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"Traditional Tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School"

TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE: LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN, PROCESOS PEDAGÓGICOS E IDIOMAS.

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DEDICATION

Firstly, I would like to dedicate this research work to my family, who have been my inspiration and support throughout this long journey. For this reason, I dedicate it to my dear father, Víctor Cuvi, who has been my role model, and my moral and financial support, and because I know he would be proud of me. Thanks to my mother, Susana Inlago, for her wise advice and for sharing every moment of tears and joy for my achievements. To both of them, who have always kept me going with their prayers, for showing me that God comes first and everything else will follow.

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RESUMEN

Este proyecto de investigación se desarrolló con el objetivo principal de motivar la comprensión lectora mediante el uso de cuentos tradicionales entre los alumnos de séptimo grado de la Unidad Educativa "Jacinto Collahuazo", ubicada en la ciudad de Otavalo, provincia de Imbabura. El objetivo general de este proyecto era utilizar los cuentos tradicionales, en particular los mitos y leyendas locales más conocidos, como recurso y como estrategia motivacional para enseñar y fortalecer la misma. Esta investigación se basó en un enfoque mixto que utilizó métodos cuantitativos y cualitativos. Se utilizaron dos instrumentos específicos: una encuesta y entrevista. La encuesta se dirigió a los beneficiarios directos, los alumnos de séptimo grado de la institución, y las entrevistas se dirigieron a los profesores de inglés con el fin de recopilar información relevante y su punto de vista para identificar los recursos utilizados por los profesores para cubrir la comprensión lectora en los alumnos de este nivel. A través del análisis de estos, se identificó una presencia limitada de recursos asociados con la cultura en el aula, lo que ha dificultado el desarrollo adecuado de la comprensión lectora en inglés. Como resultado, se creó una guía didáctica basada en cuentos tradicionales, con varias actividades atractivas y educativas destinadas a motivar la comprensión lectora para el nivel A1, así como el vocabulario, la gramática y la creatividad, lo que permitirá a los alumnos mantenerse en contacto con la cultura y así adquirir el inglés de una manera divertida.

Palabras clave: cuentos tradicionales, comprensión lectora, actividades atractivas, recurso educativo, estrategia motivacional.

ABSTRACT

This research project was implemented with the main objective of motivating reading comprehension through the use of traditional tales among seventh-grade students at Unidad Educativa "Jacinto Collahuazo", located in the city of Otavalo, province of Imbabura. The overall aim of this project was to use traditional tales, particularly well-known local myths and legends, as a resource and motivational strategy to teach and strengthen reading comprehension. This research was based on a mixed approach using quantitative and qualitative methods. Two specific instruments were used: a survey and an interview. The survey was directed at the direct beneficiaries, the seventh-grade students of the institution, and the interviews were directed at the English teachers in order to gather relevant information and their point of view to identify the resources used by teachers to cover reading comprehension in students at this level. Through the analysis of these, a limited presence of resources associated with culture in the classroom was identified, which has made it difficult to properly implement reading comprehension in English. As a result, a teaching guide based on traditional tales was created, with several engaging and educational activities designed to motivate reading comprehension for level A1, as well as vocabulary, grammar, and creativity, which will enable students to keep in touch with culture and thus acquire English in a fun way.

Keywords: traditional tales, reading comprehension, engaging activities, educational resources, motivational strategies.

INDEX OF CONTENTS

DEDICA	TION	V
ACKNO	WLEDGMENT	vi
RESUMI	EN	vii
ABSTRA	CT	viii
INDEX (OF CONTENTS	ix
INTROD	UCTION	1
Backgrou	ınd	1
The prob	lem of the research	2
Justificat	ion	4
Impacts .		5
Objective	s	5
Gener	al objective	5
Specifi	c objectives	5
CHAPTI	ER I: THEORETICAL FRAMEWORK	6
1.1. Eı	nglish as a foreign language in Ecuador	6
1.2. Tl	ne four modern skills of English as a foreign language	6
1.2.1.	Listening	7
1.2.2.	Speaking	7
1.2.3.	Writing	7
1.2.4.	Reading	7
1.3. Tl	ne five components of reading	8
1.3.1.	Phonological awareness	8
1.3.2.	Phonics	8
1.3.3.	Vocabulary	8
1.3.4.	Fluency	9
1.3.5.	Comprehension	9
1.4. Co	ommon European Framework of Reference for Languages	9
1.4.1. Europe	English proficiency level of seventh-grade students according to ean Framework of Reference for Languages in Ecuador	
1.5. Re	eading comprehension	10
151	The importance of reading comprehension	11

1.6. Es	sential reading comprehension skills	11
1.6.1.	Decoding	11
1.6.2.	Fluency	11
1.6.3.	Vocabulary	12
1.6.4.	Sentence structure and cohesion	12
1.6.5.	Reasoning and background knowledge	12
1.6.6.	Working memory and attention	12
1.7. Me	otivation	12
1.7.1.	Motivation for reading comprehension	13
1.8. Ty	rpes of reading motivation	13
1.8.1.	Extrinsic motivation	13
1.8.2.	Intrinsic motivation	14
1.9. Re	ading techniques	14
1.9.1.	Scanning	14
1.9.2.	Skimming	14
1.9.3.	Previewing	15
1.9.4.	Active reading	15
1.9.5.	Structure-proposition-evaluation reading	15
1.10. Tr	aditional tales	15
1.10.1.	Importance of traditional tales	16
1.10.2.	Main characteristics and benefits of traditional tales	16
1.11. Tr	aditional tales as motivation in the classroom	17
1.12. Ty	pes of traditional tales	17
1.12.1.	What is a myth?	17
1.12.2.	What is a legend?	18
1.12.3.	What are fairy tales?	18
1.12.4.	What are fables	18
1.12.5.	Religious tales	19
1.13. Tr	aditional tales of Imbabura	19
1.14. Tr	aditional tales of Imbabura: myths and legends	20
1.14.1.	Myths	20
1.14.2.	Legends	20
СНАРТЕ	R II: METHODOLOGY	2.1

2.1. Research approach and type of research	21
2.1.1. Research approach	21
2.1.2 Type of research	21
2.2. Methods, techniques, and instruments	22
2.2.1. Methods	22
2.2.2. Techniques	22
2.2.3. Instruments	23
2.3. Research questions	23
2.4. Study site	24
2.5. Population and sample	24
2.5.1. Sample size calculation	24
2.6. Procedure	25
CHAPTER III: DATA ANALYSIS AND DISCUS	SION27
3.1. Qualitative interpretation of the results of the inte	rview with English teachers27
3.1.1. Results of the teacher interview	27
3.1.2. English Teachers Interview Summary	32
3.2. Quantitative interpretation of students' survey res	ults33
3.2.1. Students' survey results	33
3.3. Discussion	40
CHAPTER IV: PROPOSAL	41
4.1. Title	41
4.2. Introduction	41
4.3. Justification	41
4.4. Objectives	42
CHAPTER V: CONCLUSIONS AND RECOMEN	DATIONS 109
CONCLUSIONS	109
RECOMMENDATIONS	110
REFERENCES	111
ANNEXES	117

INDEX OF TABLES

Tabla 1	: Number of seventh-grade students	24
	INDEX OF FIGURES	
Figure	1: Sample size calculation	25
Figure	2: Importance of reading comprehension	33
Figure	3: Frequency of reading comprehension activities applied by English teacher	34
Figure	4: Frequent problems in reading comprehension classes	34
Figure	5: The use of materials to motivate English reading comprehension	35
Figure	6: Pedagogical strategies for reading comprehension	36
_	7: Effective reading techniques employed by English teacher	
_	8: Traditional tales of Imbabura	
_	9: Application of myths and legends of Imbabura	
0	10: Traditional tales and cultural connection in learning English	39

INTRODUCTION

In the present day, it is well known to society at large that English is the most widely spoken language in the world, serving as a source of communication in many parts of the world. Thus, a general aspect is that within English there are receptive and productive skills that must be learned by students. Hence, reading comprehension is a fundamental receptive sub-skill of reading, which enables students to perform an in-depth analysis of a specific text effectively. Nevertheless, this poses a particular challenge for many students as they do not find a motivating strategy to apply it. However, to solve this problem, traditional tales should be used and incorporated into the acquisition of new knowledge. Since, traditional tales are rich in cultural heritage, moral lessons, and lived experiences. Furthermore, they possess a diversity of elements such as themes and local symbolism that give rise to repetitive patterns that facilitate their understanding and internalization in a meaningful way.

This research project presents traditional tales as a motivating and useful tool for the improvement of reading comprehension in a second language such as English among Seventh-Grade students at Jacinto Collahuazo School. By implementing these traditional stories, we seek to promote a more interesting and efficient reading experience with local texts, which leads to improved reading comprehension in English of the students in consideration. It analyzes how these traditional stories not only improve reading comprehension but also lead to the acquisition of new vocabulary, reading fluency, and the development of critical thinking by inferring the text effectively.

Background

If we talk about English language learning within the education system, some different patterns and protocols must be followed in each year of the school cycle, including the mastery of the four basic and main skills that seek the advancement and development of knowledge.

Therefore, the most relevant skill in the process of teaching and learning a language, especially in English, is the development of reading skills and its sub-skill, reading comprehension, since it is through reading that new knowledge can be acquired and vocabulary can be enriched to aid communication.

In this way, Gálvez and Del Campo (2023) in their research work entitled Strengthening Reading Competence in English Using a Reading Comprehension Module, mention that it is worth mentioning that the English teacher should be trained and make use of methodological strategies that allow developing the student's reading comprehension, in order to make effective the learning of the English language in the classroom, through reading and activities related to it. In other words, this means that the implementation of strategies as motivational material in the teaching of a second language which in this case is English, will always have a positive and therefore significant effect on learning.

It is also important to recognize that today's classroom learning is centered on the needs of the students. Due to this reason, the teacher should consider implementing strategies that focus on their interests and allow them to develop the sub-skill of the reading skill which is reading comprehension, in a direct and fun way. So, Cupuerán-Chico (2024) affirms in his graduate work entitled Folk tales as a strategy to improve reading skills on seventh-graders at Unidad Educativa Ibarra that:

Based on the theoretical investigation, folktales help meaningfully for the students; they allow them to strengthen their reading comprehension through folktales such as the legends with fictitious characters or events that happened particularly in Ibarra city also the students must get in touch with the culture of the locality because it is necessary to conserve and preserve them for future generations. (pp. 125)

This means, in other terms, that traditional tales are a basis as a useful didactic resource for students to develop the sub-skill of reading, that is reading comprehension since, through it, students acquire new knowledge about general culture, which helps them grow as wise individuals within society.

It is true that the texts or modules that are presented as a resource for teaching English in the educational environment are of utmost importance to be able to give rein to the curricular planning that teachers carry out, however, it should be considered that it is necessary to implement other types of resources that allow complementing a good planning focused on the learner. Hence, according to Recalde-Torres (2022), in her thesis work entitled, "Traditional Tales as Innovative Didactic Strategies to Improve Junior Students Reading Skills at 28 de Septiembre High School of Ibarra During the School Period 2020-2021", she states that, "Traditional tales encourage a wide range of didactic strategies to develop reading activities within school management" (pp. 102). Put in other words, this emphasizes once again that traditional tales as an essential material or resource for teaching a language is important, as children become interested in writing and unconsciously learn more about the culture and therefore useful vocabulary for the development of other skills including productive skills speaking, and writing.

In relation to what has been mentioned by the authors, the use of traditional stories speaks a lot about the effectiveness in the acquisition of the English language, as it helps to develop the receptive skill that encompasses reading and listening and therefore its sub-skill which is reading comprehension, in an emotional, attractive, creative, imaginative and effective way for the student. In addition, this goes beyond the educational field since its application leads the student as a human being to be autonomous or independent, full of culture and values which helps to a better integration into society.

The problem of the research

In general terms, English is considered an important language worldwide; in fact, it has been occupying the first place as the most important language of communication in education and work. However, Latin America is the region with the lowest levels of English

proficiency, as there is an arduous shortage and low accessibility of English programs in public education. In this way, Cochrane (2022) affirms that among the countries with the lowest level of English proficiency in the Latin American region are Colombia, Venezuela, Ecuador, and Mexico. In other words, in Latin America there is a clear lack of importance of learning to master a foreign language, even knowing that it brings opportunities.

On the other hand, it is true that learning English as a foreign language worldwide is based on four specific skills which are reading and listening as receptive skills and oral expression and writing as productive skills. Nevertheless, so far reading comprehension as a receptive skill has been a challenge for students when facing reading lessons, due to the lack of didactic strategies that teachers present to students when putting reading skills into practice.

In fact, in Ecuador, there are low statistics on reading habits, due to the lack of personalized and interesting methods for the improvement of reading. Thus, according to Oñate (2021), it states that "Ecuador obtained 684 out of 1,000 in seventh grade, a score below the regional average of 699 and equal to the performance of six years ago" (par. 2). According to the above, it is enough to see the figures to interpret the low level of performance in reading and reading comprehension of Ecuadorians. This means that it continues to be a problem for years to date. Therefore, it is important to be inclined to use resources that awaken the interest in reading in students, thus opting to make use of traditional tales for primary levels in advance.

Due to the aforementioned patterns, the present research project on traditional tales as a strategy to improve reading comprehension will be conducted on seventh-grade students at Unidad Educativa "Jacinto Collahuazo" elementary school. This institution is located in the city of Otavalo. In order to describe the possible causes that affect the teaching-learning process of the English language. This possible cause may be due to a lack of teaching resources, as students currently only use the Ministry of Education's Module as a resource for language learning. For this reason, teachers are limited in making use of other resources that motivate students to learn English, and therefore students do not take learning English seriously. Also, students do not understand and analyze short or long readings and lack knowledge of reading techniques which leads to complications in their reading lessons and a lack of vocabulary. After the delimitation of the described problem, it was possible to formulate the following questions:

- How does the use of traditional tales influence English reading comprehension in seventh-grade students?
- What kind of traditional tales are adequate to develop and improve reading comprehension skills?
- What kind of strategies should be applied to develop better reading comprehension in English?

Justification

As we all know, currently English is considered one of the most widely spoken languages in the world, as it offers countless opportunities in different fields such as education, work, politics, and so on. Hence, considering it as essential for the educational area, it is important to learn it since it is also a useful tool that serves as a source of communication within society. Nevertheless, concerning the problem described above, it has been seen that the development of one of the basic skills of English, reading proficiency, has been a challenge for seventh-grade students, due to the fact that there are not enough strategies for teachers to carry them out with students. As a recommendation, Albdour (2015) mentions that it is imperative that seventh-grade teachers receive courses on modern trends in English language teaching and learning that lead to the development of reading comprehension. In other words, teachers should be exposed to continuing education with updated training on current or new strategies for teaching a second language, which in this case is English.

In this regard, taking into account the problem focused on the seventh-grade students at Unidad Educativa "Jacinto Collahuazo", this research work is presented as a sample solution to the main skill of the English language, reading skill, through the use of a motivating, interesting, and fun strategy to specifically develop the reading comprehension of the students, by using traditional or classic tales of Imbabura which are of general use in the Spanish language, which leads the students to associate their mother tongue, Spanish, with their second language to be acquired, English. The traditional tales that will be used are four themes of classic tales read in the Spanish language or in the area of language and literature. The tales that will be presented will be accompanied by reading comprehension exercises that are intended to be done individually and in groups. This will allow students to easily associate their mother tongue, Spanish, with the second language to be learned, English, easily and effectively. Moreover, this motivating strategy is intended to help students develop not only reading comprehension but also part of their thinking level.

Consequently, as mentioned by Nyoman-Mantra and Gana-Kumara (2018) it is of vital importance that teachers who teach the English language, use traditional stories as infallible material within the classroom since these go beyond reading, motivate students regardless of their age to interested in learning more about the general culture since it leads them to have a correct attitude and values towards society. This means, that traditional tales not only are focused on being essential for academic improvement but also help students to be formed in culture and values, which makes them better human beings in society.

The purpose of this research project is that the seventh grade students at Unidad Educativa "Jacinto Collahuazo", elementary school, as direct beneficiaries of this research, use traditional tales as a motivational strategy to improve reading comprehension, since they present a high level of reading comprehension problem in the English language, due to the lack of application of creative didactic strategies and resources. Using this resource, the students of the institution will be favored in the acquisition of the English language in an easy and effective way since they will receive specific and regulated activities that will allow

them to develop new reading comprehension strategies, acquire new vocabulary, and receive cultural knowledge in a conscious and unconscious way.

On the other hand, the next participants favored as indirect beneficiaries are the parents, teachers, and administrative personnel, because they will be the individuals who will motivate the seventh-grade students to use the didactic resource, traditional tales, as a useful methodological strategy for the acquisition of the English language. The use of traditional tales will also give positive results in communication and interaction between students, teachers, and other educational and social authorities, creating new experiences that will be useful for the present and for the future.

Impacts

This project identifies very important impacts, such as educational, emotional, and social, which play a key role in increasing interest in reading comprehension in a significant way. Firstly, the educational impact focuses on motivating English reading comprehension through fun activities that develop students' creativity and reinforce their relationship with vocabulary. These activities are not only learner-centered but adapted to the learner's context, which facilitates more effective learning.

Secondly, the emotional impact in creating a positive learning environment, in which they feel motivated to learn English as a second language. Therefore, it is expected that the results of the application of traditional tales in the classroom will benefit both students and teachers, demonstrating a generational and meaningful approach to learning English, without losing its educational, emotional, or social value.

Objectives

General objective

• Employ traditional tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School.

Specific objectives

- Identify the resources used by teachers to cover the English reading comprehension of seventh-grade students at Jacinto Collahuazo School.
- Design a didactic guide with a compilation of traditional tales of Imbabura to motivate the English reading comprehension of seventh-grade students at Jacinto Collahuazo School.
- Promote the use of traditional tales of Imbabura as a resource for teaching English to seventh graders at Jacinto Collahuazo School.

