The overseer hires a man with a psychic boy.   ....
   - One worker saw a scary phantom priest and fainted.   ....
   - They found a big stone they could not break.   ....
   - There was a story about a treasure hidden by priests.   ....

3. Mark the sentences true (T) or false (F) and correct the false ones.

   - The overseer found the treasure alone.
     (..........)   ....
   - The treasure was in a house in Otavalo.
     (..........)   ....
   - The treasure was hidden by priests.
     (..........)   ....
   - A phantom priest appeared.
     (..........)   ....
   - The treasure remains a mystery.
     (..........)   ....

18

After reading:

1. Reflect and answer the following questions:

- Why do you think the overseer wanted to find the treasure so badly?

....

....

....

- What would you do if you found a treasure like the one in the story?

....

....

....

2. Discuss your answers with your classmates.

UNIT 2

WITCHES AND GOBLINS
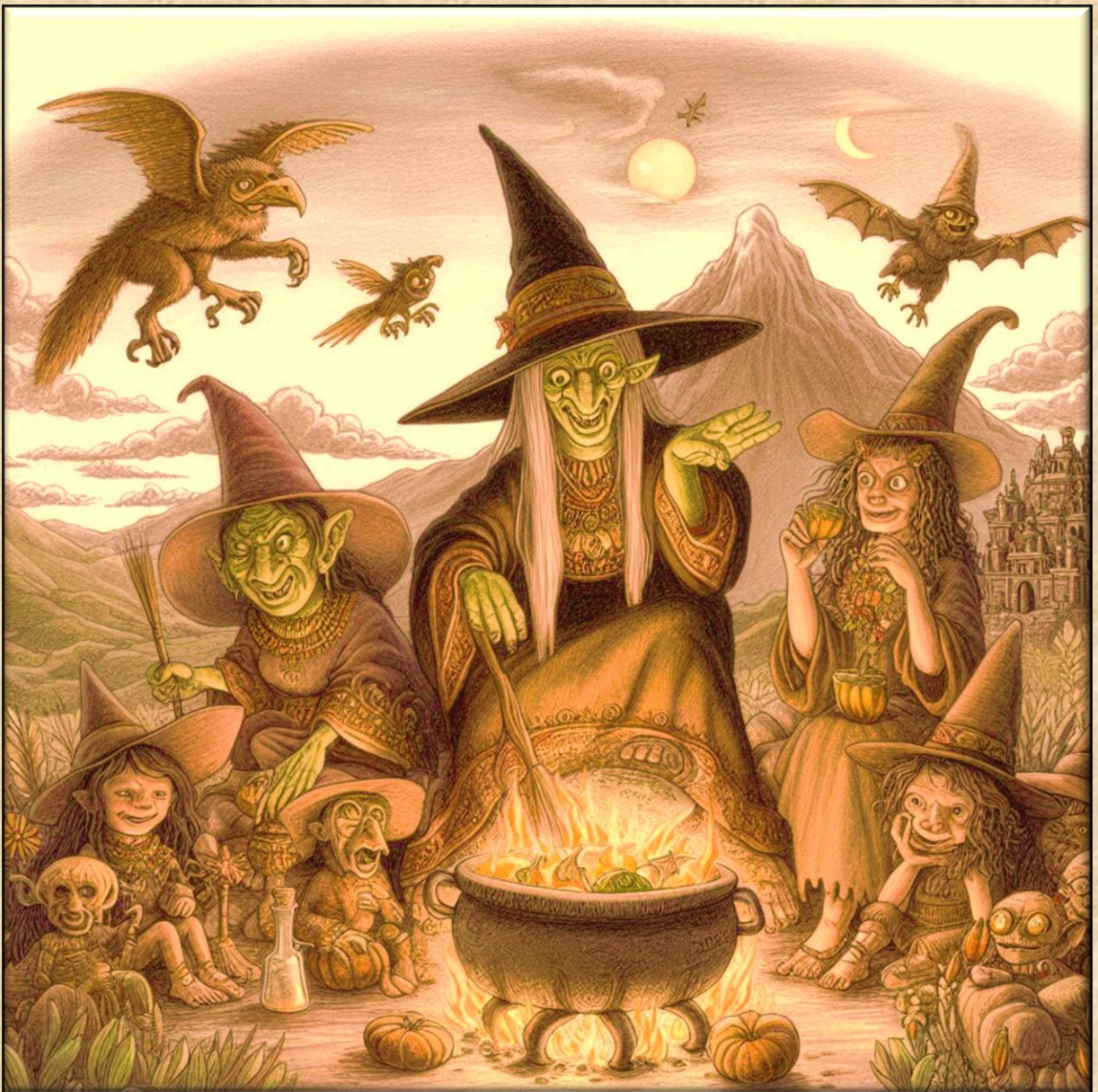
LESSON 4

EL DUENDE ENAMORADO

(THE GOBLIN IN LOVE)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'El Duende Enamorado' by answering 3/4 questions.

21

Before reading

1. Look at the following words. What do you think the story is about?

> goblin　flower　jewel　angel　guitar

....

....

2. Complete the following crossword puzzle, using the keywords and clues (the keywords are on Exercise 1 above):
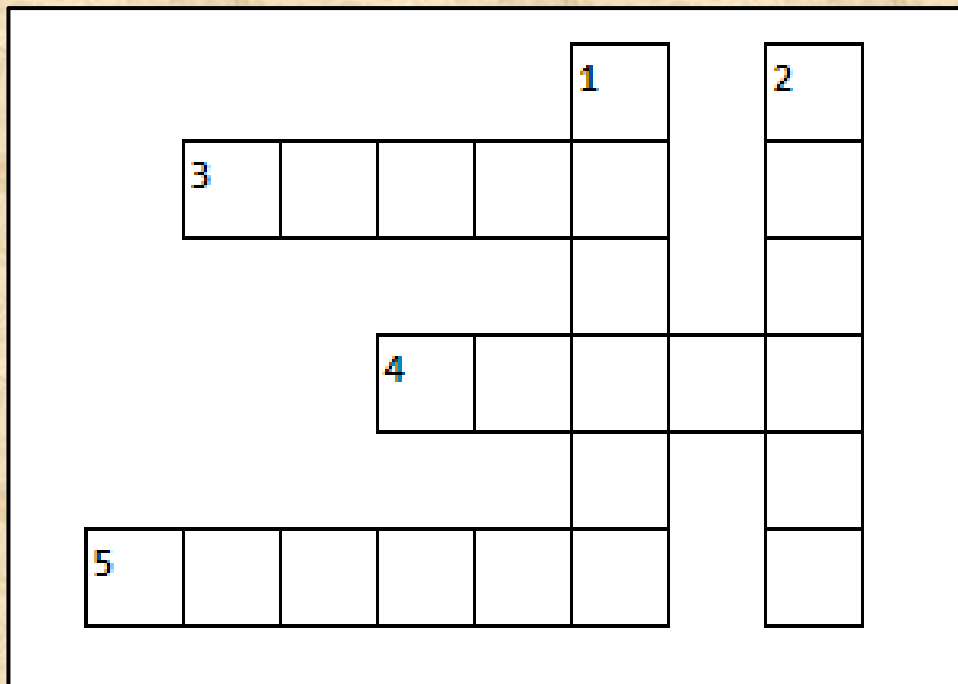
Down

4. Is the part of the flower that has petals.
5. Is a small, evil creature.

Across

1. Is a being with wings and a halo.
2. Is a precious and valuable stone.
3. Is a musical instrument with a long neck and six strings.

22

Let's read:

El duende enamorado

(THE GOBLIN IN LOVE)

Isabel was the prettiest girl in Ibarra. A small goblin saw her and fell deeply in love. One evening, Isabel and her mom were walking home from church, but the goblin stopped them. He gave Isabel a bunch of strange flowers. Isabel and her mom were scared and ran away. The goblin followed them, saying he loved Isabel and would give her lots of money. They escaped to their house for safety.

Every night after that, the goblin caused trouble for Isabel. He did her chores without her knowing, and he left valuable jewels under her pillow. Isabel couldn't relax anymore. She asked her boyfriend named Mario for help. Mario promised to find a way to get rid of the goblin.

Mario had a good idea. He put a beautiful guitar on Isabel's bed. The goblin used to live in heaven because he was a fallen angel, and the guitar reminded him of his happy past. The goblin played a sad song on the guitar, then broke it in anger. After that, he disappeared.

But the goblin was angry! He wanted revenge on Mario. Mario was getting ready for a trip to Quito when the goblin attacked him. He threw stones at Mario and then appeared. They fought hard with punches and kicks!

