UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"TALES AND STORIES TO ENHANCE READING SKILLS IN 10TH GRADERS AT UNIDAD EDUCATIVA GUILLERMO ORDÓÑEZ GÓMEZ, SCHOOL YEAR 2021-2022"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad – Ecuador
2021

La Libertad, January 30th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "TALES AND STORIES TO ENHANCE
READING SKILLS IN 10TH GRADERS AT UNIDAD EDUCATIVA GUILLERMO
ORDÓÑEZ GÓMEZ", SCHOOL YEAR 2021-2022" prepared by Dannis Alexis Del Pezo
Tomalá, an undergraduate student of the Pedagogy of National and Foreign Languages Major,
at School of Educational Sciences and Languages at Universidad Estatal Península de Santa
Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety,
because it meets the requirements and is sufficient for its submission to the evaluation of the
academic tribunal.

Sincerely,

....
ELIANA G. LEÓN ABAD
ADVISOR

STATEMENT OF AUTHORSHIP

I, Dannis Alexis Del Pezo Tomalá with ID number 0928123116, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper "Tales And Stories To Enhance Reading Skills In 10th Graders At Unidad Educativa Guillermo Ordóñez Gómez" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

DEL PEZO TOMALÁ DANNIS ALEXIS

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ACKNOWLEDGMENT

DEDICATION

I want to express the deepest appreciation to my wonderful family, and in particular to my parents, who remained with me while I was studying at the university.

They have provided me with the motivation to complete my profession and the support I have needed at every stage of my life.

In addition, there is a special group of people that I want to dedicate this work, my girlfriend and friends. They were always there for me, and they have never deserted me alone when all I needed was their support.

I dedicate this research to everyone that has supported me along my academic journey, and especially to those who have believed in my abilities from the beginning.

With love

Dannis

ABSTRACT

It was decided to create this project in order to enhance English reading skills to tenth-grade students at the Universidad Educativa "Guillermo Ordóñez Gómez" during the school year 2021-2022. The primary objective of this research was to develop an online blog based on Ecuadorian tales and stories with its activities, which would allow students to enhance their English reading skills while doing so.

Several tools were used to accomplish this goal during this research. In order to gather information regarding the students' learning process, the quantitative technique was used, which included questionnaires and surveys administering to English teachers allowing to determine that the students have a limited English reading skill. All of this information was used to develop an offer that met the students' requirements, and with the assistance of reading comprehension activities, it was possible to create an online blog for the 10th grade students, keeping in mind the Ecuadorian tales and stories they heard before. As a teacher, you will find this guide to be a very useful tool in providing your students with a diversely interesting method that can include each and every one of them during the development of each lesson while practicing and improving the skills to achieve English proficiency.

KEY WORDS: Reading comprehension activities, online blog, reading skills, Ecuadorian tales.

RESUMEN

Se decidió crear este proyecto con el fin de potenciar las habilidades de lectura en inglés de los estudiantes de décimo año de educación básica de la Universidad Educativa "Guillermo Ordóñez Gómez" durante el ciclo escolar 2021-2022. El objetivo principal de esta investigación fue desarrollar un blog en línea basado en cuentos e historias ecuatorianas con sus respectivas actividades, las cuales permitieran a los estudiantes mejorar sus habilidades de lectura en inglés mientras lo hacen.
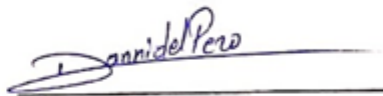
Varias herramientas fueron utilizadas para lograr el objetivo de esta investigación. Para recopilar información sobre el proceso de aprendizaje de los estudiantes, se utilizó la técnica cuantitativa, que incluyó cuestionarios y encuestas aplicadas a los profesores de inglés permitiendo así determinar que los estudiantes tienen una habilidad limitada de lectura en inglés. Toda esta información se utilizó para desarrollar una oferta que cumpliera con los requerimientos de los estudiantes, y con la ayuda de actividades de comprensión lectora, se logró crear un blog en línea para los estudiantes de 10mo gaño de educación básica, teniendo en cuenta los cuentos e historias ecuatorianos que escucharon antes. Como profesor, usted encontrará que esta guía es una herramienta muy útil para proporcionar a sus alumnos un método diversamente interesante que puede incluir a todos y cada uno de ellos durante el desarrollo de cada lección mientras practica y mejora las habilidades para lograr el dominio del inglés.

PALABRAS CLAVES: Actividades de comprensión lectora, blog en línea, habilidades lectoras, cuentos ecuatorianos.

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES DE MI RESPONSABILIDAD;

LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.
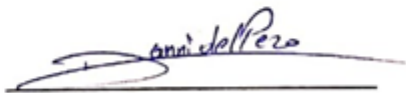
Dannis Alexis Del Pezo Tomalá

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;

THE INTELLECTUAL PROPERTY BELONGS TO PENÍNSULA DE SANTA ELENA STATE UNIVERSITY.

Dannis Alexis Del Pezo Tomalá

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INTRODUCTION

In the world's environments, communication is a need for all life forms to exist and thrive. Animals have a particular method of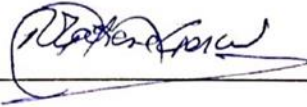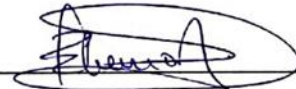 interacting with one another, but language is a privilege that humans have been given. It serves a greater purpose than just facilitating communication. Language is an integral aspect of every culture and civilization on the planet.

When learning a foreign language, it is important to be aware of the cultural context in which the language is being learned. It is important to learn English for a variety of reasons, but the most important is that learning English will allow learners to stand out from the rest, which will allow them to get more possibilities, not only in the area of work as well as in their socializing.

Ecuadorian students have few opportunities to practice reading to English, and they are also under a great deal of pressure to succeed. When they are required to begin communicating in the foreign language, either with their teachers or with their classmates, they often become frustrated when they realize that all of the skills they have developed and learned in the classroom are not sufficient to allow many to have proper understanding.

Students have a deficiency in reading skills, which makes it more difficult for them to try to use English in the course of their studies. Many different techniques and approaches have been utilized to teach English by many different researchers. It has been shown that conventional techniques provide a considerable quantity of grammar and structural knowledge, as well as understanding of English, but current approaches like as reading comprehension activities have demonstrated that the teaching and learning process can be made more efficient and easier. Students get more involved while using this strategy. They have increased their vocabulary and enhanced their reading skills; learners have discovered that they are exercising their minds in order to understand the second language at the same time, which means that when they use reading comprehension activities, this skill become even more natural as a result.

Chapters 1 through 4 of this study are as follows:

Chapter I - The Problem: This chapter describes the problem, which is that the students have a limited reading skill of English texts. It also discusses the most common reasons why students have difficulty with understanding English readings and provides solutions.

Chapter II - Methodological Framework: This is the information that will serve as the foundation of the project. The numerous ideas and basis for the use of the reading comprehension activities with Ecuadorian tales and stories are discussed in depth here.

Chapter III - Methodological Framework: The researcher is given the opportunity to gather all of the necessary information using a variety of tools and methodologies in order to describe the problem and examine all of the facts in order to offer a solution.

Chapter IV - Proposal: In this instance, an online blog to enhance English reading skills has been created, which includes a variety of Ecuadorian tales and stories with its activities.

CHAPTER I

THE PROBLEM

Research Topic

Tales And Stories To Enhance Reading Skills In 10th Graders At Unidad Educativa Guillermo Ordóñez Gómez

Problem Statement

At Unidad Educativa Guillermo Ordóñez Gómez is evident that there is a certain amount of students and teachers. English teachers need to adapt their methodology according to what the Ministry of Education wants, this is a negative aspect according to Rodríguez et al. (2017), they remark that once a logical sequence of these formative components has been established in the class, it is necessary for the scheduled activities to reflect the logic established by the previous activities and those that will be taught. It is not possible to study them individually; they must be considered as a system, in which each class contributes to the professional model. (p. 4)

Readings, audios, books, and other resources are still focused on the wrong environment. This is a problem for students who want to learn English and for those who do not want it too. If the activities shown in class do not stimulate the desire of learning, the teaching-learning process will not be successful. When a wrong environment is placed in the class, the students will not feel related with this and the attitude that they develop will not help this process.

Since there is nothing innovative in the readings for students in general, added to the fact that those books still focus on the American or European environment, the problem is exacerbated. There is not a link between what they are reading and what they are living. For this reason, the use of a online blog that is available to the 10th grades from Unidad Educativa Guillermo Ordóñez Gómez is proposed.

This online blog will be focused on Ecuadorian tales and stories. This will allow students to feel related with its context and they will be drawn to those readings. In relation to the aforementioned, Anna et. al (2021) disclose that for certain regions where local culture is highly

valued, short tales from the area may be utilized as an alternative to traditional English resources, allowing learners to become more acquainted with and motivated to learn English. (p. 9)

The main problem when a story is read by children and youth is the fact that the reality shown in those lines is different from what students want to learn. In her research, Rodríguez (2019) says that stories immerse youngsters in a fantastical realm, helping them to expand their imaginations and refine their artistic sensibilities as they grow older (p. 23). With this in mind, there is nothing better to learn English through reading that tales and stories because these encourages reading. Also, these tales and stories provide a better context and level of understanding.

There are lots of benefits of reading as it is stablished in this research, related with this Miriam (2021) states that in order to alleviate stress and keep it from becoming a significant health concern, we may do a variety of things. For example, Reading is one of them (p. 2). In addition, when a student reads something from his culture in a foreign language, he will feel related with it, making feel proud and involved. This helps the teching-learcning process in a better way compared to the traditional readings mentioned before.

Ecuador is a country that allows us to be witnesses of an amazing culture, this is everywhere, in songs, movies and books. The last option is one of the less used when this culture is trying to be showed, reading is no longer one of the main activities in the day-to-day of people and of course, this is not a priority for students. Also, if the readings are brought to them because they must read, this will not help because nobody wants to read something in a compulsory way.

It is well-known, according to Vuong et al. (2021) that student readers must consider the benefit of reading a book to be greater than the expense of doing so in order to be successful (p. 12), and these few students who like to read lost their interest in reading when they find something that does not represent them. If they find names of places that they know, names of people that they heard at school, they will feel related with it and this is going to develop their interest in reading in English what they already know or at least, remember from years ago.