CHAPTER I: THEORETICAL FRAMEWORK

This part will show the foundations that will support the idea of this investigation work that traditional tales are a useful strategy and a motivating resource to improve reading comprehension in seventh-grade students at Unidad Educativa "Jacinto Collahuazo"

The information to be presented will be detailed, based on theories, theses, research, articles, and ideas focused on traditional tales as a strategy and motivational resource for the improvement of the sub-skill of reading comprehension. Furthermore, the supporting themes will generally be based on data from Ecuador and the world. On the other hand, the importance of traditional tales and their main characteristics will be presented. Also, traditional tales such as myths and legends of Ecuador will be shown as a strategy, a useful tool, and the contact it generates with the culture of the country.

1.1. English as a foreign language in Ecuador

As Ecuador is one of the most linguistically and culturally diverse countries in the world, it is necessary for English to be taught as a culturally relevant L2 or foreign language to enable people to enter the world of work in a competent manner.

For this reason, the Ministry of Education (2016) emphasizes in its curriculum the four basic skills of English, such as listening, speaking, reading, and writing for oral and written communication purposes through specific tasks that arouse interest in learning English. In other words, the teaching of English as a second language is as important as the first language since the development of the four basic English skills will lead to effective communication at home and abroad. Moreover, the implementation of the use of motivational resources and strategies will make foreign language learners interested in learning English effectively.

1.2. The four modern skills of English as a foreign language

The curriculum of the Ministry of Education of Ecuador emphasizes English as a foreign language which should cover four main competencies of effective communication such as listening, speaking, reading, and writing. These are competencies that must be developed before, during, and after the teaching-learning process of the English language in the oral and written communication of the students of the country. Therefore, each of them will be described below.

1.2.1. Listening

It is the first main EFL skill that focuses on a skill that plays a role in communicating in the English language.

This skill, rather than paying attention, is based on how to receive information. Alzubi (2024) states that the skill of listening helps to avoid making mistakes in communication. However, EFL faces constant challenges due to the materials commonly used by teachers, so it is necessary to implement E-learning that provokes autonomous learning and self-improvement. In other words, the author states that the ability to listen is not only about developing it but also how to develop it through technological tools that improve listening.

1.2.2. Speaking

It is the second skill that also plays an important role in communication. So, this skill helps communication to occur clearly, so the speaker of a foreign language must cover the areas of fluency, without pauses; and accuracy, pronunciation, grammar, and vocabulary (Colle 2022). Therefore, if dealing with this skill as a foreign language one must know what, why, and how an idea is being said.

1.2.3. Writing

Writing, being a proficient skill, must be developed with care. Kaplan (2024) mentions that writing is employed inside and outside the academic and work environment and, consequently, it is considered not only as a physical act of writing but as a critical process put in writing and implemented in an effective and concise manner. In other words, writing is one of the four skills that must also fulfill the function of directly communicating the writer's thoughts in writing by following grammatical rules.

1.2.4. Reading

Reading as a skill in English as a foreign language is one of the most important processes that learners need to develop to understand the symbols to be inferred. Thus, Raza (2019) claims that:

Academic reading differs from other forms of reading not only in the content of what is read but also in how we read it and what the author expects the reader to do. It requires identifying and understanding strings of words fluently. This is a painstaking process involving comprehension, word recognition, engagement, and fluency. (p.1)

Put another way, academic reading involves reading comprehension as a subcompetence of English, as it not only comprehends the reading but also connects to prior knowledge which it converts into new knowledge.

1.3. The five components of reading

The third skill of English as a foreign language is reading. As we know, reading is a complex process that follows a procedure of skill development. Hence, if the learner adopts English as a foreign language, the learner has to understand its different components in order to make it easier to interpret the symbols or messages of a text despite its complexity. For this reason, the five components such as phonological awareness, phonics, vocabulary, fluency, and comprehension will be explained below, since they work together at the same time and make reading a completely satisfactory experience.

1.3.1. Phonological awareness

Phonemic awareness is one of the elements that make reading as something important. Therefore, Pasalodos (2021) says that phonemic awareness is the way of hearing sounds or phonemes (small units of the sound of the word) understanding that these can be used to create words from their base in a spoken form. In other words, this component consists of recognizing and differentiating the small sound units at the end of a word. So, when reading aloud, the student must identify each of the spoken sounds correctly.

1.3.2. **Phonics**

This next component is best worked on when students are children because phonics refers to the written spelling of the alphabet related to the sound of the alphabet. Thus, Jones (2011), argues that "As children become more familiar with these spelling/sound relationships, most of the words in their spoken language become accessible to them when they see them in print" (p. 1). In this way, this component is concerned with the connection between sounds and written letters. So that they are pronounced correctly between one word and another. In addition, if they follow patterns, they will be read and therefore pronounced correctly.

1.3.3. Vocabulary

This element called vocabulary is a crucial element in reading and consequently in reading comprehension, as it acts as a determining factor in reading comprehension. In this way, Sidek and Rahim (2015) in their research study affirm that to succeed in reading comprehension in English as a second language it is important to develop a lot of vocabulary as a bibliography of words as there are words with different meanings that will serve to communicate richly. In other terms, vocabulary is a list of words compiled in the mind of the learner and consigned by context or textually for a text to be understood or a conversation to be fluent.

1.3.4. Fluency

This element describes as much importance as the others since it is emphasized in the oral reading of a competent text in words or sentences.

Thus, Jhuo et al. (2024) state in their research that fluency is crucial for language-specific reading comprehension. Moreover, the accuracy with which words are recognized while respecting symbols makes oral reading and communication always successful. In other words, foreign language learners must develop fluency in reading or speaking, as this element enables them not only to succeed in learning a language but also to be fluent in their own language.

1.3.5. Comprehension

This research is based on reading comprehension, which alludes to the fact that comprehension is also an essential element in the development of text analysis that should be developed as early as possible, at an early age and even more so when it is a second language, as in this case, English in school students, since it is a partially complex process to carry out.

For this reason, it is important to understand that reading comprehension is a process since it is nothing more than understanding the symbols, words, or sentences of what is being read. Likewise, this component is related to other components, such as vocabulary, and the student's a priori knowledge. These factors play an important role in reading, since if the learner is reading a text in another foreign language, the learner must necessarily know a priori the topic of the text and have a broad vocabulary related to it, as this will facilitate the understanding of the meaning or message of the text read (Forsia, et al. 2022). That is why it is said that all components play a valuable role in reading because they work perfectly together.

1.4. Common European Framework of Reference for Languages

English as a foreign language is one of the languages that follow an international standard at the level of educational institutions or outside of them. Therefore, the Common European Framework of Reference for Languages (CEFR) is used to describe and define the level of English by scale that a student of English as a foreign language should have.

Because of this, Kassim and Hashim (2023) state that the Common European Framework is the one that carries fixed patterns within English as a foreign language and the curriculum. These patterns encompass six levels to be achieved, ranging from A1, the basic level, to C2 Proficiency, the exceptional level. These are further divided into three levels such as basic user, independent, and proficient. Consequently, level A1, which covers

basic users of the language, is the one that stands out the most, as it is the level that foreign language learners should have, being able to understand and maintain a basic conversation, with common vocabulary, phrases, and short expressions. In other terms, the CEFR is a universal standard already implemented in the language of competence, so the learner of English as a second language must comply with the parameters that bring the A1 level as this is at the point of adoption of the language.

1.4.1. English proficiency level of seventh-grade students according to the Common European Framework of Reference for Languages in Ecuador

Ecuador is one of the countries that use the CERF as a standardizer or evaluator of English proficiency as a second language in the different grades of primary, secondary, and college education. Therefore, De la Cruz-Fernández et al. (2021) state that the language proficiency that students should have by the end of seventh grade should be at Level A1 or higher. So, seventh-grade students should reach Level A1, which includes basic command of communication and simple interaction with their environment. Since they are expected to reach Level A2 by the time they reach high school.

Moreover, the authors mention that the Common European Framework of Reference for Languages has several testing systems for students, ranging from IELTS, for basic levels, to PET, for advanced levels which lead to the assessment of the four basic skills of the English language, which have to be passed over time.

All these standards enunciated by CERF must be considered by both teachers, who are the influencers, and students, who are the generation moving forward so that they can become competent people in and out of society.

1.5. Reading comprehension

Reading comprehension is a continuous process that occurs through the interaction of a text with prior knowledge, utilizing various resources and strategies that encourage the learner to achieve optimal performance.

According to Taimal-Chandi (2022), reading comprehension is the ability to understand the text itself, recognize the vocabulary and ideas of the author of the text, analyze, reflect, and subjectively express the information received. In other terms, the author means that reading comprehension is the way of understanding the words of a text written by an author, evaluating his thoughts, and discussing them.

Furthermore, Butterfuss et al. (2020) state that reading comprehension encompasses three important elements such as the reader, the text, and the task about the text that has to do with a previous and specific context. That is, it is about predicting what is read with what

is real and obtaining new or additional information, which must be related to the social context.

1.5.1. The importance of reading comprehension

Reading comprehension is the sub-skill of reading that not only focuses on understanding the meaning of symbols, letters, or sentences written in a text but is about understanding and internalizing information in an entertaining and motivating way. Therefore, this leads to the use of resources that motivate students to improve the problem they usually present in this area called reading comprehension.

According to Dorothy (2021), reading comprehension is essential both in the academic area and in life in general since it is not only about recognizing words but also about finding the meaning of the message, which makes the reader not only informed but also entertained. Thus, giving way to reading strategies. In other words, reading comprehension acts as a useful sub-skill both for the educational area and for life since life is full of informative texts with different meanings that will only be understood if there is comprehension of what has been read.

1.6. Essential reading comprehension skills

Reading comprehension is one of the most difficult sub-skills to perform since it is an interconnected process that has to do with the reader, the ideas, and the way of interpreting them. Therefore, it is crucial to perform it since childhood to acquire and improve the mother tongue or second language in this case. Also, it is necessary that students begin to develop these skills because once done, they can be applied to different types of text without any problem.

According to MI-Lee (2019), the following skills involving reading comprehension must be developed and identified individually to lead to understanding what is read accurately:

1.6.1. Decoding

This is based on the recognition of individual letter sounds and the development of phonemic awareness at an early age. It also addresses strategies for quickly identifying the first sound of a word and its syllables within a text. The effectiveness of this method depends on the learning environment.

1.6.2. Fluency

It involves recognizing the pronunciation differences between certain words, using the correct tone of voice, and respecting punctuation when reading, which helps the listener understand the message. Continuous practice is necessary to improve, and this involves making good use of books or other materials based on the student's level.

1.6.3. Vocabulary

This is a crucial skill for reading comprehension, as it involves a list of known and internalized words that are stored in the mind. It is best acquired by reading aloud, inferring them by context, and relating them to everyday experiences.

1.6.4. Sentence structure and cohesion

It is the way to understand sentence construction and how sentences are connected to other ideas. This helps students to understand the meaning of short or long texts at an early age. Clear and explicit instructions are necessary to achieve this.

1.6.5. Reasoning and background knowledge

This skill, like the others, is also one of the keys to reading comprehension since it is the relationship between what is read and what is known, thus concluding and becoming familiar with the topic read. To develop it, the student must be exposed to the experience of everyday life in the world of reading, asking, and answering questions.

1.6.6. Working memory and attention

These are two skills that work together. One consists in retaining information from what is read and the other of remembering and inferring the meaning of what is read. To develop them together, it is necessary to look for and take advantage of readings that interest the student by reading aloud until the student can infer the meaning of the sentences.

1.7. Motivation

This is an essential emotional element in the learning of a second language such as English. It is here where the teacher intervenes with the materials, resources, and precise techniques that motivate the student who will be the receiver of them and as a consequence will demonstrate a predisposition for the acquisition of the language. However, there are times when this is the problem that students go through, which causes them to abandon language learning.

In the same way, according to (Andrade-Molina, et al., 2022) teachers who teach a second language such as English have to implement motivational strategies such as the use of magazines, images, watching series, listening to music in English that can lead to change the students' vision about learning English. This means that as long as this factor exists in the classroom, it will always allow students to show better results in any basic English skill used inside or outside the classroom.

Motivation is an important factor in English language learning and teaching, as it is the starting point of the passion for learning English. Thus, Moneba and Lovitos (2024) state that motivation is that which helps an individual feel enthusiasm for learning. In addition, motivation acts as an independent variable that has two indicators the integrative, which is the student's inclination to learn the second language; and the instrumental which has to do with the ability to learn the target language to integrate into society. This is essential for both the teacher and the learner.

1.7.1. Motivation for reading comprehension

The English area requires another factor, such as motivation. In fact, for reading to develop fully, there must be enough understanding, encouragement or incentive, and a wide vocabulary incorporated into the student. These factors are often lacking on the part of the teachers in charge of carrying them out.

According to Kheang et al. (2024) argue that it is necessary to incorporate motivation into the teaching curriculum to achieve better results in reading comprehension. In addition, they suggest that the creation of a pleasant learning environment and the use of motivational materials, techniques, and strategies can reduce students' difficulties in reading comprehension. They also point out that materials such as stories, comics, magazines, and newspapers are very effective in learning English as a second language. In other words, motivation should be a fundamental aspect of school and university education to cultivate students' enthusiasm for reading and help them better understand the text they read without hindering their comprehension.

1.8. Types of reading motivation

Two types of motivation stand out in reading: extrinsic motivation, which has to do with external activity, and intrinsic motivation, which has to do with internal activity. These are fundamental for teachers to play an incentive role in English language learners. Each of them has to do with how each learner perceives reading. These are elements that shape reading as something complementary to itself. Nevertheless, both can lead to the path of liking or disliking reading.

1.8.1. Extrinsic motivation

In English language learning, some learners are often motivated to read only out of obligation or to receive a reward or punishment from the teacher.

This type of motivation is called extrinsic motivation which has to do with the purpose for which the second-language learner reads tales, books, magazines, etc. The purpose of this type has to do with the behavior regulated by the internal rewards that the teacher gives the learner for success or failure in reading. That is to say, generating this type

of motivation will make the learner do it only out of obligation and not for the pleasure of reading (Ryan & Deci, 2020).

1.8.2. Intrinsic motivation

On the other hand, there are students who present another type of motivation generated precisely by the simple pleasure or love of reading.

According to (McGeown et al., 2020) this type of motivation is called intrinsic, which has to do with the passion that students feel for reading different types of texts, without seeking any reward of external achievement, but for themselves in terms of improving or acquiring through it the expected of English as a second language. To put it another way, this type has to do with the pursuit of their own good without satisfying anyone through reading.

Similarly, according to (Congo-Cervantes, 2020) this aspect is relevant in a second language such as English since learners as individuals act on their own initiative in class or in any activity in the area of English. Moreover, this type of motivation has a positive impact on learners in terms of the persistence of failure in a new language.

1.9. Reading techniques

Reading techniques are skills that make reading productive. There are six different reading techniques: scanning, skimming, previewing, active reading, speed reading, and structure-proposition-evaluation. Students should apply these techniques to improve reading comprehension. Each of them is explained below.

1.9.1. Scanning

It is a very popular technique in reading because of its particularity of speed reading. It is a useful technique for readers to quickly find specific things such as phone numbers, statistics, facts, or opinions in a specific and non-detailed way (Weht, 2019). This technique is one of the fastest ways to locate required information by leaving out the details of the text. Moreover, it is used in all types of reading whether in the native or target language.

1.9.2. Skimming

In contrast to scanning, skimming is a technique that helps the reader quickly discover what the text they are reading is about. Thus, Singh (2024) states that this technique aims to find the general topic of a text just by reading the headings, subheadings, introduction, and conclusion. In other words, it is a method of rapid but not selective reading,

since a rapid reading already gives the reader a general idea of what the topic will be about before going straight into the reading.

1.9.3. Previewing

It is the first quick reading that is done before entering fully into the reading. Cassano (2020) defines this as a reading technique where readers utilize their prior knowledge before reading. This approach varies based on the type of text being read, be it fiction or nonfiction, allowing readers to recognize details and connect them with their prior knowledge and the text itself. It is a method of speed reading a text that allows the reader to capture the main ideas and deduce meaning from the surrounding context or their prior knowledge.

1.9.4. Active reading

Active reading is a conscious reading technique. The Open University (2012) mentions that it is reading something in detail with appropriate strategies such as underlining, annotating, and reading critically by asking questions and answering them. That is to say that it is a useful method for reading comprehension since the reader does it consciously in a determined time being objective and critical at the same time.

1.9.5. Structure-proposition-evaluation reading

This is an uncommon technique applied in nonfiction books because it is done in a logical manner. Aucamp (2022) states that this is one of the techniques that highlight how to identify the structure of a book by observing details such as the titles of each chapter, applying reasoning, and evaluating the conclusions of the book thus forming own conclusions. That is to say that, this method is particularly useful for books, as they have a defined structure that readers can identify and analyze to draw their conclusions.

1.10. Traditional tales

Traditional tales are those experiences or stories that are told from generation to generation. In addition, sometimes they are those that become myths or legends of a place or individuals of a community in fantastic and entertaining stories.

As Recalde-Torres (2022) mentions, these are particular stories told orally or recounted in written form. On many occasions, he says that these stories have a structure of beginning, middle, and end with mostly fictitious characters and develop a message that leads the reader to reflect on it. In other words, traditional tales not only allow the reader to feel motivated to continue reading, but also awaken the imagination every time they read and receive a message about it.

In the same way, we must take into consideration that these traditional tales, being a reading that increases the creative imagination in our brain, is a recreational reading. According to Torres-Calle (2022) states that these stories are attractive to all kinds of audiences, and it is the same that predominates in literature because it is related to the feelings towards the human and the nature where we are. This means, in other words, that traditional tales are essential to encourage reading in the classroom and therefore should be implemented in the same, for students to connect with the partially real world of the story.