Mario's friends arrived just in time. They saw Mario badly hurt. The goblin laughed from outside. He said Mario would be dead if his friends hadn't come. He spent many days in bed, recovering from his injuries, but he saved the woman he loved.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

23

While reading:

1. Underline the best summary of the text.

    - The goblin liked to play the flute.
    - Mario and the goblin were best friends.
    - A goblin fell in love with Isabel.

2. Match the headings (a-e) below to the paragraphs (1-5) in the text.

    a) Mario is saved by his friends   ……..
    b) Mario fights against the goblin   ……..
    c) The goblin does not leave Isabel alone   ……..
    d) Mario has a great idea   ……..
    e) Isabel gets a strange gift   ……..

3. Read the text again and find someone who:

    - Fights to protect his girlfriend.

    …………………………………………………………

    - Plays a sad song in the guitar.

    …………………………………………………………

    - Receives flowers and jewels as gifts.

    …………………………………………………………

    - Runs away scared.

    …………………………………………………………

24

After reading:

1. Reflect and answer the following questions:

    - Who was your favorite character of the legend?

    ....

    ....

    - Do you believe in goblins? Why?

    ....

    ....

    - Does someone you know believe in goblins?

    ....

    ....

2. Make a drawing of the paragraph of the legend that impressed you the most. Show your drawing to your classmates.

Lesson 5

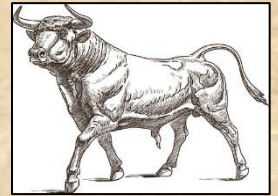# EL BECERRO DE ORO DE LA CALLE LARGA

(THE GOLDEN BULL OF THE LONG STREET)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'El Becerro de Oro de la Calle Larga' by marking 3/4 true/false sentences.

26

Before reading

1. Label each picture with the corresponding name from the box:
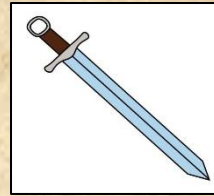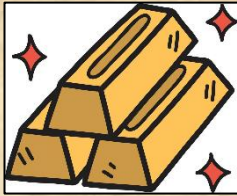
Bull - Sword - Coin - Horse - Gold

2. Find the words from task 1 in the word search puzzle:

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

El becerro de oro de la calle larga

(THE GOLDEN BULL OF THE LONG STREET)

Felipe Quiñonez was very curious. He loved to watch a strange bull that appeared at night in 'La Calle Larga', now called 'Eloy Alfaro' Avenue. Felipe would go outside his home to see it, then run back inside to tell his neighbors.

One night, Felipe was at a party at Alpachaca. He remembered the bull, so he took his big knife and went home. He stood at his door and promised himself to be brave. At eleven o'clock, he heard the bull and saw it coming. The bull charged at Felipe, and he swung his knife, hitting the bull's neck. But Felipe fell down and fainted.

In the morning, Felipe's wife found him and saw three big gold coins beside him. Felipe woke up, and everyone talked about how he had hurt the golden bull. But no one else was brave enough to fight the bull.

A man named Alonso heard about the golden bull and wanted the gold. He and Felipe made a plan. One night, Alonso, riding his horse and armed with a sword, fought the bull and defeated it. The bull was full of gold coins. Alonso and Felipe became very rich and lived happily ever after.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

While reading:

1. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

    - Felipe and Alonso fought against a magic pig.
    - Felipe and Alonso defeated the golden bull.
    - Alonso went to a party in Alpachaca.

2. Scan the text and complete the following sentences:

    - He remembered the ………….. , so he took his big knife and went home.
    - In the morning, Felipe's wife found him and saw three big ………. …………. beside him.
    - One night, Alonso, riding his ……….. and armed with a ……………, fought the bull and defeated it.

3. Mark the sentences true (T) or false (F) and correct the false ones.

    - Felipe Quiñonez was very curious.
      (……….)   ………………………………………………………..
    - Felipe was in a party in Azaya.
      (……….)   ………………………………………………………..
    - A man named Alonso heard about the golden bull and wanted the gold. (……….)
      ………………………………………………………..
    - The bull was full of silver coins.
      (……….)   ………………………………………………………..

After reading:

1. Reflect and answer the following question in a short paragraph (50-60 words):

   • What would you do if you were the protagonist of the legend?

   ....

   ....

   ....

   ....

   ....

   ....

2. Discuss your answer with your classmates.

LESSON 6

EL CORREO DE BRUJAS

(THE WITCHES' MAIL)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Caja Ronca' by circling 4/5 correct answers in a multiple choice activity.

Before reading

1. What do you think of when you look at this picture?

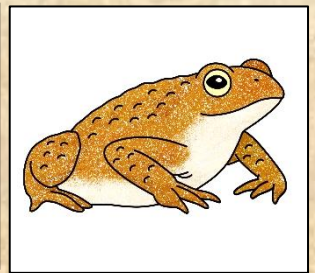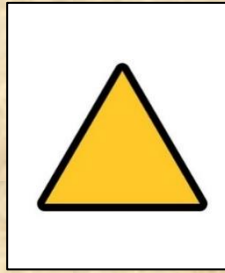……………………………………

……………………………………

……………………………………

……………………………………

……………………………………

2. Label each drawing with the corresponding name:

Oil - Witch – Triangle – Toad - Broom

Let's read:

El correo de brujas

(The witches' mail)

A long time ago, in a place between three towns named Caranqui, Urcuquí, and Mira, there were witches who could send messages very quickly. These towns made a triangle shape on the map. The witches lived at a time when sending letters was very slow because people used horses and mules.

The witches had a special way to send messages. People would tell the witches they needed to send a message to someone far away, and by the next day, the message would arrive. It seemed like magic because the regular mail was slow while the witches' magic mail was very fast. Everyone was amazed at how quickly the witches could send and get messages.

The witches did special things to make this magic work. They used big toads to make a special oil. Then, they used the oil on brooms and said magic words. The brooms helped them fly through the sky at night to deliver the messages.

One night, a man saw a witch flying on her broom. He was scared but remembered that the only way to defeat a witch is to show her a cross. So, he laid down on the ground, forming a cross with his body. The witch fell down, but when the man tried to catch her, she warned him something bad would happen if he told anyone. The witches were very secretive about their magic.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

33

While reading:

1. Write a short summary of the text.

   ………………………………………………………………………………………

   ………………………………………………………………………………………

2. Read again and number the main ideas in the order which they appear (1-4).

   - How the witches' magic works.   ……..
   - How to defeat a witch.   ……..
   - The witches' special way to send messages.   ……..
   - Where the witches lived.   ……..

3. Read again. Circle the correct answer.

   - There were witches between Caranqui, _____ and Mira.

     a) Otavalo

     b) Atuntaqui

     c) Urcuquí

   - The witches had a special way to send _____.

     a) Brooms

     b) Magic

     c) Messages

   - The witches used big _____ to make a special oil.

     a) Toads

     b) Dogs

     c) Cats

   - The only way to defeat a witch is to show her a _____.

     a) Triangle

     b) Cross

     c) Square

After reading:

1. Reflect and answer the following questions:

   - Why do you think the witches kept their message delivery system a secret?

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

   - The legend says the witches' way of sending messages seemed like magic. Do you think it really was magic, or could there be another explanation for how the messages arrived so quickly?

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

2. Discuss your answers with your classmates.

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Unit 3

Tricksters and Pranksters

Lesson 7

EL FANTASMA DEL CEMENTERIO

(The cemetery's ghost)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Caja Ronca' by circling 4/5 correct answers in a multiple-choice activity.

Before reading
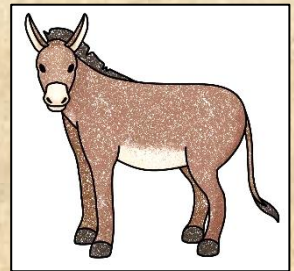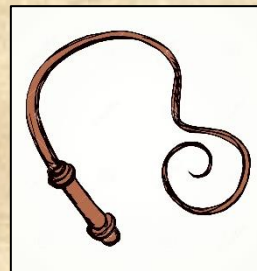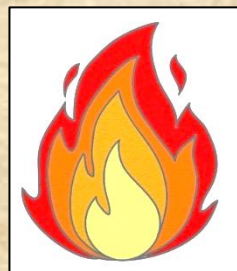
1. What do you think of when you look at this picture?

…………………………………………

…………………………………………

…………………………………………

…………………………………………

…………………………………………

2. Label each drawing with the corresponding name:

Cloak - Inn – Mule – Whip - Flame

Let's read:

El fantasma del cementerio

(The cemetery's ghost)

Long ago, near 'Santo Domingo' cemetery, there was a comfortable inn where travelers from Carchi stayed. The inn had food for the mules and was a nice place to rest. The travelers brought fine goods and tasty food.

