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ABSTRACT

This monographic work provides people, especially teachers, with information, material, and activities to teach English and develop the reading and listening skills through the use of Ecuadorian legends. The work explains and points out the importance of culture during the teaching and learning of a second language. Legends are part of our culture and they become key resources to catch students' attention and get them involved during the reading and listening processes. Besides, the main objective of this work, therefore, is to offer material, in the form of legends, for improving the reading and listening skills. If anything is proven in this monographic research, it is only that there exists interest in the type of methodology and material that is being presented here. Another objective of using legends to teach English is to make students spend their time doing worthy things and to feed their minds with valuable readings. The reward for anyone who carries out this type of work is indescribable because it makes possible the application of our history and culture while teaching English, the universal language.



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUA Y LITERATURA INGLESA

“Teaching English through Traditional Ecuadorian Legends to Develop the
Reading and Listening Skills”

Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
en la Especialización de Lengua y
Literatura Inglesa.

Tutor: Mst. Katherine Henley de Youman

Autoras: Mónica Andrea Criollo Flores
Erika Natalia Sarango Solano

Cuenca-Ecuador

2012



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DEDICATION

To my family and my mother, Carmen, who has continually supported me during this difficult time of study. Also, I want to express my gratitude to my grandparents, Joel and Delmira, because they are my right hand and without their presence and wise words, I would not be here today. Moreover, I want to show gratitude to my brothers, Iván and Andrés, who have helped me at every opportunity, every day, and who have advised me to fight to get this degree. Finally, I want to dedicate this work to my niece, Paula, because she is the girl who makes my life happy day after day.

Mónica

“The best inheritance is education.” So, I want to dedicate this project to my parents because they have invested money in my education. Besides, this work is for all my family, especially for my nephew who teaches me something new every day. It is also for the special man, José, who helps and supports me in every way to reach my goals. You are always with me in the best and worst times.

Erika



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ACKNOWLEDGEMENT

God is always in my life and he has helped me in this hard path of my life; so, I want to thank God because he is the one who gave me the opportunity to live. Also, thank you Mom, you are the best mother and person in the world; I love you so much. Moreover, Mst. Katherine Youman, thanks for your advice and time in working with us. God bless you.

Mónica

God gave me the gift of life and He is my Father, my guide, my strength, and my all. You know how essential you are in my life and in the process of reaching this goal. Thanks, Mommy because you made me a good person and woman. At every opportunity, you say the wisest words to help me go on and be the person I am. And last, but not least, special thanks to Mónica, I really appreciate your collaboration and effort to complete this work. Thank you for being my partner and friend. I hope our friendship lasts forever.

Erika

Finally, we want to express a general thankfulness to all the teachers that helped us during the university years. Especially to our tutor, Mst. Katherine Youman, for her patience and advice which were very significant in carrying out this work.



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INTRODUCTION

In the present monographic work, the topic of Teaching English through traditional Ecuadorian legends is developed. It is divided into four chapters which provide specific information for using legends in the teaching and learning of English. The first chapter explains the problem to be solved, as well as the reasons and justification for choosing this theme. The most important points are to improve the reading and listening skills in learners of English as a second language and give them a new direction in learning it. In the next section, there are theories about teaching and reading strategies, teaching and listening strategies, reading and listening materials, the importance of culture in an ESL classroom, and also, there is a brief detailed explanation of what a legend is, since teachers must give students a reason to read and listen to the elaborated material to fulfill the purpose of learning and teaching English. The information sets forth key arguments for applying legends to teach English because it is significant to use material that is part of the Ecuadorian identity when teaching English. The third chapter includes theory about the methodology applied to develop this work. Besides, it describes methodologies that must be applied when using legends in the classroom. Finally, in the last chapter, there are conclusions that can be made after this research. Also, there are recommendations that may be helpful for people, especially for teachers who want to use legends in their classes to develop reading and listening skills to teach English. Activities that can be applied in classes using legends are presented in appendices as well as some of the legends. There are activities to perform before, during, and after the reading and listening processes. These activities are very helpful in order to know if students have comprehended the reading, have gotten the message, and have understood the descriptions of the legends.



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CHAPTER I

THE PROBLEM

1.1 Topic

Teaching English through Traditional Ecuadorian Legends to Develop the Reading and Listening Skills.

1.2 Description of the Problem

Nowadays, children spend most of their time watching television. They do not like to read; they especially do not like to read English. For instance, “Most kids plug into the world of television long before they enter school” (“How TV Affects Your Child” 1). The problem with watching too much TV is that they do not like to read or study. This affects their brain development and their education. Television makes the reading and learning process a little hard. For that reason, instructors need to create interesting activities in order to activate reading. Otherwise, the problem above will bring negative consequences; children will prefer to watch TV instead of reading (“How TV Affects Your Child” 1). So, the purpose is to teach English to them by using a different method. In order to activate the reading and listening skills, the material that is going to be used is Ecuadorian legends to develop these abilities. As people know, legends are part of our culture and children are familiar with them. To confirm the problem and the purpose of this work, a survey was applied to students of “Daniel Hermida” Elementary School (See appendix 1). Most of them said that they do not like to read because they consider reading as a boring activity. Especially, they do not like to read in English because it is very difficult to understand a text in English. Also, all the students are familiar with Ecuadorian Legends. Moreover, an interview was made with Professor Mónica Martínez to reinforce the statement that legends are Ecuadorians’ identity (See appendix 2). She



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emphasized that to motivate children to read, it is significant that the teacher become the main promoter. So, teachers must try new strategies in order to improve the reading skill. She confirmed that through legends, it is possible to develop the reading and listening skills. Besides, the audio material that is elaborated is noteworthy, because it can be used for correct intonation, voice, and exclamations. Professor Martínez agreed on the use of illustrations to enhance legends to get children's attention. She highlighted that it is very essential to point out our characteristics, to be proud of the diversity in Ecuador. In short, if the material elaborated is appropriate, students are going to be involved in reading and listening.

1.3 Justification

We have chosen this topic because of three main reasons: First, to teach English by using Ecuadorian legends since these are topics that are part of our identity, as we want to apply a different technique to teach English. It will be an important strategy for children to get involved in and to identify themselves as Ecuadorians while they learn another language. Second, we want students to get involved with reading because they lack this essential skill. It will be better if students spend most of their time reading stories that they already know or have listened to in the past. Third, it is important to develop the listening skill through legends by providing material that will motivate students and make them feel comfortable during the learning process since they will be acquiring or remembering knowledge about our Ecuadorian identity. Also, they will be able to read, listen, and understand a text in English more easily.

The four legends included in this monographic work are the following:

"The Veiled Lady." This legend takes place in Guayaquil, where a young lady used to live and wear a black dress and a black veil. She used to walk along dark passages and because of her delicious smell, some men followed her;



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although, she disappeared. However, one night a man decided to pursue her until the end. But what surprise this man had because this lady was a skull. The curious men used to die or become crazy because of the scare. They were called “Los Tunantes.”

“The Legend of Cantuña.” This legend takes place in Quito where a Franciscan priest wanted to build the San Franciscan Atrium. Cantuña, an Indian builder, accepted the work. However, he did not finish the work on time. He was asking for help and suddenly, Satan appeared and offered him to finish the church on time, but Cantuña had to give his soul as pay. The Indian accepted the proposal, but no single stone had to be missing by daybreak. Then a lot of little devils began to work, but because of the hurry, they forgot one stone. Cantuña showed it to the devil. Finally, Satan got angry and Cantuña was saved.

“The Cathedral Rooster.” A wealthy man used to live in Quito. He used to go to Mariana’s bar to drink mistelas (different flavored alcoholic beverages). When he walked back home, he looked at the metallic rooster on the top of the Cathedral. He hated all roosters including the metallic one. One day, he was drunk and suddenly, he felt a claw sting on his leg. It was the Cathedral rooster. He asked the man to promise that he would never drink mistelas and insult him again. The man was scared and made the promises. The rooster flew back to his place and felt happy because his mission was accomplished.

“The Snore Box.” In Ibarra, two good friends went to look for water. However, they spent the day doing other things. At night, they were alone in a dark place. Suddenly, they listened to a noise like “tararan-tararan.” They saw a man playing a drum and other creatures that were going to Satan. They fainted and when they woke up, they were bringing candles along with these creatures. Two neighbors found them and tried to calm them down. They told the story to their father, but he did not believe them. The two friends never again walked in the night.



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1.4 Objectives

General Objective

- To propose a way to teach English to children by using legends to develop the reading and listening skills.

Specific Objectives:

- To propose a way to develop the reading and listening skills through Ecuadorian Legends.
- To propose a way to motivate children to become more interested in reading by using Ecuadorian Legends.

In the next chapter, the literature review is developed in order to clarify theories to develop the reading and listening skills.



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CHAPTER II

LITERATURE REVIEW

This literature review provides scientific information, which contains important data to develop the topic, “Teaching English through Traditional Ecuadorian Legends to Develop the Reading and Listening Skills.” All of the topics are based on foreign language learning as well as on reading and listening skills.

2.1 Teaching and Learning a Foreign Language

2.2 Teaching Reading in a Foreign Language Classroom

2.3 Reading Strategies

2.4 Reading Material

2.5 The importance of Culture in Learning a Second Language

2.6 Definition of Legend

2.7 Teaching Listening in a Foreign Language Classroom

2.8 Listening Strategies

2.9 Listening Material

2.1 Teaching and Learning a Foreign Language

Since this monographic work is elaborated to teach English to develop the reading and listening skills, it is important to know the learning styles that students of a second language have applied in the teaching and learning process.

Learners of a second language have several learning styles according to the way they listen, speak, visualize, memorize, reason, and act. The learning of a second language has to do partly with students' mother education and their ability to comprehend it. Also, it depends on the teacher's capability of teaching it. Most of the time, the learning process is affected by students' learning styles and teachers' methods of teaching (Felder and Henriques 21).



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Jack Richards agrees that nowadays, English is a global commodity known as “World English.” The new era has to do with this language in many ways, including cultural, technological, trade, and communicative aspects. For these reasons, the motivation of learning English is affected. Jennifer Jenkins claims, “Received pronunciation (RP) is an unattainable and an unnecessary target for second language learners...” (qtd. in Richards 17). It means that learners must not try to talk as they do in their own language, but to notice the phonological rules in order to get better pronunciation, and not assume that they can pronounce English in the same way as they pronounce words in their mother tongue.

In short, although everybody learns the mother language, it is a help to learn another language because people already have previous knowledge of how their language works. However, according to this, learners can make mistakes during this learning process because they try to predict words or phrases in a second language as these constructions work in their native language. However, most of the time, children have no problem in practicing the language they are learning. They speak or listen in order to interact with their classmates. As a consequence, children do not feel much stress when learning a language as adults sometimes do (Lightbown and Spada 33).

