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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Enhancing the Reading Skills, Using Traditional Legends of Ecuador with
Teenagers of “Shiña” High School

Trabajo investigativo del Curso de
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RESUMEN

Este estudio fue conducido para identificar aspectos importantes relacionados a la enseñanza de la lectura a los estudiantes de primer año de Bachillerato del Colegio Shiña. Esta investigación monográfica propone material de lectura basado en las Leyendas Tradicionales del Ecuador como una herramienta para mejorar las destrezas de la lectura. La carencia de motivación para practicar la lectura en los jóvenes estudiantes especialmente la necesidad de recobrar la identidad ecuatoriana, son los objetivos alrededor de los cuales este proyecto está centrado. Ambos problemas detectados en esta investigación son tratados para involucrar a los estudiantes en estos aspectos importantes de la vida. Esta investigación está basada en la exploración de literatura relacionada a la cultura ecuatoriana, leyendas tradicionales, como también en las teorías concernientes a la enseñanza de la lectura. En el proceso de recolección de datos, la entrevista y la encuesta fueron usadas para descubrir los intereses de los estudiantes para el Inglés. Los resultados reflejan que las leyendas son muy útiles en la práctica de la lectura. Así, los estudiantes mejorarán las destrezas de lectura, y aumentarán el conocimiento acerca de nuestra Historia y Cultura.

Palabras Claves

Destrezas de la lectura, Leyendas, Cultura.



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ABSTRACT

This study was conducted in order to identify important aspects related to teaching reading to students in their first year of Bachelor at Shiña High School. This monographic research proposes reading material based on traditional Ecuadorian legends as a tool to improve reading skills. The lack of motivation to practice reading in these students, and especially the necessity to recover Ecuadorian identity, are the aims around which this project is centred. Both issues found in this research are treated to involve the students in those important aspects of life. This research is based on exploration of literature relating to Ecuadorian culture, traditional legends, as well as the theories concerning the teaching of reading. In the process of gathering data, the interview and the survey were used to discover the interests of the students towards English. The results reflect that legends are very useful in the practice of reading. Thus, the students will improve reading skills, and augment their knowledge about our History and Culture.

Key words

Reading skills, Legends, Culture.



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DEDICATION

This project is dedicated to then woman who gave me life, my dear mom, Yolanda Chavez, thanks for your support and understanding during this difficult process of study. Moreover, I want to express my appreciation to my brother, Fabricio Cumbe, who has been my guide, counselor and right hand throughout all my life.

Karina

The present monographic work is dedicated to my family: my husband Jaime Chacón for his love, support, and comprehension through all this time; to my daughters Andrea and Lorena for being my inspiration, and give me the fortitude to be better every day. To my granddaughter Emily for to be the happiness of my life; and of course, to my parents because thanks to them and their teachings, I have become what I am.

Leonor

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I have no words to express my gratitude to God; who has guided me during my study process despite being alone; He has helped me to realize my dreams. Furthermore, thanks Mom for helping and supporting me all these years. Finally, I want to express thankfulness to our tutor, Mst. Katherine Youman, who has been tolerant, friendly, and the best guide to help us carry out this project.

Karina

I want to express my gratitude to God; who is my strength, and who has helped me to rise up in the difficult times. To my parents who taught me that, with effort, sacrifice, and dedication, we can reach our goal. To my beloved husband for being my friend and my partner when I needed it most; thank you Jaime for your patience and support.

Leonor

INTRODUCTION



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This project “Enhancing the Reading Skills: Using Traditional Legends of Ecuador with teenagers of Shiña High School” is divided into four chapters, which provide detailed information for using Ecuadorian legends in the process of teaching-learning English language. The first chapter describes the problem to be solved, as well the reasons and justifications for selecting this theme. Here, the most important point is the use of the local legends to recover our culture, and to improve the reading skills to assist in learning a foreign language. The second chapter refers to the theories about the importance of reading skills in the process of learning a foreign language; also it tells us about the strategies of reading and its importance. Further, this chapter discusses the importance of using culture to learn a second language, likewise the definition of legend, its principal characteristics, and the contributions of them in order to learn English. The principal point found regarding these theories is legends can be used in class as instruments to develop cultural understanding, and increase reading skills in the process of learning the English language. The third chapter explains the methodology used in the process of using Ecuadorian legends to learn English. In addition, there are the legends which were introduced to the students in class. Finally, in the last chapter there are the conclusions which were made after this research, and the recommendations on how this research with Ecuadorian legends can be used in class as a resource to learn English. After that, there are the appendixes that explain and show sample activities which can be used in class, with the purpose of teaching English through Ecuadorian legends. In addition, there are pre-reading and post-reading exercises. These activities can be useful in a class to enhance reading skills in English.

CHAPTER I



THE PROBLEM

1.1 TOPIC

Enhancing Reading Skills: Using Traditional Legends of Ecuador with teenagers of “Shiña” High School.

1.2 DESCRIPTION OF THE PROBLEM

The present work refers to the context of reading in which teenagers 15 to 16 years old in Shiña High School are immersed, and the possible ways to enhance the reading skills, which will be presented later. Teaching English as a foreign language has been a matter of concern for teachers and parents of this school. Some problems that seem to be affecting the development of reading skills are lack of motivation, and confidence in practice reading. Students are commonly nervous. Another problem is that literature or books used by teachers are not in line with the students' interests; and finally the majority of the stories are not in an Ecuadorian context, they do not reflect the environment of Ecuador. Those are the reasons why there is a need to analyze the situation and to find the possible solutions for these difficulties.

1.3 JUSTIFICATION

This project “Enhancing reading skills using Traditional Legends from Ecuador in teenagers from fifteen to sixteen years old in Shiña High School” will be carried out for two reasons: first, to help students to improve reading skills, and second, to use traditional legends from Ecuador to reinforce the knowledge of our culture and identity.

With respect to the first reason, students need to develop reading skills. Reading involves a process that takes a long time to develop. Reading should be practiced because it is the first step in the learning of the English language or of any language. Also, it is important to practice reading well as a prerequisite for access to many forms of knowledge. By means of reading activities the



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reader may increase general knowledge, vocabulary, and fluency. In addition, the development of the mental ability to understand the main idea of a text is very important.

Concerning the second reason, because of globalization, frequently people do not know about the legends and culture of Ecuador. So it is very important to use traditional legends from Ecuador because they are a part of our culture. Legends have been passed down from generation to generation orally. All these legends are very important and worthy to be known as part of the national heritage of Ecuador. Therefore, it seems attractive to resurrect many of the old legends of Ecuador which have been lost, and use them in the classroom.

Finally, because of the reasons before mentioned, this thesis has practical goals: to improve reading and comprehension on the one hand, and to revive interest in Ecuadorian legends on the other.

1.4 OBJECTIVES

GENERAL OBJECTIVE

- To use Ecuadorian legends as a tool to enhance reading skills

SPECIFIC OBJECTIVES

- To explore legends of Ecuador and use them as a source of information for students in Shiña High School.
- To analyze reading skills in teenagers 15-16 years in Shiña High School.
- To identify student's interest with respect to Ecuadorian Legends.

In the next chapter, the literature review is exposed to clarify the theories about teaching reading.

CHAPTER II



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LITERATURE REVIEW

This chapter provides information about the scientific data used to develop the topic “Enhancing reading skills: using traditional legends of Ecuador with teenagers from “Shiña” High School.” All topics are based in Ecuador legends and the importance of using them in the process of learning reading skills in English language.

2.1 Teaching reading in a foreign language

2.2 The importance of reading skills

2.3 The process of reading

2.4 Developing reading skills in the English Language

2.5 Reading strategies

2.6 The importance of culture in learning a second language

2.7 Definition of legends

2.8 Principal characteristics about traditional legends of Ecuador

2.9 Traditional legends of Ecuador as a contribution for learning English language

2.1 TEACHING READING IN A FOREIGN LANGUAGE

Today we live in a globalized world, and English has become essential in education (Manivannan 12). “Learning to read is a major achievement in students’ language development...” (Allen and Linn 388). Decoding the written word is the most important concern for parents, teachers, and society. For many years institutions have taught English based on grammatical structures, and this is not a practical learning method for students; therefore, teaching English as a Foreign Language is a very important part of the curricula (Luna 15). The present chapter discusses the importance and benefits of the development of



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reading skills, a summary of the studies made by Dr. Sally Shaywitz and Dr. Richard Gentry about the neural system for reading,

2.2 THE IMPORTANCE OF READING SKILLS

Gibson and Levin wrote that, “reading has received more attention than any other aspect of education. The ability to read well is the basis for success in school and later, so there is a small wonder that the instruction in the early grades is organized around learning to read” (qtd. in Allen and Linn). There is no doubt that reading skill must be the first achievement of all schools. At the current time, people’s knowledge is increasing at an amazing speed; however, the use of the technology and the Internet has resulted in youth losing interest in books. John Holloway comments in his article that, even though the development of reading skills is very important for obtaining knowledge in any field, the academic level from middle and high school is low. Although students from 8th and 12th grade have improved their proficiency as readers, some studies that measure the fundamental skills in reading have reported that the level of reading is still low (par 1). Nancy Collins searched about the causes of this problem, and she found that many students are not motivated. Collins also said that another reason is that the students had no experiences in meaningful situations. (par 2).