One day, travelers started hearing about a scary ghost near the inn. The ghost looked like it was on fire and scared the travelers away at night. The ghost had a black cloak and flames coming from its eyes and mouth.

The travelers were so scared that they ran away, leaving their things behind. When they came back, their valuable items were gone. This happened many times, and the travelers were too scared to stay at the inn.

One brave traveler named Roberto decided to face the ghost. He stayed at the inn alone and waited. At midnight, he heard a noise and went outside with his whip. Roberto found out the ghost was a man pretending to be a supernatural being to steal from the travelers. Roberto caught the man and took him to the police. The travelers were happy and thanked Roberto for his courage.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

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While reading:

1. Write a short summary of the text.

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. Read again and number the main ideas in the order which they appear (1-4).

   - Why the travellers were too scared to stay.   ……..
   - Roberto faces the ghost.   .   ……..
   - Description of the ghost.   ……..
   - Where the inn was located.   ……..

3. Read again. Circle the correct answer.

   - There was a comfortable _____near the cemetery.
       a) Travel
       b) Inn
       c) Night
   - The ghost had a black_____.
       a) Cloak
       b) Whip
       c) Mule
   - One brave traveller named _____decided to face the ghost.
       a) Carchi
       b) Domingo
       c) Roberto
   - Roberto caught the man and took him to the _____.
       a) Cemetery
       b) Police
       c) Inn

After reading:

1. Reflect and answer the following questions:

   - Why do you think the travellers were so scared of the ghost?

   ....

   ....

   ....

   - Roberto, the brave traveller, was not scared of the ghost.
     What qualities do you think made Roberto brave??

   ....

   ....

   ....

2. Discuss your answers with your classmates.

Lesson 8
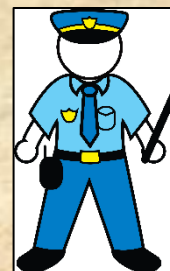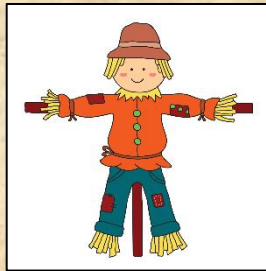
La esquina del coco

(The coconut's Corner)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Caja Ronca' by marking 4/5 true/false sentences.

Before reading

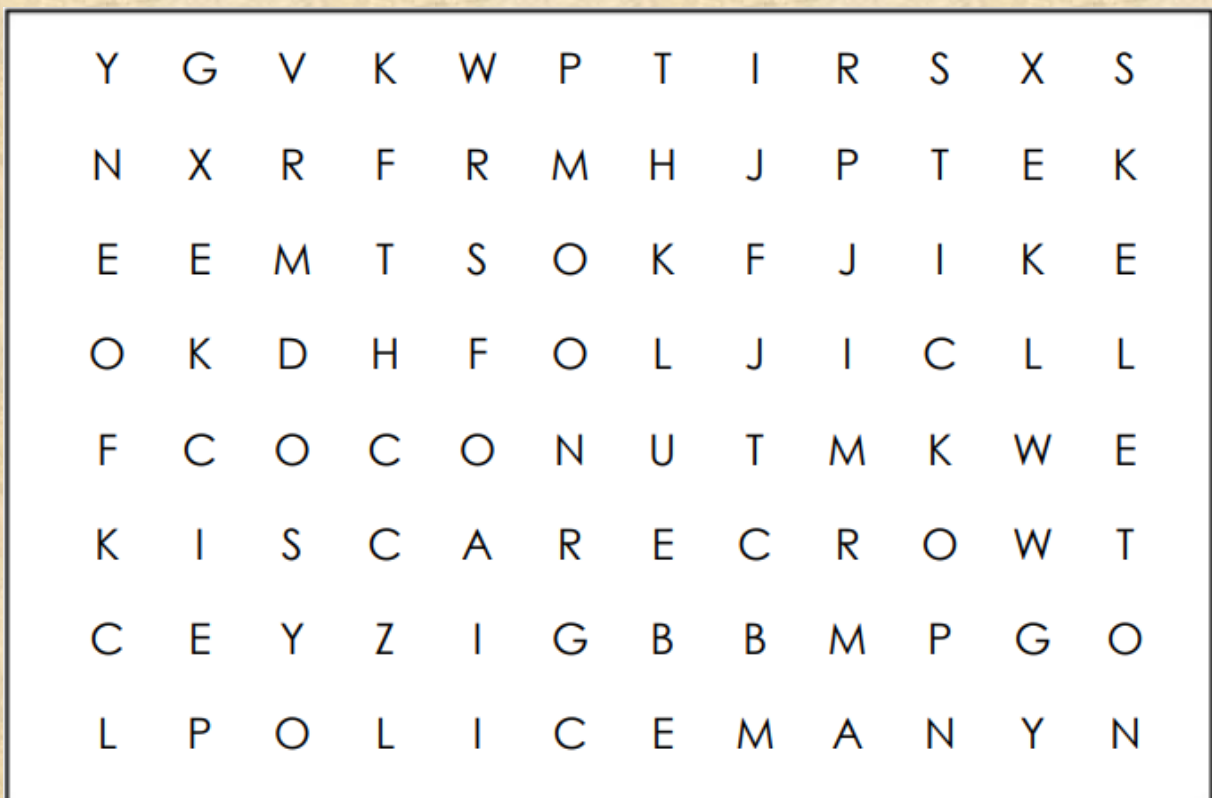1. Link the words with the corresponding picture.
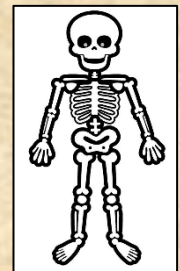
| Coconut | Stick | Policeman | Scarecrow | Skeleton |

2. Find the words from task 1 in the following wordsearch:

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

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Let's read:

La Esquina del coco

(The coconut's corner)

There is a special place called the "Coconut's corner" in Ibarra. The name is due to the tall coconut tree located there. Long ago, it was a famous spot where young couples secretly met at night.

A young boy named Toribio lived nearby. He was in love with a girl named Luz María. They met at the coconut tree because their parents were very strict and didn't let them see each other. They only met after nine at night.

Toribio's father was the mayor and very strict. He didn't like Toribio staying out late. He asked a policeman to catch Toribio meeting Luz María. But Toribio was smart. He made two scarecrows that looked like people using sticks and bones and put candles inside them.

The policeman thought the scarecrows were Toribio and Luz María. When he tried to catch them, the scarecrows fell apart and looked like glowing skeletons. The policeman was so scared he fainted and ran away. Toribio and Luz María laughed at their trick. They decided to meet in other places after that and lived happily ever after.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

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While reading:

1. Read the summary and circle the correct words to complete it:

   *In a town called Ibarra, Toribio and Luz María liked each other but their parents were too strict. So, they had secret night meetings under a **coconut/apple** tree. Toribio's father sent a **doctor/policeman** to try to catch them. However, Toribio tricked him with **scarecrows/dogs** made with **candy/sticks** that looked like **skeletons/ghosts**, and the policeman fainted.*

2. Read again and number the main ideas about the legend in order according to the text (1-4).

   - Toribio and Luz María are in love.   ……..
   - Where the "Coconut's Corner" is.   ……..
   - The policeman gets scared .   ……..
   - Toribio's father wants to catch the couple.   ……..

3. Read again. Circle the correct answer.

   - There is a special place called the "Corner of the _____".
     a) Apple
     b) Coconut
     c) Orange
   - Toribio and Luz María only met after _____ at night.
     a) Seven
     b) Ten
     c) Nine
   - Toribio's father was the _____ and very strict.
     a) Mayor
     b) Scarecrow
     c) Policeman

- The scarecrows fell apart and looked like glowing _____.

    a) Boys

    b) Skeletons

    c) Coconuts

After reading:

1. Reflect and answer the following questions:

    - Do you think it's ever okay to keep secrets from your parents?

    ....

    ....

    ....

    - Can you think of any other trick Toribio could have used to scare the policeman?

    ....

    ....

    ....