1.10.1. Importance of traditional tales

Traditional tales play an important role in the learners' target language because, in addition to being short stories, they provide information on topics of interest to them. When these tales are told or read to learners, they are easily understood and allow them to engage their imagination and connect with their own or different cultures meaningfully.

In the same way, Mahanand (2021) states that traditional tales allow us to learn about the experiences of living situations of a specific place in an interactive way between the tale and the reader. Likewise, the author mentions that when they are narrated or retold, they allow for lexical richness, critical awareness of the use of expressions in different cultural contexts, being subjective, and critical, and the acquisition of knowledge of one own or another people's culture. This means that traditional tales, although they may seem insignificant, are crucial when teaching a second language such as English, as they allow the student or any other reader to connect with the world and one's own environment by reflecting on the messages transmitted orally or in writing.

Another important point about traditional tales as Akhan (2022) says is that these, when understood, allow them to face different challenging situations in their life path. Furthermore, he mentions that when properly told by teachers or other adults, they make a difference in the interaction between the learner and the tale, as they regulate the imagination and the feeling of their emotions. Properly told or narrated traditional tales have the potential to convey several positive elements that can benefit students academically and in their lives in general.

1.10.2. Main characteristics and benefits of traditional tales

Today, traditional tales are still short stories told by our ancestors to new generations. They are part of the culture depending on the type. Thus, if this is implemented more in the classroom it will make students feel more connected to the culture and therefore to the target language, allowing them to acquire new values and life lessons.

On the other hand, these stories over time have taken on modern adaptations, making them valuable for teaching English as a second language. Thus, these stories have more features that benefit the learners such as:

- Traditional tales are short and quick writings.
- They have an easy structure.
- Show simple characters.
- Increases reading comprehension and student engagement.
- Enhances understanding of English as a second language.
- Dialogues are common and appropriate.
- They provide connected vocabulary between the mother tongue and the modern language.
- They have different plots.
- Provide repetitive vocabulary.
- Present sometimes reflective messages.
- Motivate and engage learners.
- There are several types.
- The traditional tales are easy to remember.
- Adaptations depend on the location.
- Finally, traditional tales allow learners to make comparisons between their culture and the target language culture (Simon, 2022).

1.11. Traditional tales as motivation in the classroom

Traditional tales are narratives written by different anonymous authors and told by different people, which makes them interesting and motivating for learners to learn the target language (English). However, despite the favorable benefits for learners, they are not usually applied in the classroom due to resource constraints or other reasons.

For this reason, Martínez-Sojos (2024) states that although they are not widely used in classrooms today, there is hope that today's teachers will use them as motivational resources for teaching English as a foreign language. Furthermore, he mentions these tales not only enhance creativity and imagination but also aid in developing skills and strengthening cultural roots. Therefore, when used in the classroom, these tales are valuable as they help develop English skills and foster a connection between the students and the culture. That is why we must be the generation that makes a difference.

1.12. Types of traditional tales

1.12.1. What is a myth?

Myths are those discourses or narratives familiar to the inhabitants of a given place. According to Frye (2023) mentions that they try to explain natural phenomena by adding mythological beings such as superheroes, gods, or deities. They are living stories that are told to current generations. That is to say that these mythologies, being short stories, depend on the reader who reads or tells them, as this makes them credible or not.

Another important thing is that myths are part of the culture and tradition of the ancestors expressed through narratives, which means that the knowledge of the place is not lost. Moreover, nowadays they are part of the educational field as a means of teaching a first or second language.

1.12.2. What is a legend?

Legends, like myths, are short stories. However, these two have the difference that myths do not give credibility and legends are stories that give credibility. That is why Armstrong and Ruths (2020) state that they are considered folklore as they tell the origin of different things such as ponds, mountains, and places that portray the authenticity, and moral values of humans as characters to the audience. In other words, they are also educational resources to teach interesting local history.

Moreover, it should be taken into account that by highlighting real characters with real facts, they transmit knowledge about them and values that are taken for granted in those stories.

1.12.3. What are fairy tales?

Fairy tales are nothing more than magical stories that are transmitted to children at an early age for a specific purpose. Gorete-Kielb and Méndez-Silva (2023) mention that these stories are allies when it comes to educating children and young people as they allow the concrete construction of society. In addition, they are narratives that combine the real with the imaginary, which leads to the development of critical and imaginative thinking, creating meaningful learning. In other words, these types of stories are also useful resources for teachers to use in educational classrooms as they lead to the expected fun and reflection.

1.12.4. What are fables

Fables are short stories that are told to children at home or in class. In addition, they are intended to provide meaningful learning to children through stories. On the other hand, the characters in these fables are natural people, objects, and animals that have human qualities as protagonists and impact the children's consciousness.

According to De Guzman (2024) states that fables are essential factors of culture and society. In addition, they are addressed to children at early ages to make known and teach ethical and moral values that allow the individual to grow and form a correct society. In other words, they are useful for developing reading skills and transmitting life lesson messages.

1.12.5. Religious tales

Religious stories differ from all types of stories by highlighting deities and sacred days. Thus, Khudaverdiyeva (2023) states that these tales highlight characters and places, and even days that are sacred depending on the religion. This means that they are stories rooted in people's beliefs with scenarios such as heaven and hell represented by a furnace in which different individuals choose to believe or disbelieve in them. This has no place in academia as it is rooted in individual religion as such.

1.13. Traditional tales of Imbabura

Imbabura is a province in Zone 1 of Ecuador, incredible and rich in culture. In addition, Imbabura is one of the places identified as being covered by volcanoes, mountains, and lagoons. So, they have small stories or traditional tales such as myths and legends that highlight the origin of the same and the culture of individuals in the province.

According to Holmes-McDowell (2019) affirms that in the province of Imbabura, there is not only culture but also the sacred that are seen as important variables such as the mythical narration and stories told by the same ancestors about what deity is worthy of praise to new generations. These stories vary from the venerable, sad, and happy to the comedic. This means that they are unique stories that are not fables or fairy tales, but myths or legends that have impacted from generation to generation.

Therefore, at the educational level, they should be made known to enrich the understanding of them as something venerable and the connection with their values, roots, and culture.

1.14. Traditional tales of Imbabura: myths and legends

Myths and legends are deeply significant in Ecuador, particularly in the province of Imbabura. The region is home to breathtaking mountains, lakes, and volcanoes, each with traditional tales that profoundly influence and enrich the cultural understanding of the local people. In this section, we will explore two of these influential tales.

1.14.1. Myths

Myths are stories that describe fantastical events and creatures. They are prevalent in the province of Imbabura. According to Villareal (2020), these stories explain the origins of ancient cultures and feature fantastic characters such as witches, giants, and other mythical beings. For example, **The Giant and the Lagoons** is a short story about a giant that roamed the lakes of Yahuarcocha and San Pablo, as well as the mountain Tayta Imbabura. This story educates today's youth about the history of Imbabura's most prominent mountains and lagoons.

1.14.2. Legends

Legends are short stories passed down from ancestors to current generations. In the province of Imbabura, these myths highlight aspects of the culture, people, and traditions of the area.

Therefore, Cazco and Restrepo (2020) state that the legends of Imbabura serve as educational tools that help students learn about the culture of Imbabura and improve their reading comprehension in an engaging way. For example, the legend **El Valle del Chota** by author David Cazco tells the story of two high mountains, Cubilche and Taita Imbabura, which communicated with each other through the roars of the rocks waking each other up. This means that this legend conveys a message about the music, dance, and traditions of the Afro-Ecuadorians of Chota, which is transmitted to students through both a cultural and linguistic approach by incorporating English language teaching.

CHAPTER II: METHODOLOGY

This part presents the methodology of this research project. Therefore, this chapter details the information about the type of research, methods, techniques, and instruments used, which were mainly focused on finding an answer to the research problem that has to do with the sub-skill of English reading comprehension in seventh-grade students at Unidad Educativa "Jacinto Collahuazo" through the use of traditional tales as a motivational strategy. In addition, this section presents the number of participants obtained and the sample taken from the population, given the large number of students in five parallel classes. This is in line with the collection of data from interviews and surveys conducted in the school, as well as the analysis and discussion of the results obtained.

2.1. Research approach and type of research

2.1.1. Research approach

This research project employed the mixed methods approach, which refers to the application of quantitative and qualitative approaches that allowed to obtain statistical answers and specific descriptions of the research problem mentioned above. According to (Naranjo-Toro et al., 2020), the use of this method enables the researcher to have a wide vision of the study problem through the results of the instruments used. In addition, it explains how the use of qualitative and quantitative research guarantees a deep investigation and the validity of the results obtained.

Thus, according to (Mcleod, 2023), "Quantitative research involves the process of objectively collecting and analyzing numerical data to describe, predict or control variables of interest" (p.4). In this sense, this method permitted this research project to find real numerical data that gave access to approve the hypothesis of the problem.

In contrast to the quantitative method, the qualitative method is very different, as it is not numerical. Thus, Ugwu and Eze (2023) state that "Qualitative research is concerned with feelings, ideas, or experiences. Finding insights that can result in testable hypotheses is the main goal of the data collection which is frequently done in narrative form." (p. 20). Considering the quote mentioned by the authors, this method was appropriate for the study of this project, since it highlights subjective data, such as experiences, behaviors and the social context of individuals as the object of study.

2.1.2 Type of research

This research project was descriptive and narrative because the instruments employed were the interview and the survey. Therefore, it is important to mention the definition of the quantitative-descriptive research design. Thus, Ghanad (2023) states that the descriptive type of research enables the data to be analyzed in a generic way, without

altering or controlling the variables. In other words, thanks to this design, graphs were obtained that directly describe the characteristics of the statistical group of people. Thus, this study project provided a detailed description of the aspects of the phenomenon studied in a variable or measurable and uncontrolled way.

On the other hand, Squire et al., (2014) mentions that the narrative type of research design, besides being used in the area of educational research, helps to unveil solutions to the problem of a culturally linked research topic. Thus, indicating its main research point of collecting historical data based on culture. The aim of this research project does not necessarily seek to establish a rigid solution to the problem already described, but it does propose a possible solution to be applied in future English classes. Hence, this type of narrative research provided knowledge of the experiential contributions that the individuals or object of study made known.

2.2. Methods, techniques, and instruments

2.2.1. *Methods*

According to Zubaydova (2021), the deductive method is the most commonly used in research that has hypotheses to be tested. So, it generally goes straight to the point, as it makes the application of experimentation give way to be proven or disproven. Consequently, in the present research study, the deductive method was carried out, as it goes from the general to the specific, from the general description of the problem, and theoretical framework; to data collection, analysis, discussion, conclusions, and recommendations. Furthermore, this study applied this method since it tested the theoretical framework and hypotheses on the use of traditional tales to motivate reading comprehension in the teaching of English to seventh-grade students.

2.2.2. Techniques

As for the techniques, two techniques were used in this study, the survey and the interview, since on the one hand the former allowed statistical data to be collected and the latter descriptive and explanatory data, through different questions. "Survey is a tool that allows large populations to be assessed with relative ease. Despite a widespread perception that surveys are easy to conduct, in order to yield meaningful results, a survey needs extensive planning, time, and effort" (Jones, et al., 2013, p. 5). This helped to determine the strategies that were used to develop and improve reading comprehension skills in English.

Furthermore, unlike the previous technique, the interview allowed for interviewing a smaller number of participants who were English teachers and collecting data in an indepth and described manner. According to Rutledge and Hogg (2020) states that, the interview as a technique focuses on the depth of the question presented to an individual in question, which allows interaction through a conversation between the interviewer as the

researcher and the interviewees as the researched. In other words, this technique made it possible for the study to present the information in the analytical and in-depth manner that was expected.

2.2.3. Instruments

The instrument that was applied was a survey because in this research study structured questions were asked directly to seventh-grade students, which helped to establish traditional tales as a motivational resource to be implemented in the classroom to improve the sub-skill of reading comprehension in English. According to McLeod (2023), he states that "Questionnaires can effectively measure the behavior, attitudes, preferences, opinions, and intentions of relatively large subjects more cheaply and quickly than other methods" (p.1). Therefore, this instrument was very useful for this research study, as it made it possible to collect quantitative data in a faster and therefore effective way from the specific group.

Thus, this survey was applied to 119 seventh-grade students as a sample of the population of 173 students of the "Jacinto Collahuazo" school of the parallels A, B, C, D, and E. Moreover, it is worth mentioning that the students were in a testing period. Therefore, the researcher handed out two surveys, one in Spanish and the other in English, to orient, fill out quickly, and not take up all the time of the test. The surveys were structured with nine closed questions about the most frequent problems, activities, types of materials, pedagogical strategies, and the most effective techniques to improve and develop reading comprehension. In addition, about applying traditional tales to motivate reading comprehension in English.

On the other hand, one of the instruments used in this research was also the semi-structured interview, which provided information and revealed the ideas or criteria of the respondents. Tegan (2023) points out that semi-structured interviews are those that allow openly interviewing the individuals (object of study) since the questions should not follow an order as such, but follow a thematic framework predetermined by the interviewer. This instrument was very valuable because it made it possible to obtain subjective responses from the interviewees, which helped to break down the criteria and opinions on the research topic.

Moreover, in this research work, an interview was conducted with two seventh-grade English teachers, with nine questions ranging from general aspects of English teaching to specific questions about reading comprehension in English. The interview included an analysis of the problems detected during the academic year, as well as the pedagogical strategies, the materials used, and the implementation of traditional tales, such as myths and legends of Imbabura, to improve reading comprehension in English.

2.3. Research questions

• How does the use of traditional tales influence the reading comprehension skills of seventh-grade students?

- What kind of traditional tales are adequate to develop and improve reading comprehension skills?
- What kind of strategies should be applied to develop better reading comprehension in English?

2.4. Study site

This study was carried out at Unidad Educativa "Jacinto Collahuazo", located in zone 1, province of Imbabura, in the canton of Otavalo, parish of Jordán, on Atahualpa Avenue and Jacinto Collahuazo Street. Its AMIE code is 10D02. It is an urban public school in Ecuador, belonging to the Highland region. It was founded on February 13, 1969 and is considered one of the most prestigious in the north of the country. Currently, the institution has three levels of study: Initial, Basic Education, and High School. Furthermore, it is an onsite school open for two days, morning and afternoon, in a bilingual intercultural context.

2.5. Population and sample

The study population was composed of seventh-grade students at Unidad Educativa "Jacinto Collahuazo" School. This population is divided into five parallels (A, B, C, D, and E), with a total of 173 students, whose average age ranges between 11 and 12 years old. The type of sample is sampling stratified since a specific number of students was selected from each parallel. As a result, a sample of 119 seventh graders were selected, with 24 students per parallel, as well as two authorities, the seventh-grade English teachers. Therefore, when including the two teachers, the final sample consisted of 121 participants. To calculate all the above, the following procedure was carried out.

Tabla 1: Number of seventh-grade students

School	Level	Class	Students
		7 th "A"	36
"Jacinto Collahuazo"	Seventh-grade	7 th "B"	35
School	students	7 th "C"	35
		7 th "D"	35
		7 th "E"	32
Total		•	173

Note. Own elaboration. This table shows the number of students per parallel.

2.5.1. Sample size calculation

$$\mathbf{n} = \frac{Z^2 * N * p * q}{}$$

```
    e ² * (N − 1) + (Z ² * p * q)
    ✓ n = Sample size
    ✓ Z = Confidence level (1.96 or 95%).
    ✓ p = Estimated proportion of success (0.5).
    ✓ q = 1 − p
    ✓ e = Marge of error (0.05 for 5%).
```

Figure 1: Sample size calculation

$$\mathbf{n} = \frac{(1,96)^{2} (173) (0,5) (0,5)}{(0,05)^{2} (173-1) + (1,96)^{2} (0,5) (0,5)}$$

$$\mathbf{n} = \frac{3.84 * (173) (0,5) (0,5)}{(0,0025) (172) + (3,84) (0,5) (0,5)}$$

$$\mathbf{n} = \frac{166}{(0.43) + (0,96)}$$

$$\mathbf{n} = \frac{166}{1.39}$$

$$\mathbf{n} = 119.4$$

$$\mathbf{n} = 119 \mathbf{R}$$

Note. Own elaboration. Calculation of sample seventh-grade students

2.6. Procedure

The development of this project was based on theoretical foundations related to the theme of this project, to apply adequate instruments and methods for collecting relevant data, both from students and English teachers at Unidad Educativa "Jacinto Collahuazo".

Firstly, surveys and interviews were designed with questions based on the research objectives, allowing the development of the final proposal focused on motivation and the difficulties in improving reading comprehension. In addition, the research instruments were previously reviewed by the author, and the tutor teacher, and subsequently approved and

validated by an English teacher. Secondly, permission was obtained through an official letter from the Universidad Técnica del Norte addressed to the director at the institution to get authorization to carry out the research at the institution.

After this, the researcher visited the institution, where the director accepted the request and set a specific date for the application of the research instruments. Nevertheless, the application was later due to the institution's festivities and students' evaluations. Therefore, the interviews were conducted one day, and the student surveys the following week.

Before beginning the interviews with the English teachers, the researcher provided a letter of consent stating the purpose of the interview. The interviews with the two English teachers lasted ten minutes and had their full cooperation.

Furthermore, the student surveys were successfully administered in a face-to-face manner. They were administered to 119 students from the five parallel seventh-grade classes, who made up the sample population. In this case, the researcher did not provide a letter of consent, since the survey was administered anonymously. The surveys were provided by the researcher to be completed on time. Moreover, during the process, the researcher acted as a guide, reading the questions one by one to facilitate the completion of the questionnaire and to finish it quickly during the evaluation period.