Much research has been made with the purpose of increasing skill level in reading. At the end of the Holloway’s article he writes, “...teachers should consider using any medium that stimulates students’ interests and involvement in language. As Nancy says, “the only way to improve reading skills is to read” (par 10).

By the way, reading is the only way to absorb information. By the means of reading we can learn more about all kind of sciences and increase our knowledge. Practicing reading can benefit in the following ways:



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a. Reading is an important tool to absorb information.

Reading is an important skill which does not only provide the ability to obtain new information but also it is essential in the acquisition of a new language. Beatrice S. Mikulecky in her web page Teaching Reading in a Second Language affirms, "...reading is the basis of instruction in all aspects of language learning" (par 1).

b. Reading can improve our intelligence

Reading is a process that can benefit both personally and intellectually. The practicing of reading improves the mental development, because it increases vocabulary, fires imagination and introduces new concepts as well as experiences ("Intellectual development..."¹). By reading a lot, the student can improve his or her English background knowledge to further their vision. In addition, reading can inspire the thought process, and build values. If a person forms a reading habit, she or he can master anything he or she wants to learn, in this case, English.

c. Reading can help to develop our interest

Michelet in her book "El juego educativo" points out that reading skill acquisition just makes sense because it allows a person to communicate and to learn. The majority of students who have acquired reading skills already, but do not practice reading, seem that they are stagnant in their intellectual development. A person who does not practice reading has a limited vocabulary, and the meaning of the majority of words is unknown. They read but they cannot understand what they read, and as a result, reading is not interesting for them. Fostering reading skill helps to develop language acquisition, and it is an effective agent of mental development; inducing students to think and to act (123).



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Catherine Snow in her book “Reading for Understanding” notes that “reading well” is a process that takes long time to develop. To enhance reading skills students must be capable of reading and understanding different kinds of materials. Reading should be practiced for pleasure, as well as for learning and analyzing. Reading is considered as a prerequisite to access participation in many forms of social life. Teachers sometimes think that reading skills and comprehension are taught in elementary school, so they are expected to extend these capacities in high school (35).

2.3 THE PROCESS OF READING

The reading process is something that we cannot perceive with the eyesight, we just can hear when the reading is done aloud (Allen and Linn 389).

Jorge Zambrano in his program “Momento de la creación” suggests that language is not just a collection of sounds created by the humans, but it is a real God’s gift. Most of us read without difficulties, so we do not think about the complex process that it involves. When we read and understand a message it seems a simple process, but it is not like that. The process of understanding involves many other mental activities and strategies that must be practiced until they become automatic (Birch 2). Proficient readers forget all the details that they had to learn to be able to process the written language in their brains.

Wolf states that, “We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the organization of our brain, which in turn expanded the ways we were able to think...” (qdt. in Grabe 4).



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Mariane Celce, in her book “Teaching English as a Foreign Language” explains that reading is a process of mentally interpreting written symbols. The reader constructs meaning through the interpretation of a written text that has been created by symbols that represent language. The transaction implies a process where the reader interprets the text influenced by the past experiences, language background, and cultural framework. Fluent readers, she says, are able to recognize words and their meanings, and then they use their previous knowledge about semantics and syntactic, join it with their personal experiences to form predictions. Finally, they confirm or reject those predictions. When the process of sampling text, making hypotheses, and confirming them makes sense the process continues. The process breaks down when the reading begins not to make sense, so the reader uses some strategies that facilitate the comprehension again (154).

2.3.1 Where and how does the reading process occur?

“The knowledge is organized into memory structures like images, networks, schemas, and frames” (Birch 2). The scientists explain that the sounds, signs, or graphics are converted in words. This action takes place in the zone parieto temporo occipito.(Bravo and Valverde 37).

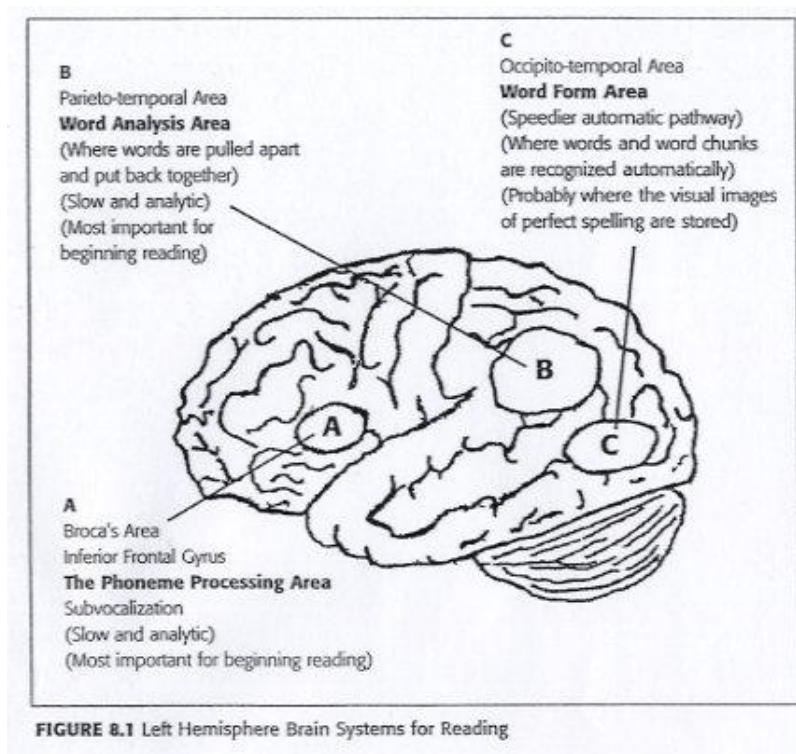


Fig. 1 Gentry, Richards. Neural Systems for Reading. 26 Nov. 2010.

Dave Krupke in his article Neural System for Reading writes a brief summary from the work of Dr. Sally Shaywitz and Dr. Richard Gentry about the brain system for reading.

First, Broca's area is the *Phoneme Processing Area*. This is the place where subvocalization occurs. This is a process that is slow and analytical and most likely to be used in the beginning stages of learning to read, according to Shaywitz and Gentry. Broca's area is also the "speech" area, dealing with articulation . . . how sounds are produced in the mouth (par 2).

Second, Parieto-temporal area is the *Word Analysis Area* of the brain. "This is where words are pulled apart and put back together, in essence, linking



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sounds to letters”. According to Gentry and Shaywitz this is the area in charged for word analysis or sounding out words (par 3).

Third, Occipito Temporal area is the *Word Form Area*; where words are recognized automatically, and visual images of spelling are stored. Shaywitz states that the activation of the “word form area” leads to the “express pathway of reading” (par 4).

The brain, the eyes, and the auditory system participate in the process of reading. First, our eyes focus on some scribbles and an image is created on our retina. Then the information received by the eye is sent to the brain, in which a series of chemical reactions occurs. In this process someone teaches us what the squiggles mean. Linking the sound and the sign, and repetition for memory encoding is accomplished, and we can read. This process consists of a variety of strategies that the reader has acquired. The development of these strategies allows the reader to take the text as a source of information, and to interpret what is on the printed page (Birch 29).