2. Discuss your answers with your classmates.

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LESSON 9

TRADICIÓN DE YURACRUZ

(THE 'WHITE CROSS' TRADITION)

Objective: At the end of the class, SWBAT show comprehension of a reading text about the legend 'La Caja Ronca' by marking 4/5 true/false sentences.
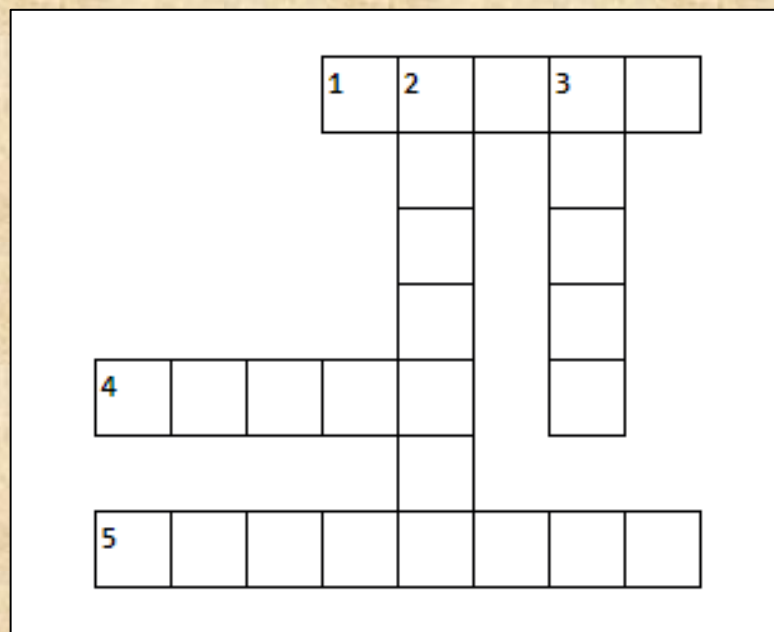
47

Before reading

1. Label each picture with the corresponding name from the box:
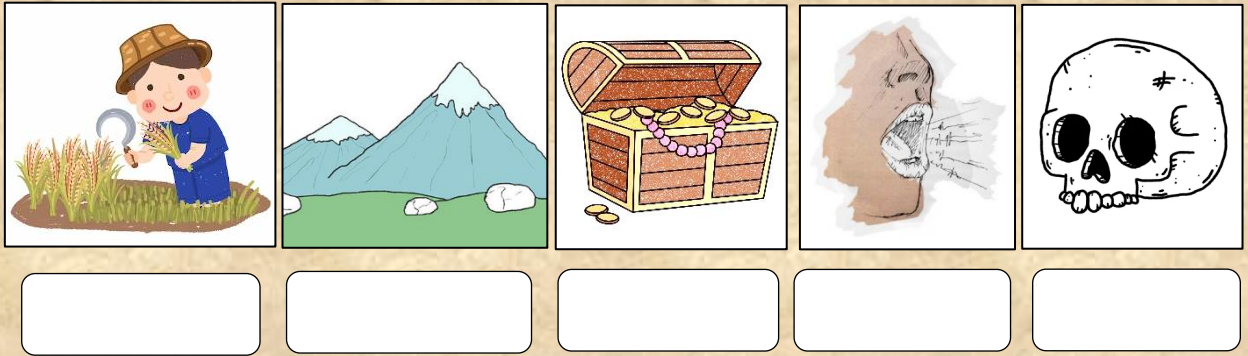
Skull - Chest - Harvest - Voice - Mountain

2. Complete the following crossword puzzle. The keywords are in the box from task 1:

Across

1. Is a box where you store special things.
4. Is the power that lets you talk, sing, and share your ideas.
5. Is a giant pile of rock that elevates above the ground.

Down

2. Is when fruits and vegetables are ready to be picked after they grow.
3. Is a group of bones that protects your brain.

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Let's read:

Tradición de Yuracruz

(THE 'WHITE CROSS' TRADITION)

Once upon a time, there was a man named Don Joaquín who had a lot of money. He kept his money in a special chest and always carried his money with him, hidden under his thick poncho.

Don Joaquín had a little house in the mountains where he stayed during harvest time. But at night, a ghost with a flaming skull would appear and try to catch him. Don Joaquín would run back to his house, very scared.

Don Joaquín always prayed to God for protection. One cold morning, the ghost came back. Don Joaquín took out a small cross he wore around his neck and showed it to the ghost. Suddenly, a bright white cross appeared on the mountain, and the ghost was scared.

The ghost fell into a deep hole, and Don Joaquín heard a familiar voice. He went to see and found out it was his nephew Luciano pretending to be the ghost. Luciano had used a skull and candles to scare Don Joaquín.

Don Joaquín hugged his box of money and said the White Cross saved him Since then, everyone called the place "Yuracruz" to remember the white cross that helped Don Joaquín.

Adapted from 'Tradiciones Imbabureñas' (Martínez, 2023).

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While reading:

1. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

   - Don Joaquín gave his money to his nephew Luciano. ☐
   - A ghost stole don Joaquín's money. ☐
   - Don Joaquín was saved from a ghost by a 'White Cross'. ☐

2. Number the following sentences about the legend in order according to the text (1-5).

   - The white cross appears. ....
   - A description of Don Joaquín . ...
   - A ghost scares Don Joaquín . ...
   - The meaning of the name 'Yuracruz'. ....
   - The identity of the ghost. ....

3. Mark the sentences true (T) or false (F) and correct the false ones.

   - Don Joaquín kept his money in a bank.
     (..........)   ....

   - The place where the legend happened is called Yuracruz.
     (..........)   ....

   - The ghost that scared Don Joaquín was real.
     (..........)   ....

   - Yuracruz means 'White Cross'.
     (..........)   ....

   - The White Cross that appeared saved Don Joaquín from the ghost.
     (..........)   ....

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After reading:

1. Reflect and answer the following questions:

- Why do you think Luciano decided to trick his own uncle?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

- Why do you think Don Joaquín was so scared of the ghost?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

- What are some things you are afraid of?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

2. Discuss your answers with your classmates.

Bibliography

Martínez, L. A. (2023). *Tradiciones Imbabureñas* (Second ed.). Quito: Casa de la Cultura Ecuatoriana "Benjamín Carrión" Núcleo de Imbabura.

Answer key

Lesson 1

Before reading

1. What do you think of when you look at this picture?

Answers may vary.

2. Link the words in the box with the corresponding picture:
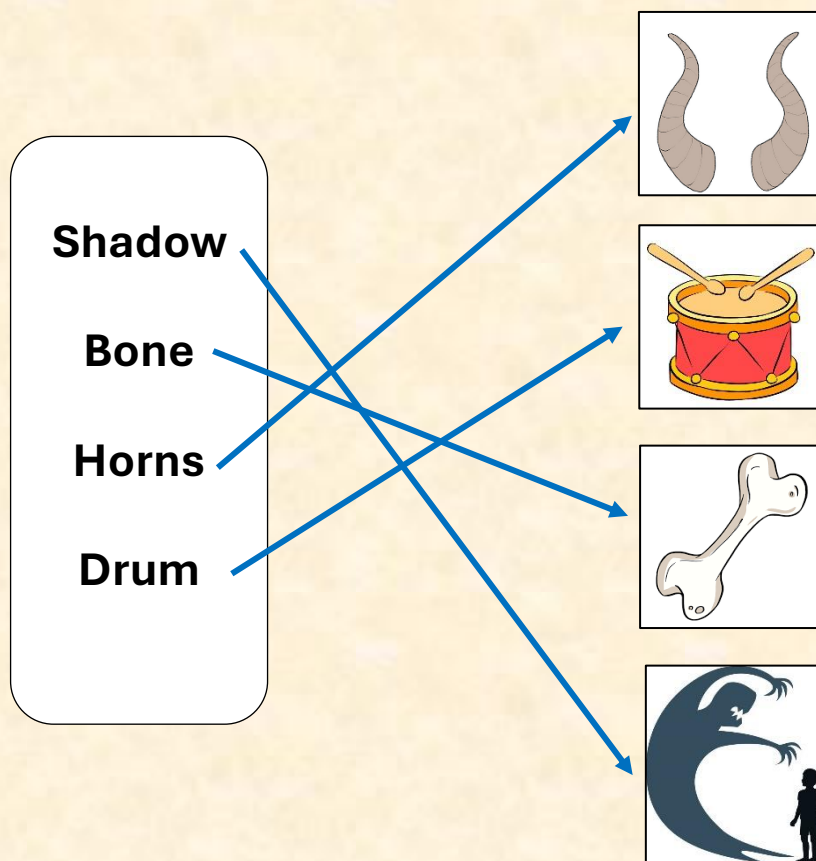
Shadow
Bone
Horns
Drum

While reading:

1. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

- Carlos and Manuel discovered a hidden treasure.
- Carlos and Manuel encountered a monster. ✔
- Carlos and Manuel went to a party and danced all night.

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2. Number the following sentences about the legend in order according to the text (1-4).

- Carlos and Manuel saw 'La Caja Ronca'. *3*
- The people of San Felipe were scared at night. *1*
- Carlos and Manuel fell asleep. *2*
- The boys woke up with bones in their hands. *4*

3. Mark the sentences true (T) or false (F) and correct the false ones.

- The shadows carried blue balloons.
  (*F*)   *The shadows carried green candles.*
- Carlos and Manuel found a toy car in their hands.
  (*F*)   *Carlos and Manuel found bones in their hands.*
- Carlos and Manuel feared loud noises at night.
  (*T*)   ....
- La Caja Ronca takes place in a city called San Felipe
  (*F*)   *La Caja Ronca takes place in a city called Ibarra.*
- Carlos and Manuel woke up because they heard loud music.
  (*T*)   ....