Finally, once the interviews and surveys were applied, the researcher proceeded with the analysis and tabulation of the data collected, using both methods, qualitative for the English teacher's interviews and quantitative for the student surveys. Each method was interpreted respectively, analyzing the teachers' perspectives and the results obtained from the percentages, represented in pie charts. Additionally, the discussion of this chapter was carried out, emphasizing the comparison with the theoretical framework and offering suggestions based on the results obtained.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter presents the analysis and discussion of the interview and survey results applied to seventh-grade teachers and students at Jacinto Collahuazo School. The purpose of the interview with English teachers who teach seventh-grade students was to gather data and information about the general difficulties that exist in the classroom with reading comprehension, and the resources and strategies they use to promote the sub-skill of reading comprehension in the English language. Likewise, the students were surveyed to obtain information on the frequent problems they face when developing reading comprehension, materials, strategies, and techniques they use to develop it in the classroom.

These data and results helped to confirm the development of my guide as a proposal for this project. Finally, this process was successfully completed one week before the end of the school period.

3.1. Qualitative interpretation of the results of the interview with English teachers

3.1.1. Results of the teacher interview

Interviews were conducted with two seventh-grade English teachers from the five parallel grades. The main objective of this interview was to know the problems and difficulties they have detected during the reading comprehension classes. As well as the resources and strategies they use to motivate their students' reading comprehension. This interview included open-ended questions, ranging from general questions about the participants to specific ones related to the topic of this research project.

Questionnaire

1) How long have you been working as an English teacher?

Analysis of teacher interview 1:

The answers to this question were brief. Thus, the first teacher mentioned, "Well, I have been working as an English teacher for 11 years." This means that she started teaching English in 2014, which reflects considerable experience in the work environment as an English teacher.

Analysis of teacher interview 2:

Unlike the first teacher, the second teacher says, "Well, I have been teaching for more than 20 years". By this, he means that he has more experience in the working world as an English teacher.

2) Could you tell me how long have you been working in this institution?

Analysis of teacher interview 1:

The following question allows us to know how long both teachers have been working at Unidad Educativa "Jacinto Collahuazo" Therefore, the first teacher mentions that "I arrived at this institution in the year 2021. That is, I have been working for a little more than three years". This means that, despite the short time she has been with the institution, she has a lot of experience in it.

Analysis of teacher interview 2:

On the other hand, the second teacher mentions that "I have been here for 7 years". Thus, unlike the first teacher, he already has a better knowledge of the institution and, therefore, of the English educational environment.

3) Why did you decide to become an English teacher?

Analysis of teacher interview 1:

This question addresses why the teacher decided to become an English teacher. Thus, the first teacher states that "I have always liked it since I was a child. I was a very good English student. Later, I developed my ability to master English and I also discovered in college that I liked to teach what I knew. So, I decided to become an English teacher." This response reveals that the teacher has a deep connection to English, as she mentioned that her love for English began in her childhood, which motivated her interest in teaching the subject. This led her to develop academically at university, which enhanced her vocation as a teacher.

Analysis of teacher interview 2:

Meanwhile, the second teacher comments that "Actually, my teaching career did not start as an English teacher. At first, I wanted to be an agricultural engineer. That goal was achieved. Then I studied administration and when I finished there were no vacancies at the university. So, I saw another path, which was to learn English, and that's how my interest in this subject arose." This response indicates that the teacher initially did not have a personal relationship with the English area. Nevertheless, over time, he developed an interest in and appreciation for this area and came to appreciate the field of teaching English as well.

4) In your opinion, do you consider that seventh-grade students have enough academic resources to reach the A1 level established by the Common European Framework?

Analysis of teacher interview 1:

The next question provides information on whether the English teachers believe their seventh-grade students have enough academic resources to reach the A1 level of English set

by the Common European Framework. The first teacher mentions that "Unfortunately, in the public sector, there are not many resources that benefit students to reach that level. For example, students do not have the technological resources nor the state texts they used to give that would allow them to take advantage of and develop this level." This indicates that both teachers and public-school students require resources with more guidance and strategies that would allow them to reach the required level.

Analysis of teacher interview 2:

In contrast, the second teacher states that "No, due to the state's educational policy". According to the above statement, he states that this is due to the norms and consequently allocated resources that influence the teaching and learning of the English language.

5) From the following pedagogical strategies, which ones do you use to develop students' reading comprehension sub-skill? Choose two and give your reasons.

- a) Searching for the main idea
- b) Reading and summarizing
- c) Reading aloud
- d) Use of graphic organizers

Analysis of teacher interview 1:

This question provides information about the pedagogical strategies that the two seventh-grade teachers use to develop reading comprehension in students. Thus, the first teacher mentions that "Well, the truth is that the four that you have described to me are used, reading aloud, the use of graphic organizers, reading and summarizing, and searching for the main ideas. However, if I had to choose two, it would be reading aloud and reading and summarizing, as they are fundamental strategies that are used from a young age for the development of reading comprehension." Therefore, this indicates that although theoretically it is argued that the four strategies mentioned are important in reading comprehension, reading aloud and reading and summarizing are two that they use to make more effective the subskill of reading comprehension of the students at Unidad Educativa "Jacinto Collahuazo."

Analysis of teacher interview 2:

In the same way, the second teacher states that "We fragment the knowledge when reading aloud since we imagine the characters of the text, and that leads us to make a summary of what is understood." Hence, this shows that the two teachers have responses that affirm that they agree that the two strategies mentioned make what is read not only stay there but that there is internalization, and consequently comprehension of the texts, through voice and summary, which makes it useful and applicable in the English language.

6) During this academic year, what are the reading comprehension problems that you have detected in seventh-grade students?

Analysis of teacher interview 1:

This question allows us to know what reading comprehension problems teachers have detected in seventh-grade students. Thus, the first teacher states that "Well, the reading comprehension problem that occurs in seventh-grade students in both English and Spanish is that students do not understand what they read because they read in one sitting, without understanding and without analyzing what they are reading. That is why I think we need to work more on reading comprehension so that students retain and understand what they are reading." Based on this response, it is identified that one of the main difficulties lies in mechanical reading or reading without information retention. This prevents students from processing and understanding the content of the text, which in turn affects their analytical and other English skills, so more work needs to be done on this aspect.

Analysis of teacher interview 2:

On the contrary to the first response, the second teacher mentions that "Generally, since English is not our mother tongue and also there are no places in our country where the student can be immersed, they simply do not develop that capacity or that ability." From this response, it is evident that reading comprehension is a sub-skill that receives little attention, as it is perceived as part of a general reading problem. Therefore, this highlights the importance of implementing new strategies and didactic resources that favor its development.

7) In your opinion, do you consider the Ministry of Education modules are adequate or a limiting factor for your English classes?

Analysis of teacher interview 1:

This question identifies whether the teachers consider the Ministry of Education modules are adequate or a limiting factor for their English classes. In this regard, the first teacher mentions that "Well, in my classes I do work with the English modules and I take the copies to the students. So, I consider that, instead of being a limiting factor, it is a help for both the teacher and the student, since it is a practical guide that benefits learning. However, I would like perhaps the Ministry to give us these modules already printed so that the student can work from home." This response evidences that, although the Ministry of Education modules function as a useful resource for both, teachers and students, they are not distributed in printed format to each student, but rather teachers must provide copies. Thus, it highlights the need for the Ministry of Education to ensure that printed materials are provided to students in a way that facilitates their access and use both in the classroom and at home.

Analysis of teacher interview 2:

On the other hand, in contrast to the first response, the second teacher believes that the Ministry of Education modules "are not adequate, but a limitation, because they are not developed by specialized personnel with expertise in the area of English education." From this response, it is evident that the teacher considers the modules as a not so useful resource for teaching English since they are not well structured according to the needs of language learning. This highlights a difference in the teachers' opinions while one sees the modules as a useful tool, the other sees them as a limitation. Consequently, each teacher adapts the English teaching methodology according to what they consider most appropriate for their group of students.

8) Do you agree that reading traditional tales is useful to motivate reading comprehension in English while getting in touch with our culture?

Analysis of teacher interview 1:

The following question provides information about whether English teachers agree that reading traditional tales is useful to motivate reading comprehension in English while getting in touch with our culture. The first teacher mentions that "Well, since they are children, young children, they are very interested in stories, poems, rhymes, songs. So, stories are a good strategy to reach the student. And much more if we talk about culture and so that they can also improve their English and reading skills." This response shows that traditional stories are indeed a useful and effective strategy for seventh graders. Since, in addition to contributing to the improvement of reading comprehension, they allow students to keep in touch with their culture, in this case, that of the province of Imbabura, which supports the theoretical foundations of this research.

Analysis of teacher interview 2:

Similarly, the second teacher also had a similar response to the first. Therefore, he affirms that "The term in general, when it indicates stories, logically is functional for children as well as for adults. Therefore, stories will always be a main factor in the culture of any human being and even more so for learning English". This response provides evidence that traditional Imbabura tales are beneficial resources for English language learning and therefore a motivation for the improvement of the sub-skill of reading comprehension of the English language.

9) How do you think the implementation of traditional tales such as myths and legends of Imbabura would help students to motivate reading comprehension?

Analysis of teacher interview 1:

Finally, the last question allows us to know the opinion of the seventh-grade English teachers on whether they believe that the implementation of traditional tales such as myths and legends of Imbabura would help students to motivate reading comprehension. Thus, the first teacher affirms "Stories, in general, attract students' attention. So, I believe traditional stories, like myths and legends, could encourage students to read and learn more not only in terms of reading but also about our province's traditions and culture."

This response supports the idea that incorporating traditional stories can be an effective tool to enhance reading motivation and comprehension. Moreover, these stories help preserve native culture while simultaneously fostering English language learning, maintaining a vital connection between culture and language.

Analysis of teacher interview 2:

In the same way, the second teacher expressed a similar opinion to that of the first teacher. So, the second teacher states that 'I really think that this would not only motivate the improvement of reading comprehension, but it would also contribute to the development of the values of each student within the learning of English. The child, as well as liking to fantasize and imagine, likes to dream, and when we give them something they already know, it generates a greater motivation towards reading and learning in English'. According to this response, this also confirms that the implementation of traditional stories, such as myths and legends, is not only valid but necessary. These tales can serve as a motivational resource for seventh-grade students to become interested in the stories of their province without losing the connection between the foreign language and their cultural identity.

3.1.2. English Teachers Interview Summary

The results obtained from the interview with English teachers indicate that, although the seventh-grade students at Unidad Educativa "Jacinto Collahuazo" belonging to an urban public institution, do not have enough resources to reach level A1, established by the Common European Framework, teachers implement two key pedagogical strategies to reinforce their learning, which are useful and good, reading and summarizing and reading aloud texts. These not only facilitate comprehension and understanding of the content but also help to improve students' pronunciation and fluency when interacting with the language. In addition, teachers use the Ministry of Education modules as support and guidance material to develop other reading comprehension strategies in the classroom. Nevertheless, teachers agree that traditional stories, when used as didactic material, encourage the imagination of students and contribute to the preservation of language learning and traditional culture.

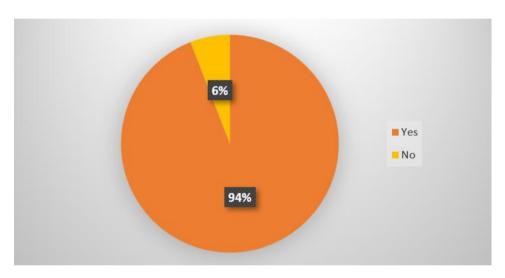
3.2. Quantitative interpretation of students' survey results

3.2.1. Students' survey results

This survey was applied to 119 seventh-grade students as a sample of the population of 173 students at Unidad Educativa "Jacinto Collahuazo" School. It should be noted that the students were in the testing period. Therefore, the researcher gave two surveys, one in Spanish and the other in English, to guide the students. The teacher was a guide always saying the questions aloud to finish soon and not to take up all the test time.

1) Do you consider the reading comprehension is important when learning English?

Figure 2: Importance of reading comprehension



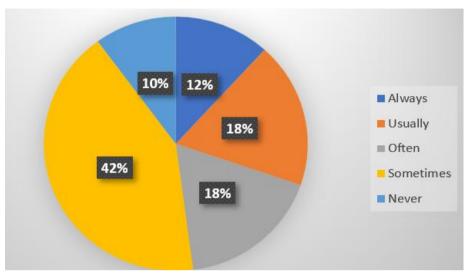
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart illustrates the information about whether reading comprehension is important when seventh-grade students at Unidad Educativa "Jacinto Collahuazo" learn English. Thus, according to the majority, 94% of the sample respondents consider reading comprehension crucial for learning English. However, a small group of students, with 6%, do not think it as important. Therefore, a significant number of students consider reading comprehension to be essential for understanding and learning a text in English.

2) How often does your English teacher apply reading comprehension activities?

Figure 3: Frequency of reading comprehension activities applied by English teacher



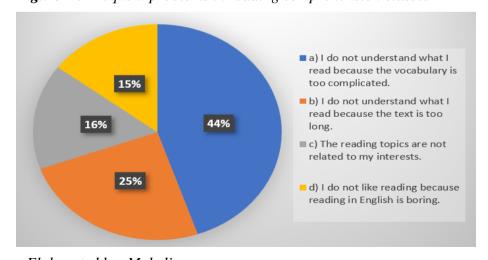
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart shows the results on the frequency of the teachers' application of reading comprehension activities in the English classroom. Therefore, most of the sample of students indicate (42%) perceive that the teacher applies these activities occasionally, while the rest of the students indicate that the teacher does it often or never. This means that, although reading comprehension activities are implemented in the English classroom, they are not constantly carried out.

3) Which of the following problems are the most frequent ones you find during reading comprehension classes?

Figure 4: Frequent problems in reading comprehension classes



Elaborated by: Mabeline

Analysis:

This pie chart provides information on the frequent problems of the students have in reading comprehension classes. The results obtained, show four key percentages. Thus, almost half of the sample of the mentioned group (40%) say that they do not understand what they read because the vocabulary is too complicated. While the rest of the students indicate that the problem is that the text is too long. Finally, a minority of them state that they do not understand the readings because they do not see topics related to their interests or they find them boring. Therefore, the problem lies in the fact that the texts they read are long, do not deal with topics of their interest, and have complicated vocabulary, which makes them see the reading as difficult to understand.

4) Which of the following types of materials does your teacher use to motivate reading comprehension in English in class?

a) Ministry of Education modules
b) E-books
c) Magazines
d) Copies of short stories
e) Short Poems
f) Worksheets related to the topics

Figure 5: The use of materials to motivate English reading comprehension

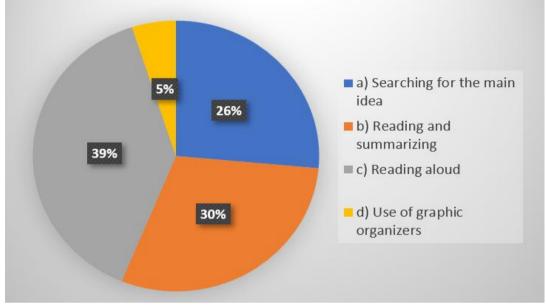
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart indicates the results of the types of materials used by teachers to motivate reading comprehension in English classes. According to the data, a significant proportion (34%) expressed that the most used materials are worksheets related to the topics, followed by the use of modules from the Ministry of Education with 26%. In addition, the minority considered stories to occupy 12% of their use. However, a tiny proportion stated that magazines, short poems, and e-books are the least used in class. This means that teachers choose to use traditional materials more frequently than creative and digital materials.

5) Which of the following pedagogical strategies does your English teacher use to enhance reading comprehension?

Figure 6: Pedagogical strategies for reading comprehension



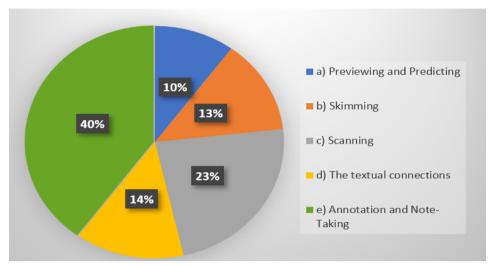
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart depicts the results about the pedagogical strategies used by the English teacher to improve the reading comprehension subskill of seventh-grade students. According to the results, slightly less than half of the participants mention that reading aloud is what they perceive the teacher has used the most to improve reading comprehension. Likewise, followed by 30% of the respondents answered that reading and summarizing is another most used pedagogical strategy. In contrast, a smaller percentage of students indicated that strategies such as searching for the main idea and using graphic organizers are the least used. This means that the first two mentioned strategies are still much more useful than the direct search for main ideas.

6) Which of the following reading techniques does your English teacher use to make reading comprehension more effective?

Figure 7: Effective reading techniques employed by English teacher



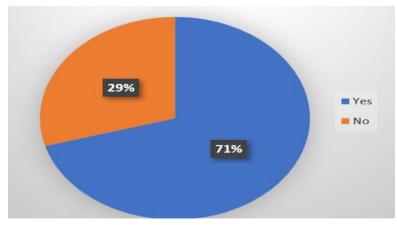
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart displays the results of the reading techniques used by the teacher to make the students' reading comprehension more effective. Hence, it is observed that the majority of the survey participants affirm that the most used technique is annotation and note-taking, and scanning. On the other hand, a smaller proportion of the sample of students affirms that the use of textual connections and skimming are the ones that are not used much. Finally, previewing and predicting was the least mentioned and, therefore, the least used technique. Thus, although all techniques are present in the classroom, the ones that students consider most effective for their reading comprehension are annotation and note-taking, and scanning.

7) Have you ever heard about the traditional tales of Imbabura?

Figure 8: Traditional tales of Imbabura



Elaborated by: Mabeline

Analysis:

This pie chart illustrates whether the students at Unidad Educativa "Jacinto Collahuazo" seventh grade have ever heard about the traditional tales of Imbabura. According to the results, these demonstrate that the greater part of the sample of students has heard about the traditional tales of the province of Imbabura. Nevertheless, a considerable group claims not to have heard of them. This indicates that, although these stories are part of their culture, they are not completely immersed within their classrooms, so it is suggested that they be applied more frequently so that their appreciation is strengthened.