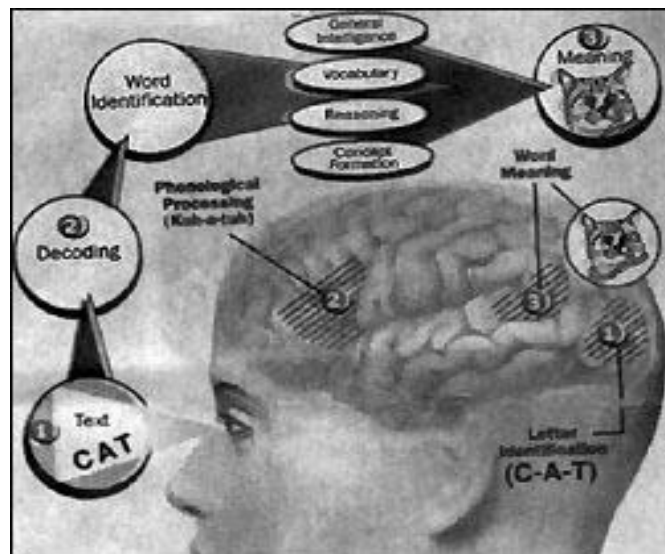


Fig. 2 Whitchelo, Adrian. Center for Educational Therapy. 18 Oct. 1998



2.4 DEVELOPING READING SKILLS IN THE ENGLISH LANGUAGE

There are four language processes: Two of them are productive: speaking and listening; and two are receptive: writing and reading. We have already understood that the brain is the organ that process information. Mouth reports the oral reading (Allen and Linn 374). However, our concern is to comprehend what we read. Marianne Celce writes about the things that a fluent reader does:

- a. Automatic recognition skills for word or text identification: that means that the reader recognizes words (unconscious ability).
- b. Recognition of the vocabulary: the reader identifies a very large list of meaning of words.
- c. Identification of the genres of text: he or she is able to recognize the purpose for reading (a report, a letter, a narrative).
- d. Content/world background knowledge: comprehend the text and integrate it with the reader's own knowledge.
- e. Synthesis and evaluation skills/strategies related to the ability to read, to compare, and to think critically and evaluate the information (154).

2.4.1 Goals for effective reading

Celce make some suggestions that teacher has to consider in planning of curricula.

- **Conducting needs analysis:** It is important to examine students' motivations and attitudes towards reading. It can be collected by interview or a short survey. Teachers have the responsibility to gather information about how students feel, how much reading they have done, what they like to read, and how they see themselves as readers. Those questions can provide of useful information to plan curricula (190).



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- **Prioritize goals:** After analyzing the students' answers they will be interpreted. All the texts, topics, and tasks should be based in the students' interests, motivations abilities, and goals (190).
- **Appropriate text materials:** A very important component to take into account in selecting materials for reading is students' motivation. Text materials should be appropriate level of difficulty, background knowledge, cultural assumption, grammatical complexity, and vocabulary (191).
- **Diversifying student's reading:** To reach success in reading, it should be practiced in class, in lab, in a library, and at home. Reading for different purposes. Silent reading must be practiced in each lesson (192).

2.5 READING STRATEGIES

There are many theories about reading processes and strategies. First, reading is a tool for thinking and learning. This process consists of extracting information from text which the reader uses in many ways and purposes (Allen and Linn 390).

Jeremy Harmer in his book "How to Teach English" points out that students read English for many reasons for example: for their careers, for study purposes, or simply for pleasure. Reading helps in developing other skills; such as making the process of language acquisition easier, to provide good models for English writing, to improve vocabulary, grammar punctuation, to construct sentences, paragraphs, and texts (68). The author also comments about the skills that students have to acquire. Students have to be able to scan, and to skim the text and look for information they are searching for (69). The following strategies proposed by Marianne Celce were applied in order to accomplish this monographic work.



2.5.1 Pre-, During-, and post reading strategies

The challenge of teachers in reading instruction is to engage students to achieve learning goals.

Activities for pre-reading: It helps students to activate the background knowledge, and stimulates students' interests. For example:

- Previewing the text: By examining all the features of the text such as the title, subheadings, graphics, sections, etc.
- Skimming portions of the text: first paragraph or last paragraph, make predictions
- Answering questions: formulate questions and answers
- Explore Key vocabulary:
- **Reflect on previous information:** of the topic

Activities During reading: Guide the students to understand difficult concepts, complex sentences, or the relationship between ideas or characters. During activities include the following:

- Summarizing main ideas
- Identifying emotions of key characters
- Clarifying some complex sentences
- Answering questions posed during pre-reading

Activities of Post-reading: This part of the process is related to efficient understanding of what has been read. This kind of activities require writing skills.

Some post-reading activities are:

- Completing graphic organizers
- Expanding a semantic map created earlier
- Answering questions that demonstrate comprehension



The pre-, during-, and post-reading activities can be applied in different classroom contexts (191-192).

2.6 THE IMPORTANCE OF CULTURE IN LEARNING A SECOND LANGUAGE

All through life it is common to hear about culture, but there are many questions about culture. What is the meaning of the word culture? Why is it important to know and keep alive one's culture? Why is culture important for learning a second language?

As Benítez and Garcés state in their book "*Culturas Ecuatorianas Ayer y Hoy*" the first point is that culture is a manifestation about all types of conduct in a society such as material and intellectual.(7). So culture is not heredity, it is social, and transmitted by generation to generation during a lifetime. In addition, culture is the accumulation of experiences and knowledge from a group which is in continuous transformation (8).

As a second point, culture is so significant because human beings are cultural. Through culture human beings can live in a variety environment, learning, sharing and accumulating knowledge (9). Also, language is a principal factor because it is a part of the culture, since through language human beings can communicate and tell each other about past, present and future actions. Furthermore, culture is significant in the learning of a second language, for the reason that using our own culture, customs or ideologies in the process of teaching-learning, helps students, or people in general, becomes interested in knowing and learning a second language. People are interactive and need to communicate (11). For instance, in Ecuador the learning starts within the family, then in the school, and later with other groups, but keeping its own origins (12).



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Knowing the meaning of culture and its importance is important in that interaction, communication and the sharing of certain experiences are relevant and helpful in the process of learning a second language.

2.7 DEFINITION OF LEGEND

According to Flor Romero in her book "*Ritos, mitos y leyendas de América*" oral literature, in its many forms such as myths, tales, legends and other stories, is a heritage of culture in human beings which have been shared from generation to generation(6) Expressions and traditional customs of certain towns always have been an attraction for investigators and people in general. (8)Over many years people have kept up tales from farmers and popular people, transcribing and repeating in the form of a legend. (9) Consequently the legend is a result of the cosmovision, religion and culture of the towns. As a result there are many definitions of legend such as:

The book "*Leyendas y Tradiciones Quiteñas*" comments that the legend is a kind of communication, which includes traditional messages, romances, and refrains transmitted from generation to generation, and produced by popular talent where different customs of a town or place are reflected (par.1)

According to Romero, Flor in the book "*Ritos, mitos y leyendas de América*" the legend has been transmitted by oral form, having basic functions in social groups and human cultures, where narrations are part of the real life. The language is the most important because it is the method to transmit customs, behavior, and stories, making a fascinated oral communication (13). The legend is not about supernatural or divine people; the characters of a legend are cultural heroes, real stories, and fantastic characters like elves, ghosts or spirits, to reinforce a social behavior. Thus, the legends follow social and moral functions in the human group's manners (16).



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The legend comes from a group of successes and characters which are in a popular society's mind, which are interpreted in an oral way and shared in a community to convince and implant a conduct through the conversation and ideologies (Rubio 26).

2.8 PRINCIPAL CHARACTERÍSTICS ABOUT TRADITIONAL LEGENDS OF ECUADOR

In Ecuador the growth of the economy is decreasing the custom of telling the old stories, instead creating new activities and the modern society. So in actuality there are two ways to learn about Ecuadorian Legends. The first one is by communication or cordial conversations with those people who remember and tell them. The other sources to learn about Ecuadorian legends are the publications, text or books which provide information on the Ecuadorian culture through legends (Rubio 28).

In the book "Ecuadorian Legends" Rodriguez C, Hernan says that Ecuadorian legends are a wonderful narrative expression which has been transmitted over many years. He says that the traditional families used to meet during dinner or at midnight to tell stories, which was an attraction to stay at home. The legends were as food in the meeting, they were a kind of dessert during the dinner (9).

For a long time, the ancestors' creativity was drowning, resulting in the creation of the legend as an important method to entertain people and produce communication. The imagination appeared, making the legends tales of fictitious people, heroes, and ghosts. For this reason the legend was shared from generation to generation, spreading customs, traditions and believers (Villa 11).

Ecuador is very rich in legends which have been transmitted from generation to generation in an oral form. For many generations, Ecuador has develop stories with their origin in its cities that have been transformed to legends with many



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facts, mysteries and supernatural characters becoming a real story in the people's mind. The popular talents of Ecuador's towns or places have been reflected through the legends, showing different folklore and customs of the whole of Ecuador. So it is important to preserve our Ecuador's roots since at the present time, we are invaded by a foreign culture, and technology. It is important to preserve those magnificent legends of Ecuador such as "The veiled lady", "The chained dog", "The headless priest", "The enchanted stone" and "The legend of the condor".