Now, it is needed to find out is if an online blog with Ecuadorian tales and stories is a good alternative for students because this blog allows them to do reading comprehension activities and, as they are 10th graders, they will find readings focused on their level. This will help them to feel

represented by the readings while they are learning because reading a tale or story that shows the culture of your country while it is in English develop their interest.

Finally, this research will show how an online blog focused on readings related with Ecuadorian culture and their respective exercises can enhance the reading skills on students that do not like to read because they do not find this important. Also, this research will allow to teachers to try this methodology and apply it in order to detect if this is what the students are waiting for.

Problem Tree

Figure 1

Problem Tree
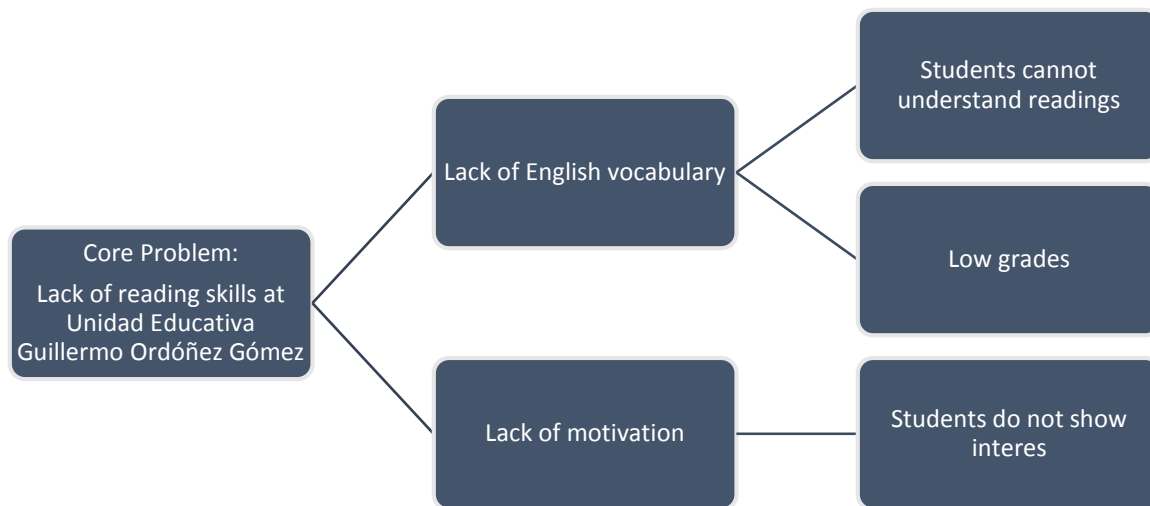
Note. The core problem is the lack of reading skills at Unidad Educativa Guillermo Ordóñez Gómez, there are two problems that stem from this, the first is the lack of English vocabulary that affects students so they cannot understand what they are reading in their activities showing low grades at the end of the academic period. The second problem is the lack of motivation, teacher Lourdes Sotomayor says in November 2021 that students cannot feel a kind of link between the readings and them because it is not focused on their environment, this also shows lack of interest from students.

Problem Formulation

How Ecuadorian tales and stories enhance reading skills in 10th graders at Guillermo Ordoñez high school in 2021 – 2022?

Specific Research Questions

- Are reading comprehension activities that include Ecuadorian tales the perfect complement when a student wants to read in English?
- Is the storytelling technique applicable to motivate students while reading an Ecuadorian English text?
- Could an online blog with the intention of offering local tales and legends complement and motivate students to read in English?

Objectives

General Objective

- To determine how Ecuadorian tales and stories enhance reading skills in 10th graders in Guillermo Ordoñez high school in 2021 – 2022

Specific Objectives

- To illustrate if is an online blog recommended to help and complement 10th graders reading skills.
- To decide what is the best methodology to help the students to understand better the topics when they read an English text.
- To identify if reading comprehension activities are the best complement when a student wants to read in English.

Justification

The purpose of this research is to provide adequate knowledge to enhance reading skills through the reading of Ecuadorian stories and stories in tenth grade students of Unidad Educativa

Guillermo Ordoñez Gómez, with the aim of innovating the traditional educational process and making a transcendent change in teaching. and the learning process of this educational entity to achieve a quality education.

Education has continuously improved over the years, although it has also excluded resources and methods, today's traditional education requires diversity of knowledge, content and methods to promote experimentation and educational innovation. The reading of Ecuadorian stories and stories helps us to fully train students to have thought, oral and written language, imagination, socialization, improve knowledge and contribute to current education preserving Ecuadorian culture, also seeking to improve the action of the sector educational within the framework of global quality.

The objective of each English instructor is to achieve learning in students, in order to demonstrate this knowledge, prepared instructor are needed, but also join in the development of pioneering plans to further develop the training that together with the reading of stories and Ecuadorian legends promotes information and skills that will be useful in school and professional life.

A common problem in schools is the insufficient use of methodologies in the classrooms that help reading comprehension of the English language, it is necessary to explain that reading Ecuadorian stories and stories in English is a useful tool for the development of education. The activities carried out by teachers and students in the classroom help to deepen learning in the field of the foreign language and to a certain extent the incidence of reading.

Scope

The research will be guided through an exploratory and descriptive study, where the importance of determining how Ecuadorian tales and stories enhance reading skills will be revealed, this in order to illustrate that an online blog is recommended to help and complement 10th graders reading skills.

Delimitation

Place: Unidad Educativa Guillermo Ordóñez Gómez

Object of research: Tales and stories to enhance reading skills in 10th graders at Unidad Educativa Guillermo Ordoñez Gómez.

Population: English Teachers from Unidad Educativa Guillermo Ordoñez Gómez

Time of execution of the research: 6 months

Research Approach: Quantitative

Limitations

The problem raised has a significant limitation, this is the teachers' availability. Since they are busy all the time even at home.

CHAPTER II

THEORETICAL FRAMEWORK

Background

The Use of an Online Blog in English Teaching

The technique of teaching reading and listening has been modified in order to better meet the needs of students. The focus on the teacher's position and teaching approach has evolved away from the traditional emphasis on the learners' participation in the teaching and learning process to a larger emphasis on the learners' involvement in the teaching and learning process. The fundamental objective is for learners to achieve their maximum individual potential in terms of language acquisition. Teaching methods include not just traditional teacher-centered instruction but also the development of activities and exercises that include students in the learning process. The blended teaching approach is used to bring the learning process to a close by using technology as a supplementary tool. Students have a better comprehension of the subject matter when traditional education is combined with media-based instruction because they become more involved in the teaching-learning process as a result. (Taqwa, Masumbauw, & Christy Hoogendyk, 2019, pp. 1-2)

Teaching digital literacies in EAL/ESL classrooms: Practical strategies

It has been known that students of English as a second or additional language must develop strong repertoires of digital literacies in order to read, write, and interact effectively with others in English in digital environments. In contrast to this, many practitioners are at a loss for how to identify acceptable techniques, and the teaching of digital literacy frequently focuses on fundamental technical abilities rather than on a broader variety of students' technological and linguistic needs as well as sociocultural, pragmatic, and critical literacy demands. (Tour, 2020)

Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition—A Review Study

The importance of reading skills development may be attributed to the fact that it is the most intricate and interactive process that is based on an individual's interpretation of a written

material. Top-down procedures such as employing an outline or previous knowledge are alternated with bottom-up processes such as word recognition, decoding, and automaticity. When reading in a foreign language is involved, the process becomes far more challenging since each reader connects with a book in a way that is unique to his or her own experience and cognitive capacities. According to the findings of the study, students' reading comprehension should begin with a holistic approach to text processing that involves both effective metacognitive awareness methods and processes for detecting the macro-level features of a text, among other things. (Klimova & Zamborova, 2020, p. 2)

Pedagogical Basis

Teachers' natural tendency is to assist students in their personal and intellectual development; with this in mind, tactics and resources employed in the classroom should be geared toward achieving this goal. Unfortunately, reading is a talent that is often neglected in Ecuadorian schools, and given the fact that the books are set in a setting and environment that is foreign to the students, the instructor must devise an innovative solution to this issue.

According to the aforementioned, Lukman (2018) thinks that online short stories are a kind of reading materials that are available on the Internet that may be used both online and offline; nevertheless, online reading is more fascinating than offline reading (p. 185), For the teaching of the English language in modern society, Lukman's point of view is essential. This is because many students are dissatisfied with what they read and may discover in those readings. On-line tales are a viable option that, when executed properly, has the potential to be very successful in the academic sector.

Many times, trying to use online reading material is a great risk and much more if the learners are trying to learn a new language. On the other hand, Hinn (2019) in his research paper believes that as a result of the varied perspective, color, feature, font, and other characteristics of digital texts, readers are more engaged in reading digital texts. Furthermore, since they can be viewed at any time and from any location, digital texts provide greater flexibility and convenience (p. 3), although the aforementioned is a truth to consider, written readings have a tendency to be boring and to have an atmosphere that does not sit well with the person who is reading them. This

is reduced with an online reading since there are many more opportunities to feel engaged to or hooked on a reading in an online environment.

In addition, Ali & Bakar (2019) say that learning to read may be a difficult process since it needs the use of a variety of reading methods, including Cognitive Reading Strategies, to be successful (p. 1), these individuals are well aware that, in order to be successful and accomplish the task at hand, they must supplement their reading with tactics that will aid them in better understanding the material and, thus, producing positive outcomes.

Due to the fact that the process of teaching and learning the English language is fairly complex, and it gets much more problematic if the appropriate strategies are not utilized to put them into effect, they must be considered vital. In order to develop other abilities, such as speaking, it is critical to develop good reading skills as well. However, if good reading skills are not motivated or promoted with their respective exercises to learn and improve, it does not make sense that a book is made available to everyone if it does not meet the fundamental principles of teaching.

Also, it is necessary to keep in mind what Robb (2018) says, he mentioned that national students, as well as students from other countries, are known for refusing to participate in extracurricular activities unless the instructor has a way to hold them responsible (p. 1), this further emphasizes the fact that students do not read because they want to; rather, they read because they feel compelled to do so. One way to encourage students to read is to put together what Robb and Hinn have mentioned about reading stories on an online blog, which they can access from anywhere.