8) Do you agree that the implementation of traditional tales such as myths and legends of Imbabura will improve your reading comprehension?

37%

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

Figure 9: Application of myths and legends of Imbabura

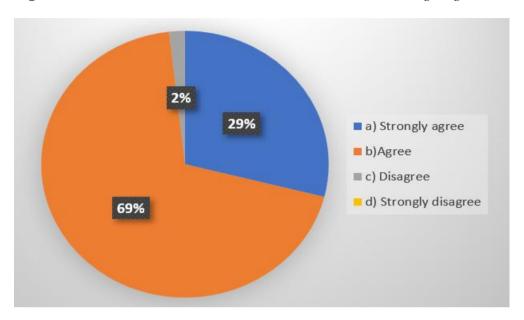
Elaborated by: Mabeline Cuvi

Analysis:

This pie chart displays the results of whether students agree or disagree that the application of traditional myths and legends of Imbabura improves their reading comprehension. According to the results obtained, most of the students surveyed agree and strongly agree with the application of these myths and legends in their classrooms to improve their reading comprehension. On the contrary, a part of them disagreed and strongly disagreed that they should be carried out. Therefore, it is worth analyzing that the majority agrees that myths and legends, being short texts and therefore from their local culture, may be used in English classes to improve reading comprehension.

9) Do you agree that traditional tales allow you to get in touch with our culture while learning English?

Figure 10: Traditional tales and cultural connection in learning English



Elaborated by: Mabeline Cuvi

Analysis:

The pie chart provides the results on whether or not the students agree that traditional tales allow them to get in touch with the culture while learning English. Thus, according to the data, it shows that the majority of the sample of students (69%) agree with it. Moreover, another high proportion (29%) also completely agree with the statement. However, 2% of the respondents disagreed. This indicates that the implementation of the traditional tales of the local province, Imbabura, within the classroom in addition to having contact with the culture also allows learning vocabulary in the context of the same.

3.3. Discussion

The findings of this research work, based on the interviews and surveys conducted in the seventh-grade students at Unidad Educativa "Jacinto Collahuazo", reveal the reality of the teaching and learning of the sub-skill of reading comprehension in English. These results were very useful for the development of the research. The data indicate that both teachers and students face a significant lack of materials, resources, and strategies for teaching reading comprehension, which leads to various difficulties in this English sub-skill. In the case of students, survey results reflect that many have difficulty comprehending texts due to the complex vocabulary of the content. As for the most effective strategies for reading comprehension, the students surveyed indicated that taking notes and applying scanning techniques help them to understand texts better.

On the other hand, interviews with teachers indicate that the modules provided by the Ministry of Education are lacking, which prevents students from reaching the A1 level. Despite this, teachers try to supplement teaching with additional materials, such as worksheets, copies of short stories, and pedagogical strategies such as reading aloud and summarizing texts, to enhance reading comprehension and other language skills.

Finally, based on these findings, it is evidenced that the incorporation of traditional tales in reading comprehension classes represents an effective didactic strategy to strengthen this sub-skill. Therefore, their use allows not only to enrich the learning of English but also to relate to accessible and relevant texts about the province of Imbabura, facilitating a more meaningful and motivating learning. Thus, it is suggested that educational institutions implement these traditional tales as a complementary strategy to improve reading comprehension in English.

CHAPTER IV: PROPOSAL

The aim of this chapter is to design a structured didactic guide to motivate reading comprehension in English in seventh-grade students at Unidad Educativa "Jacinto Collahuazo" by employing traditional tales of Imbabura as a basis for the development of an attractive and meaningful learning process.

4.1. Title

Easy English with Myths and Legends of Imbabura

4.2. Introduction

Reading plays a fundamental role in any language-learning process. Nevertheless, reading in English is one of the most impactful skills as a useful tool to develop productive and receptive language skills. Reading comprehension more than reading is understanding the message of a short or long text by acquiring new knowledge and vocabulary focused on a topic, leading to decoding the meaning of the text. Apart from this, extrinsic motivation in reading plays a crucial role in students, since when they get interesting and appealing resources, they feel encouraged to read.

Based on the findings of the survey carried out with the seventh-grade students and the interviews with the English teachers, it became evident that there are some problems such as the lack of resources, materials, and strategies for the development of the sub-skill of reading comprehension, the difficulty in understanding the texts due to the complex vocabulary of the content, and texts with topics that are not of interest, which prevent students from reaching the A1 level expected by teachers and therefore the Common European Framework. For that reason, the proposal was designed to foster the use of traditional tales of Imbabura to encourage and enhance English reading comprehension in seventh-grade students at Jacinto Collahuazo School.

This proposal is centered on including different engaging activities based on certain traditional myths and legends of Imbabura so that students become motivated to learn about local texts in English and keep in touch with the culture while improving their reading comprehension in English.

4.3. Justification

The justification for this proposal comes from the need to address the difficulties that seventh-grade students at Jacinto Collahuazo School have in English reading, as they show a lack of interest in reading due to the limited resources and motivational strategies to develop reading comprehension. In addition to that, in Ecuador, there is a problem of lack

of motivation for reading, especially in the city of Otavalo since many of the students do not like to read because they state that they do not find topics of interest and because of the complex vocabulary that many of the texts contain, which suggests improving it with relevance and interesting resources.

Therefore, taking into account the above, the implementation of activities focused on traditional tales, particularly myths and legends with short texts of Imbabura as a resource, will encourage motivation for reading comprehension in English leading to knowledge of the stories of their location that keeps them in touch with the culture and language in English that will develop reading comprehension and increase their imagination in an effective way.

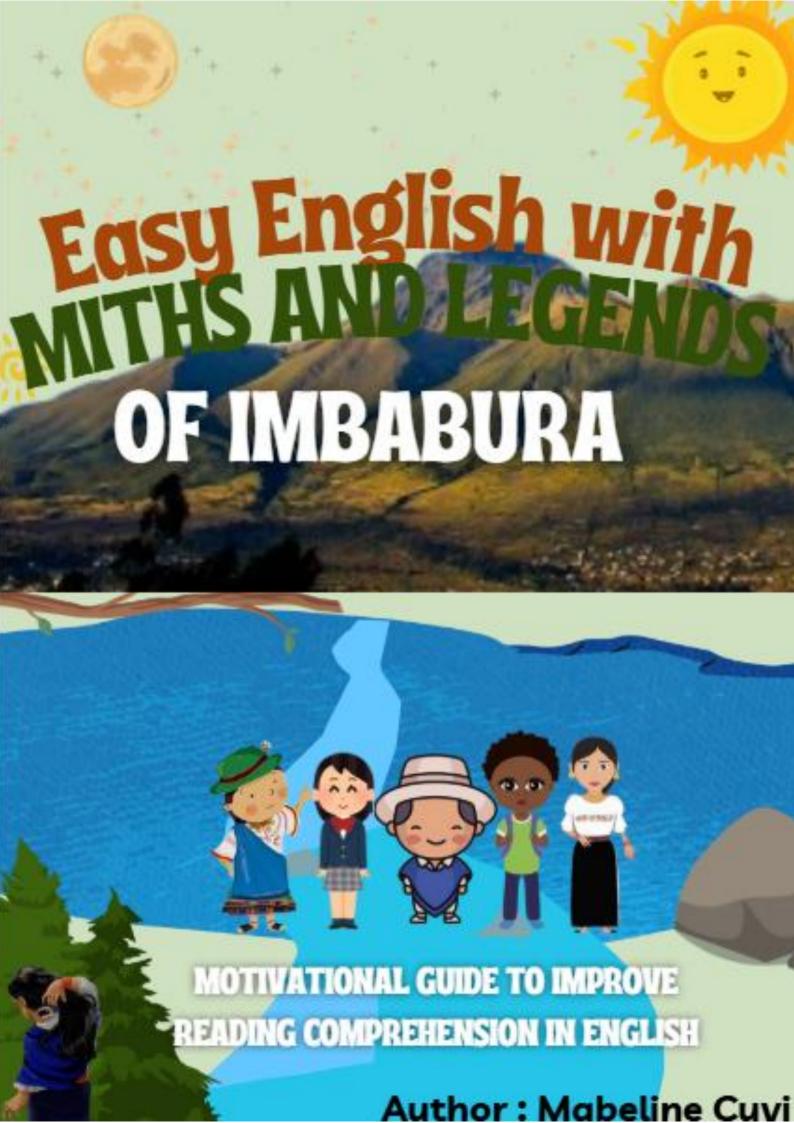
4.4. Objectives

General Objective

 Create a didactic guide using traditional tales of Imbabura to encourage students and enhance the English reading comprehension of seventh-grade students at Jacinto Collahuazo School.

Specific Objectives

- Choose myths and legends of Imbabura to motivate the English reading comprehension sub-skill in seventh-grade students at Jacinto Collahuazo School.
- Develop different appealing activities based on myths and legends previously selected to motivate English reading comprehension in seventh-grade students.
- Socialize the proposal of activities developed with the authorities and English teachers at Unidad Educativa "Jacinto Collahuazo" in order to make it known.



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1

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Welcome, students!

In this section you will explore some well-known stories about Father Imbabura, Lake
San Pablo and Chificha. Moreover, here you
will be able to develop your English reading
comprehension through pictures and
engaging activities where you will practice
and discover new words together.



INDEX

INTRODUCTION



p. 1

JUSTIFICATION



p. 2

OBJECTIVES



p. 3

WELCOMING



p. 4

GLOSSARY



pp. 8,9, 17, 18, 37, 38, 50, 54, 59.

ACKNOWLEDGEMENTS



p. 64

UNIT 1-

The responsibilities

of Father Imbabura

UNIT 2-

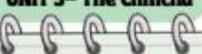
The Imbakucha

Lagoon

- LESSON 1: pp. 7-14
- LESSON 2: 15-22
- LESSON 3: 23-28

- LESSON 1: 31-36
- LESSON 2: 37-40
- LESSON 3: 41-45

UNIT 3- The Chificha



- LESSON 1: 48-52
- LESSON 2: 53-57
- LESSON 3: 58-62

RUBRICS PER UNITS



- UNIT 2: 46
- UMIT 3: 63





UNIT 1 OBJECTIVE- A1

- Use personal pronouns correctly.
- Apply the present simple in sentences.
- Understand the traditional story.
- Work in teams and express ideas clearly.

MATERIALS

- Traditional tale: "The Responsibilities of Father" Imbabura
- Vocabulary cards
- Charts and crossword puzzles
- · Pictures for games and role plays
- · Activity sheets and questions

LANGUAGE FOCUS

- Personal Pronouns: (he, she, it, they)
- Present Simple: (Affirmative, Negative, Questions)
- Vocabulary from the traditional tale: (e.g., send, diseases, sons).

LESSON 1

PRE-READING



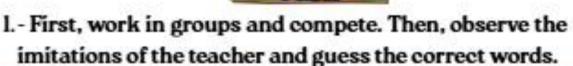
TEACHER

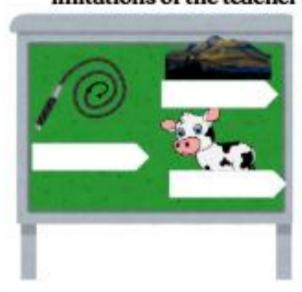
- The teacher will divide the class into two groups of students (Group A and Group B).
- The teacher will paste on the whiteboard drawings of: Father Imbabura, a cow, a whip, a bag, and milk.
- The teacher will do imitations to give clues about the pasted picture.
- The teacher will give points to the group that gets the most correct.

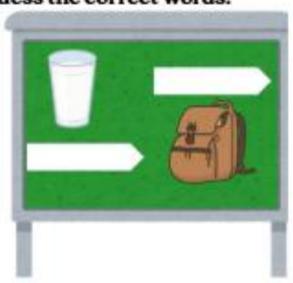


- Students will be willing to participate in the activity.
- Both groups of students will pay close attention to the board and the pictures pasted.
- Students, in their respective groups, will analyze and guess the image referred to.
- Students will try to accumulate points as a group.









GLOSSARY SECTIONS



In the glossary sections, you will find different words with abbreviations showing their parts of speech:

- V. = Verb- An action.
- Adv. = Adverb- How the action is done.
- Adj. = Adjective- Describes something or someone.
- N. = Noun-Thing, person, or place.
- PV = (Phrasal Verb)-Verb made of two or more words (e.g., "go out," "calm down").
- Kichwa Noun = Indigenous Kichwa word.

GLOSSARY

Tayta (Kichwa - N): Father or a respectful way to refer to an elder man.





- Mama (Kichwa N): A mother or woman with wisdom or authority.
- Hill (N): An area of land that is at a higher elevation.



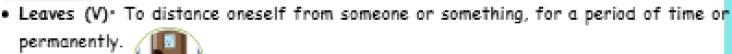
- Responsible (Adj): To have the responsibility of caring for something or someone.
- Bag (N): A soft paper or plastic container used to carry things.



• Acial (Kichwa - N); A leather strap used for punishment.



. Stiff (Adj): Ecuadorian slang for cold food.



· Set off (Phrasal Verb). To start a trip or journey.



Neighboring (Adj): Next to something or close to something.



- Arrive (V): It means arriving at a specific place such as school, home, or work.
- Early (Adv): It means before the sun rises in the early morning.



Surprisingly (Adv): It is a way that you do not expect.



Retrieved from: https://es.pinterest.com/

Definitions adapted from https://dictionary.cambridge.org/es/

PRACTICE 1

WHILE-READING



TEACHER

- The teacher will hand out to each student the traditional tale: "The responsibilities of Father Imbabura".
- The teacher will read aloud, raising the voice of the pronouns (he, she, it, they) according to the myth.
- The teacher will guide students to complete the activity chart.

STUDENT

- Students will read the traditional tale along with the teacher.
- Students will identify the pronouns by underlining the personal pronouns in the myth.
- Students will match the personal pronouns with the characters in the traditional tale.
- Listen and read the following traditional tale.
 Underline the pronouns each time you hear them.



Our Tayta Imbabura hill is one of the most responsible hills. He gets up very early in the morning, puts his whip on his shoulders, his stiff in a small bag, and leaves to go around the other neighboring hills. Father Imbabura, early in the morning, helps the young women to milk the cows. When the cows see Father Imbabura arrive, they surprisingly start to moo loudly. When Imbabura notices that a young girl is not fulfilling her duties as a milker, he becomes angry and leaves with his other friends, hills, abandoning his visit. Then, reunited with his friends, he talks about the lazy young women, saying that as punishment for their laziness, he usually sends them a number of diseases.

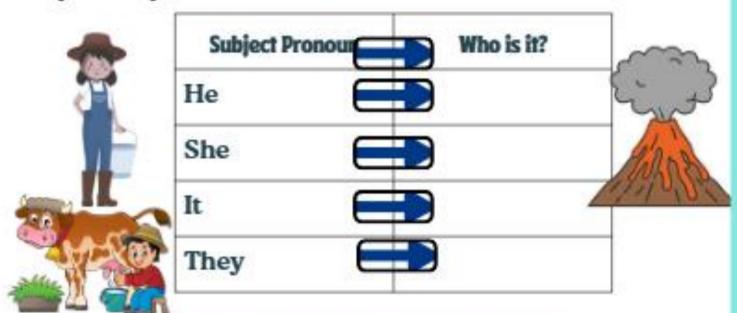
On other occasions, he sends his sons, the Chuzalungus, to wake them up very early in the morning for their work. When Father Imbabura meets lazy women, he gets very angry and rebukes them. Once they have been rebuked, he sends them a disease that consists of making them die by means of a gradual emaciation.

Finally, when the frost falls, it is said that the wife of the Imbabura (Mama Cotacachi) is angry and converts the ashes of her stove into frost. This causes father Imbabura to feel fear and not leave his house. But when his wife calms down, he goes out again and continues doing his daily routines.



Image taken from: https://www.intockphoto.com/ea/foto/volc%C3%Aln-tmbabura-gmll3527II35-30195884

Write the correct character from the story next to each personal pronoun.







 The teacher will briefly explain what a myth is and will imply that the story of Father Imbabura is a myth.



 Students will pay attention to the teacher's explanation of the quick definition.

1.- Read and pay attention to this definition



Myth is an <u>ancient story</u> or set of <u>stories</u>, <u>especially explaining</u> the early <u>history</u> of a <u>group</u> of <u>people</u> or about <u>natural events</u> and <u>facts</u>.

Definition taken from: https://dictionary.cambridge.org/dictionary/english/ancient





- The teacher will divide the class into pairs and present a table with sentences for the students to rewrite.
- The teacher will explain how to fill in the crossword puzzle.
- The teacher will ask the students to answer the activity book questions with short answers.



- Students will work in pairs and rewrite the sentences, replacing nouns with personal pronouns.
- The students will read the summary and complete the crossword puzzle.
- Students will answer the questions in their activity book with short answers.

ACTIVITY 1

 Read and rewrite the sentences, replacing the nouns with personal pronouns.

Original Sentence	Rewrite Sentences				
l. Father Imbabura helps the young women	He helps the young women.				
2. The cows moo loudly.	•				
3. The Chuzalungus wake up the young wome	*				
4. Father Imbabura talks with his friends.	•				
5. Mama Cotacachi becomes angry.	•				

ACTIVITY 2

- Read again the traditional tale "The responsibilities of Father Imbabura".
 - Read the summary of the story and complete the answer in the crossword puzzle.