2.9 TRADITIONAL LEGENDS OF ECUADOR AS A CONTRIBUTION FOR LEARNING ENGLISH LANGUAGE

Since legends are part of Ecuador culture, they have been thought useful in the process of teaching-learning, because they are attractive, and students are interested in learning more about Ecuador legends. Therefore, the use of legends in class is a good tool in the process of learning a foreign language, because students can learn their own legends, culture, folklore but in a foreign language, making a significant learning where students can learn more about their origins and the same time learn English language.

In addition, legend is a part of the culture and has to be taught in second language classes. It is very important to include culture (customs, beliefs, society) in the learning of a second language. Legend can be used in teaching English with reference to the students' background in order to develop the four skills: speaking, reading, listening and writing. It helps learners to have ideas of what they already know to use the stories to communicate. (Thanasoulas, par. 1)



CHAPTER III METHODOLOGY

3.1 BASIC METHODOLOGY

The methodology used in this project is qualitative and quantitative technique because it allows triangulating data from the reality of the findings (Jick 2). The use of a combined methodology provides the techniques to collect and interpret the information obtained in this research. Moreover, the methodology of action research is used in this monographic work, because it provides the process to analyze the theories related to Reading, Oral Traditions, and Ecuadorian Culture.

Research is a structured process that uses a scientific methodology to solve problems and the knowledge created is generally applicable (“Research Methodology 2). This method is based in the observation, classification, and interpretation of the data. This method must have certain characteristics;

- **Controlled:** That means that the researcher has to minimize the effects of other factors in the study (par.12).
- **Rigorous:** The researcher must be aware that the procedure to collecting data must be relevant, appropriate, and justified (par. 13).
- **Systematic:** The process of researching has a logical sequence (par. 14).
- **Valid and verifiable:** the conclusions and findings are true, and can be verified by other people (par. 15).
- **Empirical:** This means that the conclusions are based on evidence collected from observations of the real life (par. 16).



- **Critical:** The process of investigation has to be evaluated and free from negative aspects (par. 17)

3.2 The Inductive and Deductive methods

Throughout the years teachers have used inductive and deductive methods to teach concepts and generalizations; in this case, using legends in classes. Inductive and deductive methods are distinct and opposing. According to the Research Methods web page, Deductive method goes from the more general to the more specific; this method is also called the “top-down” approach. Inductive method goes from specific facts to a broader generalization, this method is also called “bottom up”(par 1, 2). These methods are very different, but the most important is the role of the teacher in the classroom.

To teach English with the deductive method the teacher is the center of the learning process. 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. In other words, through this method, the teacher presents general ideas to the students, and then they look for more specific information (“Deductive and Inductive Instruction” par 1, 2). This is a good method to teach the English language to beginners.

On the other hand, 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. 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



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consequence, in this method the learner is the center (“Inductive and Deductive Instruction” par. 3)

3.3 Human resources

First, the Humanistic Intercultural Bilingual “Shiña” High School, located in the South part of Azuay was visited. The students of this community speak Quichua as a native language, and Spanish as a second language. It is important to mention that this community has a special interest in conserving their customs, traditions, and holidays. Then, by means of observation it was noticed that the students were not interested in English reading. The researcher, who is the teacher at the same time, talked with them trying to find the problem with this subject. The students expressed that they like English, but not Grammar. It was discussed about how to motivate students to practice reading. After that, a questionnaire was applied to 17 students. There were 9 male and 8 female students who participated in the survey. The purpose of this survey was to know if students know about Ecuadorian legends, and if they would 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 to be part of Ecuadorians’ culture. In addition, the expert interviewed argued that Ecuadorian Legends form part of Ecuadorians’ culture and those legends must be used as an important tool to teach English.

3.4 The material resources

A questionnaire was applied to students at the beginning of this study, and then the legends were presented during two sessions of class. Each legend reading and its vocabulary were presented using Infocus. At the end, brainstorming and reading activities were performed by students. These activities were captured in picture.



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CHAPTER IV

Results: Analysis and interpretation

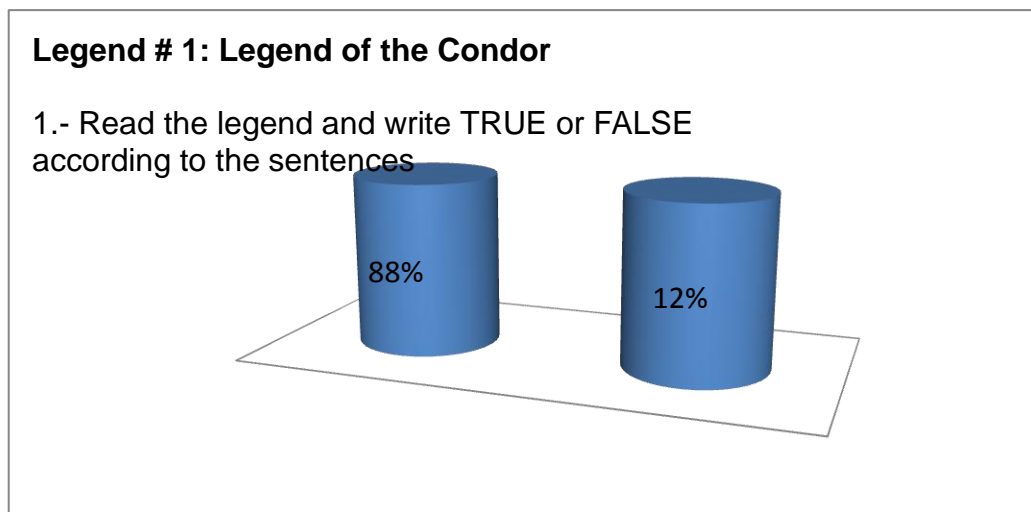
RESULTS

Each legend was presented in one hour of class, and the activities were done at the end of the class. The students answered in a good and participative way. During the class period the researchers helped students with unknown vocabulary. So the results were the next:

Legend # 1: Legend of the Condor (Appendix #)

The activity of this legend was to write true or false according the legend presented, 15 students answered correctly and 2 answered in incorrectly.

Legend #1	Frequency	Percent
Right	15	88%
Wrong	2	12%



Source: Authors



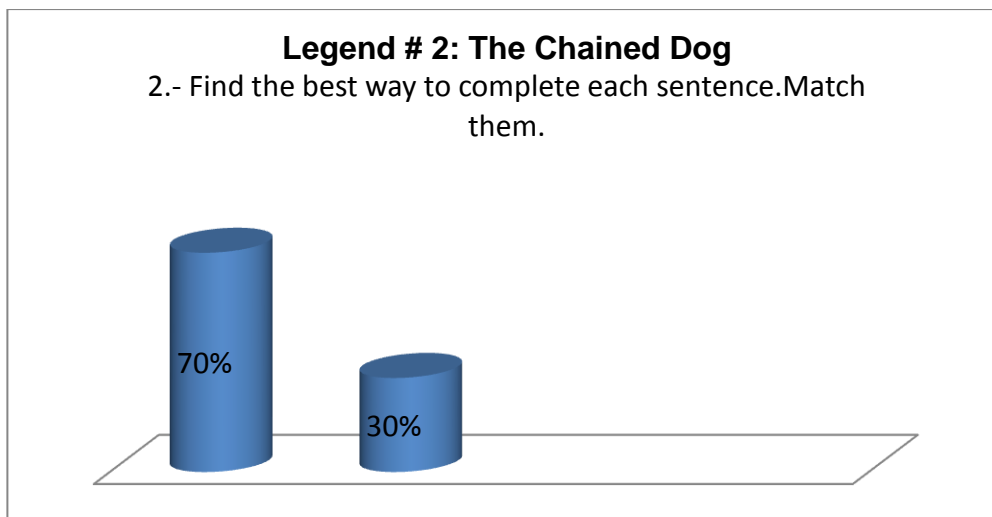
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Legend # 2: The Chained Dog

For this legend the students had to match the sentences. 12 students answered correctly and 5 had errors in their responses.

Legend # 2	Frequency	Percent
Right	12	70%
Wrong	5	30%



Source: Authors

Legend # 3: The Veiled Lady

After reading the legend, The Veiled Lady, the students had to listen to the researchers and write the correct number from 1 to 6 in the sentences of the speech bubbles. 16 students answered correctly and only 1 made a mistake.