After reading:

1. Reflect and answer the following questions:

- Are you afraid of the dark? Why?
- Do you believe in ghosts? Why?
- Have you seen anything spooky recently?

Answers may vary.

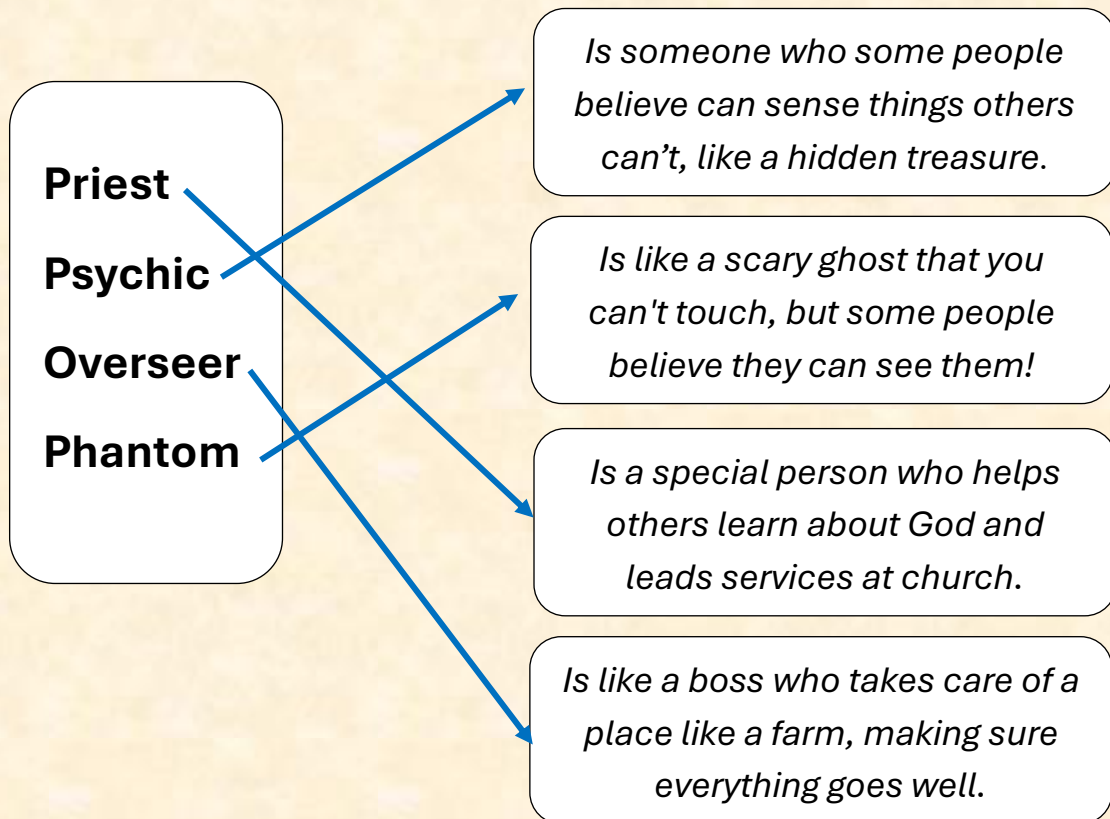2. Discuss your answers with your classmates.
Answers may vary.

Lesson 2

Before reading

1. What do you think of when you look at this picture?

Answers may vary.

2. Link the word with the corresponding picture:

Church
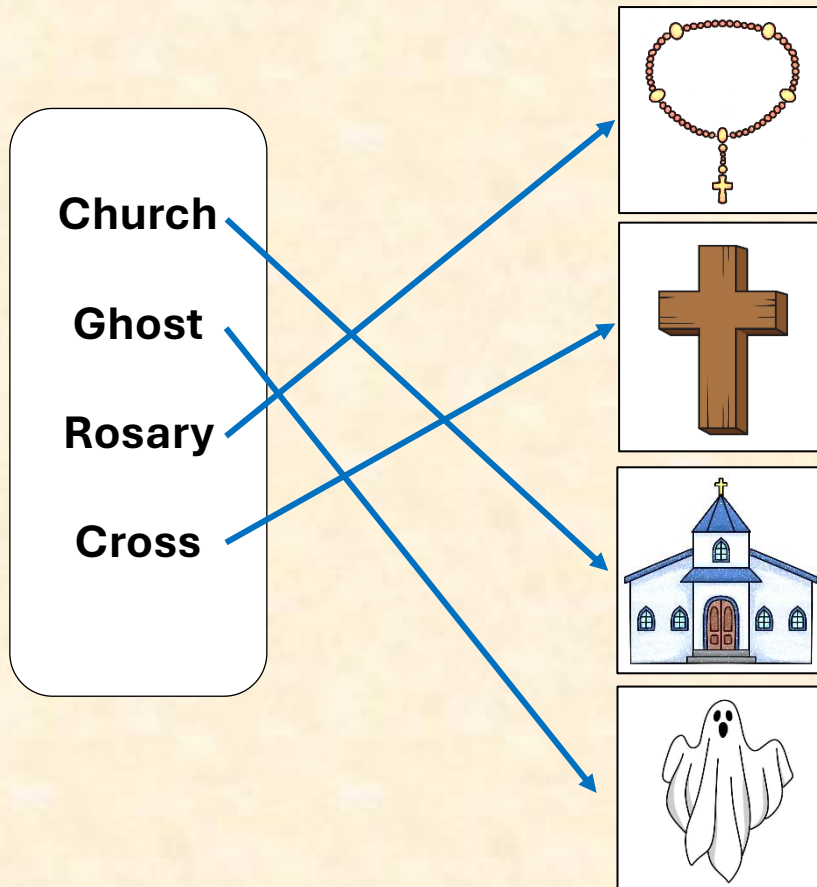
Ghost

Rosary

Cross

While reading:

1. Scan the text, find the words from 'before reading' exercise 2 and underline them.

Church: *Paragraph 3, line 2*
Ghost: *Paragraph 4, line 2*
Rosary: *Paragraph 3, line 2*
Cross: *Paragraph 5, line 4*

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2. Read again. Match the sentence halves.

- A hundred years ago, the street now called 'El Retorno' Avenue… *c*
- This family was made up of two old ladies… *a*
- Every night they lit this cross… *d*
- The old ladies never saw ghosts again… *b*

3. Read again and correct the following sentences.

- The sisters' names were Josefina and Lucrecia.

  The sister's names were Marcela and Luz.

- The Moran sisters were scared by witches.

  The Moran sisters were scared by ghosts.

- The Moran sisters placed a wooden red cross.

  The Moran sisters placed a wooden green cross.

- The story happened in Quito.

  The story happened in Ibarra.

- The old sisters often saw ghosts again.

  The old sisters never saw ghosts again.

After reading:

1. Reflect and answer the following questions:
   - Have you passed by 'La Cruz Verde' in Ibarra? If the answer is yes, do you like the place?
   - Has something similar to what happens in the legend happened to you or someone you know? What happened?

Answers may vary.

2. Work in pairs. Discuss your answers to the questions.

Answers may vary.

Lesson 3

Before reading

1. What do you think of when you look at this picture?
   Answers may vary.

2. Link the word with the corresponding definition:

Priest	*Is someone who some people believe can sense things others can't, like a hidden treasure.*
Psychic	*Is like a scary ghost that you can't touch, but some people believe they can see them!*
Overseer	*Is a special person who helps others learn about God and leads services at church.*
Phantom	*Is like a boss who takes care of a place like a farm, making sure everything goes well.*

While reading:

1. Read the summary and circle the correct words to complete it:

The legend is about a hidden treasure on a Yuracruz (farm)/hotel that glows on full sun/(moon) nights. The farm's overseer wants to find it and hires a man with a psychic (boy)/girl to help. The psychic leads them to the place, but they're scared off by a phantom cat/(priest) and have to abandon their dig before reaching the treasure. The legend of the glowing treasure remains a drama/(mystery).

2. Number the following sentences about the legend in order according to the text (1-4).

- The overseer hires a man with a psychic boy. *2*
- One worker saw a scary phantom priest and fainted. *3*
- They found a big stone they could not break. *4*
- There was a story about a treasure hidden by priests. *1*

3. Mark the sentences true (T) or false (F) and correct the false ones.
- The overseer found the treasure alone.

(*F*)   *The overseer found the treasure with help.*

- The treasure was in a house in Otavalo.