2.2 Teaching Reading in a Foreign English Classroom

Since the reading skill must be developed in learners of a second language, theory about it must be included in this research. In this way, the objectives established at the beginning can be accomplished.

Carrel, Devine and Eskey define the reading process according to Goodman’s model of reading. “It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with the meaning which the reader constructs” (12). This means that when students begin to read a text,



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they make predictions concerning it, analyze it, and finally point out some conclusions of the text. Goodman also refers to reading as a “psycholinguistic guessing game” (74). Therefore, the reader visualizes the words, draws them in the mind and after that connects them to understand their meanings. It is important that the reading material include familiar topics with respect to the students’ social and cultural environment.

The editors, Carrel, Devine and Eskey, list some basic perceptions about the reading process given by Goodman.

- Language: It is important that the reading material contents include familiar topics according to the students’ social and cultural environment.
- Competence: It is the result of instructed activities or tasks students do by themselves.
- Reading is a process that usually has to be developed by visual exposure and material in context.
- Reading is a human skill because we, humans, use the language to learn (qtd. in. Carrel, Devine and Eskey 13-14).

Furthermore, there are three types of information used as reading process models. “The symbol system” uses oral language (sound) and written language (symbols). The language structure is the syntax that connects ideas. And finally, the semantic system reveals the meaning of the words. Reading uses eyes to acquire the message and the brain to recollect the information to retain it. In short, readers pay attention to meaning and follow five methods to gain information.

- Recognition-initiation: The brain identifies illustrations and words visually.
- Prediction: The brain establishes prejudgments based on previous information.
- Confirmation: The brain must prove its prejudgments. Are they right or wrong?
- Correction: The brain corrects the wrong information that it perceived before.



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-Termination: When the reading is over, the reading process ends (qtd. in. Carrel, Devine and Eskey 15-16).

Samuels and Kamil state, “The three characteristics of a good model [of reading process] are the following: (a) it can summarize the past, (b) it can help us to understand the present, and (c) it can predict the future.” (qtd. in. Carrel, Devine and Eskey 26). In other words, a good reading process model gives a past example to be developed in the present and it also allows the creating of hypotheses for the future.

Kan establishes that during the learning process it is easier to teach anything that is related to situations that students already know. Carrel and Eisterhold named (73) Kan’s concept of learning, “the schema theory.” Coady says that using background knowledge (things students already know) is important for students in order for them to understand what they are reading. He joins the psycholinguistic (Goodman’s model) model to reinforce his own model. A text is easier to read if students have general ideas of the text (qtd. in. Carrel, Devine and Eskey 73-74).

The background knowledge in language comprehension is a schema theory. The earlier knowledge students have is named “background knowledge” (Carrel and Eisterhold 76) and the previous learned information structures are called “schemata” (Carrel and Eisterhold 76). Students are able to get the message of the text or comprehend a story if they connect ideas between what they have read and what they already know about a topic.

Carrel and Eisterhold claim... The process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information (qtd. in. Carrel, Devine and Eskey 76).



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This affirmation contains two methods of information processing. The first one is bottom-up processing; it goes from the most general ideas to more specific ideas. And the second one is the top-down process; it goes from specific high level knowledge to the origin of that information. When students read simple sentences according to their environment they are going to find the information. It will be easy for learners to interpret them. On the other hand, if they do not know what the situation of the sentence is, they will fail to obtain the information (76-77).

In addition, there is a schema for simple stories which are supposed to include information in simple sentences and structures. "Our schema of simple stories, for example, includes the information that the story should have, minimally, a setting, a beginning, a development, and an ending" (qtd. in. Carrel, Devine and Eskey 79). It means that it is important to include this information in the developing of legends. If right schemata are used students are going to activate their reading comprehension. However, there are problems during the developing of this skill. The problem mostly mentioned in the book, "Interactive Approaches to Second Language Reading," is that students have difficulties in connecting their ideas with the ideas in the text. In order to achieve active reading comprehension, it is important to point out part of the text according to students' own culture to help students learn the language.

The book also explains activities to reduce difficulties in reading processing to activate the reading comprehension. To fulfill the objectives presented in this work, Carrel and Eisterhold agree that teachers must "...manipulate one of the variables: the text and/or the reader" (qtd. in. Carrel, Devine and Eskey 84).

- Text: the material must be created according to students' culture, environment, knowledge, and interest, and must connect all of these aspects using basic grammar and vocabulary.
- Reader: For ESL students the most important factor is to provide students with background and previewing. The basic models of



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information processing which are bottom-up and top-down can be used. Previewing is important, but it can turn difficult if the teacher uses complex vocabulary to introduce the text (qtd. in. Carrel, Devine and Eskey 85-86).

2.3 Reading Strategies

It is important to keep in mind the main and key steps to improve the reading skills of students of a second language. If the teacher is aware of the strategies to develop the reading skill in the English class, the learners are going to be able to increase this skill in the right way.

Adler states that “Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text.” In other words, students know which strategy must be used to understand a text. When students ask themselves questions about what they are reading, they begin to analyze the text. This means that students relate and examine the stages of a text (par.1).

Moreover, *The Learning Edge*, a webpage that helps in the learning process, presents seven strategies to increase students’ reading comprehension. They are the following:

1. Plan and Monitor: the teacher knows about students’ previous knowledge about a specific topic; and also establishes the purpose of the reading.
2. Determine Importance: at this point of the reading, students specify the main ideas and the importance of them.
3. Ask Questions: in order to know if students understand the context of a text, teacher asks questions associated with the topic.
4. Make inferences: “...Reading between the lines” (*The Learning Edge* 765). Students use their background knowledge and connect it to the most relevant statements of the text and then figure out a conclusion.



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5. Make Connections: students get the ideas from the author and try to make sense of them with their previous knowledge.
6. Synthesize: new ideas about the topic are created.
7. Visualize: readers create pictures in their mind of a text that they are reading (The Learning Edge 758-770).

“Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks” (Adler, par. 31). Adler argues that students work better if they exchange ideas or opinions with their partners. This means students work in groups or pairs in order to have more success in class (Adler, par. 31).

According to Adler there is another way to get students involved in reading comprehension. He also points out the next strategies:

1. Monitoring comprehension
2. Metacognition
3. Graphic and Semantic organizer
4. Answering questions
5. Generating ideas
6. Recognizing story structure
7. Summarizing (Adler , par. 2 -25)

According to the National Capital Language Resource Center if students are learning to read, they must follow four tips:

1. It is important to give students a purpose to read and know what students already know about the topic they are going to read. As a result, they are able to predict a situation and the teacher can apply the right reading strategies.



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2. Students focus on main ideas of the text and save the information.
3. If the teacher uses the right strategies during the reading process, students will activate the reading comprehension.
4. Since reading is a skill to be developed, instructors must test it on students. As a consequence, teachers can help students to understand and reinforce the learning (par. 7).

2.4 Reading Material

Here, the importance of reading material is developed. Since the reading material to teach English in this work is legends, it is important to include information about the kind of writing that legends use as well as the organization they have.

Sue Clarke claims that teachers must know how to use stories in many ways to make English easy to learn for children (par. 3). She agrees that to facilitate reading comprehension the following steps are important:

- Use illustrations: It is important to use visual aids to enhance students' understanding (par. 4).
- Pre-teaching vocabulary: It is important to introduce new vocabulary before reading a story in order to help learners to improve the reading skill (par. 5).
- Introduce the topic: Before reading, the teacher must help students become familiar with the new theme (par. 6).
- Input, cultural background: It is important that students have a previous knowledge of what they are going to read to make any text understandable (par.7).

Moreover, Patricia Babbitt states that graphic organizers and story structures facilitate students understanding of the organization of a narrative text (par. 10). According to the author, there are three types of organizers:



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Comparison/Contrast: It is very helpful for learners to understand the similarities and differences stated in stories, plots, themes, and characters (par. 11).

Hierarchy Diagram: It is useful to analyze when students read texts of content areas, such as history, science, arts, etc (par. 12).

Matrix Diagram: “This organizer is effective in representing comparisons and contrasts” (Babbitt, par. 13).

As well, Baumann and Bergeron, Idol and Croll point out that “Recognizing Story Structure” has to do with the organization of a story and the plot. In other words, it refers to the characters, the setting, and the different stages of a story.

It helps students to have a better understanding of stories. They also are able to learn and memorize them (qtd. in Lehr and Osborn 18-19).

Graesser, Golding, and Long, Simmons and Kameenui agreed that “narrative writing relates events, situations, actions, and emotions that people in a given culture might experience” (qtd. in Lehr and Osborn 11). For instance, legends, folktales, fairytales, myths, plays, magazine articles, poems, biographies, etc, have narrative writing (Graesser et al. qtd. in Lehr and Osborn 11).

Besides, Mandler, Stein, and Glenn, say that narrative writing is connected in passages that include settings, main and secondary characters, plots, and events that are described in the text. Hence, by using this kind of writing, readers can recognize the different elements contained in the text, visualize the stages in their minds, and make predictions about what is coming in the reading (qtd. in Lehr and Osborn 11).



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2.5 The Importance of Culture in Learning a Second Language

Since culture is part of everyone, it is important to include it in the teaching and learning process. Students are going to have a better comprehension of an English class if culture is included in it because learners have a previous knowledge of it.

Edgar Schein explains, “Culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization that operate unconsciously and define in a basic ‘taken for granted’ fashion an organization's view of its self and its environment” (par. 3). In other words, culture is people’s identity to mark a distinction in the world.

In addition, language is part of the culture and it has to be taught in second language classes. It is very important to include culture (customs, beliefs, society, systems) in the learning of a second language. Culture during the learning process of English refers to the background in order to develop the four skills: speaking, listening, reading, and writing. In other words; it helps learners to have ideas of what they already know to use the language to communicate (Thanasoulas, par. 1).

Canale and Swain, and Canale point out that teaching culture during the learning of a second language is weighty because it helps the communicative competence. Culture provides students with relevant relations and existent situations (qtd. in Fleet, Marilyn 8).

2.6 Definition of Legend

It is vital, before beginning a class, to explain to students about the material they are going to read. An introduction has to be given by the teacher because it is important to present students with a purpose for reading legends.