Question 3	Frequency	Percent
Right	16	94%
Wrong	1	6%

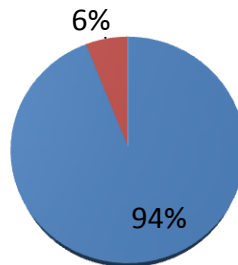


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Legend # 3 The Veiled Lady

Listen and write the numbers from 1 to 6 in the box next to the correct order.



Source: Authors

Legend # 4: The Headless Priest

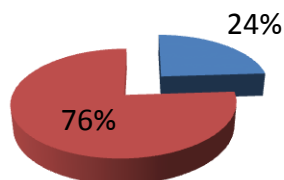
The students had to complete with the correct words in order to give sense to the paragraph. 13 students answered correct and 4 students failed.

Question 4	Frequency	Percent
Right	13	24%
Wrong	4	76%

Graphic representation of results of question 4

The Headless Priest

4.- Complete the paragraph using the correct word in the box.



Source: Authors



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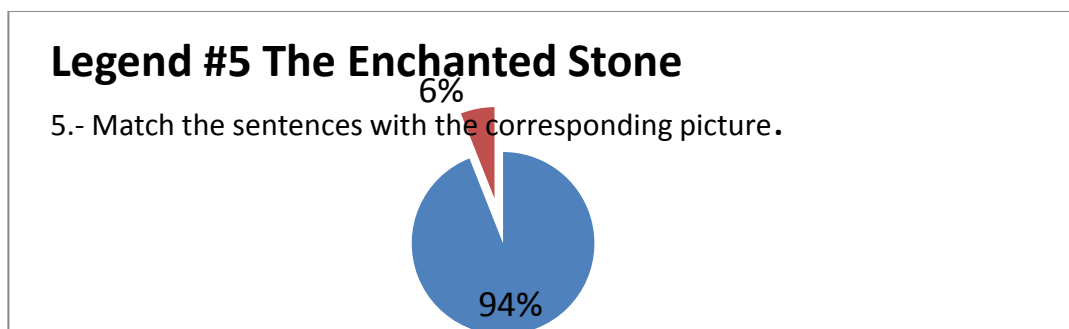
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Legend # 5: The Enchanted Stone

In the last legend, the students were asked to match the sentences with the pictures. Thus, 16 students answered in a good way and only one failed.

Legend # 5	Frequency	Percent
Right	16	94%
Wrong	1	6%

Graphic representation of question five



Source: Authors

4.1 CONCLUSIONS AND RECOMMENDATIONS

In this section the conclusions about of this project are presented which reflect that the legends can be used as a tool to enhance reading skills in the learning of English. In the same way each conclusion has a recommendation.

- Legends are a very important part of Ecuadorian Culture and identity, so it is very important to encourage interest in class.

In the interview with Mónica Martinez she suggested that it is important that the teacher who is going to use legends in class should establish the purpose of it. That means that the teacher has to explain the legends.



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She also advised that the presentation of legends in class must be done in a creative way in order to students get interested.

- The majority of the students showed a positive attitude during the process of the readings. They liked to know about legends because the names of the cities or the places were familiar to them. Thus, the students got interested in the issue easily.

For instance, the teacher should introduce the use of legends in class in a fun manner. The teacher has to take into account that students do not like mandatory things, so it is very important how the teacher using those stories.

- People in Ecuador should know about Ecuadorian ancestral legends, because they had social and moral functions in the human groups. In the literature review Rubio states that legends are part of oral traditions, they were transmitted through conversation and tried to convince or implant some ideologies.

Legends are very important in the learning of a language so it is important introduce Ecuadorian legends as part of teaching English.

- The use of legends to practice reading with students had good results because they were engaged with the mysterious characters that enclosed each legend.

It is a very important element of the learning process because students will be prepared to focus on the reading.

- The activities of pre, during, and post reading that were studied had good results because this is the psychological process to present a reading.



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The resources, the material, and activities exposed during all the reading process have to be creative to encourage the students. In addition, the teacher should be the motivator, and to push the students to read.

- The present research was made with the purpose of using legends as a resource to enhance reading skills. According to the results, the majority of the students were attracted by the topics that were used. It is important to mention that the students chose this kind of readings from the list that was presented at the beginning. Of course, we have to clarify that the reading comprehension will be successful only if the teachers correctly apply the methodology and the material.



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APPENDICES

APPENDIX 1

INTERVIEW

Transcript interview Mónica Martinez



The expert interviewed was Master Mónica Martinez who showed a broad knowledge about Ecuadorian legends since she made her master project about Amazon legends. She

argued that legends must be used as a tool to improve English in the classroom.

May 2, 2013

Karina: We want to thank you for collaborating with this interview. We are doing our thesis about legends and we think that legends are very important in our culture. Firstly, we want to know what a legend is for you.

Mónica: Well... a legend is part of oral tradition...it is usually an oral story... that has some part of moral... ok. This story has a kind of ethical aspect for children and for people who want to know about this. Legends are a part of oral traditions of a country... that is a legend.

Karina: How could you define legend in just one word?

Mónica: Identity

Karina: What legend is most interesting for you and why?

Mónica: There are a lot of beautiful legends... you know... It is very difficult to take only one. When I was doing my research to my master program, I found beautiful and incredible stories, and legends of the Amazon region. I found a



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beautiful legend of Yuca Girl who is the daughter of the mother Earth. Yuca girl, was given to the people of the Amazon Region. The mother Earth told them to be good with her, and to be nice with her. The children of this big community mistreated Yuca girl, So Mother Earth was really furious and took everything away from the Amazon Region. That is why now people who lived in the jungle had to eat yuca because Mother Earth took away everything from the Earth. It is a very nice story.

Kary: about the legends, you talked about that you researched about legends, do you think that people of Ecuador know about legends.

Mónica: During my investigation of my project... actually I found a lack of knowledge about legends and traditions especially in the Amazon Region. You know young people like teenagers, children they do not care about identity. They know about Harry Potter, I do not know, maybe about Twilight, and Hanna Montana things. They are talking about new things, but they do not know about legends, traditions, and culture.

Karina: Do you think that the use of legends from Ecuador could help teenagers to develop reading skills in English?

Mónica: I think they will be a useful tool, but that depends on the approach. If you push your students to learn legends, maybe it would be a good project, but if you give the chance of choosing legends instead of part of mandatory material reading, a part of the books, I do not know... a part of the learning language... maybe they will have a better attentiveness. You know the children do not like mandatory things for them. You have to be very careful in the approach with the way you present legends to your students, because they can say ... Oh legends from Cuenca... what do I care legends... right...So if you present it in a interesting way.. in a new or innovative way maybe they will like.



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Karina: Ok. You are agreeing that the use of legends can help youth to learn English.

Mónica: If you think... about what you ask... they do not know about legends because we are living in a globalized world. So living in a globalized world we are losing our identity, our personal culture. I think it is important to use English, because the culture of the English Language is the English culture American, British, ok. So I think it is important to have our identity, and for people to talk about our own identity. Because if you think about the books that you have for teaching English, they have things referring to the Twin Towers, The Empire State building, you find parts about London; things that are part of American culture or the British culture. But there is nothing about our culture, about the diversity of cultures, and other things... you understand. So they have the chance of using English as a tool to reinforce local values, identity, art, that will be great.

Karina: Thank you, so much.

Mónica: Ok... All right.

APPENDIX 2

QUESTIONNAIRE

The following questionnaire was applied to 17 students in order to help the students to think about their interest which they may like to follow or develop about legends of Ecuador, and collect information related to the legends of Ecuador, to develop reading skills in students 15 -16 years.

The applied questionnaire presented 10 inquires in which participants had to respond with Yes or No close-ended answers, and others of multiple choice type.



Advance Reading power – questionnaire

1. - Do you like to read?

yes____ no_____

2. - What do you like to read more?

novels____ comics____ newspapers____ magazines____
stories____ nothing_____

3.-Do you like legends?

yes____ no_____

4. - What is a legend for you?

Story _____ myth_____ tale_____ I don't know_____

5.- Did you heard about Ecuadorian legends?

yes____ no_____

6.- Which of these Ecuadorian legends did you heard?

The Veiled Lady _____ The Enchanted Stone____ The Chained Dog _____

The Headless Priest_____ The Legend of the Condor_____ I haven't_____

7.-Which of these Ecuadorian legends would you like to know?

The Veiled Lady _____ The Enchanted Stone____ The Chained Dog _____

The Headless Priest_____ The Legend of the Condor_____

8.- Why would you like to read about Ecuadorian legends?