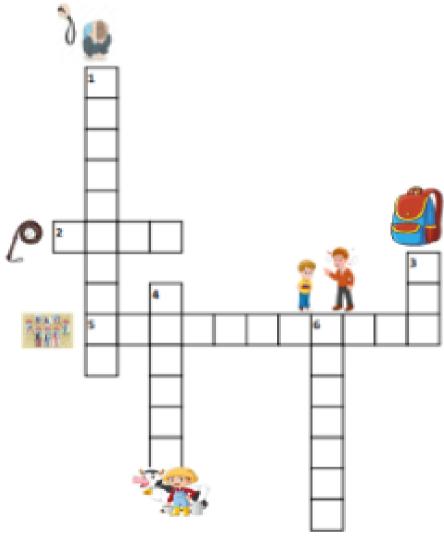
ACROSS

2. FATHER IMBABURA IS A RESPONSIBLE HILL WHO CARRIES A ____ON HIS SHOULDERS.

S. FATHER IMBABURA LEAVES TO GO AROUND THE OTHER_____HILLS.

DOMES

- I. WHEN THE YOUNG WOMEN ARE LAZY, FATHER IMBABURA GIVES THEM......
- 3. HE PUTS HIS STUFF IN A SMALL____
- 4. FATHER IMBABURA HELPS THE YOUNG WOMEN WHO ARE _____TO MILK THE COWS.
- 6. FATHER IMBABURA _____ THE LAZY WOMEN WHEN HE MEETS THEM

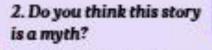


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ACTIVITY 3

- 3.- Please read the questions and write answer them in short sentences.
 - Remember the story and look at the images to answer.

1. What does the story explain?





3. List the three magical elements that Father Imbabura does.

L



2..... z

LESSON 2

PRE-READING

TEACHER

- The teacher will present the instructions for the alphabet soup.
- The teacher will give the questions and give instructions on how to answer.
- The teacher will listen to the answers and discuss with the students.

STUDENT

- Students will match the pictures to complete the alphabet soup.
- Students will reread the traditional tale using the skimming reading strategy and answer the questions with true or false.
- Students will discuss the answers with the teacher.



l.- Look at the images. The pictures show actions. Now, find the action words in the alphabet soup.



Retrieved from: https://ex.pinterest.com/

Р	R	М	U	T	N	Е	Т	U	0	U	0
R	В	Υ	L	U	1	Р	Α	R	Υ	E	K
U	1	1	R	Е	F	В	0	R	Е	T	1
U	R	Ν	М	1	Α	Ε	Е	Е	S	L	0
Α	M	E	Н	В	Α	٧	S	С	В	L	S
E	N	1	T	T	Α	U	E	Т	0	Т	М
0	В	W	Е	0	T	В	Α	Α	Α	M	T
Α	R	E	0	L	Т	Α	U	D	N	R	Ε
R	S	М	С	Н	K	Α	L	R	Α	Ν	T
N	Υ	0	E	R	S	Ε	Α	K	Α	U	U
R	S	1	Α	K	Т	В	P	S	Α	А	U
0	0	E	С	N	0	Т	1	С	E	E	E

- Read the text quickly, looking only for the key points.
 - Then, put a "T" in parentheses if the statement is true or an "F" if it is false.
 - I. The cows moo when they see Father Imbabura. ()
 - Father Imbabura is happy when the girls don't milk the cows. ()
 - He sends diseases to the lazy girls. ()
 - Father Imbabura gets happy and leaves with his other friends. ()



· Loudly (Adv): It is a way to make a lot of noise.



 Fulfilling (V - gerund): It is making you feel happy and satisfied for doing something.



- Duties (N): These are obligations or responsibilities that you have to fulfill.
- Milker (Adj): It is a person who milks animals such as cows or goats.

GLOSSARY



- Angry (Adj): To feel intense anger toward someone who has behaved badly.
- Lazy (Adj): Not willing to work or use any effort.



Punishment (N): A penalty for doing something wrong.



Retrieved from: https://es.pinterest.com/
Definitions adapted from https://dictionary.cambridge.org/es/

BRIEF EXPLANATION

WHILE-READING



TEACHER

- The teacher will give a brief explanation of the present simple.
- The teacher will explain the instructions for students to complete the activity.



- Students will pay attention to the explanation and structures of the present simple.
- The student will fill in the blanks with the correct verb form.

UNDERSTANDING THE STORY.

GRAMMAR

SIMPLE PRESENT TENSE

 The present simple tense is used to talk about habits and daily routines.

For example:

 The cows moo when they see Father Imbabura.

In Affirmative Sentences With:

 he, she, it, we: usually add s to the verb.

BUT BE CARREDAL

Some verbs change a little:

go - goes

do → does

watch - watches

PRESENT SIMPLE

TO BE

VERBS

0

S + am/is/are + predicate...

S + verb + object...

S + am/is/are + not + predicate...

S + don't/doesn't + verb + object...

8

Am/Is/ Are + S + predicate?

Do/ Does + S + verb + object?

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

NOW LET'S PRACTICE

I.- Fill in the blanks with the correct form of the verb in brackets.

For example:

- He gets up very early in the morning (get up).
- Father Imbabura, ____ the young women to milk the cows. (help)
- They surprisingly _____ to moo very loudly. (start)
- 3. He _____ the lazy young girls. (not help)
- Father Imbabura _____ diseases to punish them. (send)
- He _____ out and continues with his daily routines. (go)
- he visit other hills every day? (do)

PRACTICE 2

POST-READING



TEACHER

- The teacher will prepare a simple completion activity with the words learned.
- The teacher will present five questions about the traditional tale with their respective options to see the students' reading comprehension.
- The teacher will divide the students into 4 groups, present them with a game called "Climbing the Imbabura Hill", give them a die and direct the game.

- Students will complete the sentences using the words in the box.
- The students will read the summary and complete the erossword puzzle.
- Students will play the game as a group, rolling a die, answering the questions to get someone to the top of the hill of Imbabura.

ACTIVITY 1

1.- Complete the sentences using words from the box.



1. The cows when they see Father Imbabura.
2. He becomes very when the girls are lazy.
3. Father Imbabura notices when young girls
do not work.
4. Father Imbabura gives her a
5. The girls need their responsibilities.
6. The girls have a lot in the morning.

ACTIVITY 2

2.- Read each sentence and circle the correct answer.

1. Does Father Imbabura get up
early?
a) Yes
b) No
e) Not mentioned

3. Who does Father Imbabura
talk to?
a) Chuzalungus
b) Lazy women

e) Friends (hill)

- 2. What do the cows do when they see Father Imbabura?
- a) They go to sleep.
- b) They moo loudly.
- c) They move away.
- 4. What does Father Imbabura
- do when a woman is lazy?
- a) He helps her.
- b) He gets angry and leaves.
- c) He gets happy.

- S. What does Father Imbabura send to punish laziness?
- a) A sickness.
- b) A slift.
- c) Food.

ACTIVITY 3 The Game!



3.- Read each question carefully. Choose the correct answer.



C. Food.

LESSON 3

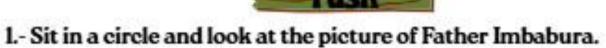
PRE-READING

TEACHER

- The teacher will ask the students to sit in a circle with the teacher in the center.
- The teacher will show a big picture of Father Imbabura.
- The teacher will ask what they remember about Father Imbabura. For example, He gets up very early.

STUDENT

- The students will sit in a circle with their chairs.
- The students will look at the large picture of Father Imbabura.
- Students take turns saying a simple sentence about the story using the vocabulary and structures learned. If they don't remember, they say "pass" and the next student will continue.



Opening

- Say a short sentence about Father Imbabura.
- · Use words or ideas you remember from the story.



CHARADES

WHILE-READING

TEACHER

- The teacher will form two groups of students.
- The teacher will give an explanation about the game called "Charades" and will give them the cards with the pictures of the new vocabulary.
- The teacher will assign points to the group that gets the words right.

STUDENT

- Students will organize themselves into groups and choose a leader.
- Each group will have a leader who chooses a card and imitates it for 30 seconds, while the other group will guess the word and make a sentence in the present simple tense. Only the leader will have to say the answer.
- Work in groups and choose a leader for your group.
 - The leader will act out the image for 30 seconds.
 - Only the leader acts, while the other group guesses the word and makes a simple sentence in the present tense.







Sons





















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PRACTICE 3 POST-READING

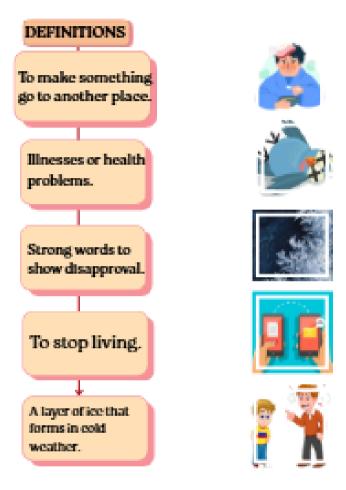


- The teacher will show how to do the activity of matching the definitions of the new vocabulary previously seen.
- The teacher will give each student a sheet of paper with the phrases extracted from the story "The Responsibilities of Father Imbabura".
- The teacher will divide the class into groups of four and will give them six pictures; then, the teacher will explain the task and help them prepare and perform their scenes.

- Students will read the definitions and match them with their respective pictures.
- Students should carefully read the fragments, cut them out, and paste them in an orderly fashion.
- The students in groups will choose
 3 4 pictures for their scene. Then,
 they will make simple sentences in
 the present simple tense and
 perform the story in 2 minutes.

ACTIVITY 1

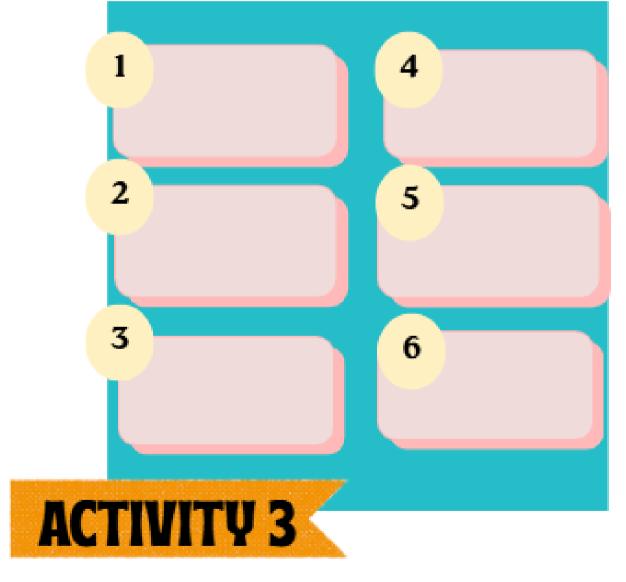
 Match the definitions of the vocabulary words with their respective pictures.



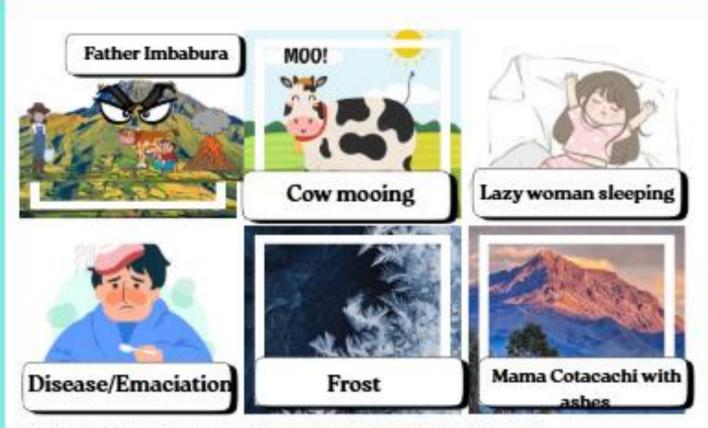
ACTIVITY 2

- 2.- Read the parts of the story.
 - Cut out and paste them in the correct order from 1-6.
 - When a girl is lazy, he becomes angry and leaves with the other hills. Father Imbabura sends diseases to punish the lazy women.
- Sometimes, Father Imbabura sends his sons, the Chuzalungus, to wake the women up early.

- Father Imbabura gets up early, takes his things, and goes to visit other hills and help young women to milk the cows.
- One day, the frost comes because his wife, Mama Cotacachi, is angry. She turns the ashes of the stove into frost.
- When he meets lazy women, he rebukes and sends a disease that makes them very thin slowly.
- Father Imbabura becomes afraid and stays at home.
 When his wife caims down, he goes out again and continues his routine.



- Form small groups of 4 people.
 - Then, choose 3-4 images to create a brief scene of responsibility.
 - Make short sentences in the present simple tense about the pictures.
 - · Finally, present your scene in front of the class for 2 minutes.



Retrieved from: https://es.pinterest.com/pin/418131146674592782/

Rubric - Unit 1:

"THE RESPONSIBILITIES OF FATHER IMBABURA"

CRITERIA	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)	Needs Improvement (1–2 pts)	Final Evaluation / 25 points
Participation	Actively participates in all lessons and activities.	Participates in most activities.	Participates occasionally; needs reminders.	Rarely participates or shows interest.	
Use of Personal Pronouns	Uses pronouns correctly and confidently in different tasks.	Uses pronouns with minor mistakes.	Makes some errors; basic understanding.	Frequent mistakes; needs support.	
Use of Present Simple	Writes and speaks using present simple correctly.	Some mistakes, but shows understanding.	Basic use with support.	Struggles to use the present simple.	
Reading Comprehension	Understands the story and answers questions accurately.	Understands main points; few mistakes.	Needs help to understand the text.	Limited comprehension of the story.	
Group Work & Oral Expression	Works well in groups and speaks clearly during activities.	Cooperates and shares ideas.	Needs motivation to contribute.	Rarely participates or expresses ideas.	

UNIT 2

THE IMBAKUCHA LAGOON



UNIT 1 OBJECTIVE- A1

- To develop reading comprehension through a traditional tale.
- To use There was/were, past simple, and object pronouns in context.
- To encourage group interaction and creativity in classroom tasks.

MATERIALS

- Audio narration of "Imbakucha Lagoon"
- · Picture cards from the story
- · Flasheards with vocabulary
- · Classroom objects for clue hunt

LANGUAGE FOCUS

- · There was / There were
- Past Simple Tense (affirmative and negative)
- Object Pronouns
- Vocabulary from the traditional tale.

LESSON 1

PRE-READING

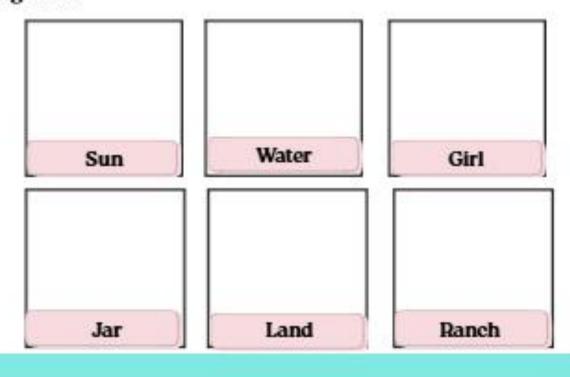
TEACHER

- The teacher will present pictures of the new vocabulary and say its pronunciation.
- The teacher will ask the students to represent each word with a picture.
- The teacher will correct the pronunciation of the new vocabulary words.

- The teacher will present pictures of the new vocabulary and say its pronunctation.
- The teacher will ask the students to represent each word with a picture.
- The teacher will correct the pronunciation of the new vocabulary words.



- 1.- Look at the pictures, repeat the pronunciation of the words aloud, and draw them.
 - Then, show your pictures to a partner and say the words together.



BRIEF EXPLANATION

WHILE-READING



- The teacher will form groups of four students and distribute the cards of the tale to each group in unsorted order.
- The teacher will play the audio narration of the traditional tale: "Imbakucha Lagoon".
- The teacher will give a quick explanation about the use of "There was/ were".

STUDENT

- The students will work in groups and receive cards.
- Students will listen to the audio narration of the traditional tale: "Imbakucha Lagoon" and order each card.
- Students will pay attention to the explanation of the use of "There was/were".
- Form groups of four students.
 - Listen carefully to the story narration, "Imbakucha Lagoon," and put the cards in order according to the parts of the story you hear.

AUDIO: "Imbakucha Lagoon'



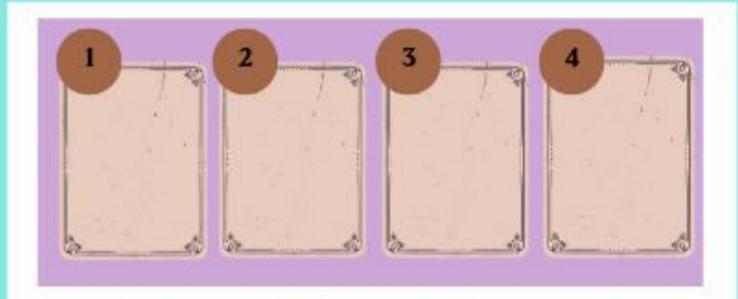








Retrieved from: https://es.pinterest.com/pin/420312577732456529/



UNDERSTANDING THE STORY.



THERE WAS & THERE WERE

 There was & There were: Used to talk about the past.



There Was

- Used with <u>singular</u> nouns.
- -Example: There was a girl.



There Were

Used with <u>plural nouns</u>.
 Example: There were lands of the ranch.

BUT BE CAREFUL!

DO NOT USE:

There was→ with

plural nouns.

There were - with singular nouns.

affirmative			
There was	a lot of food.		
There were	a lot of drinks.		
negative			
There wasn't	any music.		
There weren't	a lot of people.		
questions and ansv	vers		
Was there a problem?	Yes, there was. No, there wasn't .		
Were there a lot of people?	Yes, there were . No, there weren't.		
How many people were there?	There were two hundred.		

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

PRACTICE 1

POST-READING

TEACHER

- The teacher will present the traditional tale again and the questions to the students.
- The teacher will present two similar pictures of the Imbakucha Lagoon.

- Each student will read the traditional tale again and complete the questions in each corresponding box.
- The student will compare the pictures, find, circle, and write the differences.