Theoretical Basis

Although the origins of English may be traced back to a long line of dialects, early dialects did not sound anything like the English we know and understand today. With the introduction of Middle English about 1100 A.D., a new era started. The Norman group arrived to the island speaking a rural dialect of French with significant Germanic elements that was developed from French. This was blended with the ancient English of the area, resulting in the development of an Anglo-Norman French language and dialect. Despite the fact that this was the official language of the court to talk in, Latin was the language of choice for writing. However, despite the fact that English was considered vulgar, a large majority of the populace continued to speak it. It was not

until the 15th century that Common English gained widespread acceptance and evolved to the point that Old English was no longer used in any formal capacity.

Early modern English, which is a hybrid of the Anglo-Saxon language and Middle English, arises at this point in history. In recognition of the significant impact of Latin on European culture, the Latin alphabet is employed to write the written form of the language. Additionally, the 100-year battle with France fosters a feeling of belonging to the English language while keeping the people of French descent at a distance from the English speaking majority. The renaissance of English started in the 16th century, and a flurry of creative output resulted in a sense of national pride in the language throughout this period.

Now, the English language need no introduction; it can be found everywhere and at all times. You can't travel very far these days without coming across anything written in English, whether it's an advertisement, a song, a movie, or a quick read on social media. The ability to communicate effectively in English is no longer regarded a luxury since it has become more necessary to better grasp contemporary culture and the impending technological progress, which is mostly represented by the internet and its derivatives.

The internet and its impact on society are indisputable; for better or worse, this tool is accessible to anybody who has access to the internet and a device for connecting to the internet. English is significantly connected to this since for many years, numerous courses have been conducted in this language and students have been able to master them as a result. This is unfortunately not accessible to everyone since the price fluctuates but never falls below a certain threshold; this has a direct impact on people who want to learn and even more on those who attend English lessons but do not feel that they are learning, the students.

Tales and Stories to Enhance Reading Skills

With the aforementioned characteristics, reading stories in English allow the learner to feel comfortable while doing it. In relation with this, Chukwuloo claims that:

If a learner of English as a second language is taught to communicate effectively in the English language using tales that he or she is familiar with, that student will learn more quickly and, as a consequence, will develop the speech part of the language more quickly. The simple answer is that he likes teaching since it allows him to use what he already knows in the process.

There is a greater level of involvement in class. As a consequence, that component of the language is improved, and it will eventually rise in importance as a whole. (Chukwuloo, 2019, p. 5)

In relation with what Chulkwuloo mentioned, and the fact that English readings need to have something that make feel related with them, Uddin (2019) says that:

Another big challenge is determining which course materials are most suited for a particular class. Taking into consideration the learners' age, interests, and cognitive capacity in this situation is vital to guarantee that they are willing to participate in reading the literary work that is being used in the lesson plan. A story that is too long or written in an unduly sophisticated language may find it difficult to hold the attention of a group of students. Once again, learners may be turned off by information that is not culturally appropriate. English is presently the native language of a number of countries, and as a result, non-native ELT practitioners may find themselves in a quandary as to which country's culture they should convey to their pupils in order for them to understand the English language in its totality. Because of this, a thoughtful selection of English texts, especially those that address issues that are common to both English-speaking and EFL countries, may be used to accomplish the purpose. (p. 4)

Now, it is necessary to know the point of view of a teacher, Saydakhmetova (2020) comments that:

It is our responsibility as teachers to support our pupils in a number of ways, depending on their personality and preferred manner of learning. The vast majority of young pupils are really excited about games, music, fairy tales, and role-playing activities, among other things. Teachers must personalize their education to meet the needs and interests of their students, and they must constantly research and create new and interesting tactics and strategies to keep students engaged. Stories may be used to strengthen students' reading ability and to assist them in the development of their communication and listening skills. (p. 1)

Strategies

There are a lot of strategies that a teacher could apply when he is trying to teach a new language, most important when he is focusing on Reading. Teshome (2019) said that reading short tales, critical reading, library reading, and comprehension reading are all examples of reading practices that may be employed to help students learn English as a foreign language more

effectively (p. 5), it is essential to take this into mind since reading short tales is one of the most popular ways for learning a new language. These readings have a level of comprehension that is appropriate for children of all ages, but stories and tales will always be one of the most effective alternatives for younger pupils.

When a short story or tale is being taken to be part of the teaching and learning process, it is vital to take into consideration certain aspects that complement these strategies, according to this, Prayatni (2019) says that teachers should refrain from assigning students to practice reading a disconnected, decontextualized target language list, nor should they assign students to practice writing word lists made up of things such as *the* or *in* (p. 3), this demonstrates the reality of the vast majority of English-language textbooks used in Ecuadorian high schools. Due to the fact that the target language is completely decontextualized from the world that is experienced on a daily basis, the learner becomes disengaged with the material he is reading since he does not feel drawn or represented by it.

In addition, Mohammed (2018) comments that reading is an excellent tool for improving language skills and overcoming challenges. Learners should make it a point to read every day, since reading helps them to enhance their other English abilities as well (p. 10), this is a complement to what several authors have stated previously: the student must improve in his English learning by having a plan, which includes daily reading, without feeling overwhelmed or stressed, because the stories and tales that are read are not an obligation, but rather an opportunity to improve one's reading skills.

Techniques and Vocabulary

First, it is necessary to know that any educational curriculum would be incomplete without the inclusion of reading. Readability and comprehension are required of learners when it comes to a variety of texts. As a result, reading comprehension has gotten a great deal of attention in the educational setting (Azizi & Kralik, 2020, p. 2). When reading is the main topic, there are three important techniques that can be applied, Storytelling, Intensive Reading, and Extensive Reading. Related to storytelling, Ahmad & Yamat (2020) say that it is one of the most often utilized strategies in the teaching of English as a second language to nonnative speakers. Gestures, intonations, the visuals in the storybook, the song or music to be explained, and the movements to be expanded are all included in this category of components. (p. 6)

Storytelling is an option when the English language is taught, but there is a difference between the classic storytelling and the digital one. Aljaraideh (2019) establish that DST is an excellent method of delivering new, unclear, or abstract knowledge. As a result, it is suggested as an effective instrument for teaching English language to international students (p. 8). According to this, DST (Digital Storytelling) is a valid option to teach English and especially to improve reading skills.

In relation with Extensive Reading, Syakur et al. (2020) states that long-term reading, which is usually done for enjoyment, is an activity that requires fluency and a broad understanding of the world. A different approach is intensive reading, which is focused on short texts in order to get specific information; it also contains supplementary tasks that require correctness and full understanding. While reading is primarily concerned with written language, reading ability is closely associated with verbal proficiency. Language knowledge, as well as the territory that serves as the reader's capital, include words and phrases that have been previously heard or pronounced. Inextricably connected to the ability to grasp reading is the ability to comprehend or listen to the script being read out loud. (p. 3)

Now, Liu & Zhang (2018) explain that when the duration of the associated lesson is shorter, thorough reading is more effective in aiding children in learning language (p. 12), this is completely applicable to the major objective of this study; the online blog, combined with the short instructions, will concentrate more on reading and what the learner can do after reading them, which is practice. Comprehensive reading is an essential aspect of the creation process for this research work's proposal; it complements and differentiates the exercises that will be completed and made accessible.

Mariann et al. (2021) mentioned that Intensive Reading Method has been shown to dramatically improve pupils' reading comprehension while they are acquiring a new vocabulary. Additionally, the application of the Intense Reading Method had favorable outcomes, including increased reading comprehension among pupils, among other things (p. 198), as a result of this consideration, it can be decided that the most effective approaches to use in conjunction with tales and stories to develop English reading abilities are Extensive and Intensive Reading.

Legal Basis

The Constitution of Ecuador, in its articles 26 and 27 define that education is a human right throughout life and an undeniable and indefensible obligation of the State, establishing a priority area of public policies, protecting equality, parity, social inclusion and essential condition for good living, "The education will focus on the human being and will guarantee their holistic development, within the framework of respect for human rights, a sustainable environment and democracy" (Ecuador, 2008, p. 15)

In addition, the Ecuadorian Ministry of Education established in its Art. 19 that "It is the right of every person and community to interact between cultures and participate in a learning society. The State will promote intercultural dialogue in its multiple dimensions" (Ecuador M. d., 2011, p. 18), this allows for the fact that the English and Ecuadorian cultures are closely connected and that the language barrier is not an obstacle to communication, allowing for the achievement of involvement across cultures that is centered on socializing and educational opportunities.

Now, in relation to the English language and its application in teachers of Ecuador, The Ministry of Education of Ecuador settles that:

With Ministerial Agreement No. MINEDUC-MINEDUC-2018-00004-A of January 16, 2018, the application of the Evaluation is excluded CAL (Consejo de Administración Legislativa) of the list of constant certificates in Ministerial Agreement No. MINEDUC-MINEDUC-2017-00065-A of July 20, 2017 to obtain the B2 level of English in accordance with the Common European Framework of Reference for Languages (MER). (Falconí Benítez, 2018, p. 1)

Variables of The Study

Dependent Variable

Enhance Reading Skills In 10th Graders At Unidad Educativa Guillermo Ordóñez Gómez", School Year 2021-2022

Independent Variable

Tales and stories.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

The methodological framework for the study about Tales And Stories To Enhance Reading Skills In 10th Graders At Unidad Educativa Guillermo Ordóñez Gómez will determine how to gather, organize, and examine the data obtained from 10 English teachers.

Because education is a behavioral science, one of the primary goals of educational research is to better understand, explain, predict, and manage human behavior. It is a project aimed at creating an orderly and usable body of scientific information about the events that educators are interested in (Saraswat, 2016).

Quantitative Method

Quantitative research rejects subjectivism in favor of countable and quantifiable data that is scientifically and objectively motivated. The spread of this field of study has had a profound effect on the globe, as well as on the dynamic time continuum (Ferdinand Gagani, 2019).

A quantitative method is the one that used numbers to study data or information, numbers that may be used to explore a phenomenon and arrive at a numerical conclusion. The Quantitative Method is a research process based on empirical analysis. This implies that it based its research on statistical data in order to address particular causes and their potential consequences. Quantitative research's purpose is to elicit responses from society to highly precise inquiries. It is a technique that science employs.