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Legends are spoken narrations created through time by popular creativity. The plots are usually based on both, reality and fiction. Legends take place in a specific place and the characters are well described, and sometimes they have heroic qualities. The personages can be patriotic heroes, mythological creatures, people, or animals' souls, saints, etc. Legends are kept in people's oral traditions. Furthermore, they express people's desires, dreams, fears, and beliefs. They also represent folklore, customs and the ethnicity of a town, city, or region. However, after some time, legends become written texts losing one of their main traits: which is Folk memory. The main goal of legends is to tell events and give a moral lesson (Estudiantes de los Segundos Años de Bachillerato 2; Profesor en línea, par. 9-11).

Most Ecuadorian legends have their origins in the Republican and Spanish conquest time. Nevertheless, Ecuador is a multicultural and multiethnic country, and the first legend belongs to one of the main cultures of Ecuador, the Shuar Amazon group. (Estudiantes de los Segundos Años de Bachillerato 2).

The legends and the activities included in this work are presented in the booklet for teacher's guide, as well as the booklet for students (See Appendices 3 and 4).

2.7 Teaching Listening in a Foreign Language Classroom

Also, listening is a skill to be developed by using legends to teach English. So, theory about listening is included to provide readers with an objective and clear definition of what listening means.

"Hearing is a physical ability while listening is a skill" (Rosenberg, par. 1). The author makes a distinction between listening and hearing. Listening is more



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difficult than hearing, and people need to get the message that the transmitter sends to others, the receptors. It is significant to push children to become good listeners in order for them to have better communication and be able to carry out activities previously instructed. As a result, their performance will be successful (Rosenberg, par. 5). An important point Rosenberg mentions is that teachers have to ask questions according to the topic that students have listened to and point out their opinions. In that way, instructors test if learners of English have gotten the message (par. 3).

Listening is also considered as another kind of language because people learn and get most of the information by listening (The National Capital Language Resource Center, par. 1). Listeners try to understand and connect the information they listen to with the previous cultural and linguistic knowledge they have. In this way, students must realize that there are different strategies to identify the statements they hear. It means learners ought to make distinction among sounds, patterns, and intonation in order to make sense of what they listen to (The National Capital Language Resource Center, par. 3).

Ana Maria Schwartz says that listening is the skill most used in life. People obtain more information by hearing it than by any other way. When people listen, the process applied is that they deduce the data they listen to from their background and linguistic knowledge. Here, the process is affected by listener style, strategy for learning, affective factors, and the factors found in the audio and text (5).

2.8 Listening Strategies

The teacher ought to be conscious of the strategies that are implied in the listening skill. The instructor should prepare learners to develop this skill little by little.



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People hear many things; however, they pay attention to only a few things. It is important to listen successfully. “Appropriate listening skills aid concentration, increase retention, and improve the quality of our note-taking” (“How to hear and listen,” par. 1). In other words, listening is the process by which students understand what they have heard.

According to Mecheal Rost, the listening skill has some elements which are the following:

- Discriminating between sounds,
- Recognizing words,
- Identifying expressions and sets of utterances that act to create meaning,
- Connecting linguistic cues to non-linguistic and paralinguistic cues,
- Using background knowledge to predict and later to confirm meaning and recalling important words and ideas (qtd. in David, par. 5).

If students use all these elements appropriately, the text they are going to read will be easy to understand.

Rubin argues that “listening strategies are cognitive learning strategies” (qtd. in Ana Maria Schwartz 8). This means students’ comprehension of a text is based on teacher motivation. The listening strategies can be divided into bottom up and top down.

As was mentioned before, listening is a process by which students figure out even the most irrelevant points of a text. The National Capital Language Resource Center claims that in good listening comprehension students must use the following strategies which are based on bottom up and top down:

- Top down strategies: students use their background knowledge so they predict what is going to happen in the reading. The activities for top down are the following:



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- Listening for the main idea
 - Predicting
 - Drawing inferences
 - Summarizing
- Bottom up: students analyze the text by its content, by the message. The activities for bottom up are the following:
 - Listening for specific details
 - Recognizing cognates
 - Recognizing word-order patterns (par 3-5)

So, the process of reading must be practiced and developed every moment of the learning.

In this part is presented a definition of “supported reading.” It is because reading and listening materials are provided in this monographic work, so these are elements that cannot be separated (See appendix 4).

“Supported reading is reading with the support of recorded materials” (“Listening while Reading,” par. 3). It helps students to listen to the same material that is printed. So, they read and get the information. The article explains some of the benefits that supported listening (use the recorded materials to teach) can provide to learners. Students can improve listening skills, increase vocabulary, improve word recognition skills, improve comprehension skills, and learn the proper pronunciation of words (“Listening while Reading,” par. 6).

Besides, students can picture fiction materials by paying attention to the narration structure, different use of the voice, intonation, and descriptions of the places and characters (“Listening while Reading,” par. 8).



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Students will have a better understanding of what they are going to listen to or read if they have a little bit knowledge about the passage. Also, teacher plays a very important role in teaching reading and listening skills, since the teacher is the motivator, and also he/she is the one who helps students in the performance of these activities. So, it is very important to include materials that have a relation with students' environment, such as legends. One way to not forget our identity is to remember it every moment. We can use legends as a tool to teach English in a good way to keep in contact with Ecuadorian Culture. Also, it is important for students to listen while they are reading in order to have a close knowledge about the correct pronunciation of what they are reading.

2.9 Listening material

It is important to give information about the necessity of using recorded material to teach English and develop the listening skill.

Sue Leather claims it is better if teachers prepare listening materials according to learners' interests since they have different personal likes (par. 7).

In addition, she says that the use of authentic material allows students and teacher to create activities focused on different students' needs. There are course books which include listening material. It is not a problem to allow pupils to choose the topic they want to listen to. She explains that the teacher must write the topic of the listening material of the course book on the board, in this case "Legends." Then he/she has to paste or show pictures about the stories. Next, the tutor ought to write the name of the legends below each picture. Finally, he/she should ask students to choose one picture and give three reasons why they selected it. This technique is very helpful in working with beginners (Leather, Sue par. 9-11).



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White Goodith agreed that before asking learners of a second language to listen to recorded material, the teacher must also prepare the students through questions, pictures, games, etc. As a consequence, students will get a better knowledge of what they are going to hear because they will begin to predict or guess what the story or report will be. Goodith says, “Not much time is spent actually listening to the tape” (5). It means that students only listen to a tape one or two times. She emphasizes the importance of providing interesting material to the students, too. It is because it is not enough to listen to a topic, students have to practice what they hear (Goodith 5).

In conclusion, to enhance students’ reading and listening skills, the main factor is to provide them with well elaborated and relevant reading and listening materials. Teachers play an important function because they have to motivate students to improve these skills. Besides, it is important to introduce the topics and do activities of pre-reading and pre-listening. Lastly, educators always have to establish and give learners a purpose for reading and listening to the different materials for learning English.

In the next chapter, there are theories about the methodology applied to develop this research, and also, the methodology that may be applied in classes to present legends.



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CHAPTER III

METHODOLOGY

3.1 Basic Methodology

The methodology used in this monographic work is a research one. It is because the information in the literature review states a lot of theories and philosophies that have helped to answer the research questions established at the beginning of this work.

To research means to collect, analyze, and interpret information (“Research Methodology,” par. 13). It is based on theories that need to be analyzed to solve problems; it has the purpose of creating new knowledge to be applied with trustful and reliable information (“Research Methodology,” par. 4-5). This method has some characteristics that must be followed and they are the following:

- **Controlled:** Try to minimize the effects of other factors on your study (par. 14).
- **Rigorous:** Be aware of the process for collecting the data in order to answer the questions because data should be relevant, appropriate and justified (par. 15).
- **Systematic:** The process used to look for information must follow a logical sequence (par. 16).
- **Valid and Verifiable:** It means that the data collected is veridical and can be studied and analyzed by other people (par. 17).
- **Empirical:** The conclusions that are stated have to be related to real life experiences and situations (par. 18).
- **Critical:** The process of investigation ought to be evaluated eventually in order to have more weight. (“Research Methodology,” par. 19).



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Munch and Angeles argue that there are many methods to get information, such as a survey, a questionnaire, an interview, and a test (67). In order to get reliable information for this monographic work, a survey and an interview were applied. The purpose of the survey and the interview was to know if students are interested in Ecuadorian Legends and also, what kind of activities could be used to develop the reading and listening skills.

Munch and Angeles claim that the survey is a technique through which people get information that helps in the process of investigation about a specific topic (68). Also, a survey provides real information about a certain theme in investigation. An interview is the art of listening to someone and getting information from that person (75). This means asking an expert or somebody to provide information which will be important to fulfill or develop a problem.

The survey was applied to students of the last year of “Daniel Hermida” Elementary School. There were twenty-eight male students who participated in the survey. The purpose of the survey was to know if students know about Ecuadorian Legends and if they like to read them. Most of the students agreed that reading in English is boring. Besides, the results of the survey showed that students know about Ecuadorian Legends and also, they consider Legends part of Ecuadorians’ culture (See appendix 1).

Professor Mónica Martínez was interviewed; she argued that Ecuadorian Legends form part of Ecuadorians’ culture and that legends must be used as an important tool to teach English (See appendix 2).

Both, the interview and the survey, confirmed that students learn better if they have a text related to their culture, related to their daily life. In the survey, students answered that they like legends and they are really interested in learning English by using Ecuadorian Legends as materials for learning.



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3.2 The inductive, deductive and intuitive methods

The inductive and deductive methods are the ones that the teachers must apply when presenting the legends in their classes.

There is a big difference between the deductive and inductive methods, but the most important one is that the teacher plays distinct roles in both of them. (Bilash, Olenka, par. 1)

According to the British Council's web page, to teach English the deductive method "is a teacher-centred approach" (par. 1). It means that the teacher conducts the class. This method takes place when the teacher presents a new lesson or content. Then he/she establishes rules for the learners of a second language, presents examples, and after that, the students practice (British Council, par. 1). In other words, through this method, the tutor presents general ideas to the students, and then they look for more specific information. This is a good method to teach the English language to beginners (British Council, par. 3).

On the other hand, Olenka Bilash claims that the inductive method is when the teacher explains a new concept to the students through examples and activities to make them "notice" how this concept works. In this way, the learners must be aware of the implicit grammatical rule or concept presented in the examples, and how it is applied or used (par. 4-7).

This method goes from specific ideas to general ones. The students are asked to find out the implicit rules in the given examples. As a consequence, this method is "learner-centred" (British Council, par. 1).



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Some activities that were created in this monographic work to develop the listening and reading skills must be applied by using the intuitive method. There are many ways by which students learn. These can be by looking, by touching specific objects, by mimics. So, there are many ways of communication; these can be verbal and non-verbal communication (Dalla et al. par. 3).