(*F*)   *The treasure was in a farm in Yuracruz.*

- The treasure was hidden by priests.

(*T*)   ....

- A phantom priest appeared.

(*T*)   ....

- The treasure remains a mystery.

(*T*)   ....

After reading:

1. Reflect and answer the following questions:
- Why do you think the overseer wanted to find the treasure so badly?
- What would you do if you found a treasure like the one in the story?

Answers may vary.

2. Discuss your answers with your classmates.

Answers may vary.

LESSON 4

Before reading

1. Look at the following words. What do you think the story is about?

Answers may vary.

2. Complete the following crossword puzzle, using the keywords and clues (the keywords are on Exercise 1 above):

Across

   1. angel
   2. jewel
   3. guitar

Down

   4. flower
   5. goblin

While reading:

1. Underline the best summary of the text.

   - The goblin liked to play the flute.

   - Mario and the goblin were best friends.

   - *A goblin fell in love with Isabel.*

2. Match the headings (a-e) below to the paragraphs (1-5) in the text.

   - Mario is saved by his friends   *5*

   - Mario fights against the goblin   *4*

   - The goblin does not leave Isabel alone   *2*

   - Mario has a great idea   *3*

   - Isabel gets a strange gift   *1*

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3. Read the text again and find someone who:

- Fights to protect his girlfriend.

   Mario

- Plays a sad song in the guitar.

   The goblin

- Receives flowers and jewels as gifts.

   Isabel

- Runs away scared.

   Isabel's aunt.

After reading:

1. Reflect and answer the following questions:

   - Who was your favorite character of the legend?
   - Do you believe in goblins? Why?
   - Does someone you know believe in goblins?

Answers may vary.

2. Make a drawing of the paragraph of the legend that impressed you the most. Show your drawing to your classmates.

Answers may vary.

LESSON 5

Before reading

1. Label each picture with the corresponding name from the box:
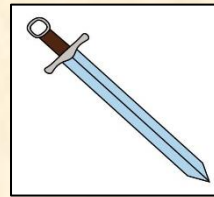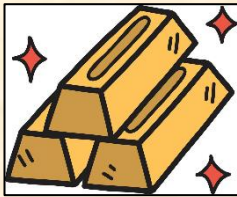
| Gold | Coin | Horse | Sword | Bull |

2. Find the words from task 1 in the word search puzzle:

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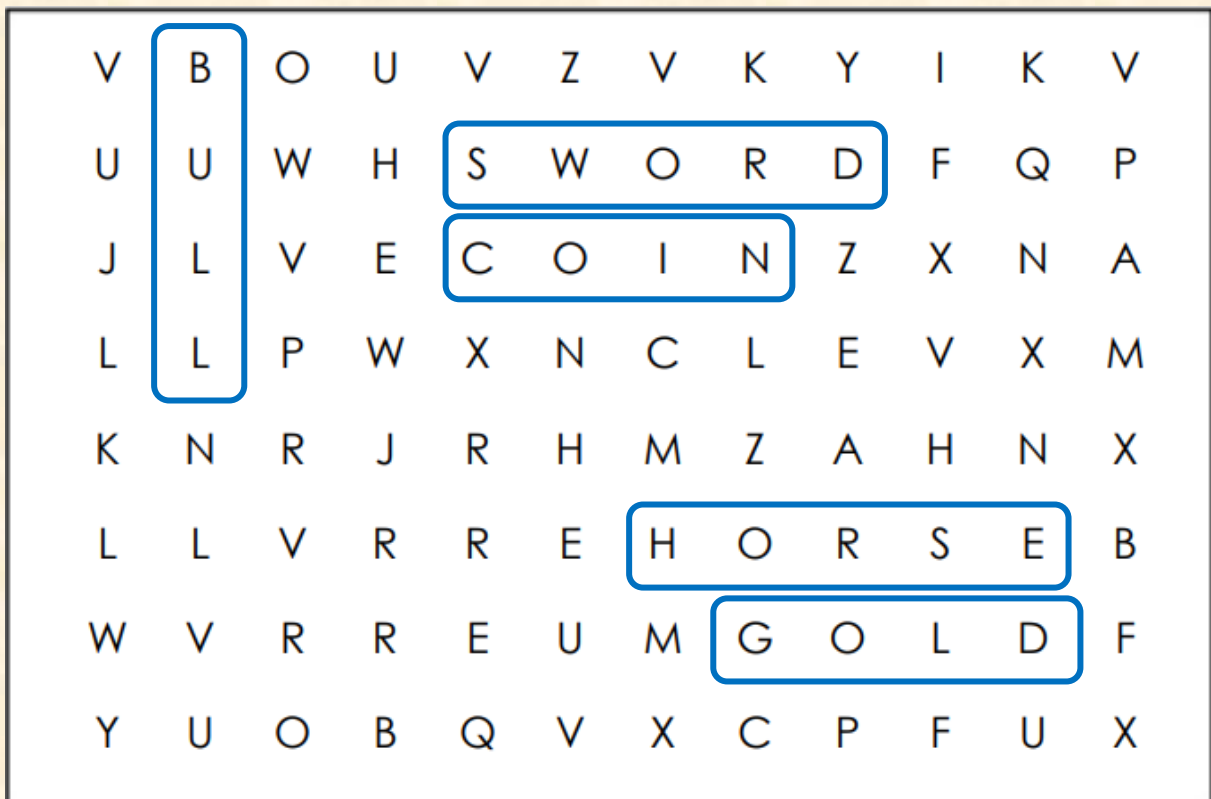
While reading:

3. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

- Felipe and Alonso fought against a magic pig. ☐
- Felipe and Alonso defeated the golden bull. ✔
- Alonso went to a party in Alpachaca. ☐

4. Scan the text and complete the following sentences:
   - He remembered the *bull,* so he took his big knife and went home.
   - In the morning, Felipe's wife found him and saw three big *gold coins* beside him.
   - One night, Alonso, riding his *horse* and armed with a *sword*, fought the bull and defeated it.

5. Mark the sentences true (T) or false (F) and correct the false ones.
   - Felipe Quiñonez was very curious.

     (*T*) ....

   - Felipe was in a party in Azaya.

     (*F*) *Felipe was in a party in Alpachaca.*

   - A man named Alonso heard about the golden bull and wanted the gold.

     (*T*) ....

   - The bull was full of silver coins.

     (*F*) *The bull was full of gold coins.*

After reading:

1. Reflect and answer the following question in a short paragraph (50-60 words):

What would you do if you were the protagonist of the legend?

Answers may vary.

2. Discuss your answer with your classmates.
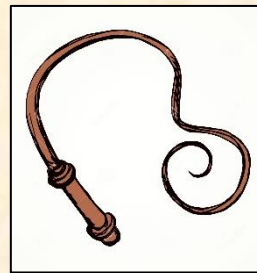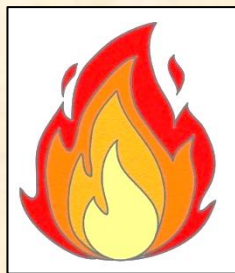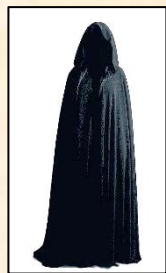
Answers may vary.

Lesson 6

Before reading

1. What do you think of when you look at this picture?
   Answers may vary.

2. Label each drawing with the corresponding name:
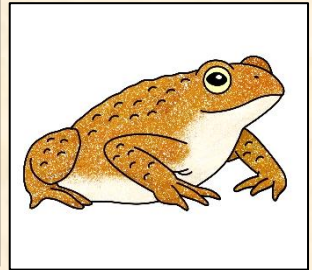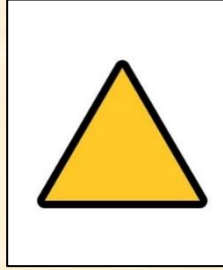
| Witch | Oil | Broom | Triangle | Toad |

While reading:

1. Write a short summary of the text.
   Answers may vary.

2. Read again and number the main ideas in the order which they appear (1-4).

   - How the witches' magic works.   *3*
   - How to defeat a witch.   *4*
   - The witches' special way to send messages.   *2*
   - Where the witches lived.   *1*

3. Read again. Circle the correct answer.

- There were witches between Caranqui, _____ and Mira.
    a) Otavalo
    b) Atuntaqui
    c) Urcuquí ⟲
- The witches had a special way to send _____.
    a) Brooms
    b) Magic
    c) Messages ⟲
- The witches used big _____ to make a special oil.
    a) Toads ⟲
    b) Dogs
    c) Cats
- The only way to defeat a witch is to show her a _____.
    a) Triangle
    b) Cross ⟲
    c) Square

After reading:

1. Reflect and answer the following questions:
   - Why do you think the witches kept their message delivery system a secret?
   - The legend says the witches' way of sending messages seemed like magic. Do you think it really was magic, or could there be another explanation for how the messages arrived so quickly?