Type Of Research

Exploratory

Exploratory Research is an excellent, action-oriented initial step toward increased academic research methodologies training and participation. The primary objective is to familiarize instructors with the personal and professional advantages of doing classroom research

and to demonstrate that doing so is both practical and beneficial, especially for teachers working in very tough conditions. (Smith & Rebolledo, 2018)

Exploratory research does not go into the underlying reasons or take action to alter the discovered reality. It is about initiating contact in order to thoroughly investigate the parts of the inquiry. This sort of study is accurate for this research because is quite similar to other types of research in that it begins with a review of the bibliography or systematization of existing research to solve the issue, as established before there are some opinions about how useful is to use stories to enhance reading skills. Additionally, it necessitates relegating the issue to a particular or distinctive setting.

Instruments

Science education research frequently entails the use of pre-existing instruments or the invention of new ones to quantify desired phenomena. (Taber, 2018) In essence, a data collection instrument is any resource that a researcher can employ to approach and extract information from events. Thus, the instrument synthesizes all prior research, summarizes the theoretical framework's benefaction, and does so by picking data that match to the objectives and, thus, to the variables or concepts employed.

All instruments applied in this research are needed to have data to work with, and obtain details that were unknown. Because this project is exploratory, the use of data collection instruments is essential to bring order to the investigation and focus on achieving what is needed.

Survey

A research survey enables to elicit information about a particular scenario by examining the responses and views of a randomly selected sample of people who fit the study's goals. It is a commonly used data collecting approach that enables the analysis of specific conditions and even the prediction of future events based on the reaction of a certain population segment.

Survey is used in this research because it employs a quantitative and objective methodology. The analysis of the data detailed in the following pages was achieved thanks to the application of this data collection instrument. With this information, the survey is clearly a data

gathering approach that utilizes a questionnaire to elicit detailed information on individuals' views, attitudes, and behaviors from primary sources.

Questionnaire

Questionnaire is a type of study that collect data by random sampling. The sample size is a representation of a bigger population in surveys, which fits the topic of this project. There are 11 questions with linkert scale as answers options. In this research, those who answered the survey were English teachers, this quality in common makes the questions precise, these questions were closed-ended because it is necessary to have an accurate answer. This data collection instrument was used in an online environment due to the Covid-19 pandemic.

In conclusion, the questionnaire is vital for this research, the data collected with this instrument will allow to examine the answers and detect if the proposal presented in this project is applicable.

Analysis Of Data

The data obtained from the questionnaire applied to English teachers need to be studied and analyzed in order to understand what they think about issues such as reading ability, the application of a new educational proposal, the use of technological tools and others. The data obtained is detailed below.

Teacher Survey Results

Figure 2

What is the skill that you consider students feel less connected and motivated during your English classes?
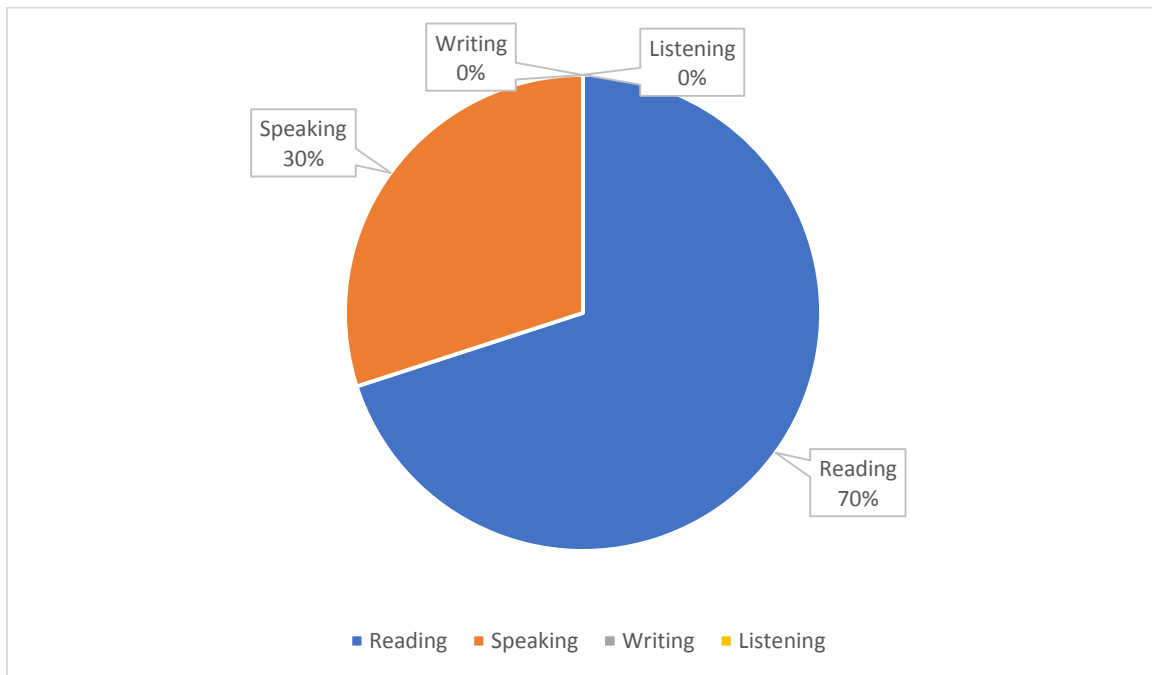

Note. This figure demonstrates that 7 teachers (70%) consider reading is the skill that students feel less connected during the English classes, this indicates how necessary is to adapt a new technique to English classes and change that point of view.

Three teachers (30%) think speaking is the skill that students feel less motivated. Listening and writing were not chosen by any teachers proving this way that those skills are not the most difficult to work with in the English classes.
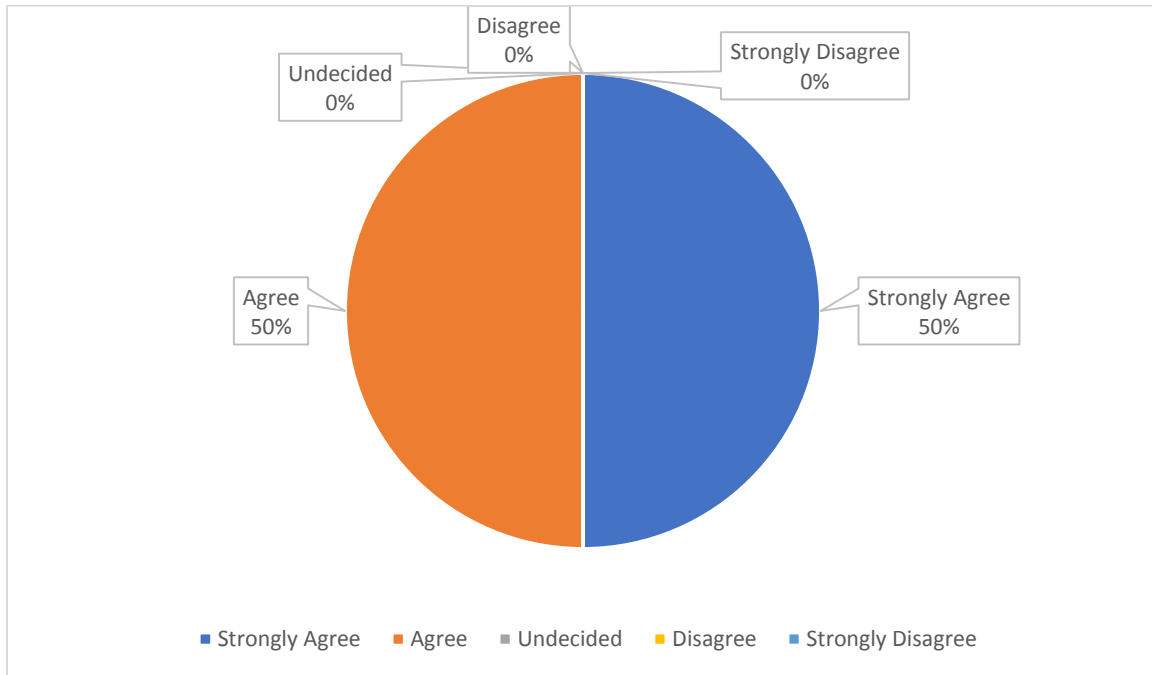
Figure 3

How often do the students read or feel interested in the class readings?
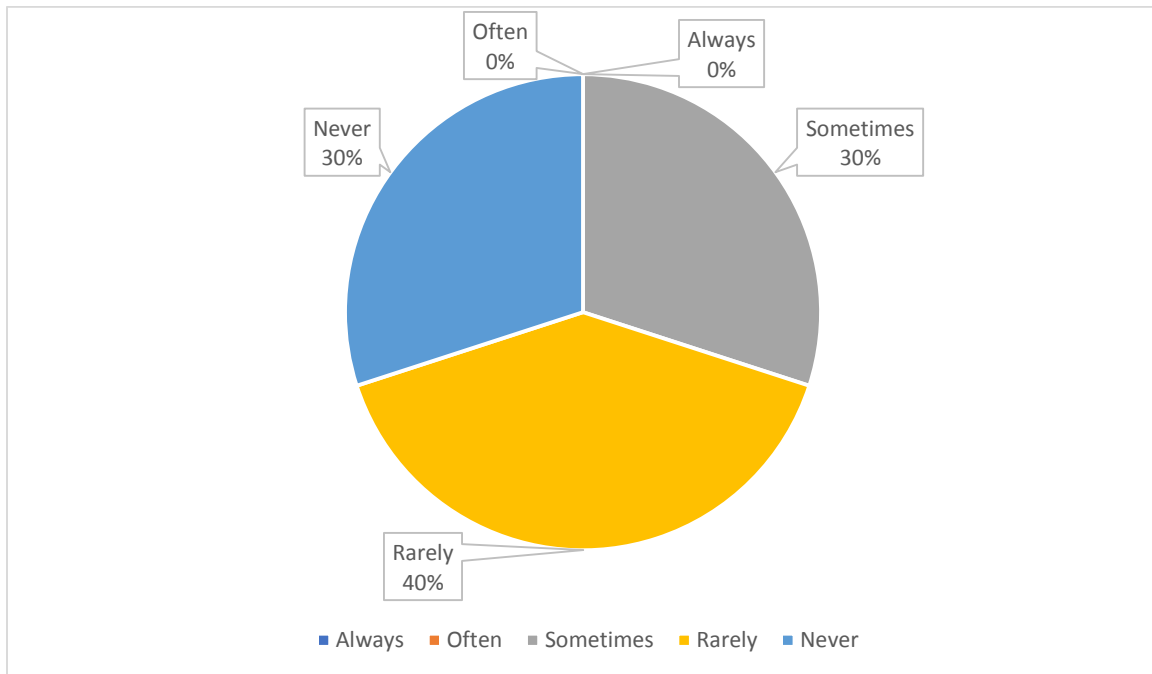
Note. This figure reveals that four instructors (40%) believe that rarely is how often the students read and feel interested in the class readings; this demonstrates how indispensable is to apply something new to catch students' attention in order to work on reading skills to enhance it.