Intuition is receiving input and ideas without knowing exactly how and where you got them from (“Definition of intuition,” par. 1). This means that students have to predict the next step of the activity that they are doing.

Albert Einstein argues that “The only real valuable thing is intuition” (qtd. in “Definition of intuition,” par. 5). Most of the students learn by intuition; this means they create ideas in their minds about a specific theme or topic. When students know more about the theme, they make conclusions and find out important ideas.

All the activities were created to develop students’ imagination and creativity. The teacher should use the intuitive method in order to catch students’ attention.

In the last chapter, conclusions and recommendations to those conclusions are explained.



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CHAPTER IV

Conclusions and Recommendations

In this chapter, the conclusions are presented. After each conclusion, a recommendation is made in order to help readers to understand and analyze each deduction made.

4.1 Conclusions and Recommendations

- Legends are our identity; if they are going to be used in the English class, it is important to transmit to students that legends include our values.

For that reason, the teacher has to introduce the legends and explain to students about their origins. For example, as Professor Martínez said, the teacher must explain to them that legends were transmitted orally. It is important to give pupils a purpose for reading legends.

- These stories are very important in order to teach children English, and also to develop the reading and listening skills.

According to the literature review, if students read a text related to their culture, they will have a better performance during the development of these skills. So, teachers must include Ecuadorian texts to teach English.

- One of the strategies used in the elaboration of legends establishes that legends have to include an introduction, a development section, and a conclusion.

The teacher must be aware to include and specify these elements in the developing of legends. It is very helpful to students to identify the pattern or organization of the legends.



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- All the sources, including investigations of other colleagues, point out that the teacher is an important factor to motivate students to read.

If an educator does not encourage his/her students to develop the reading skill, they will lose their interest in this important ability. By using strategies, such as background knowledge, messages, predictions, and by presenting pictures, reading comprehension can be developed successfully.

- Listening is a skill that “students do not find difficult to develop.”

Instructors may take advantage of this by combining the reading and listening skills or applying the “supported reading”. In order to develop the listening skill, an audio of the legends is included.

- As students do not usually like reading in English, activities are important in order for them to enjoy acquiring English as a second language.

For that reason, it is very important to use familiar topics, such as the ones that are mentioned in this work. Students will understand and will be able to get involved in English if we use legends to teach it.

Once again, we would like to clarify that this monographic work is only a proposal for using Ecuadorian legends for improving the reading and listening skills. As we have explained, one expert, who has applied legends as teaching material for improving the reading skill has stated that it is an excellent way to get students’ attention in class. The students have previous knowledge of Ecuadorian legends; therefore, they have background knowledge to refer to while they are reading and listening to the legends.



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In addition, according to the survey that we carried out, students prefer a type of reading activity that they can identify with. Any illustrations or any extra material that enhances the legends makes the reading material even more attractive.



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APPENDIX 1

SURVEY

ENCUESTA PARA DETERMINAR QUÉ ACTIVIDADES PREFIEREN HACER LOS NIÑOS Y SABER QUE CONOCIMIENTOS TIENEN ACERCA DE LAS LEYENDAS ECUATORIANAS

Escuela: Fisco misional Daniel Hermida

Nivel Escuela de niños del Séptimo Año de Educación Básica.

Parte 1. Encierre en un círculo la respuesta con la que se identifica.

1. ¿Qué actividades prefieren hacer en las tardes?
a) Hacer tareas b) Dormir c) Leer d) ver televisión e) jugar
2. ¿Cuánto tiempo ve la televisión diariamente?
a) 30 minutos b) 1 hora c) toda la tarde d) no veo televisión
3. ¿Qué clases de lectura le gusta?
a) Cuentos b) Leyendas c) Comics d) Deportes en el periódico

Parte 2. Marque con una X su respuesta y explique

4. ¿Alguna vez ha escuchado a sus padres, abuelos, hermanos, profesores o amigos contar alguna leyenda de Cuenca o del Ecuador?

SI_____

NO_____



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Explique su respuesta:

5. ¿Alguna vez ha leído la leyenda de...?

Cantuña SI___ NO___

La Dama Tapada SI___ NO___

El Gallo de la Catedral SI___ NO___

La Caja Ronca? SI___ NO___

6. ¿Le gusta leer leyendas que contengan imágenes o que sean animadas?

SI___

NO___

¿Por qué?

7. ¿Cree usted que al leer leyendas Ecuatorianas estamos recuperando nuestra cultura?

SI _____

NO _____

¿Por qué?

Parte 3. Escoja la respuesta según su gusto.

1= nada.

2= poco

3= mucho

4= bastante

Y explique su respuesta.



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8. ¿Le gusta las lecturas en inglés?

1

2

3

4

¿Por qué?

9. ¿Le gusta escuchar leyendas mientras lee?

1

2

3

4

¿Por qué?

10. ¿Es importante para usted escuchar las leyendas grabadas en un CD?

1

2

3

4

¿Por qué?

GRACIAS POR SU PARTICIPACIÓN



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APPENDIX 2

INTERVIEW

Interview Questions

1. Are legends considered as part of our culture? Why?
2. Have you ever taught English through legends? How was it?
3. Do you think children are really motivated in reading legends?
4. Is it possible to develop the reading skill through legends?
5. How important is it that students listen to legends that they are going to read?
6. Is it important to use pictures to contextualize legends for students?
7. What kind of activities can be designed to develop the reading skill?
8. What activities did you apply when you taught English by using legends?

Expert: Magister Mónica Martínez

Q: Are legends considered as part of our culture? Why?

A: Of course, legends have to be considered as part of our culture. (Why) Well, because they form part of our identity, our values, the things that we have, traditions, history; so the oral traditions which legends come from are really, really important because it's part of our culture that we have.

Q: Have you ever taught English through legends? How was it?

A: Well, actually what I have done is to apply storytelling and reading legends to my students in class; and then I had a good experience doing that. I could see I was able to see that there is a lot of interest in young students and



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teenagers about learning new things, our traditions, our roots, our history and our legends; and one of the things that caused me a lot of impact was that the students didn't know a lot about legends. They had no idea, so they recalled certain legends, only a few legends they knew, but the others they had no idea. So, it was very interesting. It was a very nice activity.

Q: Do you think children are really motivated in reading legends?

A: Well, that is a difficult question because they have to be motivated by the teacher, because as you know today children are exposed to a lot of materials, a lot of especially technological devices, so they are exposed to videos, to video games, to computer games; so it's very difficult to have them engage in legends. They have beautiful and amazing things such as Harry Potter. They have you know all these things, Twitter, Facebook, all that, and they are totally immersed in that, so it depends a lot on the teacher. So the teacher has to be a very good motivator, in order to have students engage in legends. But when they get engaged, I think that I have to say that they do care about that they want to learn more about legends and they want to hear legends and things.

Q: Is it possible to develop the reading skill through legends?

A: Of course, of course it is possible. Of course, yeah, you can do a lot of things a lot of nice activities related to reading through the use of legends.

Q: How important is it that students listen to legends that they are going to read?

A: Well, the listening skill is also very important and it is developed through storytelling, so this, this practice of storytelling is sort of like a ritual thing, so it's very nice if the teacher sits in circle with the students and the teacher in a very



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nice voice, with very good intonation, ah like telling a story, ok? The same, the same as if you were telling a story to your own child, ok? So it's very important, very important the intonation, the expression, the emphasis that you put when you read, when you tell them the story, and of course it is important for them to listen first, then read the story, of course.

Q: Is it important to use pictures to contextualize legends for students?

A: Well, especially for children yes, yes. I said that with children you do need to give them tools, like pictures, images, in order to catch their attention, in order to grab their attention; so showing them nice pictures related to the topics, yeah, is really important, and there are, as I told you, there are a variety of activities that you can do to enhance reading comprehension skills, listening skills, vocabulary skills, related to the reading.

Q: What kind of activities can be designed to develop the reading skill?

A: As a told you, I just told you this ok?, so you can develop lots of activities related to reading comprehension, if you are going to work with little children, for example, you can have them write from what they understood from the story. You can have them write the new vocabulary, right? You can ask them comprehension questions in order to see if they understand or not the reading, if they got it, if they got the idea of the reading. There are a lot of nice activities that you can do related to reading.

Q: What activities did you apply when you taught English by using legends?



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A: Well, what I did I as I told you, well, actually I worked with teenagers which is different than working with children; what I did was I as told you. I sat down in a circle and I read the story, and then I had my students, of course, since they're teenagers. I had made my students choose different legends that I had with me and then they chose whatever they wanted because my thesis was about extensive reading, so it is one of features of the extensive reading that they choose what they want to read. So, I gave them a big list of chances, a big chance, a big choice of legends, oh right? So they chose one; they read and then we discussed the activities and whether they liked it or not, and if they were interested about legends and about knowing and having a sense of self awareness of identity because that has to be the focus on that, right?. It is very important to know who we are, in order to value ourselves, in order to be different from the rest of people, ok, in this globalized world, so that is the main idea, right? that is the aim of reading legends.



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APPENDIX 3

TEACHER'S GUIDE

ACTIVITIES TO DEVELOP THE READING AND LISTENING SKILLS

Activities to develop the reading and listening skills are presented. These tasks can be performed before, during, and after reading and listening to the legends. The activities are different for each legend and they contain the different strategies explained in section two. In this teacher's guide, each activity is explained and numbered. It includes the answers to all the tasks that are included in the student's book. Thus, the teacher and the students are presented with the examples of every activity to be developed in class.

THE VEILED LADY

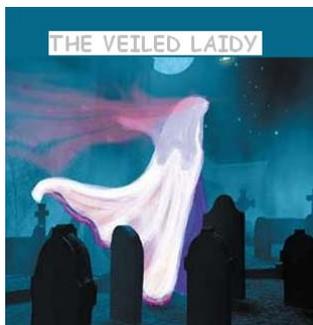


Fig. 1. (Cometa n. pag.)

A young lady once lived in Guayaquil. She always wore a typical dress and brought an umbrella. A particular characteristic of her clothing was that she covered her face with a black veil.



Fig. 2. (Taringa n. pag.)



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She walked along desolate streets and passages after midnight. Some men followed her every night because she smelled like flowers. Also, she made signs to follow her. Most of them went behind her, but she suddenly disappeared.



Fig. 3. (Icaza, Roger n. pag.)

One night a man decided to pursue her to find out who she was. He was close to her and a nasty odor was in the environment.



Fig. 4. (Bernal, Augusto n. pag)

When he wanted to run away, the beautiful lady turned around. She lifted her veil to show her face: it was a skull. The men who used to follow her, most of the time died because of the scare and the smell. Others became crazy and lost their memory. Those men were called “Los Tunantes.” (Ponce, Rita et. al. 60)



Fig. 5. (Gamarci, Jei n. pag.)