To Know_____ They are interesting_____ Only to read_____



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To tell other people_____ To keep our identity_____

9.- Do you think you can develop your reading in English through Ecuadorian legends?

yes _____ no_____

10.-Through the Ecuadorian legends : What do you believe are you going to learn?

I'll learn vocabulary_____ I'll know about Ecuadorian´s ancestors_____

I'll practice reading_____ I'll have interest for reading_____

Data was later analyzed according of the number of responses of each category and its percentile The following chart present s the observed results. All the questions have a .high positive level. The most of students answered in an affirmative way.

Questionnaire applied to 17 students		
Questions	Answers	Percentage %
1.- Do you like to read?	YES: 15 No: 2	YES: 88% No: 12%
2.- What do you like to read more?	Novels: 2 Comics: 1 Newspapers: 0 Magazines: 6 Legends: 7 Nothing 1	Novels: 12% Comics: 6% Newspapers: 0% Magazines: 35% Legends: 41% Nothing: 6%
3.- Do you like legends?	Yes: 17 NO: 0	Yes: 100% NO: 0 %
4.- What is a legend for you?	Story: 4 Myth: 10	Story: 23% Myth: 59%



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	Tale: 3 I don't know: 0	Tale: 18% I don't know: %
5.- Did you heard about Ecuadorian legends?	Yes: 15 NO:2	Yes: 88% NO:12%
6.- Which of these Ecuadorian legends did you heard?	Headless priest: 5 The Condor:0 The Chained Dog:0 The Veiled Lady:2 The Enchanted Stone:0 Other: 10	Headless priest: 29% The Condor: 0% The Chained Dog: 0% The Veiled Lady: 12% The Enchanted Stone: 0% Others: 59%
7.- Which of these Ecuadorian legends would you like to Know?	The headless priest: 7 The Condor: 1 The Chained Dog: 2 The Veiled Lady: 2 The Enchanted Stone:5	The Headless Priest: 41% The Condor: 6% The Chained Dog: 12% The Veiled Lady: 12% The Enchanted Stone: 29%
8.- Why would you like to read about Ecuadorian Legends	To Know: 7 They are interesting: 2 Only to read: 1 To tell other people: 4 To keep our identity: 3	To Know: 41% They are interesting: 12% Only to read: 6% To tell other people: 23% To keep our identity: 18%
9.- Do you think you	Yes:15	Yes: 88%



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<p>can develop your reading in English through Ecuadorian legends?</p>	<p>No: 2</p>	<p>No: 12%</p>
<p>10.-Through the Ecuadorian legends: What do you believe are you going to learn?</p>	<p>I'll learn vocabulary: 5 I'll know about Ecuadorian's ancestors:2 I'll practice reading: 4 I'll have interest for reading: 6</p>	<p>I'll learn vocabulary: 29% I'll know about Ecuadorian's ancestors:12% I'll practice reading: 24% I'll have interest for reading: 35%</p>

Each question has been individuality analyzed with the purpose of observing similarities or differences.

Question 1.

The purpose of the question was used to learn the interest level of the students in reading. So, 15 students answered that they like to read, meanwhile 2 students answered in a negative way.

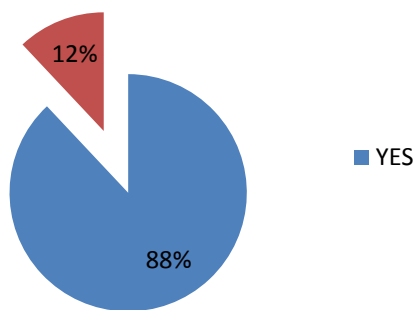


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Results from question 1

1.- Do you like to read?



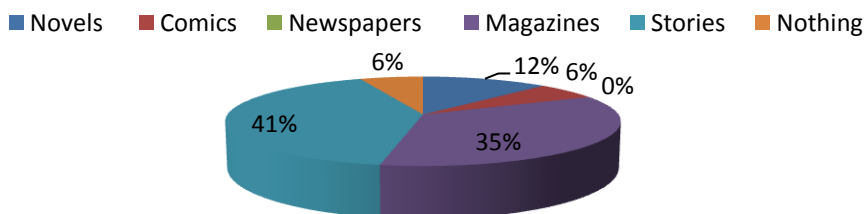
Source: Authors

Question 2.

It was realized that it is important to know what the students prefer in reading. The results were different, seven students chose stories, 6 students selected magazines, 2 students said novels, one student prefers read comics, nothing was chose by one student, and finally, newspapers were not chosen by any of the students.

Results from question 2

2.-What do you like to read more?



Source: Authors

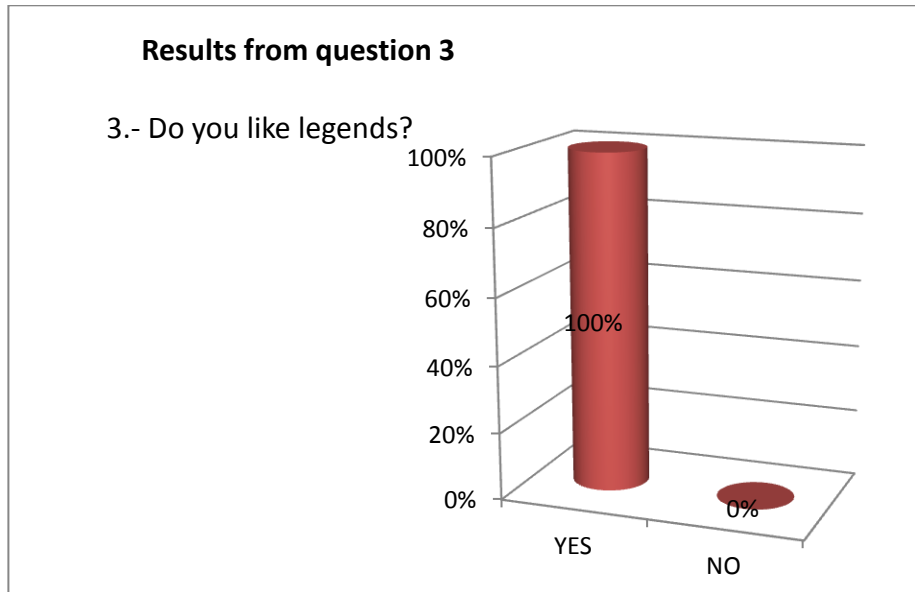


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Question 3.

Question number three refers to the interest that students have in legends. All of them answered in a positive way, showing us that they like legends a lot.



Source: Authors

Question 4.

Question number four was created with the purpose to learning if the students know what is meant by a 'legend'. Most of them alleged that a legend is a myth, four students said that legend is a story, three students said that is a tale and the nobody said that they didn't know.

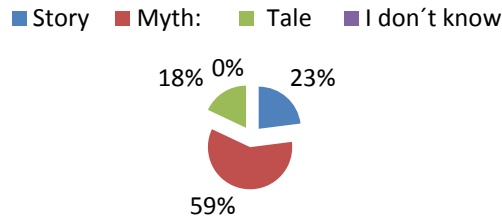


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Results from question 4

4.- What is a legend for you?



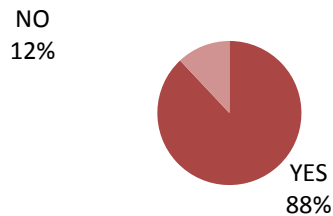
Source: Authors

Question 5.

The purpose of this question is to identify if students have heard about Ecuadorian Legends. The most of them, 15 students, answered yes, and 2 students said no.

Results from question 5

5.-Did you hear about Ecuadorian Legends?



Source: Author

Question 6.

The objective of the question six was to identify if students have heard about the legends which were applied later. 10 students answered that they have heard other legends, 5 students chose Headless Priest, and 2 chose The Veiled Lady.

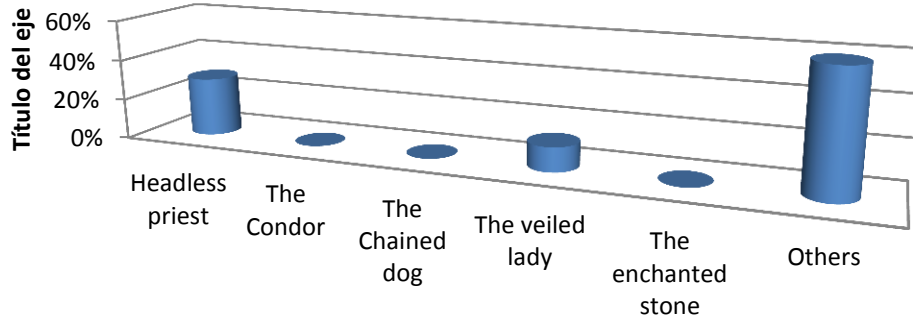


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Results from question 6

6.- Which of these Ecuadorian legends did you heard?