Three professors (30%) believe that never and sometimes (30%) students feel not attracted to what they are reading, and this is the cause for the lack of attention in classes.

Often and always (0%) reveal that with those frequencies students feel interested in English readings, this is a negative result because they never will find an attraction to what they are trying to read and understand.

Figure 4

Do you consider traditional English Language Teaching techniques affect the teaching-learning process directly?

Note. This figure discloses that five teachers (50%) agree with the fact that traditional English language teaching affect the teaching-learning process directly, also five teachers (50%) strongly agree with what was established above.

On the other hand, any teachers chose the options Undecided, Disagree and Strongly Disagree (0%). This indicates that teachers coincide with the idea of traditional English language techniques affects the teaching-learning process directly, in a positive or negative way.
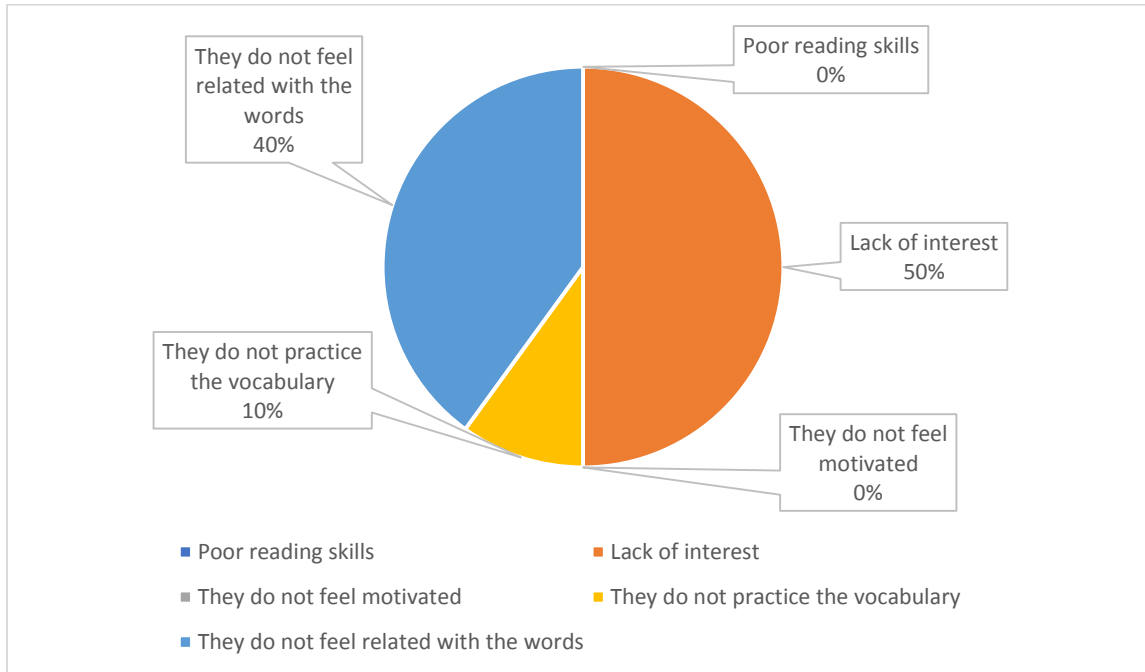
Figure 5

How often do students ask you about a word or phrase they do not understand while they are reading?
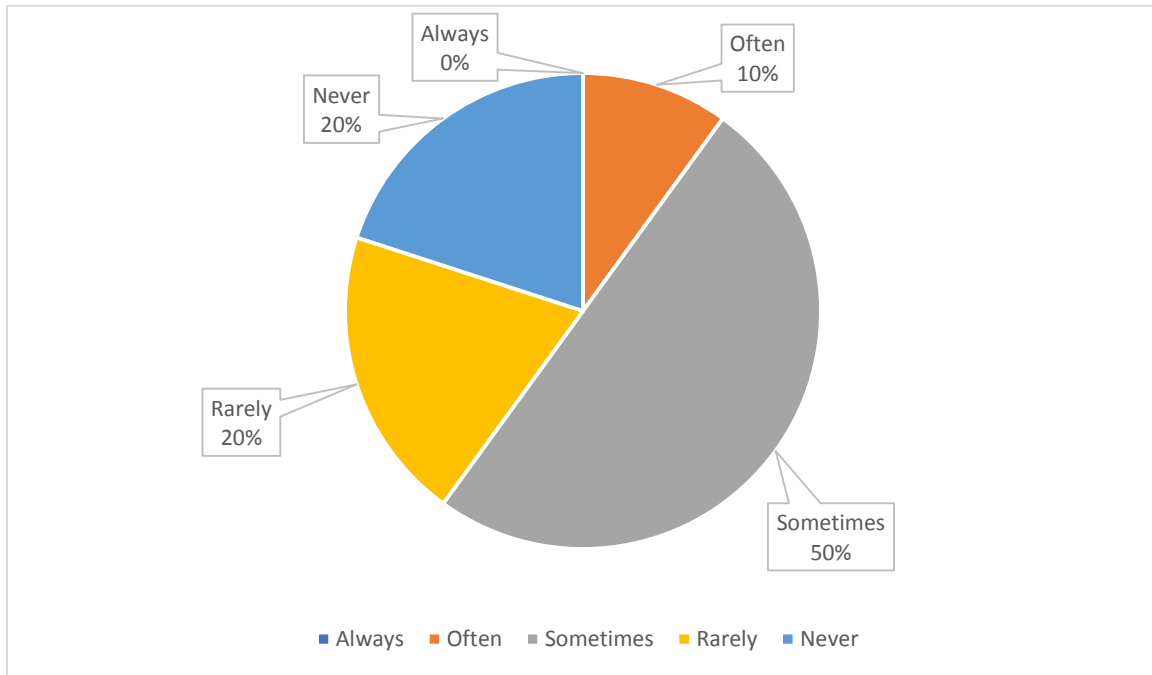
Note. This figure reveals that five teachers (50%) think that the option "Sometimes" is the frequency of how often students ask the teacher about a word or phrase they do not understand while they are reading. Two teachers (20%) evidence that their students rarely ask for the meaning or the context of an unknown word or phrase. In addition, two teachers (20%) reveal that students "Never" ask for help while they are reading an English text and one teacher (10%) answered with the option "Often". The option "Always" (0%) evidences that students do not get used to ask for the meaning of a word in an English reading.

Figure 6

Why do you think students do not understand certain words or phrases in the reading activities?

Note. This figure discloses that five teachers (50%) think the reason why students do not understand certain words or phrases in reading activities is the lack of interest causing a negative effect in the classes. Four teachers (40%) think the reason is because they do not feel related with the words and this makes them feel uncomfortable and the relation between student and the English language is broken as a result of this.

On the other hand, one teacher (10%) believes that the answer for this question is that they do not practice the vocabulary causing in them a feeling of dislocation before what is being read. Poor reading skills was not chosen by the teachers because they think students has good reading skills, but they need to enhance them.

Figure 7

What activities would you like to use to motivate your students during the English reading lessons?
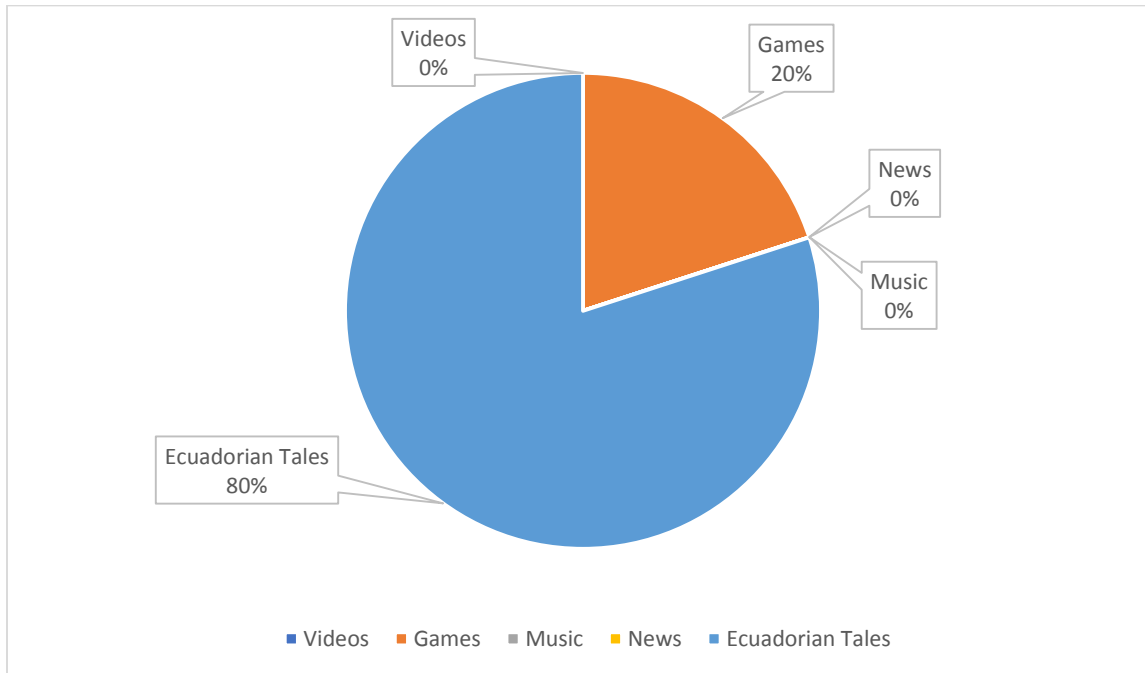
Note. This figure reveals that eight teachers (80%) believe that the activity that would motivate students during an English reading lesson is Ecuadorian tales. This quantity of answers discloses the fact that this kind of reading would motivate students and would encourage them to practice more thus achieving better learning.