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ACTIVITIES

THE VEILED LADY

BEFORE READING AND LISTENING

1. Explain to the students that they are going to look for the title of a legend which is “The Veiled Lady” in this word puzzle.

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

2. Before reading and listening to the legend, present the legend to the students with real objects, such as a cross, a veil, and a skull in order to catch students' attention.
3. Ask students to give opinions about the objects. For example,
 - For what is a cross used?
 - What does a skull represent?
 - What kinds of people wear veils?
 - Do you like legends? Why?
4. Explain to the students that they are going to read an Ecuadorian legend, and during the reading they will find these objects.
- 5.



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6. Present to the students the title of the legend by writing it on the board and ask students to try to predict what the legend is about. For instance, students have to:

- Create a new name for the legend.
- Try to guess how many characters there are.
- Say where the legend takes place.

DURING READING

7. Read the legend and ask learners to look for the title and main characters in the text.
8. Read all students' titles that they wrote before and choose the best in the class.

DURING LISTENING

9. Put away the legend and then ask the students to listen to the legend.
Play the CD.
10. Write four verbs while students listen to the legend. It is important to emphasize the past tense form of the verb after the listening. Students already know about the past form of the verbs. This activity helps students to remember the past form of the verbs that are written on the board.
 - Covered, decided, walked, and died.
11. Paste some pictures on the board related to the legend while the listening is completed, but they are not in order.



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AFTER READING AND LISTENING

12. Write the present form of the verbs that they listened to in order to make a distinction between present and past tense verb forms.
13. Students should put the pictures in order according to what they heard and read.
14. Ask students questions about the legend in order to know if they understand the legend. For example,
 - How did the legend begin?
 - What is the end of the legend?
 - Who is the main character of the legend?
 - What does she look like?



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THE LEGEND OF CANTUÑA

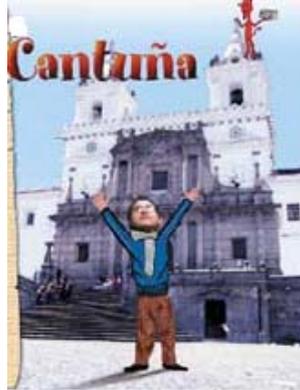


Fig. 6 (Cometa n. pag.)

Once upon a time, a Franciscan priest wanted to build a church. The Franciscan priest offered Cantuña, an Indian builder, the job. But the time was going on and if he did not finish the San Francisco Atrium in Quito on time, he would go to jail.



Fig. 7 (FloydDU n. pag.)

He prayed and prayed asking for help to finish the church. One day, he saw a tall man wearing red clothes. He had a pointy chin and a large hooknose. The devil promised him to finish the church.



Fig. 8. (Mosquera, Luis n. pag.)

- The man said, "I'm Luzbel," "Don't be afraid, good man. I can help you to finish this church. I offer to finish the building by daybreak. For that, you have to give your soul. Do you accept my proposition?"
- "I accept" said Cantuña. "But no single stone must be missing by daybreak. Otherwise, I do not give you anything."
- "OK," answered Satan.



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Once the pact was signed, thousands of little devils began to work. At about 4 a.m., the atrium was almost ready. It was soon daybreak and Cantuña's soul was to be taken by Satan.

However, Cantuña showed the devil the missing stone. The workers of Satan had missed one stone. The Indian saved his soul and thanked God for saving him and finishing his job on time!



Fig. 9. (M, Pablo n. pag.)



Fig. 10. (Oscar n. pag.)

On the right side of the square people can confirm the missing stone of this legend ("Quito: City of Legends" n. pag.).



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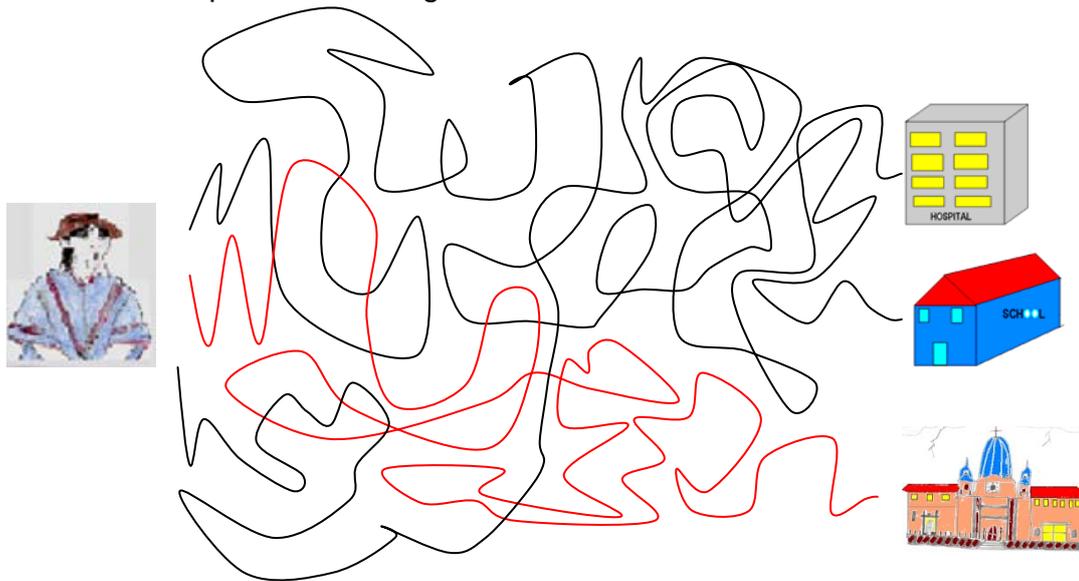
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ACTIVITIES

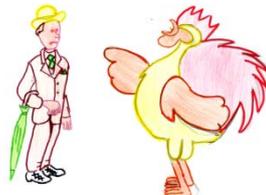
THE LEGEND OF CANTUÑA

BEFORE READING AND LISTENING

1. Game. Help the Indian to go to the church



2. Describe to the students all the pictures and make them choose one.



3. Say the phrase, "San Francisco Atrium," to help students to choose a picture that they think will be related to the legend they are going to read and listen to.
4. Students write seven words that they think are going to appear in the legend according to the picture that they chose.



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DURING READING

5. Read the legend
6. If students do not choose the correct picture, they have to choose another one and write other words related to the text they read. If the picture students chose is correct, students cross out the words that do not have any relation to the legend and write other words.

DURING LISTENING

7. Fill in the blanks with the correct information.
 - The Franciscan priest wanted to build a church.
 - Cantuña saw a tall man wearing red clothes.
 - The devil promised Cantuña to finish the church.
 - “I’m Luzbel,” “Don’t be afraid, good man.
 - Cantuña showed the devil the missing stone.

AFTER READING AND LISTENING

8. Ask students questions about the legend.
 - Did you like the legend?
 - What is the moral lesson of it?
 - Have you ever visited the San Francisco Atrium?
9. Divide the class into groups of six students and then ask them to make a drawing of the next words.
 - Franciscan priest - Cantuña - San Francisco Atrium.
 - Devil - Little devils - Stone



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10. Ask the students to retell the story by using their own drawings and figures.

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THE CATHEDRAL ROOSTER



Fig. 11. (Witt, Gabby n. pag.)

A wealthy man used to live in Quito. Everyday he used to wake up, have breakfast, get dressed, and go to walk in the Independence Square.



Fig. 12. (Diego David n. pag.)

He always looked at the metallic rooster on the top of the Cathedral. He thought that all roosters have no value, even the rooster of the church.

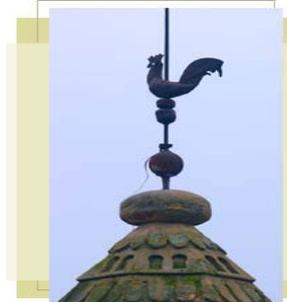


Fig. 13. (Corporacion Guerra n. pag.)

After that, he visited Mariana's Liquor Store to drink mistelas (different flavored alcoholic beverages). On the way back home, he looked at the rooster again. This time, he challenged the rooster because he was drunk.



Fig. 14. (Vecteezy n. pag.)



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One night, in his everyday routine, he walked home. When he was passing by the cathedral, he felt something like a claw sting on his leg. He was trapped and the rooster said to him,



Fig. 15. (Centro Histórico)

- “You have to promise that you never will drink mistelas again!. Also, you have to promise you will never insult me again!. Come on, make these promises!”
- The man then answered “I promise you never to drink again nor to insult you. Forgive me please.”

The rooster felt happy and knowing his mission was accomplished, he flew back to the top of the cathedral (“Quito: City of Legends” n. pag.).



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ACTIVITIES

THE CATHEDRAL ROOSTER

BEFORE READING AND LISTENING

1. Create a crossword with the following words. Students have to use all of them.

- Cathedral
- Rooster
- Boys
- Liquor

C	A	T	H	E	D	R	A	L
					B	O	Y	S
		L	I	Q	U	O	R	
						S		
						T		
						E		
						R		

2. Play a game making “the rooster, hen, duck, and the chicken sounds.” In this game seven or eight students must go to the front, take out a piece of paper, and then they have to make the sounds of the animals that are written on the paper (students do not have to speak). The rest of the classmates have to listen to the sounds and guess the correct animal according to their classmates mimicking.
3. Present the students with the title of the legend on the board and with a picture.





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4. Explain to the students that the picture is about an Ecuadorian legend and then ask students to write the end of the legend by making a prediction.

DURING LISTENING

5. Tell students that they are going to listen to a legend. Explain to them that the CD will be stopped at any time to let students make and say their predictions of what is going to happen next (Goodith 18).
6. Discuss students' predictions.
7. Students listen to the legend again, but this time they listen to it without interruptions.

DURING READING

8. Ask students to read the legend and mark the verbs they do not know.
9. Explain to the students the meaning of the verbs that they marked through mimic and examples. After that, ask students to write and draw the verbs in the boxes.
10. Ask students to complete the next chart with the past form of the verb. Also, they have to identify if the verbs are regular or irregular ones.

VERB	PAST FORM	VERB	PAST FORM
use	<i>used (R)</i>	trap	<i>trapped (R)</i>
look	<i>looked (R)</i>	feel	<i>felt (I)</i>
visit	<i>visited (R)</i>	is	<i>was (I)</i>
challenge	<i>challenged (R)</i>	fly	<i>flew (I)</i>
walk	<i>walked (R)</i>	think	<i>thought (I)</i>



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11. Ask learners to answer these questions.