Answers may vary.

2. Discuss your answers with your classmates.

Answers may vary.

LESSON 7

Before reading

1. What do you think of when you look at this picture?

Answers may vary.

2. Label each drawing with the corresponding name:
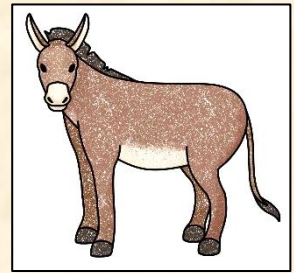
| Inn | Cloak | Flame | Whip | Mule |

While reading:

1. Write a short summary of the text.
   Answers may vary

2. Read again and number the main ideas in the order which they appear (1-4).

   - Why the travellers were too scared to stay.   *3*
   - Roberto faces the ghost.   .   *4*
   - Description of the ghost.   *2*
   - Where the inn was located.   *1*

3. Read again. Circle the correct answer.

- There was a comfortable _____ near the cemetery.

  a) Travel

  b) Inn

  c) Night

- The ghost had a black_____.

  a) Cloak

  b) Whip

  c) Mule

- One brave traveller named _____ decided to face the ghost.

  a) Carchi

  b) Domingo

  c) Roberto

- Roberto caught the man and took him to the _____.

  a) Cemetery

  b) Police

  c) Inn

After reading:

3. Reflect and answer the following questions:

- Why do you think the travellers were so scared of the ghost?
- Roberto, the brave traveller, was not scared of the ghost. What qualities do you think made Roberto brave??

Answers may vary.

4. Discuss your answers with your classmates.

Answers may vary.

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Lesson 8

Before reading

1. Link the words with the corresponding picture.

| Coconut | Stick | Policeman | Scarecrow | Skeleton |

2. Find the words from task 1 in the following wordsearch:

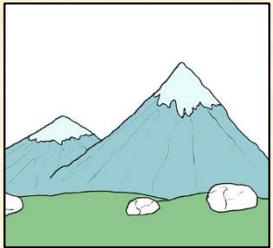| Y	G	V	K	W	P	T	I	R	S	X	S
N	X	R	F	R	M	H	J	P	T	E	K
E	E	M	T	S	O	K	F	J	I	K	E
O	K	D	H	F	O	L	J	I	C	L	L
F	C	O	C	O	N	U	T	M	K	W	E
K	I	S	C	A	R	E	C	R	O	W	T
C	E	Y	Z	I	G	B	B	M	P	G	O
L	P	O	L	I	C	E	M	A	N	Y	N

While reading:

1. Read the summary and circle the correct words to complete it:

In a town called Ibarra, Toribio and Luz María liked each other but their parents were too strict. So, they had secret night meetings under a (coconut)/apple *tree. Toribio's father sent a* doctor/(policeman) *to try to catch them. However, Toribio tricked him with* (scarecrows)/dogs *made with* candy/(sticks) *that looked like* (skeletons)/ghosts*, and the policeman fainted.*

2. Read again and number the main ideas about the legend in order according to the text (1-4).

   - Toribio and Luz María are in love.   *2*
   - Where the "Coconut's Corner" is.   *1*
   - The policeman gets scared .   *4*
   - Toribio's father wants to catch the couple.   *3*

3. Read again. Circle the correct answer.

   - There is a special place called the "Corner of the _____".
      a) Apple
      b) Coconut
      c) Orange
   - Toribio and Luz María only met after _____ at night.
      a) Seven
      b) Ten
      c) Nine

- Toribio's father was the _____ and very strict.
  - a) Mayor
  - b) Scarecrow
  - c) Policeman
- The scarecrows fell apart and looked like glowing _____.
  - a) Boys
  - b) Skeletons
  - c) Coconuts

After reading:

1. Reflect and answer the following questions:

   - Do you think it's ever okay to keep secrets from your parents?
   - Can you think of any other trick Toribio could have used to scare the policeman?

   Answers may vary.
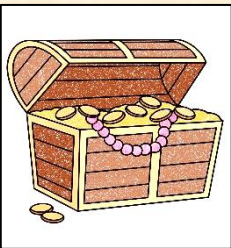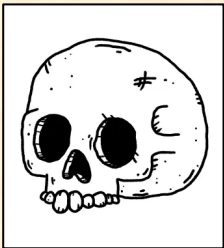
2. Discuss your answers with your classmates.

   Answers may vary.

Lesson 9

Before reading

1. Label each picture with the corresponding name from the box:

Harvest	Mountain	Chest	Voice	Skull

2. Complete the following crossword puzzle. The keywords are in the box from task 1:

Across

1. chest
4. voice
5. mountain

Down

2. harvest
3. skull

While reading:

1. Choose which of the following sentences best summarizes the reading text. Put a check in front of the correct answer.

- Don Joaquín gave his money to his nephew Luciano. ☐
- A ghost stole don Joaquín's money. ☐
- Don Joaquín was saved from a ghost by a 'White Cross'. ✔

2. Number the following sentences about the legend in order according to the text (1-5).

- The white cross appears. *3*
- A description of Don Joaquín . *1*
- A ghost scares Don Joaquín . *2*
- The meaning of the name 'Yuracruz'. *5*
- The identity of the ghost. *4*

3. Mark the sentences true (T) or false (F) and correct the false ones.

- Don Joaquín kept his money in a bank.

  (*F*) *Don Joaquín kept his money in a chest.*

- The place where the legend happened is called Yuracruz.

  (*T*) ....

- The ghost that scared Don Joaquín was real.

  (*F*) *The ghost that scared Don Joaquín was not real.*

- Yuracruz means 'White Cross'.

  (*T*) ....

- The White Cross that appeared saved Don Joaquín from the ghost.

  (*T*) ....

After reading:

1. Reflect and answer the following questions:
   - Why do you think Luciano decided to trick his own uncle?
   - Why do you think Don Joaquín was so scared of the ghost?
   - What are some things you are afraid of?

   Answers may vary.

2. Discuss your answers with your classmates.
   Answers may vary.

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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- This investigation, as well as the works cited, strongly indicate the remarkable potential of legends as engaging and effective tools for fostering a love for reading and developing essential language skills in the EFL instruction.
- The acquisition of data through interviews and a survey provided valuable insights into the current state of education, including perspectives on effective classroom practices and teacher needs.
- The data collected suggests a need for a broader range of materials to support skill development in the classroom. While traditional resources have their place, incorporating innovative and engaging materials can significantly enhance the learning experience. These alternative resources hold the potential to create a more dynamic and effective learning environment.
- The city of Ibarra has a wealth of legends and traditions that can be powerful tools in the EFL classrooms. By using these stories, students can not only improve their English skills, but also connect with their cultural identity.

5.2. Recommendations

- The results of the investigation suggest the importance of careful selection and adaptation of legends for the specific learning objectives and age group of the students.
- The opinions of teachers and those involved in the education system should be taken into account, as they can provide valuable insights into the daily realities of the classroom, such as effective teaching practices, student needs, and current challenges.
- The data collected highlights the need to prioritize strategies that cultivate strong reading habits and comprehension skills in students. Further research can be instrumental in developing effective programs that address these needs.
- It may be advisable for teachers to search for different reading materials to supplement Ministry of Education modules. By incorporating diverse texts beyond the curriculum, teachers can create a richer learning environment that considers various student interests and promotes deeper engagement with the reading process.

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ANNEXES

Annexe 1: Requests for the validation of the instruments

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de marzo de 2024

Magister
Fernando Narváez
Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar la entrevista y cuestionario pertenecientes al proyecto: "USE OF TRADITIONAL LEGENDS OF IBARRA IN THE EFL CLASSROOMS TO IMPROVE THE READING SKILLS ON SIXTH LEVEL STUDENTS AT VÍCTOR MANUEL GUZMÁN HIGH SCHOOL", previo a la obtención del título de Licenciatura en pedagogía de los idiomas nacionales y extranjeros para lo cual, se dignará encontrar adjunto los modelos del cuestionario, la entrevista y los instrumentos de validación.

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

Atentamente,

Marco David García Varela
C.C.: 0401418538

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

Ibarra, 22 de marzo de 2024

Magíster
Marcela Alarcón
Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar la entrevista y cuestionario pertenecientes al proyecto: "USE OF TRADITIONAL LEGENDS OF IBARRA IN THE EFL CLASSROOMS TO IMPROVE THE READING SKILLS ON SIXTH LEVEL STUDENTS AT VÍCTOR MANUEL GUZMÁN HIGH SCHOOL", previo a la obtención del título de Licenciatura en pedagogía de los idiomas nacionales y extranjeros para lo cual, se dignará encontrar adjunto los modelos del cuestionario, la entrevista y los instrumentos de validación.