Two teachers (20%) think that games would be an option to make students feel motivated during English reading lessons. Videos, news and music are not teacher's favorite alternatives to apply in their classes.

Figure 8

How do students feel when they read an English text in classes?
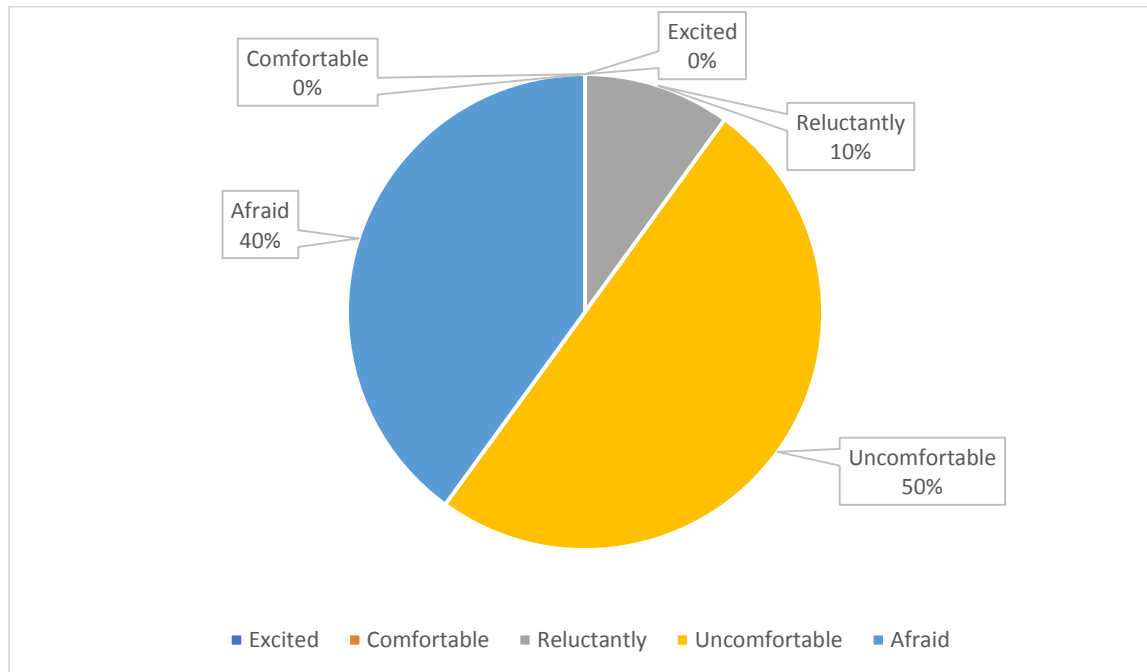
Note. This figure discloses that five teachers (50%) let know that their students feel uncomfortable when they are reading an English text in classes, four teachers (40%) acknowledge that their pupils feel afraid while they read. Only one teacher (10%) established that his students feel reluctantly when they read in English.

These answers are related with the fact that students do not feel excited or comfortable when they read out loud in classes, as established in the results of question 5 in this survey, this is connected with the fact that teachers believe that students do not feel related and motivated by what they are reading.

Figure 9

Do you think students feel related with the content they read in English classes?
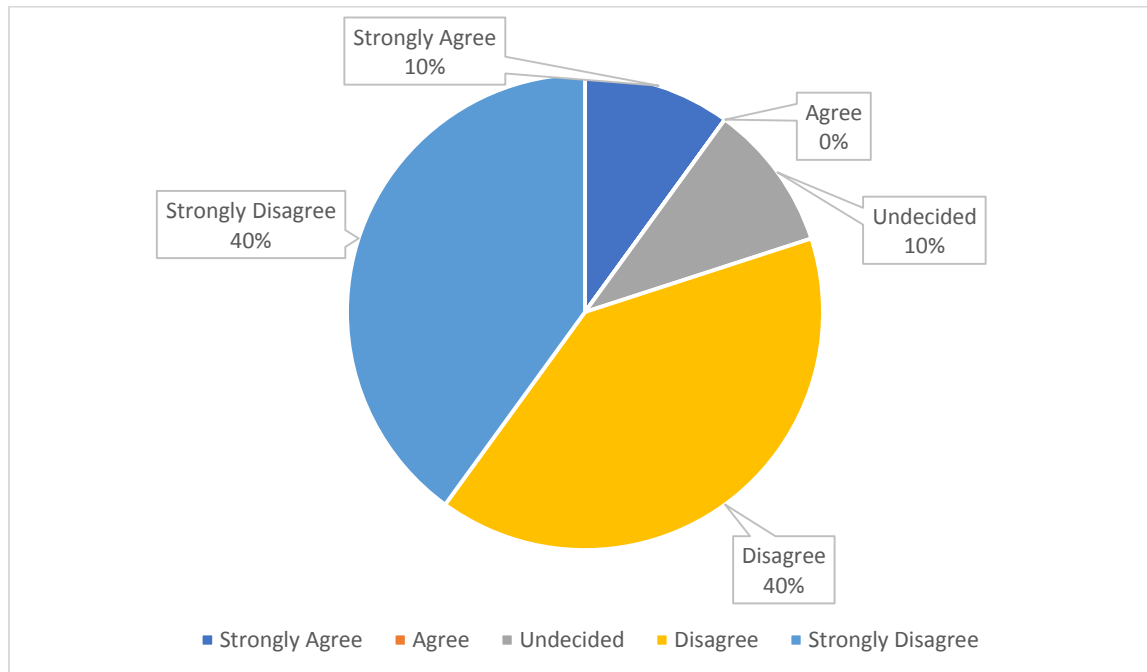
Note. This figure reveals that four teachers (40%) strongly disagree with the fact that students feel related with the content they read in English classes. Other four teachers (40%) disagree with this also. One teacher (10%) is undecided with his answer while the last one (10%) strongly agree with the question.

The results of this question show that most of teachers do not agree with other teachers that think students feel related and represented with what they are reading in English, bringing on an important problem to the class.

Figure 10

What activities would your students enjoy while they are practicing their reading skills?
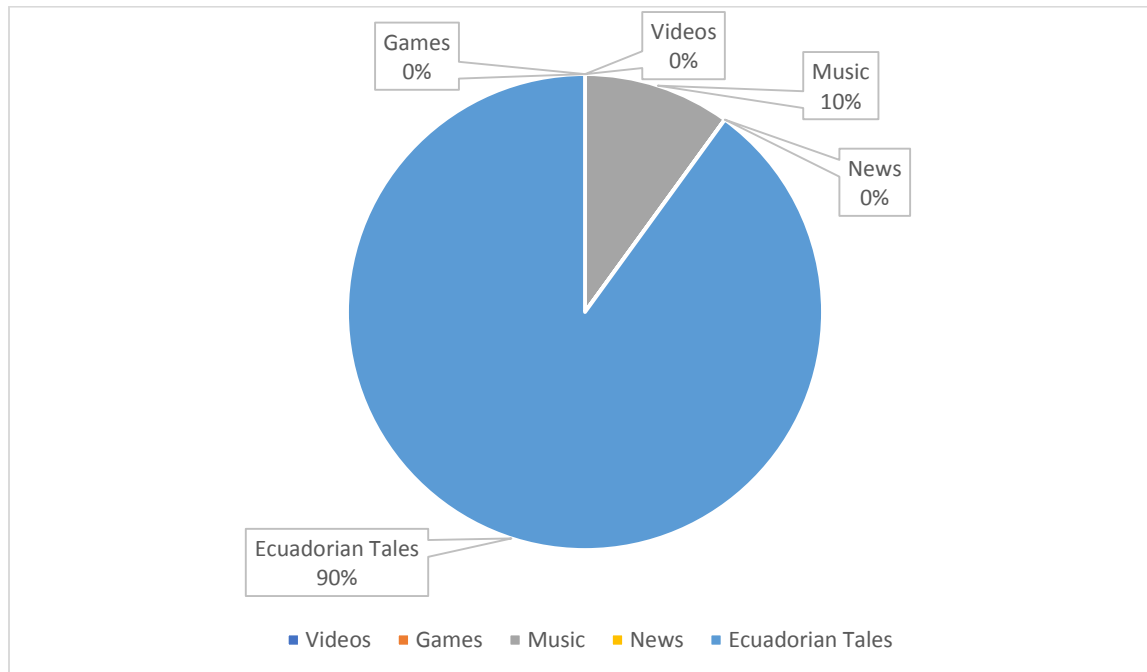
Note. This figure discloses that nine teachers (90%) think that Ecuadorian tales is an activity that students would enjoy while they are practicing their reading skills. One teacher (10%) believes that music is the best option for this question.

The results of this question let know that the finest alternative for this is Ecuadorian tales, if students read in English something that they have heard in the past, they will feel connected with it catching their attention.

Figure 11

Do you consider reading Ecuadorian tales would make students feel represented while they are reading in English?
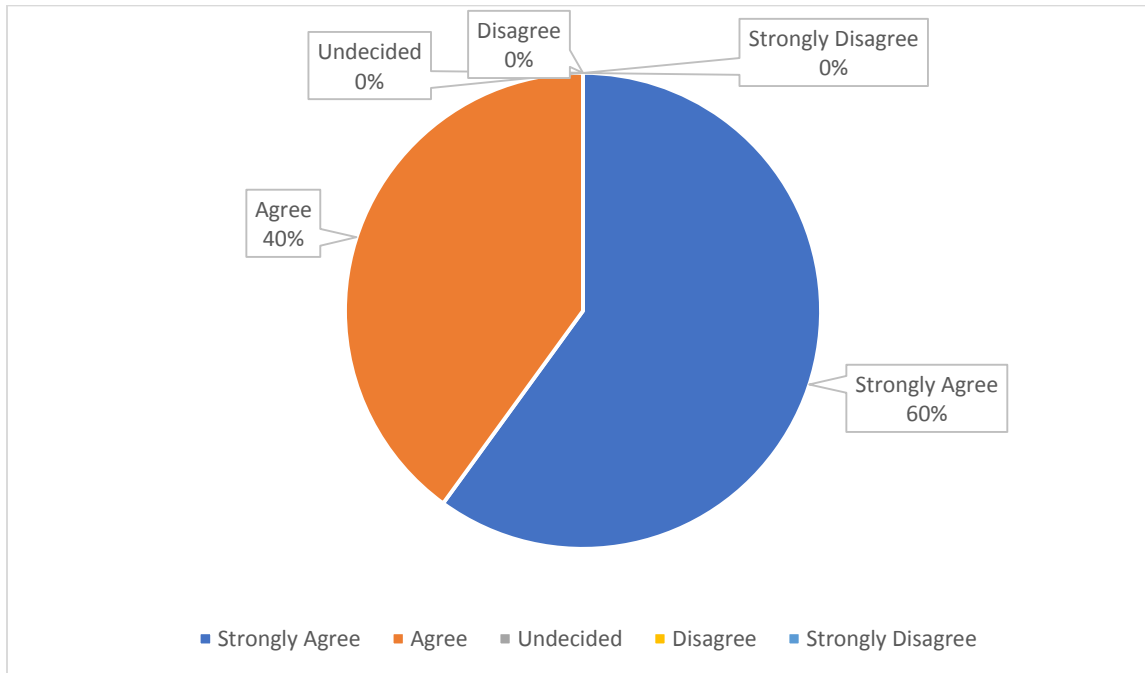
Note. This figure reveals that six teachers (60%) strongly agree with the idea that establish Ecuadorian tales as a good idea that would make students feel represented while they are reading in English. In addition, four teachers (40%) also agree with this idea.