ACTIVITY 1

 Read the traditional tale again and complete the following questions.



A long time ago, in the city of Otavalo, there was a very large lagoon. It was called Imbacucha. But now it is called San Pablo. There was no water spot. Only the lands of a ranch.

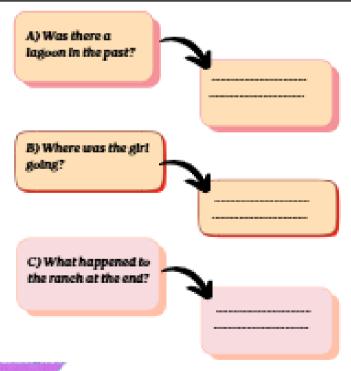
It was a day when Father Sun was shining high in the sky. When a girl was going to the ranch with a jar that her mother had given her. The girl sat down on a bench to rest and took a breath.

Suddenly, she noticed water coming out of the center of the jar. She saw the water rise in the jar.

The girl was frightened and got up. She left the jar and ran to her mother to tell her what had happened.

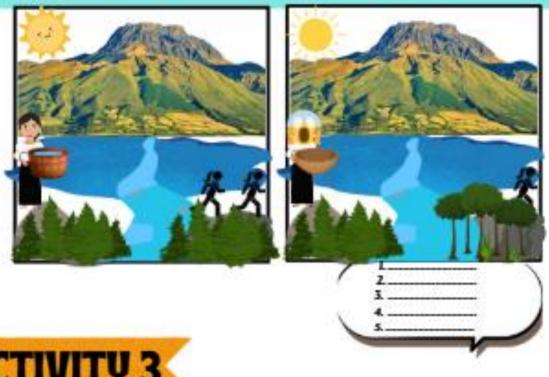
When she came back, she saw that there was already a large puddle of water. The ranch was covered by water and the two women ran away.

Since then, the Imbaeucha Lagoon was formed, which today is called "San Pablo".



ACTIVITY 2

- Look at the two pictures about the traditional story.
 - Circle the five differences and write the different words or phrases.



ACTIVITY 3

- 3.- In small groups, read again the traditional tale.
 - Create your own shadow theater performance.
 - Make paper puppets and use simple phrases with "There was / were" to create your tale scene.





Retrieved from: https://www.bakerross.co.uk/craft-ideas/kids/pet-paper-bag-puppets/

LESSON 2 PRE-READING

TEACHER

- The teacher will present a new vocabulary from the traditional story: "Laguna de Imbakucha".
- The teacher will check the answers with the students.

STUDENT

- Students will work individually to complete the activity.
- Each student will match the new vocabulary words with the corresponding vocabulary pictures.



Match the new vocabulary words with the corresponding pictures.









Lagoon

Bench

Puddle

Scared

Retrieved from: https://es.pinterest.com/pin/106327241195954591/

GLOSSARY



- Shining: (Adj): To emit or reflect light.
- Imbakucha Lagoon (Kichwa- N): It is a large lake in Imbabura, Ecuador, characterized by its landscapes.

• Spot: (N): A small round mark with a different colour.

Covered: (V): It is when something has protection on top.



Retrieved from: https://es.pinterest.com/ Definitions adapted from https://dictionary.cambridge.org/es/

BRIEF EXPLANATION

WHILE-READING

TEACHER

- The teacher will give a brief explanation of the simple past tense to help students better understand the traditional tale of this unit.
- The teacher will introduce an activity to reinforce the understanding of the simple past tense.

STUDENT

- Students will pay attention to the explanation of the simple past.
- Students will read the sentences and choose the correct answers.

UNDERSTANDING THE STORY.

GRAMMAR

PAST SIMPLE TENSE

 The past simple tense is used to talk about actions that were completed and occurred in the past.

AFFIRMATIVE TO BE

- Subject + was/were
- Example: She was at the ranch.

NEGATIVE

- . Subject + was/were + not.
- Example: She was not at home.

QUESTION

- . Was/Were+subject?
- Example: Was she at the ranch?

AFFIRMATIVE - VERBS

- Subject past verb of
- Example: The girl sat on the bench.

NEGATIVE TO BE

- Subject did not (didn't) hase form
- · Frample: She did not run away

QUESTION-VERBS

- Did + subject + base form?
- Example: Did the water rise in the jar?

BUT BE CAREFUL!

- In Negative Sentences (I)
 Questions. The main webstays in hose-form.
- Some urin. Have special past forms (irregular everbs).

- Read the sentences below and choose the correct form of the verb in the past simple tense.
 - 1. The girl (talked / talks) to her mother about the water.
 - The girl (walked / walks) to the ranch with a jar.
 - 3. The women (watched / watches) the water rise in the jar.
 - 4. The girl (rested / rests) on the bench before going back.
 - They (tried / tries) to save the ranch from the water.

PRACTICE 2

POST-READING



- The teacher will present some events extracted from the tale for students to analyze.
- The teacher will ask them to draw a story moment that includes the lagoon, the puddle, the bench, and the scared girl.
- The teacher will ask each student to make a collage representing the important parts of the tale.

STUDENT

- Students will read the events, order and put the correct number.
- Students will individually draw the traditional story moment that includes the pond, the puddle, the bank, and the frightened girl.
- Students will make a collage representing the important parts of the story and explain it in class using simple sentences in the past tense.

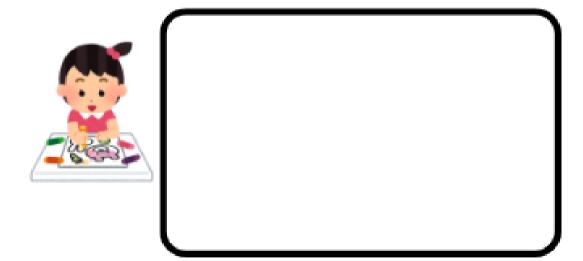
ACTIVITY 1

- Read the events below and put them in the correct order according to the traditional tale "Imbakucha Lagoon".
 - Write the correct number next to each sentence.

- The girl noticed water coming out of the jar.
- The girl went to the ranch with a jar.
- The girl saw that the ranch was covered by water.
- She sat down on a bench to rest.
- She ran to her mother to tell her what had happened.

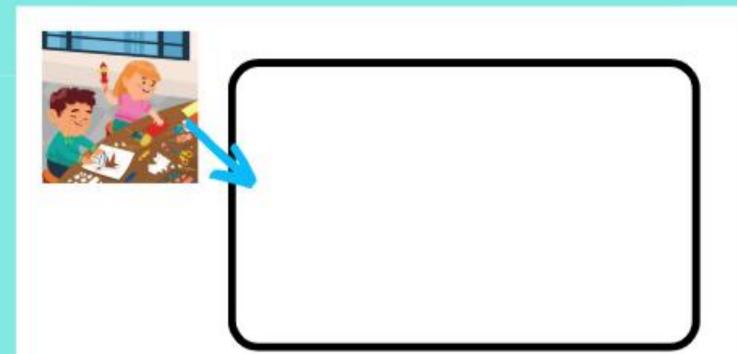
ACTIVITY 2

Draw a moment from the story that includes the lagoon, the puddle, the bench and the scared girl. (Individual Activity)



ACTIVITY 3

- Using magazines, newspapers, or printed images, create a collage that represents important parts of the story.
 - Explain it in class using short sentences in simple past tense.



LESSON 3 PRE-READING



TEACHER

- The teacher will form three small groups of students and conduct an activity that will have them read and analyze where to find it.
- The teacher will give each group a question from the traditional tale Imbakucha Lagoon.
- The teacher will hide the answers anywhere in the classroom.



- Students will work in small groups to find the clues or the answer to each group's question.
- Each group of students will read the questions.
- Students will look for the answers somewhere in the classroom.



1.- Work in your group to read the question you have. Then look around the room for the hidden answer. When you find it, read it and discuss it with your group.

GROUP 1:

 What happened to the ranch at the end?

GROUP 2:

 Who went to the ranch?

GROUP 3:

 What happened to the jar?



BRIEF EXPLANATION

WHILE-READING

TEACHER

- The teacher will give a brief explanation of object pronouns to help students better understand the traditional tale of this unit.
- The teacher will present an activity to reinforce understanding of object pronouns.

- Students will pay attention to the brief explanation of object pronouns.
- Students will read the sentences and complete them with the correct object pronoun.

UNDERSTANDING THE STORY.



OBJECT PRONOUNS

 Object pronouns are words like me, him, her, us, and them. We use them after a verb.



Picture taken from: https://dictionary.cambridge.org/dictionary/english/ancient.



NOW LET'S PRACTICE

 Complete the sentences with the correct object pronoun (me, him, her, us, them). Substitute the word of in brackets.

- The girl told ___ about the jar. (she)
- The water covered ____. (the ranch)
- She saw ____. (the water)

PRACTICE 3

POST-READING



- The teacher will introduce different endings of the traditional tale, Imbakucha Lagoon.
- The teacher will ask students to write a new ending based on this unit's tale, "Imbakucha Lagoon".
- The teacher will ask students to work in pairs and role-play interviewers asking questions to the child or mother using object pronouns.



- Students will read the original tale Imbakucha Lagoon. Then, they will read the endings and choose the true ending.
- Each student will work individually and write an ending for the traditional tale of this unit.
- In pairs, students will act as interviewers and ask questions to the girl or mother using object pronouns.
 Then they will present the interview to the class.

ACTIVITY 1

 Read the original tale "Imbakucha Lagoon" and choose the true ending.

900

The girl and her mother built a house near the water. 00

The girl and her mother built a house near the water.

000

The girl and her mother stayed and played in the water.

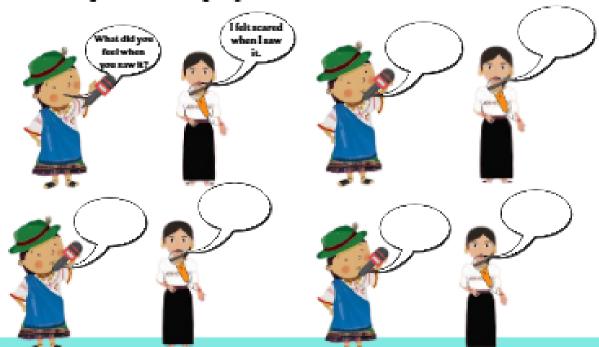
ACTIVITY 2

- Write a new ending for the tale "Imbakucha Lagoon" using at least one object pronoun.
 - · Then share your ending to the tale with the class.



ACTIVITY 3

- Write three interview questions. Use at least one object pronoun in your questions.
 - · Then, in pairs, role-play the interview in front of the class.



Rubric - Unit 2:

"THE IMBAKUCHA LAGOON"

CRITERIA	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)	Needs Improvement (1–2 pts)	Final Evaluation / 25 points
Participation	Always participates actively and works well in groups.	Participates most of the time.	Participates sometimes, needs reminders.	Rarely participates or is distracted.	
Vocabulary Use	Uses vocabulary accurately and confidently.	Minor mistakes, but generally correct.	Limited vocabulary use.	Rarely uses or misuses vocabulary.	
Grammar Application ("There was/were", past simple, object pronouns)	Uses grammar correctly (There was/were, past tense, pronouns).	Few grammar mistakes.	Makes several mistakes.	Struggles with grammar use.	
Creativity	Shows original ideas in all tasks.	Some creative effort.	Basic ideas with little detail.	Tasks lack creativity or are incomplete.	
Oral Presentation	Speaks clearly with correct structures.	Mostly clear, few errors.	Tries to speak, with mistakes.	Hard to understand or avoids speaking.	

UNIT 3





UNIT 1 OBJECTIVE- A1

- Identify and describe characters and emotions using adjectives with "to be".
- Recognise the structure and moral of a legend.
- Express abilities and inabilities using can/cannot in context.

MATERIALS

- · Traditional tale: "The Chificha"
- · Word cards (food, objects, actions)
- Images for vocabulary classification
- · Hangman materials (board or paper)
- Posters and drawing supplies (markers, paper)

LANGUAGE FOCUS

- Descriptive adjectives with to be (e.g., sad, afraid, magical)
- Sentence structure of legends (beginning middle-end)
- Can / cannot for ability and rules
- Vocabulary.

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LESSON 1

PRE-READING



TEACHER

- The teacher will have the students sit in a circle.
- The teacher will ask each student to mime the emotion they feel when they hear the title of the traditional story: "The Chificha". It can be like: Happy, sad, cold, afraid, or angry.

- The students will sit in a circle.
- Each student will begin to act out an emotion they feel when they hear the title of the traditional tale: "The Chificha". It can be: Happy, sad, cold, afraid, or angry.
- The rest of the students will guess what emotion it is.



- 1.- Sit in a circle with your classmates.
 - · Think about the traditional tale "The Chificha".
 - Make an emotion in front of your classmates when you think about the tale: "The Chificha".
 - The rest of your classmates will have to guess it.



BRIEF EXPLANATION

WHILE-READING



TEACHER

- · The teacher will give a quick explanation of descriptive adjectives with "to be".
- The teacher will give a quick review of the topic and have them repeat short sentences aloud.

STUDENT

- Students will pay attention the explanation of descriptive adjectives with "to be".
- · Students will do a practice activity repeating the short sentences aloud

UNDERSTANDING THE STORY.

GRAMMAR =

DESCRIPTIVE ADJECTIVES WITH "TO BE"

We use "to be" (am, is, are) + an adjective to describe people, places, or things. For example · The man is poor. The old woman is bad. The children are sad. BUT BE CAREFUL! · Do not put: A nou after "to be". Use only: An adjective. For example:
Correct: The children are cold.

X Incorrect: The children are cold children.



1.- Repeat the following short sentences aloud.

- The woman is old.
- The children are afraid.
- The house is small.

GLOSSARY



- Ishpapuro (Kichwa N): It is a sacred female figure in Kichwa culture, considered to be a spirit of nature.
- Care for (PV): It means to protect someone or something.



- Found (V): It is the past tense of find and means to discover or locate something or someone immediately.
- Gold (N): It is a valuable, shiny, yellow metal used to make coins and jewelry.
- Dust (N): It means the small dry pieces of dirt or dust.



Stones (N): They are small, hard pieces of rock.

Retrieved from: https://es.pinterest.com/

Definitions adapted from https://dictionary.cambridge.org/es/

PRACTICE 1

POST-READING



TEACHER

- The teacher will ask students to carefully reread the traditional tale "The Chificha" and identify the correct character.
- The teacher will ask students to classify the words into the corresponding categories.
- The teacher will ask students to write a description of something magical they imagine when they are in the mountains.



STUDENT

- Students will identify and match who fits each clue.
- Students will look at the words in the box and classify them according to their categories: food, objects, and actions.
- Students will write short sentences describing something magical they think of when they are in the mountains. They will use words from the glossary and adjectives with "to be."

ACTIVITY 1

- Read the traditional tale "The Chificha" carefully again.
 - Look at the characters in the box and match them with the corresponding clue.



THE CHIFICHA



There was a poor man with two children: a boy and a girl. A woman came to marry him. She did not care for the children and gave them little food and clothes.

The children looked for their father but got lost and got cold. They saw a light and found only gold dust and stones, but they did not know it. Finally, they came to the house of an old woman named Chificha, wife of the Supay.

The old woman took care of them but wanted to kill them. Suddenly, the old woman said to find head lice but not to look under the crown of the head.

Then, the children, watched the old woman sleep and saw that the old woman had big teeth on her head to eat them. So, they threw her into a pot of boiling water, and she died.

Then, the children took the old woman's riches, looked for their father, and learned not to be angry or proud.

A) This character was strong and mysterious. ————	The Chificha
B) This person was surprised and scared	The children
C) This person brought food D) These characters were curious and found	The father
something.	The mother

ACTIVITY 2

Look at the following words taken from the story and classify them in the corresponding category.

Ishpapuro	Care for	Found	Gold
	Dust	Stones	

CATEGORIES



• _Ishpapuro _____

• _____

ACTIVITY 3

- 3.- Imagine you are in the mountains, as in the story.
 - Describe something magical you find in 3 short sentences.
 - Use at least 3 words from the glossary and 2 adjectives seen in this lesson.

e.g. The mountain is cold and shiny.

• _____







TEACHER

- The teacher will divide the class into two groups.
- The teacher will ask them to play a game called "Hangman" to review the new vocabulary from this lesson.
- The teacher will give a prize to the winning group.



STUDENT

- Students will work in small groups.
- Students will play a game called "Hangman."
- Students will take turns guessing a letter, and the group that prevents the picture from being completed will win a prize.



- Work in small groups.
 - · Take turns guessing letters and completing the secret word.
 - Try to guess it before the hangman is completed.
 - 1. K____
 - 2. ____ e
 - 3.__<u>r</u>____
 - 4. ___ _ e __





GLOSSARY



Kill (V): To cause someone or something to die.

 Lice (N): It is a small insect found in the hair or skin of humans or animals.



 Crown (N): It is a circular decoration made of gold for the head.



Threw (V - past): It is the past tense of lanzar, which
means to throw something through the air with your hand.



Retrieved from: https://es.ptnterest.com/ Definitions adapted from https://dictionary.cambridge.org/es/

BRIEF EXPLANATION

WHILE-READING



TEACHER

- The teacher will give a brief explanation of what a legend is.
- The teacher will give a brief overview of its characteristics.

STUDENT

- Students will pay attention to the explanation of what a legend is.
- Students will pay attention to the brief explanation of the characteristics of a legend.

UNDERSTANDING THE STORY.

GRAMMAR



 These stories are usually traditional tales that mix real and fictional events. They tell stories about characters such as heroes, magical beings, gods, or real people.





- They explain a place, a custom, etc.
- They feature heroes or magical characters.
- They contain real and imaginary elements.

PRACTICE 2

POST-READING



TEACHER

- The teacher will ask YES/NO questions to understand what a legend is.
- The teacher will ask students to match the beginnings with the correct endings.
- The teacher will ask students to complete the mini legend with the words in the box.