- Did the wealthy man live in Cuenca? No, he did not.
- Did the man use to look at the metallic rooster on the top of the Cathedral? Yes, he did.
- The name of the liquor store was Mariana's Liquor Store.
- Did the man use to be drunk? Yes, he did.
- What did the rooster ask the man to promise him? The rooster asked the man to promise him that he never will drink mistelas again.
- Did the rooster fly to the Cathedral door? No, he didn't.

AFTER READING AND LISTENING

12. Write a list of words related to the legend: for example,

Rooster	Cathedral	wealthy
Mistelas	drunk	trapped
Quito	liquor store	a claw sting
Challenge	night	breakfast
Metallic	Mariana	Independence Square

13. Ask students to draw a “bingo card” with nine squares. They have to choose nine words from the list on the board. You must have many cards with words written on them related to the legend. All the cards are in a box, so you have to choose one. Then you read aloud the word and students put a piece of paper on the bingo card if they have the word you said. The first student to cross off all his/her words and say “bingo” is the winner (Goodith 78).



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BINGO CARD

Rooster	Cathedral	Wealthy
Mistelas	Drunk	Trapped
Breakfast	Insulted	Promise

14. Check the winner card with the words in your bingo card. If the words are correct ,the student is the winner.

THE SNORE BOX

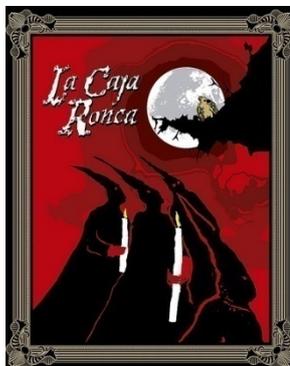


Fig. 16. (Pazmiño, Israel n. pag.)

In Ibarra, Manuel and Carlos, two very good friends, went to a well to take water. Their father, Martin, needed to water the potatoes he had cultivated. In the middle of the night, they were walking by dark and desolate wells.

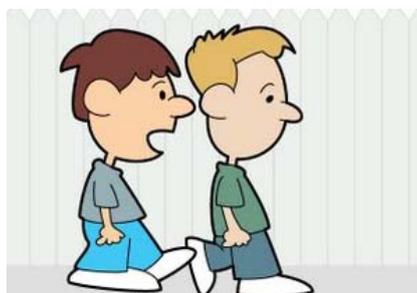


Fig. 17. (Spear, Kevin n. pag.)

Suddenly, a ghostly and strong noise like “tararan-tararan” was heard. They were very nervous and decided to hide behind an abandoned house. Unexpectedly, they saw a scene that would change their lives forever. They saw floating and hooded bodies bringing candles.



Fig. 18. (Lujufher n. pag.)

These creatures also were carrying a monster which had curved horns, teeth like wolves, and lit - up snake eyes. A transparent man



Fig. 19. (Icaza, Roger n. pag.)



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followed them playing a drum “

“tararan-tararan.”

Then they remembered that their grandparents told them about that pale man playing the drum. It was the legendary snore box. They were very afraid of the scene and they fainted instantly.



Fig. 20. (Steven, et al. n. pag.)

Later, Carlos and Manuel woke up, but these creatures were still there. They had given Carlos and Manuel candles which were human bones. A cry of despair woke up some of the neighbors of the place.



Fig. 21. (Mitos y Leyendas n. pag.)

The neighbors found the two boys murmuring incoherent phrases and trembling. Luisa and Dominguez, the neighbors, tried to calm them down. They went back home and told everything to their father, Martin. He did not believe the story. He told them that they were lazy boys.

After the incident, never again was the sound of the drum “tararan-tararan” heard. Carlos and Manuel never tried to walk in the middle of the night, again. (Steven, et al n. pag.).



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ACTIVITIES

THE SNORE BOX

BEFORE READING AND LISTENING

1. Complete the following crossword. Students have to complete the crossword by answering all the questions.

ANSWERS

UP

Potatoes

Drum

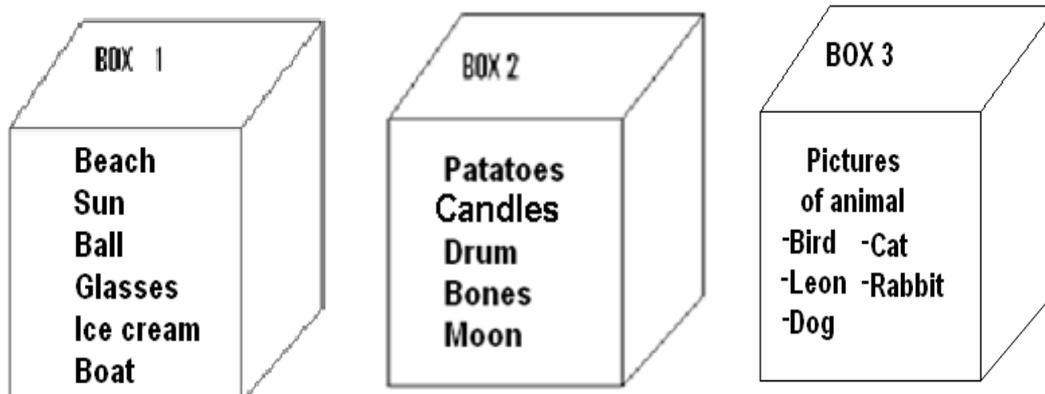
RIGHT

Box

Candles

Snore

2. Present students with the title of the legend. Also, present students with three boxes which contain some pictures or objects (pictures and objects related to the legend). Only one box has the correct materials according to the legend.



3. Ask students to choose the box that they think that contains the objects related to the legend they are going to read and listen to.



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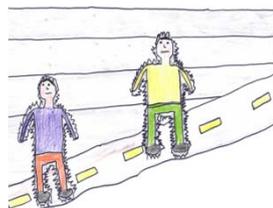
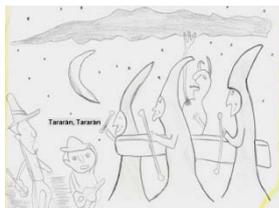
4. Take out the things that the box has inside (when students listen to the story they will know if the box that they chose is the right one).

DURING READING

5. Read the legend and use mimics to make students understand the legend.
6. Decide among the classmates if the box that students chose is the right one or if they need to decide on another one.

DURING LISTENING

7. Listen to the legend through a CD, but you must stop it several times. So, when you discontinue the CD, you have to present several pictures to the students and they must choose the appropriate one according to what they listened to.



AFTER READING AND LISTENING

8. Ask YES/NO questions.
 - Were there two boys in the legend? Yes, there were.
 - Were Manuel and Carlos afraid of the sounds they had heard? Yes, they were.
 - Did they see a dinosaur? No, they did not.
 - Did they see one monster? Yes, they did.



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9. Students choose a part of the legend and with the materials that they have in the box, they perform what happened in the story. But they do not have to speak during the presentation. You must divide the class into groups of five students.

- Students can pretend that they are scared because of the noise, “tararan”, they heard.
- They can act as if they are carrying the bone candles.
- They can present the monster being carried and the man playing the drum.
- They can act as if they are the boys being very afraid of the noise.

10. Classmates must guess what part of the legends students are trying to represent with their role-plays.

11. Ask the students to organize the following sentences according to the legend.

- Later, Carlos and Manuel woke up, but these creatures were still there. (4)
- In Ibarra, Manuel and Carlos, two very good friends went to a well to take water. (1)
- These creatures also were carrying a monster which had curved horns. (3)
- Suddenly, a ghostly and strong noise like “tararan-tararan” was heard. (2)



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12. Ask the students to retell the story using drawings (Arízaga10).

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SOME GENERAL ACTIVITIES FOR READING AND LISTENING ACTIVITIES

BEFORE READING

- Present students with a video which includes only pictures; students have to predict what things the characters are going to say during the legend.
- Make students listen to the sounds that they are going to listen to and read about in the legend.
- Make students listen to a song related to the legend in order to introduce the topic.

DURING READING

- Read the legend, but when students read a verb, they have to raise their left hand. And when they find a preposition, they must raise their right hand.

DURING LISTENING

- Give students a questionnaire with some questions of the story. Students listen to the story and complete the information (Goodith 82).



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QUESTIONNAIRE OF THE LEGEND “SNORE BOX”

- Circle the correct answer.
 - Manuel and Carlos were *brothers, friends, or cousins*
 - Martin needed to water the *potatoes, oranges, or tomatoes*.
 - They were very nervous and decided to hide behind an abandoned *castle, church or house*.

- Answer the following YES/NO questions. Answer YES if it is true, and write NO if it is false.
 - Was it at night when Carlos and Manuel heard a loud noise?
YES _____ NO _____
 - Did they see floating and hooded bodies bringing candles?
YES _____ NO _____
 - Were they very happy looking at these terrible creatures?
YES _____ NO _____

AFTER READING AND LISTENING

- Make a summary of the legend in one paragraph (Arízaga14)
- Order the following phrases according to the legend (Arízaga 26)
- Create the main character of the legends using recycled material.

In conclusion, activities to develop the reading and listening skills must be detailed and very well organized. The instructions given by the teacher have to be very objective and precise in order to obtain a successful answer from at least some of the students. The teacher acts like a monitor who guides students



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in the process of learning English by reading and listening to activities. The instructions must be given twice so learners can get a complete understanding of what they have to do. In addition, it is important to use real objects and pictures to introduce the legends. Lastly, activities should be modeled by the teacher; it means he/she has to give the example of what he/she wants students to do.



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APPENDIX 4

STUDENT'S BOOK

In this booklet, the legends included in this monographic work are presented. It has the activities that students must perform in classes to develop the reading and listening skills. It includes a CD.

The illustrations included in this booklet were a contribution of the children who study in "Daniel Hermida" Elementary School.