The results of this question disclose that students would feel related and represented if they read Ecuadorian tales as part of their English classes. With this in mind, this idea would fit perfectly in English teacher's lessons.

Figure 12

Would your students feel more motivated and represented by using a blog with Ecuadorian short stories and tales that will enhance reading skills?
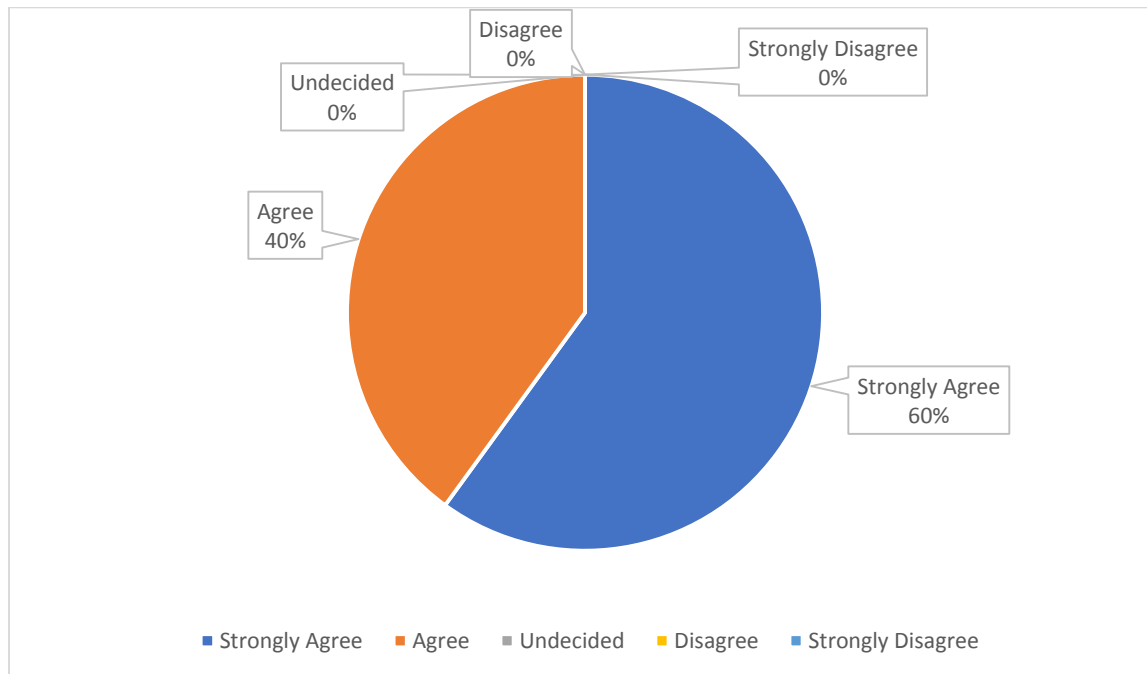
Note. This figure discloses that six teachers (60%) strongly agree with the idea that stablish that students would feel motivated and represented by using a blog with Ecuadorian short stories and tales to enhance reading skills, and to support this idea, four more teachers (40%) agree with what established before.

The results of this question reveal that a blog with Ecuadorian tales and short stories is a good option that would allow teachers to apply a different resource in their English classes achieving a new level of adaptation.

CHAPTER IV
THE PROPOSAL

Name Of The Proposal

1.1 A BLOG WEBSITE WITH ECUADORIAN TALES AND STORIES FOR READING COMPREHENSION ACTIVITIES FOR 10TH GRADERS.

Informative Data

Institution: Unidad Educativa Guillermo Ordóñez Gómez

Country: Ecuador

Province: Santa Elena

City: Santa Elena

Beneficiaries: Tenth-grade students

Author: Del Pezo Tomalá Dannis Alexis

Advisor: MScs. Eliana León Abad

Background

The data gathered throughout the course of this study project indicates that tenth-grade students at Unidad Educativa Guillermo Ordóñez Gómez have a deficit in terms of Reading Skills. As a result of this information, this study proposes to develop a blog website with Ecuadorian tales and stories for reading comprehension activities to enhance Reading Skills.

Numerous factors have been considered in the design of this blog, but the most critical is that this blog will assist students in improving their reading abilities. Nonetheless, while reading Ecuadorian stories, teens will reinforce their reading abilities, creating a win-win situation for everyone concerned. Additionally, instructors and students can make extensive use of technological resources, incorporating them as a beneficial tool for the learning process when used in conjunction with the teacher's guidance. They will get the opportunity to practice various reading exercises and build their English vocabulary while completing a specified task. By

incorporating this blog into the lesson, students will discover a new style of learning that is engaging and pleasant, awakening their consciousness and connecting them to the material they are reading.

The pupils will be ushered into an original English classroom atmosphere as a result of the growth of the blog's many readings. They will both study and improve their reading abilities.

Justification

The purpose of this research is to provide adequate knowledge to improve reading skills in tenth grade students of Unidad Educativa Guillermo Ordoñez Gómez through the reading of Ecuadorian stories and stories, with the goal of innovating the traditional educational process and bringing about a paradigm shift in teaching and learning in order to achieve a quality education.

The design of this research is based on a survey to obtain the data that was used to interpret it in order to get the results of what teachers think about the use of a blog with Ecuadorian tales and stories to enhance reading skills.

Research Objectives

General Objectives

To enhance reading skills through a pedagogical innovation using readings that are already known by Tenth-Graders students at Unidad Educativa Guillermo Ordoñez Gomez, thus achieving an easier reading comprehension.

Specific Objectives

To analyze whether the application of a blog that helps improve reading skills is feasible.

To design a blog that uses Ecuadorian tales and stories to improve English reading skills.

To propose the use of a blog that uses Ecuadorian Tales to Unidad Educativa Guillermo Odóñez Gómez to enhance ten-graders English language skills.

Proposal Description

The following online blog that has all the characteristics of a website aimed at 10th graders is a tool to enhance English reading skills in th10th-graders students. This blog is based on an educational format, it has different characteristics but works on any device, from computers to mobile phones and tablets. The blog is free to use, it has no cost and it can be accessed at any time as long as the internet is also accessible.

The stories found in the blog come from the book "Ecuadorian Legends: Reading Comprehension Exercises for Beginners", written by Italo Carabajo Romero, Eliana G. León Abad, Sara Dolores González Reyes and Tatiana García Villao.

All stories in the blog are a summary from the book Ecuadorian Legends: Reading Comprehension Exercises for Beginners with ISBN 978-9942-33-282-0

READ AND LEARN

All the stories you find here come from the book:
ECUADORIAN LEGENDS: Reading Comprehension
Exercises for Beginners.
Written by: Italo Carabajo Romero, Eliana G. León Abad,
Sara Dolores Reyes González and Tatiana García Villao.

STEP BY STEP

STORIES

LET'S READ!

EXERCISES

LET'S PRACTICE!

CHOOSE YOUR FAVORITE STORY

—

The Cathedral's Rooster

The Boy with the Black Hand

The Lady in High Heels

Father Almeida

Do you need practice?

___

Check the story! First, read!

THE CATHEDRAL'S ROOSTER

This is a legend from Quito. Let's start with Mr. Ramón Ayala y Sandoval. Mr. Ramón's fortune was legendary (and terrible drinking habits). He liked a good life and a good nightlife. Breakfast consisted of Ambato's bread, Cayambe cheese, and fruit jam served with hot chocolate. Lunch was a food and wine extravaganza!

He loved coming to his library after lunch and reading his favorite books. A well-deserved nap followed, after all,

vanished.

Did you read the whole story?

Really?

Well, it's time for a challenge!

LET'S PRACTICE!

THE CATHEDRAL'S ROOSTER

Choose And Type The Correct Answer

The name of the protagonist is
_____ (Mr. Ramón / Mr.
Roman)

The protagonist drinks a lot of
_____ (Alcohol / Juice Fruit)

Mariana's nickname was "La Alta"?

- ◯ True
- ◯ False

On his way back home, Mr. Ramón used to insult the rooster?

- ◯ True
- ◯ False

On his way back home, Mr. Ramón used to insult the rooster?

- ◯ Funny
- ◯ Sad
- ◯ Scary

Send Answers

THE BOY WITH THE BLACK HAND

This is an Ecuadorian story about Toribio. He was born flawed. Toribio was deaf. His parents wept and prayed to the Virgen del Soto. A favoured church. His parents wished for a miracle: a right hand.

Toribio grew up content. He was never sad or worried about his right hand. He was one of the neighborhood's beloved kids. He cared for the underprivileged since he lived among them. Toribio tried his best to help

Choose the meaning for the following words

Devastated

[dropdown ⌄]

Prayers

[dropdown ⌄]

Basket

[dropdown ⌄]

Next Part

Choose the meaning for the following words

Option	
Fearful	○
Happy	○
Sad	○
Joyful	○

Devastated
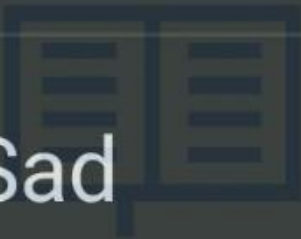
Prayers

Basket

Next Part

Type TRUE for true sentences and FALSE for false ones.