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

Atentamente,

Marco David García Varela
C.C.: 0401418538

Annexe 2: Validation of the instruments

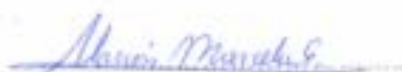|	
Fecha de envío para la evaluación del experto:	22/03/2024
Fecha de revisión del experto:	22/03/2024

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

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

Observaciones:

Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	ffnarvaez@utn.edu.ec

Fecha de envío para la evaluación del experto:	22/03/2024
Fecha de revisión del experto:	22/03/2024

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

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

Observaciones:

....
....

Firma del Evaluador

C.C.: 1001929239

Apellidos y nombres completos	Alarcón Ramos Marcela Elizabeth
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	mealarconr@utn.edu.ec

Annexe 3: Requests for the authorization of the District of Education.

Oficio nro. UTN-FECYT-D-2024-0071-O

Ibarra, 28 de marzo de 2024

PARA: MSc. Rosario Morales Pazmiño
          DIRECTORA DEL DISTRITO EDUCATIVO 10D01

ASUNTO: Trabajo de Integración Curricular Sr. Marco David García Varela

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

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso del señor MARCO DAVID GARCÍA VARELA, portador de la cédula de ciudadanía 0401418538, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a la Unidad Educativa Víctor Manuel Guzmán, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "USE OF TRADITIONAL LEGENDS OF IBARRA IN THE EFL CLASSROOMS TO IMPROVE READING SKILLS ON SIXTH LEVEL STUDENTS AT VÍCTOR MANUEL GUZMÁN HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2024.03.28
07:28:26 -05'00'

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

Annexe 4: Authorization from the District of Education and approval from Víctor Manuel Guzmán high school.

REPÚBLICA DEL ECUADOR

Ministerio de Educación

Oficio 085- ASRE-2024
Ibarra, 08 de abril de 2024

Magister
José Revelo Ruiz
DECANO FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
UNIVERSIDAD TÉCNICA DEL NORTE
Presente

De mi consideración

En atención el trámite 307-AP, de fecha 1 de abril de 2024, suscrito por el Magister José Revelo Ruiz, Decano de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, en el que solicita se autorice el ingreso del señor Marco David García Varela, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a la Unidad Educativa Víctor Manuel Guzmán, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "USE OF TRADITIONAL LEGENDS OF IBARRA IN THE EFL CLASSROOMS TO IMPROVE READING SKILLS ON SIXTH LEVEL STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL.

Con este antecedente y una vez cumplido con la capacitación en protocolos de actuación frente a situaciones de violencia detectadas o cometidas en el sistema educativo, a través del Departamento de Consejería Estudiantil Distrital (DECE), esta Dirección Distrital **AUTORIZA** el ingreso a la Unidad Educativa Víctor Manuel Guzmán, con las siguientes recomendaciones:

- Presentar el certificado de Asistencia y las Cartas Compromiso de Protección y no Vulneración de Niños, Niñas y Adolescentes.
- Coordinar con la Autoridad de la Unidad Educativa.
- No debe tener costo para las y los estudiantes.
- Tomar las medidas de bioseguridad con los participantes.

Atentamente,

Msc. Alexandra Cevallos
DIRECTORA DISTRITO EDUCATIVO
10D01 IBARRA-PIMAMPIRO-SAN MIGUEL DE URCUQUI-EDUCACIÓN

Elaborado por:	Lic. Daniela Buenaño
Fecha:	2024/04/08

UNIDAD EDUCATIVA
"VICTOR MANUEL GUZMAN"
APROBADO
RECTORADO
FECHA: 11 Abril 2024

DIRECCIÓN DISTRITAL 10D01 IBARRA- PIMAMPIRO- SAN MIGUEL DE URCUQUÍ – EDUCACIÓN
Dirección: Luis Jaramillo Pérez 4-133 y Fray Bartolomé de las Casas
Código postal: 100101 / Ibarra – Ecuador
Teléfono: +593 – 06 2950233
www.educacion.gob.ec

ECUADOR EL NUEVO

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Annexe 5: Commitment Letter

REPÚBLICA
DEL ECUADOR

Ministerio de Educación

CARTA DE COMPROMISO DE PROTECCIÓN Y NO VULVERACIÓN A NIÑOS, NIÑAS Y ADOLESCENTES

A la comunidad educativa,

Yo, GARCÍA VARELA MARCO DAVID con documento de identidad Nro. 0401418538 domiciliado en Ibarra, visitaré las Instituciones Educativas del Distrito 10D01 desde el 08 del mes de abril de 2023 hasta el día 30 del mes de mayo de 2024.

Para el efecto, he recibido con anticipación una capacitación en los Protocolos de actuación frente a situaciones de violencia detectadas o cometidas en el sistema educativo y me comprometo a garantizar y proteger la integridad física, psicológica y sexual de todas y todos los y las niños, niñas y adolescentes durante mi visita a la institución educativa. Adicionalmente, me comprometo a denunciar cualquier situación de violencia que observe contra este grupo de atención prioritaria a las autoridades del Ministerio de Educación.

Aceptando estar conforme con este instrumento legal y teniendo capacidad legal para adoptarlo, firmo el presente documento en dos ejemplares de igual valor y contenido a los 05, del mes de abril, de 2024
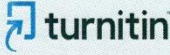
Atentamente,

GARCÍA VARELA MARCO DAVID

CI. 0401418538

DIRECCIÓN DISTRITAL 10D01 IBARRA- PIMAMPIRO- SAN MIGUEL DE URCUQUÍ – EDUCACIÓN
Dirección: Luis Jaramillo Pérez 4-133 y Fray Bartolomé de las Casas
Código postal: 100101 / Ibarra – Ecuador
Teléfono: +593 – 06 2950331
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EL NUEVO
ECUADOR

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Annexe 6: Interview for the teachers

Universidad Técnica del Norte

Topic: Use of traditional legends of Ibarra in EFL classrooms to improve reading skills on sixth level students at Víctor Manuel Guzmán high school.

Interview for the teacher

Objective: To get to know the teacher's perceptions about students' reading comprehension skills development.

Please, respond to the following questions:

1. What motivated you to be an English teacher?

2. Which framework do you use to teach?

3. Which teaching methodology has helped you to teach reading? How?

4. What are the group's strengths in terms of reading comprehension?

5. What are the group's weaknesses in terms of reading comprehension?

6. What kind of materials do you use to teach reading?

7. Do you think that culture is important in the English classroom?

8. What is your opinion about implementing a guide that uses legends to help students to improve reading skills in the English classroom?

Annexe 7: Survey for the students

Universidad Técnica del Norte
Topic: Use of traditional legends of Ibarra in EFL classrooms to improve reading skills on sixth level students at Víctor Manuel Guzmán high school.
Survey for the students
Objective: To identify why students have difficulties to develop their reading skills.

Please, answer the following questions:

1. Do you like reading in Spanish?
   Yes___   No___

2. Do you like reading in English?
   Yes___   No___

3. What kind of texts do you prefer to read?
   Fairy tales___   Legends___   Science fiction___

4. Please, put a check in front of the legends you recognize:
   La caja ronca_____   El gigante y los lagos_____   El amor de Taita Imbabura_____

5. When was the last time you read a story?
   One week ago___   One month ago___   One year ago___
   Some years ago___   Don't remember___

6. How long do you read weekly in your native language?
   Never___   1 hour___   2 hours___   3 hours___   4 hours or more___

7. How long do you read weekly in English?
   Never___   1 hour___   2 hours___   3 hours___   4 hours or more___

8. Would you like to learn about the legends of Ibarra in English?
   Yes_____   No_____

Annexe 8: Turnitin report

Annexe 9: Socialization of the proposal

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Oficio Nro. UTN-FECYT-D-2024-0146-O
Ibarra, 28 de junio de 2024

PARA: **MSc. Giovany Garzón**
           RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

ASUNTO: Trabajo de integración curricular Sr. Marco David García Varela

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor MARCO DAVID GARCÍA VARELA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "READING TOGETHER WITH LEGENDS OF IBARRA", perteneciente al trabajo de integración curricular: "USE OF TRADITIONAL LEGENDS OF IBARRA IN THE EFL CLASSROOMS TO IMPROVE READING SKILLS ON SIXTH LEVEL STUDENTS AT VICTOR MANUEL GUZMÁN HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO   Firmado digitalmente por
REVELO RUIZ   JOSE LUCIANO REVELO RUIZ
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MSc. José Revelo Ruiz
DECANO DE LA FECYT

JLRR/M. Báez

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