Source: Authors

Question 7.

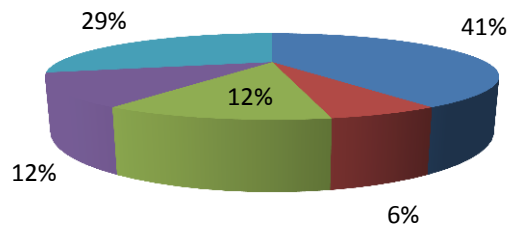
Question number 7 was asked in order to know which legends they would like to know more about. So, 7 students answered the Headless Priest, 6 students chose The Enchanted Stone, 2 students said The Chained Dog, 2 students answered The Veiled Lady and one student chose The Condor

Source: Authors

Results from question 7

7.- Which of these Ecuadorian legends would you like to Know?

■ The headless priest: 41% ■ The Condor: 0%
■ The chained dog: 12% ■ The veiled lady: 12%



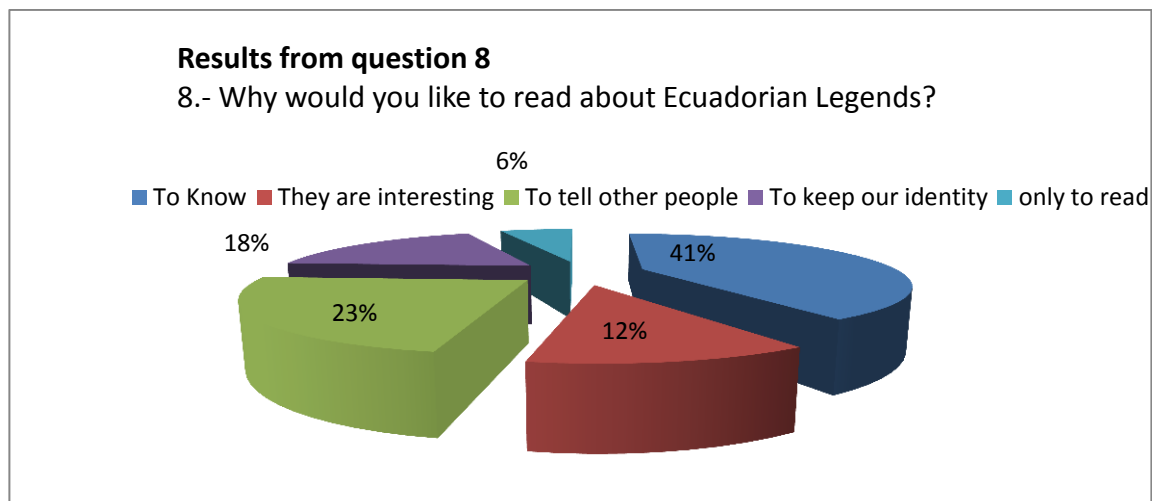


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Question 8

The question 8 was created to learn the students' interest about Ecuadorian legend, and the reason they prefer legends. Thus 7 students said to know the legends, 4 said because they wanted to tell other people, 2 students said that the legends are interesting, 3 students said to keep our culture and 1 student said only to read.



Source:Authors

Question 9.

Question number 9 was made to know if the students can learn English through the use of Ecuadorian legends. 15 students answered in a positive way and only two students said no.

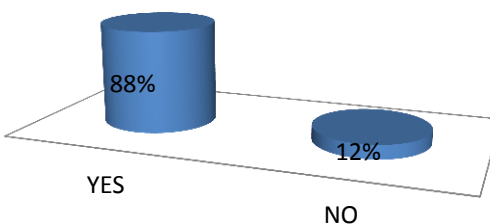


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Results from question 9

9.- Do you think you can develop your reading in English through Ecuadorian legends?



Source: Authors

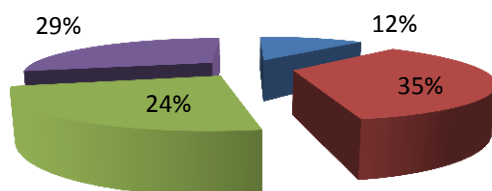
Question 10.

To end the questionnaire, this question ten was made to analyze what students think about the knowledge they will acquire through the use of legends. 6 students said they will be interested in reading, 5 said they will learn vocabulary, 4 students said they will practice reading and 2 students said that they will know more about our ancestors.

Results from question 10

10.-Through the Ecuadorian legends: What do you believe are you going to learn?

- I'll know about Ecuadorian's ancestors
- I'll have interest in reading
- I'll practice reading
- I'll learn vocabulary



Source: Authors



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APPENDIX 3

TEACHER'S GUIDE

Storytelling and reading in a pleasant conversation.

First, students are sitting in a comfortable classroom. The researchers are beside the students and the dialogue starts. The students are told in a friendly form that they are participants in a monographic work.

After that, the students were asked to response two principal questions:

- What is a legend for you?
- What is your favorite Ecuadorian Legend?

After that, teacher shows ten legends from which five are chosen by students.

Once the five legends are selected, teacher makes a lesson plan for each one.

The legends are presented in five hours, one daily.

APPENDIX 4

MATERIAL

The teacher starts the class with a cordial greeting and the respective introduction. Students are advised to look at the 'Infocus' ten legends' names from which students have to choose five.



Source:Authors



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The Legend of Condor



Fig. Portugal, José.

Along time ago, a young woman lived in the highlands near Quilotoa. One day she saw a young, tall, and handsome man wearing a poncho and a white scarf around his neck. The next day the young woman saw the man again and she smiled, so the man took off his poncho and the young woman saw a pair of huge wings. She screamed and he flew with her to his nest in the mountains. Later, the village people climbed up the mountain to the condor's nest where the young woman was, so they took her home but she cried all night and she did not eat or drink anything. One day, two wings came out her body. Her parents ran to the young woman's room and saw her daughter flying out of the window. Finally, she flew towards the nest of her beloved. Today, young women in the highlands are still a little afraid when a huge condor flies over the mountains.



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The Headless Priest



Headless Priest by ~vieco on deviant

This legend is common in most of Ecuador, therefore many versions exist. It tells of a ghost dressed as a priest, who went around town after midnight to scare the few people who dared go out late in the night. His peculiarity was that he had no head, though in some versions he had one but it was a flesh less skull. It is said that in reality it was a priest who loved to play pranks. In order to have an opportunity to visit his mistresses without being recognized, he dressed himself in such a way his head was completely covered and it looked as if he had no head at all. This way, he could go see his ladies as much as he wished, and nobody suspected it was him, and they were scared to death of the headless priest.



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The Chained Dog



Cave Canem – Beware of Dog- Pet

It is believed that this animal was a reincarnation of Satan. It was a very large and fast dog that God let escape from hell to follow and punish the priests who were having romantic getaways. This dog dragged a heavy chain that ignited sparks against the cobbles along the streets of Cuenca, scaring everyone during the night. It is said that when it howled, it meant that somebody was going to die that night.

From this legend comes the verse:

"The Owl cries, the Dog howls, the Indian dies. It seems unreal, But it happens"



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The Veiled Lady



El rincón del Emigrante -Folclor

Along time ago, there was a lady who lived in Guayaquil. She always walked in the streets after midnight and covered her face with a veil. Every night some men followed her but she would suddenly disappear. One night a man followed her to find out who she was, but when the beautiful lady turned round, she lifted her veil to show her face: it was a skull.

The Enchanted Stone



Enchanted Dreamland Fairy Statue S



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This legend says that in the Working District there was a great stone that prevented the access to a remote part of the city, which was dark and marshy. This enchanted stone had the power to grant any wish; material objects, money, love, a job, goods or help with revenge. The stone did not speak with anybody and nobody spoke to it. They said that it had a memory and all information was stored inside. It also had the power to punish the children who were disobedient with their parents, thus getting the especially naughty children.

The adults maintained this legend to control their children, but above all, to keep the children away from this spot, since it was a place used for lovers encounters.

The Gagones



mamei. Postal cards. 11 Jan. 2009

The Gagones refers to a couple of mythic animals, “like extremely white dogs, or bunnies”. This idea is according to individuals who affirm to have seen them, often elderly people. The Gagones usually appear to be playing and running, near homes that are believed to be the place where incestuous relations; father and daughter, brother and sister, and others. The gagones are terribly dangerous. Since these strange animals would not only bite them but also cause death, just from fright. If you wish to release a gagon you have to place a holy rosary over his neck. And if a person wishes to know the identity of



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the gagoes he/she should place a glass of water right out of their window. The following day the person who asks for water should be the gagon previously seen at night.