Toribio's parents were huge fans of the Virgen of Soto?

[   ]

People in the family thought this was a good thing?

[   ]

The boy was able to play and climb trees with his new arm?

[   ]

She chose a lovely red dress and a stunning pair of high _____.
(Heels / Pants)

In the club, she was spotted as the _____ young lady she was. (Gorgeous / Ugly)

he asked if they could _____ to the beach.
(Swim / Walk)

With her friends that night, they should go out to eat at a restaurant and have a good time?

○ True

○ False

To get all the men's attention, she was dancing?

○ True

○ False

What is the worst part of this story for you?

Share your ideas

Send Answers

Abbot

You answer

Coffin

You answer

Near

You answer

Friar

You answer

The plot of this story is

Did you heard this story before?

Choose an option ⌄

How much did you enjoy this story?

☐ A lot

☐ Enough

☐ Nothing

Back

Send

CONCLUSIONS

1. The present research was carried out and was satisfactory because 90% of the teachers answered the survey results that an online blog is recommended to enhance 10th graders reading skills.

2. This is a proposal for the creation of something new to enhance education in English language and help the students to understand better the topics when they read an English text.

3. This study was created for the benefit of teachers and students that want to complement their classes with Ecuadorian tales and stories and comprehension activities to enhance their reading skills.

RECOMMENDATIONS

1. It is recommended to apply this study because this is the beginning for future research based on an online blog with Ecuadorian tales and stories that allow students to enhance their English reading skills.

2. It is encouraged to apply this research at Unidad Educativa Guillermo Ordóñez Gómez because it was demonstrated that it was effective as an alternative to enhance education in English language.

3. This research proposal and questionnaire would be applied to comparable settings characterized by the same common qualities in the rest of Ecuadorian contexts.

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ANNEXES

ENGLISH TEACHER SURVEY

1. **What is the skill that you consider students feel less connected and motivated during your English classes?**
a. Reading
b. Speaking
c. Writing
d. Listening

2. **How often do the students read or feel interested in the class readings?**
a. Always
b. Often
c. Sometimes
d. Rarely
e. Never

3. **Do you consider traditional English Language Teaching techniques affect the teaching-learning process directly?**
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

4. **How often do students ask you about a word or phrase they do not understand while they are reading?**
a. Always
b. Often
c. Sometimes
d. Rarely
e. Never

5. **Why do you think students do not understand certain words or phrases in the reading activities?**
a. Poor reading skills
b. Lack of interest
c. They do not feel motivated

d. They do not practice the vocabulary
e. They do not feel related with the words

6. What activities would you like to use to motivate your students during the English reading lessons?
a. Videos
b. Games
c. Music
d. News
e. Ecuadorian Tales

7. How do students feel when they read an English text in classes?
a. Excited
b. Comfortable
c. Reluctantly
d. Uncomfortable
e. Afraid

8. Do you think students feel related with the content they read in English classes?
a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

9. What activities would your students enjoy while they are practicing their reading skills?
a. Videos
b. Games
c. Music
d. News
e. Ecuadorian Tales

10. Do you consider reading Ecuadorian tales would make students feel represented while they are reading in English?
a. Strongly Agree
b. Agree

c. Undecided
d. Disagree
e. Strongly Disagree

11. Would your students feel more motivated and represented by using a blog with Ecuadorian short stories and tales that will enhance reading skills?

a. Strongly Agree
b. Agree
c. Undecided
d. Disagree
e. Strongly Disagree

Teacher's Survey

Thank you for your help.

Nombre *

Cristobal Gonzalez Rodriguez

Correo electrónico *

cristobalrodrigues5@gmail.com

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1. What is the skill that you consider students feel less connected and motivated during your English classes? *   0 puntos

- ⦿ Reading
- ◯ Speaking
- ◯ Writing
- ◯ Listening

2. How often do the students read or feel interested in the class readings? *   0 puntos

- ◯ Always
- ◯ Often
- ◯ Sometimes
- ◯ Rarely
- ⦿ Never

3. Do you consider traditional English language teaching techniques affect the   0 puntos
teaching-learning process directly? *

- ⦿ Strongly Agree
- ◯ Agree Undecided
- ◯ Disagree
- ◯ Strongly Disagree
- ◯

4. How often do students ask you about a word or phrase they do not understand   0 puntos
while they are reading? *

- ◯ Always
- ◯ Often
- ⦿ Sometimes
- ◯ Rarely
- ◯ Never

5. Why do you think students do not understand certain words or phrases in the reading activities? *

0 puntos

- ( ) Poor reading skillsLack
- (●) of interest
- ( ) They do not feel motivated
- ( ) They do not practice the vocabulary They
- ( ) do not feel related with the words

6. What activities would you like to use to motivate your students during the English reading lessons? *

0 puntos

- ( ) Videos
- ( ) Games
- ( ) Music
- ( ) News
- (●) Ecuadorian Tales

7. How do students feel when they read an English text in classes? *

0 puntos

- ( ) Excited
- ( ) Comfortable
- ( ) Reluctantly
- (●) Uncomfortable
- ( ) Afraid

8. Do you think students feel related with the content they read in English classes? *   0 puntos

○ Strongly Agree

○ Agree Undecided

○ Disagree

◉ Strongly Disagree

○

9. What activities would your students enjoy while they are practicing their reading skills? *   0 puntos

○ Videos

○ Games

○ Music

○ News

◉ Ecuadorian Tales

10. Do you consider reading Ecuadorian tales would make students feel represented while they are reading in English? *   0 puntos

○ Strongly Agree

◉ Agree Undecided

○ Disagree

○ Strongly Disagree

○

CARTA DE CONSENTIMIENTO

Santa Elena, 30 de Enero de 2022

Estimados:

Italo Carabajo Romero,

Eliana León Abad,

Sara González Reyes

Tatiana García Villao.

Mi nombre es Dannis Alexis Del Pezo Tomalá, estudiante de la Universidad Estatal Península de Santa Elena, Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, octavo semestre, paralelo 2. Actualmente me encuentro en la realización de mi Proyecto de Investigación "TALES AND STORIES TO ENHANCE READING SKILLS IN 10TH GRADERS AT UNIDAD EDUCATIVA GUILLERMO ORDÓÑEZ GÓMEZ SCHOOL YEAR 2021-2022", el cual es un requisito para obtener el título de tercer nivel de esta universidad. Puesto que ustedes son los autores del libro titulado "ECUADORIAN LEGENDS Reading Comprehension Exercises for Beginners" y yo utilizaría dichas historias como material para la elaboración de un blog en línea como parte de mi propuesta en el proyecto de investigación mencionado anteriormente, le pido que me proporciones los derechos de autor de el mismo.

Estoy muy esperanzado por recibir su respuesta lo antes posible. Mi proyecto de investigación está próximo a terminar y me gustaría contar con sus consentimientos para el uso de su libro. Por favor, facilítenme la misma.

Muchas gracias de antemano.

Del Pezo Tomalá Dannis Alexis

dannis.delpezotomala@upse.edu.ec

RESPUESTA A CARTA DE CONSENTIMIENTO

RE: CARTA DE CONSENTIMIENTO

Leon Abad Eliana Geomar
Dom 30/01/2022 22:25
Para: DANNIS DEL PEZO

Estimado Sr. Del Pezo,

A nombre de los autores del libro *Ecuadorian Legends: Reading Comprehension Exercises for Beginners* con ISBN 978-9942-33-282-0 agradecemos haya considerado nuestro trabajo para referencia en su proyecto de investigación.
Por medio del presente correo SE AUTORIZA el uso de imágenes y de 5 (cinco) historias a su elección para que sean utilizadas en el resumen del Blog que usted está diseñando.
Auguramos éxitos en el desarrollo de su investigación.

Saludos cordiales,

Eliana León Abad, M.Ed.
Co-Autora
Docente
Universidad Estatal Península de Santa Elena

De: DANNIS DEL PEZO <dannis.delpezotomala@upse.edu.ec>
Enviado: domingo, 30 de enero de 2022 20:22
Para: Leon Abad Eliana Geomar <eleon@upse.edu.ec>
Asunto: CARTA DE CONSENTIMIENTO

Buenas noches, le hago llegar mi carta de consentimiento para solicitar derechos de autor.

Responder | Reenviar

CARTA CON SELLO DE RECEPCIÓN

Santa Elena, 30 de Enero de 2022

Estimados:

Italo Carabajo Romero,

Eliana León Abad,

Sara González Reyes

Tatiana García Villao.

Mi nombre es Dannis Alexis Del Pezo Tomalá, estudiante de la Universidad Estatal Península de Santa Elena, Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, octavo semestre, paralelo 2. Actualmente me encuentro en la realización de mi Proyecto de Investigación "TALES AND STORIES TO ENHANCE READING SKILLS IN 10TH GRADERS AT UNIDAD EDUCATIVA GUILLERMO ORDÓÑEZ GÓMEZ SCHOOL YEAR 2021-2022", el cual es un requisito para obtener el título de tercer nivel de esta universidad. Puesto que ustedes son los autores del libro titulado "ECUADORIAN LEGENDS Reading Comprehension Exercises for Beginners" y yo utilizaría dichas historias como material para la elaboración de un blog en línea como parte de mi propuesta en el proyecto de investigación mencionado anteriormente, le pido que me proporcione los derechos de autor de el mismo.

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Muchas gracias de antemano.

Del Pezo Tomalá Dannis Alexis

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ACUSO RECIBO el 30 de enero de 2021.

AUTORIZADO el uso de imágenes e historias como referencia para su proyecto.

ELIANA LEÓN ABAD
Co-Autora

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado "TALES AND STORIES TO ENHANCE READING SKILLS IN 10TH GRADERS AT UNIDAD EDUCATIVA GUILLERMO ORDÓÑEZ GÓMEZ", SCHOOL YEAR 2021-2022" elaborado por el estudiante Dannis Alexis Del Pezo Tomalá, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Eliana G. León Abad, M.Ed.
TUTORA

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ACRONYMS

B2: Upper-Intermediate English level according to Common European Framework of Reference for Languages.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

EAL: English as Additional Language.