STUDENT

- Students will place YES or NO in each box according to the correct characteristics of a legend.
- Students will read the traditional tale again and match the beginnings with the correct endings.
- Students will complete the mini legend by filling in the corresponding words in the box.

ACTIVITY 1

- Read each sentence. Is it about a legend? Write YES or NO.
 - A legend talks about a place.
 - A legend talks about a hero and magical characters.
 - A legend is a real story from the news.
 - A legend has magic people.
 - A legend is a science book.

ACTIVITY 2

- Read the tale of this unit.
 - · Match the sentences (1-4) with the correct option (A-D).
 - Write your answers below them.

EVENTS

- 1. Chificha is...
- The old woman (The Chificha) wanted to...
- 3. The children saw...
- 4. At the end, the children...

ENDINGS

- A. took the gold and left.
- B. the Supay's wife.
- C. big teeth on her head.
- D. kill the children.

ANSWER

•			

ACTIVITY 3

- 3.- Use the words in the box to fill in the mini legend.
 - There was an old woman with a magic ______
 - She had _____ in her hair.
 - She wanted to _____ two children.
 - But the children _____ her into the fire.

Kill

Crown

Lice

Threw

LESSON 3

PRE-READING



TEACHER

- The teacher will ask students to work individually.
- The teacher will ask students to circle the word that does not belong to the vocabulary group and explain why in front of the class.



STUDENT

- Students will work individually.
- Students will circle the word that does not belong and explain why in front of the class.



 Look at each group of words. Circle the word that does not belong and explain why in front of the class.

For example: Pot - Plate - Spoon - Cat

- 1. Boiling Hot Cold Warm
- 2. Proud Happy Sad Table
- 3. Riches Gold Money Water
- 4. Pot Cup Pan Bird

GLOSSARY

 Pot (N): It is a ceramic or metal container used for cooking or planting.



 Boiling (Adj / V-ing): It is when the water is boiling, very hot, and forming bubbles.



· Riches (N): It means a lot of money or valuable things.



 Proud (Adj): It is the feeling of pleasure and satisfaction from yourself or others.

Retrieved from: https://es.pinterest.com/ Definitions adapted from https://dictionary.cambridge.org/es/

BRIEF EXPLANATION



TEACHER

- The teacher will give a brief explanation of can/cannot (ability/inability).
- The teacher will give examples of it.

STUDENT

- Students will pay attention to the explanation of can/cannot (ability/inability).
- Students will pay attention to the examples.

UNDERSTANDING THE STORY.

GRAMMAR

CAN/CAN NOT (ABILITY/INABILITY)

 We use can to talk about things someone is able to do. We use can not to talk about things someone is not able to do.

For example:

- · The children can run fast.
- · The father can cook ishpapuro.

For example:

- · The father can not stop the Chificha.
- The children can not catch the Chificha

BUT BE CAREFUL!

After can and can't use the base form of the verb (without "s", "ed", or "ing").

For example:

She can runs.
 She can runs.

PRACTICE 3

POST-READING



TEACHER

- The teacher will ask the students to read the questions and match them to the correct character.
- The teacher will ask students to create a poster with a moral from "The Chificha."
- The teacher will ask students to write a short paragraph about what children can and can not do in dangerous situations.

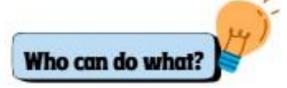


STUDENT

- The students will read the questions and match them to the correct character.
- Students will work individually and create a poster with a moral from the story in this unit: "The Chificha."
- Students will write a short paragraph about what children can and can not do in dangerous situations.

ACTIVITY 1

1.- Read each question and match each one to the character in the tale "The Chificha."



Who can not see that the gold is fake?

Who can eat people with her big teeth?

Who can marry Chificha?



The Supay



The Girl



The Chificha

ACTIVITY 2

- 2.- Individually, create a small poster with a moral from "The Chificha."
 - Use at least one word from the vocabulary list.
 - Add drawings to decorate it.



ACTIVITY 3

- 3.- Reflect on the traditional tale of La Chificha.
 - Write a short 30-word paragraph about what children can and can not do in dangerous situations.
 - Use "can" and "cannot" at least once.



Rubric - Unit 3:

"THE CHIFICHA"

CRITERIA	Excellent (5 pts)	Good (3–4 pts)	Needs Improvement (1–2 pts)	Final Evaluation / 25 points
Use of adjectives with to be	Uses several descriptive adjectives accurately in creative sentences.	Uses some adjectives with few mistakes or repetition.	Uses few or incorrect adjectives.	***************************************
Grammar Accuracy	Applies can/cannot and sentence structure correctly.	Minor grammar mistakes, but meaning is clear.	Frequent mistakes, hard to understand.	
Reading Comprehension	Actively participates and contributes creative ideas (posters, mime, writing).	Participates but ideas could be clearer or more original.	Limited participation or ideas not developed.	
Creativity & participation	Understands and identifies key details in the tale (characters, clues, legend).	Understands most details with a few misunderstan dings.	Has difficulty identifying key elements from the text.	
Creativity & Expression	Expresses ideas clearly with imagination and effort (moral, paragraph, scenes).	Expresses ideas with some clarity and effort.	Struggles to express ideas or lacks coherence.	

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Thanks to the prestigious Unidad Educativa "Jacinto Collahuazo" school, where I studied, for welcoming me and giving me the opportunity to share this proposal focused on motivating students to improve their reading comprehension through traditional stories.





CHAPTER V: CONCLUSIONS AND RECOMENDATIONS

This section presents the conclusions reached at the end of this research based on the objectives, the theoretical framework, and the analysis of these, as well as recommendations for future application.

CONCLUSIONS

- Based on the theoretical framework of this research project, English has been recognized as a key aspect of both education and personal development. Nevertheless, the limited materials and strategies adapted to the local context have revealed the reality of teaching and learning English reading comprehension. Thus, this research has shown that the use of relevant resources for students, such as traditional tales, particularly short myths and legends from the province of Imbabura, can effectively motivate students and significantly promote reading comprehension.
- The data from the surveys and interviews gathered and analyzed have emphasized the interest in implementing traditional tales, such as myths and legends, as a resource to motivate and, therefore, enhance reading comprehension. Considering that this not only activates prior knowledge, but additionally enables students to get in touch with the culture while learning English as a foreign language.
- Reading comprehension is the basis of language learning, in which written texts are
 decoded, that is, comprehend and interpret it. Consequently, not incorporating
 activities and strategies that develop reading comprehension in students makes the
 learning process more difficult and limits the proper acquisition of this skill.
- Finally, the didactic guide designed in this proposal was based on traditional tales, such as myths and legends, centered on motivating reading comprehension in English at level A1. It consists of a variety of engaging activities based on three traditional tales from Imbabura that help reinforce reading comprehension. In addition, vocabulary use, creativity, imagination, grammar, collaborative participation, and connection with students' cultural identity are developed and evaluated, with instructions for teachers in each section providing a useful aid for their implementation.

RECOMMENDATIONS

- English teachers should implement the use of traditional tales as a relevant resource
 to motivate reading comprehension in English, in which students immerse
 themselves in the language and culture at the same time. Thus, facilitating
 understanding of the language and texts through familiar contexts, such as local and
 short myths and legends.
- Limited resources and strategies are a problem that teachers, students, and institutions in general constantly face. Therefore, it is recommended that English teachers choose to implement contextualized materials to increase students' motivation and interest in reading comprehension. Thus, improving the learning experience of English as a second language.
- Reading comprehension should be a priority in English classes. This should be achieved through guided activities that encourage comprehension, vocabulary use, and interpretation of short texts, so that language and reading comprehension are acquired in a fun and interactive manner.
- Finally, the use of traditional tales in class should be implemented and focused on the level of the group of students. This material should be combined with reading practice to develop key elements such as grammar, vocabulary, creativity, and collaboration, which reinforce cultural identity.

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ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE



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

Ibarra, 5 de noviembre de 2024

Magister

José Miguel Obando

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto Traditional Tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School. Previo a del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

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

Atentamente

Nombre: Mabeline Ruth Cuvi Inlago

C. C.: 175247422-9

Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés

INTERVIEW FOR TEACHERS

Title: Traditional Tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School

Objective: The purpose of this interview is to identify the resources and motivational strategies that English teachers use to develop reading comprehension in seventh-grade students at Unidad Educativa "Jacinto Collahuazo".

Directions:

- Please analyze carefully the questions presented.
- Answer the questions honestly.
- The data collected will be used for the development of the final project.
- 1) How long have you been working as an English teacher?
- 2) Could you tell me how long have you been working in this institution?
- 3) Why did you decide to become an English teacher?
- 4) In your opinion, do you consider that seventh-grade students have enough academic resources to reach the A1 level established by the Common European Framework?
- 5) From the following pedagogical strategies, which ones do you use to develop students' reading comprehension sub-skill? Choose two and give your reasons.
- a) Searching for the main idea
- **b)** Reading and summarizing
- c) Reading aloud
- d) Use of graphic organizers
- 6) During this academic year, what are the reading comprehension problems that you have detected in seventh-grade students?
- 7) In your opinion, do you consider the Ministry of Education modules are adequate or a limiting factor for your English classes?

- 8) Do you agree that reading traditional tales is useful to motivate reading comprehension in English while getting in touch with our culture? Give your reasons.
- 9) How do you think the implementation of traditional tales such as myths and legends of Imbabura would help students to motivate reading comprehension?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE

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



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 EVAL	UACIÓN CUAL	ITATIVO	
ITEMS	CRITERIOS D	E EVALUACIÓN	(
ITEMS	мисно	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		

Obs	erv	aci	on	es	-																								

INTERVIEW FOR TEACHERS

Title: Traditional Tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School

Objective: The aim of this survey is to analyze the student's performance in the English Language, and the resources for reading comprehension that seventh-grade students at the Unidad Educativa "Jacinto Collahuazo" use.

Directions:

- Read carefully each question and answer with honesty.
- Use a pen to select your answer.
- Please mark with a tick the literal of your answer.
- The data collected will be used in the development of the final degree report.
- Thanks for your collaboration.

1)	Do you consider the reading comprehension is important when learning
	English?
	Yes
	No
2)	How often does your English teacher apply reading comprehension activities?
,	Always
	Usually
	Often
	Sometimes
	Never
3)	Which of the following problems are the most frequent ones you find during
-,	reading comprehension classes?
a)	I do not understand what I read because the vocabulary is too complicated.
	I do not understand what I read because the text is too long.
c)	The reading topics are not related to my interests.
d)	I do not like reading because reading in English is boring.

4)	Which of the following types of materials does your teacher use to motivate
	reading comprehension in English in class?
a)	Ministry of Education modules
b)	E-books
c)	Magazines
	Copies of short stories
	Short Poems
	Worksheets related to the topics
	· 🗀
5)	Which of the following pedagogical strategies does your teacher use to enhance
	reading comprehension?
a)	Searching for the main idea
	Reading and summarizing
	Reading aloud
	Use of graphic organizers
/	
6)	Which of the following reading techniques does your English teacher use to
•	make reading comprehension more effective?
a)	Previewing and Predicting
	Skimming
c)	
	The textual connections
	Annotation and Note-Taking
•	
7)	Have you ever heard about the traditional tales of Imbabura?
	Yes
	No
8)	Do you agree that the implementation of traditional tales such as myths and
	legends of Imbabura will improve your reading comprehension?
a)	
	Agree
	Disagree
	Strongly disagree
<i>,</i>	
9)	Do you agree that traditional tales allow you to get in touch with our culture
,	while learning English?
a)	Strongly agree

b)	Agree	
c)	Disagree	
d)	Strongly disagree	



UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT



PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

CRIT	ERIOS D	E EVALUACIO	ÓN	OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	Х		-	
7	X			
8	X			
9	X			

Firma del Evaluador)	
Apellidos y nombres completos	José Miguel Obando	
Título académico	Magister	
Institución de Educación Superior	Universidad técnica del Norte	
Correo electrónico	jmobando@utn.edu.ec	
Teléfono	0983865110	
Fecha de envío para la evaluación del experto:	5 de noviembre del 2024	
Fecha de revisión del experto:	5 de noviembre del 2024	



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



Officio Nro. UTN-FECYT-D-2025-0147-O Iberra, junto 25 de 2025

PARA:

MSc. Vanessa Chicatra

RECTORA DE LA UNIDAD EDUCATIVA JACINTO COLLAHUAZO

ASUNTO:

Trabajo de Integración Curricular Srta, Mabeline Ruth Cuvi Inlago

Reciba un atento y contial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi desen de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se briride las facilidades necesarias a la Señorita MABELINE RUTH CUVI INLAGO, portadora de la oddula 1752474229, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta perteneciente al trabajo de integración cumicular con el terma: *TRADITIONAL TALES TO MOTIVATE ENGLISH READING COMPREHENSION IN SEVENTH. GRADE STUDENTS AT JACINTO COLLAHUAZO SCHOOL".

Por su tavorable atención, le agradezco.

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MOSE

LUCIANO MANAGEMENT REVELORUZ FAN AUTOR

MSc. José Revelo DECANO DE LA FECYT Contacto: 062397800 ext. 7802

Correo electronico: decenatolecyt@utn.edu

JURRAM BLAZ

RECTORADO

Adades Universities Barris El Olas of The Late S-21 y Graf Josef Maria Consula Consula SE 2007-600 RUC (CONSULATION)

INSTRUMENT APPLICATION

Survey applied to seventh-grade students





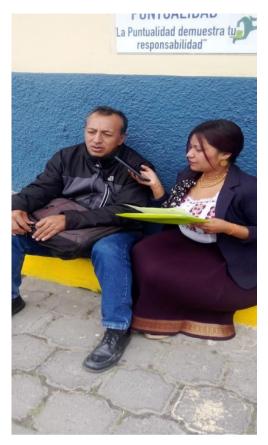






Interview with English teachers







Socialization of the didactic guide





REPÚBLICA DEL ECUADOR



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



Oficio Nro. UTN-FECYT-D-2025-0147-O Ibarra, junio 25 de 2025

PARA:

MSc. Vanessa Chicaiza

RECTORA DE LA UNIDAD EDUCATIVA JACINTO COLLAHUAZO

ASUNTO:

Trabajo de Integración Curricular Srta. Mabeline Ruth Cuvi Inlago

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MABELINE RUTH CUVI INLAGO, portadora de la cédula 1752474229, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta perteneciente al trabajo de integración curricular con el tema: "TRADITIONAL TALES TO MOTIVATE ENGLISH READING COMPREHENSION IN SEVENTH-GRADE STUDENTS AT JACINTO COLLAHUAZO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente, CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE

Firmado

LUCIANO

digitalmente por JOSE LUCIANO

REVELO RUIZ

REVELO RUIZ Fecha: 2025.06.25 08:54:23 -05'00'

MSc. José Revelo

DECANO DE LA FECYT

Contacto: 062997800 ext. 7802

Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Recibido

Brier Bisco

26-06-2025

VICERRECTURADO

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

Página 1 de 1



UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Constancia de la entrega de la guía didáctica "Easy English with Myths and Legends of Imbabura"

DATOS INSTITUCIONALES

Coordinación Zonal	1	Provincia	Imbabura	Código distrital	10D02
Nombre de la institución educativa	Unidad Educativa "Jacinto Collahuazo"	AMIE:	10H00410	Período Académico	2024-2025

Fecha:	Descripción:	Firma entregada:	Firma de recibido:
	•	1 modes	
26 de junio del 2025	English Didactic Guide	26/00/2025	1 Jahra Carlos

Este documento es constancia de que la guía "Easy English with Myths and Legends of Imbabura" fue entregada y socializada en la Unidad Educativa "Jacinto Collahuazo" como parte del trabajo de Integración Curricular con el tema Traditional Tales to Motivate English Reading Comprehension in Seventh-Grade Students at Jacinto Collahuazo School.

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

Página 1 de 1

Ibarra-Ecuador



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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



SOCIALIZACIÓN

NOMBRES Y APELLIDOS	CARGO	FIRMA
Herizoraya Nogales Robles Boot by Jimmez Diana Robies	Docente de Inglés Decente de Inglés	Many lone of the language P
Edwin Fabian Colucathi Moran Gladro Liseth Cortès Donos	Docente Docente	Adap lets
Elena Guanolvisa Yanchatipan	Docente	(Talyful)

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

Página 2 de 2

Ibarra-Ecuador



UNIDAD EDUCATIVA "JACINTO COLLAHUAZO" AMIE 10H00410



Ministerio de Educación

CERTIFICACIÓN

A petición del interesado (a) y en mi calidad de RECTORA de la UNIDAD EDUCATIVA "JACINTO COLLAHUAZO" del Distrito 10D02 Otavalo – ANTONIO ANTE con código AMIE 10H00410 de la provincia de Imbabura, cantón Otavalo, tengo a bien

CERTIFICAR

Que, el/la Señor (ita) CUVI INLAGO MABELINE RUTH con C.C. 1752474229, estudiante de la Universidad "Técnica del Norte" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realizó la socialización de su propuesta titulada EASY ENGLISH WITH MYTHS AND LEGENDS OF IMBABURA, perteneciente al trabajo de integración curricular, TRADITIONAL TALES TO MOTIVATE ENGLISH READING COMPREHENSION IN SEVENTH-GRADE AT JACINTO COLLAHUAZO SCHOOL, en el área de inglés de la Institución el día jueves 26 de junio del 2025 a las 12:00 PM

Particular que pongo a su conocimiento para los fines consiguientes.

Atentamente.

Mgtr. Vanessa Chicaiza.

RECTORA UNIDAD EDUCATIVA JACINTO COLLAHUAZO

C.C. 1002525762

Correo: Adriana.chicaiza@educacion.gob.ec

RECTORADO

Teléfono: 062921623

ECUADOR 1