Mama Huaca



Reino, Leonardo, mitos y leyendas de Cuenca. 11 Jul. 2012

The Mama Huaca, according to tradition, tends to live by lake shores or rivers, and usually presents herself to parents and tutors of those who have children that have not been yet baptized. Never showing her face because of her defect, she offers the fathers or mothers a treasure, commonly a cob of golden corn, in exchange for their child, who she takes with herself into the waters.

The Widow's Spotlight



Pedro. Comic club de Guayaquil. 27 Feb. 2011



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It has been said that a while ago, a woman of light tradition used to be seen with her lover at night, and that when she would go to her encounters she used to take her young baby son with her. One night, while crossing the Tomebamba River, the woman let the baby fall into the stormy waters. Regretting it, she anxiously took a lamp of oil, with which she walked along the shores of the Tomebamba River, lamenting for her lost son and insanely searching for him. The insane woman died soon, but her ghost did not, it stayed. She scared night-owl Cuencanos with her awful howls, and with the spotlight moving along the Tomebamba river shores.

The Devil's Tree



Grant, Melvin. Fear of the Dark. N.d.

Since old times the walnut tree has been considered by most people in Cuenca, especially peasants from the region, to be The Devil's Tree. For some reason, it has been claimed that the Devil has preference for darkness among walnut trees. In the neighborhoods of "Las Tres Tiendas" and "La Gloria" that were full of farms, with a great number of walnut trees, it has been mentioned that the devil used to make an appearance holding a guitar over the tree. Young individuals were frightened to death after seeing the devil who laughed while playing his guitar. The Devil's figure as a guitarist could be considered as a warning for the young and for others who enjoy the night life.



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Leprechauns and Ghosts



Rutmoreq. Educared. 17 Sep. 2012

Few are the homeowners from Cuenca that do not know a story of Leprechauns and Ghosts. In general according to tradition it has something to do with souls of people who have sinned and have been sentenced to wander at night. Some of these ghosts point out the place where they saved a treasure. Few have been lucky enough to see the ghost pointing where the treasure is and to dig to find it, because of the beliefs that a lethal gas may be released after digging and cause death. Finally, however finding the treasure makes people rich.

The Flying Witches



Blanco, Silvita. El rincón mágico de Mónica. N.d.

There is a belief, maybe a very old one; that at night there are some women who are witches that fly on a broom or on some evil animal. For a flying witch to fall down right to the floor, it has been said that scissors should be held open on the floor. As would be expected the witch will fall down right onto the floor.



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APPENDIX 5

STUDENTS´S ACTIVITIES

Legend #1

Lesson Plan

Title: Legend of the Condor

PRE-READING

- First teacher shows some pictures for reinforcing vocabulary about the legend.

CONDOR



The condor



HIGHLANDS

cameron-highlands - Girl And The World

WINGS



Las Pegatinas.es · Vinilos



HUGE

decorativo strength training for big men - Teiko R

BELOVED



Solar photographers



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DURING THE READING

- Then, teacher gives the reading and asks students to read it in silence.
- After that, teacher reads the reading again but out loud.
- Next, the students underline the vocabulary.
- Later, teacher asks students questions about the reading and starts a discussion.



Source:Authors



Source:Authors

POST-READING

- Finally, students are evaluated in a short activity of True and False.



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ACTIVITY

-Read the stories and write TRUE or FALSE according the sentences

The woman was attracted by the man in poncho _____

The man in poncho was so ugly _____

The woman gave the man a slap _____

The man became a monkey _____

The man took the woman towards his nest in the mountain _____

The woman became a condor _____

Legend #2

Lesson Plan

Title: The Chained Dog

PRE-READING

First, teacher shows in short pieces the vocabulary.

DRAGGED

CHAIN

IGNITED

IGNITED

COBBLES

SCARING

Then, teacher asks student to look for the words in the dictionary.



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DURING THE READING

After that, teacher reads aloud the legend.

Next, students read again the legend in silence.

Teacher asks some questions about the reading and asks for a short summary and explanation of the legend.

Finally, teacher forms groups and gives to the students an extra sheet to analyze the reading comprehension.

POST-READING

ACTIVITY

THE CHAINED DOG

-Find the best way to complete each sentence. Write the letter of your answer in the line.

- | | |
|--|---|
| 1.- A dog was a _____
sparks | a. a heavy chain that ignited |
| 2.- The dog was _____
going to die that night | b. it meant that somebody was |
| 3.-God let to escape from _____ | c. reincarnation of Satan |
| 4.- The dog used to _____ | d. follow and punish priest
having romantic getaways |



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5.- The dog dragged _____

e. very large and quick

6.- When the dog used to howl _____

f. hell

Legend #3

Lesson Plan

Title: The veiled lady

PRE-READING

First, teacher gives out the reading and asks student to circle the vocabulary.

Then, teacher explains the meaning of the circled words using examples.

LIFTED



SKULL

Una Boda Feliz Pareja. El Novio Leva Human Skull, Front View. Digital Illu

DURING THE READING

After that, teacher reads the legend in sequence with images. (It is shown through Infocus).



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Along time ago, there was a lady who lived in Guayaquil.

[20070132-mujer-comics-mas-de-fond](#)



She always walked in the streets after midnight

[nueva moda mujer comics de dibujos](#)



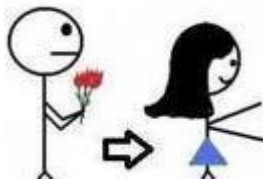
She covered her face with a veil.

[Odilon Redon - Mujer con velo](#)



Every night some men followed her but she suddenly disappeared

[Mujeres y hombres en el espacio público](#)



One night a man followed her

[soycooper | Mi futuro es tan negro](#)



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The beautiful lady turned round and lifted her veil: it was a skull.

Cabeza Calavera Con Soporte Mujer V

Next, teacher gives a sheet to be done as an activity.

POST -READING

ACTIVITY

THE VEILED LADY

-To write the numbers from 1 to 6 in a correct order into the box next to the correct speech bubbles.

Activity diagram showing six speech bubbles with corresponding empty boxes for numbering:

- Box: | Bubble: One night a man followed her
- Box: | Bubble: A lady used to walk in the street after midnight
- Box: | Bubble: It was a skull
- Box: | Bubble: She used to cover her face with a veil
- Box: | Bubble: A lady lived in Guayaquil
- Box: | Bubble: The lady lifted her veil



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Finally, teacher forms groups and asks students to prepare a short scene about the legend.

Legend#4

Lesson Plan

Title: The Headless Priest

PRE-READING

First, the teacher starts the class playing a ball game, where the students are asked to say appearances or professions.

Then, teacher gives the reading to students. Students start to read it in silence.

After that, teacher asks students to say the unknown words.

Teacher writes those words on the board and makes mimic and drawings to give the meaning of these.

VOCABULARY:

PRANKS

GHOST

MIDNIGHT

DARED

FLESH

MISTRESSES

DURING READING

Next, teacher gives an activity about the reading where the teacher reads the legend and the students have to listen.

Students practice reading aloud after teacher.



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POST-READING

The teacher gives the legend with missing words. The students have to listen and complete the legend.

ACTIVITY

THE HEADLESS PRIEST

Listen your teacher and complete the sentences with the words below.

Mistresses head priest pranks scare ghost

The story is about a _____ dressed as a _____. He used to _____ the few people after midnight. His peculiarity was that he had no _____. But, in reality, this was a priest who loved to play _____ in order to visit his _____ without being recognized.

Legend#5

Lesson Plan

Title: The Enchanted Stone

PRE-READING

Teacher starts the class with relaxing music for minutes.

Then, teacher gives the reading to the students and asks them to read it in a random way.



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DURING THE READING

After that, teacher reads again and explains the legend.

Teacher says students to look for the vocabulary in the dictionary.

Vocabulary:

ENCHANTED MARSHY REVENGE

STORED NAUGHTY SPOT

POST-READING

Finally, teacher forms groups and asks students to match the sentences with the pictures.

ACTIVITY

THE ENCHANTED STONE

Match the sentences with the pictures..

- a. The stone had the power to punish children who were disobedient.
- b. It was a place used for amorous encounters.
- d. In the Working District there was a great stone. The stone was dark and marshy.
- e. The adults used this legend to control their children.
- f. The enchanted stoned had the power to grant any wish: material objects, money, love, a job, goods or help with revenges.



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Source: Authors



Source: Authors