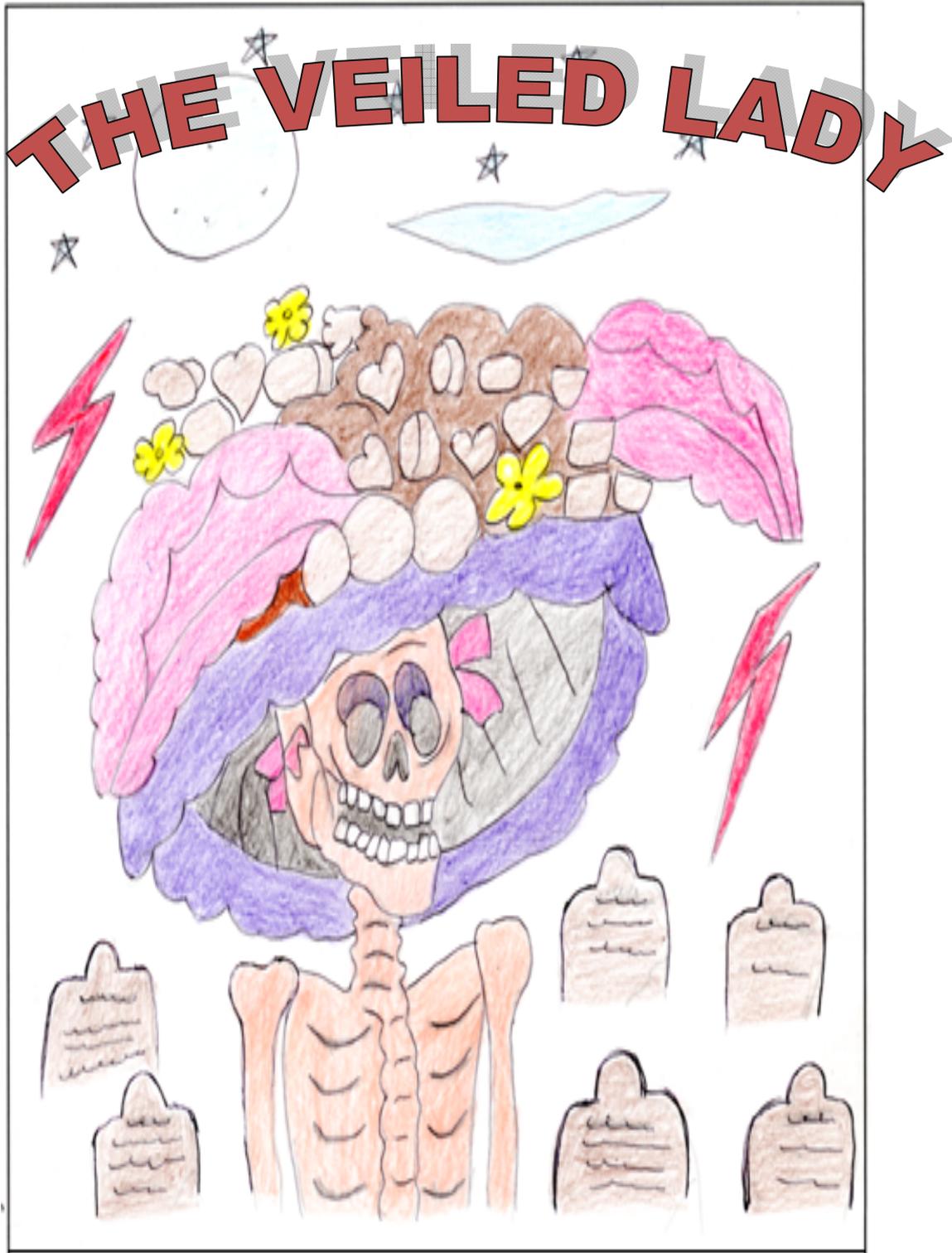
We really appreciate your collaboration and contribution to this book.

Congratulations, children, you are very clever people. Go on with your studies, and we hope you and everybody enjoy this book.



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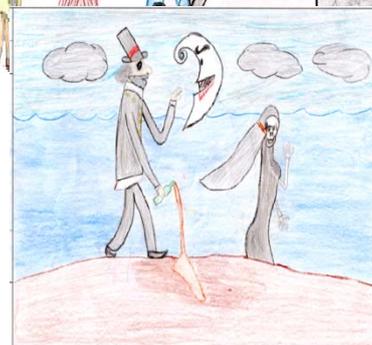
A young lady once lived in Guayaquil. She always wore a typical dress and brought an umbrella. A particular characteristic of her clothing was that she covered her face with a black veil.

She walked along desolate streets and passages after midnight. Some men followed her every night because she smelled like flowers. Also, she made signs to follow her.

Most of them went behind her, but she suddenly disappeared.

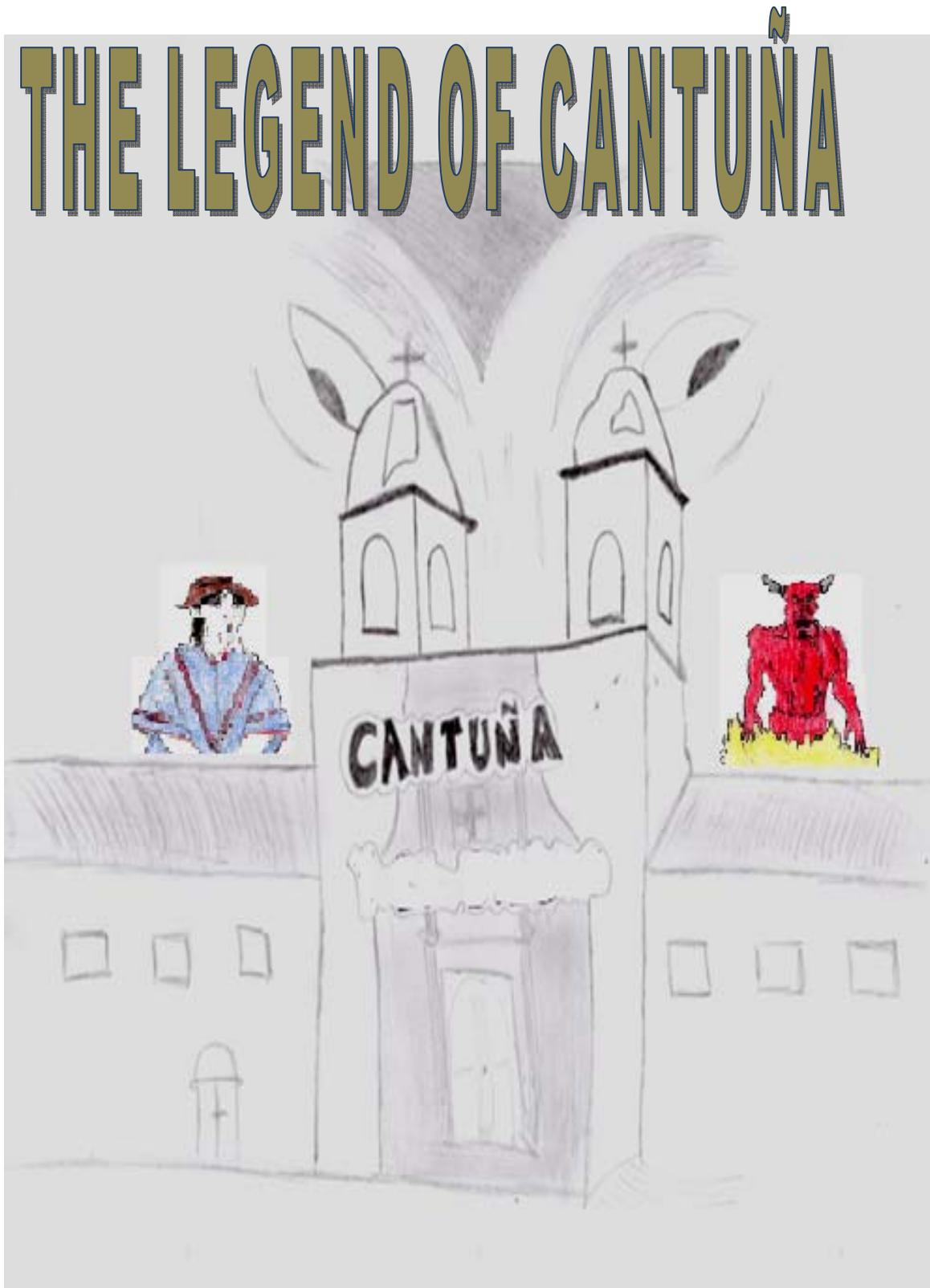
One night a man decided to pursue her to find out who she was. He was close to her and a nasty odor was in the environment.

When he wanted to run away, the beautiful lady turned around. She lifted her veil to show her face: it was a skull. The men who used to follow her, most of the time died because of the scare and the smell. Others became crazy and lost their memory. Those men were called “Los Tunantes.”





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Once upon a time, a Franciscan priest wanted to build a church. The Franciscan priest offered Cantuña, an Indian builder, the job. But the time was going on and if he did not finish the San Francisco Atrium in Quito on time, he would go to jail



He prayed and prayed asking for help to finish the church. One day, he saw a tall man wearing red clothes. He had a pointy chin and a large hooknose. The devil promised him to finish the church.



- The man said, “I’m Luzbel,” “Don’t be afraid, good man. I can help you to finish this church. I offer to finish the building by daybreak. For that, you have to give your soul. Do you accept my proposition?”
- “I accept said Cantuña. But no single stone must be missing by daybreak. Otherwise, I will not give you anything.”
- “OK,” answered Satan.



Once the pact was signed, thousands of little devils began to work. At about 4 a.m., the atrium was almost ready. It





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was soon daybreak and Cantuña's soul

was to be taken by Satan.

However, Cantuña showed the devil
the missing stone.

The workers of Satan had missed one
stone.

The Indian saved his soul and thanked
God for saving him and finishing his job
on time!





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THE CATHEDRAL ROOSTER





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A wealthy man used to live in Quito. Everyday he used to wake up, have breakfast, get dressed, and go to walk in the Independence Square.

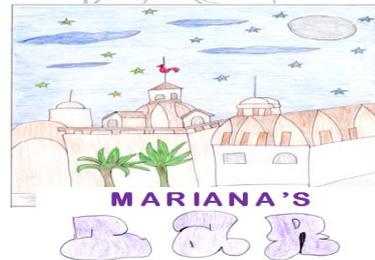
He always looked at the metallic rooster on the top of the Cathedral. He thought that all roosters have no value, even the rooster of the church.

After that, he visited Mariana's bar store to drink mistelas (different flavored alcoholic beverages). On the way back home, he looked at the rooster again. This time, he challenged the rooster because he was drunk.

"You have to promise that you never will drink mistelas again!. Also, you have to promise you will never insult me again!. Come on, make these promises!"

The man then answered "I promise you never to drink again nor to insult you. Forgive me please."

The rooster felt happy and knowing his mission was accomplished, he flew back to the top of the cathedral.





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THE SNORE BOX





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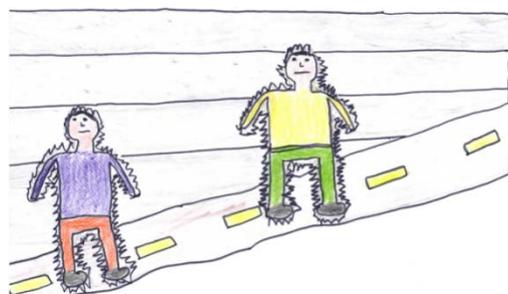
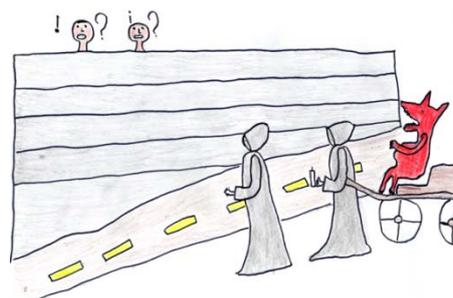
In Ibarra, Manuel and Carlos, two very good friends went to a well to take water. Their father, Martin, needed to water the potatoes he had cultivated. In the middle of the night, they were walking by dark and desolate wells.

Suddenly, a ghostly and strong noise like “tararan-tararan” was heard. They were very nervous and decided to hide behind an abandoned house.

Unexpectedly, they saw a scene that would change their lives forever. They saw floating and hooded bodies bringing candles.

These creatures also were carrying a monster which had curved horns, teeth like wolves, and lit - up snake eyes. A transparent man followed them playing a drum “tararan-tararan.”

Then they remembered that their grandparents told them about that pale man playing the drum. It was the legendary snore box. They were very afraid of the scene and they fainted instantly.





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Later, Carlos and Manuel woke up, but these creatures were still there. They had given Carlos and Manuel candles which were human bones. A cry of despair woke up

some of the neighbors of the place.

The neighbors found the two boys murmuring incoherent phrases and trembling. Luisa and Dominguez, the neighbors, tried to calm them down. They went back home and told everything to their father, Martin. He did not believe the story. He told them that they were lazy boys.

After the incident, never again was the sound of the drum "tararan-tararan" heard. Carlos and Manuel never tried to walk in the middle of the night, again.





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ACTIVITIES THE VEILED LADY

TASK 1

Look for the following title in this word puzzle: **“The Veiled Lady”**

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

TASK 2

Look at the objects presented by the teacher. Underline the objects that you see.

a cross - a veil - a radio - a skull - a cell phone

TASK 3

Look at the title of the legend “The Veiled Lady,” and make predictions about it then answers the following questions.

Write another title for the legend

How many characters are there?

Where does the legend take place?



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TASK 4

Read "The Veiled Lady" legend. Circle the title and the characters you find. Then read the title that you wrote before and choose the best among the classmates and write it.

TASK 5

Listen to some past verbs, and then write them in the present time.

Covered _____

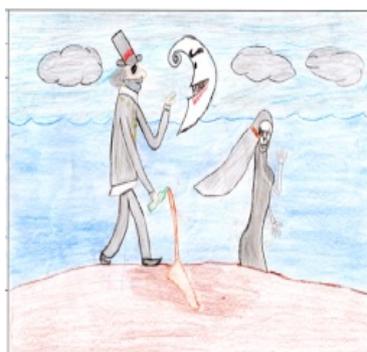
Decided _____

Walked _____

Died _____

TASK 6

Put the pictures in order according to the statements of the legend that you listen to.





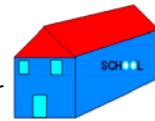
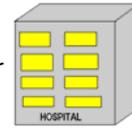
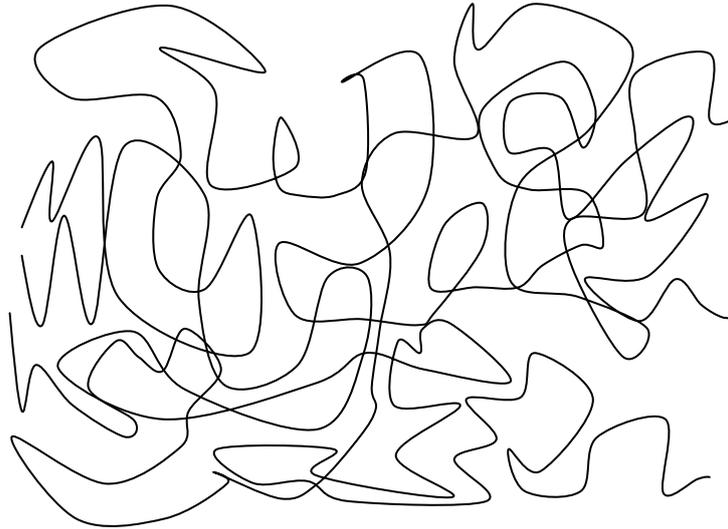
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THE LEGEND OF CANTUÑA

TASK 1

Help the Indian to go to the church.



TASK 2

Look at the pictures on the board. Circle the pictures that you see.

A box - a church - a black dress - a rooster - a devil - an Indian - two boys - a priest

TASK 3

Choose a picture that you think will be related to the legend you are going to read and listen to. Circle the picture and then write seven words that you think are going to appear in the legend.



1. _____
2. _____
3. _____



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4. _____

5. _____

6. _____

7. _____

TASK 4

Read the legend and then answer the question.

- Did you choose the correct picture on the board? YES / NO

If not, choose the correct one.

Cross out the incorrect words and write other words related to the legend.

TASK 5

Listen to the legend and fill in the blanks with the correct information.

The Franciscan priest wanted to build a _____.

He saw a tall man wearing _____ clothes.

The _____ promised him to finish the church

“I’m Luzbel,” “Don’t be afraid, _____ man.

Cantuña showed the devil the missing _____.

TASK 6

Group work

Let’s do a figure. Each student must choose one of the next words.

Franciscan priest - Cantuña - San Francisco Atrium

Devil - Little devils and a stone

Materials you need:

-A piece of paper -Color pencils or markers

-Scissors -Tacks -Pieces of eraser -A pencil

Follow the next steps.

<p>1. Draw the character</p>	<p>2. Paint the drawing</p>	<p>3. Draw intermittent lines.</p>
<p>4. Cut the drawing following the intermittent lines.</p>	<p>5. Cut an eraser in little pieces.</p>	<p>6. Join the pieces with tacks.</p>
<p>7. Secure the tacks with the eraser.</p>	<p>8. Move the figure in any time.</p>	

(Taken from MSD manual)

TASK 7

Each group has to retell the story by using the figures.

For example

In Quito, a Franciscan priest asked Cantuña to build the San Francisco Atrium.....



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THE CATHEDRAL ROOSTER

TASK 1

Make a crossword with the following words. Try to use all of them.

- Cathedral
- Rooster
- Boys
- Liquor

TASK 2

Look and listen to the sounds. One student has to go to the board, read the paper on the desk and make the sound of the animal he/she read.

Try to guess and circle which animal the leader represents.

Duck Rooster Dog Hen Chicken

TASK 3

Look at the picture and read the title of the legend "The Cathedral Rooster."

Write an ending for this legend.

TASK 4

In pairs, listen to the legend. **Be attentive!** Try to predict what will happen after the teacher stop the CD. Discuss in the class about the predictions.



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TASK 5

Read the legend and mark the verbs that are new for you.

Write the verbs on the lines and make a drawing of them.

Complete the chart with the right form of the verb. Write **R.V** for regular verbs and **I.V** for irregular ones.

VERB	PAST FORM	VERB	PAST FORM
use		trap	
look		feel	
visit		is	
challenge		fly	
walk		think	

TASK 6

Read and listen to the legend and answer the following questions:

Did the wealthy man live in Cuenca? _____

Did the man use to look at the metallic rooster on the top of the Cathedral? _____

The name of the liquor store was _____

Did the man use to be drunk? _____

What did the rooster ask the man to promise him?

Did the rooster fly to the Cathedral door? _____



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TASK 7

Let's play bingo!!!...

1. In a paper, draw nine (9) squares of the same size.

2. Choose nine (9) words on the board and write them in each square.

Rooster	Cathedral	Wealthy
Mistelas	Drunk	Trapped
Breakfast	Insulted	Promise

3. Listen to the word that the teacher is going to say. If you listen to a word that you have in the card, cross it out.
4. When you cross out all the words say: **"BINGO"**

Rooster	Cathedral	Wealthy
Mistelas	Drunk	Trapped
Breakfast	Insulted	Promise

5. Verify your answer with the teacher.



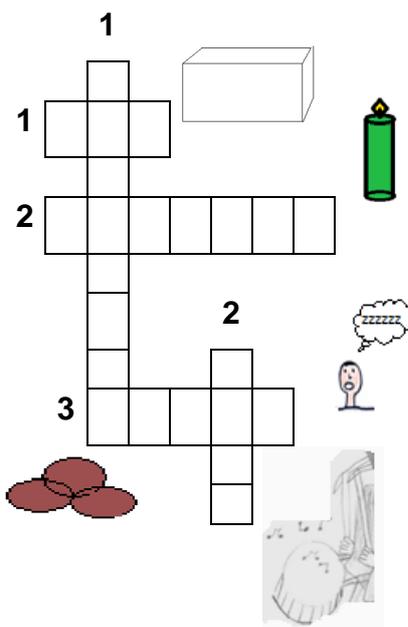
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THE SNORE BOX

TASK 1

Complete the crossword with the right words



Up

1. Plural of potato.
2. A percussion musical instrument.

Right

1. A rectangular or square container for objects.
2. A molded piece of wax used to light dark places.
3. To breathe noisily while sleeping.

TASK 2

Read the title of the legend.

“The Snore Box”

Look at the teacher and choose one of the boxes on the desk. Look at the objects that are inside.



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TASK 3

Read the legend and look at the teacher because he/she is going to mime the legend. Decide if the box is the right one, if not, choose the correct one.

TASK 4

Listen to the legend again. When the teacher stops the CD, choose a picture according to what you listened.

TASK 3

In groups, answer to the next questions and discuss the answer in the class.

- **Were there two boys in the legend?** _____
- **Were Manuel and Carlos afraid of the sounds they had heard?**

- **Did they see a floating and hooded bodies?** _____
- **Did they see one monster?** _____

TASK 4

Group work

Choose one part of the legend you like. With the materials that you find in the box, perform what happened in the story, **but you don't have to talk.**

You can

- Pretend that you were scared because of the noise, "tararán."
- Act as if you were carrying the bone candles.
- Present the monster being carried and the man playing the drum.
- Act as if you were the boys being very afraid of the noise.

The classmates must guess which part of the legend the group of the front is representing.



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TASK 5

Organize the following sentences according to the legend. Write the sentences in order on the lines.

- **Later, Carlos and Manuel woke up, but these creatures were still there.**

- **In Ibarra, Manuel and Carlos, two very good friends went to a well to take water.**

- **These creatures also were carrying a monster which had curved horns.**

- **Suddenly, a ghostly and strong noise like “tararan-tararan” was heard.**

TASK 6

Retell the legend by using drawings. .
